

## Maths

- Have a look at [White Rose Maths](#) this week – watch some the daily teaching videos and follow the activities. This week's theme on White Rose Maths is capacity and statistics.
- If you want to extend your learning even further, check out [BBC Bitesize](#) daily maths activities!
- Why not have a look at [Oxford Owl Maths](#) this week – select your child's age range, then scroll down to the "kid's activities section". Practise times tables recall activities to be ready for Year 4!
- Finally, don't forget your **Spring Term KIRFs: tell the time – nearest hour/half hour/ quarter hour and nearest 5 minutes and nearest minute.**

## Time Travel Origins

I came up with the idea for this project whilst sat at my desk at home, looking at an old picture of my Grandma and Grandad. As I looked at the picture, I thought to myself "What would it have been like to have lived in the time when they were young?"

I thought it might be nice to explore what it would have been like to live in a time when relatives or people we are close to were much younger!



Year 3

## Home Learning Project

Week Beginning: 13.07.2020

Theme: Time Travel (Past/Future)



If you have any work that you are really proud of, email it to [helen.clarke@danebank.tameside.sch.uk](mailto:helen.clarke@danebank.tameside.sch.uk) to show one of the teachers!



## PSHE (Your Past)

Every child is unique and special. Over the course of the last year, your child will have achieved so much. Whether that's learning their times tables, swimming without armbands or having the confidence to put their hand up in class and offer an answer. Remind your child that an achievement is something that has been accomplished through great effort, skill, perseverance or courage then ask them to mind map all of their achievements this year, both in school and outside of school (see slide 4). Look at the mind map together and ask your child to identify their greatest achievement? Encourage your child to write about this special achievement. How did they accomplish this? What barriers did they face? Who helped them? They could record this as a story featuring themselves as the main character, a newspaper report or even write a rap!

## PSHE (Your Future)

Setting goals is an excellent way for your child to try and achieve things that they might not think is possible. Goal setting will also help your child to improve their confidence and self-esteem when they see that they can achieve the target they've set. Create a 'Wheel of Fortune' together or a vision board (see slide 4). Use the headings: Learning, Friendships, Physical Challenge, Wellbeing and Family. Under each heading, ask your child to write a goal thinking carefully about how long it will take to achieve each goal, who or what can help them and any difficulties they may have to overcome.



## English

This week why not try the daily English lessons on [BBC Bitesize](#)! There is an English lesson everyday, which often have a lovely video to watch and several follow up activities, they do not need to be printed!

Have a look at [Pobble 365](#). There are a number of different activities that you can do linked to a simple picture – answer questions, write SPaG related sentences and even write a story. If you don't like the picture for that day you can use the arrow at the side to find a picture that inspires you 😊 - there are some fabulous ones!

## History (Past)

[Can you find out about how your relatives or someone close to you used to live when they were younger?](#)

**Start by looking at a selection of photos of your relatives from the past – what questions do you have about how they lived?** What were their experiences at school? What did they do for fun/entertainment? Were meals different to now? Did they dress differently? If so, why? Think of some of your own questions too, to find out about how they lived!

## Art/D&T (Future)

[What do you think the world that you are living in will be like in 50 years time?](#)

Imagine yourself in the future – what will you look like? What will you be wearing? Who will you be with? What will your surroundings look like?

Draw a picture of yourself in the future, including your surroundings (buildings, cars, plants etc)!

**Monday**  
**Money**

Tommy has £1 and 72p and Rosie has £2. How much more does Rosie have than Tommy?

A T-shirt costs £7 and 20p. In a sale, the T-shirt costs £5 and 40p. How much has the T-shirt been reduced by?

Three children are calculating £4 and 20p subtract £1 and 50p.

£4 – £1 = £2  
20p – 50p = 30p  
£1 + 30p = £1 and 30p

Annie

Teddy

The difference is £2 and 70p.

£4 and 20p – £2 = £2 and 20p  
£2 and 20p + 50p = £2 and 70p

Eva

Who is correct? Who is incorrect? Which method do you prefer?

**Tuesday**

Mo buys a chocolate bar for 37p. He pays with a 50p coin. How much change will he receive?

Use a number line – starting with the smaller amount – to solve these problems.

Ron has £1. He buys a lollipop for 55p. How much change will he receive?

Whitney has £5. She spends £3 and 60p. How much change will she receive?

Dora spends £7 and 76p on a birthday cake.

She pays with a £10 note. How much change does she get?

The shopkeeper gives her six coins for her change. What coins could they be?

**Wednesday**  
**Equivalent lengths**

Convert these measurements into metres and centimetres:

130 cm  
230 cm  
235 cm  
535 cm  
547 cm

Match the equivalent lengths:

33mm	4cm 5mm
45mm	82mm
8cm 2mm	3cm 3mm

Three children are partitioning 754 cm

Teddy says, 75 m and 4 cm

Whitney says, 7 m and 54 cm

Jack says, 54 cm and 7 m

Who is correct? Explain why.

**Thursday**  
**Compare lengths**

Four friends are building towers. Eva's tower is 22 cm and 7 mm tall. Teddy's tower is 22 cm tall. Annie's tower is 215 mm tall. Dexter's tower is 260 mm tall. Order the children's towers in descending order.

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\*Remember to convert measurements so that they are all in the same units to compare.

Sort the lengths into the table.

Longer than a metre	Shorter than a metre

1 m 65 cm    165 mm    165 m  
165 cm    16 cm 5 mm    1 cm 65 mm

Are any of the lengths equivalent?

**Friday**  
**Properties of shape**

What is the same and what is different about these shapes?

Draw at least one shape in each section of the diagram.

	At least one right angle	No right angles
4 sided		
Not 4 sided		

Mo has a 3-D shape, he says,

One face of my 3-D shape is a square.

What could Mo's shape be?

Alex says,

All 3-D shapes are prisms.

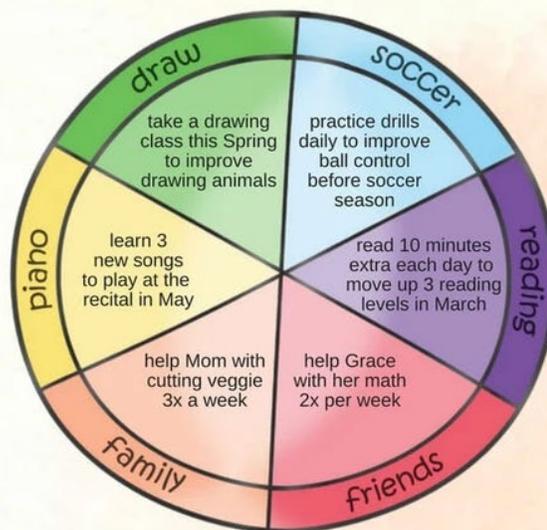
Do you agree with Alex? Explain why.

**Year 3**  
**Home Learning Project – English**  
**Week Beginning: 13.07.2020**

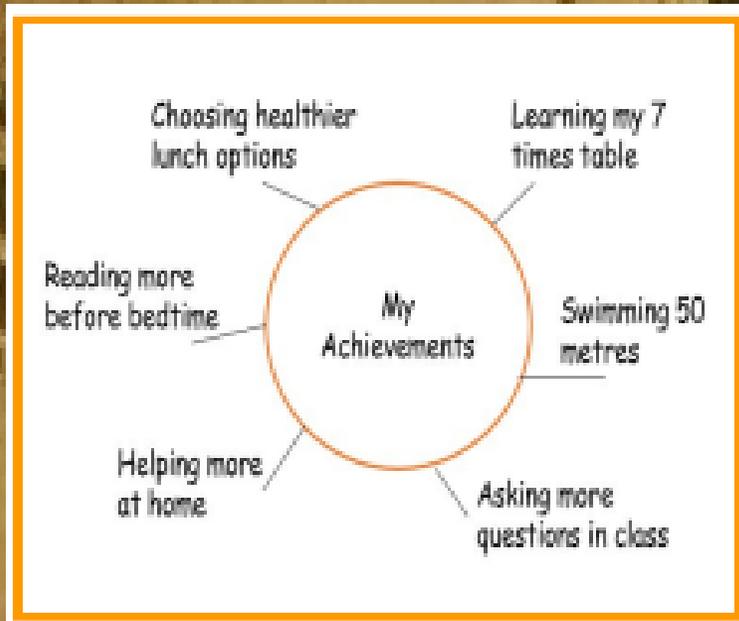
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Spelling, Punctuation and Grammar Activities</b>				<b>Extended write</b>
Proofread and edit your work from last Friday – check for spellings, punctuation, grammar.	Practise spelling these words: measure, treasure, pleasure, enclosure. Can your child write a definition for each of these words?	<i>Answer each of the questions on the SPaG mat on page 5.</i>	Practise spelling some of the Y3/4 Tricky words using the <a href="#">Look, Cover, Write, Check</a> game.	Think about all of the information you have found out about living in the past.  Now, pretend that you have travelled back in time to when your relative/person close to you lived and write recount of a day in the life of that person.
<b>Reading and Comprehension</b>				
Listen to: Fight Song by Rachel Platten <a href="https://www.youtube.com/watch?time_continue=3&amp;v=xo1Vlnw-SKc&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=3&amp;v=xo1Vlnw-SKc&amp;feature=emb_title</a> Read: The lyrics to the song	Read: <a href="https://www.3dgeography.co.uk/settlement-geography">https://www.3dgeography.co.uk/settlement-geography</a>	Read: The Three Farmers <a href="https://www.lovereading4kids.co.uk/extract/13427/Fantastic-Mr-Fox-by-Roald-Dahl.html">https://www.lovereading4kids.co.uk/extract/13427/Fantastic-Mr-Fox-by-Roald-Dahl.html</a>	Read: Stone Age Boy <a href="https://www.youtube.com/watch?v=9xC931Mk0pk">https://www.youtube.com/watch?v=9xC931Mk0pk</a>	Remember: Include all the fabulous information that you have gathered.  Add detail so that the reader knows what it was like to live in the past.  Try to include a range of conjunctions to add detail to your sentences, or even subordinating conjunctions to add a subordinate clause!  Write with variety – variety in punctuation, variety of conjunctions, variety in vocabulary, variety of sentence of sentence openers.
How is the singer of the song feeling? What words or phrases make you think this? <b><i>'Prove I'm alright song'</i></b> What does it mean to prove you are alright? Why do you think the song is called 'Fight Song'? <b><u>Red Challenge:</u></b> After listening to the song, what words or phrases could you use to describe the singer? You should use evidence from the text to explain why you think this. This line may help you to get started: <b><i>'And I don't really care if nobody else believes</i></b> <b><i>'Cause I've still got a lot of fight left in me'</i></b>	Why was protection important for villages a long time ago? Why did early settlements need a good supply of wood and stone? At which time of the year is it difficult to grow crops? Why did people choose to settle close to bridges? <b><u>Red Challenge:</u></b> Which of the negative factors is no longer a problem for humans today? What factors might impact how big a settlement is? Why would it get bigger?	How many farms were in the valley? What does Boggis keep? What does Bunce farm? What does Bean's farm produce? Which farmer was the cleverest? <b><u>Red Challenge:</u></b> What words on Page 1 show that the farmers aren't very nice? Do the children like the farmers? Prove it.	What is the girl's name? What tool did the men use to fish? Which animal did they catch and eat? How did she light the torch? How did the boy know it wasn't a dream after all? <b><u>Red Challenge:</u></b> Why was the boy relieved when he saw someone? What differences does the boy find between his life and life in the Stone Age? What things does Om do to show the boy she has never seen a boy like him before?	

# HOW TO DRAW A WHEEL of FORTUNE

- ▶ DRAW A WHEEL DIVIDED INTO SEGMENTS
- ▶ WRITE OUT GOALS IN EACH CATEGORY
- ▶ COLOR AND DECORATE THE WHEEL



Goal-setting activities by Big Life Journal  
biglifejournal.com





**a**

Write **TWO** sentences about the picture that contain different prepositions. Underline the prepositions.

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Write these verbs in their past tense form:

I write → \_\_\_\_\_

I bite → \_\_\_\_\_

I swim → \_\_\_\_\_

I stand → \_\_\_\_\_

**b**

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find **THREE** of them?

**c**

real	

**d**

Place 'our' or 'are' correctly in these sentences:

Where is \_\_\_\_\_ luggage?

We \_\_\_\_\_ going on holiday next week in \_\_\_\_\_ caravan.

**e**

Write these as contracted apostrophe words:

might not → \_\_\_\_\_

I had → \_\_\_\_\_

would have → \_\_\_\_\_

**f**

The little girl played carefully with her new toy.

Underline the adverb in this sentence.

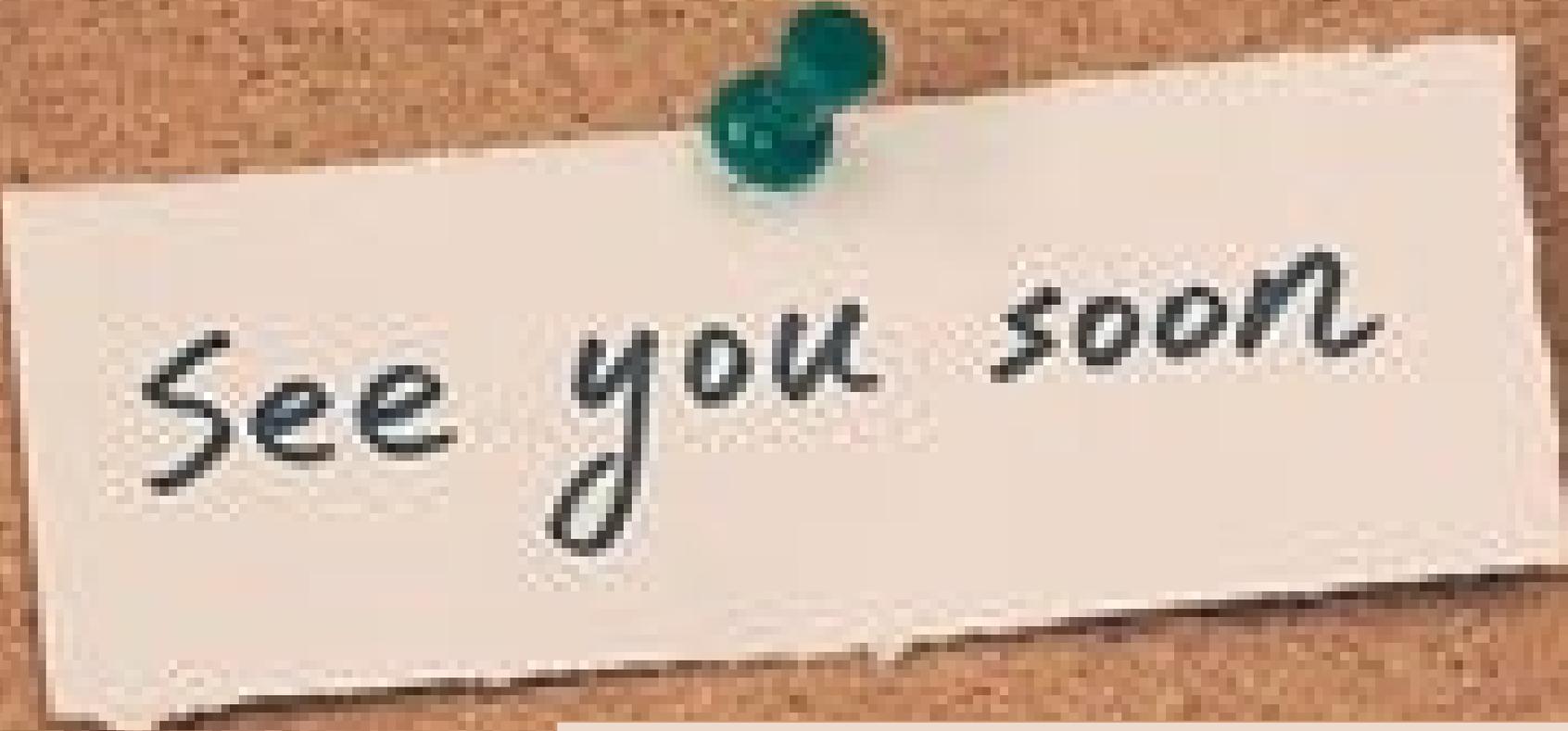
Rewrite the sentence with a different adverb and an added adjective to change its mood.

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See you soon

[Click here](#) for a message to all our amazing children and families – we can't wait to see you all in September! Until then, stay safe and take care x