



## Week 7 (W.b. 04.05.20) —Home Learning Menu



Remember to **email photos or copies of some of your home learning to:**

[kiwi@grove.cambs.sch.uk](mailto:kiwi@grove.cambs.sch.uk) or [kookaburra@grove.cambs.sch.uk](mailto:kookaburra@grove.cambs.sch.uk)

We've loved seeing some of the activities that you've been up to already! **Alternatively**, take photos of your work and post them on the Year 3 Facebook page for your friends to see!

### Spelling and table facts: (20 minutes a day)

- Continue to practice your spellings using the Year 3 and 4 Common Exception Words word mat. Keep applying them to sentences and use the look, cover, write and check method.  
- This week learn up to 12 'squared' ( $2^2$ ,  $3^2$ ,  $4^2$ ,  $5^2$ ,  $6^2$ , etc) I.e.  $1 \times 1 = 1$ ,  $2 \times 2 = 4$ ,  $3 \times 3 = 9$ ,  $4 \times 4 = 16$ ,  $5 \times 5 = 25$ , etc.

### Computing—Typing: (15 mins x 3)

Use the 'IT Dance Mat Typing' game to learn how to touch type! This will help you be much quicker at using a computer keyboard.

[www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr](http://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr)

### DT—Links to English and Maths (30mins x 3)

Find a recipe and cook / make something nice to eat. In your book write out the recipe and add some pictures of what you made. Finally, write a few sentences describing the food, what went well, what needs practice! This is also a good opportunity to carefully weigh and measure ingredients. Complete a new recipe & write up daily for three days.

### Speaking and Listening: (15mins x2)

Play 'Which is the odd one out?' with someone. For example: which is the odd one out of a tree, a toy cat or a seed. There is no right or wrong answer, you just have to be able to explain your answer. To extend your game, the three things could be sketched, and partners need to guess what they are and which is the 'odd one out'. When you're answering, you need to justify your answer and try to give examples where you can.

### Art: (30mins x 2)

Draw a portrait of yourself. Make sure you sit in front of a mirror and look really carefully as you draw to make it as accurate a picture as possible.

**Challenge:** Complete your portrait in the style of French Artist, Lou Ross. Consider what you like/dislike about his artwork and their effects.

**Extension:** Experiment with using colour using different mediums, such as paint or chalk and experiment. Maybe add layers of simple 2d shapes over your portrait.



[www.youtube.com/watch?v=E\\_6PskE3zfQ](http://www.youtube.com/watch?v=E_6PskE3zfQ)

### Science / PSHE (30mins x 2):

Complete these 2 BBC bitesize activities:

• Task 1: **Why is a healthy lifestyle important?**

[www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqfcw](http://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqfcw)

• Task 2: **What is a balanced diet?**

[www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j](http://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j)

### English & Reading (30 mins x 4):

Watch the following video from the Literacy Shed (Monkey symphony)

[www.literacyshed.com/monkey-symphony.html](http://www.literacyshed.com/monkey-symphony.html)

1) Describe the monkey's emotions at the beginning, middle and end of the film.

2) Were the monkey brothers naughty? Explain your views.

3) Who is the bully and why?

4) Now, retell the story in your own words.

### Geography—Map skills: (20mins x 2)

(from BBC bitesize) [www.bbc.co.uk/bitesize/articles/zjdm6v4](http://www.bbc.co.uk/bitesize/articles/zjdm6v4)

Make your own map using symbols a key and contours.

### Geography—Links to English: (30mins) :

#### Why did the Ancient Egyptians build pyramids?

Research how the Egyptians built the pyramids, and why did they do so! Make notes.

[www.primaryhomeworkhelp.co.uk/egypt/pyramids.htm](http://www.primaryhomeworkhelp.co.uk/egypt/pyramids.htm)

**Challenge:** Map out your notes under clear subheadings. What could the title of your notes be?

Could you use a question to develop each subheading, such as: e.g. What materials did the Egyptians use?

Or, How did the Egyptians transport the objects?

**Extension:** Rewrite your notes neatly.

You might want to include diagrams with annotations and captions. This could be the introductory page to an Egyptian booklet which you might write.



### Reading: (10 minutes, twice a day)

Task 1) Continue to read everyday and discuss what you've read using your Guided Reading mat from the previous week.

Task 2) Just like we do in our 'book talk' sessions, think about what you like or disliked and what surprised you. Does the book you've read remind you of any others. Why?

Task 3) Find **Mr B's Emporium of Reading Delights** on YouTube for high quality stories read aloud. Read a new story every day!

More stories that are read aloud can be found FREE at:

<https://stories.audible.com/discovery>



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### Maths: (30mins per day)

The activity below is worth exploring over a few days, or even a few weeks!

As Miss Lee-Fox walked down the street on Monday morning, she noticed that all of her neighbours' house numbers were odd!



She added three house numbers together as she walked past:  $7 + 9 + 11 = 27$

Further down the road, she passed some bigger numbers. She added another set of three neighbouring house numbers:  $15 + 17 + 19 = 51$

Can you find some other totals she could make, by adding together the house numbers of three (odd) next-door-neighbours?

Once you've found a few totals, here are some questions you might like to explore:

- 1) Is there anything special about all the totals?
- 2) Is there a quick way to work out the total?
- 3) Can you predict what would happen if Miss Lee-Fox walked down the other side of the street instead (where all the houses have even numbers)?
- 4) Are there any patterns if she adds together four house numbers instead of just three?  
Or five house numbers?  
Or... etc. etc.
- 5) Can you explain and justify the patterns you have noticed?

### English: (Grammar) (30mins per day)

Task 1: Complete the adverbs activity on BBC Bitesize:

[www.bbc.co.uk/bitesize/topics/zwpp8mn/articles/zgsgxf](http://www.bbc.co.uk/bitesize/topics/zwpp8mn/articles/zgsgxf)

Now write out the sentences below and add appropriate **adverbs** to each.

1. I walked \_\_\_\_\_ to the shops.
2. The lion snarled \_\_\_\_\_ and \_\_\_\_\_.
3. Miss Gibson ran \_\_\_\_\_ around the entire school playground.
4. Miss Lee-Fox sang \_\_\_\_\_.
5. \_\_\_\_\_, I collected all the fresh chicken eggs.
6. Mr Tinkler waved a rubber chicken at the class while the children watched \_\_\_\_\_.
7. \_\_\_\_\_ and \_\_\_\_\_, we climbed higher and higher, to the top of Mount Everest.
8. \_\_\_\_\_, I skipped in front of my mum on the pavement.
9. \_\_\_\_\_, the clown tumbled through the auditorium.
10. As the butterfly flew \_\_\_\_\_, the sun began to set in the sky.

Write some sentences of your own containing **adverbs**.

Here's a list to inspire you:

