

Class 3 - Home Learning - Week 7: w/c 1<sup>st</sup> March 2021

Hello!

Here is an outline of what you have to work through this week.

This is your last week of home learning! Yay!

Have a great week and as always, please keep in contact with us.

Big hugs,

Mrs Musson and Mrs Davies xxx

PS. We can't wait to see you all next week!

Daily Activities:

Reading:

Please make sure you do 15 minutes of reading each day. Remember, this doesn't have to be your reading book, it could be a magazine, comic or a news article etc.

Handwriting:

Please complete the handwriting sheets for this week.

Exercise:

Please make sure you do some exercise each day - whether this is a YouTube workout like Joe Wicks, or a walk outside or a run etc.

Something that makes you happy!

Make time each day to do something you enjoy, it's important to take a break between your lessons.

Literacy

The unit on The Stone Trolls will continue this week too.

Monday:

Read through the different ideas of what happens in the Stone Trolls story. There are different ideas of what could happen in your own story. On page 19 there is a table to

start your own plan. Use the middle column of the table to help you think of the next step in your story.

### Tuesday:

Read through your plan again from yesterday to remind yourself. Try to come up with your own first paragraph, although you can read through the first paragraph on page 20 to help you get started and come up with an idea of how to start your story.

### Wednesday:

Continue writing your story. It's a good idea to read what you wrote yesterday.

### Thursday:

Now is the time to read through your story and check it makes sense. You also need to check spellings of familiar words and check your punctuation.

### Friday:

Today you can write up your story in neat and draw an illustration.

## Maths

### Monday

Telling the Time - Practicing telling the time to the minute using words and digital time.

### Tuesday

Telling the Time - Practicing telling the time to the minute using words and digital time.

### Wednesday

*Remember, renaming is what we call 'borrowing' in class. There are some Base 10 shapes printed to help you join in with the 'Let's Learn' section.*

### Thursday

*Remember, renaming is what we call 'borrowing' in class. There are some Base 10 shapes printed to help you join in with the 'Let's Learn' section.*

### Friday

*Remember, renaming is what we call 'borrowing' in class. There are some Base 10 shapes printed to help you join in with the 'Let's Learn' section.*

	Monday	Tuesday	Wednesday	Thursday	Friday
W3 WC/1 <sup>st</sup> March 2021 Maths	Telling the Time Lesson 5	Telling the Time Lesson 6	Subtracting with Renaming Lesson 17	Subtracting with Renaming Lesson 18	Subtracting with Renaming Lesson 19
	Dice Addition 4 in a row	Recognising Odd and Even Sheep Activity	Dice Addition Game - Roll the dice to make your own sums	Snakes and Ladders - 2, 3, 5 times tables	Choose your own maths game to play
Literacy	Innovating Ideas and Planning your story	Writing your story	Continue writing your story	Edit your story	Write up your story in neat and draw an illustration

Your afternoon activities for the week:

**Topic** We thought it would be nice for you to create your own 'special place' this week. Think of the 'best bits' from all the other countries you've learnt about to help you come up with your own country. What would it look like? What kind of creatures would live there?

**Science** There are some shadow animal shapes for you to cut out and make into your own shadow puppets. There are also some instructions to help you make shadows with your hands on the walls. How many shadow animals can you make?

**PE** Once again, it's really important to fit in some exercise each day. This can either be a workout on YouTube, like PE with Joe Wicks or a run outside or a nice walk.

**Well being** There is a positive affirmations journal for you to fill in. This is a chance to think about all the things you are good at and get you thinking positively about yourself. We are ALL amazing!

**French** French food. There are some word cards for you to have a look at. There are some videos on espresso about French food

	<a href="https://central.espresso.co.uk/espresso/modules/t2_on_mange/index.html?source=subject-Languages-KS2-Languages-Resource%20types">https://central.espresso.co.uk/espresso/modules/t2_on_mange/index.html?source=subject-Languages-KS2-Languages-Resource%20types</a>
Spelling	List 12 - Spelling Shed - Challenge Words
Music	Exploring Different Sounds - Oak Academy

**Music Link:**

[Exploring different sounds \(thenational.academy\)](https://www.thenational.academy)

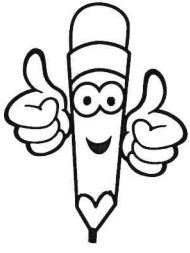
**Literacy Link:**

<https://www.talk4writing.com/wp-content/uploads/2020/04/Y3-Dean-Stone-Trolls.pdf>

Stage 1  
Homophones

Name \_\_\_\_\_

Date \_\_\_\_\_



# knew

Look at the joins, now trace the words.

knew knew knew

new new new

peace peace peace

piece piece piece

right right right

write write write

their their their

there there there

which which which

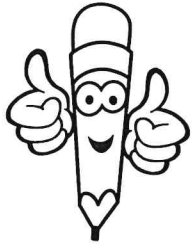
witch witch witch

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Stage 2  
Homophones


Name \_\_\_\_\_

Date \_\_\_\_\_



peace

Look at the joins, now trace the words.

knew knew 

Now practise writing the words.

new new

peace peace

piece piece

right right

write write

their their

there there

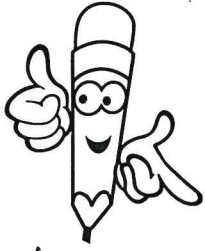
which which

witch witch

Stage 3  
Homophones

Name \_\_\_\_\_

Date \_\_\_\_\_



*write*

Look at the joins, now trace the words.

*knew* 

Now write a new sentence using another word that sounds the same but has a different meaning.

*peace*

*right*

*their*

*which*

Practise writing your own homophones. Start at the pencil below.



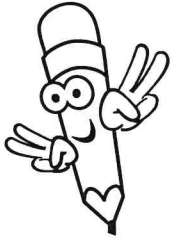
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Stage 4  
Homophones

Name \_\_\_\_\_

Date \_\_\_\_\_



allowed

Look at the joins, now trace the sentences and highlight the homophones.

We are not allowed to talk aloud in class.



Now practise writing the sentence.

The boy swam past the buoy.

The boat for sale had a broken sail.

I had to haul the heavy table into the hall.

I blew my nose into the blue handkerchief.

Practise writing your own homophones. Start at the pencil below.



# Spelling Shed

Stage: 3

List: 12

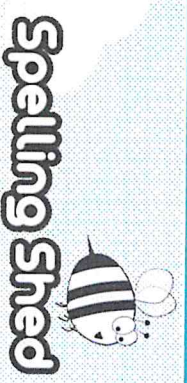
## Challenge Words

Stage: 3

**Challenge Words**

List: 12

Name:



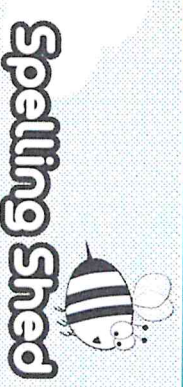
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
centre					
decide					
disappear					
early					
heart					
learn					
minute					
notice					
regular					
therefore					

Stage: 3

Challenge Words

List: 12

Answers:



Spellings

centre
decide
disappear
early
heart
learn
minute
notice
regular
therefore

Read through your spellings. Then cover them up. Circle the correct spelling in each row of the grid below.

center	centre	centar
decide	deside	decighnd
disappear	disappee	disappea
early	irlyly	earrly
hart	heart	hert
learn	lurn	laern
minit	minut	minute
notice	notece	nottice
raguler	regular	regullar
thereforre	therefour	therefore

## Once upon a Time



Once upon a time...

In the beginning...

A long time ago...

At the start...

First...

What do these words and phrases have in common?  
Share your ideas with your talk partner.



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## Thinking about Beginnings and Endings



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## Beginnings



A beginning is the start of something new.  
Have you experienced any beginnings?

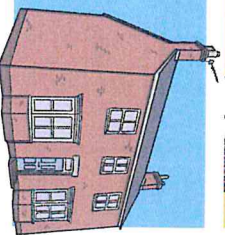
Have you experienced a new baby being born?  
Do you remember meeting your sibling for the first time?



Do you remember starting a new year at school or joining a new class?



Have you ever moved to a new house?



What is it like starting a new book or learning something new?



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## Aim

- To discuss how and why beginnings and endings can be marked in different ways.

## Success Criteria

- I can identify key vocabulary associated with beginnings and endings.
- I can discuss how and why beginnings and endings might be marked or celebrated.
- I can share my own experience of a beginning or ending using words and pictures.
- I can begin to recognise examples of religious beginnings and endings.

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# Telling Your Story



Think about a time when you have experienced a beginning or an ending.

My Story	My Story	My Story
<p>Think about a beginning or ending you have experienced or feel like.</p> <p>What was it? How did it feel? How did you mark or celebrate it?</p>	<p>Think about a beginning or ending you have experienced or feel like.</p> <p>What was it? How did it feel? How did you mark or celebrate it?</p>	<p>Think about a beginning or ending you have experienced or feel like.</p> <p>What was it? How did it feel? How did you mark or celebrate it?</p>
<p>Share your experience of a beginning or ending by completing the My Story Activity Sheet.</p>		

Share your experience of a beginning or ending by completing the My Story Activity Sheet.



# My Story

Think about a beginning or ending you have experienced or celebrated.  
Draw a picture to show this event.

Write at least two sentences to describe your beginning or ending.

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