

Year 3 Home Learning - week beginning 6th July

The Year 3 home learning this week was set by Mrs Moss. Please email me at sheridan.moss@stbertelines.co.uk if you have any queries relating to the work. However, continue to send your lovely photos and pictures to your class teacher who will share them on your class page.

Do not feel like you have to do everything on this list! Choose the level of challenge in maths and make sure you do some times tables practise and the arithmetic tests. Keep reading and learning your spellings; do as much of the other areas as you can fit into your week. Oak Academy and BBC Bitesize all have an excellent range of lessons, you could pick and choose from there too if you want to.

Maths: Statistics

Learning objective:

- Interpret and present data using bar charts, pictograms and tables
- Solve one and two step questions using information presented in scaled bar charts, pictograms and tables

(The stars beside each task indicate the level of challenge; one star is the first level, with it becoming progressively more challenging. Choose which challenge you want to do!)

/* Learn about some different ways data can be shown or 'visualised' and how to find information from the data.

<https://www.bbc.co.uk/bitesize/articles/ztfrsk7>

/* Learn how to compare data from a chart and solve questions using addition and subtraction.....

<https://www.bbc.co.uk/bitesize/articles/zrdm8hv>

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Pictograms 1

1 Luis made a pictogram about children's favourite fruit.

How many children said their favourite fruit was an orange?

Orange has 3 symbols.

Each symbol represents children.

3 x =

children said their favourite fruit was an orange.

Fruit	Number of children
apple	
banana	
pear	
orange	

2 Andy asked his friends about their favourite snack.

Key: Each represents 10 children.

Snack	Number of children
flapjack	
popcorn	
cheese straws	
shortbread	

Complete the sentences.

a) represents children.

b) children said popcorn was their favourite snack.

c) More children like or than like popcorn.

3 Amelia asked all of Key Stage 2 about their favourite drink. Complete the pictogram.

Key: Each represents 10 children.

Drink	Number of children
water	50
orange juice	35
apple juice	20
blackcurrant squash	25

Drink	Number of children
water	
orange juice	
apple juice	
blackcurrant squash	

4 Jamilla asked some children about their favourite treat foods. Complete the table and the pictogram.

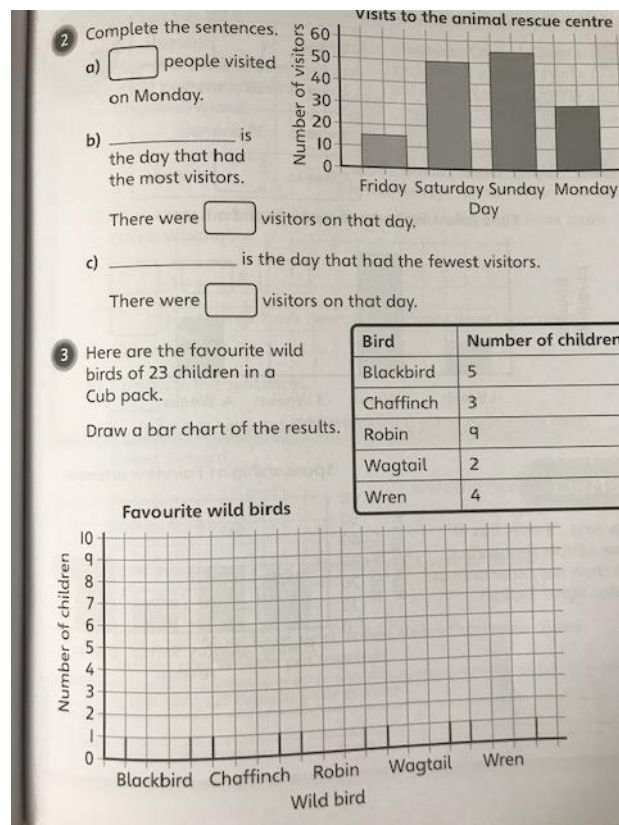
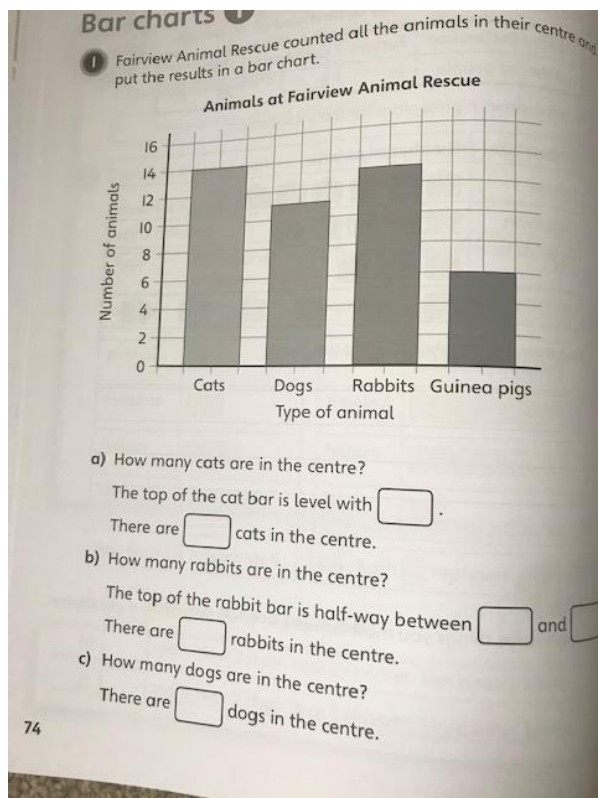
Key: Each represents children.

Treat	Number of children
cake	
chocolate bar	10
chewy sweets	
fruit	
yoghurt	20

Treat	Number of children
cake	
chocolate bar	
chewy sweets	
fruit	
yoghurt	

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Tables

1 The table shows the number of cups of tea that 4 people drank last week.

	Tom	Becky	Louise	Kieron
Tea (cups)	21	12	18	17

Order the people by the number of cups of tea they drank.
Start with the person who drank the most.

2 The table shows the amount of water they drank in the same week.

	Tom	Becky	Louise	Kieron
Water (glasses)	35	55	38	47

a) Which person drank the most glasses of water?
 drank the most glasses of water.

b) How many glasses of water did Becky and Louise drink in total?
Becky and Louise drank glasses of water in total.

c) Tom drank the same amount of water each day.
How many glasses did he drink each day?
He drank glasses each day.

d) How many more glasses of water did Becky drink than Kieron?
Becky drank more glasses of water than Kieron.

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3 This table shows the heights of three children at different points in the year.

	January	July	December
Alysia	122 cm	130 cm	132 cm
Noah	121 cm	127 cm	133 cm
Adam	128 cm	132 cm	140 cm

Complete the sentences.

a) was the tallest child in January.
 was the shortest child in January.

b) was the tallest child in December.
 was the shortest child in December.

c) Noah grew cm between January and July.

d) The difference between the heights of Alysia and Adam in December is cm.

4 Mrs Dean's class rolled different balls down a ramp made of wood and sand.

They measured the distances the balls rolled.

	Tennis ball	Squash ball	Golf ball
Wood	120 cm		
Sand	90 cm		

The squash ball travels less far than the tennis ball on wood, but further than the tennis ball on sand.

The golf ball travels the furthest distance on wood and the least distance on sand.

Work out some numbers that could go into the table.

Complete the table.

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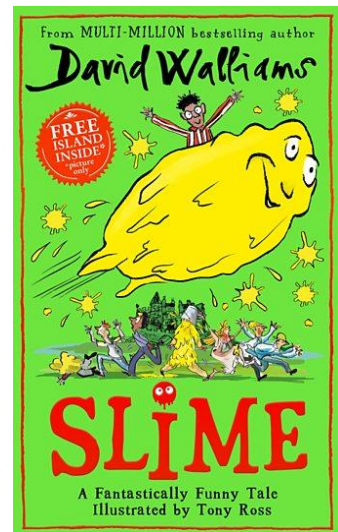
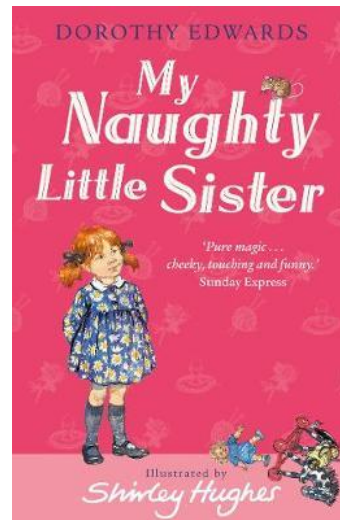
Have you tried a tables check recently? www.timestables.co.uk/multiplications-tables-check

Also – you will find the Y3 arithmetic paper attached. If you want to try another year groups test, simply click on that year group's home learning page. (Keep those calculation skills sharp!)

English:

This week I want you to focus on your reading and understand what authors do. An author chooses everything about a book; where it is set, what happens, who the characters are and what they are like. This is called **authorial intent**.

Then I want you to review a book you've enjoyed. Use the book review layout at the end of the lesson. Share your reviews and recommendations with your class teachers who would love to hear what you have enjoyed reading!




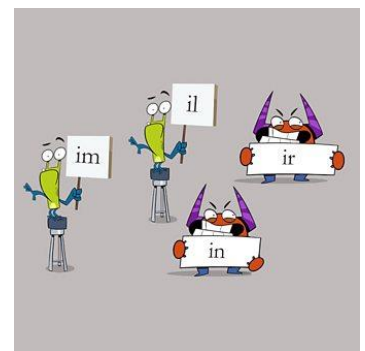
<https://www.bbc.co.uk/bitesize/articles/zfjxdp3>

<https://www.bbc.co.uk/bitesize/articles/zrd4f82>

Spellings:

SPELLING MENU

1. ABC Order  Write all of your spelling words in alphabetical (ABC) order.	2. Word Parts Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <i>jumping</i> <i>caterpillar</i>	3. Other Handed Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	4. Vowel Spotlight Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
5. Use Technology Type out your spelling words on the computer. Try to use at least 4 different fonts. 	6. Pyramid Words s sp spe spel spell spelli spellin spelling (or make them boat shaped, star, smiley face, etc.)	7. "Ransom" Words "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	8. Rainbow Words Write your spelling words with coloured pencils. Make each letter a different colour. 



Follow this link to help you demonstrate an understanding of the prefixes mis-, dis-, un- and in-. Can you find words of your own with these prefixes?

<https://www.bbc.co.uk/bitesize/articles/z4k6wnb>

You will see the Year3/4 word list attached and the expectation is that a year 3 can spell half these words by the end of the year. This week I want you to focus on learning the next 6 words. (Which should mean that the first 24 words are secure.) Use lots of different strategies to help you learn.

Science:

Condensation

When water vapour cools down it turns back into a liquid. This is called condensation. The tiny water droplets collect together and form clouds.



Evaporation

Evaporation happens when the sun heats up water in rivers, streams, oceans or lakes and turns it into vapour or steam. The water vapour rises into the air.



Learning objective: Understand the terms **evaporation** and **condensation**

Follow this link to understand what evaporation and condensation mean

https://www.bbc.co.uk/bitesize/topics/zk_gg87h/articles/zsgwwxs

Try this experiment.....

<https://shoalwater.nsw.gov.au/Community/Tapstar/Kids/Fun-with-Water/Evaporation-experiment>

Can you think of any other examples of evaporation and condensation in action?



History:

The Romans.

What was it like in Roman Britain? When the Romans came to Britain they brought their way of life with them. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.

<https://www.bbc.co.uk/bitesize/topics/ztgf34j/articles/ztgq4wx>

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-roman-britain-animation/zvdc8xs>

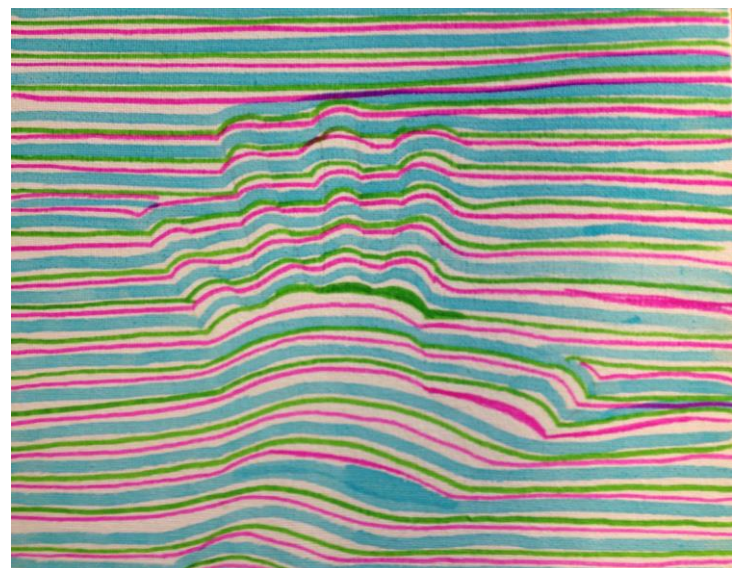


Find out about houses, family, and technology. Maybe you could research an area of life in Roman Britain and present a model, a non-fiction page or the computer!

Art:

I have left this on again this week if you did not get the chance to do it! In this lesson, we will look at an Optical Illusion artwork before creating our own. You will learn to shade in to show that an object is three-dimensional. Follow the steps to create an amazing piece of art!

<https://classroom.thenational.academy/lessons/optical-illusions-and-using-shading-to-show-form-b592d5>



RE and Worship:



**“The person who gives with a smile is the best giver because God loves a cheerful giver.”
Mother Teresa**

Please watch the Church of England's Collective Worship assembly:

<https://www.churchofengland.org/faith-action/faith-home/faith-home-videos/collective-worship-primary-schools-episode-8-generosity>

Being generous is a conscious decision from the heart to do something with what you have. Christians believe that God calls his people to be generous with what he has given to them. It is a sign of trust in God, that there will be enough for everyone, so share it. Being generous isn't always about money, we can be generous in so many other practical ways.

Proverbs 3:27-28

Never walk away from someone who deserves help; your hand is God's hand for that person.

Don't tell your neighbour “Maybe some other time” or “Try me tomorrow” when the money's right there in your pocket.

Can you think of a time when someone was really generous to you? Or when you have been generous towards someone else? What happened? How did it make you feel?

How many different ways can you think of to be generous that don't involve spending or giving money?

Here are some simple ideas we can all do that help brighten someone else's day:

- Don't get mad at someone who made you angry
- Do a job for another family member without them knowing
- Smile at someone who looks sad
- Hold the door open for someone or help them with their packages/groceries
- Give someone in your home an unexpected hug
- Take the dog for an extra walk or play with your pet/give them some love
- Give someone a compliment
- Give someone you care about some of your time

In the Bible, Jesus explains to his disciples the importance, not just of what we do and are seen to do, but the reason **why** we do something – what is in our mind and our heart ♥ when we choose to do something is as important as **what** we do.

Listen to this song called A Generous Heart <https://www.youtube.com/watch?v=FqIG4yKrX-k>

Have you ever stopped to think about how generous the world around us is?

Christians believe this is a sign of God's generosity! Fruit, flowers, water, sunlight, crops, fish, weather, birds and animals.

Could you create a generosity tree? Can you decorate it with symbols of generosity?

I wonder what these would look like. You can draw around your hands if you don't have any paint at home. Think about all of the people you care about and then reflect on how you could be generous to each of those people.

Keep the tree up as a reminder to be generous.



- ♥ What does it mean to be generous?
 - ♥ Is being generous a choice?
 - ♥ What stops you from being generous?
- ♥ How could we spread generosity through our relationships and actions?
 - ♥ Is it important that people see our generosity?
 - ♥ How can you be generous to each other at home?
- ♥ Could you use your words to be more generous to those you live with?
 - ♥ Could you be generous with your space or time?
 - ♥ How could you share your generosity with others?
- ♥ Could you pledge to give regularly to a local food bank?
- ♥ Could you make time to talk to your neighbours rather than just saying hello?

Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver. – 2 Corinthians 9:7



Make a generosity promise tag similar to one of these out of card or paper.

On one side in decorative letters, write the word Generosity with the bible quote underneath. Then on the opposite side write down how you are going to be a cheerful giver this week.

Part of learning to be generous is inspiring others to be generous.

I wonder what you could do as a person, as a family, as a group of friends or classmates to be truly generous?



The Widow's Offering (Luke 21: 1-4 Mark 12:38-44)

In this story, Jesus is watching people come to give their offerings at the temple. He probably sees many rich people come by and put lots of money in the offering box, but it is one poor widow who catches his eye. Jesus remarks to his disciples that her offering is worth more than the bigger offerings that the rich people brought, because she has given so much out of her so little.

You can watch an animation of this story here: <https://www.youtube.com/watch?v=3IC-E6dLvMs>

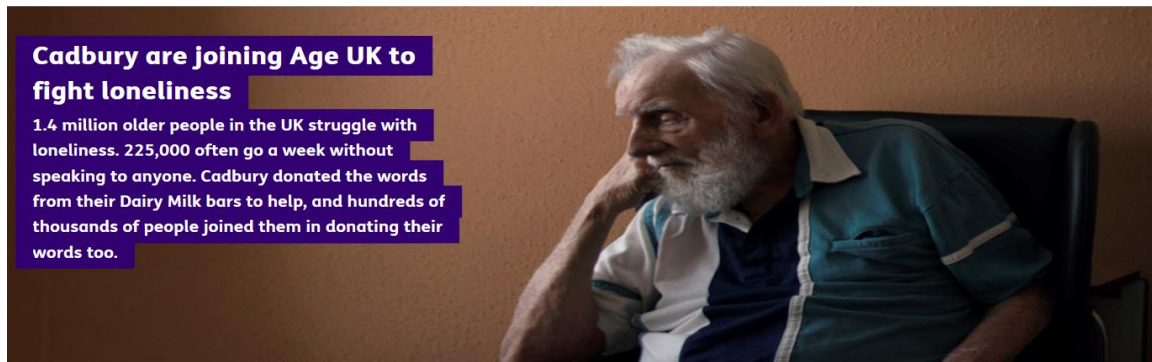
How could you be a cheerful giver in all you do this week?



Watch this video clip to see how Age UK have teamed up with Cadbury's and Manchester United to help people older people who struggle with loneliness.

<https://www.youtube.com/watch?v=T0R214Uwho>

Donate your words



Cadbury are joining Age UK to fight loneliness

1.4 million older people in the UK struggle with loneliness. 225,000 often go a week without speaking to anyone. Cadbury donated the words from their Dairy Milk bars to help, and hundreds of thousands of people joined them in donating their words too.

If you live near an elderly neighbour/s maybe you could donate your words/time/generosity (socially distanced) to help them during these unprecedented times.

Use the EXAMEN prayer to reflect on generosity. It has 5 steps, so you might like to count them on your fingers.

1. **GIVE THANKS** for someone who has been generous towards you today.
2. **ASK FOR HELP** to be more generous towards those who find it hard to be generous with.
3. **REFLECT** on all that you have and think about what you could share with others.
4. **SAY SORRY** for a time when you have not been generous and should have been.
5. **DECIDE** how you could be more generous with your time and words this week.



St Bertelene and St Christopher's Church
The Parish of Norton



<http://www.stbertschurch.org.uk/service-videos/>

A message from St Bert's Church...Welcome, as we have suspended services for the moment we will keep this page up to date with our new regular web services at 10am. These will be broadcast through Facebook Live but we will then update them onto our website.

