

Year 3

**Are activities if you have access to the internet

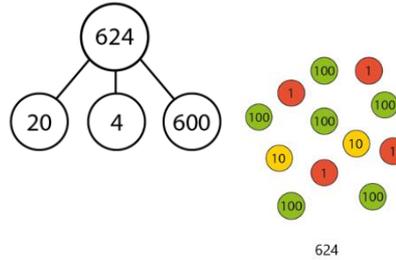
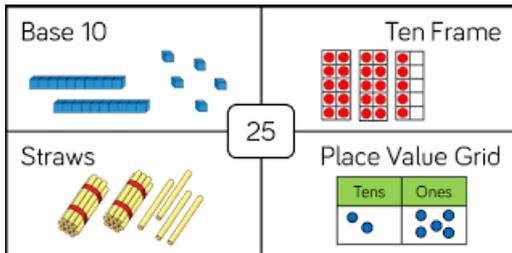
Weekly Maths Tasks

- Place Value: Create 2 digit and 3 digit numbers.

Look around your house for objects you could use (or make) to represent thousands, hundreds, tens and ones.

Use objects such as: sticks, pens, money (1p, 10p, £1), counters or beads.

Write down your number and show how you can partition it in different ways.



Maybe take photos of the numbers you've made and represented in different ways.

- Now using the numbers you've made compare them (you could use your photos).

Which is bigger? Which is smaller?

Remember which symbol to use.

Symbol	Word	Example
>	greater than	10 > 3
<	less than	2 < 6
=	equal to	4 tens = 40 ones

Try this with three numbers – can you put them in order?

- **Times tables work – Times table rock stars
- Telling the time: Practise telling the time throughout the day. Maybe keep a record of how long activities are taking by recording the time you started and finished.
**You could play this game which will help with time recognition
<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

Weekly Reading Tasks

Remember to use your phonics and spelling patterns when sounding out new words.

- Regular Reader – Read a book at least 3 times this week.
- Read the pushes and pull document attached
- Read the Tudor religion document attached
- Complete 2 tasks from your reading mileage challenge.

Weekly Phonics/Spellings Tasks	Weekly Writing Tasks																									
<p>Phonics activities:</p> <ul style="list-style-type: none"> Focus: au/aw (or sound) and ay/a_e (ai sound) <table border="0"> <tr> <td>Paul</td> <td>haul</td> <td>fault</td> <td>haunt</td> </tr> <tr> <td>raw</td> <td>saw</td> <td>jaw</td> <td>dawn</td> </tr> <tr> <td>pay</td> <td>say</td> <td>tray</td> <td>play</td> </tr> <tr> <td>name</td> <td>cake</td> <td>brave</td> <td>snake</td> </tr> </table> <p>Practise these spellings by writing them out through the week.</p> <ul style="list-style-type: none"> Play Roll it, Spell it! game below <p>**Phonics play – phase 5 games revise all phase 5 within the games https://www.phonicsplay.co.uk/Phase5Menu.htm</p> <p>Spelling activities:</p> <ul style="list-style-type: none"> Spelling Rule – words ending with the /cher/ sound spelt with ‘ture’. <table border="0"> <tr> <td>measure</td> <td>treasure</td> <td>pleasure</td> </tr> <tr> <td>enclosure</td> <td>creature</td> <td>furniture</td> </tr> <tr> <td>picture</td> <td>nature</td> <td>adventure</td> </tr> </table> <p>Practise these spellings by writing them out through the week.</p> <p>**If you can, use Spelling frame Year 3 and 4. Click on play – click on spelling tiles for the games given, then later on in the week complete the spelling test. https://spellingframe.co.uk/spelling-rule/14/9-Words-with-endings-sounding-like-ture</p> <ul style="list-style-type: none"> Pick out 4 words from the Y3/4 spelling list (previous work packs) you don't know and practise those. **You could use https://www.spellingcity.com/ to enter your four words and it creates games and activities for you to be able to practise them. 	Paul	haul	fault	haunt	raw	saw	jaw	dawn	pay	say	tray	play	name	cake	brave	snake	measure	treasure	pleasure	enclosure	creature	furniture	picture	nature	adventure	<p>Remember to write in full sentences which makes sense with capital letters and full stops. Check spellings and phonics (below).</p> <ul style="list-style-type: none"> Complete the work below on apostrophes. Complete the conjunction sheet below Write a story – pick a topic you are interested in (a game, a hobby, a film/programme). Describe the characters, setting and the adventure that happens. Write 3 sentences which include your expanded noun phrases. (adjective, adjective noun) <p>Example:</p> <p>I saw a crispy, brown leaf lying still on the ground.</p> <p>I walked through the dewy, green grass as the sun began to rise.</p>
Paul	haul	fault	haunt																							
raw	saw	jaw	dawn																							
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measure	treasure	pleasure																								
enclosure	creature	furniture																								
picture	nature	adventure																								

Learning tasks to be done throughout the week: Tudors

Science: Forces and Magnets unit

Pushes and pull – read document attached and complete the activity sheet.

History: Make a news report sketch/clip about Henry VIII wives and the religion in Tudor times.

For your information - read the document attached and/or **check out this website for extra research
<http://www.primaryhomeworkhelp.co.uk/tudors/religion.htm>

Spanish:

Here's the Spanish vowel – can you remember it and sing along?

<https://www.youtube.com/watch?v=PXFMC-g0Jt8>

Try out this Spanish numbers song –

<https://www.youtube.com/watch?v=oUvyhStbFy8>

Use duolingo to have a go with learning some more Spanish:

<https://www.duolingo.com/skill/es/Intro/1>

Music: Sing a song from our Summer Assembly (Click on these tabs to take you to You Tube).

Together! <https://www.youtube.com/watch?v=LpMWOZZfki0&feature=youtu.be>

Wake Up! <https://www.youtube.com/watch?v=5idAk316hpY>

Sing of a rainbow! https://www.youtube.com/watch?v=eoHh_3AOVgM&feature=youtu.be

Physical Activities

****Lets Get Physical - Joe Wicks Joe Wicks morning workout**

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

1 minute challenge - How many hops, jumps, squats, jumping jacks etc. can you do in 1 minute?

Try to beat your pb

****Isolation Icons – Hull Active Schools Primary Daily Challenge <https://www.hullactiveschools.org/isolation-icons>**

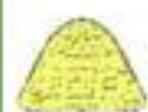
Learn or improve a sports skills e.g kick ups, throwing and catching, skipping, jumping.

****Miss Thompson Live Lesson**

Outdoor Explore – walk, run, bike outside

ROLL It, SPELL It

Roll the dice. When it lands on a sound, find that column on the game board. Spell the first picture from that column on your spelling grid. Continue rolling and spelling each picture.

				R_	
					
					
					
					
ay	ou	ie	ea	oy	?

Conjunctions

Conjunctions are the 'glue' that hold together words and different parts of a sentence. For example, in the sentence, 'Sandra bought a new bag and she bought some new shoes', the conjunction and joins together the two clauses (Sandra bought a new bag. She bought some new shoes.).

Co-ordinating conjunctions: Children will first begin to use co-ordinating conjunctions in Years 1 and 2. They are usually used to join two independent clauses together (small sentences which make sense on their own). The conjunctions taught are and, so, but and or. For example: June likes coffee but she does not like tea. In the sentence above, 'June likes coffee' makes sense on its own. Equally, so does 'she does not like tea'. However, when we join these two together using but, they make one compound sentence.

Subordinating conjunctions: In Years 3 and 4, children are taught to use a range of subordinating conjunctions to extend their sentences such as when, because, if, unless, although and while. These are the first words within a subordinate clause (a sentence which doesn't make sense on its own), which join it to the main clause (the sentence which can make sense on its own). For example: Peter ate his dinner quickly because he was hungry. 'Peter ate his dinner quickly' is the main clause because it makes sense on its own. However, 'because he was hungry' is not a sentence which makes sense on its own. This clause only makes sense once it is joined to the independent clause, 'Peter ate his dinner quickly.'

Fairy Tale activity sheet (attached)

Hamilton Trust - Year 3 Week 2 Day 4 (attached)

Pushing and Pulling Forces



Pushes and pulls are forces. You can make something start or stop moving when you push or pull it.

Activity

Below are some pictures of children using pushing and pulling forces. Write down **push** or **pull** in the force box. Does the force cause something to start or stop moving? In the second box write **start** or **stop**.

1. Force:

Start or Stop?



4. Force:

Start or Stop?



2. Force:

Start or Stop?



5. Force:

Start or Stop?



3. Force:

Start or Stop?



When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?



Pushing and Pulling Forces **Answers**

I can identify the forces acting on objects.

Pushes and pulls are forces. You can make something start or stop moving when you push or pull it.

Activity

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push

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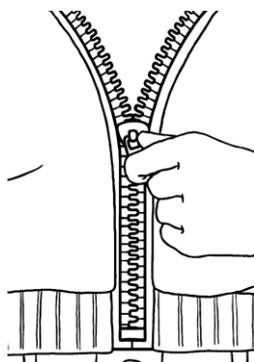


2. Force:

pull

Start or Stop?

start



5. Force:

pull

Start or Stop?

stop



3. Force:

pull

Start or Stop?

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When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?



Learning Reminder - Apostrophes

Apostrophes can show Possession

We can use an **apostrophe** to show ownership.

This is Michael.



This torch is owned by Michael.



It is Michael's torch

We can show ownership by adding 's on the end of the owner.

Apostrophes can show Possession

We can use an **apostrophe** to show ownership.

Here are the birds.



This seed is for the birds.

If the owning noun is plural, you don't add s. You just add the apostrophe.

It is the birds' seed.

Do not...

REMEMBER....

Apostrophes can also be used to replace a missing letter

Don't feed the birds

would have...

had not...



They would've found food for themselves if you hadn't fed them.

it is...

there is...

It's only good to feed them in winter when there's no food around!

The **apostrophe** is in the place where the letter or letters are left out.

Apostrophes for Possession – Pairs of Sentences

The torch of Michael was a prized possession.

Michael's torch was a prized possession.

Torches for children are often made of plastic.

Equipment of soldiers often includes underwater torches.

The bulb in the torch did not work when it was wet.

The batteries in torches run out quickly.