



Key Stage 2 Weekly Learning

Year 3, Hazel and Sycamore		Theme: Iceland Science: Rocks	Week beginning: 11/5/2020
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 are continuing with our reading sheet from last week. This work is on the book Charlotte's Web by E.B.White and illustrated by Garth Williams. You do not need the book - all the tasks are within the sheets provided. This week focus on Tasks 3 and 4.		
Maths- 20- 30 mins	This week we are looking at data. Data is when we gather information and present our findings using a pictogram, chart or graph. Think about some data you can gather: favourite foods, heights of people, plants or objects. You could do a survey of what passes by your front window: cars, vans, buses, dogs, scooters and bikes. Next decide how you will present your findings. What questions could you then ask about the data you have collated? There are Maths sheets attached to support you with data and chance activities.		
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	The reading task this week is to write some poetry and/or descriptive writing. See below.		
Our School Value This term our value is Perseverance .	Using the poster attached think about the super powers of yourself and your family. Why not make a poster showing which superhero the members of your family are and what their perseverance superpowers are?		

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 Tell analogue and digital times Add and subtract amounts of money using £ and giving change 	<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)

• Check my answers		
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Weekly Activities		
<p>English/ Topic</p> <p>We are investigating volcanoes and landscapes this term.</p> <p>Watch this clip and as you watch write down key words and phrases that describe what you see and how you feel as you watch it, imagine you are there. https://www.youtube.com/watch?v=xExdEXOaA9A and/ or look at the images attached.</p> <p>Your task is to create a poem using these words and phrases. Remember poetry is about using less words but giving the reader more description. Therefore choose the words you use carefully.</p> <p>Next write a descriptive passage that describes all that you have seen. Now you can use as many words and phrases to describe as you want.</p>	<p>Science</p> <p>In Science this week we are going to be exploring lava.</p> <p>What is lava and what do we mean by the term viscosity?</p> <p>Below you will find an experiment to help you understand and discover the answer to this question.</p> <p>Enjoy.....and try not to make toooooo much mess!</p> <p>Don't forget to present your findings on the data chart provided.</p>	
<p>Art</p> <p>This week we are artists!</p> <p>How can we emulate an artist's work?</p> <p>Create your own art work to represent the Jurassic Coast in the style of Francis Hatch. She uses very thick paint to give her work a slightly 3D look. Could you do this? Create a painting in her style. http://www.franceshatch.co.uk/dorset-coast.html</p> <p>Next:</p> <p>Using rocks and stones from your garden, ones you gather on a walk or using pictures of stones and rocks, create art in the style of Andy Goldsworthy. https://www.livingyourwildcreativity.com/art-gallery-1-mitchell-1</p> <p>There are pictures of both these artists work attached below. You find galleries and images of their work online too.</p>	<p>Computing</p> <p>In class we have been using Purple Mash to practise our coding. This week we have set you 3 coding challenges!</p> <p>Log on to Purple Mash https://www.purplemash.com/sch/cherry-wd24</p> <p>Click on Computing and then click on 2Code. Have a go at the following challenges: Rockets, Night and Day, Newton and the Apple. Remember to order each line of code carefully.</p> <p>If you are looking for an extra challenge have a go at the activities on Hour of Code Grades 2-5 or have a go at some of the coding activities on Blockly. https://hourofcode.com/uk/learn https://blockly.games/?lang=en</p>	
<p>Jigsaw</p> <p>Our Jigsaw theme this term is Relationships. This week we are going to think about how the work and actions of people around the world may affect our lives.</p> <p>Here are some facts to help your understanding of trade:</p> <p>Think about where the chocolate comes from. (About $\frac{3}{4}$ of the world's cocoa comes from just 4 African countries: Ivory Coast, Ghana, Nigeria and Cameroon).</p> <p>(Rice: countries such as China, India, Indonesia, Bangladesh, Vietnam, Thailand).</p> <p>(Sugar: countries such as Brazil which grows just over half of the world's sugar).</p> <p>(Clothing: production costs for clothes are much cheaper in countries such as Bangladesh, India, China, Vietnam, Ethiopia, Indonesia, Sri Lanka and the Philippines. So many of the clothes we buy are made in these countries).</p> <p>(Sweetcorn: USA) (Technology: India and China)</p>		

Relationships

Work in Other Countries PowerPoint Slides 1-6 - Ages 7-8 - Piece 4



What is happening in these pictures?

- How does the food/clothes in the picture look different from how we receive it?
- How do you think the person's life in the picture is different to yours?
- How does this person help you?
- Does knowing how this product is made influence what you might buy?

Have a look at various items in your home. Where have they come from? What does 'Fairtrade' mean? Look this up and discuss with your family what the fairtrade scheme means.



We are all closely connected to other people across the globe and in many ways, we depend on them and their work to provide us with things we need, just as they depend on the money they get from selling these things to us. How does the Fairtrade scheme help others around the world? Why is this important?

PERSEVERANCE



**KEEP WORKING
TOWARD YOUR GOALS,
EVEN WHEN IT GETS DIFFICULT**

Images for Writing





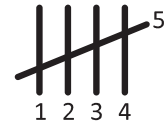
Paintings By Frances Hatch



Art by Andy Goldsworthy

Statistics – collecting data

The tally method is where we count in 5s. We put a stroke for each number and the fifth stroke is a line that goes diagonally through the set of 4.



However, we don't write down the numbers, we just use strokes like this:



4 Count these tallies and write the total in the box at the end:

a

b

5 Josie collected some data on favourite colours in her class.

a Show Josie how to represent this data using tallies:

Favourite colours in 4B	
Red	
Blue	
Green	
Yellow	

Favourite colours in 4B	
Red	
Blue	
Green	
Yellow	

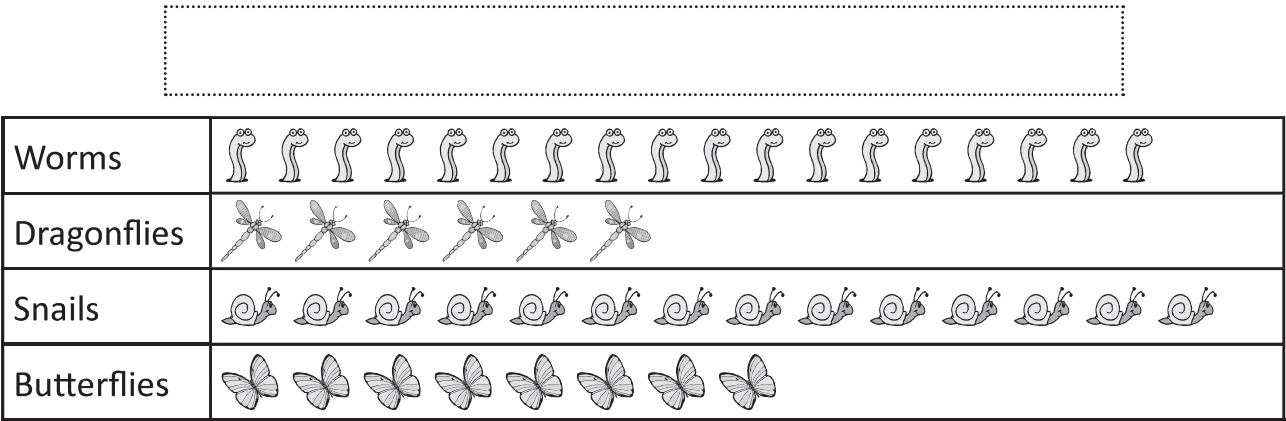
b How many children are in 4B?

c Why do you think tallies are a good way of collecting data?

Statistics – pictograms

Pictograms use pictures to show how many items are in each category.

1 This pictogram shows what a group of children saw on a mini-beast hunt.

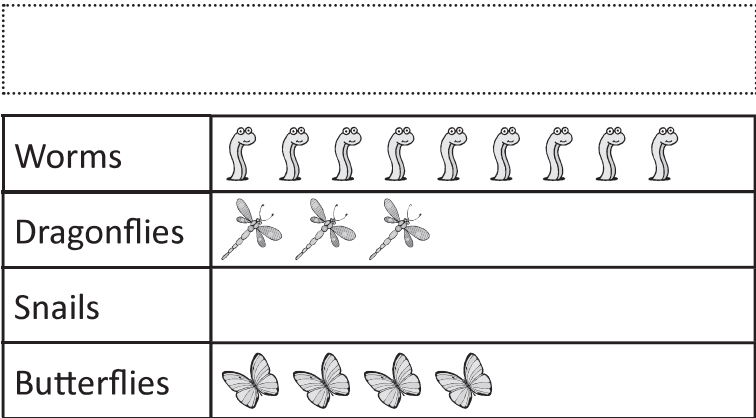


In this pictogram a scale is used. Each picture represents 1 of each mini-beast.

- a Give this pictogram a heading.
- b How many butterflies did they see?
- c How many more snails than dragonflies did they see?
- d How many mini-beasts did they find in total?

2 This pictogram shows the same data as the one above, but this time it has a different key.

- a Give this pictogram the same heading as the first graph.
- b Add the symbols for the number of snails. Look at the key.
- c Why is the second version of the graph better?



In this pictogram a scale is used. Each picture represents 2 of each mini-beast.

Statistics – carroll diagrams

A carroll diagram can show a lot of information in a small space. Look at this carroll diagram about pets:

Cam and Ellie both have a dog and a cat.



	Has a cat	Doesn't have a cat
Has a dog	Cam Ellie	Zoe
Doesn't have a dog	Tim	Sara Nick

1 Answer questions about the carroll diagram above.

- a How many kids have a cat? _____
- b Name 2 kids who have neither a cat or a dog. _____
- c What pet does Tim have? _____

2 Lee had a fancy dress party where her guests had to wear a hat, glasses or both. Sort this data by writing the names into the carroll diagram below:

- Yvette found a hat in her dressing-up box.
- Simon wore his brother's hat and glasses.
- Ben bought a pair of fake glasses.
- Lee wore her beach hat and sunglasses.
- Arki just wore a large floppy hat.
- Mel lost her cowboy hat and sunglasses on the way to the party so ended up with neither.

Yvette Simon Ben Mel Aaron Lee

	Glasses	No glasses
Hat		
No hat		

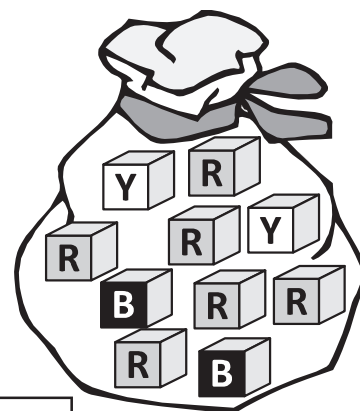
Chance – likelihood

- 5 Look at this bag of counters. Connect each colour to the chance arrow that you think best describes the chance of pulling out each colour:

Yellow

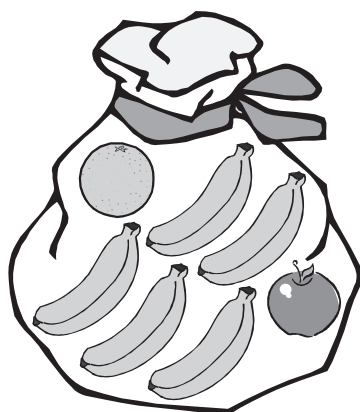
Blue

Red



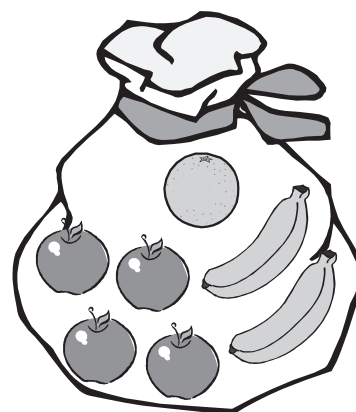
- 6 Look at these shopping bags of fruit. Select the best chance word for each shopping bag:

a The fruit I pick will be a banana.



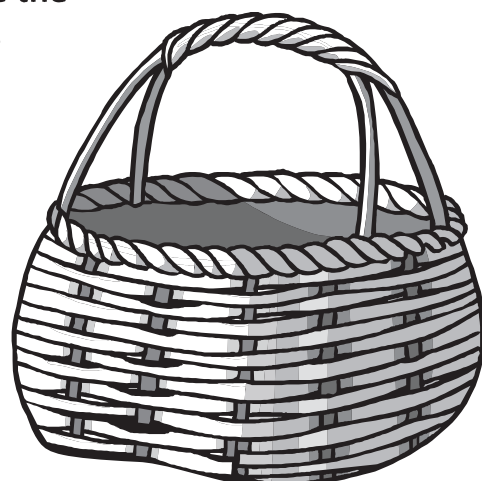
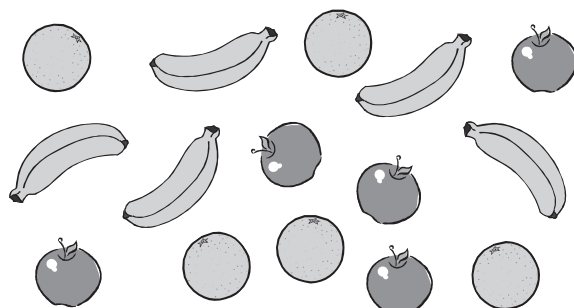
impossible / unlikely / likely

b The fruit I pick will be a strawberry.



impossible / unlikely / likely

- 7 Ten pieces of fruit are placed into this basket. Inside the basket is a mixture of bananas, oranges and apples. Circle the fruit that is inside the basket if a banana is most likely to be chosen without looking.



LAVA FLOWS

ACTIVITY SHEET

2017
YEAR OF RISK

Lava is molten rock that is erupted from a volcano. Some volcanoes erupt lava that is very runny and can flow over large distances but others produce lava that is very sticky and can't flow very far at all.

The 'stickiness' of a liquid is known as its viscosity. The more viscous a liquid is, the stickier it is and the slower it will flow down a slope.

YOU WILL NEED:

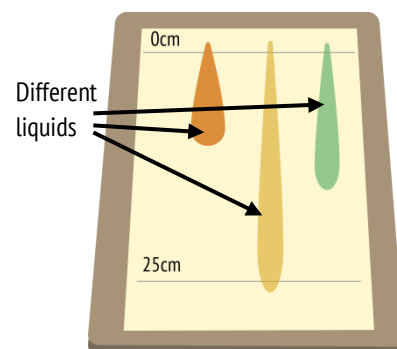
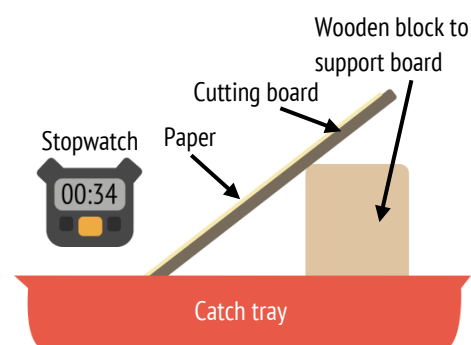
- Cutting board/ baking sheet
- Liquids of different viscosities (e.g. water, oil, washing up liquid, chocolate sauce, honey)
- Support for cutting board (e.g. wooden block)
- Paper
- Catch tray to catch liquids
- Graph paper
- Stopwatch

TASK: LAVA VISCOSITY (work in groups of 2 or more)

Using a ruler, draw a horizontal line at the top of your paper and label it 0cm - this will be your start line. Measure 25cm downward from this line and draw another horizontal line labelling it 25cm - this will be your finish line.

Stick your paper to your cutting board using masking tape and set up the board in a catch tray as in the diagram opposite.

Choose your first liquid and spoon a tablespoon of it at the top of your paper on the start line. At the same time start your stopwatch and measure how long it takes for the liquid to reach the finish line. Do this for all of your liquids and repeat each test 2 times so that you have 3 measurements for each liquid. Record your results in the table.



Liquid	Time taken 1	Time taken 2	Time taken 3	Mean time taken

LAVA FLOWS

ACTIVITY SHEET

2017

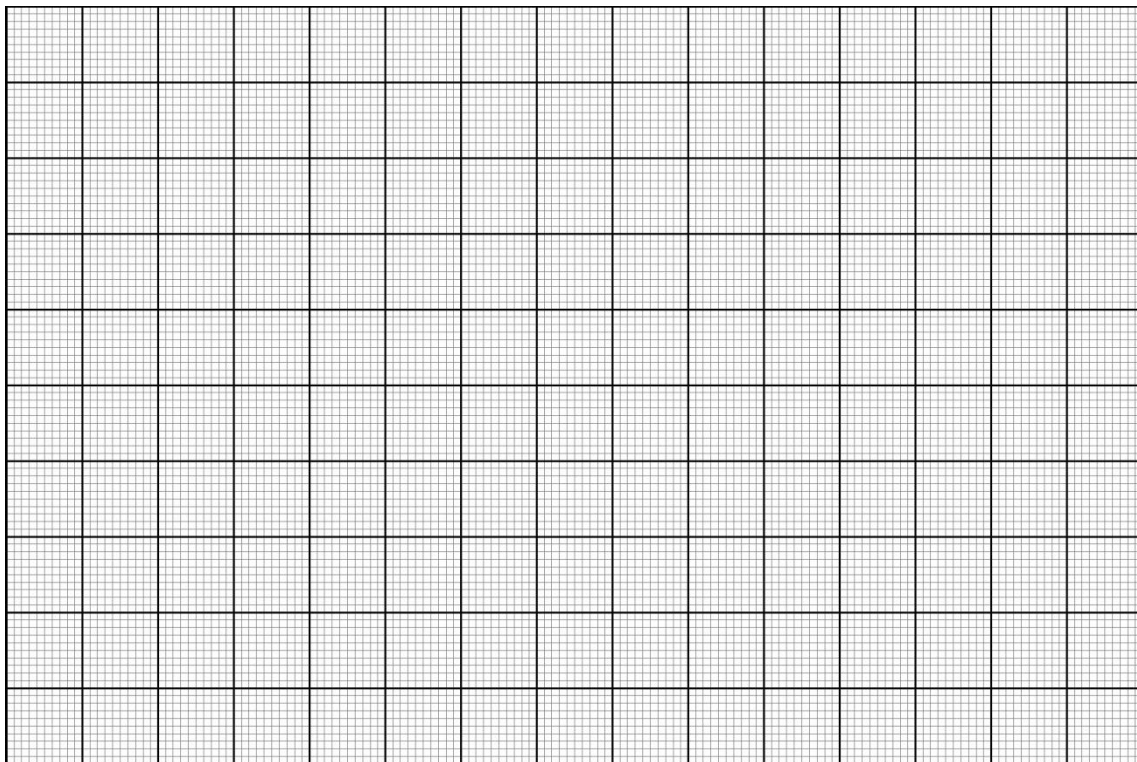
YEAR OF
RISK



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Plot your results below as a **bar graph** using the mean time taken on the y axis and the type of liquid on the x axis.



Which of your liquids was the **most viscous**?

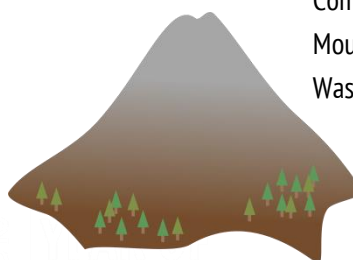
Which of your liquids was the **least viscous**?

Look at the two volcanoes below. Based on the experiment you have just done, do you think the lava flows that created these volcanoes were **viscous** or **not very viscous**? Write your answers in the boxes.

Shield volcano e.g. Mauna Loa, Hawaii



Composite volcano e.g.
Mount St. Helens,
Washington



When volcanoes erupt they tend to either explode violently with huge clouds of ash and gas or the erupt gently with flowing rivers of red hot lava.

Will a **more** or **less viscous** lava cause an explosive eruption?

Will a **more** or **less viscous** lava cause a gentle eruption?

Take 5: Ideas for Independent/Home Learning

Charlotte's Web by E B White, illustrated by Garth Williams (Puffin)



1. Explore it

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

Fern loved Wilbur more than anything. She loved to stroke him, to feed him, to put him to bed. Every morning, as soon as she got up, she warmed his milk, tied his bib on, and held the bottle for him. Every afternoon, when the school bus stopped in front of her house, she jumped out and ran to the kitchen to fix another bottle for him. She fed him again at suppertime, and again just before going to bed. Mrs Arable gave him a feeding around noontime each day, when Fern was away in school. Wilbur loved his milk, and he was never happier than when Fern was warming up a bottle for him. He would stand and gaze up at her with adoring eyes.

For the first few days of his life, Wilbur was allowed to live in a box near the stove in the kitchen. Then, when Mrs Arable complained, he was moved to a bigger box in the woodshed. At two weeks of age, he was moved outdoors. It was apple-blossom time, and

the days were getting warmer. Mr Arable fixed a small yard specially for Wilbur under an apple tree, and gave him a large wooden box full of straw, with a doorway cut in it so he could walk in and out as he pleased.

'Won't he be cold at night?' asked Fern.

'No,' said her father. 'You watch and see what he does.'

Carrying a bottle of milk, Fern sat down under the apple tree inside the yard. Wilbur ran to her and she held the bottle for him while he sucked. When he had finished the last drop, he grunted and walked sleepily into the box. Fern peered through the door. Wilbur was poking the straw with his snout. In a short time he had dug a tunnel in the straw. He crawled into the tunnel and disappeared from sight, completely covered with straw. Fern was enchanted. It relieved her mind to know that her baby would sleep covered up, and would stay warm.

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

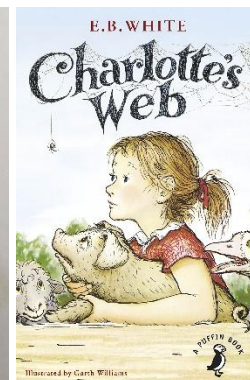
What do you think you know about Fern, her parents, the situation that has brought her and Wilbur together? What kind of person do you think she might be? How would you describe her? What kind of animal do you think Wilbur might be? How do you know? Did you think he was an animal at first? What does the way Fern treats him tell us about her feelings toward him?

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 help you make a picture in your mind?

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.

Then look at how the illustrator, Garth Williams, chose to illustrate the scene and cover. What is similar and different about your illustrations: did you draw Fern, the box by the stove, the small yard outside, Fern feeding Wilbur, Wilbur hiding in the straw? Remember, everyone has their own ideas and imagines things their own way. This is a good thing!



3. Talk about it

Read the extract again and look at the illustrations. Think more about what you have seen and read:

- How does Fern feel about Wilbur? What are she and her parents doing to look after him? What in the text tells you this?
- How old do you think Wilbur is at this time? What time of year do you think the story is happening?
- How do you think Fern's parents feel about Wilbur? Do you think they feel the same about him as Fern? How do you know?
- Do you think a pig is a good choice for a pet? Why? Why not? What do you think makes for a good pet?

4. Imagine it

Imagine you are Wilbur, recently born into the world, and finding yourself looked after by a girl called Fern Arable, and living with her family. What do you think are your needs and concerns? How do you think you might feel about your situation? What do you think will happen next? Do you think Fern will be able to keep looking after you? What do you think it might be like to live as part of a human family? What do you think will happen as you grow up? You could choose to write about your experiences, your hopes and fears, for someone else to read.

5. Create it

In this extract Fern is doing her best to look after Wilbur, and treating him as a pet although he is a farmyard animal. Do you have a pet? What do you do to look after it? If you don't, what kind of pet would you choose to have? What do you think makes for the best pet? What do you look for in one — friendship, loyalty, humour, beauty, exercise, warmth?

Write some guidance for how to choose and look after your dream pet. It could be whatever you choose: dog, cat, goldfish, hamster — or something exotic: snake, tarantula, llama...or pig! You could even invent a new creature that combines the best of several different animals. Explain to someone else why your pet is the perfect choice then how to select one, provide food and shelter, exercise and look after it. Are there special things the owner would need to know or do to care for it properly? You can explain your ideas in any way you wish, using words and pictures. You could do this by hand or on a computer.

Y3 Spanish Home Learning Spanish - Week 4 Summer 1 (11.05.20)

Los días de la semana	The days of the week
<u>lunes</u>	Monday
<u>martes</u>	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Write the days of the week in Spanish, they are not in order. Remember no capital letters for days of the week in Spanish.

1] On _ _ _ _ _ the hungry caterpillar ate, una manzana.

2] On _ _ _ _ _ the hungry caterpillar ate, un trozo de pastel de chocolate, un helado, un pepinillo, una loncha de queso, una rodaja de salchichon, una piruleta, una porcion de tarta de frutas, una salchicha, una magdalena y un trozo de sandia.

3] On _ _ _ _ _ the hungry caterpillar ate, dos peras.

4] On _ _ _ _ _ the hungry caterpillar ate, cuatro fresas.

5] On _ _ _ _ _ the hungry caterpillar ate, tres ciruelas.

6] On _ _ _ _ _ the hungry caterpillar ate, una hoja verde.

7] On _ _ _ _ _ the hungry caterpillar ate, cinco naranjas.

If you lucky enough to have a garden go on a bug hunt looking for caterpillars....