

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 = **shark**, Tuesday = **jellyfish**, Wednesday = **hat**, Thursday = **picnic**,
Friday = **boat**
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 = **817**, Tuesday = **40**, Wednesday = **293**, Thursday = **28**, Friday = **564**

Weekly Tasks

Literacy

Our Writing focus for this week is Non-Chronological Reports!

These types of reports are **non-fiction** and are **not written in time order**. Examples include fact files and information pages in non-fiction books. Our reports will link with our current topic.

Please complete the following activities:

1. **Reading Comprehension - Fantastic Mr Fox**

This week we are focusing on Chapters 13 and 14. 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 14 (43 minutes 49 seconds).

Once you have read/listened to Chapters 13 and 14, 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. **Report writing - feature spot**

For this activity, you will need the 'Shark Fact File' and 'Non-Chronological Report Text Features Key' pages from your new resource pack (inside the Fantastic Mr Fox reading comprehension booklet).

One way of learning how to write in a particular style is to look at a good example and explore what features it has. In other words, what are the rules for this writing style?

Your task is to read the 'Shark Fact File' and then use the Features key to see whether you can spot all of the non-chronological report features in the text. Just like we do in class, use a different colour to mark/underline/highlight/circle each feature in the text.

Don't forget to put the colour on the key too!

3. **BBC Bitesize - Creating a formal report**

This BBC Bitesize lesson takes you through how to write your own non-chronological report. This lesson was originally scheduled for 21st May but is available using this link:

<https://www.bbc.co.uk/bitesize/articles/znc26v4>

This lesson uses the text about sharks that we've used for our feature spot.

Please watch the video that explains what makes a good report and then complete Activity 1. Don't worry about the other activities because you're going to write your own report about a sea creature rather than a badger!

4. **Report writing - sea creature report**

To complete this activity, you need to have first researched some sea creatures (see the 'Topic' section of this plan for more information!)

- When you have your research, you then need to choose which of the sea creatures you are going to write an information page (non-chronological report) for.
- Using what you have learnt this week about report writing and the 'Shark Fact File' feature spot, you now need to have a go at writing your own report about your chosen sea creature.
- 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 report!

When you have finished your report, use the 'Report Writing' self-assessment checklist to see how you got on. Tick or draw a smiley face in the correct box to show how you feel you did with each part of the report.

Please be honest - it's okay if you've made a mistake or forgotten to include something!

Please share your finished reports, and your 'Report Writing' self-assessment page, with me via the class email (class3@bradworthy.devon.sch.uk). I'll put all of your reports together into a sea creature information book to keep in school so that others can learn about them too!

Maths

Our Maths focus for this week is Fractions!

We will be looking 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 'Unit and non-unit 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 'Week 1'. 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 1'.

There are 5 lessons:

- | | |
|-----------|-----------------------------|
| Lesson 1. | Unit and non-unit fractions |
| Lesson 2. | Making the whole |
| Lesson 3. | Tenths |
| Lesson 4. | Count in tenths |
| Lesson 5. | Tenths as decimals |

Each lesson consists of a teaching video which lasts for 5-10 minutes. During the video, there will be an opportunity to pause it and 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!):

- [Introduction to fractions](#)
- [Identifying the fraction shaded](#)
- [Unit and non-unit fractions](#)
- [Tenths](#)

We will be working through White Rose Maths' fractions unit over the next few weeks. Usually, I will aim to also provide 1 more practical activity each week to reinforce these sessions and to help bring fractions to life. However, to enable you to get used to this site and the set-up of these sessions, the practical activity this week is just to try and include fraction talk in context. For example:

- cutting sandwiches into halves / quarters / eighths / etc
- cutting pizza into equal slices (half, quarter, third, sixth, eighth, etc)
- sharing items (food, toys, pencils, etc) out between people
- what fraction of pencils (or similar) are blue/red/etc?

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 sea creatures that live in the oceans. This week's topic activity is closely linked to the Literacy tasks. Your task this week is to do some research about different sea creatures!

- Choose 2 sea creatures. Ideally, these creatures should be from different layers of the ocean. You can use [this webpage](#) from last week to help you choose.
- Try and be specific - for example, choose 1 type of whale rather than just whales in general!
- Use the ' Research Notes' page (in the Fantastic Mr Fox booklet) to guide you with researching your chosen creatures. You may wish to use 2 different colours to help keep your research clear.

When you have completed your research, you could try drawing/sketching your creatures, focusing on the key characteristics of the creature. You could even make a model if you wish!

You DO NOT need to send me your research because you will be sending me a copy of your sea creature report instead!

ART FOCUS -

Please continue with the project that was set last week (See below for a reminder!)

1. You have a couple of weeks to complete this task.

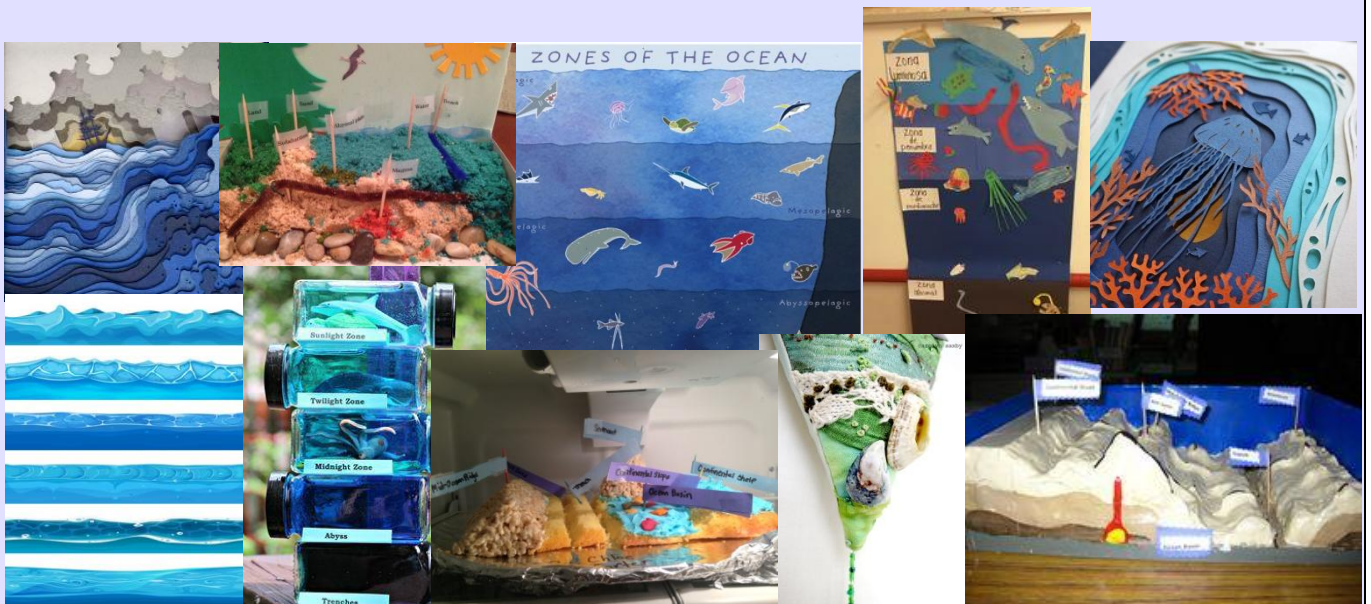
I would like you to create some artwork that shows the different layers of the ocean. This is a very open task (which can sometimes be quite daunting) so I've created a collection of images I've found to give you some inspiration below!

You could...

- make it 2D or 3D
- use paint, pastels, chalk, collages, sketching, colouring, junk-modelling, etc
- use baking, fabric, wool, string, twigs, stones, sand, etc
- or anything else that you and your grown-ups think might work!



I'm hoping that we'll have a wide range of artwork to share with everyone on the website!



Science/Computing

This week we will be continuing to look at Computing rather than Science (it will be Science next week!)

We are going to do an 'unplugged' computing activity. This means that you will not need to use a computer or any other electronic device for the activity but you'll still be doing Computing!

This week's activity focuses on another computing skill: evaluation! Evaluation involves being able to make judgements about how well something has gone based on a set of criteria. Evaluation is needed to help us to decide how effective something is for a particular purpose. Your last Literacy task for this week also involved evaluating your writing!

Evaluation is also a good general skill to have in life as it will help you to reflect on what is going well and how you can help yourself to improve!

1. You get to choose your 'unplugged' activity this week!
Take a look at Barefoot Computing's 'Mini Missions - Evaluation'. A printed copy of this page can also be found in your new resource pack.
Choose 1 of these activities to have a go at and have fun! Don't forget to focus on the positives AND decide your criteria first!
If you can't decide on just 1 activity, you are more than welcome to have a go at more!
2. This activity may help you when trying to research your chosen sea creatures this week!
I would like you to have a look at the videos and information in this BBC Bitesize computing lesson: How do the internet and search engines work? Here is the link:
<https://www.bbc.co.uk/bitesize/articles/zn6vgwx>
You could also take a look at [this webpage](#) that looks at search engines in a little more detail.
You DO NOT need to complete the activities - just make sure that you use what you've learnt about being specific when you search on the internet!

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 1'. 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!