



Term: Summer 1.

Teacher & Year Group: Miss McInnes – Year 3. Week 6.

Hello everyone!

I hope you're all well and keeping safe! I have set some more work for this week, try to do as much as you can, you can write this up in your Home Learning Book.

Hope to see you all soon.

Daily Activities.

I have set some daily tasks for you to be getting on with, something a little different and fun!

Monday I have set you a 5-sentence challenge today! Find the worksheet in this pack.

Tuesday Watch the trailer for 'The Secret Life of Pets' <https://www.youtube.com/watch?v=i-80SGWfEjM>

Then find the worksheet on English – Tuesday.

Can you write a sentence for each animal using descriptive language? You should include adjectives, conjunctions, and alliteration.



Wednesday If you were a pet from 'The Secret Life of Pets' which one would you be? Can you create a character profile for your chosen animal? You need to start off with a picture then describe your pet use lots of adjectives and similes to describe. I have included a template to help you create your profile.

Thursday Who would you like your owner to be? Thinking about the pet you chose, what is their character like? What do they do? What sort of owner would this pet need and what would the owner do?

This is a chance for you to use your imagination and have a little fun, I have included an example to give you some ideas and what you need to include in your writing.

Friday Where would you live? Use your work from yesterday, think about your owner... what would your home look like?

Design your own house. You need to label why you have designed your house like this be as descriptive as you can!

English



	Remember you need to keep practising your spellings, I have included a spellings activity sheet. Alongside your English work I have included grammar activities and a reading comprehension.
Maths	I have included some worksheets on fractions, try your best and complete as much as you can!
Religious Education	What are you thankful for? Can you write your own prayer to say what you are thankful for? I have attached a picture and your starting sentence in this pack.
Science	In Science, we are going to start looking at Living Things in their Habitat – Plants. For your first Science lesson on this – can you look at different plants around the house and in the garden and draw them on a piece of paper. Can you identify what is the same about them and what is different?
Geography	I have included a worksheet about rivers, you need to add in the missing words. You could research rivers to help you complete it.
Computing	Don't forget you can go on Espresso coding! You could also create your own powerpoint, you could document your day, something you have done at home, include writing and pictures to show what you have done. If you save it, we could look at it in school when you are back in so we can all share something we have done while we have been off.
P.E	https://www.youtube.com/user/thebodycoach1 Every morning at 9am, Joe Wicks streams a live PE lesson. It is 30minutes long, if you don't tune it at that time you can access it at any time on his YouTube channel, follow the link above. Make sure you do some form of exercise every day 😊
SCARF and Art	At the end of this pack I have included some powerpoint slides for 'expressing feelings' it would be good for you to sit with an adult to read the information and complete the activities.



English – Monday

5 sentence challenge!



This is Elmo, he is a very lazy cat, as you can tell by this picture! He loves to sleep all day and in very strange positions.

Using this picture, can you create five different sentences?
Each sentence must be different and must include...

Sentence 1 Two adjectives to describe Elmo.

Sentence 2 A verb and an adverb to describe how he moves.

Sentence 3 Speech – this could be you talking to Elmo or you speaking as Elmo.

Sentence 4 An exclamation about the cat, remember this needs punctuation.

Sentence 5 A fronted adverbial to add more information. Remember this goes at the start of the sentence and needs to be followed by a comma.



English – Tuesday

Can you write a descriptive sentence for each animal? Include adjectives, similes, alliteration, and conjunctions to complete your sentences.



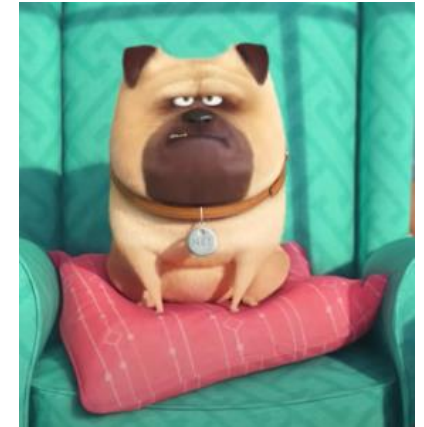
Gidget



Max



Chloe



Mel



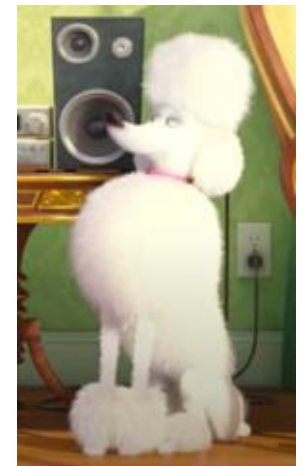
Buddy



Sweetpea



Gino



Leonard



English – Wednesday

Character Profile

Character name

Appearance:

Personality:

Draw a sketch of your character:


Actions: What does your character **do** in the story?





English – Thursday

In my description I have used; a fronted adverbial, expanded noun phrase, adjectives, conjunctions, adverbs, alliteration, and a simile. Can you include this in your writing?

Pet	Owner
<p>Example: Elmo.</p> 	<p>Without a doubt, my owner would be the Queen. I could sit on my plush, royal cushion all day whilst the Queen's workers softly, tickled my belly. Her butler would deliver me the finest, dreamy treats and I could play in the vast, gardens of the palace joyfully. After all that playing, I would retire to my serene, snug for a snooze, where I would sleep like a log!</p>
<p>My chosen pet:</p>	



Stage: 3	Adding the suffix -ly. Words which do not follow the rules.
List: 23	



Spellings
truly
duly
publicly
daily
slyly
shyly
fully
wholly
coily
happily

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.

To challenge yourself, why not do all of the numbers for each spelling!



Grammar – Year 3

Section 1

if after because
Choose the best conjunction to fill the gap in each sentence:

- a. Mrs French will not be a happy teacher _____ Class 10 are badly behaved again today.
- b. Josie will be allowed to play outside _____ she has finished her homework.
- c. The boys received a bravery award _____ they saved the man from drowning.

Section 2

Mr Whoops has accidentally jumbled up an adverb. Can you help him to unjumble it?

yafesl _____



Section 3

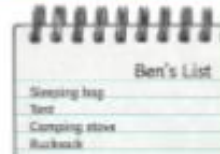
Add -er and -est suffixes to these root words:

safe _____

early _____

Section 5

Add commas to this list sentence:



Ben filled the car boot with a sleeping bag a tent a camping stove and his rucksack.



Section 4

Look at the picture. Can you write a past tense sentence about it?



Section 6

Can you up-level this sentence by adding an expanded noun phrase?

The boy lay under his duvet.





Reading Comprehension

David Walliams



Who Is David Walliams?

David Walliams is a comedian, actor and author. He is also a judge on a TV talent show and writes for TV. David raises money for the charity, Sport Relief, which helps people all over the world.

David's Childhood

David was born on 20th August 1971 in Merton, London. He was the child of Peter and Kathleen Williams. From a young age, he loved dressing up and his older sister Julie would often dress him up in girls' clothes for fun.

David went to school in Surrey, where his love of dressing up grew and his love of acting began. He was also on the school swimming team. At age 11, he acted in his first school play wearing a dress and made everyone laugh. This was the moment he knew that what he wanted to do with his life was make people laugh.

David the Author

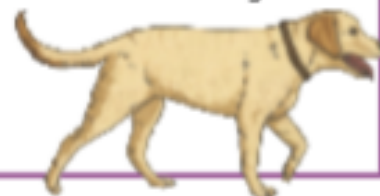
David had a successful TV career and his own TV show. But he wanted to write a book about how it's OK to be different. In 2008, he published 'The Boy in the Dress' about a boy who loves football and wearing dresses. The book sold over half a million copies.

David has now written twelve chapter books for children and six picture books for younger readers. Some of his most famous books are 'Mr Stink', 'Billionaire Boy' and 'Gangsta Granny'. His books are often illustrated by Tony Ross, who also illustrates the 'Horrid Henry' books.



Did You Know...?

- David changed his name from Williams to Walliams because there was already an actor called David Williams!
- When swimming in the river Thames, David rescued a Labrador dog that had fallen in the river!
- David has sold over eight million books all over the world.





Many of David's books have now been filmed for TV and you can sometimes spot him acting in them too!

Charity Work

David has raised a lot of money for charity. In 2006, David swam the English Channel (from England to France) to raise money for Sport Relief. He swam 22 miles and raised over one million pounds. In 2011, David swam the length of the river Thames (140 miles) and raised more than two million pounds for Sport Relief. David was awarded an OBE by The Queen in 2017 for his charity work.



Questions

1. What did David like doing as a child? Tick two.

- running
- dressing up
- writing
- acting

2. When was 'The Boy in the Dress' published? Tick one.

- 2004
- 2006
- 2008
- 2011

3. Draw lines to complete the sentences about David.

David has raised a lot of money for charity through

being different.

David wanted to write a book about

make people laugh.

David knew early on that he wanted to

swimming.

4. Number the events below to show the order in which they happened in David's life.

- David had a successful TV career.
- David was born the son of Peter and Kathleen Williams.
- David published 'The Boy in the Dress'.
- David acted in his first play.
- David enjoyed dressing up with his sister.

5. Fill in the missing words in this sentence.

David raised _____ million pounds for charity in 2011 and _____ million pounds for charity in 2006.

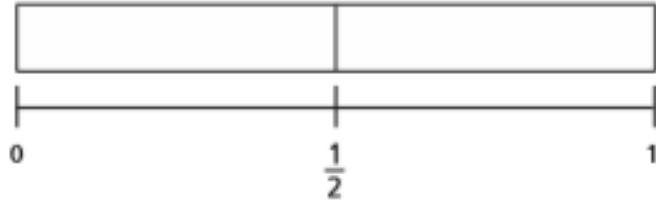


Maths

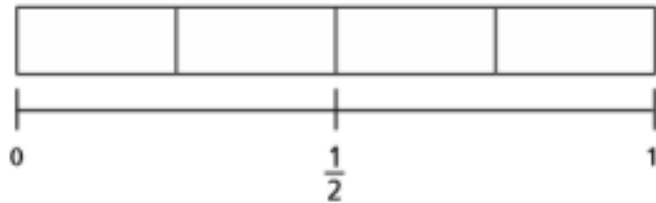
Equivalent Fractions!

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



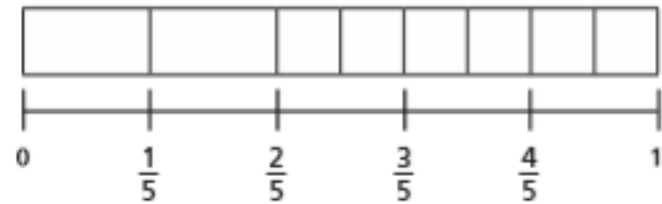
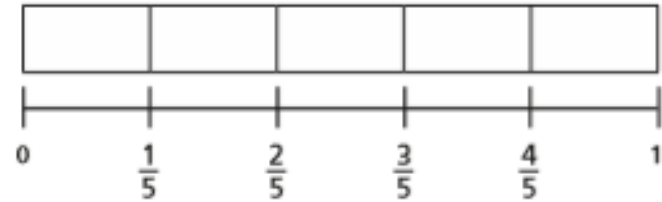
c) Shade $\frac{3}{6}$ of the bar model.



d) What do you notice?

e) Write another fraction that is equivalent to $\frac{1}{2}$

3 Mo is finding equivalent fractions.

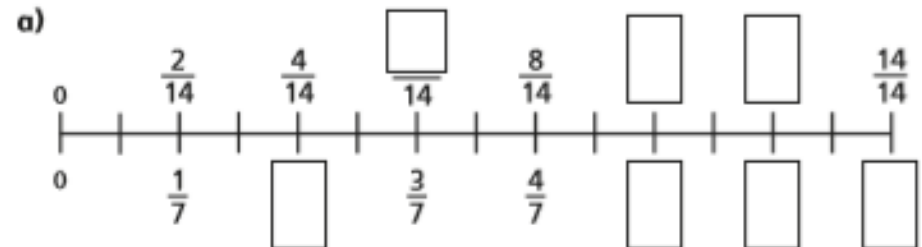


$\frac{6}{8}$ is equivalent to $\frac{4}{5}$

Do you agree with Mo? _____

Explain your answer.

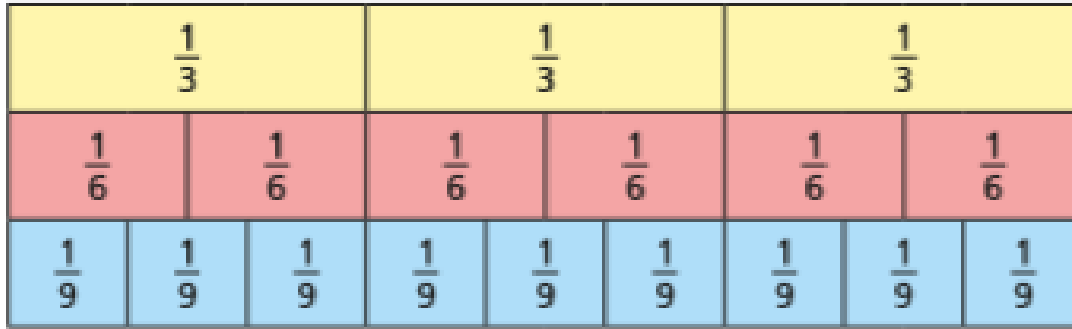
4 Find the missing numbers.



a)



Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{3} = \frac{\square}{6}$

d) $\frac{2}{3} = \frac{6}{\square}$

b) $\frac{1}{3} = \frac{\square}{9}$

e) $\frac{4}{6} = \frac{6}{\square}$

c) $\frac{2}{3} = \frac{4}{\square}$

f) $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

Can you work out the equivalent fractions?
 As a challenge can you write as many equivalent fractions to $\frac{1}{2}$?

a) What fraction of each shape is shaded?



Comparing fractions!
 Can you draw two different fractions and compare them?
 What is the same/different to the fractions you have drawn?

Complete the sentences using the word bank.

- numerator
- denominator
- greater
- smaller

- a) When fractions have the same denominator, the greater the _____, the _____ the fraction.
- b) When fractions have the same numerator, the greater the _____, the _____ the fraction.

Write <, > or = to compare the fractions.
 Use the bar models to help you.

a)

$\frac{5}{8}$ ○ $\frac{3}{8}$

b)

$\frac{5}{8}$ ○ $\frac{7}{8}$



Year 3 Fraction Problems

Answer the following questions.

Helpful hint: Drawing diagrams may help you.

1. Billy ate $\frac{3}{5}$ of a pizza and Bob ate $\frac{4}{5}$ of a pizza. Who ate the most?



2. Philomena had $\frac{1}{3}$ of her chocolate bar remaining and Daphne had $\frac{1}{4}$. Who had most left?



3. What comes next? One tenth, two tenths, ...



4. A running track is $\frac{1}{4}$ of a km long. How far would a runner go if he ran round the track 4 times?



5. Hamza chopped up a pineapple and gave $\frac{1}{2}$ to his mum. He also ate half himself. How much was left to give to his dad?



6. Miriam's dad offered a choice for her pocket money – have $\frac{1}{2}$ of £5 or $\frac{1}{2}$ of £5. Which should she choose?



Section 1

Recombine these digits together to find what they make:

6 70 800

Section 2

$$300 + \square + 6 = 376$$

$$200 + \square + 3 = 283$$

Section 3

Complete the calculation:

$$65 - 39 = \square$$

Section 4

Match up the 3D shapes to their names:

cube



cuboid



sphere



Section 6

4 tickets cost £24 altogether.

How much is one ticket?

Section 7

Convert these kilograms to grams.

$$\frac{1}{4} \text{ kg} = \square$$

$$1\frac{1}{4} \text{ kg} = \square$$



Section 5

$$15 + 3 = \square$$

$$20 + 10 = \square$$

$$12 + 6 = \square$$

Section 8

Use the written formal method to answer:

$$83 \times 3 = \square$$



Can you create your own prayer to say thank you? Use this to begin your prayer...



Dear Lord,

Thank you!
Two simple words, but such a powerful message.
Today, I want to thank you.
I am thankful for....



Science

Something for fun! If you have the equipment give this a try with an adult.

Fireworks in a Glass

You Will Need

- Warm Water
- Oil*
- A Tall Glass
- Food Colouring



* Please dispose of oil safely and responsibly.

This is a very cool, simple and fun experiment, and also completely safe, just don't drink the water!

Method

- 1 Fill the tall glass with warm water.
- 2 Pour a small amount of oil into another container and add a few drops of food colouring.
- 3 Give it a good stir, if it doesn't mix, add a bit of water.
- 4 Pour the food colouring and oil mixture into the warm water and watch the fireworks!

The Science Bit

Oil and water don't mix. Also oil is less dense than water (meaning there is less of it in the same volume) and therefore floats on top of water in a nice layer. The food colouring we used was water based and therefore does not mix with the oil, instead it sinks through the oil into the water below. Since the addition of the colouring makes the food colouring heavier than the water, it sinks to the bottom leaving trails (resembling fireworks) as some of the colour diffuses into the water.



Rivers

Use the words in the box to fill in the blanks.

rapids	riverbanks	mouth	source
channel	flood	lake	ocean
flows	low	transportation	riverbed
dry up	water	tributaries	waterfalls

A river is a body of water that _____ from high ground to _____ ground. The beginning of a river is called the _____. As a river flows down, other smaller rivers called _____ join it and it becomes bigger.

The river flows in its _____. The bottom of the river is called the _____. The sides of the river are called the _____. Usually, the river stays in its channel but sometimes, after heavy rains, the river overflows its banks and there is a _____. At other times, during the summer or during a drought, some rivers _____ completely and people can walk on the riverbed.

The river usually flows down to a _____ or an _____. The place where the river meets the larger body of water is the end of the river and is called the _____.

Sometimes rivers flow very fast over rocks. These areas, which are called _____, are dangerous for boats. And sometimes, rivers flow over cliffs forming beautiful _____.



Rivers are very important for civilization. They provide _____ for drinking and irrigation. As well, they were important routes for _____ by boats in the past.



Y3-4 home learning: **Expressing feelings**



We are learning about expressing feelings



We will be able to:

- ✓ name a range of feelings and emotions
- ✓ match feelings to a scale of intensity and identify strong feelings
- ✓ describe different feelings and how they are experienced in the body
- ✓ recognise why it is important for people to express their feelings

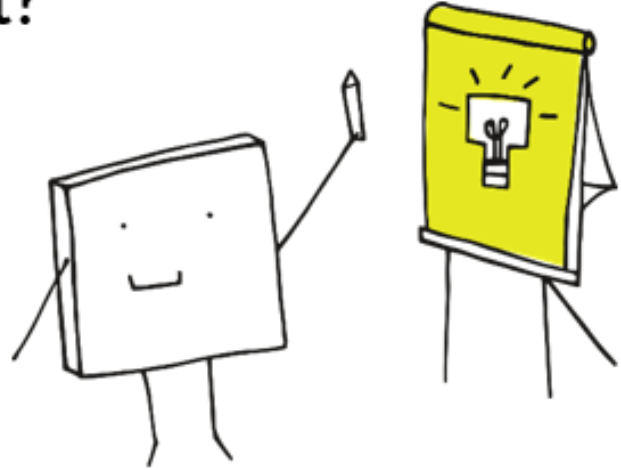


TASK 1

Expressing feelings: What's our starting point?

Make a 'feelings' graffiti board.

On a piece of paper, jot down all the words you can think of to describe feelings and emotions.



Be as creative as you can! Design your own Graffiti poster full of all the words that describe the different feelings and emotions.

TASK 2

Feelings thermometers

Read the words from the **Feelings match up** sheet (**Resource 1** in your worksheet pack).

- Find the root words first.
- Now match the similar feelings words together
- Then organise them in order of intensity

Which is the biggest feeling?

- Write it down on a piece of paper like this example.

overjoyed



delighted



satisfied

pleased

Pleased is the root word and overjoyed is the biggest, strongest or most intense feeling.





TASK 2 WORKSHEET

Resource 1: Feelings match up

Match the similar feelings, then rank them on a scale of intensity.



<u>happy</u>	concerned	heart-broken	distressed
<u>sad</u>	cheery	cross	anxious
<u>scared</u>	furious	joyful	irritated
<u>angry</u>	petrified	upset	forlorn
<u>worried</u>	ecstatic	troubled	frightened



TASK 3

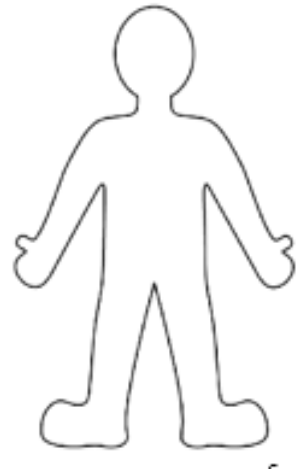
Expressing feelings



Choose one of the words that describes a 'big' feeling from your lists.

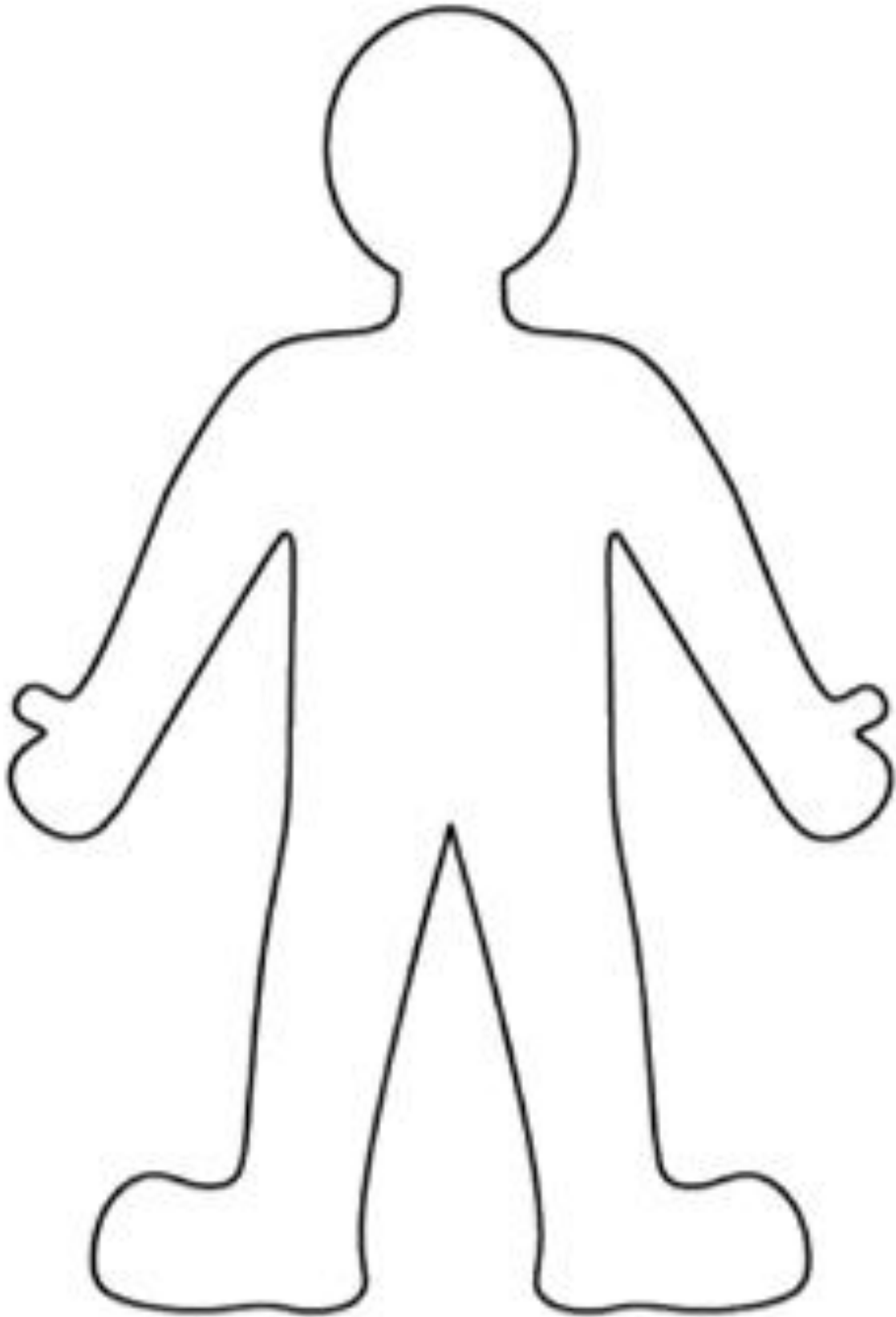
Now draw or write on the **Body outline** sheet (**Resource 2** in your pack).

- Where in the body might someone have that feeling?
- If the feeling had a colour, what would it be?
- If it had a shape, what would it be?
- If it had a texture, what would it be?
- If the feeling had a sound, what would it be?
- If the feeling were an image or a picture, what would it be?





TASK 3 WORKSHEET





Feelings imagery



Thinking of images can help us describe strong or intense feelings.



What feelings do these images make you think of?

Writing about feelings



Write a sentence to match each picture and describe the feeling you think it best represents.



For example: Like a little cat, outside and lost in a snowstorm, she felt lonely and afraid.





Why is it important to express feelings?



Expressing our different feelings helps us to recognise and manage them.



Expressing feelings can help stop strong or intense feelings from taking over our minds and bodies.

It helps us recognise when we might need help with our feelings.

Sometimes it is good for others to know how we are feeling – it helps them to help us.

Ways to express feelings



What are some of the different ways people can express their feelings?



writing – diaries, poems, stories, blogs



art – drawing, painting, collage



talking to others



face and body



music

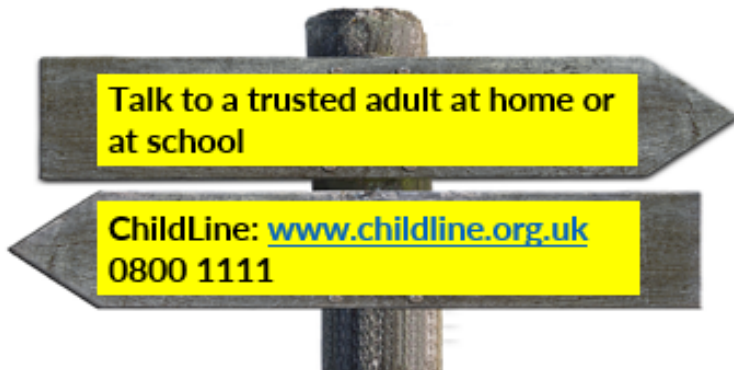


acting, dancing and singing



Remember!

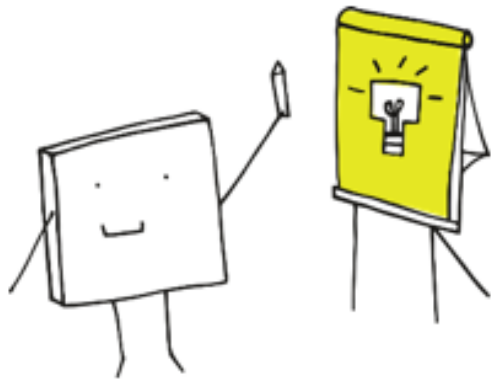
Expressing our feelings is important – it helps our minds stay well. There are many ways you can do this but talking to an adult you trust is one of the best ways.



If you are worried about any feeling, always talk to a trusted adult about it.

If you want to talk to someone other than a parent or teacher, ChildLine can help. See: <https://www.childline.org.uk/get-support/> or phone 0800 1111

Expressing feelings: Where are you now?



Go back to the 'graffiti board?' activity you did at the start.

Have you learned any new words or ways to describe feelings and emotions?

Add them to your graffiti board using a different coloured pen or pencil.





Additional activity



Produce a piece of artwork (a painting or collage) or descriptive writing (a poem or the beginning of a story) about feelings.



This is a chance to be creative, can you produce any of the above? I would love to see what you have done when we go back to school 😊