



Year 3 Home Learning Spring 1 Week 4


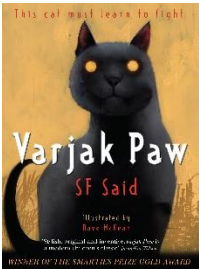
Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

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	
Special Event	<p>A Midsummer Night's Dream: Active Storytelling Workshop</p> <ul style="list-style-type: none"> • We are incredibly lucky and excited that the Young Shakespeare Company is going to run an active storytelling workshop for each class over zoom about <i>A Midsummer Night's Dream</i>. • You will be emailed separately with the day, time and link for your session. • This is a fantastic opportunity for the children to immerse themselves in the play. They will become the characters and enjoy using small sections of Shakespeare's language.
Monday Explanation video	<p>EXPLORE: Identify features of a newspaper report</p> <ul style="list-style-type: none"> • Think – <i>What happened on the midsummer night? What were the key events?</i> • Last week, you were television journalists interviewing. This week, you are journalists writing for a newspaper. • Think – <i>What is a newspaper report? What is its audience? What is its purpose?</i> • Think – <i>What are the features of a newspaper report?</i> • Watch this lesson video on the features of a newspaper report. • Read this example newspaper report Back to Earth with a Bump or watch this video of a teacher reading it. • Identify and label these features in <i>Back to Earth with a Bump</i>: headline, lead, body and quotations.
Tuesday Explanation video 	<p>PLAN: Plan a newspaper report</p> <ul style="list-style-type: none"> • Think – <i>What are the features of a newspaper report?</i> • Read this plan for the newspaper report <i>Back to Earth with a Bump</i>. • Look at this planning format that you will use to plan your newspaper report and watch this lesson video on how to plan a newspaper report. • Plan your newspaper report about what happened on the midsummer night in <i>A Midsummer Night's Dream</i>. • Think – <i>Why do newspaper reports include quotes? In your newspaper report, who might be quoted?</i> • Watch this lesson video on using quotations. • Read this quotation example. Look at the punctuation that has been used. • Write a correctly punctuated quotation on your plan.
Wednesday Explanation video	<p>EXPLORE/WRITE: Use the present perfect tense</p> <ul style="list-style-type: none"> • Think – <i>What is a headline?</i> • Watch this lesson video on writing a headline. • Write the headline for your newspaper report. • Think – <i>What is the first paragraph of a newspaper report called? What is its purpose?</i>

	<ul style="list-style-type: none"> • Watch this lesson video on using the present perfect tense to write a lead. • Read the lesson here. • Read this model lead. • Write the lead for your newspaper report. • Remember to use your plan from yesterday and the present perfect tense.
Thursday Explanation video 	WRITE: Newspaper report <ul style="list-style-type: none"> • Think – <i>What are the key events of the midsummer night?</i> • Read this model newspaper report. • Watch this lesson video on using time adverbs. Read the lesson here. • Write the body of your newspaper report using your plan. • Remember to use time adverbs, paragraphs and punctuate your quotations correctly using inverted commas.
Friday Explanation video	IMPROVE/PRESENT: Improve and present a newspaper report <ul style="list-style-type: none"> • Think – <i>What features did we need to remember to include in our newspaper report?</i> • Check and improve your newspaper report using the CUPS and ARMS poster. • Publish your newspaper onto this publishing format or you can use your own newspaper design.
Spelling	<ul style="list-style-type: none"> • Watch Spelling Video. • Match the word to the definition using this resource. <p>Words to learn: submarine submission television teleport hire higher knot not knead need</p>
Story Time with Ms Atherton	<p>Visit the school website from Monday by CLICKING HERE 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





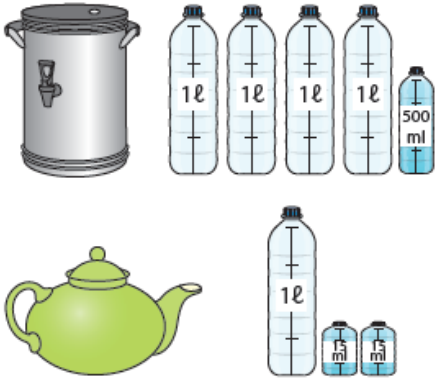
Maths

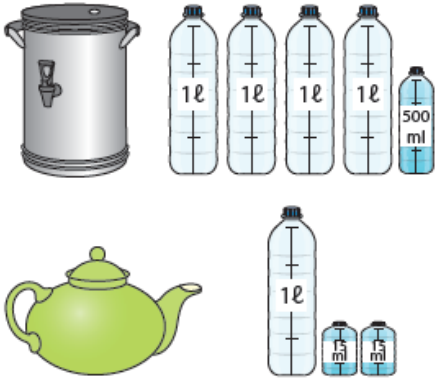
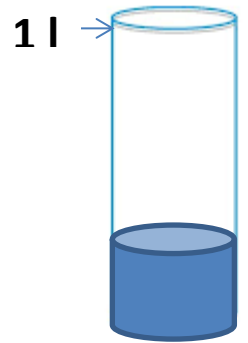
Live explanations at 10.30am each day

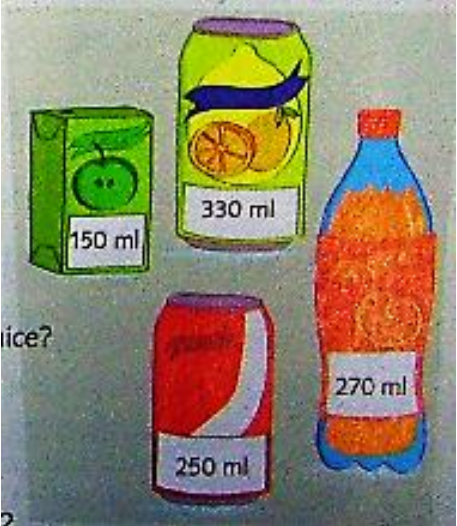
For Wednesday Lesson B:

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, Lesson 3: Measuring volume in millilitres and litres Measure volume in millilitres and litres
	Video link Measuring volume video (up to 5 minutes and 44 seconds)
	Deepening activity Explain: What is the difference between <i>volume</i> and <i>capacity</i> ?
Tuesday Explanation video 	Textbook 3A, Chapter 7, Lesson 4: Measuring capacity in millilitres and litres Measure volume in millilitres and litres from a 'homemade' bottle with markings
	Video link Measuring capacities video
	Deepening activity I have 75ml of water in one jug. My friend has three times as much water as me. How much water do we have altogether? Draw a bar model and solve the problem.
Wednesday A Explanation video 	Textbook 3A, Chapter 7, Lesson 5: Writing volume in litres and millilitres Measure volume using millilitres and litres in comparison to 1L
	Video link Volume and capacity video
	Deepening activity Estimate how much water there is in the cylinder. Explain your estimation. How much more would you need to get to 1L?
Wednesday B Explanation video 	Textbook 3A, Chapter 7, Lesson 6: Writing capacity in litres and millilitres Measure larger capacity in litres and millilitres
	Video link Volume and capacity video (from 5 minutes and 9 seconds)
	Deepening activity There is a tea urn and a teapot. The bottles next to them show their capacity.  How much more water does the urn hold than the teapot?



<p>Thursday Explanation video ↑</p>	<p>Consolidation lesson: Addition, subtraction, multiplication and division Use the formal written methods for addition, subtraction, multiplication and division Independent task here</p> <p>Video link Addition Subtraction Multiplication Division</p> <p>Deepening activity Choose one of the four operations. Create a poster showing and explaining how to use the formal written method for this operation.</p>
<p>Friday Explanation video ↑</p>	<p>Textbook 3A, Chapter 7, Lesson 7: Solving word problems Solve basic word problems related to volume</p> <p>Video link Solving word problems video</p> <p>Deepening activity 1. How many millilitres altogether in: a) 1 can of lemonade and 1 bottle of orange juice? b) 1 carton of apple juice and 1 can of cola? 2. What is the difference in millilitres between: a) 1 can of lemonade and 1 carton of apple juice? b) 1 bottle of orange juice and 1 can of cola? 3. Which drink holds: a) 100ml more than the carton of apple juice? b) 60ml less than the can of lemonade?</p> 
<p>Curriculum Live explanations at 12pm for 3D and 3N Live explanations at 2.30pm for 3C, 3CB and 3SB</p>	
<p>Science Monday Explanation video ↑</p>	<p>What are the steps in the rock cycle? <i>You will need a pen, a ruler and paper</i></p> <ul style="list-style-type: none"> In this lesson, we will learn each of the steps of the rock cycle and how igneous, sedimentary and metamorphic rock are all connected. Watch lesson 7. Complete the activities as you watch.
<p>Science Tuesday Explanation video ↑</p>	<p>How are fossils made? <i>You will need a pen and paper</i></p> <ul style="list-style-type: none"> In this lesson we will learn how fossils are formed in sedimentary rock, what a palaeontologist is and identify some different fossils. What do you know about fossils and how they are formed? Write 3 things you already know or want to know. Watch the BBC video here and make notes about how fossils are formed. Watch the video for the lesson 8 starting from 15:00. Complete the activities as you watch. Answer the question: 'How are fossils made?' using your own diagrams to help.
<p>History Thursday Explanation video ↑</p>	<p>What can the discovery of an old tomb tell us about Ancient Egyptian life?</p> <ul style="list-style-type: none"> In the 1920s, most tombs had been discovered, but Howard Carter found a new tomb: Tutankhamun's tomb. Watch the two videos: <i>Who was Tutankhamun?</i> and <i>Tutankhamun's Tomb</i> here. Look at the pictures and read the information here. Answer the question: What can the discovery of an old tomb tell us about Ancient Egyptian life?

Curriculum

You can complete these independently over the week e.g. when you are not reading with your teacher

RE Explanation video	<p>How do Hindus believe the world was created?</p> <ul style="list-style-type: none"> • Watch this video about how Hindus believe the world was created. • Draw and label the things that Brahma creates. • What is similar in the stories from last session? Write a list of 3 similarities.
PSCHE Explanation video	<p>What activities can I do to keep healthy?</p> <ul style="list-style-type: none"> • Write a list of ways which keep our bodies healthy. • Write a list of ways which keep our minds healthy. • Keeping our minds healthy is just as important as keeping our bodies healthy. • Try some different activities which promote mindfulness. Try mindful colouring, having a quiet five minutes, or doing some yoga. • Think – how did you feel trying the new activities?
Art	<p><u>Leonardo da Vinci and his inventions</u></p> <ul style="list-style-type: none"> • Watch Ms Green CLICK HERE to learn about Leonard da Vinci and his extraordinary inventions. She will show you how to use a cardboard box to make your own inventive artwork! • Design and draw or make your own robot invention. • Deepening: Explore https://www.littleinventors.org/ for exciting inventing activities and competitions.
Music	<p><u>BAG SOUGAN</u></p> <p>You will need your recorder. If you don't have yours at home please email the school and we can organise this for you.</p> <p>Watch and join in with Ms Hughes by watching the video CLICK HERE</p>
French	<p>Watch the video about school from Madame Lambert.</p> <p>Complete the exercises.</p> <p>Activity 1: Say what there is / are in the pencil case.</p> <p>Activity 2: Design your pencil case and the content and labelling it in French. Then write a sentence to describe the contents of your pencil case.</p>
PE	<p>Warm up</p> <p>Can you remember the warm up from week 2? Let's get moving and get your heart beating faster. You only need a small space but lots of energy and ideas!</p> <p>Click here to watch a video of the warm up.</p> <p>Physical activity: Stretch and strengthen</p> <ul style="list-style-type: none"> • Find a space in your house and get ready to do some pilates! Watch the video here and enjoy the exercises. <p>Dance:</p> <p>Roman legionaries are you ready to get into battle formation and march miles carrying a heavy shield and spear? Watch the video here and choreograph an exciting Roman dance.</p> <p>Stand on the spot holding your spear and shield. Try different ways of marching around the room changing directions, levels and speed.</p> <p>Keeping your back straight and holding your shield jump high and squat low to get super fit. See resource below for more ideas!</p>

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

Lesson 1: Newspaper report

Back to Earth with a Bump!

Reported by Amanda Kelper, Media Correspondent, London

After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have returned home to Earth.

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS which is a large spacecraft that travels around the Earth.

The men were launched into space on 15th December 2015. The mission involved conducting experiments, testing out new technology and inspiring the next generations of space travellers.

Peake said, "The best part of the mission was a spacewalk where I had to make a repair on the space station."

Having circled the planet nearly 3000 times, the crew have returned home to Earth in a capsule. The astronauts landed safely and in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk.

If you would like to receive further updates from the ISS or other space programmes, visit the NASA website.

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Lesson 2: Example plan (*Back to Earth with a Bump*)

Who are you writing for? (Audience)	People with an interest in current affairs/ the news
Why are you writing? (Purpose)	To inform people about a recent event that has happened

Headline (summarises story/ grabs the reader's attention)	Back to Earth with a Bump!
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Lead (intro) (summarises story and answers as many as possible of 5 Ws)	Who?	Astronauts Tim Peake, Yuri Malenchenko, Timothy Kopra
	What?	returned home
	Where?	Earth/from International Space Station (ISS)
	When?	after six months

	Description/ Quotes
Background (what happened before the key event/ when did it happen?)	returned last week Tim Peake – British – first British astronaut to live on ISS ISS – large spacecraft travels around Earth launched – 15 th December 2015
Key Event (more detail)	mission – experiments, new technology, inspire new generation circled planet nearly 3000 times crew returned – in capsule Peake said, "The best part of the mission was a spacewalk where I had to make a repair on the space station."
Consequences (what are the consequences of what has happened?)	astronauts landed safely – in good health astronauts pulled from capsule – carried as leg muscles too weak to walk
Now/ future (bring the story up to date/ what might happen next?)	further updates from ISS/other space programmes – NASA website

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Lesson 2: Planning Format

Who are you writing for? (Audience)	People with an interest in current affairs/ the news
Why are you writing? (Purpose)	To inform people about a recent event that has happened

Headline (summarises story/ grabs the reader's attention)	
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Lead (intro) (summarises story and answers as many as possible of 5 Ws)	Who?	
	What?	
	Where?	
	When?	

	Description/ Quotes
Background (what happened before the key event/ when did it happen?)	
Key Event (more detail)	
Consequences (what are the consequences of what has happened?)	
Now/ future (bring the story up to date/ what might happen next?)	

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Lesson 2: Example Quotation

Demetrius said, "I am so happy and relieved to be marrying Helena. What an unbelievable night it was!"

Reporting clause followed by a comma

Direct quotation

Inverted commas

Punctuation inside the inverted commas

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Lesson 3: Use the Present Perfect Tense

In a newspaper report, journalists mostly write in the past tense because they are writing about something that has already happened.

They also often use a different tense called the **present perfect tense**.

We use the **present perfect tense** either:

- to talk about an action that started in the past and is continuous up until now e.g. *I have been a doctor for ten years.*
- or to talk about something that has happened in the past but has a result in the present e.g. *I have lost my passport.*

We form the **present perfect tense** by using:

I **have**

you **have**

he/she/it **has**

we **have**

they **have**

+ past participle
of the main verb

Examples:

I **have** walked.

You **have** walked.

He **has** walked. She **has** walked. It **has** walked.

We **have** walked.

They **have** walked.

What sentences can you think of about the events in A Midsummer Night's Dream that use the present perfect tense?

They **have had** a crazy night!

Puck **has promised** never to cast love spells again.

The four lovers **have returned** safely.

Today, you are going to write the lead for your newspaper report using your plan. You are going to use the **present perfect tense** in your lead.

Lesson 3: Model lead

In the past 24 hours, an extraordinary sequence of events **has taken** place in the woods involving four locals. A mischievous fairy called Puck cast love spells and caused chaos. Fortunately, the four people involved **have returned** home safely and Puck **has promised** never to cast love spells again.

present perfect tense

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Lesson 4: Model Newspaper Report

MIDSUMMER NIGHT MAGIC

In the past 24 hours, an extraordinary sequence of events has taken place in the woods involving Queen Titania and several locals. A mischievous fairy called Puck cast love spells and caused chaos. Fortunately, life has returned to normal and Puck has promised never to cast love spells again.

Last night, Puck caused chaos and confusion with his spell that made victims fall in love with the first person they saw after waking up. Earlier, Puck cast a spell on local actor, Nick Bottom, who was rehearsing for a play in the woods. Puck turned the actor's head into a donkey's head.

His magic affected many people, including Queen Titania. Many villagers believe that Oberon encouraged Puck to cast the love spell on the queen. However, that spell went badly wrong. When the queen woke up, Bottom was the first person she saw. Puck's spell made her fall in love with him.

After this disaster, Puck tried to fix the problem. At first, he was unsuccessful, but eventually he turned everything back to normal. Oberon claims that he asked Puck to put things right.

Locals are relieved that the spells have ceased and are looking forward to the wedding of local residents, Lysander and Hermia. Lysander said, "I have never experienced anything like last night! I'm glad everything is calmer and I'm looking forward to getting married."

Rehearsals continue for the play, *Pyramus and Thisbe*. If you would like to see Bottom's play, find further information on page 23.

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Lesson 4: Time adverbs

How can you add details to this sentence to tell someone **when** this happened?

Puck tried to fix the problem.

You could say:

Puck tried to fix the problem **eventually**.

Eventually, Puck tried to fix the problem.

After that, Puck tried to fix the problem.

Later, Puck tried to fix the problem.

Words and phrases that tell us **when** are adverbials of time or time adverbs.

If the adverbial is at the **front** of the sentence, we must add a **comma**.

Here is a list of time adverbs that you can use to tell the reader **when**.

after that	next	later	meanwhile	eventually
finally	suddenly	at midnight	last night	then

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Lesson 5: CUPS and ARMS poster

REVISING	EDITING
The 'content' checking	The SPAG checking
A.R.M.S.	C.U.P.S
Add Add interesting or precise sentences and words	Capitalise First word in a sentence and proper nouns: names, places, titles, days, months
Remove Remove sentences you don't need	Usage Inflection of nouns and verbs. E.g. we was were / One dogs
Move Move words or sentences to a more suitable place	Punctuation . ! ? , - ; '
Substitute Change words and sentences for new ones to avoid repetition or use of boring words	Spelling Check words you are not sure how to spell, including homophones

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Year 3

Date

NEWSPAPER

A Midsummer
Night's Dream

Report by:

Headline

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Year 3

Date

NEWSPAPER

A Midsummer Night's Dream

Report by:

Headline

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NEWSPAPER

A Midsummer Night’s Dream

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Spelling: Match the word to the definition

look through this to see things from far away	submarine
the thing you watch your favourite programmes on	submerge
a clause that does not make sense on its own	subway
an invention that sent messages quickly over long distances	telephone
use this to speak to people far away	telescope
an underground tunnel or passage enabling pedestrians to cross a road or a railway	subordinate
an underwater ship	telegraph
fill or cover completely, usually with water	television

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Maths: Thursday independent task

Use the formal written method to solve the calculations.

1 $132 + 455 = \square$

1 mark

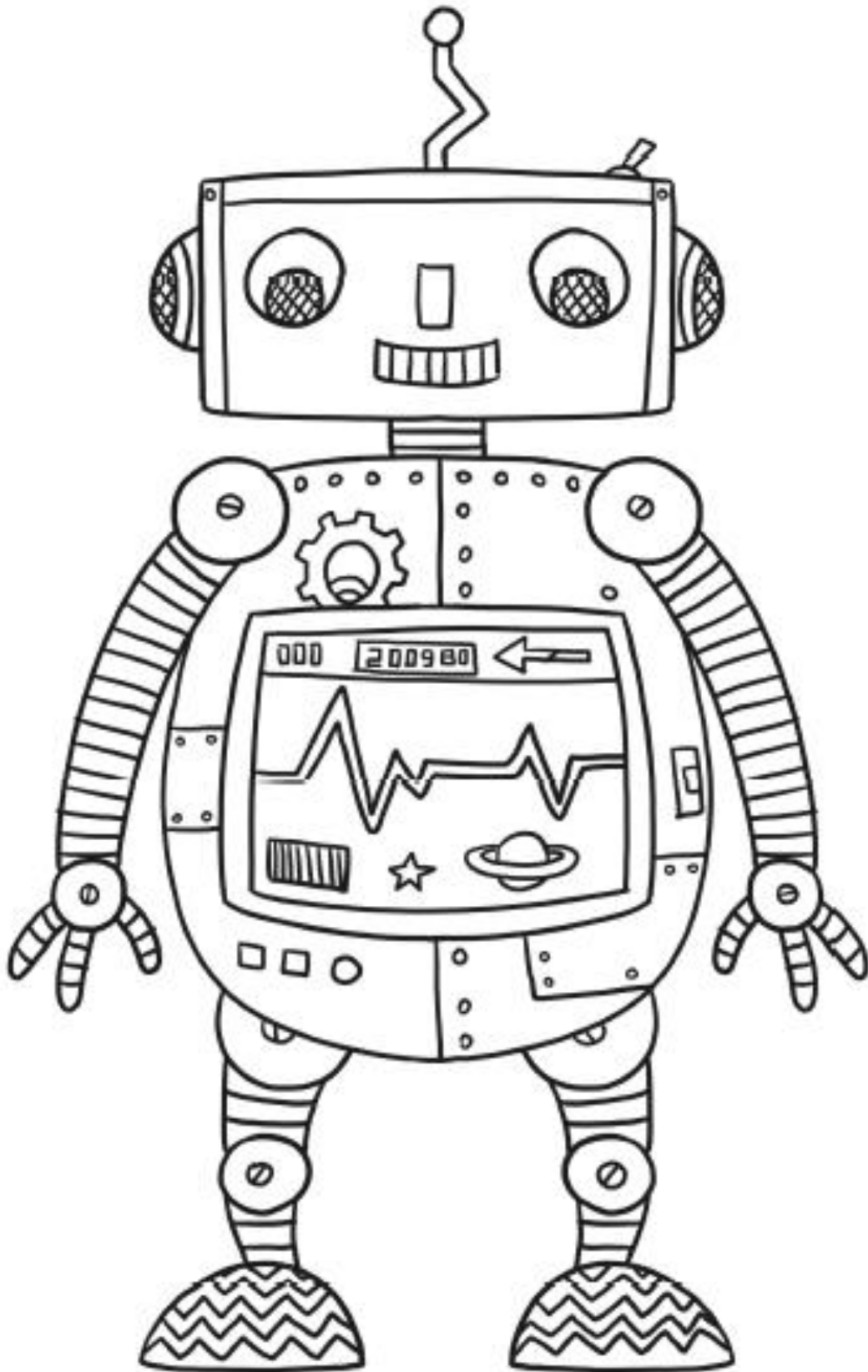
2 $32 \times 4 = \square$

1 mark

3 $159 - 92 = \square$

1 mark

PSCHE: Mindfulness colouring



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Mots clés/ Key words

a pencil case = une trousse

a pencil = un crayon

a rubber = un stylo

a ruler = une règle

a pen = un stylo

a calculator = une calculatrice

a glue stick = un bâton de colle

a felt-tip pen = un feutre

a coloured pencil = un crayon de couleur

a pencil sharpener = un taille-crayon

a pair of scissors = une paire de ciseaux

il y a = there is / there are

des crayons = some pencils

Activity 1: Say what there is / are in the pencil case.

	<p>Dans ma trousse, il y a un stylo, un feutre et une gomme.</p>
	<p>Dans ma trousse, _____ _____</p>
	<p>Dans _____ _____</p>
	<p>_____ _____</p>

Activity 2: Design your pencil case, the content and labelling it in French.
Then write a sentence to describe the contents of your pencil case.

Ma trousse

Dans ma trousse, il y a _____



P.E.

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Make up a dance with a marching pattern and an energetic battle scene. Here are some ideas to help you. Don't forget your choreography will need a beginning, middle and ending. Have fun!

1. March
2. Run, jump, roll, throw your spear and freeze in a balance
3. Slow motion battle using huge strong movements
4. Can your audience see who won the battle?
5. Freeze frame ending