

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 this online, please choose a couple of activities from the spelling booklet that was in your most recent resource pack.)
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 = **turtle**, Tuesday = **seaweed**, Wednesday = **cliff**, Thursday = **sandwich**,
Friday = **car**
2. **Daily** = Reading –
Please make sure you keep reading – at least 15 minutes a day
Your extra **Reading Challenge** for this week is to read a book with a front cover that is mainly a primary colour (red, blue, or yellow). Please share a picture of the book on our 'Class 3-Reading Challenge 4' blog post.
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 = **555**, Tuesday = **18**, Wednesday = **721**, Thursday = **76**, Friday = **107**

Weekly Tasks

Literacy

I hope you enjoyed our poetry work over the past couple of weeks. I have loved reading the poems that you have been writing and sending through.

This week we are going to move on and focus on Letter Writing!

Please complete the following activities:

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

This week we are focusing on Chapters 11 and 12. 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 12 (35 minutes 18 seconds).

Once you have read/listened to Chapters 8, 9 and 10, 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!

2. **BBC Bitesize - Using formal and informal language**

This BBC Bitesize lesson explores the difference between the sorts of words and phrase you would use with different people.

- Formal = this is used when communicating with people we don't know very well or that we want to show respect to.
- Informal = this is used when communicating with people we know well and when we are more relaxed.

I'd like you to complete the BBC Bitesize English daily lesson on formal and informal language. This lesson was originally scheduled for 19th May but is available using this link:

<https://www.bbc.co.uk/bitesize/articles/zkkj2sg>

There are a few videos and written activities to do (don't worry about doing all of these!), followed by a chance to experiment with the voices you can use when reading and the effect this has on the text.

3. **The Oak Academy - Letter writing**

This week, I'd like you to follow the Oak Academy lessons on letter writing linked to 'The Day the Crayons Quit'. They consist of a quick quiz at the beginning of the lesson so you can check what you already know. There is then a video that talks and works through a Literacy session linked to our focus.

The videos are about 20 minutes long and give you some teaching input and opportunities to explore our focus, and to pause and complete activities before continuing to see how you've gotten on.

The tasks within these lessons are generally designed so that you do not need to print anything, although you may need to copy and complete/underline sentences.

Once you're on the right page, it should be relatively simple to follow the lesson through to the end where you will have the opportunity to complete the quick quiz again to see what you've learnt. Don't worry about the 'Weekly Spellings' or 'Extreme Reading Challenge' - we've already looked at some of these before.

Here are the links to the lessons that I would like you to have a look at this week

1. [Identifying the features of a letter](#)
2. [SPAG - Subordinate clauses](#)
3. [Write a letter](#) (The first 9-10 minutes of this video is a spelling test so you can skip this!)

In case you have limited internet access or devices, there will be copies of some of the important slides from these lessons in your new home-learning resource packs that should be with you by the end of tomorrow (Tuesday 9th June).

As we've not used these style lessons before, please don't worry if you don't get through them all! Please let me know how you get on and if you have any particular thoughts about them!

Our Maths focus for this week is Timestables and Statistics! We will be using tables and graphs to explore the temperature of the sea in different parts of the world at different points in the year.

The tables and graphs that you need can be downloaded from our home-learning page. They will also be available in the new home-learning resource pack that should be with you by the end of tomorrow (Tuesday 9th June).

Please complete the following activities:

1. **Timestables - homework activities** –

Your first maths activity this week is to practise and learn the timestable that you are working on. This should be the same one that you are currently assigned on Maths Shed. This involves doing extra practise and activities beyond just using Maths Shed this week (although you could use this to help you to see how you've improved).

Your job is to practise your current timestable/division facts using the homework activities that you've been using throughout Year 3. A copy of this homework activity grid can be found on our home-learning page. Please complete as many of the activities from this grid as you can.

Here are a few other timestables activities that you could try too:

- **Make a set of timestable flashcards**

Write the question on 1 side of the card and the answer on the reverse. That way it is simple to self-check an answer or to quiz each other. Be careful that the answer can't be seen through the card though!

- **Make timestable matching cards** (a set of answer cards and a set of question cards)

To play, you turn all of the cards face down and take it in turns to turn over 2 cards. If they match, you keep the pair. If not, then you turn them back over and it's someone else's go. This can be played on your own by simply having another go instead!

- **Trampoline Timestables** - this could be done as a running or jumping activity on the ground too, to use up some energy! I've seen this activity elsewhere and thought it was a great idea to get the kids active with their timestables if you have some chalk or similar lying around!

You need to write the answers to the timestable questions around the outside of the area. The child stands in the middle and, when you call out a question, they jump/run to the correct answer. You could encourage your child to count up in steps of that number as they step on the answers, if they are unsure. This activity can also be made more challenging if the answers are written out of order!



2. **Statistics - Average Sea Temperatures Around the World** –

One thing that came up a few times in your Coasts knowledge grids was questions about the oceans, including temperatures, size and depth. So, this week our maths will help us to explore the first of these: what the temperature of the sea is like in different places around the world at different times in the year.

This is a larger challenge that has a few parts that should ideally be completed in order over a couple of sessions.

This challenges build on the skills of being able to read and fill in tables, read and draw graphs, and answer problems linked to both of these.

Further instruction and information about these activities can be found in 'Average Sea Temperatures Around the World'.

Topic

We are going to continue exploring our new Topic - Coasts! This week we will be finding out more about our oceans.

One thing that came up a few times in your Coasts knowledge grids was questions about the oceans, including temperatures, size and depth. In our maths this week, we're exploring temperature so in Topic we will be exploring the size and depth of the world's oceans!

1. First, I'd like you to watch [this video](#) that tries to give you a sense of the sheer size and depth of the ocean. There's a lot of numbers and facts in 5 minutes so you may want to watch it more than once, or pause it at time to take the information in!
2. Have a read of 'Layers of the Ocean'. This gives a bit more information about the layers that we divide the ocean into to help us understand it. The text comes in 2 different difficulty levels so choose the one that is best for you. You DO NOT have to complete the questions, but you can if you wish.
3. Take a look at [this webpage](#) that allows you to scroll down through the different layers of the ocean! I think it's extremely awesome because you get to see some of the animals that live in each zone and discover some cool facts on your way down to 'Challenger Deep' too! We will be researching more about different sea creatures later on in this topic, but feel free to find out about any that take your interest if you want.

ART FOCUS

4. 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.

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: logic! Logic involves being able to predict and analyse what is going to happen. Logic also helps us to establish and check facts. Logic is needed to help us create successful algorithms and to work out how to fix them if they go wrong!

Logical reasoning is a good general skill to have in life as it will help you to think through situations in a careful and thoughtful way.

1. You get to choose your 'unplugged' activity this week!
Take a look at Barefoot Computing's 'Mini Missions - Logic'.
Choose 1 of these activities to have a go at and have fun! Don't forget to think about when and why you needed logic to complete your chosen activity.
If you can't decide on just 1 activity, you are more than welcome to have a go at more!
2. Have a go at the 'Code breakers' activity from Barefoot Computing. You can download the instructions and activity sheets from our home-learning page. These sheets will also be included in your new home-learning resource packs that should be with you by the end of tomorrow (Tuesday 9th June).

Please share which activity, or activities, that you choose, and how you get on, on the Class blog!

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, you can continue to explore the timestables songs from last week. Please also take the time to explore some of the other open modules on here so that you are familiar with how this site works.