

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 = **robot**, Tuesday = **mermaid**, Wednesday = **rockpool**, Thursday = **shell**,
Friday = **crab**
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 = **173**, Tuesday = **67**, Wednesday = **754**, Thursday = **35**, Friday = **820**

Weekly Tasks

Literacy

Our Writing focus for this week is Story-Writing!

To give your brains a brief break from non-fiction writing, this week will give you the chance to look at story-writing again. This is your chance to see if you can remember what you have already learned and have some fun (hopefully!)

Please complete the following activities:

1. Reading Comprehension - Fantastic Mr Fox

This week we are focusing on Chapters 15 and 16. 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> .

For the moment, please only listen up to the end of Chapter 16 (52 minutes 25 seconds).

Once you have read/listened to Chapters 15 and 16, 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. BBC Bitesize - Exploring synonyms and antonyms

This BBC Bitesize lesson helps you to think about your word choices by looking at synonyms and antonyms.

Synonyms are different words that mean the same thing (e.g. fantastic, brilliant, great, etc). Antonyms are words that mean the opposite of each other (e.g. happy and sad, winner and loser, hot and cold, etc).

Here is the link for this lesson:

<https://www.bbc.co.uk/bitesize/articles/zhwqmf>

Please watch the video about synonyms and antonyms and then complete the activities.

This lesson was originally scheduled for 11th June so the activity sheets ARE NOT included in your resource pack.

If you cannot print these, you can make lists of the synonyms/antonyms and copy and improve the sentences in your lined exercise book. If you are having any problems accessing this activity, please get in touch and I can try and sort something out!

3. Story-writing - character, settings and objects

Your job is to think of as many different possible characters, settings and objects as you can and write them down on a different card.

I suggest choosing different coloured cards if possible: 1 for characters, 1 for settings, 1 for objects. If you do not have different coloured paper/card, you could cut your cards into different shapes (e.g. circle = character, square = setting, triangle = object).

Try to think of lots of options for each category (around 5-10 ideas for each). You could try and link some of the characters, settings or objects to our current topic - Coasts! Make sure that you use your imagination. Keep hold of these cards because you will need them again!



4. Story-writing - silly stories

You will need to have completed Activity 3 'Story-writing - characters, settings and objects' before you can attempt this task.

Your challenge is to write a silly story using some of the cards you have made.

- Choose 1 card from each category: 1 character, 1 setting and 1 object. Hopefully, you'll end up with a strange combination (e.g. an astronaut, the beach, a snowglobe)!
- You then need to think and talk through a few possible ideas for a silly, bonkers story. Make a few notes about the key parts of these ideas as a plan which will help you when writing the story. You may wish to use the story mountain template as a guide.
- When you've decided on your story idea, write it!

Try to think about using some **synonyms** to improve your word choices. Remember to include the following:

- **capital letters** at the start of sentences, characters' names and place names.
- **full stops**, or **question marks** and **exclamation marks** where needed
- **commas** when listing things (including adjectives - e.g. silly, bonkers story)
- **speech marks** (or inverted commas) if characters are talking
- **time phrases** to help the story flow
- **adjectives** (giant, tiny, freezing, scorching, etc) and **adverbs** (rapidly, silently, furiously, etc) to add description and detail
- **conjunctions** (and, but, or, so, because, however, when, if, although, even though, despite, etc)

You are unlikely to include everything throughout your story in your first draft so don't forget to edit your writing afterwards to add things that you may have missed!

Please share your character, setting and object with the rest of us on the Class Blog. Feel free to share a photo of your finished story too if you'd like!

If you feel like writing another strange story, go ahead and choose another set of cards!

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 'Fractions on a number line'.

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 'Week 2'. 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 'Week 2'.

There are 5 lessons:

- Lesson 1. Fractions on a number line
- Lesson 2. Fractions of a set of objects (1)
- Lesson 3. Fractions of a set of objects (2)
- Lesson 4. Fractions of a set of objects (3)
- Lesson 5. Equivalent fractions (1)

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!):

- [Fractions on a number line](#)
- [Marking fractions on a number line above 1](#)
- [Finding a fractions of an amount](#)
- [Non-unit fractions of an amount](#)
- [Equivalent fractions: drawing and discovering](#)

2. **Fractions - practical activity**

Your practical activity for this week is to find fractions of different sets of objects at home. For example, in school last year, we did this by finding out the fraction of each colour in a small packet of Smarties. Below are some other examples of sets that you could find the fractions of (feel free to use other objects if you think of something different!):

- finding the fraction of each colour in a small packet of Haribo
- finding the fraction of slices of each fruit in a fruit salad (or similar)
- finding the fraction of different coloured Lego bricks in a group.
- finding the fraction of each coin in a purse
- finding the fraction of different types of biscuit in a biscuit tin

Talking about fractions in these situations will 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 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 explore what **erosion** is and how it shapes the coastline. A coastline is where the land meets the sea.

1. Erosion

Begin by watching [this video](#) where Steve Backshall talks all about erosion and some coastal features it creates.

- Please create a series of 2-3 labelled diagrams to show how a wave-cut notch is made by the sea through erosion. You may need to watch the video a couple of times to pick out the details.

2. Bays and headlands

Some types of rock are softer than others (can you remember which ones from our Rocks unit when we were in school?). These softer rocks are more easily eroded - they are broken up more easily! When parts of a coastline are made of different types of rock, they erode at different rates. The softer parts erode more quickly - this forms **bays**. The parts of the cliff that are made of harder rock are less affected by the waves. This means that they don't wear away very quickly and remain mostly where they are - we call these **headlands**.

- Watch [this video](#) which shows (using playdough) what this looks like. However, beware: the rock doesn't roll/fold away from the ocean - it breaks off into the sea!
- Take a look at a map (either paper or digital) and see if you can find some real examples of bays around the coast of the UK. See if you can find out a fact or 2 about it, including which rocks it is made from.

3. Caves, arches, stacks and stumps

This activity will continue into next week, too.

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.

This activity will continue into next week so don't panic if you don't get through it all this week! Let me know how you get on so I can work out how much extra time you may need!

Science/Computing

This week we will be looking at Science. Our new science unit is '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 focus on friction.

1. Your first job is to find out what exactly we mean when we talk about forces. Write down a few sentences or a short paragraph that explains what a force is.

Here are a few places you could look to get you started.

- BBC Bitesize - [What is a force?](#)
- [What is Force](#) ebook
- [Forces](#) ebook
- [Experiments with Forces](#) ebook
- [All about Forces](#) ebook -

2. Your second task is to complete the 'Toy Car experiment'.

Predict what you think will happen BEFORE you do the experiment.

e.g. The car will roll the furthest on the and the least on the

Follow the steps and note down any results. When you have finished, take a look at your prediction to see if you were correct!

Copy and complete these sentences:

- The surface that the car rolled the furthest on was the.....
- The surface that the car rolled the least on was the
- I think this is because

Answer this question:

- Although it is difficult, it is important to use the same force each time. Why? (think about what we've learnt about fair tests)

Please share your answers on the Class Blog to see if you get the same results as everyone else!

3. Your final job is to take a look at this daily lesson on BBC Bitesize. It was originally scheduled for 20th May but you can access it using this link:

<https://www.bbc.co.uk/bitesize/articles/zvp8jhv>

This lesson gives more detail about what causes the car to travel different distances on different surfaces. Therefore, please do not look at this until you have completed the previous task - I want you to discover this for yourself!

Music - Yumu

We are continuing to use Yumu - a musical platform that you can use at home.

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.

This week:

- Continue to explore the timestables songs
- Complete 'Mamma Mia - Step 2'. 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!