

Year 3 Home Learning Spring 1 Week 5

Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.



Home learning is planned to:


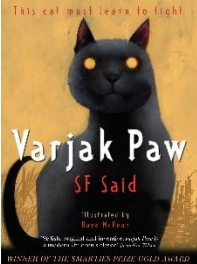
- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English

Live explanations at 9am each day

<p>Monday Explanation video</p>	<p>READ/EXPLORE: Understand a poem</p> <ul style="list-style-type: none"> • Read the information about the poet, Rachel Rooney, or watch a teacher reading it here. • Watch a teacher reading a selection of poems by Rachel Rooney here. • Think – <i>What do you notice about Rachel Rooney's poems? What are they like? What themes do they have? Do they all rhyme? Do they all follow the same structure?</i> • Read the poem Russian Doll by Rachel Rooney and watch Rachel Rooney reading it here. • Think – <i>How does the poem make you feel? Have you ever felt the feelings that Rachel Rooney describes?</i> • Think – <i>Have you ever seen a Russian doll before? Why do you think Rachel Rooney might have chosen the title Russian Doll for the poem?</i> • Look at the picture of a Russian doll to help you. • Read the poem again. Count the verses in the poem. Spot the repetition. • Label which emotion is described in each of the verses. Highlight the evidence of that emotion in each verse. Look at this example to help you. • Check your work here.
<p>Tuesday Explanation video </p>	<p>EXPLORE/PLAN/WRITE: Plan and write a poem</p> <ul style="list-style-type: none"> • Re-read the poem Russian Doll by Rachel Rooney. • Watch the lesson video on using expanded noun phrases or read the lesson here. • Look at this planning format and watch the lesson video on planning the first verse of your poem. • Plan the first verse of your poem based on <i>Russian Doll</i> using expanded noun phrases. • Look at the first verse of <i>Russian Doll</i>. Think – <i>How is the verse structured? Which lines/phrases are repeated in each verse?</i> • Read the model first verse and watch the lesson video on writing your first verse. • Write the first verse of your poem based on <i>Russian Doll</i>.
<p>Wednesday Explanation video </p>	<p>PLAN/WRITE: Plan and write a poem</p> <ul style="list-style-type: none"> • Read the second verse of the poem <i>Russian Doll</i> by Rachel Rooney. • Think – <i>Which emotion is the narrator experiencing in this verse? What 3 things does the narrator do to show the emotion?</i> • Look at this planning format and watch the lesson video on planning the next three verses of a poem. • Plan the next three verses of your poem using the planning format.

	<ul style="list-style-type: none"> • Read the model poem and watch the lesson video on writing the next three verses. • Write the next three verses of your poem based on <i>Russian Doll</i>.
<p>Thursday Explanation video </p>	<p>IMPROVE/PRESENT: Improve and publish a poem</p> <ul style="list-style-type: none"> • Think – <i>Why is it important to improve our writing?</i> • Respond to your teacher's feedback on Seesaw. • Check and improve your poem using the CUPS and ARMS poster. • Remember that you will have certain lines/phrases that repeat in a poem. • Publish your poem onto lined paper. • Remember to organise your poem into verses, leaving a line between each verse.
<p>Friday Explanation video *Special Guest*</p>	<p>PRESENT: Perform a poem</p> <ul style="list-style-type: none"> • We are incredibly excited that Rachel Rooney will be joining our live explanation today. Rachel Rooney is going to read some of her poems and explain her writing process to us. • Think – <i>What makes an effective poetry performance?</i> • Practise performing your poem. • Remember to read your poem clearly and use tone and volume so that the meaning is clear. You might want to challenge yourself to learn your poem off by heart. • Perform your poem. You can either perform your poem to someone at home, or you can record your poem as a video and upload it to Seesaw.
<p>Spelling</p>	<ul style="list-style-type: none"> • Watch the spelling video. • Complete the activities as you watch. <p>Words to learn: improve move prove I'm it's he's she's you're they're isn't</p>
<p>Story Time with Ms Atherton</p>	<p>Visit the school website by CLICKING HERE to continue to listen to a story of adventure, bravery and mystery called 'Varjak Paw' by S.F. Said.</p> 

Reading Group Links – please attend on your child's usual reading day

3N	2.30pm	Links on Parentmail
3D	2.30pm	Links on Parentmail
3CB	12.00pm	Links on Parentmail
3C	12.00pm	Links on Parentmail
3SB	12.00pm	Links on Parentmail







Maths


Live explanations at 10.30am each day

For Wednesday Lesson B:

Live explanation at 12pm for 3D and 3N


Live explanation at 2.30pm for 3C, 3CB and 3SB

Monday Explanation video 	Textbook 3A, Chapter 7: Volume, Lesson 8: Solving Word Problems Solve more words problems
	Video link Lesson video (up to 5 minutes and 51 seconds)
	Deepening activity A car used 325 l of petrol in a week and a motorbike used 69 l less petrol than the car. A lorry used 126 l more than the motorbike. How much petrol was used by each vehicle and how much was used in total? Draw a bar model to represent the problem and solve it.
Tuesday Explanation video 	Textbook 3A, Chapter 7: Volume, Lesson 9: Solving Word Problems Solve word problems through division
	Video link Lesson video (use the same strategies for problem solving with mass, length and capacity)
	Deepening activity Workbook 3A, Chapter 7: Volume, Worksheet 10: Solving Word Problems
Wednesday A Explanation video 	Textbook 3B, Chapter 8: Money, Lesson 1: Naming Amounts of Money Consolidate previous learning about denominations of both notes and coins Use simple addition to count amounts of money
	Video link Lesson video
	Deepening activity Spot the mistakes in the completed work and explain where they went wrong using diagrams and examples.
Wednesday B Explanation video 	Textbook 3B, Chapter 8: Money, Lesson 2: Naming Amounts of Money Name amounts of money including coins adding to more than 100p Regroup and rename 100p as £1 as a key strategy
	Video link Lesson video
	Deepening activity Reena says that she has £3 and 20p. What mistake could Reena have made?  How many different ways could you make £3 and 20p?
Thursday Explanation video 	Textbook 3B, Chapter 8: Money, Lesson 3: Showing Amounts of Money Find multiple ways of showing an amount of money
	Video link Lesson video
	Deepening activity Would you rather have eighteen 20p coins or two £2 coins? Show your working out and explain your answer.
Friday	Textbook 3B, Chapter 8: Money, Lesson 4: Adding Money Add money by adding together the pounds and pence separately

Explanation video 	Video link Lesson video
	Deepening activity Sophie has five coins in her pocket. How much money might she have? What is the greatest amount she can have? What is the least amount she can have? If all the coins are different: What is the greatest amount she can have? What is the least amount she can have?


Curriculum
 Live explanations at 12pm for 3D and 3N
 Live explanations at 2.30pm for 3C, 3CB and 3SB

Science Monday Explanation video	Who is Mary Anning? <ul style="list-style-type: none"> In this lesson, we will learn about Mary Anning, her life, achievements and the difficulties she faced. Watch the video about Mary Anning. Create your own fact file about Mary Anning. You can decide yourself how you want to organise your work. Remember to include facts about who she is, her life, her achievements and the difficulties she faced. You can also use other internet searches to find out about her. Always remember to stay safe online.
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Science Tuesday Explanation video 	How do the rocks on our Earth's surface change? <ul style="list-style-type: none"> In this lesson we will learn how rocks change. We will look at erosion, weathering and the movements of tectonic plates. Watch the lesson video. Complete the activities as you watch.
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History Thursday Explanation video	What can we learn about hieroglyphics and writing systems in Ancient Egyptian society? <ul style="list-style-type: none"> Look at the pictures and read the information about hieroglyphics here. Until relatively recently, we couldn't read or understand hieroglyphics. In 1799, the Rosetta Stone was discovered, which enabled historians to interpret them! Watch the clip here to learn about the Rosetta Stone. Practise writing your name in hieroglyphics.
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Curriculum
 You can complete these independently over the week e.g. when you are not reading with your teacher

RE Explanation video 	How are some creation stories similar? <ul style="list-style-type: none"> Remind yourself about how the Qu'ran is important to Muslims by watching this video. Read the Qu'ran story about the world being created. Find 2 things which are similar and 2 things which are different in from the stories you have read from other religions. You could highlight the story. Create your own Venn diagram to add what you notice about the similarities and differences about how the world was created. (Things which are in the centre are beliefs held by all three faiths)
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PSCHE Explanation video	What should we do if someone is being unkind on the internet? <ul style="list-style-type: none"> Think – What should you do if someone uses mean or hurtful language on the internet?
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	<ul style="list-style-type: none"> • Watch this video about the power of the words that we use online. Try to remember the rules of S-T-O-P so that you know what to do if someone is being unkind. • Read the story and answer the questions. Try to use the advice from the video to help you with your answers.
Art	<p>Yayoi Kusama, Princess of Polka Dots.</p> <ul style="list-style-type: none"> • Watch Ms Green on this video to learn about Japanese artist, Yayoi Kusama. • Make an artwork inspired by Yayoi Kusama. • Deepening: Learn more about Kusama at https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama
Music	<p>SONG BCB Follow the instructional rhythm: Click Video Use resource sheet alongside lesson.</p>
French	<p>Listen to the video about School from Madame Lambert.</p> <p>Complete the activities 1 and 2 below.</p>
PE	<p>Warm up: Stretch and Fancy Footwork</p> <ul style="list-style-type: none"> • Get 3 objects you can use as markers for our footwork exercises. • Let's start with some stretches, get the muscles warm. Then onto our footwork. Get the feet moving fast! Watch the video here. <p>Dance: Jungle Adventure. What kind of Jungle adventure are you going on? Will you encounter wild animals, waterfalls, and sinking sand or even find treasure? Click here for the video.</p> <ul style="list-style-type: none"> • Let's get going with the following moves – Climb a tree, push the leaves away, jump over a stream, swing like Tarzan, hide behind a rock, slide under a fallen tree, get stuck in sinking sand, jump on stepping stones and run away from a wild animal! • Now try out your own ideas and choose 6 of the best to make a phrase. Don't forget to experiment with different levels, directions and speeds. Practice it 3 times before showing it to a grown up. Good luck dancers! <p>Throwing: Climb the Ladder</p> <ul style="list-style-type: none"> • You need something to throw: rolled up socks or small ball and 3 objects to use as your targets: stuffed animals, pillows, shoes. • Follow the instructions below to play the game. Remember- start with the closest target, once you hit it, "climb the ladder" to the next target. • Ask someone to play against you and get the same things for them.

Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week. Click on your class link in blue below.

3N	12.00pm	Links on Parentmail
3D	12.00pm	Links on Parentmail

3CB	2.30pm	Links on Parentmail
3C	2.30pm	Links on Parentmail
3SB	2.30pm	Links on Parentmail

English: Rachel Rooney



Rachel Rooney was born in London. She was the fifth of six children. She now lives in Brighton, East Sussex, with her two dogs, Woody and Buzz. She trained and worked for many years as a teacher whilst bringing up her three sons.

More recently, Rachel Rooney has rediscovered her love for poetry and has returned to reading and writing poetry with a passion. She has had numerous poems published in poetry anthologies for both adults and children.

In 2011, her first collection, *The Language of Cat*, was long-listed for the Carnegie Medal and it won the 2012 CLiPPA award.

Her second collection, *My Life as a Goldfish*, was shortlisted for the CLiPPA award in 2015.

Her latest book of poems, *A Kid in my Class*, was again shortlisted for the CLiPPA award in 2019 and has won the 2019 North Somerset Teacher's Book Award.

The Problem with Problems, a rhyming picture book, was released in March 2020. She is a very contemporary poet.

[Click here](#) to return to the English lesson.

English: Russian Doll by Rachel Rooney

Russian Doll

All you see is outside me: my painted smile,
the rosy-posy shell, the fluttery eyes.
A butter-won't-melt-in-my-mouth-type me.

But inside there's another me, bored till playtime.
The wasting paper, daytime dreamer.
A can't-be-bothered-sort-of me.

And inside there's another me, full of cheek.
The quick, slick joker with a poking tongue.
A class-clown-funny-one-of me.

And inside there's another me who's smaller, scared.
The scurrying, worrying, yes miss whisperer.
A wouldn't-say-boo-to-a-goosey me.

And inside there's another me, all cross and bothered.
The scowling hot-head, stamping feet.
A didn't-do-it-blameless me.

And inside there's another me, forever jealous
who never gets enough, compared.
A grass-is-always-greener me.

And deepest down, kept secretly
a tiny, solid skittle doll.
The girl that hides inside of me.

[Click here](#) to return to the English lesson.

English: Russian Doll Picture



[Click here](#) to return to the English lesson.

English: Lesson 1 Example

But inside there's another me, **bored till playtime.**
The **wasting paper, daytime dreamer.**
A **can't-be-bothered-sort-of** me.

Verse 2:
Emotion - bored

[Click here](#) to return to the English lesson.

English: Lesson 1 Answers

Russian Doll

All you see is outside me: my painted smile,
the rosy-posy shell, the fluttery eyes.
A butter-won't-melt-in-my-mouth-type me.

Verse 1:
What you see on the
outside – happy, calm,
wanting to please

But inside there's another me, bored till playtime.
The wasting paper, daytime dreamer.
A can't-be-bothered-sort-of me.

Verse 2:
Emotion - bored

And inside there's another me, full of cheek.
The quick, slick joker with a poking tongue.
A class-clown-funny-one-of me.

Verse 3:
Emotion - cheeky

And inside there's another me who's smaller, scared.
The scurrying, worrying, yes miss whisperer.
A wouldn't-say-boo-to-a-goosey me.

Verse 4:
Emotion - anxious

And inside there's another me, all cross and bothered.
The scowling hot-head, stamping feet.
A didn't-do-it-blameless me.

Verse 5:
Emotion - angry

And inside there's another me, forever jealous
who never gets enough, compared.
A grass-is-always-greener me.

Verse 6:
Emotion –
jealous/envious

And deepest down, kept secretly
a tiny, solid skittle doll.
The girl that hides inside of me.

Verse 7:
The real me who no
one really knows

There are 7 verses.

Repetition

Evidence of emotions

[Click here](#) to return to the English lesson.

English: Expanded Noun Phrases

A **noun** is a person, a place, an object or a thing.

For example: **hair, eyes, smile, dress, flower**

Happiness, friendship and **kindness** are also examples of nouns. These are abstract nouns. They are things that don't have a physical form, but are still things.



A **noun phrase** is a simple phrase built around a noun. It contains a **determiner** and a **noun**.

For example: **her eyes, the dress, a flower**

An **expanded noun phrase** adds more detail to the **noun** by adding one or more **adjectives**. An **adjective** is a word that describes a **noun**.

For example: **her brown eyes, the red dress, a pretty flower**

If you add more than one **adjective** to the **noun**, you need to separate them using a **comma**.

For example: **her cheerful, brown eyes, the lovely, red dress, a pretty, sweet-smelling flower**

We can create **expanded noun phrases** by adding one word at a time.

Example:

hair (noun)

her hair (determiner noun)

her curly hair (determiner adjective noun)

her curly, brown hair (determiner adjective, adjective noun)

What expanded noun phrases can you write to describe the girl in the picture?

the happy, sweet smile

[Click here](#) to return to the English lesson.

English: Planning Format for Verse 1

Picture

All you see is outside me:

1.

2.

3.

[Click here](#) to return to the English lesson.

English: Model First Verse

All you see is outside me: my long, blonde hair,
the happy smile, the bright, blue eyes,
A relaxed-chilled-out-type me.

[Click here](#) to return to the English lesson.

English: Planning Format for Verses 2, 3 and 4

Emotion:

But inside there is another me:

1.

2.

3.

Emotion:

And inside there is another

me:

1.

2.

3.

Emotion:

And inside there is another me:

1.

2.

3.

[Click here](#) to return to the English lesson.

English: Model Poem

All you see is outside me: my long, blonde hair,
the happy smile, the bright, blue eyes,
A relaxed-chilled-out-type me.

But inside there is another me, nervous and anxious.
The fidgeting constantly, biting my lip.
A worrying-about-everything-sort-of me.

And inside there is another me, laughing and giggling.
The hilarious joke-teller who has people in stitches.
A funny-cheeky-class-clown-one-of me.

And inside there is another me who's frustrated and cross.
The stomping feet, the slamming doors.
An it's-not-fair-type me.

[Click here](#) to return to the English lesson.

English: CUPS and ARMS poster

Spot the mistakes and explain where they went wrong.

How much money does each child have?

a)



He has £4.

b)



He has £100.

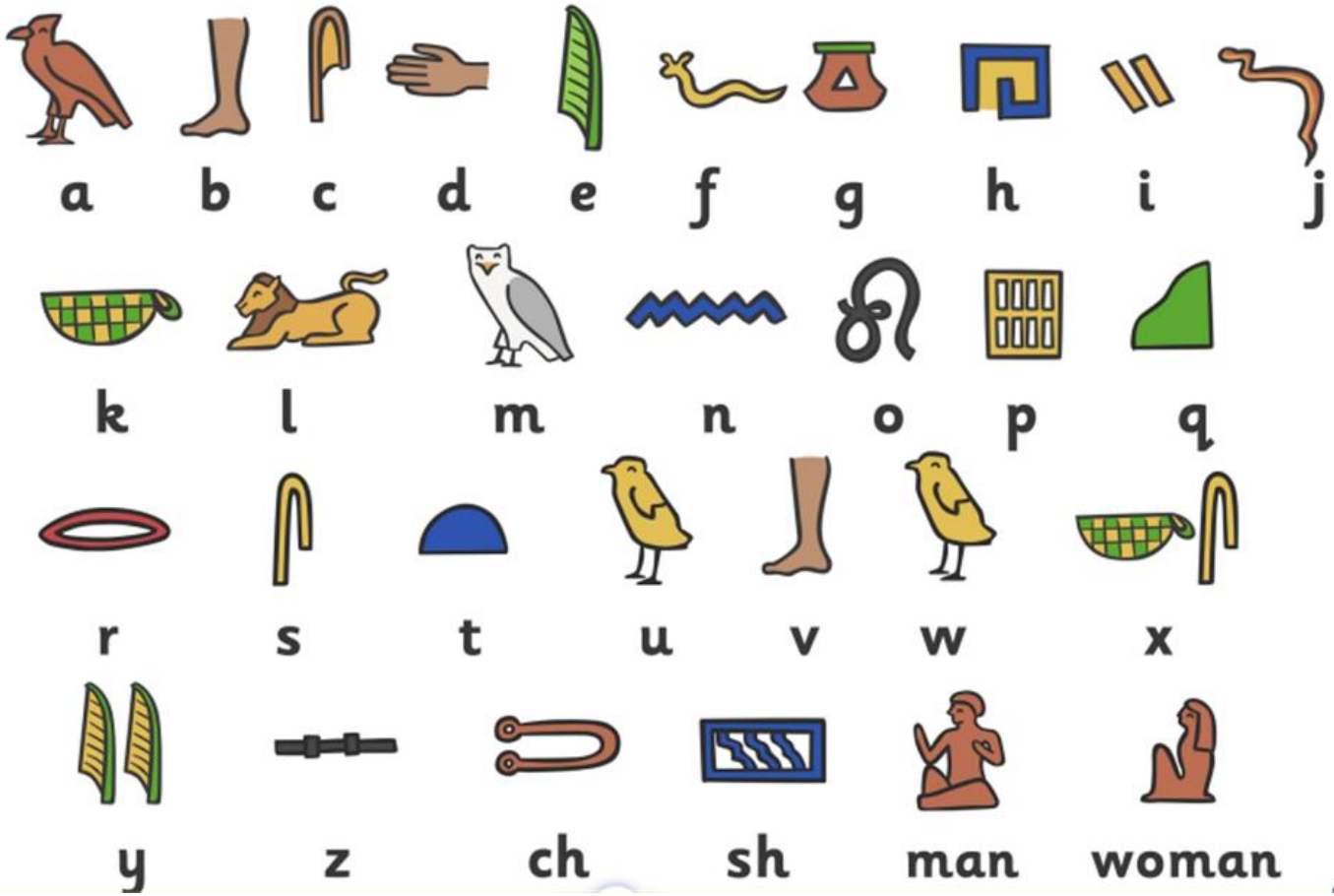
c)



She has £15 and 70p.

[Click here](#) to return to the maths lesson.

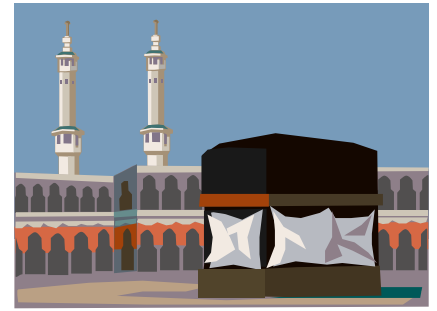
History: Hieroglyphics



[Click here](#) to return to the history lesson.

In the time before time, Allah was. And when Allah wants to create something, all he needs to say is "Be", and it becomes.

So it was that Allah created the world and the heavens. He made all the creatures, which walk, swim, crawl and fly on the face of the earth. He made the angels, and the sun, moon and the stars to dwell in the universe. Allah poured down the rain in torrents, and broke up the soil to bring forth the corn, the grapes and other vegetation; the olive and the palm, the fruit trees and the grass.



Then Allah ordered the angels to go to the earth, and to bring seven handfuls of soil, all of different colours, from which he could model man. Allah took the seven kinds of earth and moulded them into a model of a man. He breathed life and power into it, and it immediately sprang to life. And this first man was called Adam.

Allah took Adam to live in Paradise. In paradise, Allah created Eve, the first woman, from out of Adam's side. Allah taught Adam the names of all the creatures.

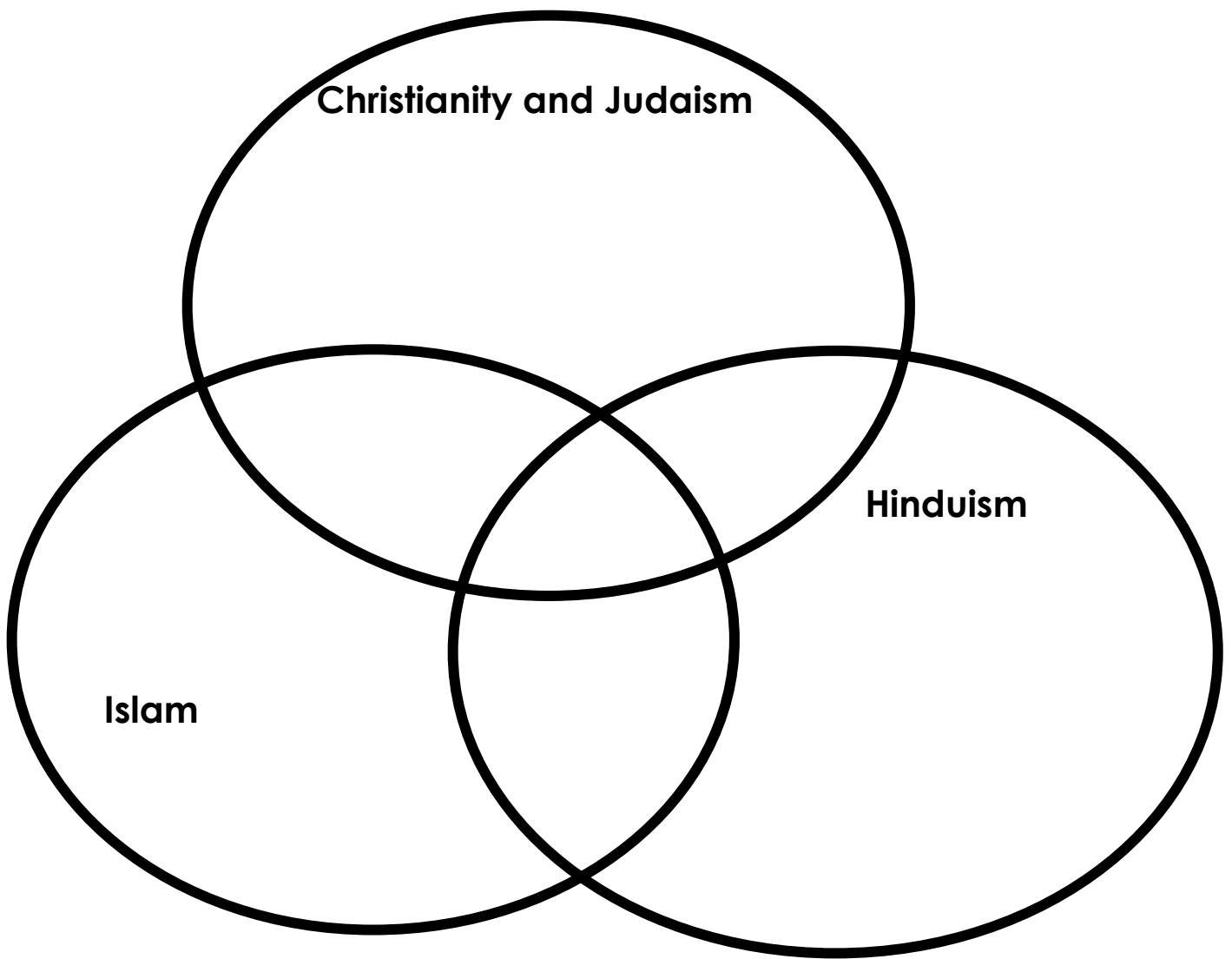
Allah placed the couple in a beautiful garden in Paradise, telling them that they could eat whatever they wanted except the fruit of on forbidden tree but the evil one tempted them to disobey Allah, and eat the fruit. When he knew that Adam and Eve had disobeyed him, he threw them out of Paradise and sent them to earth.

The Muslim creation story is found in the Qur'an. Muslims believe there is only one god (Allah) who created everything.

Although Allah made humans superior to the rest of creation, Muslims believe that this means humans have been given everything on earth to care for and look after.

[Click here](#) to return to the RE lesson.

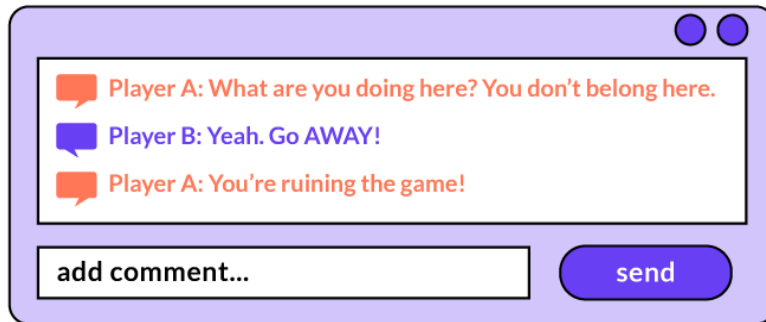
RE: Venn Diagram



[Click here](#) to return to the RE lesson.

PSCHE: Story and Questions

Rani loves a website where she can play in a virtual world and chat with other players. Lately, Rani has been playing in a new area. She started receiving some mean messages from the other players.



Answer these questions:

1. How would you feel if you were Rani reading those messages?
2. Why do you think people send these kinds of messages to people they don't know?
3. What advice would you give Rani to respond to this situation? Remember S-T-O-P.

[Click here](#) to return to the PSCHE lesson.

French

Mots clés/ Key words

les matières

la géographie = Geography

la technologie = Technology /DT

la musique = Music

le français = French

le théâtre = Drama

le sport = Sport / PE

le dessin = Art

l'espagnol = Spanish

l'histoire = History

l'anglais = English

l'informatique = Computing /ICT

les maths = Maths

les sciences = Science

Activity 1: Copy the vocabulary in order to practice the French spelling



English

French

Copy the French words...

maths

les mathématiques

.....

English

l'anglais

.....

French

le français

.....

science

les sciences

.....

PE

le sport

.....

art

le dessin

.....

ICT

l'informatique

.....

music

la musique



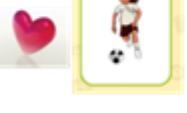

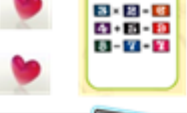



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Spanish

l'espagnol

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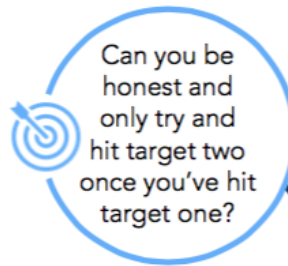
Activity 2: Write sentences next to the picture by expressing opinion about school subjects.

	<p>J'adore le dessin.</p>
	<p>.....</p>
	<p>.....</p> <p>....</p>
	<p>.....</p> <p>....</p>
	<p>.....</p> <p>.....</p>
	<p>.....</p>
	<p>.....</p>
	<p>.....</p> <p>...</p>
<p>And you?</p>	<p>Et moi,.....</p>

[Back to plan](#)



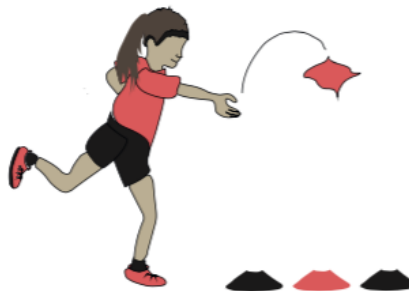
Climb the Ladder PE Home Learning



Can you be honest and only try and hit target two once you've hit target one?

Time to Learn:

- Place three targets on the floor in a line, one step away from each other.
- Using a small object can you throw the object and hit the first target.
- When you have hit the first target, only then can you move onto the next target.
- How many throws does it take to hit all three targets?
- If you are playing against a partner, the first player to hit all three targets is the winner.

A small red stick figure icon.

Place the target marker closer to you. Only move it further away when you feel confident.

A yellow trophy icon.

Playing against someone.
You have to hit the targets in reverse order, starting with the target furthest away!

A green icon of three stylized human figures.

Have a competition.
Create a league table and play against different family members.

Top Tips

Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.



Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?