




Key Stage 2 Weekly Learning

Year 3, Hazel and Sycamore	Theme: The Arctic Science: Investigations	Week beginning: 22/6/2020
Daily Activities Have a look at this site for lots of daily activities some of which are listed in our home learning but others you may want explore too! https://blog.kidadl.com/articles/lockdown-lessons-led-by-celebs		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance.	
Reading - 10- 20 mins	Continue to enjoy reading book from home, school or online. The work this week is the story Varjak Paw by S.F.Said. You do not need the book - all the tasks are within the sheets provided. This week focus on Task 3, 4 and 5.	
Maths - 20- 30 mins	This week we are looking at division. Use the sheets provided to practise your division strategies and solve division problems. There is a game that you can use to practise what you have learnt with a member of your family. If you are looking for an extra challenge have a look at this NRICH challenge: https://nrich.maths.org/1047	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness.	
Tues and Thurs @11 Story time with your favourite author	Spend some time each week listening to your favourite author reading to you. Here is the link to David Walliams that we thought you would enjoy. https://www.worldofdavidwalliams.com/elevenses/	
Times Tables - 10 - 15 mins	Log on to Time Tables Rock Stars or a similar Maths website to practise your tables.	
Spelling - 5 - 10 mins	Choose 10 Common Exception Words to practise this week.	
Handwriting - 5 - 10 mins	Use your handwriting book to practise your 10 spellings.	
Writing - 15 - 20 mins	For one of our Science investigations you completed observations of plants. This week, we are going to be doing descriptive writing using images that contain plants. Look at the images below and write a descriptive paragraph including fronted adverbials and conjunctions. Remember to use all of your senses.	
Our School Value	 This term our value is Cooperation . Have a go at cooperative drawing with your family. One person draws a line or an object (e.g. a flower). Pass the paper and pencil on to the next person who will add a little more to the object or draw an object to add to the drawing (e.g. a bee, details on the petals). Keep going until you have a full picture.	

These are the Key Skills that we are teaching in Year 3. They are the skills we work with across the school year. To support your understanding of home learning tasks we have highlighted the skills that we are focussing on each week. The other skills you will notice are also relevant to work your child is doing at this time and will provide support for them to succeed.

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> Count in 2's, 3's, 4's, 5's and 10's $\times 2$, $\times 3$, $\times 4$, $\times 5$, $\times 8$ $\times 10$ Order numbers to 1000 Order fractions Solve addition and subtraction questions up to 3 digits Add and subtract fractions Identify equivalent fractions Write \times and \div statements Double and halve 2 and 3 digit numbers Estimate, read and compare time 	<ul style="list-style-type: none"> Use phonics to decode new words. Summarise what has been read Predicting what will come next Sharing opinions using the text Retrieving facts Making inferences (e.g. I think she is feeling sad because she was sitting by herself) Identify the meaning of new words 	<ul style="list-style-type: none"> Capital letters at the start of a sentence and for proper nouns Neat, joined handwriting Conjunctions to join ideas (and/but/so/because/which) Adjectives to describe Using past or present tense Using 1st person (I) or 3rd person (he/she/they) Inverted commas for speech "" Adverbs (then/next/after)

<ul style="list-style-type: none"> • Tell analogue and digital times • Add and subtract amounts of money using £ and giving change • Identify 2-D and 3-D shapes and describe their properties • Check my answers 	<ul style="list-style-type: none"> • Prepositions (below/in front of/under)
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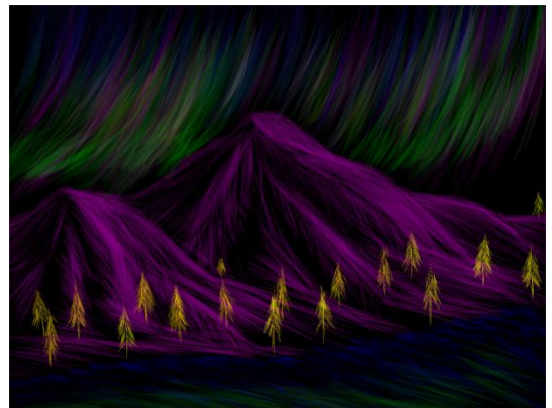
Weekly Activities	
<p>Geography and Art</p> <p>This week we are going to explore an amazing natural light display called Aurora or the Northern Lights. Use Kiddle to help you research Aurora Borealis. Create a mind map of facts.</p> <p>Think about:</p> <ul style="list-style-type: none"> -What does the name Aurora Borealis mean? -Where can it be seen? -When does it happen? -Which colours can be seen? -Is Earth the only planet with auroras? <p>https://www.bbc.co.uk/teach/class-clips-video/little-stargazing-hunting-the-northern-lights/z6tfgwx https://www.bbc.co.uk/newsround/47417595</p> <p>Can you create your own version of the Northern Lights? You could use paint, pencils, chalk or any other medium you like. Think about which colours you could use. Use the images below to inspire you. You might like to try including a silhouette of trees or creating a reflection in water. We would love to see photos of your finished results. https://www.natgeokids.com/uk/home-is-good/make-arctic-art/</p>	<p>Science</p> <p>In Science this term we are going to set you a series of investigations. All great scientists love to investigate. We have seen some wonderful examples of investigations you have been carrying out at home so we feel sure you will enjoy the investigations we have in store for you over the coming weeks.</p> <p>Investigation of the Week!</p> <p>Investigate the birds that you have in your garden or around your local area. Use the RSPB bird spotting sheet and see how many you can spot. https://www.rspb.org.uk/globalassets/downloads/wild-challenge/activity-sheets/english/770-0214-18-19-wild-challenge_go-birdwatching.pdf</p> <p>Can you make a bird feeder to encourage more birds to come and visit? https://www.rspb.org.uk/fun-and-learning/for-families/family-wild-challenge/activities/feed-the-birds/</p>
<p>RE</p> <p>Our theme for RE this term is Charity. Last week we looked at a charity that was supporting the local community. This week we are going to look at two charities. Lots of charities work internationally (in lots of different countries). Two of these are Christian Aid and Islamic Aid. Research what these charities do. Create a fact sheet about these charities. You could include a drawing or printed picture of their logo. Think about what they do, which projects they are involved in and who they help.</p>	<p>Computing</p> <p>This term you can develop your typing skills using Purple Mash. This week focus on: CVC and High Frequency</p> <p>Another site to use is Typing Club https://www.typingclub.com/</p> <p>We are also going to explore algorithms. An algorithm is a set of rules for completing a task. Use the link below to create your own algorithm for a hand jive. https://www.barefootcomputing.org/docs/default-source/athome/hand_jive_activity.pdf?sfvrsn=ad4c91ea_2</p>
<p>Jigsaw</p> <p>This week we are thinking about friendship. Everyone has worked hard to keep us safe from the virus but this has sometimes meant seeing friends is tricky. Why do you think it is important to have friends? We are going to remember what makes a good friend from our work earlier in the year. Make a list to answer 'What makes a good friend?'. Look at your list. Are there any things which might be different (e.g. hugging a friend, playing certain games) as we are social distancing. It is important to remember that even if things are a bit different and we need to socially distance or we haven't seen our friends that they are still there. This week find or write a poem about what it means to be a good friend.</p>	

Writing Images



Image by: Daniel Kordan, One Big Photo

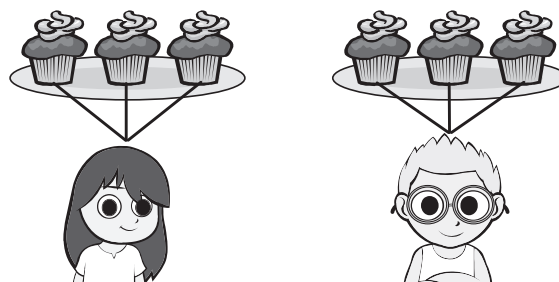
Northern Lights



Northern Lights

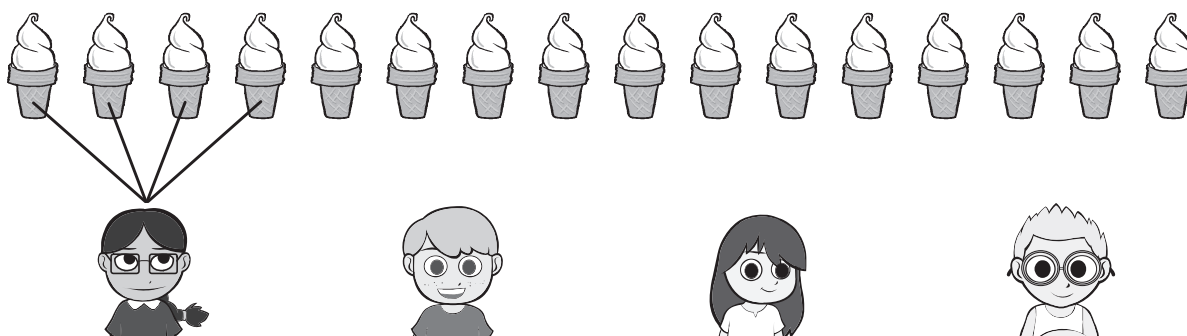
Division – sharing

Division is when we share fairly.
If we share these 6 cakes equally
between 2 kids, they each get
3 cakes. We call these fair shares
because each share is equal.

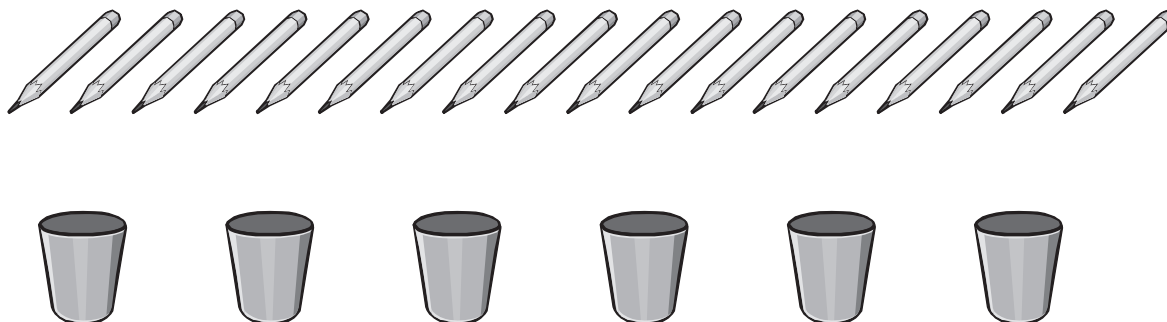


- 1** Share the items equally in each picture by drawing lines to connect them.
Write how many are in each share.

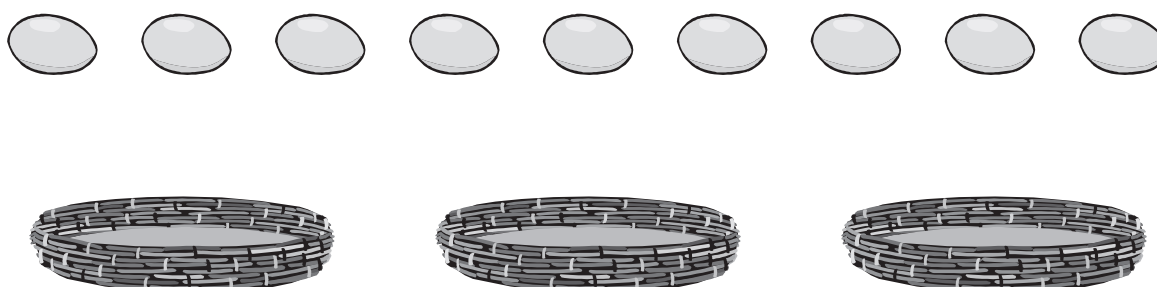
a Share these 16 ice creams between 4 kids. 4 equal shares = _____ each



b Share these 18 pencils between 6 pots. 6 equal shares = _____ each



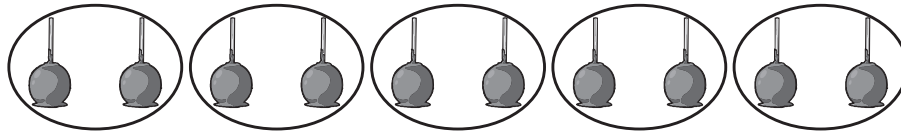
c Share these 9 eggs between 3 baskets. 3 equal shares = _____ each



Division – grouping

Division is also when we make equal groups.

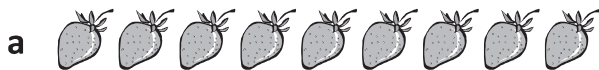
Here are 10 toffee apples. How many bags do we need if we put 2 in each bag?



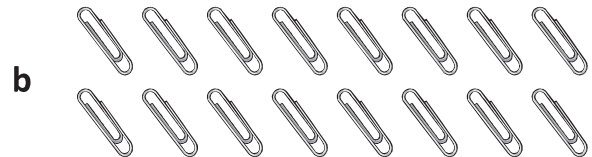
If we circle 2 toffee apples in each group, we can make 5 groups. So, we need 5 bags.



1 Circle equal groups in each picture and write how many are in each share:



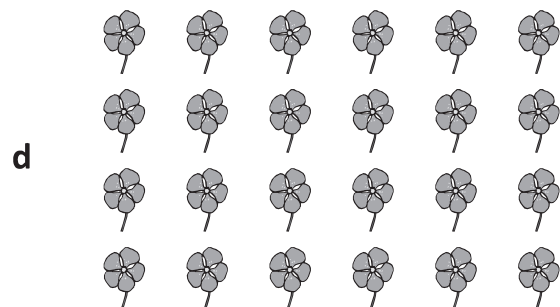
Out of 9 strawberries, how many groups are there if there are 3 in each group?



Out of 16 paper clips, how many groups are there if there are 4 in each group?



Out of 36 fish, how many groups are there if there are 6 in each group?



Out of 24 flowers, how many groups are there if there are 4 in each group?

2 Draw a picture to show 7 groups with 5 in each share.

How many in total?

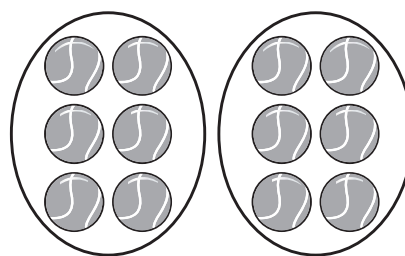
Division – the division symbol

This is the division symbol \div .

So instead of saying 'Share 12 tennis balls fairly between 2 tennis players. How many balls do they each get?'

We can write: $12 \div 2 = 6$

This says 12 divided by 2 is 6.



It means that there are 2 groups of 6.

1 Write the division facts using the division symbol for each picture:

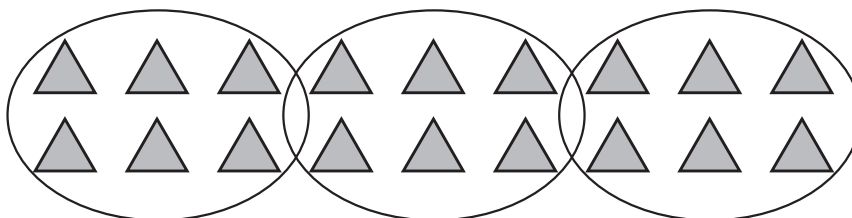
a 10 divided by 5

$$\square \div \square = \square$$



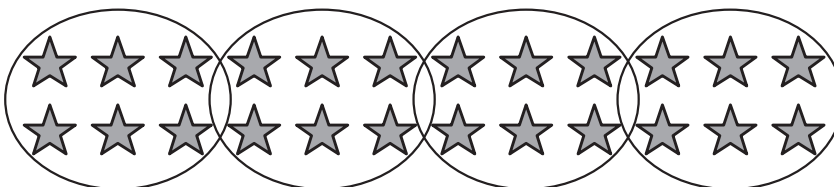
b 18 divided by 3

$$\square \div \square = \square$$



c 24 divided by 4

$$\square \div \square = \square$$



2 Solve each of these division problems:

a Share 15 lollies between 3 bowls. How many lollies are in each bowl?

$$\square \div \square = \square$$

b Share 20 oranges between 5 baskets. How many are in each basket?

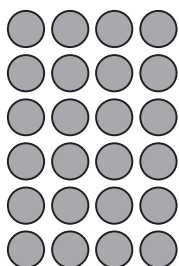
$$\square \div \square = \square$$

c Out of a pile of 48 coloured pencils, 8 go into each pot. How many pots are needed?

$$\square \div \square = \square$$

Division – linking multiplication and division facts

Knowing multiplication facts will help with division facts as they are inverse operations.



$$6 \times 4 = 24$$

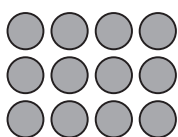
6 rows of 4 is 24.

$$24 \div 4 = 6$$

24 divided into 4 shares is 6.

1 Describe each of these arrays using one multiplication and one division fact:

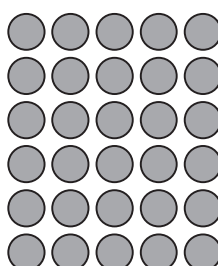
a



$$\square \times 4 = 12$$

$$12 \div 4 = \square$$

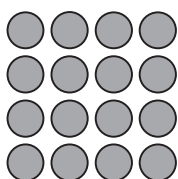
b



$$\square \times 5 = 30$$

$$30 \div 5 = \square$$

c

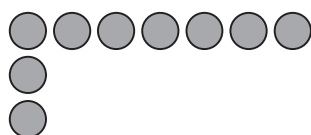


$$\square \times 4 = 16$$

$$16 \div 4 = \square$$

2 This time, you are given part of the array. Complete the array and then write one multiplication and one division fact that matches:

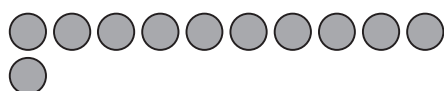
a



$$\square \times \square = \square$$

$$\square \div \square = \square$$

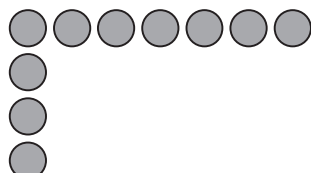
b



$$\square \times \square = \square$$

$$\square \div \square = \square$$

c



$$\square \times \square = \square$$

$$\square \div \square = \square$$

Division – linking multiplication and division facts

- 3 Play this memory game with a partner. The aim of this game is to find pairs of matching multiplication and division facts. Each player needs a copy of this page and to cut out their cards. Players join their cards together, shuffle and lay them face down. Take turns in turning over a pair of cards. If they match the player keeps the pair, if they don't match, they must be placed back in the same position. The winner is the player with the most pairs.



$16 \div 4$	4×4
$20 \div 4$	4×5
$12 \div 2$	2×6
$21 \div 3$	3×7
$8 \div 4$	2×4
$18 \div 2$	2×9

Division – word and missing number problems

1 Can you find the missing numbers in these divisions?

a $16 \div \square = 4$

b $18 \div \square = 6$

c $\square \div 8 = 3$

d $\square \div 5 = 7$

e $\square \div 2 = 9$

f $20 \div \square = 5$

2 Solve these division problems.

- a Joe does the same number of push-ups every day to stay fit. After 4 days he has done 36 push-ups.

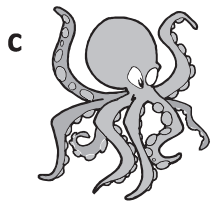
How many push-ups does he do each day?

$$\square \div \square = \square$$

- b I have some bikes in my garage. There are 12 wheels altogether.

How many bikes do I have?

$$\square \div \square = \square$$



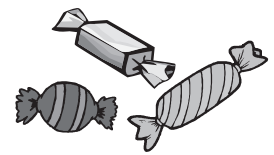
- c There is a tank of octopuses at the aquarium. In total there are 24 legs in the tank.

How many octopuses are there?

$$\square \div \square = \square$$

- d Charlie has bought some sweets to share between his 3 friends. He has 27 sweets.

How many sweets does each friend get if they are shared fairly?



$$\square \div \square = \square$$

- e Jon has 55p in his pocket. All the coins are silver and they all have the same value. How many coins are there?

$$\square \div \square = \square$$

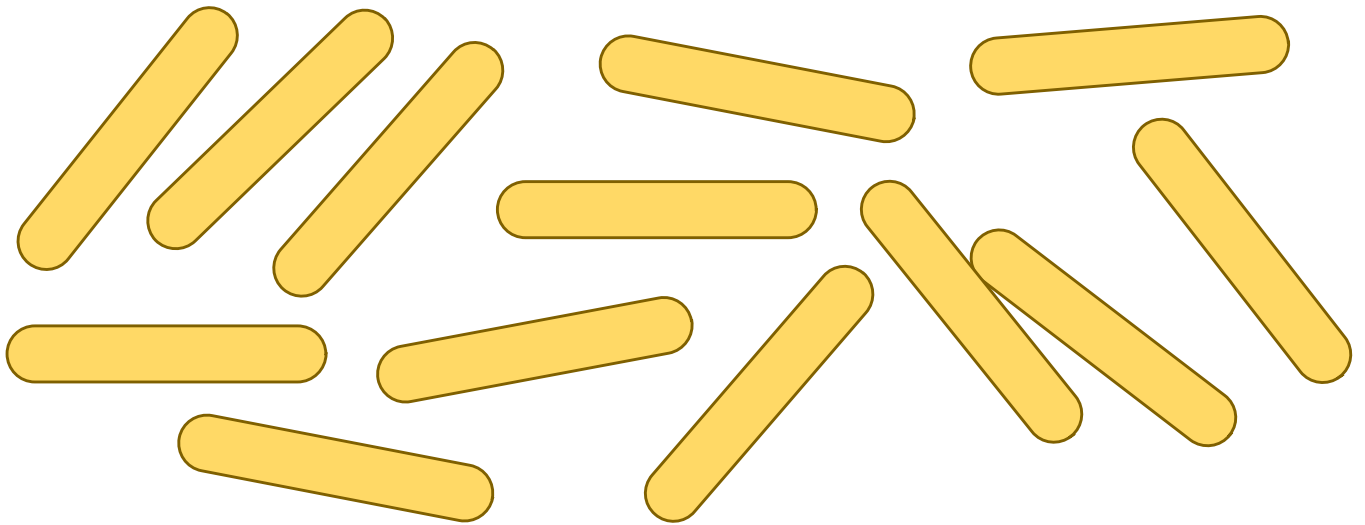


Can I use what I know about multiplication facts to help me?

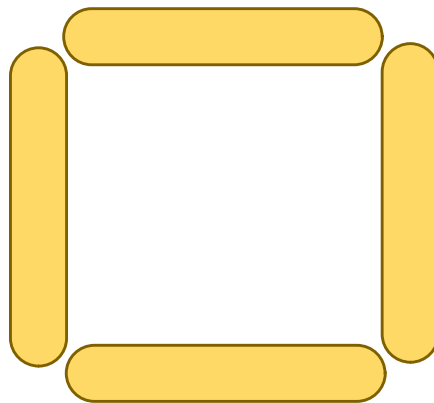
THINK

Division

For this activity you will need 13 lollipop sticks.



Use the lollipop sticks to form squares like this.


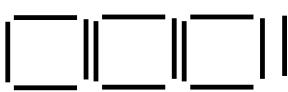


How many can you make?

How many lollipop sticks do you have left over?

What division calculation have you done?

Complete the table

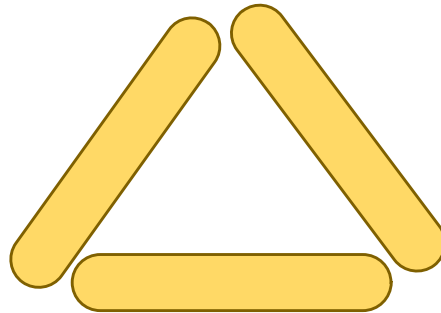
Number of lollipop sticks	Diagram	Complete Squares	Left over
12		3	0
13		3	1
14			
15			
16			
17			
18			
19			
20			

Can you explain the pattern of numbers in the 'left over' column?

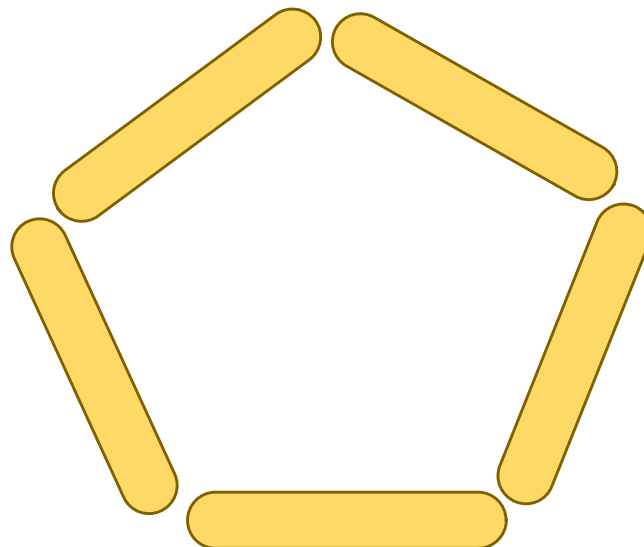
Can you explain why the number in the 'left over' column cannot be greater than 3?

Investigate what happens if you make triangles from the sticks..

Record your results in a similar table.


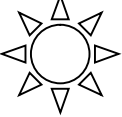
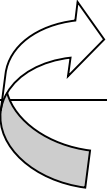

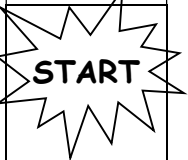


What happens if you make pentagons from the sticks?



What do you notice?

Game 2


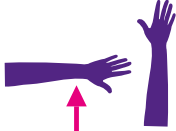

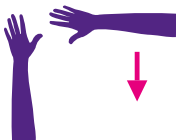
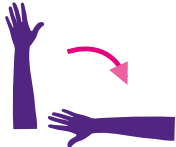

	21 ÷ 3 <input type="text"/>	20 ÷ 2 <input type="text"/>	30 ÷ 3 <input type="text"/>	MISS A GO!	27 ÷ 3 <input type="text"/>	20 ÷ 5 <input type="text"/>	Go back to the moon!	28 ÷ 4 <input type="text"/>	36 ÷ 3 <input type="text"/>	
12 ÷ 3 <input type="text"/>										25 ÷ 5 <input type="text"/>
12 ÷ 4 <input type="text"/>	22 ÷ 2 <input type="text"/>		36 ÷ 4 <input type="text"/>	18 ÷ 2 <input type="text"/>	44 ÷ 4 <input type="text"/>	Go back 3 spaces	35 ÷ 5 <input type="text"/>	48 ÷ 8 <input type="text"/>	18 ÷ 2 <input type="text"/>	
15 ÷ 5 <input type="text"/>	30 ÷ 3 <input type="text"/>							60 ÷ 10 <input type="text"/>	Go back three spaces	
Go back to the start	45 ÷ 5 <input type="text"/>					6 ÷ 2 <input type="text"/>			40 ÷ 4 <input type="text"/>	90 ÷ 10 <input type="text"/>
6 ÷ 2 <input type="text"/>	24 ÷ 3 <input type="text"/>					24 ÷ 2 <input type="text"/>	20 ÷ 4 <input type="text"/>	5 ÷ 5 <input type="text"/>	15 ÷ 3 <input type="text"/>	20 ÷ 4 <input type="text"/>
16 ÷ 2 <input type="text"/>	Go forward one space								32 ÷ 4 <input type="text"/>	
	29 ÷ 7 <input type="text"/>	18 ÷ 6 <input type="text"/>	Go back six spaces	32 ÷ 2 <input type="text"/>	16 ÷ 8 <input type="text"/>	18 ÷ 6 <input type="text"/>	30 ÷ 6 <input type="text"/>	Go back to the sun!	28 ÷ 8 <input type="text"/>	

Example sequence design sheet

Breaking my sequence down into parts (example)

A similar sequence but to the left:

www.youtube.com/watch?v=axpDFvUz8Eo&feature=youtu.be

Part	Drawing
start ①	
elevator ②	
push ③	
drop ④	
snap ⑤	
lift ⑥	

MFL Y3, Y4, Y5, Y6 Summer 2 Week 4 – Gazpacho (Spanish Salad Soup) with Differentiated activities for each Year Group. Feel free to try all activities if you are brave enough.

Nombre:

Fecha:

The recipe book is now complete and I was surprised and a little disappointed that none of the Spanish pupils made this traditional dish from the south of Spain...

Watch Video - <https://www.youtube.com/watch?v=JnmtBGfWhC0>

Alex makes Gazpacho, it is a traditional salad soup served cold made with fresh raw ingredients like a liquid salad. It is delicious on a hot day you should try it.

Year 3 - Match the Ingredients to the correct word.

Tomates

un pepino

vinagre

sal

Aceite

un diente de ajo

pan

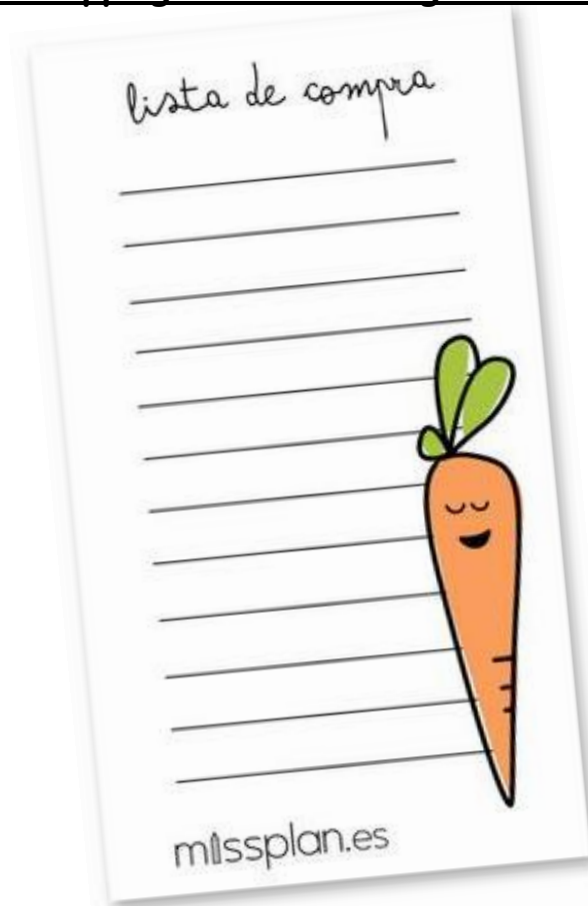
pimiento verde



Year 4 - Put the numbers of the steps (pasos) on the recipe instructions so the cook can prepare the soup easily. 3 of the 'pasos' have already been numbered for you.

Pasos	Instrucciones
	cortar los tomates
1	lavar todas las verduras
	cortar el pimiento
2	echar poco de aceite y vinagre sobre el pan y déjalo en remojo
	añadir un pizca de sal y liquidar
	poner todos los ingredientes en un bol
	pelar y cortar el pepino
8	pon la sopa en la nevera para enfriar

Y5 - Write a shopping list of the ingredients you need



Extension Activity

Have a go at writing out the full recipe. Use the steps from Y4's work above but remember PUNCTUATION and you may want to use the following Spanish connective adverbials:

primero
siguiente
finalmente

Y6 - The following are all Spanish verbs about cooking. What do you think they mean in English?

cortar

pelar

liquidar

echar

Here are the verbs conjugated in the present tense.

I	yo	<u>corto</u>	<u>pelo</u>	<u>liquido</u>	<u>echo</u>
You	tú	<u>cortas</u>	<u>pelas</u>	<u>liquidas</u>	<u>echas</u>
He/she/it	él/ella/Ud.	<u>corta</u>	<u>pela</u>	<u>liquida</u>	<u>echa</u>
We	nosotros	<u>cortamos</u>	<u>pelamos</u>	<u>liquidamos</u>	<u>echamos</u>
You (plural)	vosotros	<u>cortáis</u>	<u>peláis</u>	<u>liquidáis</u>	<u>echáis</u>
They	ellos/ellas/Uds.	<u>cortan</u>	<u>pelan</u>	<u>liquidan</u>	<u>echan</u>

Complete the Spanish sentences with the correct verb ending and then translate it to English underneath.

1] La niña (cortar)_____ los tomates por la mitad.

1]

2] Los niños (pelar)_____ los pepinos con el pelador.

2]

3] Nosotros (liquidar)_____ las verduras con una licuadora.

3]

4] Vosotros (echar)_____ la sopa en tazones.

4]