

## Regular Tasks

### EdShed

There will be weekly spelling and timestables assignments set on the Spelling and Maths Shed platforms. Your access to other spelling lists or maths activities will be limited until you have reached the required number of games (usually this will be 10).

1. **Spellings** - Danger Words  
Weekly Spelling Focus  
(if you cannot complete these online, please choose a couple of activities from the spelling booklets in your resource packs. The 'Challenge Weeks' booklet is to be used for your Danger Words)
2. **Maths** - Mental Maths - Number bonds  
Timestables

You have control over the difficulty level of each activity. If you're not sure, start on an easier level and work your way up! However, please remember that generally you need to complete the activities correctly on either the Hard or Extreme level for me to be able to move you on to the next challenge.

### Literacy

1. **Daily** = Expanded Noun Phrases –  
An expanded noun phrase is when you use 2 adjectives in front of a noun to describe it. We use a comma to separate the adjectives because we are listing them.  
e.g. a dog → a cute, fluffy dog  
The children should be used to doing this in class  
Please create **3** expanded noun phrases for each daily noun in **the back of your lined exercise book**.  
These are the nouns for each day this week:  
Monday = **lake**, Tuesday = **music**, Wednesday = **thought**, Thursday = **year**,  
Friday = **task**
2. **Daily** = Reading –  
Please make sure you keep reading – at least 15 minutes a day. This can include listening to audiobooks too!
3. **Twice weekly** = Diary entry –  
Please continue to keep a diary. This only needs to be a paragraph each time. Try to include things that you have been doing at home, and any thoughts or feelings you have. Don't forget to put the date with each entry!

### Maths

1. **Daily** = Number of the Day –  
There is a Number of the Day prompt sheet in your home-learning pack. The children should be used to using this in class.  
Please answer each step in your **'Maths' book**. If the number is greater than 200, then they do not need to do the tally marks!  
These are the numbers for each day this week:  
Monday = **351**, Tuesday = **52**, Wednesday = **423**, Thursday = **86**, Friday = **645**

## Weekly Tasks

### Literacy

Our Writing focus for the next two weeks Autobiographies!

Hopefully, you can remember from last week that a biography is a **life story of another person** which is written in **chronological (time) order**. Although it is a life story, it is written more like an information report rather than a story.

An autobiography is the same as a biography but it is all about you! Over the next two weeks, you will have the opportunity to finish your biographies about another person and then plan and write your own autobiography!

Please complete the following activities:

#### 1. Reading - Book review

We have now finished our reading comprehensions for Fantastic Mr Fox!

Your reading activity for this week is to write a book review about a book that you have read. You could use Fantastic Mr Fox or another story that you have enjoyed - it's your choice!

To help you, have a look at this online 'Enjoying reading' lesson on BBC Bitesize (<https://www.bbc.co.uk/bitesize/articles/zfjxdp3> ).

I have also uploaded a blank book review template for you to look at to help guide you in writing your review. You do not need to print this, instead use the subheadings to help set out your review in your exercise book. Don't forget to add a picture of your favourite character or moment from your chosen book!

#### 2. Autobiographies - biography or autobiography?

Before you can start writing your own autobiography, you first need to understand the difference between a biography and an autobiography. Auto is a prefix which literally means 'self'. That means that an autobiography must be about yourself! Your spelling activities for this week link to this prefix, too!

To help you understand this difference, please take a look at the 'Autobiographies and Biographies' slides in your resource pack (inside the Fantastic Mr Fox booklet).

I would like you to work through some of these activities, particularly the ones where you have to decide whether the text is a biography or an autobiography.

#### 3. Autobiography writing - autobiography research

Although an autobiography means that you'll be writing about yourself, you need to spend some time thinking about what the most important parts of your life so far! You will probably need to ask the people at home with you about what you were like as a baby and toddler.

You will need to think about:

- when and where you were born and spent your toddler years!
- your family
- starting school and making friends
- what you are good at and enjoy doing
- any important events in your life
- what you want to do in the future!

Don't forget to make notes of your research so that you can use it in your writing!

#### 4. Biography writing - famous person biography

To complete this activity, you need to have first completed Activity 3.

- Using what you have learnt this week about autobiographies, you now need to have a go at writing your own autobiography.
- Make sure that you include as many things from the 'Features of an Autobiography' page in your booklet as you can - these are the things that make this piece of writing an autobiography!
- When you have finished your autobiography, use the 'Features of an Autobiography' page to see how you got on.

Please share your finished autobiographies with me via the class email ( [class3@bradworthy.devon.sch.uk](mailto:class3@bradworthy.devon.sch.uk) ). I'm looking forward to seeing them!

### Music - Yumu

Over the last couple of weeks, we will be continuing to use Yumu - a musical platform that you can use at home. I will be setting some assignments on there for you to have a go at. Sometimes these will involve listening and thinking about the music, and sometimes they will involve you trying to learn a song or two!

Your log-in details for Yumu were stuck on the inside cover of your lined exercise book that was in your first Home-Learning pack. If you cannot find your log-in information, please email me and I will email you the details.

When you log-in to Yumu, you should see that you have some assignments (the first block) and also some open modules that you can work through / explore as you wish.

In the weekly home-learning plans, I will let you know what assignments have been set for each week.

Over the last couple of weeks:

- Complete Mamma Mia - Steps 4, 5 and 6. These songs are by the same group that created the songs from the KS2 play this year - ABBA!

Please also take the time to explore some of the other open modules on here if you wish!

## Maths

Our Maths focus for this week is Fractions!

We will be continuing to look at fractions over the next two weeks. All of the White Rose Maths worksheets that will be needed were included in your new resource pack. For the next two weeks you will need the final fractions booklet (the one that starts with 'Add fractions').

Please complete the following activities:

### 1. **Fractions - White Rose Maths and BBC Bitesize** –

White Rose Maths have some really good videos and worksheets that teach and practise different objectives from this unit. Many of these link to the BBC Bitesize daily maths lessons.

This week, I would like you to work through White Rose Maths' daily lessons on fractions for 'Summer Term - Week 2 (w/c 27th April)'. This is the link to their webpage:

<https://whiterosemaths.com/homelearning/year-3/>

You will need to scroll down to the bottom of the page and click on the '+' next to 'Summer Term - Week 2 (w/c 27th April)'.

There are 4 lessons:

- |           |                    |
|-----------|--------------------|
| Lesson 1. | Add fractions      |
| Lesson 2. | Subtract fractions |
| Lesson 3. | Problem solving    |
| Lesson 4. | Problem solving    |

This time, each lesson consists of a teaching video which lasts for 10-20 minutes. During the video, there will be an opportunity to pause it, answer some questions and then complete some of the questions from the accompanying activity sheet. This can help to reassure the children that they are on the right track. When the video is finished, they should then be able to attempt the rest of the activity sheet.

If they get stuck, they can re-watch the video to remind themselves of what they need to do.

Please watch these videos if you can. However, if you are unable to watch the videos for whatever reason, you should still be able to have a go at the activity sheets (although they may be a bit harder!)

You may also find it useful to look at these BBC Bitesize pages but you DO NOT need to complete their activities (unless you want to!):

- [Adding fractions with the same denominator](#)
- [Subtracting fractions with the same denominator](#)
- [Problem solving with adding and subtracting fractions](#)

### 2. **Fractions - extra activity**

This time, your extra fractions activity is to have a go at some of these online adding and subtracting fractions games and problems:

- [Feed the Monster](#) - feed the monster by finding pairs of fractions that add together to make 1 whole
- [Fraction Fruit Ninja](#) (Level 1a) - answer the fraction subtraction and shoot the correct fruit! Once you've selected Level 1a, you can choose a relaxed or timed version and you can even decide the speed of the fruit!
- [Adding Pizza Fractions](#) - add the fractions to help you put them in the correct order.
- [Adding Fractions Quiz](#) and [Subtracting Fractions Quiz](#) - check your knowledge!

Talking about fractions in a range of real-life situations will also help the children to develop an understanding of how and why we use fractions in the real world.

## Topic

We are going to continue exploring our Topic - Coasts! For the last couple of weeks we will be finding out more about how we can protect our coastlines. We have already learnt about just how deep the ocean can be and some of the creatures that live there. We then learnt about how the ocean waves shape and break up the coastline through the processes of erosion and longshore drift. I find it quite fascinating that the waves and ocean have this much power over how our coastline changes.

Living right by the sea sounds amazing, right? But what would happen if someone's house or town was built right on the edge of the coast? Erosion would continue to happen. Humans have developed ways to help protect land from disappearing into the sea and help protect coastal places. We will be finding out about some of these!

Begin by watching [this video](#) on BBC Bitesize about coastal erosion and how it can affect people who live there. Then watch [this video](#) from last week about longshore drift and how this affects the coastline.

The second video also talks about some of the ways that we can protect and manage coastlines.

Over the next couple of weeks, your final job is to create a poster or leaflet to tell everyone about the different ways we can protect our coastline.

- You will need to research a number of different sea defences and try and find some local examples of these, e.g. rock armour (big boulders) in front of a sea wall at Westward Ho!
- You will also need to think about some of the negative (bad) things about sea defences, including why we don't use particular sea defences in certain places.



You may want to think about whether the sea defence would change the way people could use that part of the coast/beach or not.

Please share your posters/leaflets when they are finished on the Coastal Defences post that I will create at the start of next week on our Class Blog. Alternatively, you can send them via the class email

( [class3@bradworthy.devon.sch.uk](mailto:class3@bradworthy.devon.sch.uk) ).

## Science/Computing

We are continuing to look at Science. We are continuing to look at our new science unit: 'Forces'. Over the last couple of weeks we will be exploring what a force is and what some of the different forces are! This week we will be continuing to look at magnets (particularly compasses) and moving on to investigating buoyancy and floating too!

1. Your first task is to have a go at making your own compass!

- First, you'll need to watch [this video on Espresso](#) which talks about how a compass works and how you can make your own!
- Then, try it out!  
For this activity, you will need a sewing needle, a magnet, a bowl of water and a light object to rest the needle on.
- Follow the example in the video to see if you can create your own homemade compass!

2. Your second task focuses on buoyancy and floating.

You are going to investigate whether the shape of an object affects how well it floats on water and which shapes float the best!

For this activity, you will need the following items:

- a container of water
- a mouldable material (ideally playdough, blu tack or similar, but kitchen foil may work too)

You must be able to make this material into different shapes!

- 1) Begin by making 3 different shapes out of your mouldable material. Make sure that you use the same amount of material for each shape otherwise it won't be a fair test! You may wish to use a ruler to measure out the material (e.g. if using foil) or use a set of scales (e.g. if using playdough).
- 2) Predict which of your shapes you think will float, and which will float the best. Write this down so that you can't be tempted to change your prediction part way through!
- 3) Choose 1 of your shapes to test first. Place this shape in the middle of the water-filled container so that it is less likely to bump into the sides. In order to make this a fair test, you must also make sure that the volume of water in the container is the same for each shape that you test.
- 4) Watch and observe what happens. Does it float or sink? If it sinks, how quickly did it sink? If it floats, how far does it sit in the water?
- 5) Repeat this with the other 2 shapes.

Once you have tested all 3 shapes, talk about your results - which was the best shape for floating? (if any of them!)

Then, evaluate your shapes and investigation - what would you do differently next time? How might you change your shapes to make them even more buoyant (better at floating)?

Please feel free to share your predictions and results on the Class Blog or via the class email to see if you get the same results as everyone else!