

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. 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 = **key**, Tuesday = **fruit**, Wednesday = **alien**, Thursday = **volcano**
2. **Daily** = Reading –
Please make sure you keep reading
– at least 15 minutes a day
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 = **150**, Tuesday = **17**, Wednesday = **406**, Thursday = **38**,

Weekly Tasks

Literacy

Please complete the following activities:

1. **BBC Bitesize - using inverted commas to show speech**

This week you are going to be planning and then writing your own story. Before you can do that, I'd like you to complete the BBC Bitesize English daily lesson for 4th May. Here's the link to the page: <https://www.bbc.co.uk/bitesize/articles/z7s6t39>

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 worksheet that I'd like you to work through. I have also included a copy of this worksheet in your new resource pack that should be arriving soon.

2. **Story mountain - planning your story**

It is important that we plan our story before we start writing. It helps us to remember the main parts of our story whilst we are writing it. You have already used one form of story-planning (boxing-up) with Mrs Musson at the start of the year. This week, you are going to try planning using a story mountain. The story mountain plan that you are going to use is split into 5 sections:

- **Beginning** - this is where you introduce/describe the setting and characters
- **Build up** - this is where the story starts to develop towards a problem
- **Problem** - this is where something happens or goes wrong
- **Resolution** - this is where the characters solve the problem
- **Ending** - this is where the story ends. It can be happy or sad; it's your choice!

For each section, you need to write 1 phrase or sentence that summarises each section.

Use the blank 'Story mountain template' to plan your story. A copy of this can be downloaded from our home-learning page or found in your new resources pack that should be arriving soon.

You already have your main character and setting so you can jot this down straight away in the first box on your plan. You will then need to choose your problem, resolution and ending. If you are stuck for ideas, ask someone at home for their help, or here are some example problems that you could use:

- someone or something getting lost,
- a beast or monster is terrifying everyone,
- a volcano is about to erupt,
- someone is in danger and needs rescuing.

3. **Write your story**

Use your story mountain plan to help you write your story. Each part of the story mountain is a different paragraph of your story.

You should have already written a setting description last week, so you can use this as your Beginning paragraph! You may want to make a few changes and add a sentence or two to introduce your character too.

When writing your story, remember to use what you have learnt earlier this week about inverted commas (speech marks) when your characters say something.

Try not to rush this story - I suggest working on it over a couple of days. Don't forget to read back your writing to make sure it makes sense, has CAPITAL LETTERS and full stops, and is the best you can do - I can't ask anymore of you than that!

Please send your finished story to me via the class email, so I can have a read and see how you've got on! If you need more time to complete your story, let me know so that I can build in time for that in next week's plan!

Maths

Our Maths focus for this week is Money!

1. Money - White Rose Maths and BBC Bitesize

White Rose Maths have some really good teaching videos and worksheets that now link to the BBC Bitesize daily maths lessons. This week, I would like you to have a go at their daily maths lessons on money. Today's lesson (4/05) is about converting between pounds and pence, Tuesday's lesson (5/05) is about adding money, and Wednesday's lesson (6/05) is about subtracting money. These lessons do not need to be completed on these specific days, but they do need to be completed in that order.

For each of the lessons, begin by watching and interacting with the White Rose Maths video which can be found using this link: <https://whiterosemaths.com/homelearning/year-3/> At particular points, it will ask you to pause the video and either complete some questions on the screen or on their worksheet. A copy of these worksheets has been included in your new resource pack that should be arriving soon. The answers to all of the questions can be downloaded from the links next to the videos, so please check your answers when you are done!

There are some additional videos and activities on the BBC Bitesize page for each lesson. (<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>) You DO NOT have to complete these, but you can if you want to, or if you would like some extra practice.

2. Money - Making the right amount investigation –

Have a go at these challenges:

Challenge 1: How many different ways can you think of to make £1.50?

- What is the largest number of coins you could use?
- What is the smallest number of coins you could use?
- Can you make it by only using 1 type of coin? If yes, how many different ways can you make it using only 1 type of coin each time?

Record the number sentences to show the different combinations that you try!

You may like to have a go at the [Ways of Paying activity on Espresso](#) which explores this idea in an shopping context. At the end, it gives you the option to print/see a record of your answers (you'll have to enter your name to see them!)

Challenge 2: Miss Runeckles has 7 coins in her pocket. Together they add up to £1 and 50p. What combinations of coins could she have?

Miss Runeckles then finds an eighth coin in her other pocket. She now has 170p. What is the eighth coin?

Let me know your answers to this challenge on the Class blog later in the week!

Topic

Roman Coins –

As our maths focus for this week is money, it seems like the perfect time to take a closer look at Roman coins and the role they played in the Roman Empire.

The Romans were one of the first civilisations to introduce a uniform currency across their empire. Basically, this means that a Roman coin that was used to buy things in Rome was worth the same amount and could be used in Britain too!

History Focus:

1. Your first task is to have a look at the Roman Coins images and try and answer the following questions (don't worry if you don't know the answer yet - just have a go!):
 - What can you see on the coins?
 - What do you think these things represent?
 - Who do you think the people on the coins are? Why?
 - What do you think the coins are made of?
 - How do you think the coins were made?
 - Which coins do you think are most valuable? Why?
 - What do you think the Romans used money for?
2. Next, watch this video (<https://www.bbc.co.uk/news/av/uk-19986855/roman-gold-coins-found-in-st-albans-field>) and read the Roman Coins Information sheet. Have another look at the questions above and see if your first ideas were correct. If they weren't, write out what the answer should be underneath.
3. Finally, have a go at these 2 questions and share your answers on the Class blog:
 - Which use of money do you think was the most important in Roman life? Why?
I think was the most important use of Roman money because.....
 - How are the Roman coins the same/different to our coins?

Art and Design Focus:

Like many of our modern coins, Roman coins would have a picture of their ruler on one side and show an important event on the other side.

Your job is to imagine that you are an emperor! You need to design both sides of your own coin.

- On one side, you should have a portrait of yourself.
- For the other side, you need to show an important/great moment in your life.
 - This should be a moment that means something to you so we should end up with various unique designs!
 - Your moment may be when you scored an amazing goal in football, or when you completed a race or climb. It may be when you learnt to tie your shoelaces, when you became a brother or sister, or it could be something completely different!
 - I suggest that you think about this carefully before you start.

Please share your designs on the Roman coins post that I will create midweek on our Class Blog. Alternatively, you can send them via the class email (class3@bradworthy.devon.sch.uk).

Science/Computing

This week we will be looking 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 looks at algorithms (which is an important part of understanding how computers work!)

1. Before we can get onto the 'unplugged' activity, you first need to watch this video on BBC Bitesize which explains what an algorithm is and why they are important.

(<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. Your 'unplugged' activity is to create a blindfold trail for you and someone else at home. Your blindfold trail doesn't have to be very long - it could be to try and get from one room in your house to another! Your trail should have a start point and an end point. One person will be blindfolded whilst the other person will have to come up with an algorithm for them to follow, one step at a time! Once you've done that, switch over! On a safety note, please be careful not to bump into things (I suggest that you keep your hands out in front of you - a bit like a zombie!)

There is no need to write anything down for this activity but feel free to share how you get 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!