



Home working Activity Grid – Year 3 – for weeks commencing 4th and 11th May 2020

Hi Year 3,
 I hope you enjoyed the book ‘Tuesday’ and are ready for some new activities and learning. Try to do one of the other activities each day set out on the ‘Other suggested activities grid’ (Page 11 below). Work hard and have fun learning new things.
 I am missing you all and look forward to seeing some work you are proud of.
 Mrs Patrickson

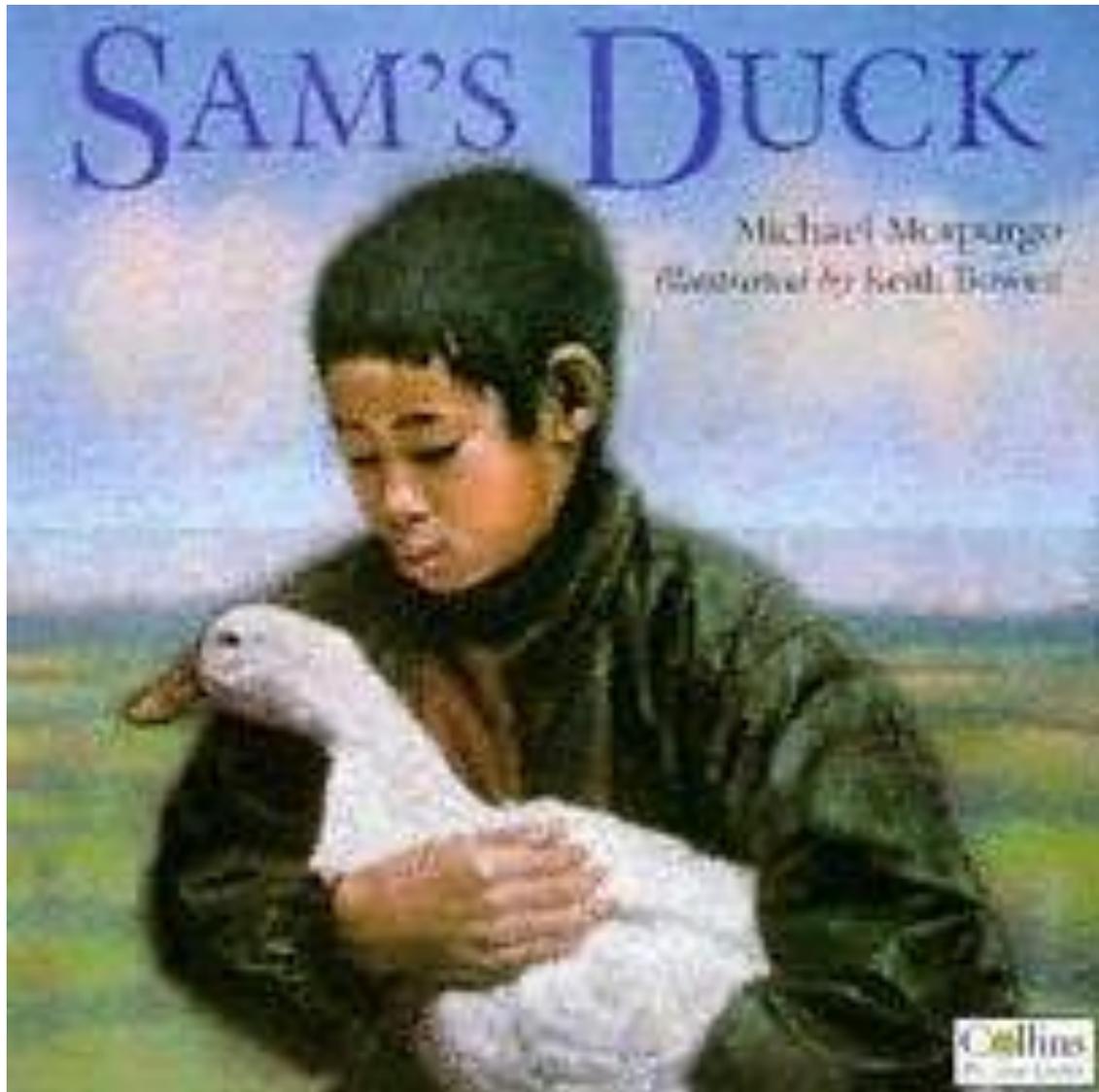
	Reading	Writing	Maths
<p>Monday <i>If your child finds this book too challenging to read on his/her own then read it to them but insist that they follow the words with their finger as you read.</i></p>	<p>Look at the cover of ‘Sam’s Duck’ by Michael Morpurgo. See picture below (Monday week 1 page 6). What do you think this book may be about? Why do you think Sam has a duck? What might happen to them both? Read beginning of book up to: “<i>No quacking,</i>” he whispered. “<i>Please!</i>” (Up to Page 5 Sam’s Duck PDF.) Summarise the key ideas in each paragraph to produce an outline of the story structure (see resources page 8) Complete the last few paragraphs if they are starting to understand what summarising means. Look at the blurb (page 7 below). This is a summary of the book up to the same point in the story. What important stage have we reached in the story?</p>	<p>Sam has a dilemma – he has to make a difficult choice or decision. Discuss with your child what Sam should do. What are his possible choices? Could he have avoided getting into the situation? What might his Grandad have said? Act out the situation leading to the dilemma and then what happens next.</p> <p>(Your child could be Sam and you could take part of the gardener or the other way round)</p>	<p>Although we will be continuing our maths linked to White Rose Maths, how we access the videos and the learning has changed slightly this week.</p> <p>You will need to click on Year 3 and each day you will see the date and the maths video you need to access:</p> <p align="center">https://www.bbc.co.uk/bitesize/dailylessons</p> <p align="center">Monday 4th May Lesson 1 – Convert Money</p>
<p>Tuesday</p>	<p>Identify common punctuation marks including commas, question marks, exclamation marks, speech marks, respond to them when reading.</p> <p>Ask your child to read to page ending: “<i>No quacking,</i>” he whispered. “<i>Please!</i>” Ask them to think about punctuation in the text</p>	<p>Think about what you and your child acted out yesterday about Sam’s next action. Answer the questions raised yesterday. <i>What Sam should do? What are his possible choices? Could he have avoided getting into the situation? What might his Grandad have said?</i></p>	<p align="center">https://www.bbc.co.uk/bitesize/dailylessons</p> <p align="center">Tuesday 5th May Lesson 2 Add money</p>

	and how they should read the words, e.g. questioning, exclaiming. The short sentences add to the drama of the text and the quick thinking that Sam has to do. Ask your child to imagine that they are Sam. What else might he say to himself as he makes his way back to the farm?	Ask your child to choose one of the suggestions as to what Sam should do and write a piece of text that begins: 'If I were you Sam...'. Your child should think carefully about the choices he has in the context of the book and consider his teacher, grandad and the other children. Your child should give reasons for their advice and consider how Sam might feel. Remind them that Sam is having a great time on the farm and any solutions should take this into account. (This should be a paragraph of writing)	
Wednesday	Look on your book shelves can you find any other books about ducks or farms. It could even be an information book. Read these to a member of your family.	Read the work from yesterday and see if your child can improve it. Check that each sentence makes sense and is in the right order. Check spelling and punctuation. Do you need to use more powerful words to make your writing more interesting to read? (adjectives and adverbs)	https://www.bbc.co.uk/bitesize/dailylessons Wednesday 6th Lesson 3 – Subtract Money
Thursday	Finish reading the story together. Compare what happened with their predictions from yesterday. Discuss what may have happened if Mrs Southerden had found the duck or Sam's grandad had considered keeping it. What effect would these have had on the ending of the story? Was Mrs Southerden right to ignore Lisa's claims that Sam had a duck?	Write the suffixes 'ful' and 'ly' on the top of a piece of paper. Brainstorm words together that describe how Sam felt and/or behaved in the story, e.g. <i>hopeful</i> (that he could keep the duck), <i>thankful</i> (for the gardener's help), <i>carefully</i> (in relation to keeping his secret). Discuss how we add these endings (usually with no alteration to the base word) and how 'ful' and 'ly' can both be added to some words. Build up a list under each suffix in relation to the story. Explain that they will be using these in some writing next week.	https://www.bbc.co.uk/bitesize/dailylessons Thursday 7th Lesson 4 – The 3 times table
Friday	Read the whole book again with your child.	Reading Comprehension See questions on page 9	Money Problems You will need:

			<p>A receipt A piece of plain paper Colouring pencils or crayons Your challenge: Which combination of coins and notes can you use to make a total?</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Find an old receipt for some shopping (you may need to ask an adult for this). 2. Imagine you are paying for the total on your receipt with notes and coins. How many different combinations of notes and coins could you use to pay the total exactly (not over or under). 3. On a piece of paper, stick the receipt in the middle. Around the receipt write the different combinations you could use. <p>Be creative - could you draw the coins and notes to make sure they make the correct total?</p>
Monday	<p>Scan each page of the book to find words ending in 'ful' and words ending in 'ly'.</p> <p>Scanning is a good method to use when you want to find a particular word or phrase.</p> <p>Ask your child to run their finger over each line quickly to find words at speed.</p>	<p>Your child should imagine they are Sam and plan a letter to the old gardener to tell him what happened to the duck and why he and grandad made the decisions they did. Discuss how they start the letter and what should they include and in what order: how much Sam enjoyed the farm, thanking the old gardener, describing the journey home, describing the duck pond and how they visit it daily, asking how things are going at Nethercott. They should aim to persuade the gardener that they know they (Sam) did the 'right' thing. Your child needs to jot down ideas, notes first. Encourage him/her to share thoughts with a partner. Encourage</p>	<p>https://www.bbc.co.uk/bitesize/dailylessons</p> <p>Monday 11th May Lesson 1 – 4 and 8 times table</p>

		<p>your child to use words they collected last week and some words from 3/4/spelling lists e.g. I am so grateful for the help you gave me. In the coach I had to quickly hide the duck under my coat. Emphasise that this is a planning stage and that they should concentrate on the order and ideas. (See guidance on page 10.)</p>	
Tuesday	<p>Re-read extracts from text that show how the gardener helped Sam and what happened in the coach on way home, as well as how Sam and grandad let the duck go. These will remind your child about descriptions they need for their letter. Collect together ideas from yesterday for starting letter. Discuss different approaches. Discuss how they should end the letter. Would Sam want to know what the gardener might have thought?</p>	<p>Children write up their letters as final copies. Ask them to read notes and check they are being logical in their thoughts, e.g. they will need to explain what happened on the way home before they write about grandad's reaction when he got home. Children should remember to be honest about Sam's feelings/ intentions. They should think what gardener may have thought Sam would end up having to do. Encourage careful, neat work. Make up an address together and have the list of 'ful' and 'ly' words available.</p>	<p>https://www.bbc.co.uk/bitesize/dailylessons Tuesday 12th May Lesson 2 – multiply 2 digits by 1 digit</p>
Wednesday	<p>Read a book of your choice for 10 mins then tell your parent about it.</p>	<p>What kinds of words can we add to a sentence to improve it? <i>Adjectives can describe things. Adverbs can describe how something is done. Conjunctions can join two short sentences or phrases together.</i> Look at a short sentence created by removing words from a sentence from Sam's Duck (<i>see resources page 11</i>) and improve it together. Compare with the original from the book. Read through your letter carefully today and see if you can make improvements. If you are proud of what you have written then email it to me. I would love to read them!</p>	<p>https://www.bbc.co.uk/bitesize/dailylessons Wednesday 13th May Lesson 3 – Divide 2 digits by 1 digit</p>
Thursday	<p>Re read Sam's Duck. Write a list of words using apostrophes.</p>	<p>Think about how apostrophes are used in this book. Can you find examples of</p>	<p>https://www.bbc.co.uk/bitesize/dailylessons Thursday 14th May Lesson 4 - Scaling</p>

		apostrophes the author has used to make a shortened form and apostrophes used for possession? Learn the different rules and write 3 sentences with shortened forms and 3 sentences with possessive apostrophes.	
Friday	Read a book of your choice for 10 mins then tell your parent about it.	Design a new front cover for Sam's Duck. Remember to include the author and illustrator.	<p>How many ways can you make...?</p> <p>Your challenge:</p> <p>How many ways can you find to make 520?</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Write 520 in the centre of a piece of plain paper. 2. Around the number, write at least 20 ways to make it. 3. For example: • $500 + 20 + 0$ • 104×5 4. Try to make sure you have a good range of different types of facts.



Blurb

On a school trip to Nethercott Farm, Sam rescues a duck from a nasty red-faced man. He is determined to keep the duck, but how will he smuggle it home without anyone finding out?

This is the story of a city child's discovery of the magic and harsh realities of rural life.

Outline of Story

Paragraph	Key points
1	Sam didn't want to go to the farm Sam's grandad encouraged him
2	Sam tried to be brave
3	Long journey Arrived at Nethercott
4	Tasks before breakfast
5	More tasks
6	Sam didn't have time to miss Grandad
7	What happens at night
8	
9	
10	

Read the book

1. Who is the illustrator of the book?

.....

2. Where was Sam going?

.....

3. What type of jobs were there for Sam to do?

.....

.....

4. Finish this sentence, "Sam worked like a Trojan, ate like a king and slept like a"

5. What is a Trojan? Can you explain what the author means by the above?

.....

.....

6. Why did Mrs Southernden call Lisa, Mona Lisa?

.....

7. How did the 'red-faced man' pick up the snowy white duck?

.....

8. How did Sam save the duck?

.....

Letter planning guidance

Address here

Date here

Dear old gardener (perhaps invent a name!),

First paragraph includes:

How much I (Sam) enjoyed the visit to the farm - some of the things I enjoyed doing thank old gardener for help with Francis

Second paragraph includes:

Description of drive home - what happened when I (Sam) gave the duck to Grandad how we (Grandad and Sam) visit the pond daily

Final paragraph includes:

Hope all is well at the farm repeated thanks for help happy ending for Francis

With best wishes,

Add words and punctuation to make these sentences more interesting.

Breakfast was porridge, eggs and toast.

The sheep were brought in for the night, the pigs fed, the horses groomed and the hens shut up.

Even when they had to muck out sheds or clear a field of stones.

In the auction ring there was a man who made the calves move.

Other suggested activities:

<p>History Find out as much as you can about Julius Caesar.</p>	<p>Science Lesson 1 Plants Investigate how plants transport water. Use 'How a root or stem take up water' Page 13.</p>	<p>RE Journey of the Bible Go through PowerPoint – explore how the Bible came to Britain Try the Bible quiz. Research the questions you don't know. Page 15 below.</p>	<p>Times Tables Go on TT Rock Stars daily for 5 mins.</p>
<p>Art Can you look for as many flowers when you are out for your family walk or look in your garden? Pick your favourites. Make a piece of work using the flowers. You can press them, photograph them, sketch them, and paint them. I would love to see anything you have done.</p>	<p>Science Lesson 2 Watch the video https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zyv3jty Complete the activity using PDF Life cycle of the plants</p>	<p>RE Create timeline in books or in a format of your choice and consider why it took so long for the Bible to reach Britain.</p>	<p>PE Joe Wicks workout daily.  Alternatively, you could try the Stay Home Stay Active activities. https://northfieldssc.org/ssp/physical-activity-challenge Click on the 'Stay Home Stay Active Activities 4th May ' to open up the table.</p>
<p>PSHE Complete 'What it means to be me.' Page 14</p>	<p>Science Lesson 3 Seed dispersal Watch video https://www.bbc.co.uk/bitesize/clips/zs9c87h Can you find out any other ways seed are dispersed?</p>	<p>Fun Stuff Colour in the NHS rainbow and display in your window or design your own window display.</p>	<p>More Fun Stuff Listen to a song of your choice or ask a family member to choose a song. Once you have listened to it research the artist and learn some facts about them.</p>

How a plants roots and stem work

L.O. To know that water is transported through the stem to other parts of the plant

You will need:

Some celery or a bunch of white flowers.

Food colouring

A jar to put the celery or flowers in.

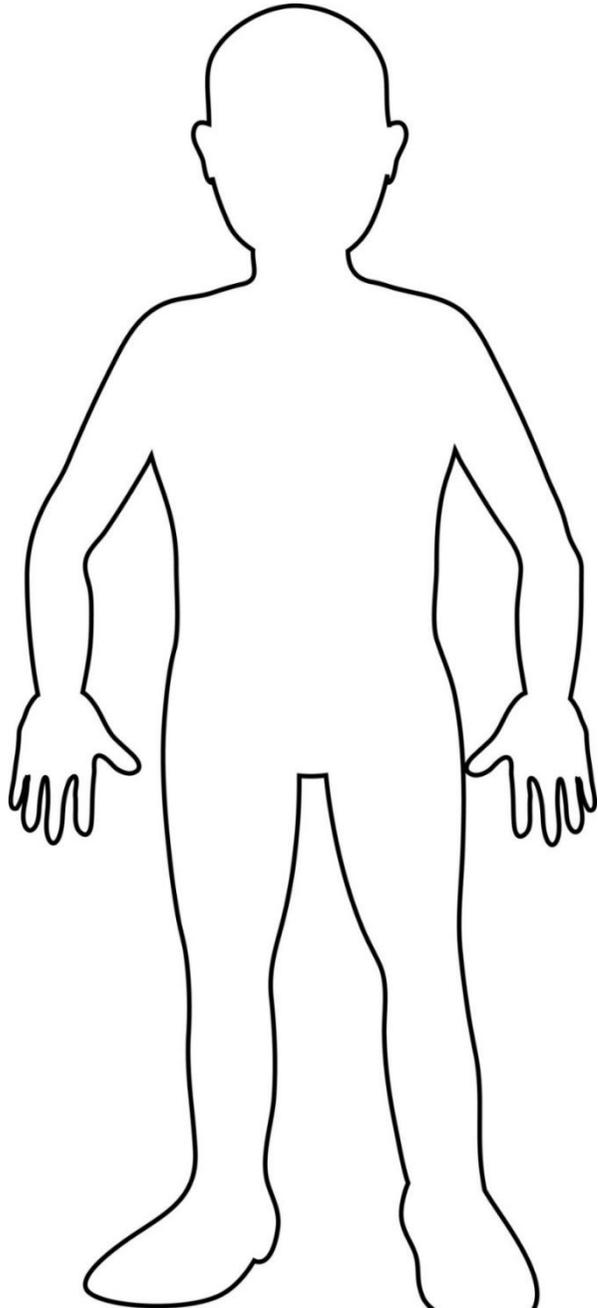


The plant sucks water
up from the soil. The

water is needed to keep the plant strong and stops it from going floppy. The water is also needed by the leaves and flowers.

Draw your flower and describe what happened when you put it into coloured water. Label your drawing.

What it means to be me.



Name:

Age:

Birthday:

Family:

Friends:

Things I Like:

Other interesting things about me:

The Bible

1. There are __ books in the Bible. The Bible is in _____ parts.

The ___ Testament is about God's special people before Jesus was born. The ___ Testament tells us about _____.

2. *Look through a Bible. Find out the names of some of the books in the Bible and write them in the spaces.*

Genesis

Revelation

3. When do Christians read the bible?

.....

4. How is the Bible important to Christians?

.....
.....

5. What is the very first sentence in the Bible? Copy it here. (Hint: It is at the start of Genesis)

.....
.....

6. Can you unscramble these to find the names of books in the bible?

a) hanoj b) siaclecstes c) tionavelre d) vperovbsr e) mewhatt