



Great Wood Home Learning Recommendations

Year 3 6th July to 10th July 2020



Hello year 3 children – This week we will be providing home learning using the Oak National Academy online classroom for maths, Lancashire’s read and respond online activities for English and BBC Bitesize for the foundation subjects. Keep up your daily exercise to make sure you have a healthy mind and body, and don’t forget about the daily Joe Wick’s PE sessions on YouTube. Remember to send us work for feedback and for sharing/ celebration. Please don’t hesitate to get in touch if you require any further support or information regarding the following activities. However, please don’t worry if you don’t hear back from your class teacher immediately, as they will be teaching every school day over the next two weeks.

Please note, Mr Ross tried to extend the IXL subscription for the summer. He was told that IXL had arranged an introductory offer but this could not be extended for the summer holiday, so we will only have access to it up until the end of term (Friday 17th July).

Maths.

Warm up with 5 minutes on Times Tables Rock Stars. Remember, practice will improve your speed and proficiency.

For this week’s maths sessions, you are going to use the Oak National Academy (online classroom) lessons, which will focus on **fractions**. If you have finished the lesson and would like to practise additional maths skills, or you are struggling to understand the lesson, continue to explore the diagnostics arena or the recommendations wall on IXL. Just remember to click on, “I don’t know this yet” if you are stuck and the site will lead you to more accurately pitched skills so you can progress from there.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|--|---|
| In this lesson, you will explore and describe the part-whole relationship. https://classroom.thenational.academy/lessons/to-describe-the-part-whole-relationship | In this lesson, you will explore the ideas around equal and unequal parts. https://classroom.thenational.academy/lessons/to-recognise-parts-that-are-equal-and-parts-that-are-unequal | In this lesson, you will recognise, identify and describe unit fractions. https://classroom.thenational.academy/lessons/to-recognise-identify-and-describe-unit-fractions | In this lesson, you will find unit fractions of a given quantity. https://classroom.thenational.academy/lessons/to-find-unit-fractions-of-a-given-quantity | In this lesson, you will describe unit and non-unit fractions. https://classroom.thenational.academy/lessons/to-describe-unit-and-non-unit-fractions |

English.

Focus Theme: Monster Mayhem!

Spend a week with monsters – stories, film clips, poems and more. Create your own monster and even make some monster food for your family!

When following links, parents should monitor that children are remaining on that page only and are keeping safe online.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|
| The Monster Crisp Guzzler Watch and enjoy the story of The Monster Crisp-Guzzler by Malorie Blackman: https://www.bbc.co.uk/programmes/p011t3y9 Watch up to 10:02 mins. Make sure you stop at this point! Discuss these questions together: What do you think is going to happen? Will someone save Mira? Who might that be? | Hotel Transylvania Watch and enjoy this clip from Hotel Transylvania – Welcome to Hotel Transylvania scene: https://www.youtube.com/watch?v=7niKPYr0upQ Discuss: Which is your favourite monster in the scene and why? Write a short paragraph explaining this. Now read and enjoy this extract from | Marshmallows Watch and enjoy this clip, Marshmallows short film: https://www.youtube.com/watch?v=GwXFVqKuH-w Discuss these questions together: How was the boy feeling when the monster appeared behind him? What made the boy change his feelings towards the monster? You are now going to retell the story from the | Create your own Monster Think about all the different types of monster that you have looked at so far this week. Can you design your own monster? What will it look like? What colour is it? Is it large or small? Can it do something strange like twist off its legs or remove its head? Is it furry, scaly, slimy, soft or spiky? | Poetry Read this poem The Monster Sale by Brian Moses: https://www.lovereadingleading4kids.co.uk/booking/8711/The-Monster-Sale-by-Brian-Moses.html (You will need to register with LoveReading4Kids to view the extract. Membership is free). Now read There’s a Monster in My School Bag by David Windle: |

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|---|---|--|--|---|---|---|---|--|--|--|
| <p>What do you think will happen at the end of the story? Write the next part of the story with your version of what you think happens. Remember to write as if you are Mira and in the past tense. Now watch the ending and compare to your ending! The Monster Crisp-Guzzler by Malorie Blackman: https://www.bbc.co.uk/programmes/p011t3y9 Which ending do you prefer and why?</p> | <p>Stitch Head by Guy Bass: https://www.lovereading4kids.co.uk/book/6854/Stitch-Head-by-Guy-Bass.html (You will need to register with LoveReading4Kids to view the extract. Membership is free). Investigate some of the vocabulary that is unfamiliar, e.g. trundled, toiling, creation, peculiar, administering, rafters, behold, witnessed. Discuss the meaning of these words with an adult, or use a dictionary to help you understand them. Discuss these questions together. Then write down the questions and your responses. How does Stitch Head feel about the professor creating all these new monsters? How does the professor feel about creating all the new monsters?</p> | <p>boy's point of view (as if you were the boy). Remember to write your story as if you are the boy. Write in the past tense. As you write, try to include how you are feeling throughout. Look at this structure to help with your writing.</p> <table border="1" data-bbox="678 427 943 1070"> <tr> <td>You were happily toasting marshmallows on your campfire.</td> </tr> <tr> <td>A monster sneaked up behind you from out of the lake. You were terrified!</td> </tr> <tr> <td>Monster saw a marshmallow and began to drool. You offered the marshmallow to the monster.</td> </tr> <tr> <td>Monster wanted more so you happily gave him more until you ran out of marshmallows!</td> </tr> <tr> <td>Monster turned angry and chased you. You saw your pillow and grabbed it to hide behind.</td> </tr> <tr> <td>Monster mistook pillow for a big marshmallow so you took your chance to run off!</td> </tr> </table> <p>As you write, try to include some Year 3 sentence types. Use adverbs – suddenly, silently, soon, next, eventually, etc. Use prepositions for where – above, below, beneath, within, outside, beyond, etc.</p> | You were happily toasting marshmallows on your campfire. | A monster sneaked up behind you from out of the lake. You were terrified! | Monster saw a marshmallow and began to drool. You offered the marshmallow to the monster. | Monster wanted more so you happily gave him more until you ran out of marshmallows! | Monster turned angry and chased you. You saw your pillow and grabbed it to hide behind. | Monster mistook pillow for a big marshmallow so you took your chance to run off! | <p>How many eyes/ ears/ noses/mouths has it got? What does it like to eat? Draw/colour/ and label your monster with the ideas above. You could also make your monster with any craft materials you have available. Create a fact file for your monster. You could do this in the style of a Top Trumps card as in previous units. Include information such as: Name: Age: Height: Habitat: Diet (Food): Likes/Dislikes: Special features: Scare factor: You could also include a short paragraph to describe your monster.</p> | <p>http://www.primarypoems.com/2012/07/20/theres-a-monster-in-my-schoolbag/ Write a poem about your monster that you created yesterday. What does your monster like to do? Does it live in a particular place? Does it eat certain things? Use your fact file from yesterday to help you. As you write, keep reading your poem aloud to check you are happy with it. When you have finished, perform your poem to your household!</p> |
| You were happily toasting marshmallows on your campfire. | | | | | | | | | | |
| A monster sneaked up behind you from out of the lake. You were terrified! | | | | | | | | | | |
| Monster saw a marshmallow and began to drool. You offered the marshmallow to the monster. | | | | | | | | | | |
| Monster wanted more so you happily gave him more until you ran out of marshmallows! | | | | | | | | | | |
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| Monster mistook pillow for a big marshmallow so you took your chance to run off! | | | | | | | | | | |

Suggested afternoon activities for the week (foundation subjects).

This week, we will use the BBC Bitesize daily online lessons to support your home learning. Follow the web links to each lesson.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|--|---|
| <p>Art – sculpture. In this lesson, you will get inspiration for making your very own sculpture. https://www.bbc.co.uk/bitesize/articles/z9ggp4j</p> | <p>History. How can I be a historian? In this lesson, you will learn some of the skills needed to be a historian. https://www.bbc.co.uk/bitesize/articles/zn4hpg8</p> | <p>Science. In this lesson, you will learn all about the three different states of matter. https://www.bbc.co.uk/bitesize/articles/z6j2mfr</p> | <p>PSHE. In this lesson, you will learn about the importance of teamwork, while being active. https://www.bbc.co.uk/bitesize/articles/z773bdm</p> | <p>Geography. In this lesson, you will learn about time zones and why time is different in different parts of the world. https://www.bbc.co.uk/bitesize/articles/z48fvk7</p> |

Great Wood is providing you with options and choices to promote learning but does not wish to put undue pressure on children and families at this time. What is suggested will consolidate areas that the children have already covered and when we return to school, teachers will make sure all gaps in learning are filled. Please contact your child's teacher by email if you have questions.

