

## 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
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 = **night**, Tuesday = **sky**, Wednesday = **grass**, Thursday = **chocolate**,  
Friday = **cave**
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 1 thing that's NOT a book! Let everyone know what non-book things you read on our 'Class 3 - Reading Challenge 3' 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!  
*BBC Bitesize's daily English lesson on Tues 12/05 is 'Writing a diary entry' so feel free to have a look at this too!*

### 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 = **706**, Tuesday = **19**, Wednesday = **193**, Thursday = **84**, Friday = **469**

## Weekly Tasks

### Literacy

This is our final week working on our stories. Next week, we will have a new writing focus. I've heard that many of you had been enjoying the Fantastic Mr Fox activities. Therefore, although our main writing activities will no longer be linked to Fantastic Mr Fox, we will continue to use this story to help us practise our reading skills.

Please complete the following activities:

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

This week we are focusing on Chapters 3 and 4. 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 4 (12 minutes 8 seconds).

Once you have read/listened to Chapters 3 and 4, 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 similes and metaphors

This week, you are going to be finishing writing and editing your own story from last week. Before you can do that, I'd like you to complete the BBC Bitesize English daily lesson for 11th May. Here's the link to the page: <https://www.bbc.co.uk/bitesize/articles/zmmpscw>

You can access this lesson at any point during the week so don't worry if you don't get it done today!

There are a few videos and interactive activities to do, followed by a downloadable activity sheet that I'd like you to work through.

Ideally, I would like you to copy the phrases out into two lists: similes and metaphors. This would be a great opportunity to practise the joined up writing that we have been working on this year, too! You can then have a go at creating your own similes and metaphors to add to your lists - be as imaginative and crazy as you want!

#### 3. Editing your story

Last week, you should have written your own story based on the character you created. If you haven't already finished this, then please do so this week.

Once you have finished writing your story, it's time to edit it! This activity has 2 parts:

**A.** I'm sure you have used some brilliant adjectives to describe different things in your story already. Your job now is to see if you can use what you've learned about similes and metaphors to make your writing even better! Try adding a couple of similes and/or metaphors to your story. Remember to spread them out so that you don't overload the reader!

**B.** All good writers proof-read their work to make sure they've done their best and haven't made any silly mistakes! Have an explore of BBC Bitesize's 'Using proofreading skills' videos and activities to help you check your writing. This daily lesson can be accessed at any point **from Weds 13/05** from this page: <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

Please send your finished and edited story to me via the class email, so I can have a read and see how you've got on - I've definitely enjoyed reading the few that I've received so far!

Our Maths focus for this week is Shape!

For the activities this week, you will need the 'Right Angles' stapled sheets and the 'Properties of Shapes Knowledge Organiser' sheet from your new resources pack.

### 1. **Shape - Angles and Right angles** –

For this activity you will need the 'Right Angles' stapled sheets from your new resources pack.

Angles are made wherever 2 straight lines meet at a point. They help us to describe turns (e.g. a quarter-turn clockwise is the same as a  $90^\circ$  turn clockwise). A  $90^\circ$  angle is a special angle which we call a '*right angle*'. This fact can help us when sorting and classifying shapes too (we'll look at this more next week!)

This activity has 2 parts:

- A. Your first challenge is to go on a right angle hunt to explore which objects have and haven't got right angles. You will need to cut out your 'Right Angle Finders' and then use these to test if an object has right angles or not. Please make a note of some of the objects that you test using 2 lists: right angles, and no right angles. When you have tested a range of objects, consider whether there is anything similar about the objects that have right angles. What about the objects with no right angles?
- B. The second challenge uses the 2nd sheet from 'Right Angles' (it shows a picture of a house). Have a go at this challenge and share your answer on the 'Angles' post on the Class blog. I would definitely recommend checking more than once - I missed a couple the first time!

### 2. **Shape - Parallel and Perpendicular lines** –

You will first need to take a look at 'Types of Lines 2' which explains the difference between parallel and perpendicular lines. The titles of each type of line are also linked to videos on Espresso that explain this too!

This activity also has 2 parts:

- A. Your first challenge uses the 2nd sheet from 'Right Angles' (it shows a picture of a house). Try marking on at least 3 pairs of parallel lines (use little arrows to show they are parallel). How many pairs of parallel lines can you find altogether? Share your answer on the 'Angles' post on the Class blog.
- B. The second challenge is to write out your first name in CAPITAL LETTERS. Sort the letters based on whether they have pairs of parallel lines, pairs of perpendicular lines, both types of lines or neither. When you've done that, try it again with your surname!

**Bonus Challenge:** Which CAPITAL letter of the alphabet has the most pairs of parallel line? What about the most pairs of perpendicular lines?

### 3. **Shape - Acute and Obtuse angles** –

An acute angle is an angle that is smaller than a right angle. An obtuse angle is an angle that is greater than a right angle (up to a straight line).

This video on [Espresso](#) explains and gives examples of acute, obtuse and right angles.

Can you think of any more examples of things that have acute and obtuse angles?

Then have a go at this sorting activity on Espresso:

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item536061/grade2/module321894/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item536061/grade2/module321894/index.html)

Don't worry if you don't get them all correct first time - you can try again!

## Topic

### Roman Legacy –

The Romans brought numerous things to Britain whilst we were part of their Empire, many of which still influence our lives today! We call these Roman legacies.

- straight roads
- under-floor heating
- place names
- aqueducts
- money
- certain foods
- words
- letters and numbers
- and even public toilets and basic sewers!

This isn't everything the Romans brought with them but it's certainly an impressive list to me.

This challenge is in 2 parts:

1. Research at least 3 things that the Romans introduced to Britain (or Roman legacies). You can choose to explore a few of the things from the list above, or research your own choices. Make some notes to record your research and what you have learnt. Remember, you don't have to copy whole chunks of writing - just the important information!

Here are a couple of webpages to get you started:

- Factfile pages on Espresso  
[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/factfile/item1062919/grade2/module991656/index.html#sub-heading-11](https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1062919/grade2/module991656/index.html#sub-heading-11)
- Information pages and videos on BBC Bitesize
- <https://www.bbc.co.uk/bitesize/topics/zqtf34j/resources/1>
- <https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>
- <https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztqg4wx>

2. Create a leaflet that explains some of the Roman legacies. You can make your leaflet out of a piece of A4 folded in half. It needs to have a title page on the front with a clear, bold heading (Roman Legacies) and pictures (either printed or drawn). You will then be left with 3 pages of your leaflet to fill with information about the Roman legacies. I suggest that you use each page for a different legacy that you have researched. You should include a sub-heading on each page to tell the reader which legacy that page is about. You should also include a paragraph and some pictures (either printed or drawn) using the research that you have done.

*For example*, if I had chosen 'place names', I would use that as my sub-heading. I might then put a map of Britain, with some of the Roman place names marked on it, in the middle of my page. Around the outside, I might write an explanation of where the place names came from and how they may have changed.

To give you a chance to properly research the different legacies AND create your leaflet, this project will run over both this week and next week.

Please share your leaflets when they are finished on the Roman Legacy post that I will create near the end of the 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

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 activity builds on last week's challenge: algorithms (which is an important part of understanding how computers work!)

1. Before we can get onto the 'unplugged' activity, remind yourself of what an algorithm is and its importance by watching this video on BBC Bitesize.

( <https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/z3whpv4> )

An algorithm is basically a set of really specific instructions. Computers need your instructions (or algorithm) to be really specific because they cannot think for themselves.

For example, if I asked you to put jam on some bread, you'd know what to do.

However, if I asked a robot to do the same thing, it would probably put the jar of jam on top of the loaf of bread!

2. You get to choose your 'unplugged' activity this week!

Take a look at Barefoot Computing's 'Mini Missions - Algorithms'.

Choose 1 of these activities to have a go at and have fun! Don't forget to think about what the algorithms are in your chosen activity.

If you can't decide which activity, you are more than welcome to have a go at more than 1!

Please share which activity you chose, and how you got on, on the Class blog!

### Mini-Project - 'Musical Me!'

This project will continue to run in the background for the next few weeks, in addition to the weekly tasks. The weekly tasks should take priority, but feel free to carry on in-between.

There is now a blog post for this project on our Class Blog page, so you can share your photos there if that is easier!