






The Avenue Primary School

Work from home - Year 3

Suggested activities to fill your daily timetable



Our topic this half term: Urban Pioneers

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Reading	Maths	Spellings	Topic Homework
<p>Reading activities are provided below.</p> <p>Please remember to keep reading 4x a week.</p> 	<p>Hit the button: Practice your times tables and division facts online:</p> <p>https://www.topmarks.co.uk/maths-games/hit-the-button</p>	<p>You can access weekly spellings from Spelling Shed as well as a range of other spelling rules.</p> <p>There are also age-related spellings on Purple Mash that you can access by clicking</p> <ol style="list-style-type: none">1. Features (on the right-hand side)2. Weekly activities3. Age 7-9 <p>Spelling Shed Pack: Are you having a go at your spellings using the spelling packs that were given out during parents evening?</p>	<p>Imagine you have been asked to design a new building to inspire the residents of your town or city. Design your architectural masterpiece and perhaps make a model of it!</p> 
PE	BBC Bitesize	ICT	
<p>Change4life have a range of activities to keep you moving</p> <p>https://www.nhs.uk/change4life/activities</p> <p>Join into P.E with Joe Wick every morning at 9am</p>	<p>New daily lessons! BBC bitesize are three new lessons every weekday for each year group.</p> <p>Take a look at these using the web link below https://www.bbc.co.uk/bitesize</p> 	<p>Weekly tasks will be set on Purple Mash in your '2do' tab. There is also a wide variety of age appropriate games for your child to complete.</p> 	
Music		Art	
<p>Watch the following videos by Tees Valley Music Service to support at home learning for music.</p> <p>SAMBA!</p> <p>https://www.youtube.com/watch?v=INypwY4eF80&feature=youtu.be</p> <p>https://www.youtube.com/watch?v=-1MPDlb2nn4&feature=youtu.be</p>		<p>Our artist of the half term is Zoe Emma Scott. See below for an art task related to her paintings.</p> 	

Maths

Visit the White Rose Maths website using this link:
<https://whiterosemaths.com/homelearning/year-3/>

White Rose Maths have made some fantastic short videos to support the children's maths learning during this time.

This week I would like the children to watch and work through the fractions unit that will be displayed on their computer screen once loading the weblink provided above.

- Lesson One – tenths as decimals (if not done from last week)
- Lesson Two fractions on a number line
- Lesson Three – Fractions as a set of objects (1)
- Lesson Four – fractions as a set of objects (2)
- Lesson Five – Friday Maths Challenge!

All lessons include a video, activity sheet and answers.

During the video please be on hand to help your child through the questions and there will be times the videos ask you to pause to answer a question together.

Further support with fractions:

The following website explains fractions in detail and how to teach them to children. Many of the different National Curriculum objectives for Year 3 are covered here, as well as offering different task and activity suggestions:

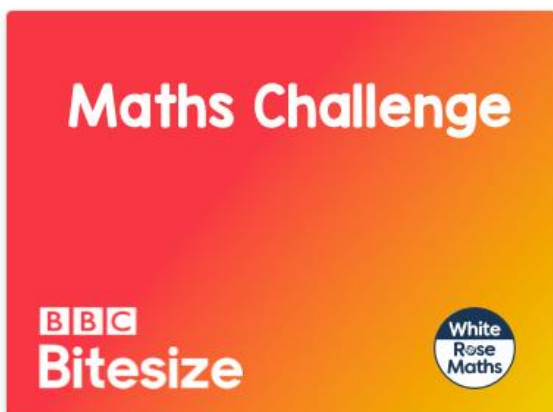
<https://thirdspacelearning.com/blog/how-to-teach-fractions-for-kids/#16--how-to-help-teach-your-child-fractions-in-year-3->

Friday Maths Challenge!

Use the following link to complete the Friday Maths Challenge:

<https://whiterosemaths.com/homelearning/year-3/>

Good luck as some of the questions are tricky!



English- Save the orangutans

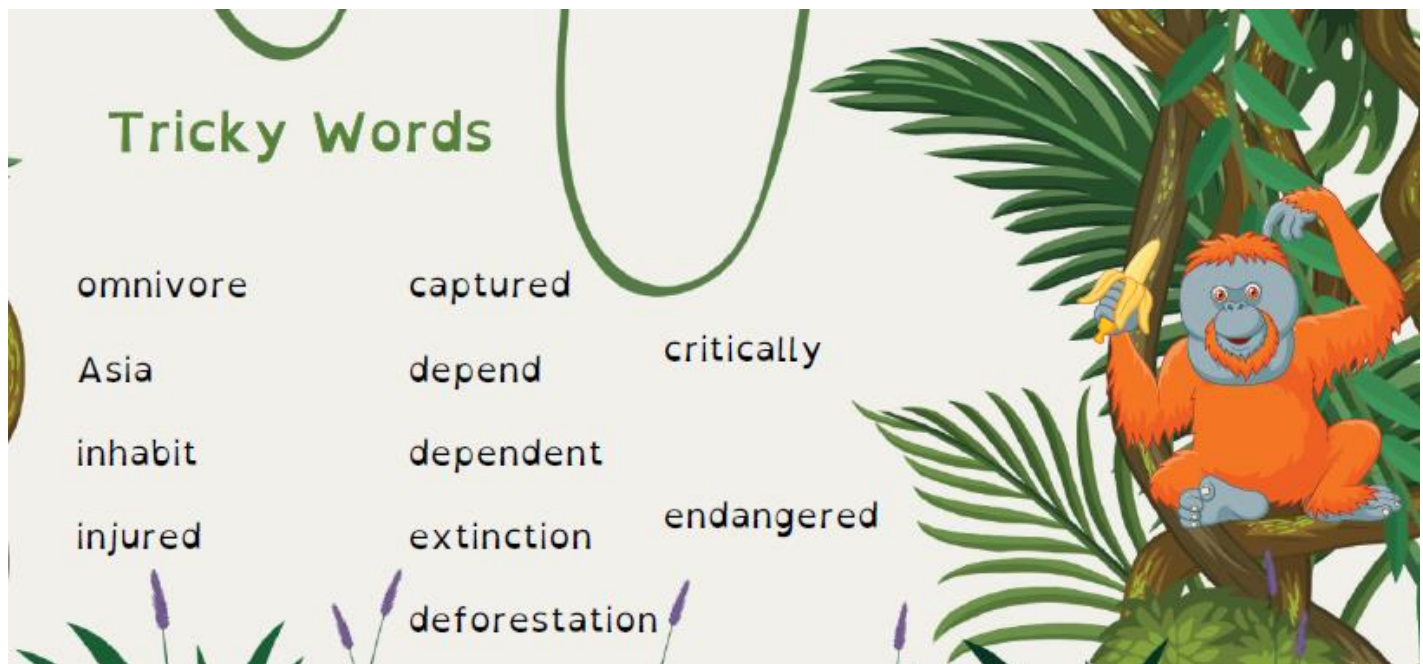
English this week is planning and research about orangutans in preparation for a writing task next week.

Task:

1. Watch the following story video by Greenpeace:

<https://www.literacyshedblog.com/blog/persuasive-writing-and-greenpeace>

2. Create a definition word wall for the following tricky words:



3. Create a description wall filled with a range of ideas you associate with an orangutan. You could also include adjectives, verbs and adverbs.



4. Read the following information text and create planning notes using the blank template below that will support your writing next week.

Orangutans feed on wild fruit such as lychees and figs, but they also eat bark and insects which mean that they are an omnivore like humans.

Orangutans are great apes who can be found in Asia. They inhabit Malaysia and Indonesia where they live in the rainforests on the islands of Borneo and Sumatra.

In the wild these great apes often live alone and on average can live for 30 – 40 years if they are not injured or captured.

Orangutans depend on the trees in the rainforest for food and for shelter. They have been observed, in the wild, using large leaves as umbrellas. Because they are so dependent on the trees this means that they are in danger of extinction because of deforestation and other human activities such as hunting.



Orangutan

There are three types of Orangutan and all are critically endangered.

Their scientific names are *Pongo Abelii*, *Pongo Pygmaeous* and *Pongo tapanuliensis*

Standing at 4-5ft tall, Orangutans are about the same height as an 11 year old human but they can weigh between 5 and 12 stones making them much heavier than most Y6 children!

What are their scientific names?

Orangutan

How big are they?

How long do they live in the wild?

An interesting fact:

Why are they becoming endangered?

What do they eat?

Where do they live?



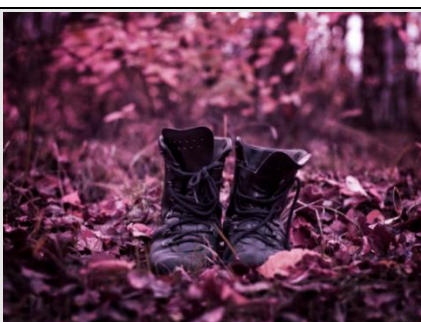
5. Gather your own research about the orang-utan and create a poster about them. You could use a variety of resources such as the internet, related videos or any non-fiction books you have.



Pobble 365

The following writing tasks came from: <https://www.pobble365.com/>

We use this website in Year 3 to support imaginative writing and creative thinking. They upload different images daily.

Picture 1- Empty Boots	
Story Starter!	<p>All was silent in the forest. Not a breath of wind could be felt or heard. A blanket of crisp, crimson leaves lay on the forest floor, and a faint earthy smell wafted through the tall, bare-branched trees. The serenity of the scene was gradually broken as the empty boots began to come to life. The soft, brown leather seemed to flex, as if something had slipped inside them. The leaves rustled and crunched beneath them, as one of the boots miraculously took a step forward...</p> <p>Task: Write a character description about the creature that has entered the boots. Remember to include adjectives.</p>
Question time	<ul style="list-style-type: none"> • What does 'serenity' mean? • Why do the trees have bare branches? • What has broken the silence of the forest? • What do you think is happening with the boots? • How did the boots get there in the first place? • What will happen next, now that the boots have started moving?
Perfect Picture	<p>Can you draw a picture of what it is that you think has caused these boots to move?</p>
Sentence challenge!	<p>A rhetorical question is a question asked in order to create a dramatic effect or to make a point rather than to get an answer.</p> <p>Can you write a rhetorical question about the scene in the forest?</p> <p>Why _____?</p> <p>What _____?</p> <p>When _____?</p>
Sick sentences!	<p>These sentences are 'sick' because Miss Hunwick and Mr Joy would not be happy about how boring they are. They need your help to get better. Can you help? Improve all three sentences considering your sentences types: fronted adverbials, conjunctions, 2a, list.</p> <ul style="list-style-type: none"> • It was quiet in the forest. • The floor was covered in leaves. • There were an empty pair of boots. • They were brown.

Reading activities

1. Story time

Open http://player.hamilton-trust.org.uk/story_telling_display.php?cid=134 and listen to storyteller Wilf Merttens tell *The Little Story that Didn't Want to be Told*.

- Which bit of the story did you like best?
- Does it remind you of other stories you know?

2. Using commas to punctuate lists

The mice in the story find things and sell them to other animals.

- Read *The Mice's Week* (provided below).
- Follow the instructions to practise using commas to punctuate lists.
- Plan to write about what the mice found on Saturday.

3. Writing a short story

On *The Mice's Weekend*, write down the story of what the mice found and sold on Saturday and Sunday.

- Remember to use commas to separate the items in your lists.
- Use your best handwriting, joining your letters wherever possible.
- If you'd like to, do a drawing to go with your story.

The Mice's Week

On Monday, the day dawned bright and clear in the forest and the three mice set off with empty collecting sacks and happy hearts. They visited a nearby playground and picked up a brand-new skipping rope, some trainers, a collection of football stickers and a rather battered toy car. The skipping rope they sold to the Kangaroo in the forest, who said she could never get enough jumping practice.



On Wednesday the intrepid mice scuttled into a café at the very edge of the wood and had a marvellous time. They collected a pair of headphones a diary some coins a hair-tie and a funny shaped saltcellar. The wise old Cat bought the diary as she needed it. So many animals came to see her and she thought it would help to book them in.

On Friday it rained and the mice went through their system of underground tunnels to a nearby school. They found a box of felt pens a pile of jerseys two new netballs a lunchbox and a water bottle left behind by a rather sad Y3 child called Amy. The mice passed the water bottle on to the Red Gold Dragon because he was always thirsty!

Instructions:

1. Highlight the commas and the word *and* that separate the items in the list of what the mice found on Monday.
2. The commas in the lists of things they found on Wednesday and Friday have been missed out. With a coloured pen, add the commas in in the correct places.

What do you think the mice did on Saturday and Sunday?

1. Think about **where** they went on each day.
2. Think about **what** four things they collected each day.
3. Think about **who** they sold one of their things to each day
4. **Record** your ideas on the *Planner*.

The Mice's Weekend Planner

	Saturday	Sunday
Where the mice went		
What four things they collected		
Who they sold one of their things to and why they liked it		

When you write your story, don't forget to use **commas** and the word **and** in your lists of what the mice collected

Art

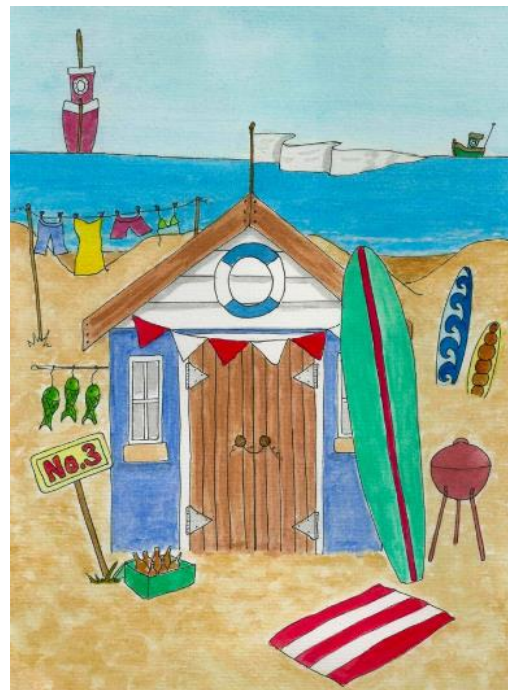
Zoe Emma Scott is a local artist based in South Shields, Tyne & Wear. She has sampled many different arts and crafts over the years but painting is her passion. Zoe enjoys using bright, happy colours with a little humour thrown in. She specialises in seaside scenes including her favourite topic of quirky beach huts and VW camper vans.

Zoe is probably best known for her whimsical take on some local landmarks, most of which involve some bunting here and there!

Task 1: Look at Zoe Emma Scott's paintings of the following beach huts.

Think about...

- What colours has she used? Why has she used these?
- What emotion do you feel when looking at the painting? Why do you feel this?
- Would you like to visit this beach hut? Why?



Task 2: Notice that there is a beach hut No1 and a beach hut No3, but what about No2? Can you sketch a design for beach hut No2? You may also want to use paint on your picture.

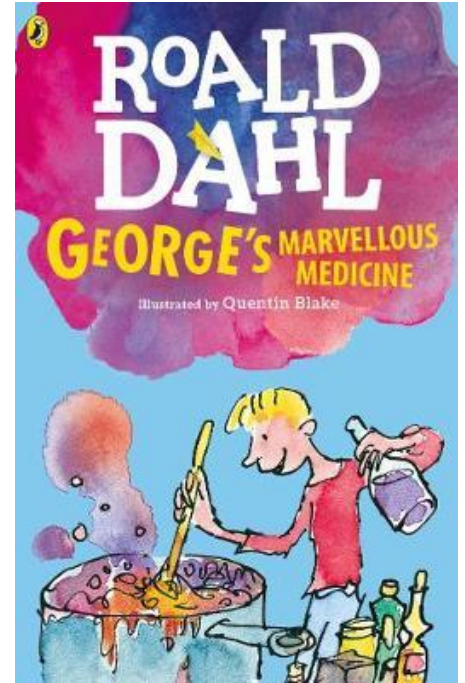
Middlesbrough Reads Roald Dahl challenges

George's Marvellous Medicine

Can you believe it's been three whole weeks since our last Roald Dahl Challenge?! The next one is inspired by *George's Marvellous Medicine* for some magical recipe writing. Three lucky winners will receive a bundle of books.

In the book, George is bullied and picked on by his Grandma so one day he swaps her medicine for a brown coloured homemade mixture with ingredients including floor polish, deodorant, and horse radish – yuck! When Grandma swallows it she grows extremely tall and bursts through the roof.

For this challenge we'd like children to write a recipe for their own magical potion. You need to include a list of ingredients, step-by-step instructions, and a description of its magical powers! Please be very careful when writing your recipe and remember that your potion is not edible in real life.



As a bonus, we will upload a video of the Middlesbrough Reads team attempting to make the winning entries.

Please send all entries to bororeads@literacytrust.org.uk by noon on Friday 5 June. Please include the child's name, age, and the school they attend in your email.

Good luck!