




Year 3 Home Learning Spring 1 Week 2

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	
Monday Explanation video 	PLAN/ WRITE: Introduction <ul style="list-style-type: none"> • Read your plan from Friday. • Think - What are we writing this week? Who is our audience? What is the purpose of our instructions? • Watch the lesson video and read the example introduction plan, introduction and 'You will need' list. • Plan then write your introduction using the planning format. • Write your 'You will need' list for your set of instructions.
Tuesday Explanation video	EXPLORE: Use main clauses and subordinate clauses <ul style="list-style-type: none"> • Watch the lesson video. You can also find the explanation here. • Add a subordinate clause to each of these main clauses using a subordinating conjunction. • Write your own commands with a main clause and a subordinate clause.
Wednesday Explanation video 	WRITE: Instructions <ul style="list-style-type: none"> • Re-read your plan from Friday. • Read the example set of instructions. • Write your set of instructions using your plan. • Remember to use numbers to show the order, imperative verbs, prepositions to explain where/ when and subordinating conjunctions to add details to main clauses.
Thursday Explanation video	IMPROVE: Edit and revise instructions <ul style="list-style-type: none"> • Think - What makes an effective set of instructions? What features do they need to include? • Remember instructions should include numbers to show the order of the steps, imperative verbs and prepositions to explain where/ when. They should also include details. • Respond to feedback from your teacher on Seesaw. • Improve your instructions using a different colour pen. • Look at the CUPS and ARMS poster to check the different things to edit and revise.
Friday Explanation video 	PRESENT: Publish <ul style="list-style-type: none"> • Think - Who is the audience for our instructions? What is the purpose of our instructions? • Publish your instructions into the publishing booklet or you can your own design.
Spelling	<ul style="list-style-type: none"> • Watch this Spelling Video. <p>antique unique cheque mosque famous favourite February by bye buy</p>

Maths

Monday Explanation video 	Textbook 3A, Chapter 6, Lesson 2: Reading weighing scales Use weighing scales to measure mass when the mass is between multiples of 100g
	Video link: Lesson video
	Deepening activity Write an explanation for how to read a weighing scale when the mass is between multiples of 100g. Remember to use diagrams as well as mathematical vocabulary in your explanation.
Tuesday Explanation video 	Textbook 3A, Chapter 6, Lesson 3: Reading weighing scales Read values on a scale which are 1kg or more.
	Video link: Lesson video
	Deepening activity Explain two different ways you could read this scale .
Wednesday Explanation video 	Textbook 3A, Chapter 6, Lesson 4: Reading weighing scales Weigh heavier items where the markers on the scales represent 200g each.
	Video link: Lesson video (start at 8 minutes and 48 seconds)
	Deepening activity See resource . Draw the pointers on the scales given their masses. My friend thinks the mass of the object is 2kg and 100g. Can you explain where they went wrong?
Wednesday Explanation video 	Consolidation Lesson: Addition and Subtraction Use formal written methods for addition and subtraction. Independent task here
	Video link Addition Subtraction Addition and subtraction word problems (up to 5 minutes and 5 seconds)
	Deepening activity See deepening resource .
Thursday Explanation video 	Textbook 3A, Chapter 6, Lesson 5: Solving word problems Solve word problems relating to mass with addition and subtraction.
	Video link Addition Subtraction Addition and subtraction word problems (up to 5 minutes and 5 seconds)
	Deepening activity A maths box with 4 books inside weighs 1kg and 400g. The empty box weighs 200g. How much would each book weigh?
Friday Explanation video 	Consolidation Lesson: Multiplication and Division Use formal written methods for multiplication and division. Independent task here
	Video link Multiplication Division
	Deepening activity Spot the mistake . Explain where they went wrong.

Curriculum – Live Explanations

<p>Science Explanation video </p>	<p>What are the types of different rocks and their properties</p> <ul style="list-style-type: none"> • Watch the video about different of types of rock. Write down any new vocabulary. <i>(Check with an adult as this is a youtube link)</i> • Look at the types of rock in the pictures. • Watch the video about granite and limestone and how they are used. • Write 3 facts about 3 more types of rock next to the pictures eg pumice, chalk, sandstone. • Deepening: The pyramids in Egypt were built with 2 types of rock. Can you find out what they were and why they were used?
<p>Science Explanation video</p>	<p>How is igneous rock formed?</p> <ul style="list-style-type: none"> • In this lesson, we will learn about the structure of the Earth, how igneous rock is made and how you can recognise it. We will also learn some of the uses of igneous rock. • Watch the video for Lesson 4. • Complete the activities as you watch.
<p>History Explanation video</p>	<p>What can we learn about the Ancient Egyptians from the pyramids?</p> <ul style="list-style-type: none"> • People were living in Egypt before the pyramids for about 1000 years. The Ancient Egyptians were inventing and creating their civilisation well before the pyramids were even conceived. • Watch the video clips here, here, here, here and here. • Find out and answer the following questions: <ul style="list-style-type: none"> ○ Why did the Ancient Egyptians build the pyramids? ○ Why did they build them in those locations? ○ Who built them and how long did it take? ○ Where did they get the stone from? ○ How did they build the pyramids?
<p>Curriculum – Independent Study</p> <p>You could complete these on the days when you are not reading with your teacher</p>	
<p>RE Explanation video</p>	<p>What is a creator?</p> <ul style="list-style-type: none"> • We will be looking at different beliefs about the creation of the world from different religions. A question that is possibly the biggest in the universe is 'How did the world come to be?' • Create something of your choice with any materials you have available at home. It could be a picture, a model, a sculpture, a poem or something else. You are the creator. • Create your own list or poem of the feelings when creating something new. See example.
<p>PSCHE</p>	<p>What can I do when I feel down or worried about school?</p> <ul style="list-style-type: none"> • What does the word 'blue' mean in terms of feelings? What synonyms do you know for the feeling? Do you think it is a positive or a negative emotion? Where do you feel the emotion in your body? • Read <i>Steve's Sunday Blues</i> (PDF attached) or listen to the story here. • Answer the questions. • Draw an outline of a body. Where the heart is, write how the lesson made you feel. Where the head is, write what the lesson made you think about. Where the hands are, write what you are going to do or change because of this lesson. • Write down a worry or concern that you are no longer going to carry around with you. Now put this worry or concern in the bin as you are getting rid of the worry or concern.

Art	<p>A School full of Characters</p> <ul style="list-style-type: none"> • Read the pages on the PDF attached. • Use David Tazzyman as your inspiration for some cartoon teacher characters • How will you show the characteristics suggested by their name? • How will you represent their character in your drawing of yourself?
French	<p>French Traditions</p> <ul style="list-style-type: none"> • Watch the video from Madame Lambert • Complete the activity below.
Music	<p>Call me: New note C</p> <ul style="list-style-type: none"> • You will need a recorder for your music lessons. If you do not have one at home and cannot purchase one, please let the school know via email and we can provide you with one. • Practice the song and recorder part at full speed using this video • Learn a new song 'Call me' by watching this video
PE	<p>Warm up and Stretching</p> <ul style="list-style-type: none"> • Try these ideas to warm up and get your heart beating faster, you only need a small space but lots of energy and ideas! • Moving with your feet on the beat, lift up the knees, start running on the spot, kick your bottom – faster! You can skip on the spot, turn, jump and try circling the arms. • How about a bit of freestyling? Freeze in high and low shapes, balance with different parts of the body touching the floor. Reach in different directions, try more ways of jumping, clap with the music. • Make a long low lunge and take one hand off the floor and hold, repeat on the other leg. • Slowly uncurl and come up to standing, breathe in and out slowly and cool down. • Click here to watch a video of the warm up. <p>Physical Activity: TIME TO MOVE! Time to show us what you can do. We want you to get up and do some exercise. Below is a log for you to write or draw what you did for each day.</p> <ul style="list-style-type: none"> • Be creative, use the space you have, ask an adult to take you outside, take two pillows to make markers to move between (skip, hop, jump, side step, slow, fast), perform some yoga, strong karate moves, practice your skipping tricks (if you have a jump rope), pretend you're playing cricket (without a ball and bat) and go through your bowling action and batting style. With an adult go outside, walk around the block, take a scooter ride, go to the common. There are too many ideas to list & we know you will have even more ideas! • Also remember after your exercise, play some slow quiet music and have a mindfulness moment, focus on your breathing, have a stretch. • Below is a Log book to record your successes. Don't worry if you can't print it, make your own weekly log & hopefully feel the benefits of daily exercise over the coming weeks.

English

Monday: Example introduction plan:

Who are you writing for? (Audience)	People who want to become an embalmer
Why are you writing? (Purpose)	To instruct people how to make a mummy

Introduction	G	Dead bodies – smelly
	S	Embalming preserves bodies - stops from rotting away
	V	Follow instructions – learn → make mummy

Monday: Example introduction and 'you will need' list:

How to make a Mummy

Dead bodies are rather smelly. Embalming preserves bodies and stops them from rotting away. Follow these instructions to learn how to make a mummy.

You will need:

- Linen
- Long, metal hook
- Natron and oil
- Stuffing
- Sarcophagus
- Pharaoh mask

Introduction planning format

Who are you writing for? (Audience)	People who want to become an embalmer
Why are you writing? (Purpose)	To instruct people how to make a mummy

Introduction	G	
	S	
	V	

Tuesday: Main clauses and subordinate clauses lesson explanation

A **main clause** has one main idea. It makes sense on its own and it contains a subject and a verb.

We can add detail to a main clause using a **subordinate clause**. A subordinate clause doesn't make sense on its own.

The subordinate clause is added to the main clause using a **subordinating conjunction**.

This command is a main clause:

Wash the body.

It has one main idea. It makes sense on its own and it contains a subject (body) and a verb (wash).

This is a subordinate clause:

so that it is clean

It doesn't make sense on its own.

Let's make a sentence using the main clause and subordinate clause:

Wash the body so that it is clean.

The subordinate clause adds detail to the main clause. The subordinating conjunction used to add the subordinate clause in this sentence is so that.

Other examples of subordinating conjunctions are: *when, if, because, that, although, even though* and *unless*.

Read this main clause:

Wrap the body with linen.

How can you add a subordinate clause to this main clause using a subordinating conjunction?

Wrap the body with linen when the insides are removed.

Wrap the body with linen because it preserves the body further.

Tuesday independent task:

Now add a subordinate clause to each of these main clauses using a subordinating conjunction:

Jab a long, metal hook into the brain.

Remove everything in the body.

Fill the body with stuffing.

Dry the body with natron and oil.

Place the body in a sarcophagus.

Subordinating conjunctions: *when, if, because, that, although, even though, so that, unless*

Wednesday: Example instructions for how to make a mummy

Introduction: General, Specific, Viewpoint

Imperative verbs

Adverbs

Prepositions

Details

subordinating conjunctions

How to Make a Mummy

Dead bodies are rather smelly. Embalming preserves bodies and stops them rotting away. Follow these instructions to learn how to embalm a body.

You will need:

- Linen
- Long, metal hook
- Natron and oil
- Stuffing
- Sarcophagus
- Pharaoh mask

Steps for mummification:

1. Wash the body with water. **It must be fresh water so that your mummy is clean. You must dispose of the water carefully because it is important to stop the spread of disease.**
2. Take a long, sharp, metal hook and jab it with force up the nose and into the brain. **You must move the hook quickly so the brain is mushed up.** Tilt the head to the side and let all the brain flow out.
3. Remove everything in the body with care, including all the organs. **Be sure not to remove the heart.**
4. Once you have removed the body parts, fill the body with stuffing. **This is only to help dry the body.**
5. Carefully, dry the body with natron (salt) and oil. Wait forty to fifty days until you can replace the stuffing with linen and sawdust.
6. When the insides of the mummy's body are ready, wrap the outside in strands of linen. **Wrap it tight around the corpse to stop the bandages falling off.**
7. Take your time to place the body in a sarcophagus. Gently, place the pharaoh mask on the face.

Now your mummy is ready for the afterlife!

REVISING

The 'content' checking

A.R.M.S.

Add

Add interesting or precise sentences and words

Remove

Remove sentences you don't need

Move

Move words or sentences to a more suitable place

Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

EDITING

The SPAG checking

C.U.P.S.

Capitalise

First word in a sentence and proper nouns: names, places, titles, days, months

Usage

Inflection of nouns and verbs.

E.g. we was were / One dogs

Punctuation

. ! ? , - ; '

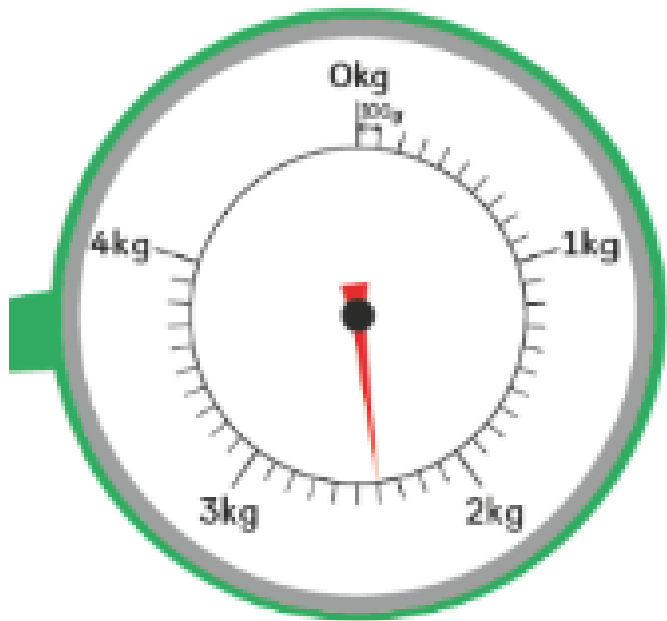
Spelling

Check words you are not sure how to spell, including homophones



Maths

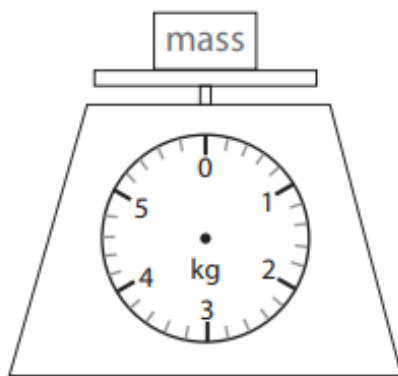
Tuesday deepening



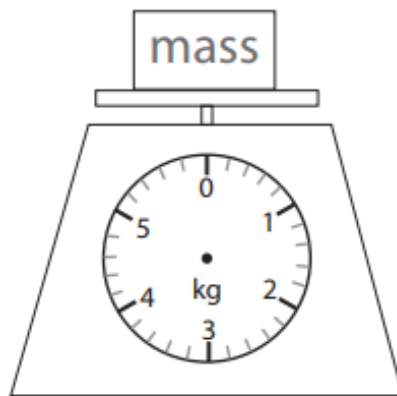
Explain two different ways you could read this scale.

Wednesday lesson 1 deepening

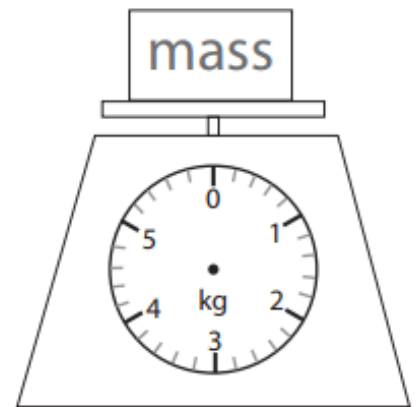
Draw the pointers on the following weighing scales given their masses.



1kg 200g

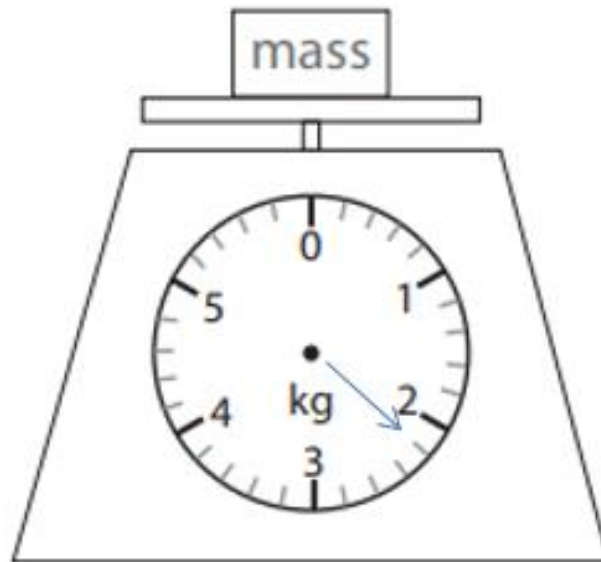


2kg 400g



3kg 600g

My friend thinks that the mass of this object is 2kg and 100g. Explain where they went wrong.



Wednesday lesson 2 independent task

a) $124 + 362 =$ _____

c) $468 + 125 =$ _____

e) $243 - 118 =$ _____

g) $764 + 485 =$ _____

b) $874 - 131 =$ _____

d) $529 + 194 =$ _____

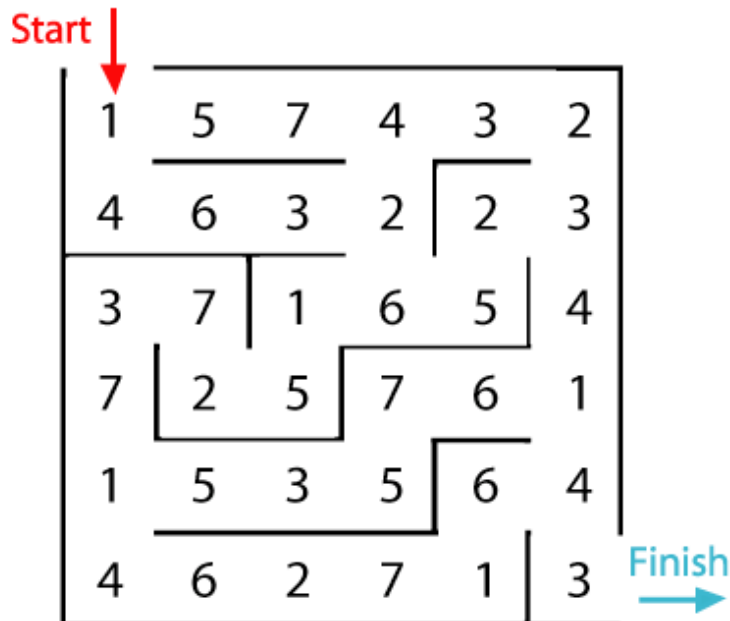
f) $564 - 487 =$ _____

h) $800 - 572 =$ _____

Wednesday lesson 2 deepening

In this maze there are numbers in each of the cells. You go through adding all the numbers that you pass. You may not go through any cell more than once.

Can you find a way through in which the numbers add to exactly 100?



What is the lowest number you can make going through the maze?

What is the highest number you can make going through the maze? (Remember you may not go through any cell more than once.)

Answers to today's deepening: <https://nrich.maths.org/91/solution>

Friday independent task

a) $13 \times 2 = \underline{\hspace{2cm}}$

c) $51 \div 3 = \underline{\hspace{2cm}}$

e) $65 \times 3 = \underline{\hspace{2cm}}$

g) $42 \div 3 = \underline{\hspace{2cm}}$

b) $52 \div 4 = \underline{\hspace{2cm}}$

d) $27 \times 4 = \underline{\hspace{2cm}}$

f) $36 \div 2 = \underline{\hspace{2cm}}$

h) $45 \times 8 = \underline{\hspace{2cm}}$

Friday deepening

Spot the mistake. Can you explain where they went wrong?

$$\begin{array}{r} \boxed{1} \quad \boxed{4} \\ \boxed{4} \overline{) \begin{array}{r} 76 \\ - 60 \\ \hline 16 \\ - 16 \\ \hline 00 \end{array}} \end{array} \quad \begin{array}{l} (\overset{10}{\underline{\quad}} \times \overset{6}{\underline{\quad}}) \\ (\overset{4}{\underline{\quad}} \times \overset{4}{\underline{\quad}}) \end{array}$$

Science

Lesson 3

			
Pumice	Sandstone	Marble	Obsidian
			
Limestone	Gneiss	Basalt	Slate
			
Granite	Chalk	Quartzite	Conglomerate

RE

Lesson 1 Example

Creation Thoughts

Creation is messy, frustrating, thrilling.
It is exciting, exhausting.

Knowing you are making something new.
Every detail thought of, every problem worth solving.

Brings pride and joy
Wanting to share with everyone.
Knowing the hard work was worth it.
New, special, cherished.

How does nature make it look so easy?

PSCHE

Questions

1. What does fed up mean?
2. Why do you think Dad suggested going for a walk?
3. What type of attitude did Steve have towards school?
4. What does dread mean?
5. What do you notice about Steve's facial expressions when he is at school?
6. What did you learn from the story?
7. What strategies could you use to help you with 'Sunday blues'?

French

Activity 1: Label the pictures using the words from the list:

la galette	la fève	les trois rois mages	la couronne	le roi / la reine
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What I have learned today from the French tradition of Epiphany:

PE

Exercise Log

How many minutes of physical activity do you do every day?

Children and young people should aim to do an average of at least 60 minutes of physical activity a day, across the week.

What type of physical activity?

You should aim to do two types of physical activity throughout the week. These should include both aerobic exercises and exercises to strengthen your muscles and bones. These include:

skipping
riding a bike or scooter
skateboarding
aerobics or a workout
dancing

football
walking the dog
tagging games
running
martial arts

Use this Exercise Log to record how much physical activity you do in a week.

	The Physical Activity You Did	Time Spent Being Active
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		

List all the different ways you have been physically active this week.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What was your favourite activity?

