



Key Stage 2 Weekly Learning

Year 3, Hazel and Sycamore	Theme: Iceland Science: Rocks	Week beginning: 20/4/2020
Daily Activities		
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. We have also added a reading sheet for you to work with. This work is on the book Oliver and the Seawigs by Philip Reeve and Sarah McIntyre. You do not need the book - all the tasks are within the sheets provided. This week focus on Tasks 1 and 2.	
Maths- 20- 30 mins	Use a Maths website to practise Year 3 money and fractions as well as continuing to work on your addition and subtraction skills. https://www.topmarks.co.uk/Search.aspx?q=Fractions+Year+3&p=2	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness.	
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	We have some new images this week so choose an image from the page provided. Write a descriptive passage describing what you can see. Use prepositions to describe place e.g. under, over, beside etc. Next create a conversation between the characters in each picture. Remember to use your speech punctuation correctly.	
Homework Menu	Have a look at our new themes this term. Can you think of ideas for a new homework menu this term? Email ideas to Mrs Sibbit and Miss Phillips and we will include them into a menu that we will send out next week!	

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 homelearning 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 x2, x3, x4, x5, x8 x10 Order numbers to 1000 Order fractions Solve addition and subtraction questions up to 3 digits Add and subtract fractions Identify equivalent fractions Write x and ÷ statements Double and halve 2 and 3 digit numbers Estimate, read and compare time Tell analogue and digital times Add and subtract amounts of money using £ and giving change Check my answers 	<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) Prepositions (below/in front of/under)

Weekly Activities

Geography

Our theme this term is Iceland.

What do you know about Iceland? As a family have a brainstorming session writing down, onto the mindmap attached, all the things you know about this amazing country.

Next find out where in the world it is. Make/print a world map and show where it is. Which countries are its nearest neighbours? What seas and oceans surround it? How big is Iceland and how many people live there?

Next week we will be building on our understanding of this amazing place but this week add all that you have found out onto your mindmap

Science

Our Science theme this term is Rocks.

Within rocks you can find fossils.

What is a fossil?

Find out how fossils are formed and what we can find out about the past from fossils.

The first 2 clips on this BBC website will help you:

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt>

Another useful site is:

<https://www.nhm.ac.uk/discover/how-are-fossils-formed.html>

Once you have done your research make a fact file to share with someone in your family explain what fossils are, how they are formed and where you might find a fossil. There is a beach in England which is covered with fossils. Find out where it is and include it into your fact file.

RE

This term in RE we are learning about sources of wisdom, sacred texts and stories and their guidance and impact on the way we live.

What is wisdom?

Discuss this with your family. Share your views and ideas.

This week you will explore the power faith stories and sacred writing from the Christian and Islamic traditions.

These 1st story is:

The Good Samaritan. After watching this decide who is foolish and who is wise.

<https://www.bbc.co.uk/bitesize/clips/zcy87h>

Next watch the story of Muhammad.

<https://www.bbc.co.uk/bitesize/clips/zympvcw>

Watch these stories and re write them in a style of your choice.

What are similarities between the people in these stories? Do you think they are wise men? Why?

What is your understanding of wisdom now?

Art

In your story extract Oliver meets Mr Culpepper. He says that he is a parrot!

Look up some images of parrots and create a parrot.

This link will support you in drawing a parrot

<https://www.youtube.com/watch?v=j0WpCgFo4lg>

Please share these with us via email.

Marvellous Me badges will be awarded!



Jigsaw

Our Jigsaw theme this term is Relationships.

Share with your family what Jigsaw is in class.

The first task this term is to think about the roles that each member of your family plays within the family.

Draw each member of your family and identify two jobs that each person, including yourself.

Next play a game of 'Whose Responsibility' together. Make two labels: men and women. Everyone writes at least 3 jobs that people do. These can be both in the home or at work. Next decide if each job is mainly for men or for women and put them beside their label.

As a family discuss how you have labelled each of the jobs and why. Are there any jobs that can be done by both men and women?

Are there any jobs that you disagree about whose role that is? Discuss your ideas. Ask an adult what it means to stereotype. We would love to hear what your conclusions are about stereotyping people.

Writing Images



The meerkats shouted, "Watch out!" as Zebra crossed the road.

"What can you see down there?" Sam squaked at his brother.



As the Flamingo family gathered together mum said, "What shall we have for dinner tonight?"

Geography

Our theme this term is Iceland. What do you know about Iceland? As a family have a brainstorming session writing down, onto the mindmap attached, all the things you know about this amazing country.



Mad Maths Minutes

Mad Maths Minutes

Unit Fractions of Quantities (1) Set A

Unit Fractions of Quantities (1) Set B

$$\frac{1}{2} \text{ of } 8 =$$

$$\frac{1}{2} \text{ of } 12 =$$

$$\frac{1}{2} \text{ of } 10 =$$

$$\frac{1}{5} \text{ of } 60 =$$

$$\frac{1}{3} \text{ of } 21 =$$

$$\frac{1}{5} \text{ of } 15 =$$

$$\frac{1}{3} \text{ of } 15 =$$

$$\frac{1}{4} \text{ of } 44 =$$

$$\frac{1}{4} \text{ of } 36 =$$

$$\frac{1}{4} \text{ of } 16 =$$

$$\frac{1}{2} \text{ of } 6 =$$

$$\frac{1}{4} \text{ of } 24 =$$

$$\frac{1}{5} \text{ of } 10 =$$

$$\frac{1}{3} \text{ of } 18 =$$

$$\frac{1}{5} \text{ of } 35 =$$

$$\frac{1}{2} \text{ of } 20 =$$

$$\frac{1}{2} \text{ of } 14 =$$

$$\frac{1}{4} \text{ of } 40 =$$

$$\frac{1}{5} \text{ of } 5 =$$

$$\frac{1}{3} \text{ of } 33 =$$

$$\frac{1}{5} \text{ of } 50 =$$

$$\frac{1}{3} \text{ of } 24 =$$

$$\frac{1}{5} \text{ of } 25 =$$

$$\frac{1}{3} \text{ of } 12 =$$

$$\frac{1}{3} \text{ of } 9 =$$

$$\frac{1}{2} \text{ of } 4 =$$

$$\frac{1}{2} \text{ of } 16 =$$

$$\frac{1}{4} \text{ of } 48 =$$

$$\frac{1}{4} \text{ of } 4 =$$

$$\frac{1}{5} \text{ of } 20 =$$

$$\frac{1}{3} \text{ of } 3 =$$

$$\frac{1}{5} \text{ of } 45 =$$

$$\frac{1}{5} \text{ of } 30 =$$

$$\frac{1}{4} \text{ of } 20 =$$

$$\frac{1}{4} \text{ of } 32 =$$

$$\frac{1}{4} \text{ of } 12 =$$

$$\frac{1}{2} \text{ of } 22 =$$

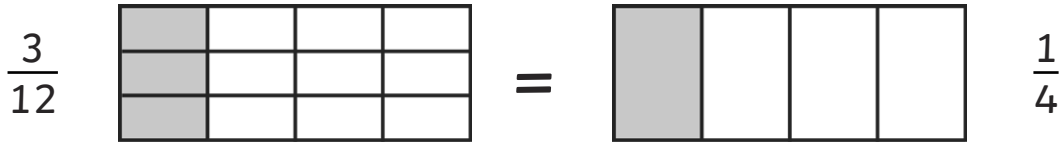
$$\frac{1}{3} \text{ of } 36 =$$

$$\frac{1}{3} \text{ of } 27 =$$

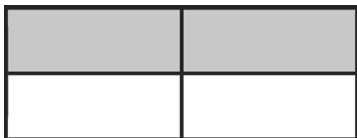
$$\frac{1}{2} \text{ of } 24 =$$

Equivalent Fractions

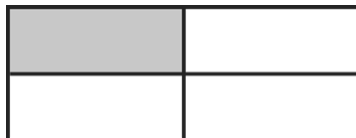
These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.



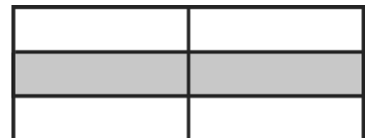
Write the shaded fraction for each rectangle. Cut each section out. Match the rectangles with the equivalent amount shaded and stick each equivalent set together in your book.



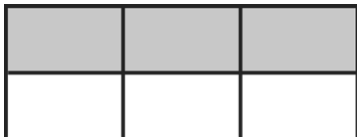
$\frac{\quad}{4}$



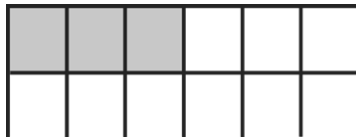
$\frac{\quad}{4}$



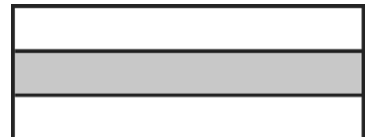
$\frac{\quad}{6}$



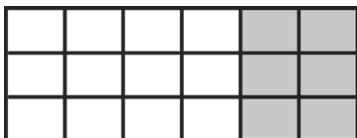
$\frac{\quad}{6}$



$\frac{\quad}{12}$



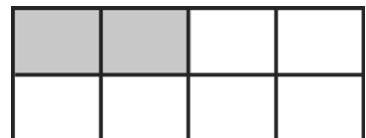
$\frac{\quad}{3}$



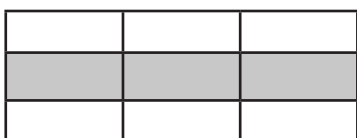
$\frac{\quad}{18}$



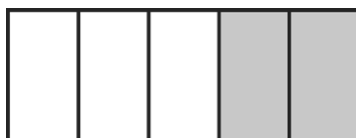
$\frac{\quad}{10}$



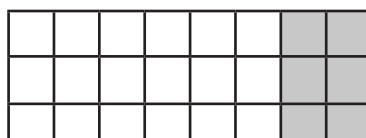
$\frac{\quad}{8}$



$\frac{\quad}{9}$



$\frac{\quad}{5}$

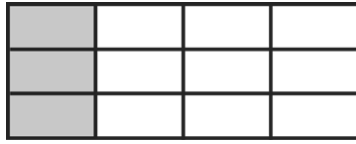


$\frac{\quad}{24}$

Equivalent Fractions

These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.

$$\frac{3}{12}$$

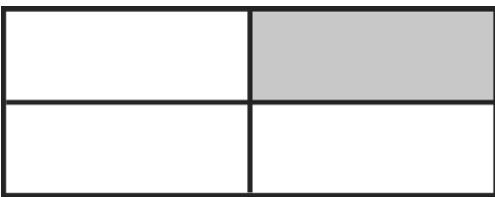


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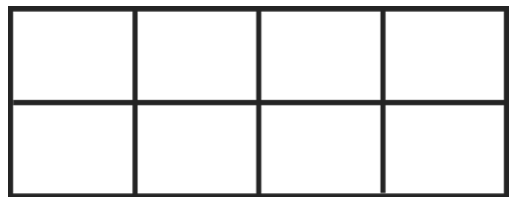
$$\frac{1}{4}$$

Shade the second shape to be equivalent to the first and write the equivalent fractions.

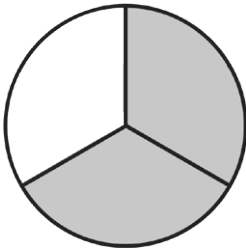


$$\frac{1}{4}$$

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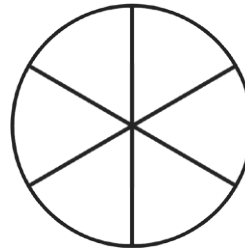


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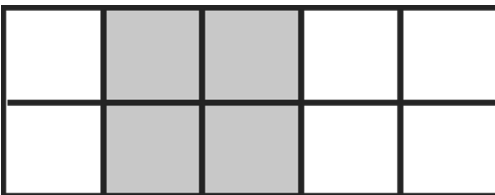


$$\frac{2}{3}$$

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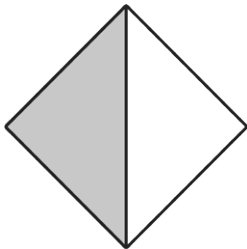


$$\frac{4}{10}$$

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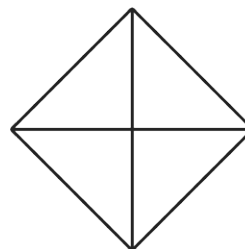


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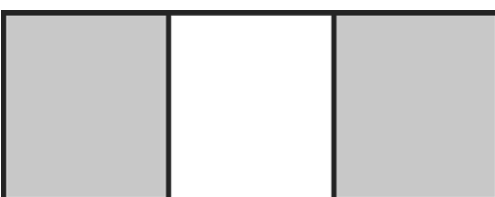


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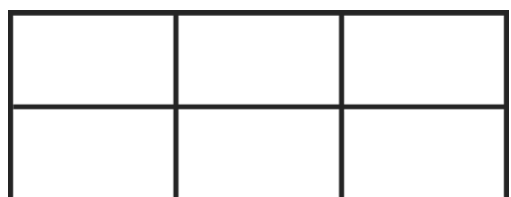


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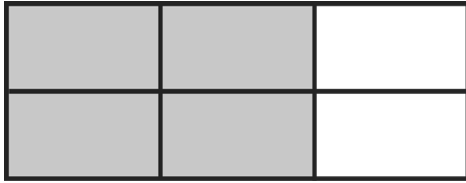


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Equivalent Fractions

These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.

$\frac{4}{6}$

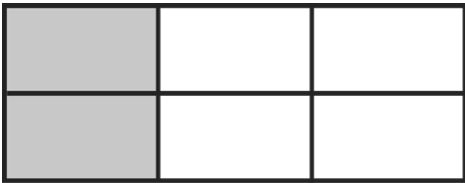


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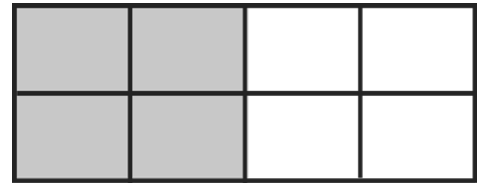


$\frac{2}{3}$

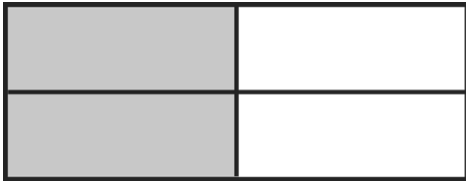
Write the fraction of each shape that is shaded and draw a line to match equivalent fraction.



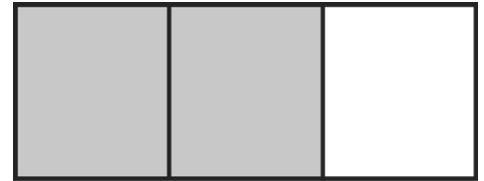
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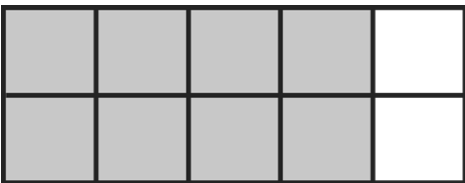
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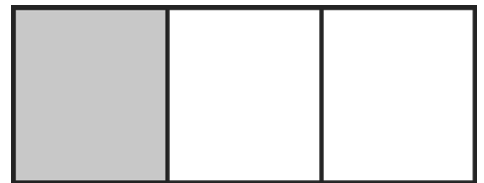
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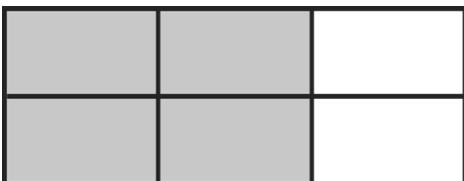
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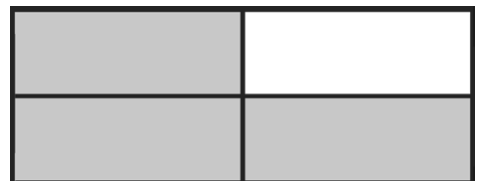
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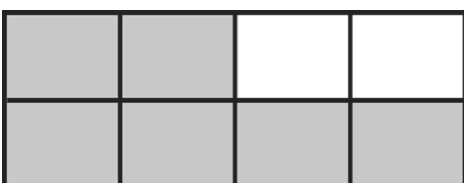
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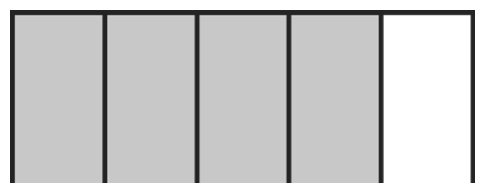
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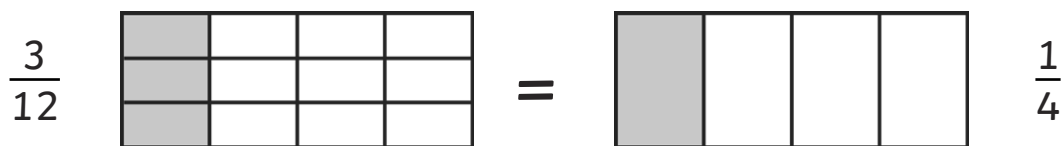
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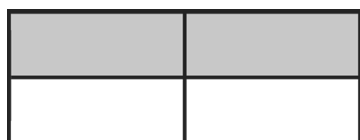
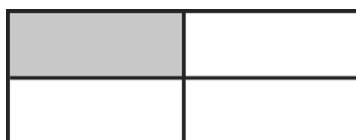
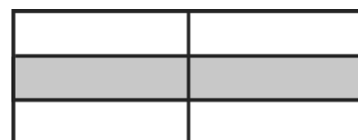
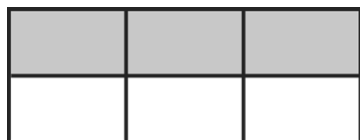
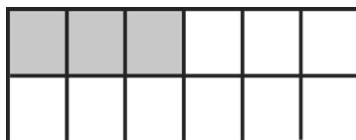
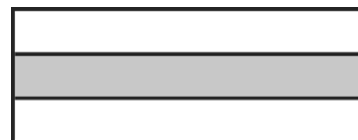
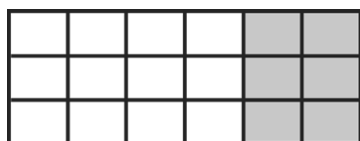
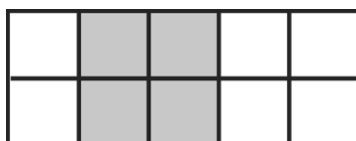
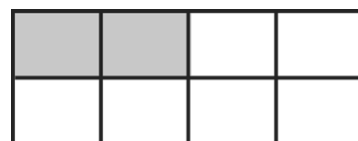
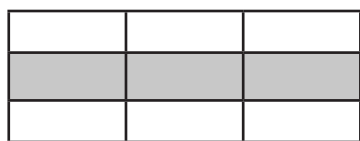
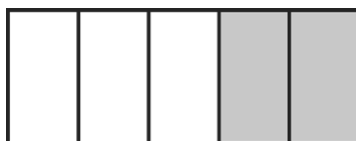
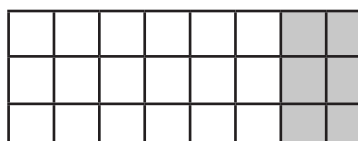
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Equivalent Fractions - Answers

These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.



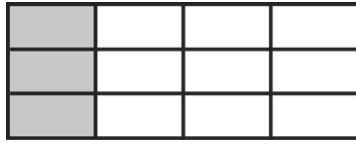
Write the shaded fraction for each rectangle. Cut each section out. Match the rectangles with the equivalent amount shaded and stick each equivalent set together in your book.


 $\frac{2}{4}$

 $\frac{1}{4}$

 $\frac{2}{6}$

 $\frac{3}{6}$

 $\frac{3}{12}$

 $\frac{2}{3}$

 $\frac{6}{18}$

 $\frac{4}{10}$

 $\frac{2}{8}$

 $\frac{3}{9}$

 $\frac{2}{5}$

 $\frac{6}{24}$

Equivalent Fractions - Answers

These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.

$$\frac{3}{12}$$

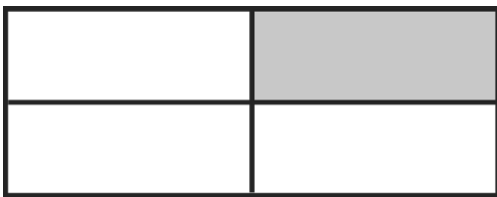


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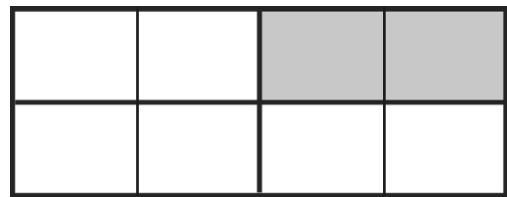
$$\frac{1}{4}$$

Shade the second shape to be equivalent to the first and write the equivalent fractions.

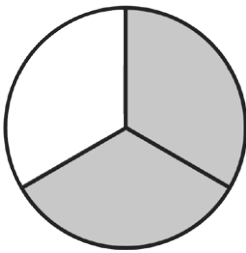


$$\frac{1}{4}$$

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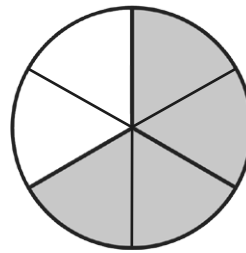


$$\frac{2}{8}$$

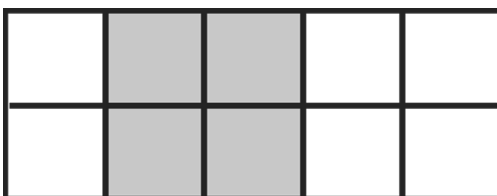


$$\frac{2}{3}$$

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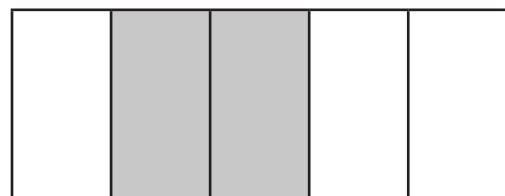


$$\frac{4}{6}$$

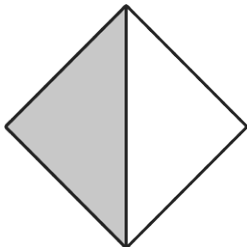


$$\frac{4}{10}$$

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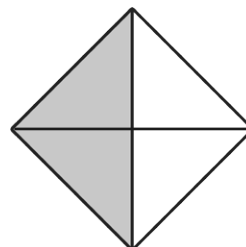


$$\frac{2}{5}$$

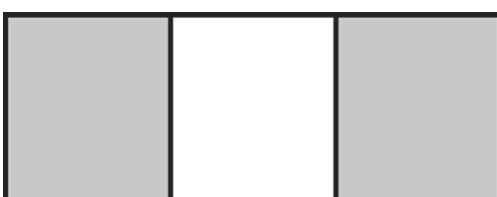


$$\frac{1}{2}$$

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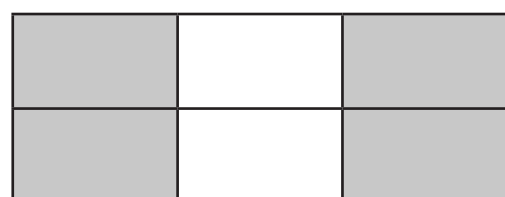


$$\frac{2}{4}$$



$$\frac{2}{3}$$

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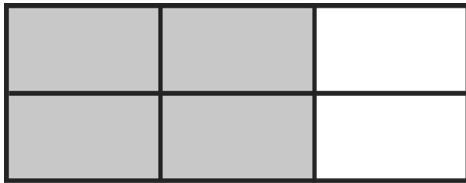


$$\frac{4}{6}$$

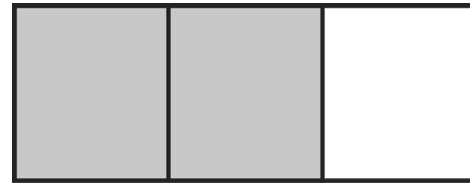
Equivalent Fractions - Answers

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$\frac{4}{6}$

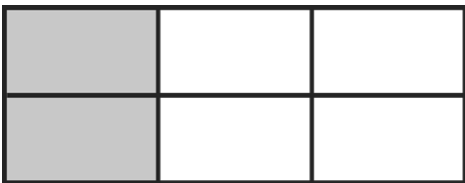


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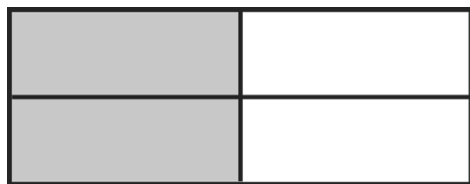
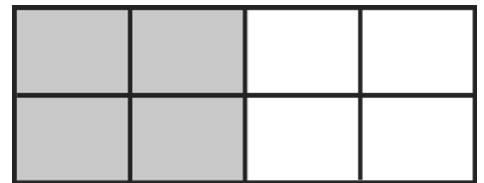
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Write the fraction of each shape that is shaded and draw a line to match equivalent fraction.



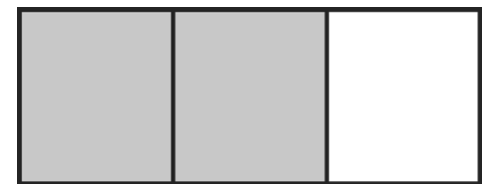
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$\frac{4}{8}$



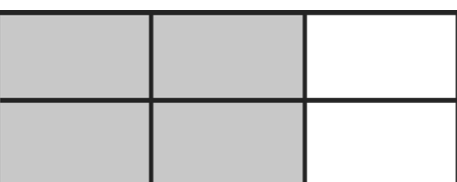
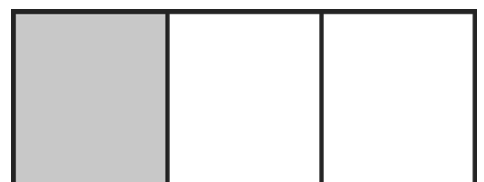
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$\frac{2}{3}$



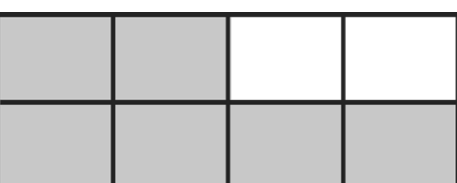
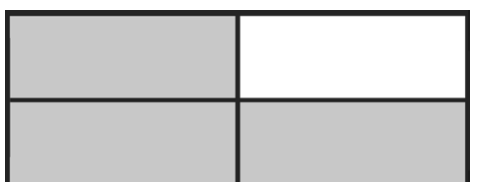
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$\frac{1}{3}$



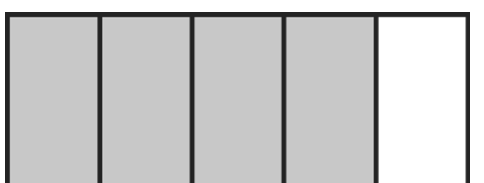
$\frac{4}{6}$

$\frac{3}{4}$



$\frac{6}{8}$

$\frac{4}{5}$



Take 5: Ideas for Independent/Home Learning

Oliver and the Seawigs by Philip Reeve and Sarah McIntyre (Oxford University Press)

1. Explore it

Read the extract from the book below, thinking about what is happening and the characters you meet:



The island was just as small as it had looked from the beach. Clumps of greyish grass sighed softly as the sea wind stirred them. There were snaggles of driftwood, festoons of weed, a length of old tarred rope. There was a ramshackle heap of twigs balanced on the pile of boulders which were the highest place on the island. That was all. It took Oliver less than a minute to walk right across the island to the far shore, where he stood looking out to sea. All his hopes of finding clues faded, like the foam which kept washing around his toes and melting into the wet sand.

'Mum!' he shouted. 'Dad!'

The echoes came back at him from the cliffs around the bay. Echoes, but no reply.

'Mum!' he shouted, louder still. 'Dad!'

'Oh, put a sock in it, won't you?' grumbled a creaky voice behind him. 'Some of us are trying to sleep!'

A pair of beady blue eyes were glaring at Oliver over the brim of that twig-heap on the island's crown. The heap was a nest, and the eyes belonged to the bird who owned it. But birds don't talk. protested Oliver.

'Parrots do,' the bird said.

'Not really, not properly,' Oliver protested. 'And anyway, you're not a parrot.'

'Indeed I'm not,' the bird sniffed. It stood up in its nest and spread its enormous, dirty-white wings. 'I am a Wandering Albatross. Diomedea exulans. Though you may call me Mr Culpeper. And now you had best get back to shore, or you will be a wanderer too.'

'What does that mean?' wondered Oliver.

'Tsk,' the bird said, 'don't they teach you youngsters anything these days? Not all islands stay where you put them. Some move about. Here one minute, gone the next. This is one of them. That's why I nested on it, of course. I'm not stupid. Why go flapping about the world when I can just roost here and let the island do the wandering?'

Oliver looked down at the island. Between his feet he saw rock, sand, grit, dune-grass and ground-down seashells. It didn't look as if it were going anywhere.

'How do they move?' he asked.

'Who cares?' said Mr Culpeper, shrugging his wings.

'Where are they going?'

'Who knows?' said Mr Culpeper. 'But all the others have gone already, so this One won't stay much longer.'

What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?

If there are words you don't know or understand, like 'festoon', 'ramshackle' or 'albatross' you could look them up in a dictionary or online, e.g., <https://www.oxfordlearnersdictionaries.com/>.

Now, think about how this extract makes you feel and what you like or dislike about it. Does it remind you of anything you know in stories or real life? How? Think about how it is written. Do any parts of the extract really stick in your mind? Which words and phrases do you like best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind?

Think about Oliver, talking to a bird on what he finds is a moving island. What do you think you know about him, his parents, the situation he finds himself in? What kind of personality do you think he might have?

How would you describe him? What clues do you get to the time and place the story might be set? Are there things that suggest the way the story might develop?

2. Illustrate it

Re-read the passage, or ask someone to read it to you, or maybe record it for you so you can play it over again. After you have read the extract a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. It can be shapes or shading — anything that captures what you hear. It might be interesting to share the passage with a friend or family member and see what they draw, then compare it with what you have drawn: did you draw the island, Oliver, Mr Culpeper, or maybe the two talking to each other? Remember, everyone has their own ideas and imagines things their own way. This is a good thing!

3. Talk about it

Re-read the extract again, or have someone read it aloud to you. Think more about what you heard and read:

- Why do you think Oliver is on this island? What in the text tells you this?
- What words best describe what the island was like? Make a list of these as you find them in the text.
- Do you think this is an island that is visited often? What sort of people might want to go there? Why might they want to visit?
- Do you think an island can really move? What does this detail tell you about the kind of story this might be?

4. Imagine it

Think about Mr Culpeper's warning to Oliver:

'And now you had best get back to shore, or you will be a wanderer too...

...Not all islands stay where you put them. Some move about. Here one minute, gone the next. This is one of them.'

Imagine you are Oliver, with the rucksack of Useful Things you have packed, and Mr Culpeper for company and the island does start to wander. What do you think will happen next? Where do you think the island might be going? What do you think it might be like to travel on a moving island? Do you think you have any control over where you are heading? Write about what happens next, for someone else to read. You may choose to do this in drawing and writing, or on the computer if you have access to one.

5. Create it

In this extract and in the book, Oliver is looking for his missing parents. They are explorers. Just before the passage above, we are told *Oliver 'ran back to the explorer mobile and packed a rucksack with Useful Things'*. What do you think might be in this rucksack?

Think about what you might pack if you were about to set off on an expedition, especially at short notice. You could look around your own room now and see what stands out that might be useful or comforting to have with you, but remember: you'll have to carry it! Write a list with reasons for taking each item, or you could sketch the bag and its contents and write notes next to each item.