

Weekly Home Learning Timetable

Year 3-WB 11.05.2020

Monday

English

Focus- To explore the meaning of words using a poem.

<https://www.thenational.academy/year-3/english/poetry-reading-comprehension-word-meaning-year-3-wk3-1>

This is based on the poem 'The sound collector' by Roger McGough. There is a copy of the whole poem at the bottom under the 'other activities' section.

Read the poem and try to explain what the words mean. Did you enjoy the poem?

Maths

Focus- To be able to convert pounds and pence

<https://whiterosemaths.com/homelearning/year-3/>

Warm up by practicing your times tables. Choose from the links below.

Follow the link above and watch the video for week 3 (Wc 4.5.20) lesson 1. This will take you to a lesson where you will be shown how to convert pounds and pence. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below. These activities can be solved practically using real money.

<https://play.ttrockstars.com/auth/school>
<https://www.bbc.co.uk/teach/superrovers>

Science

Focus- To understand the past through fossils.

Use:

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/z22g7p3>

and the information file below.

Create sedimentary rock on a bottle or bag...follow these instructions:

How Are Sedimentary Rocks Formed?



Try this activity to see how sedimentary rocks are formed. You should see results by the end of the lesson!

Mix two tablespoons each of gravel, sand, soil and stones in a bag. These materials are like the particles or sediment that is deposited in seas or lakes.

Make sure the different materials are thoroughly mixed. Then pour them into a clear plastic bottle or beaker.

Pour water over the sediment. This is like the water in the seas or lakes.

Now, leave the beakers or bottles somewhere that they won't be disturbed.

Check them at the end of the lesson.



Then complete this activity:

Geological Challenge



Work in pairs to complete this geological challenge! On your Geology Island Activity Sheet, you will see a map of an island. Your task is to create a geological map for this island. This is a two-part task.

Part One

Your map is split into different areas. Draw a picture of a fossil in each area using the Index Fossils Fact Sheet. Make sure you know which time period each fossil is from.

Then, draw a key at the side of your island map. This key should have coloured boxes - one for each of the time periods you have drawn fossils from. Label the boxes with the time periods you chose fossils from. Do not colour your own map!

Time Period	Fossil Name

Create a poster using the information, explaining what you have learnt and how fossils are used to help us understand the past.

Tuesday

English

Focus- To explain what you think the poet means (using inference)

<https://www.thenational.academy/year-3/english/poetry-reading-comprehension-inference-year-3-wk3-2>

It is tricky to do this with a poem but try your best to answer the inference questions about what the poet means.

Maths

Focus- To be able to add money

<https://whiterosemaths.com/homelearning/year-3/>

Follow the link above and watch the video for week 3 (Wc 4.5.20) lesson 2. This will take you to a lesson where you will be shown how to add money amounts. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below. These activities can be solved practically using real money.

Geography

Focus- To be able to identify symbols on a map.

Use:

<https://www.bbc.co.uk/bitesize/articles/zvwxwjhv>

Follow the lesson plan.

Write some notes as you read the information:

- What key words are in the information?
- What do the key words mean?
- What interesting facts/information have you learnt while reading?

Complete the quiz. Then complete the activity sheets below.

Wednesday

English

Focus- To explore the features of a poem.

<https://www.thenational.academy/year-3/english/poetry-identifying-the-features-of-a-text-year-3-wk3-3>

How does Roger McGough use the features of the poem to make us think about the sounds and the sound collector?

Maths

Focus- To be able to subtract money

<https://whiterosemaths.com/homelearning/year-3/>

Follow the link above and watch the video for week 3 (Wc 4.5.20) lesson 3. This will take you to a lesson where you will be shown how to subtract money amounts. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below. These activities can be solved practically using real money.

R.E.

Focus- To understand Hinduism.

Use:

<https://www.bbc.co.uk/bitesize/articles/z43v382>

Watch the videos and read the information.

Complete the interactive activity. Complete the activity sheet below. Create a poster about Hinduism. Remember to draw colourful and detailed pictures.

Thursday

English

Focus- To understand and use expanded noun phrases. (SPAG focus)

<https://www.thenational.academy/year-3/english/poetry-spag-focus-expanded-noun-phrases-year-3-wk3-4>

Expanded noun phrases are **phrases that tell you more about the noun**. A noun phrase would add in an adjective to become an expanded noun phrase; "**The small orange**," is an example of an expanded noun phrase.

Maths

Focus - To be able to multiply and divide by 3

<https://whiterosemaths.com/homelearning/year-3/>

Follow the link above and watch the video for week 3 (Wc 4.5.20) lesson 4. This will take you to a lesson where you will practice multiplying and dividing by 3. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.

History

Focus- To know what prehistoric Britain was like.

Use:

<https://www.bbc.co.uk/bitesize/articles/zjq9kmm>

Watch the videos and read the information.

Complete the activities at the bottom of the webpage.

Friday

English

Focus- To write a sound poem.

<https://www.thenational.academy/year-3/english/poetry-write-a-sound-poem-year-3-wk3-5>

You have spent the week learning about poetry, now try to write your own. Which sounds would your sound collector steal?

Maths

Focus- To revise the 3,4,6 and 8 times tables

Follow the links below to practice your times tables and explore new games to support your learning.

<https://www.bbc.co.uk/bitesize>
<https://play.ttrockstars.com/auth/school>
<https://www.bbc.co.uk/teach/supermovers>

PSHCE

Focus- To understand and cope with feelings of anger.

Watch:

<https://www.bbc.co.uk/bitesize/clips/zq676sg>

<https://www.bbc.co.uk/bitesize/clips/zcd4d2p>

<https://www.bbc.co.uk/bitesize/clips/z87d7ty>

Discuss the video clips, what it means to be angry and what things make you angry and what things you might do to calm down.

Then complete the activity sheets below.

Other activities for the week

- **Read-** Try and read a little bit every day. Read to an adult, a sibling or yourself. When you've finished the book you could even write a book review.
- **English** – Do you have a favourite poem? You could copy it and illustrate it then email a picture to your teacher on the class email.
- If you head outside on Thursday to clap for key workers try making a list of all the sounds you hear and writing a 'make a noise for key workers' poem using a list of the sounds like whistle, bang, clap, beep etc.

- **Maths** – Revise what you have learnt this week on money by choosing games from the link below. Why not create a shop and practise adding money amounts and giving change. <https://www.topmarks.co.uk/maths-games/7-11-years/money>
- **Times table rock stars-** Keep practicing your times tables and try to become a Rock Legend!
- **Help Nature-** You could make a bird feeder for your garden. Follow the link and look at the different ways you can make a bird feeder <https://www.thesprucecrafts.com/bird-feeders-for-kids-to-make-2764688>
- **Journey Sticks-** When you're out on a walk, pick up a stick and encourage your child to collect natural objects such as leaves, feathers and acorns. Back at home, help your child attach the things they found to their stick, using wool, thread or glue, to create a 'journey stick:' a concrete reminder of their outing.

- **Bake something-** Follow a recipe to make a tasty treat. This will be fun to do as a family and use your knowledge of measurement. Here is a recipe to simple fairy cakes <https://www.bbcgoodfood.com/recipes/iced-fairy-cakes>

- **Make a calm jar or bottle-** Create a calm jar or bottle using glitter. Follow the link for instructions <https://www.goodtoknow.co.uk/family/things-to-do/glitter-jars-how-to-calm-down-jar-105300>

- **Become a film critic-** Watch a film and write a film review on it. Draw a picture of your favourite character.

Resources

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Convert pounds and pence

1 a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £10



2 How many 1p coins do you need to make £1?

3 Write the price of each item in pence.



p



p



p

4 Write each amount in pounds and pence.

a) 274p = £ and p b) 592p = £ and p

374p = £ and p 591p = £ and p

474p = £ and p 590p = £ and p

c) $111\text{p} = \text{£} \square$ and $\square \text{p}$

d) $405\text{p} = \text{£} \square$ and $\square \text{p}$

5 Annie has some coins.



a) How much money does Annie have? $\text{£} \square$ and $\square \text{p}$

b) What is 10p more? $\text{£} \square$ and $\square \text{p}$

What is 10p less? $\text{£} \square$ and $\square \text{p}$

c) What is 100p more? $\text{£} \square$ and $\square \text{p}$

What is 100p less? $\text{£} \square$ and $\square \text{p}$

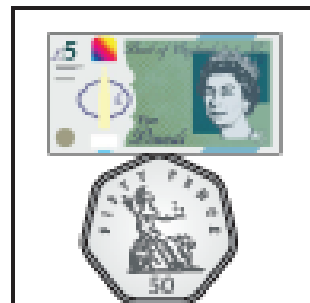
6 What amount is represented in each box?



$\text{£} \square$ and $\square \text{p}$



$\text{£} \square$ and $\square \text{p}$



$\text{£} \square$ and $\square \text{p}$

- 7 Eva empties out her money box.



How much money was in her money box? £ and p

How did you count the coins? Compare with a partner.

- 8 a) What is the fewest number of coins you can use to represent 315p?

- b) Use 6 coins to make an amount that is more than £3, but less than £4. Draw your answer.

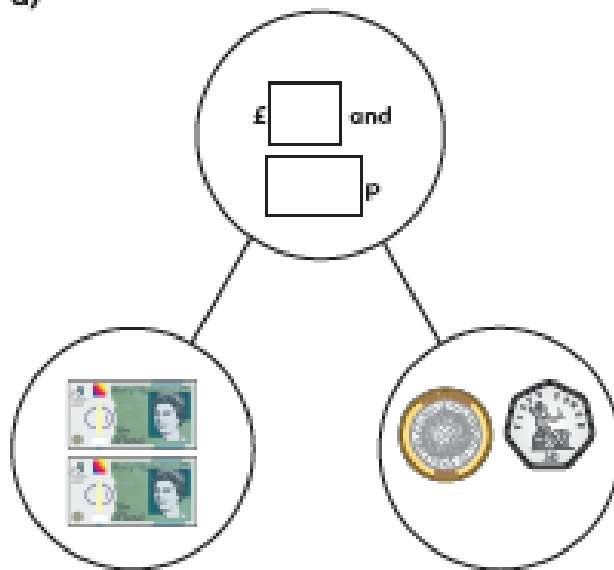
Compare answers with a partner.



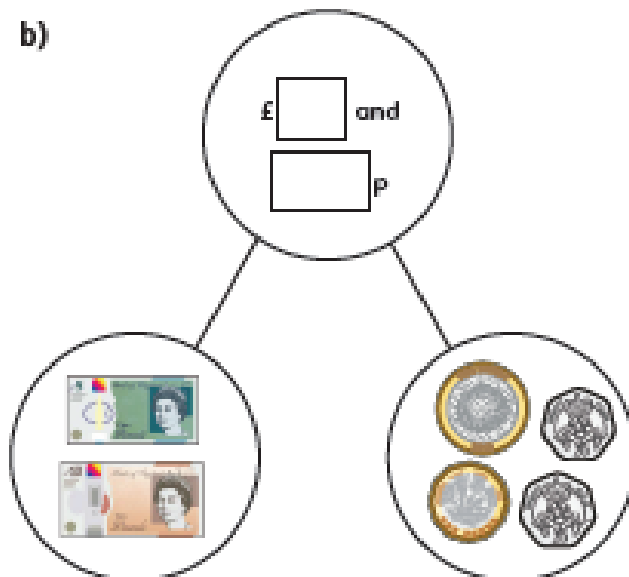
Add money

1 Complete the part-whole models.

a)



b)



- 2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

$$£ \square + £ \square = £ \square$$

$$\square \text{ p} + \square \text{ p} = \square \text{ p}$$

Dora spends £ and p.

- 3 Complete the number sentences.

a) $£3 \text{ and } 12\text{p} + £5 \text{ and } 12\text{p} = £ \square \text{ and } \square \text{ p}$

b) $£3 \text{ and } 30\text{p} + £5 \text{ and } 30\text{p} = £ \square \text{ and } \square \text{ p}$

c) $£3 \text{ and } 50\text{p} + £5 \text{ and } 50\text{p} = £ \square \text{ and } \square \text{ p}$

d) $£4 \text{ and } 50\text{p} + £5 \text{ and } 50\text{p} = £ \square \text{ and } \square \text{ p}$

What do you notice?



4

Brett has £6 and 55p.


Asha has £2 and 55p.

How much money do they have altogether?

£ and p

5

Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

a) Annie orders a tomato pizza and cheese bites.

How much does it cost?

£ and p

b) Alex has £10

She wants to buy potato wedges and a vegetable pizza.

Does she have enough money? _____

Explain your answer.



6

Mo buys a cap for £6 and 50p.

He also buys a key ring.

He spends £10 in total.

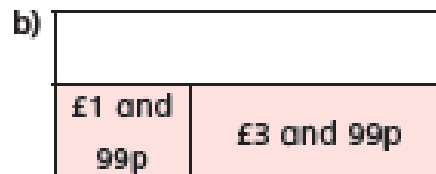
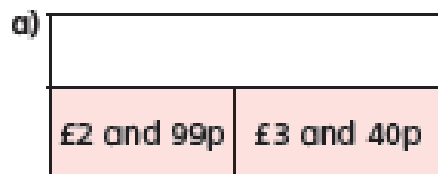
How much does the key ring cost?



£ and p

7

Complete the bar models.



8

Eva has £6 to spend.



What can Eva buy?

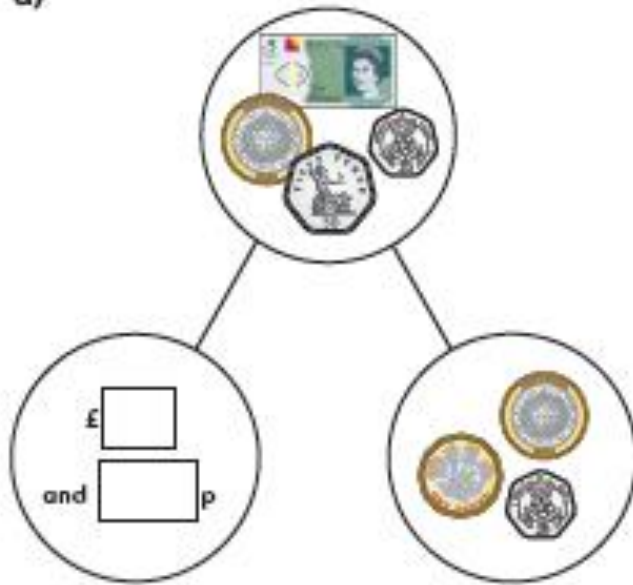
Compare answers with a partner.



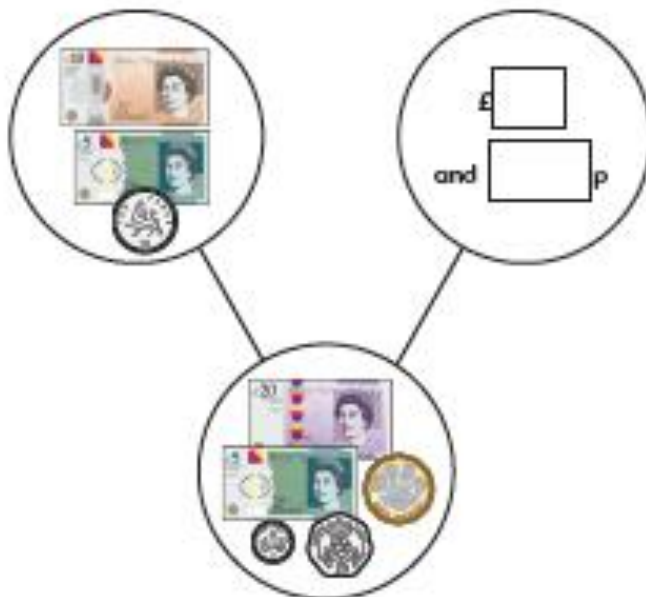
Subtract money

I Complete the part-whole models.

a)



b)



2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.

How much is left in his pocket?

£ and p

3 Whitney has £4 and 80p.

She buys this pair of socks.

How much money does Whitney have left?



£ and p

4 Complete the statements.

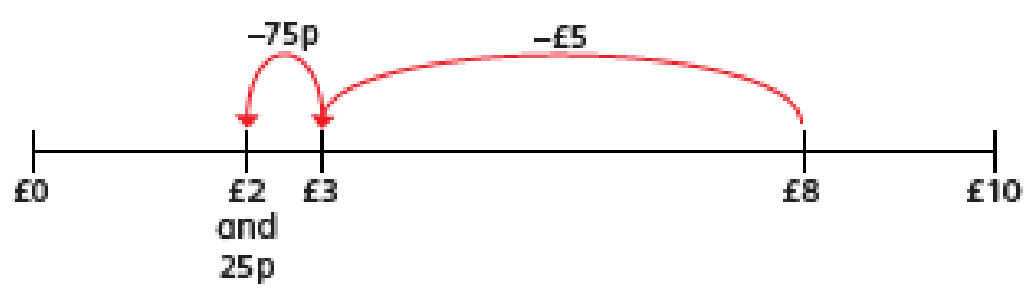
a) £8 and 65p - £5 and 25p = £ and p

b) £8 and 65p - £5 and 65p = £ and p

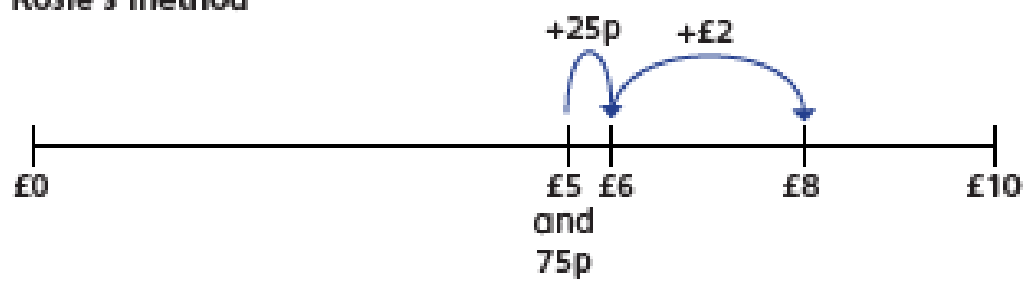
c) £8 and 65p - £8 and 30p = £ and p

5 Amir and Rosie use a number line to subtract £5 and 75p from £8

Amir's method



Rosie's method



Amir and Rosie both get £2 and 25p as their answer.

- a) Explain each of these methods to a partner.
- b) Whose method do you prefer? _____

Explain why.



6

Complete the number sentences.

a) £3 and 50p – £1 and 20p = £ and p

b) £3 – £1 and 50p = £ and p

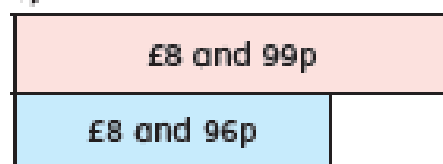
c) £6 and 15p – £2 and 85p = £ and p

d) £8 and 7p – £3 and 54p = £ and p

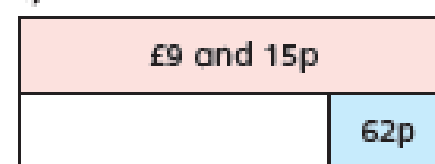
7

Complete the bar models.

a)



b)



The 3 times-table

1 Complete the multiplications.

a)



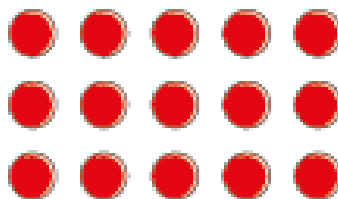
$$\square \times \square = \square$$

b)



$$\square \times \square = \square$$

2 Danl makes an array using counters.



Write two multiplication and two division facts represented by the array.

$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

3 Complete the number sentences.

a) $6 \times 3 = \square$

d) $\square \div 3 = 5$

b) $3 \times \square = 27$

e) $12 \times 3 = \square$

c) $\square \div 11 = 3$

f) $\square \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \square$

b) $6 = 3 \times \square$

$4 \times 3 = \square$

$12 = 3 \times \square$

$8 \times 3 = \square$

$18 = 3 \times \square$

What patterns do you notice?



5 Write $<$, $>$ or $=$ to compare the statements.

a) $33 \div 11 \bigcirc 3$

d) $6 \times 3 \bigcirc 6 \div 3$

b) $27 \bigcirc 30 \div 3$

e) $3 \times 6 \bigcirc 18 \div 3$

c) $9 \div 3 \bigcirc 3 \times 6$

f) $0 \times 3 \bigcirc 3 \div 3$

6

Colour all the numbers in the 3 times-table.



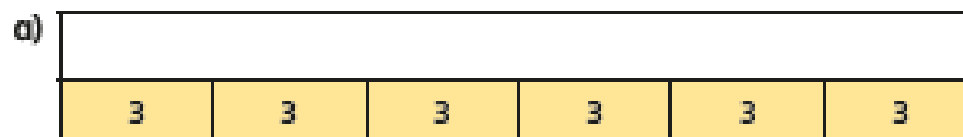
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?



7

Work out the missing values in each bar model.



8

Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? _____

9

a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
$1 \times 3 = 3$	<input type="checkbox"/>	<input type="checkbox"/>
$2 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$3 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$\square \times 3 = 12$	<input type="checkbox"/>	<input type="checkbox"/>

b) What would the next multiplication be?

$$\square \times 3 = \square$$

c) What do you notice about the products?

d) Will the product of 11×3 be odd or even? _____

10

Use the fact that $12 \times 3 = 36$ to work out the calculations.

$$13 \times 3 = \square$$

$$3 \times 15 = \square$$

$$14 \times 3 = \square$$

$$24 \times 3 = \square$$

How did you work this out?

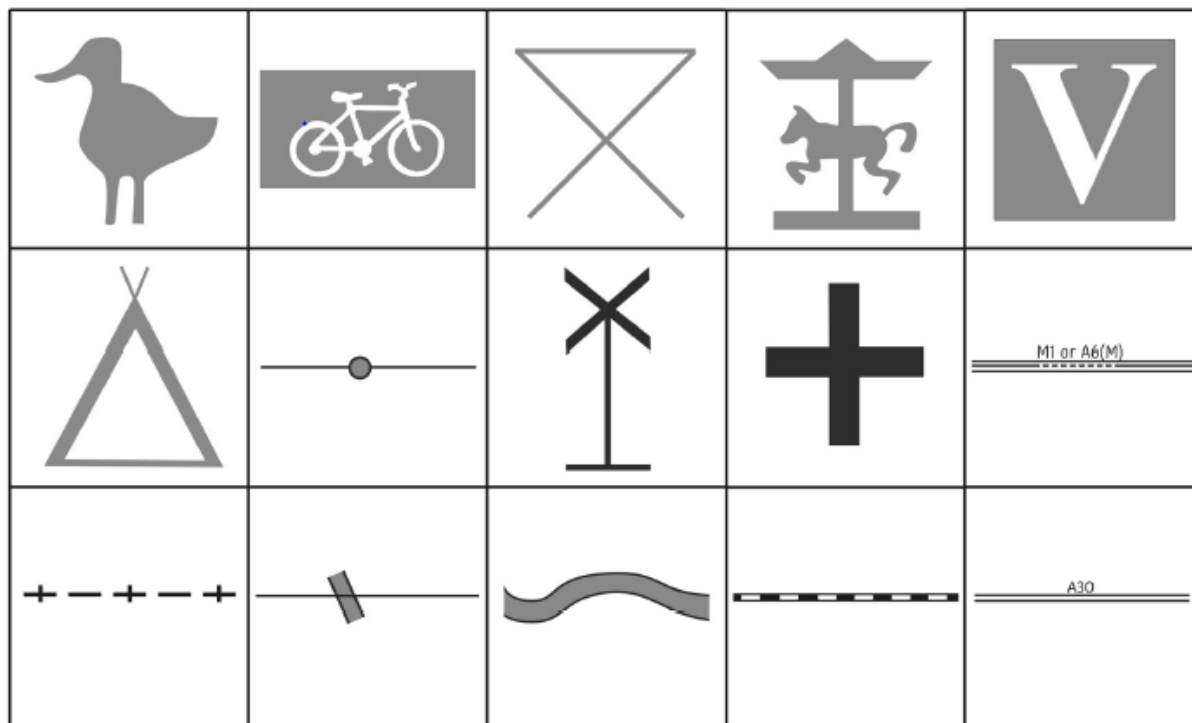
Did you find the answers in the same way as your partner?



Geography Activity Sheet

Map Symbol Match Up

Cut out the map symbols below and stick into correct boxes (next page).



Map Symbol Match Up

nature reserve	river	national boundary line	theme/pleasure park	visitor's centre
camp site	station	place of worship	main road	level crossing
cycle trail	motorway	wind turbine	multiple track railway line	picnic site

My Anger Triggers

We all get angry at times. It is fine to be angry, but in time we can learn how to control this in order to avoid hurting ourselves or other people.

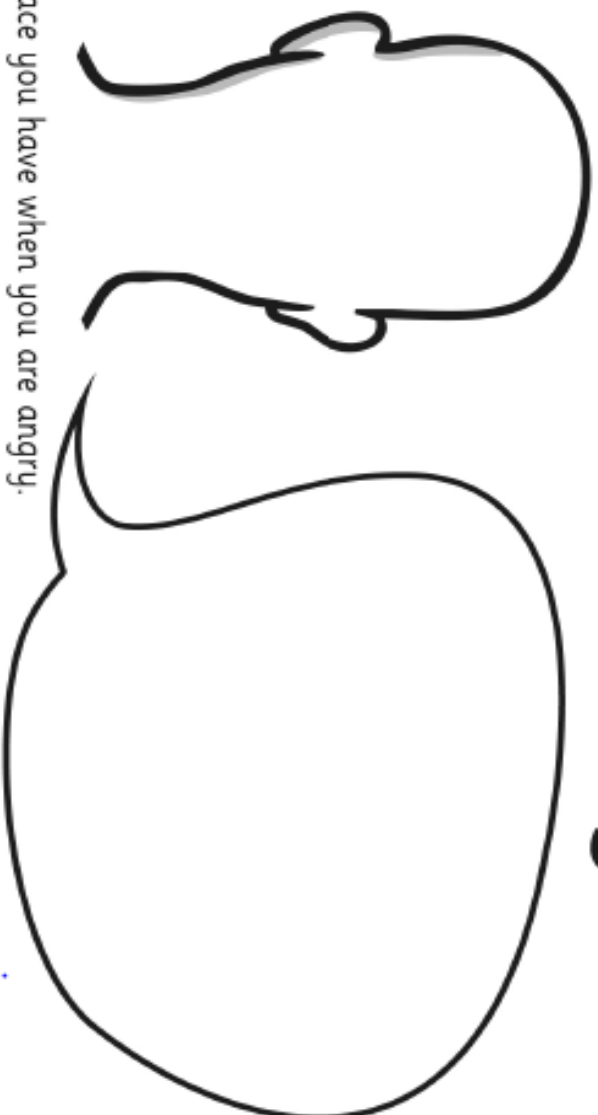
Please answer the questions as honestly as you can.

What makes you angry?

How do you know you are getting angry?

What happens when you are angry?

Anger



Draw the face you have when you are angry.
What things do you say when you are angry?

What happens to your body when you feel angry?

How do you behave when you are angry?

How could you handle your anger?

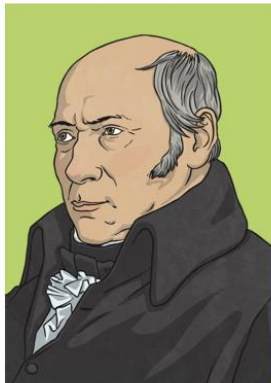
What have you learnt about your anger?

Science

Information File

William Smith

William Smith was born in 1796 in Oxfordshire. Although he did not enjoy early recognition for his scientific work, by the time he died in 1839 he had been awarded the Wollaston Medal and was known as the 'Father of English Geology'. Geology is the name for the study of rocks.



William Smith

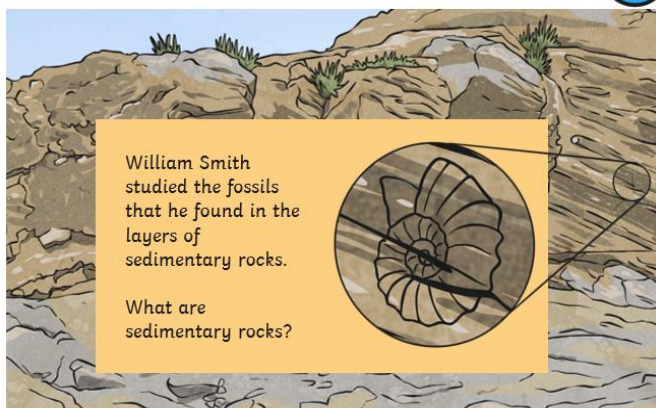
William's job as a surveyor meant that he had to examine the rocks around where he was working in great detail. He collected fossils that he found from his work sites, and he began to notice a pattern.

He noticed that the fossils found in sedimentary rock were always in a regular pattern from the bottom to the top of the layers of rock. He decided to search the whole country to see if this was the same everywhere in England.

He found that his ideas were correct, and fossils were in the same order in the rocks across the whole country. He realised that he could tell the age of a rock by looking at the fossils inside it. He recorded his findings and used them to produce the first geological map of Britain, showing the age of the rocks on the ground around Britain.



Sedimentary Rocks



William Smith studied the fossils that he found in the layers of sedimentary rocks.

What are sedimentary rocks?

Sedimentary Rocks

Sedimentary rocks are formed by small particles of other rocks, minerals, plants and organic matter that are deposited over time, often at the bottom of a sea or lake.

These particles are known as sediment. The sediment is compressed, or squashed down, over many years before it forms into solid layers of rock.

Sedimentary rocks form layers which are known as strata. These layers can be seen in exposed cliffs.



Fossils

William Smith noticed that the fossils found in the strata of sedimentary rocks were always in the same order from the bottom to the top. He called this the 'Principle of Fossil Succession'.

- The layers of sedimentary rocks in a particular location contain fossils in a definite sequence, with the oldest fossils at the bottom and the youngest fossils at the top.
- William realised that the types of fossils found in rocks could be used to find out the relative age of the rocks. For example, if the layers in a rock contain fossils from the Cretaceous and Jurassic periods, then the rock is younger than one containing fossils from the Devonian and Silurian periods.



Fossils

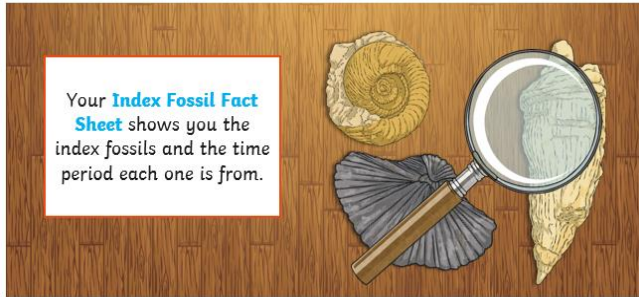
However, he could not just use any fossils to find the age of rocks. Some animals and plants lived for a very long time, so their fossils would be found in lots of layers and would not help him. For example, horseshoe crabs have existed for 400 million years and are still alive today! Their fossils will be found in many different layers of rock.



William realised it would be better to use the fossils of plants and animals that only existed for a short time, as the fossils are only found in single layers of rock.

Index Fossils

The fossils that are used to find the age of rocks are known as index fossils.



Your **Index Fossil Fact Sheet** shows you the index fossils and the time period each one is from.

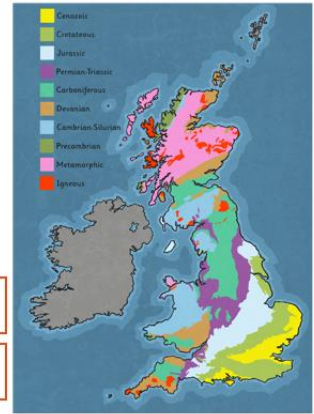
? If William found a fossil like this one inside a layer of rock, which time period would it be from?

William Smith was the first person to create a geological map of England. A geological map shows the ages and types of rocks found in a particular area. He created his map by touring Britain and identifying the fossils found in the surface rocks. He used these fossils to find the age of the rocks in the different areas he visited.

The colours on this geological map show the different types and ages of the surface rocks around Britain.

? Where can you find rocks from the Cambrian and Silurian time?

? Can you name two types of rocks that are found in Scotland?



How do Scientists Use Fossils Today?

Today, scientists like Dr Lisa White use tiny microscopic fossils, called microfossils or nanofossils, to find the age of rocks and soils.



Because the first life on earth was made up of tiny creatures, so small that we wouldn't be able to see them, Dr White has to study their tiny fossils with a microscope to date the oldest rocks and soils on the planet.

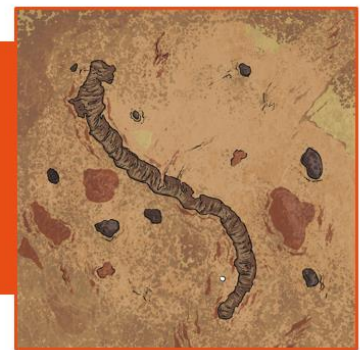


How do Scientists Use Fossils Today?






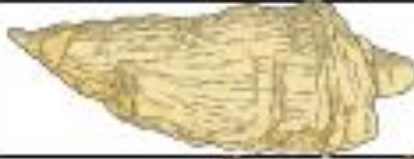




In 2017, tiny fossils were found in Australia that are thought to be **3.5 billion** years old!

Fossils today tell us about the animals and plants that have lived on earth that we might not know about otherwise.

They also tell scientists about changes to the land and climates on earth.



Index Fossils Fact Sheet

Time Period	Diagram	Name
Cenozoic up to 65 million years ago		Calico scallop
Cretaceous approximately 65 - 140 million years ago		Inoceramus
Jurassic approximately 140 - 200 million years ago		Perisphinctes
Triassic approximately 200 - 250 million years ago		Tropites
Permian approximately 250 - 300 million years ago		Parafusulina
Carboniferous approximately 300 - 355 million years ago		Lophophyllidium
Devonian approximately 355 - 415 million years ago		Mucrosirifer
Silurian approximately 415 - 445 million years ago		Cystiphyllum
Ordovician approximately 445-490 million years ago		Bathyrurus
Cambrian approximately 500 million years ago		Billingsella corrugata

These index fossils are in age order, with the youngest first.

Moksha Snakes and Ladders



You are going to design a Snakes and Ladders game explaining a Hindu's journey to Moksha, where they will become one with Brahma. To achieve Moksha, Hindus must follow the path of duty, the path of knowledge or the path of devotion. Inconsiderate behaviour choices will give them bad karma achieving Moksha. In squares where there is a ladder going up, write an action that would help a Hindu achieve Moksha. An example might be 'You decide to go to a 'Yoga class' or 'You help an elderly lady cross the road'. You might want to look up these words in a dictionary to help you: duty, knowledge, devotion. In squares where there is a snake going down, write an action that would cause a Hindu bad karma. You will need to cut out the counters and you will need a dice. Have fun playing your Moksha Snakes and Ladders Game.

You will need...

- The Snakes and Ladders Board Game board
- A dice
- A counter per player

How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the person with the second highest goes second and so on.
2. The player moves the counter the number of spaces shown on the dice.
3. If a player lands on a snake's head, the player's counter slides down to the square at the snake's tail.
4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.
5. The first player to reach 49 is the winner!

43	44	45	46	47	48	49
42	41	40	39	38	37	36
29	30	31	32	33	34	35
28	27	26	25	24	23	22
15	16	17	18	19	20	21
14	13	12	11	10	9	8
1	2	3	4	5	6	7