

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 = **person**, Tuesday = **cabbage**, Wednesday = **potion**, Thursday = **berry**,
Friday = **cave**
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 = **441**, Tuesday = **39**, Wednesday = **872**, Thursday = **75**, Friday = **377**

Weekly Tasks

Literacy

Our Writing focus for this week is Biographies!

We're back to some non-fiction writing this week. I was really looking forward to exploring what makes a biography with you all in class but I'm sure you'll do a great job at home!

A biography is a **life story of another person** and it is written in **chronological (time) order**.

Although it is a life story, it is written more like an information report rather than a story. This week, you'll be exploring a biography of a person linked to our Coasts topic. You'll then have the opportunity to research and write your own biography for a different person!

Please complete the following activities:

1. Reading Comprehension - Fantastic Mr Fox

This week is your last week on Fantastic Mr Fox! We are focusing on the final chapters (Chapters 17 and 18). Please use this audiobook version of the whole story (you can use your own copy of the book too if you have it) <https://www.youtube.com/watch?v=nJofxwa5bMo>. Once you have read/listened to Chapters 17 and 18, please have a go at answering the reading comprehension questions in your lined exercise book. Just like last time, remember to use full sentences and to write the number for the question that you are answering! If your child is finding this tricky, talking through the questions rather than writing them down may be a good compromise!

2. Biography writing - Eugenie Clark biography

For this activity, you will need the 'Eugenie Clark' booklet from your new resource pack. Firstly, you need to have a careful look at the example of a biography of Eugenie Clark that was included in your resource pack. Read all of the information and look at the pictures too! Then, I want you to make a list of the things that you like about this page and a list of the things that you don't like as much. Try to give reasons for each of them where possible. For example:

Things I like about it	Things I don't like about it
<ul style="list-style-type: none">It has a large title which makes it easy to see who the biography page is about.	<ul style="list-style-type: none">The speech bubbles because I don't always know where they fit in when I'm trying to read the page.

3. Biography writing - Eugenie Clark feature spot

Now that you've had the chance to explore and make your own opinions about the Eugenie Clark biography page, you're going to see if you can spot all of the main features that make it a biography!

Here is a list of the main features for you to copy onto the bottom of your Eugenie Clark biography page:

- Uses the 3rd person (he, she, they, their, his, him, etc)
- Written in the past tense (was, went, began, became, needed, dropped, considered, etc)
- Written in chronological (time) order
- Formal (not chatty!)
- A title that links to the person the biography is about
- Writing is split into different sections or paragraphs
- Facts about the person's life
- A conclusion about how they are/will be remembered

Then, give each feature a different colour and see if you can spot them in the text!

You can also use the 'Biographies' slides in your booklet to give you some more information about what a biography is. If you get the chance (and have a printer), see if you can find all of these features in the Roald Dahl biography, which can be downloaded from our home-learning page.

4. **Biography writing - biography research**

You now need to choose someone that you are going to write a biography about. This could be a famous explorer, footballer, author, scientist, actor/actress, musician - anyone really! Make sure that you choose someone that you are interested in and actually want to know more about.

You will need to find out about:

- their childhood and education
- their family and where they grew up
- how they became famous/good at what they do
- what they are best known for
- any important events in their life

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

5. **Biography writing - famous person biography**

To complete this activity, you need to have first researched a famous person that you are going to write a biography about (see the previous activity for more information!)

- Using what you have learnt this week about biographies and the 'Eugenie Clark' feature spot, you now need to have a go at writing your own biography about your chosen person.
- Don't forget to include as many things from the feature spot key as you can - these are the things that make this piece of writing a biography!

When you have finished your report, use the feature spot checklist from activity 3 to see how you got on.

Please share your finished biographies with me via the class email (class3@bradworthy.devon.sch.uk). I'm looking forward to seeing the variety of people that you will choose!

Maths

Our Maths focus for this week is Fractions!

We will be continuing to look at fractions over the next few weeks. All of the White Rose Maths worksheets that will be needed were included in your new resource pack. This week you will need the booklet that starts with 'Equivalent fractions (2)'.

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 1 (w/c 20 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 1 (w/c 20 April)'.

There are 4 lessons:

- Lesson 1. Equivalent fractions (2)
- Lesson 2. Equivalent fractions (3)
- Lesson 3. Compare fractions
- Lesson 4. Order fractions

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!):

- [Equivalent fractions: drawing and discovering](#)
- [Equivalent fractions and simplifying fractions](#)
- [Equivalent fractions: Finding missing numerators and denominators](#)
- [Comparing two fractions](#)
- [Ordering fractions](#)

2. Fractions - practical activity

Your practical activity for this week is to make paper strips to help you find fractions that are worth the same.

1. Measure out several equal strips on a piece of paper. I suggest having the paper landscape and making the strips 1 ruler width to make this nice and quick!
2. Cut along your measured lines so that you get several equal sized strips of paper.
3. Take 1 strip and label it '1 whole'.
4. Take the next strip and fold it in half lengthways. Then unfold it and label both parts with ' $\frac{1}{2}$ '.
5. Take another strip and fold it in half lengthways and then in half again. Then unfold it and label each part with ' $\frac{1}{4}$ '.
6. Take yet another strip and fold it in half lengthways 3 times. Then unfold it and label each part with the fraction ' $\frac{1}{8}$ '.
7. Lay each of your fractions strips out in front of you as if you are trying to put the piece of paper back together again (e.g. '1 whole' at the top and the eighths strip at the bottom).

You can use these paper strips to help you to see which fractions are the same or equivalent.

- See how many different pairs of equivalent fractions you can make, using your fraction strips to help you. For example, 1 whole = 2 halves, $\frac{1}{2} = \frac{2}{4}$, $\frac{1}{2} = \frac{4}{8}$, etc.

For an extra challenge, try folding strips into thirds, then sixths, then ninths and see if you can find more equivalent fractions!

Topic

We are going to continue exploring our new Topic - Coasts! This week we will be finding out more about some of the physical features/landforms of a coastline. This week we will continue to explore what **erosion** is and how it shapes the coastline. A coastline is where the land meets the sea. We will also be finding out more about beaches and a process called **longshore drift**.

1. Caves, arches, stacks and stumps

This activity is continuing from last week.

You will need the '[Coastal landforms - Erosion](#)' page from your resource pack for this activity.

Watch [this video](#) which explains and shows how caves, arches and stacks are formed.

Your final topic activity this week is to create a model of how these features are made, just like the one on your '[Coastal landforms - Erosion](#)' page! You will need to use a mouldable material such as clay, playdough or similar (there's a no-cook simple recipe for playdough on the home-learning page if you need it!).

- Start by creating a long headland that you can mould into the different landforms.
- Create each of the landforms in order
- Add labels on a piece of paper around the outside to show the different stages

Here are some more videos that you could take a look at to help you create your model:

- <https://www.youtube.com/watch?v=k8DyRbqpg94>
- <https://www.youtube.com/watch?v=7Th56dhs4Fc>
- <https://www.youtube.com/watch?v=ptxCE7gL6Rk>

It would be absolutely amazing if you could video yourself using your model to talk through and explain how caves, arches, stacks and stumps are made. You can then send it through to the class email so that I can merge some together to share with everyone.

2. Beaches and Longshore drift

Begin by watching these videos which explore how beaches are made, what longshore drift is and the effect that this has on the coastline.

- <https://www.bbc.co.uk/bitesize/clips/zc2pvcw>
- <https://www.bbc.co.uk/bitesize/clips/zs9q6sg>
- https://www.youtube.com/watch?v=_gB5NroptGM
- <https://www.bbc.co.uk/bitesize/clips/zpn9wmn> (only watch until 1m 44s as this video goes into extra detail about other coastal landforms)

Please create a labelled model or diagram to show how sediment (sand) and material is transported by the sea along the coast. You may need to watch the videos a couple of times to pick out the details. There is also a printed copy of a simple longshore drift diagram to help you in your resource pack ('[Coastal Landforms - Deposition](#)' booklet).

- You may wish to have a go at blowing in different directions across the top of some water in a washing up bowl or similar to show you how the direction of waves is changed by the wind.

Please send a photo or video of your models or diagrams to the class email (class3@bradworthy.devon.sch.uk) so that I can share them with you all!

Science/Computing

This week we will be looking at Science. We are continuing to look at our new science unit: 'Forces'.

Over the next couple of weeks we will be exploring what a force is and what some of the different forces are! This week we will start to look at magnets.

1. Magnets have an invisible force. Your first job is to find out how this works. Write down a few sentences or a short paragraph that explains how magnets can move certain objects without touching them.
Start by looking at [this video on Espresso](#).
2. Your second task is to predict and test which materials can be moved by a magnet. You will need a magnet for this activity - a fridge magnet will do!
 - Find a selection of different objects (aim for at least 6-10 objects).
 - Predict which ones you think will be moved by a magnet.
Make a note of your predictions
e.g. The objects that I think will be moved by the magnet are
The objects that I think won't be moved by the magnet are
 - Test your predictions using your magnet.

When you have tested the objects, think about what is the same about all of the objects that were moved by the magnet. What different about them compared to the objects that weren't moved by the magnet.

Then watch [this video on Espresso](#) which explores this further. You could also have a go at [this sorting activity](#) to test your magnetic sorting skills!

Please 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!

Music - Yumu

Over the next few 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.

This week:

- Continue to explore the timestables songs
- Complete 'Mamma Mia - Step 3'. This song is 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!