

Home Learning for Year 3

Below is the expected home learning weekly timetable for your child. Please check the year group page for additional resources/website links. If you have any questions please contact the class teacher on 'Class Dojo'.

Week commencing: Monday 11th May

St Ignatius Home Learning Weekly Timetable		
Allocated time	Resource/Activity	Access
Daily Reading- 30 mins	Individual reading books Ottoline and the Yellow Cat chapters 6-8	To read Ottoline and the Yellow Cat, go on to your Active Learn account. You will find chapters 6-8 available for this week. https://www.activelearnprimary.co.uk/login?e=-1&c=0
Daily Spelling/Phonics	Spelling Frame: This week practise rule 13- endings spelt 'tion, sion, ssion and cian.	https://spellingframe.co.uk/spelling-rule/16/11-The-suffix-ous-1-of-2 This website has free access. No password needed- Click on year group 3 and 4. You can use the Spelling Tiles to find out about the words. You can use the Practice/Test function to learn and test yourself.
Daily Times Tables	Learn your 7 times table this week. We have not learnt this together at school so we have to go alone.	Learn it with song https://www.youtube.com/watch?v=t4xU4CiqGvg https://www.timestables.co.uk/ https://www.topmarks.co.uk/maths-games/hit-the-button
Daily Sumdog- 30 mins	Keep practising on sumdog. There will be challenges set throughout the week.	https://www.sumdog.com/user/sign_in Username and password included in your home learning pack. Please contact your teacher if you have forgotten or misplaced these and we can help you.
Weekly Grammar	Practise exception words that are tricky to spell.	https://www.activelearnprimary.co.uk/login?e=-1&c=0 Go to 'My Stuff' and you should find all you need.
Maths- Daily	White Rose- Maths	See Lessons 1-4 Working with money. These lessons should help build on our previous unit of work about money.
English- Daily	See the resources on the English page.	See daily lesson below!

<p>Topic</p>	<p>BUGS! Well done with your topic work so far. We have looked at ants and plants! Now we will look a little closer at flowers, which are parts of a plant. We will also find out some more about bees and why flowers and bees need each other.</p>	<p>Activity 1 - parts of a flower</p> <p>Watch the video and then fill in the gaps below. There are lots of new words so you may need to watch the video a few times.</p> <p>The petals are on the _____ of the flower. The p_____ is on the s_____. The stamen is then made of two parts: the a_____ and the f_____. The filament supports the a_____. The carpel is another part of the flower. It is made of the style, the s_____ and the ovary. The ovary produces e_____ and protects the baby plants.</p> <p>Activity 2 - bees and pollen</p> <p>Find out the answers to these questions about bees. You can watch the videos to help you</p> <p>https://www.youtube.com/watch?v=ta154f5Rp5Y</p> <p>https://www.youtube.com/watch?v=txv2k7OoY7U</p> <p>or look for your own answers using your safe search skills and the internet.</p> <ol style="list-style-type: none"> 1) What is the name of the place where bees live? 2) What is the name of the substance from a flower that bees eat? 3) What is the name of the thing that bees collect from the flower? 4) What do the bees do with nectar from flowers? 5) Bees take pollen from one flower's stamen to one flower's pistil. What happens when they do this? <p>Activity 3 - listen and appraise</p> <p>Listen to this famous piece of music by the Russian composer Rimsky Korsakov. It is called 'Flight of the Bumblebee'.</p> <p>https://www.youtube.com/watch?v=aYAJopwEYv8</p>
---------------------	--	--

Think about all the different sounds and have a go at naming some of the instruments.

Which instrument do you think is playing the fastest?

What do you like about the music?

In what way do you think the music sounds like a bumblebee?

You don't have to write your answers down but you can if you want to.

Draw! Listen to the music again and this time, try and draw the music. You can interpret this however you want. It doesn't matter if it is messy, small, big, abstract, colourful or just in pencil -draw what the music inspires you to.

Maths

Please click on the links below that will take you straight to the activities on White Rose Home Learning. For each lesson there is a

Video

Activity

Answer Sheet

Just follow these four easy steps...

Click on the set of lessons for your child's year group.

Watch the video (either on your own or with your child).

Find a calm space where your child can work for about 20-30 minutes.

Use the video guidance to support your child as they work through a lesson.

Lesson 1 (Monday) – Multiplying and dividing by 4 and 8 Video – day 1 Challenge- See Problems of the Week	https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-3-home-learning Activity Sheet and Answers- See Year 3 page on website.	
Lesson 2 (Tuesday)- Multiply 2 digits by 1 digit Video – day 2 Challenge- See Problems of the Week	https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-3-home-learning Activity Sheet and Answers- See Year 3 page on website.	
Lesson 3 (Wednesday)- Divide a 2 digit number by a 1 digit number Video – day 3	https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-3-home-learning Activity Sheet and Answers- See Year 3 page on website.	

<p>Challenge- See Problems of the Week</p>		
<p>Lesson 4 (Thursday)- Multiplication and division problem solving</p> <p><u>Video – day 4</u></p>	<p><u>https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-3-home-learning</u></p> <p>Activity Sheet and Answers- See Year 3 page on website.</p>	

<p>Challenge- See Problems of the Week</p>		
<p><u>day 5</u></p> <p>Friday maths challenge</p>	<p><u>Optional challenge questions.</u></p> <p><u>See BBC Bitesize Challenge</u></p>	

English Lessons- Monday- Thursday



Monday	<p>LO: To answer some questions about a story</p> <p>Play the film about Rock, Paper, Scissors (remember the game) https://www.literacyshed.com/a-shed-full-of-animations.html</p> <p>Now play again but pause it after 20 seconds.</p> <ol style="list-style-type: none">1. Which character do you think this is?2. Can you think of any adverbs to describe how he moves?3. Use similes or metaphors to describe his appearance. <p>Pause the film after 52 seconds when Rock rests his head on his arm.</p> <ol style="list-style-type: none">4. Who is Rock watching?5. Describe how Paper is moving.6. What does Rock think about Paper?	<p>Challenge</p> <p>Find someone to play a game of rock, paper, scissors with.</p>
Tuesday	<p>LO: To answer questions about a story, considering feelings</p> <p>Pause the film at 3 min 07 secs when Rock is stood over the lifeless Paper.</p> <ol style="list-style-type: none">1. How did Rock feel when he vanquished Scissors?2. How does he feel now?3. How might an author show this in their writing? <p>Pause the film at 3 min 18 seconds. When Rock's hands first crumble at her touch.</p> <ol style="list-style-type: none">4. What can Rock not do?5. How will he help her? Will he help her?	<p>Challenge</p> <p>What would you do if you were Rock?</p>

Wednesday	<p>LO: To identify plot points</p> <p>Step one: You may need to watch the film again. Write down 4 or more plot points for Rock. Make sure you have them in order from the start of the story to the end.</p> <p>Step two: Write down an emotion that rock is feeling at each of your plot points. Try to use interesting words so instead of using 'sad', you could use 'devastated'.</p>	<p>Challenge</p> <p>How do you think Paper feels at the start of the story? How do you know this?</p>
Thursday	<p>LO: To write a diary entry</p> <p><u>Rock's last diary entry:</u></p> <p>Imagine that Rock recounted his last day just as he crumbled to pieces in the act of saving Paper. Write his diary entry using the emotions from yesterday to help you. The 4 plot points will also help you to structure your writing.</p> <p>Remember the features of a diary entry are:</p> <ul style="list-style-type: none"> ● Date (you can choose when this is) ● 'Dear diary...' ● Use a chatty/informal style ● Use the past tense as the events has already happened ● Write in first person 'I decided to jump,' 'my thoughts were jumbled' etc ● Use time conjunctions (first, next, suddenly) Remember that you can only use 'finally' for the last point. ● Include emotions and feelings ● Organise into paragraphs. 	<p>Challenge</p> <p>Include some dialogue between Paper and Rock.</p>
Friday	<p>LO: To think about alternative endings</p> <p>What would have happened if Rock had beaten Scissors first. How would this change the ending. Write the scene using powerful language and show me what happened. Remember to use interesting verbs and expanded noun phrases, like we did when we write our Myths and Legends stories.</p> <p>If you need some help to create ideas, draw or make the scene first.</p>	<p>Challenge</p> <p>Replace two of your adjectives with synonyms for that word.</p>