



Owls Class (Year 3) Home- Learning- Summer 2-
Week 2

Maths

Monday- To count in 4s, 8s, 50s and 100s

Complete the following sequences:

a) ____ 8 12 16 20 ____

f) ____ 64 56 ____ 40 32

b) 64 56 ____ 40 ____ 24

g) 350 400 ____ 500 ____ 600

c) ____ 100 150 200 ____ 300

h) 1100 ____ ____ 800 700 600

d) 900 ____ ____ 600 500 400

i) ____ ____ 84 80 76 72

e) 56 ____ 64 68 ____ 76

j) 80 88 ____ ____ 112 120

Continue the following sequences

k) 4 8 12 ____

l) 8 16 24 ____

m) 50 100 150 ____

n) 100 200 300 ____

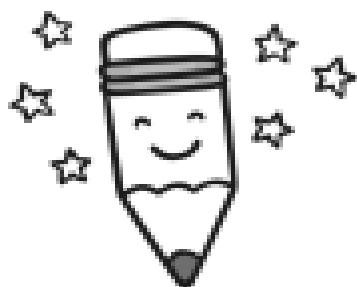
o) 80 84 88 ____

p) 1250 1200 1150 ____

q) 144 136 128 ____

r) 1500 1400 1300 ____

s) 124 120 116 ____



Challenge

Explain the relationship between counting in 4s and 8s and compare this to the relationship between counting in 50s and 100s.



Tuesday: Missing sequences, ordering numbers and Venn diagrams

(50s and 100s)

Complete the missing numbers in the number tracks:

650, 700, _____, 800, 850

450, _____, 300, _____, 200

450, _____, _____, 600, 650

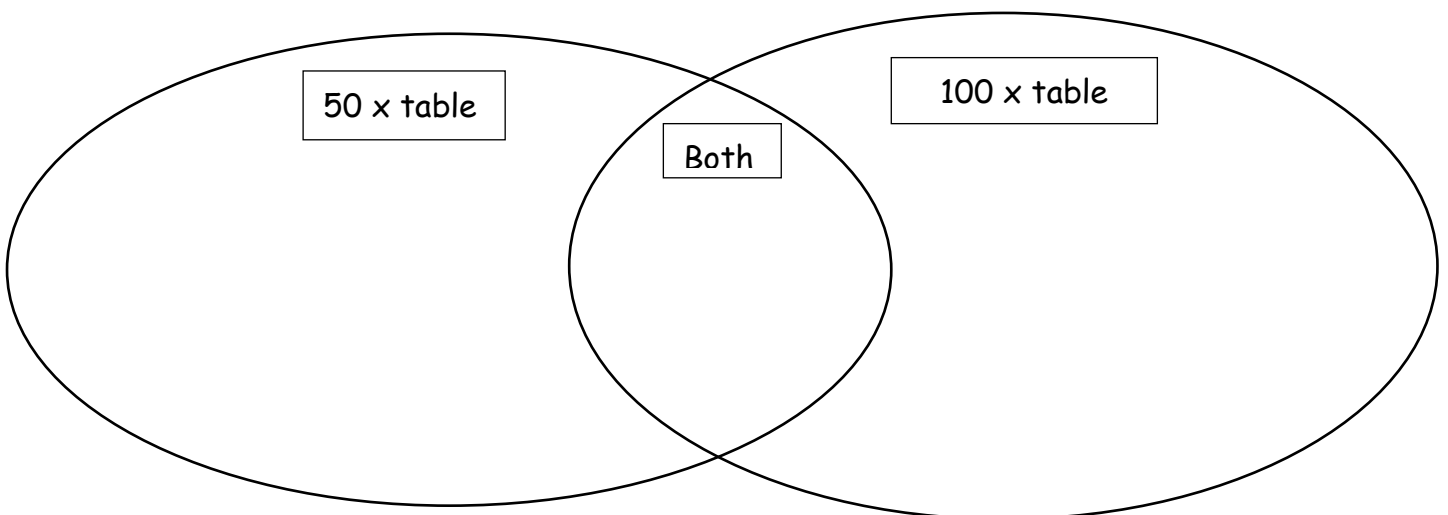
950, _____, 850, _____, 750

Put these numbers in the right order:

700 250 300 50 650 500 550

Write the following numbers in the right place on the Venn diagram:

50	550	750	250	150	450
200	300	100	600	800	850
350	650	500	900	400	700





Wednesday: Find and test rules for sequences (counting up or down).

Use the rule to help you complete the number patterns.

1. Rule = +4

10, 14, 18, 22, _____, _____, _____.

5. Rule = -5

45, 40, 35, 30, _____, _____, _____.

2. Rule = +6

16, 22, 28, 34, _____, _____, _____.

6. Rule = -10

98, 88, 78, 68, _____, _____, _____.

3. Rule = +2

18, _____, 22, 24, _____, 28, _____.

7. Rule = -3

19, 16, _____, 10, _____, _____, 1.

4. Rule = +10

100, 110, 120, 130, _____, _____, _____.

Can you create your own number pattern? Show me!

Don't forget to write down the rule!

Thursday: Introduction to tenths (fractions)

Fingers

This person has 10 fingers (including thumbs) so one finger represents $\frac{1}{10}$.

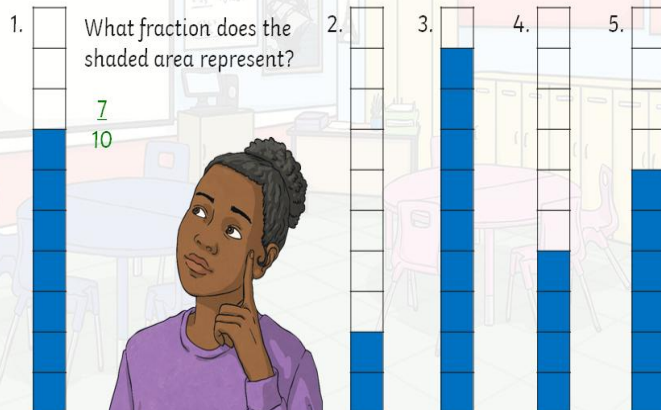


With a partner, write down other sets that are often in tens, so one is $\frac{1}{10}$.

Possible answers: toes, events in a decathlon, years in a decade, top ten, bowling pins, scale on an amp, Ten Commandments, etc.

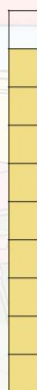
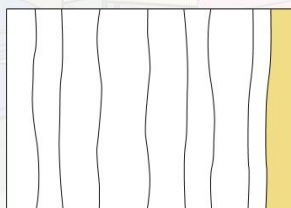
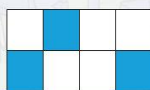
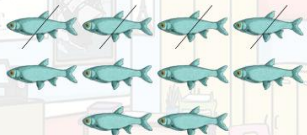
Tenths Stick

Fatima has a stick with 10 squares. Each square is $\frac{1}{10}$ of the whole.



Tenths

Which of these images are the odd ones out? Explain your thinking.



Can you practise counting on in tenths?
Please can you count on in tenths and add five more for each sequence.:

$\frac{6}{10}$
 $\frac{5}{10}$
 $\frac{2}{10}$
 $\frac{1}{10}$

Friday: Tenths (Fractions)

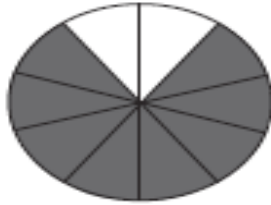
Cut out the shapes and the fractions. Match the correct fraction to its shape.

$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	$\frac{10}{10}$
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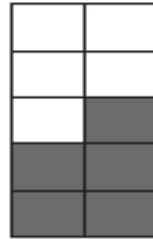
1.



2.



3.



4.



5.



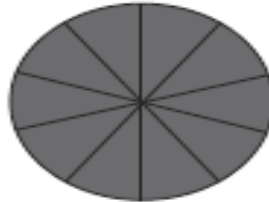
6.



7.



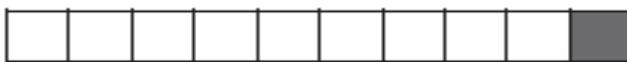
8.



10.



9.



Draw and shade shapes to show the following fractions:

1. $\frac{4}{10}$

2. $\frac{8}{10}$

3. $\frac{9}{10}$

4. $\frac{1}{10}$

5. $\frac{7}{10}$

6. $\frac{2}{10}$

7. $\frac{6}{10}$

8. $\frac{5}{10}$

9. $\frac{10}{10}$

10. $\frac{3}{10}$

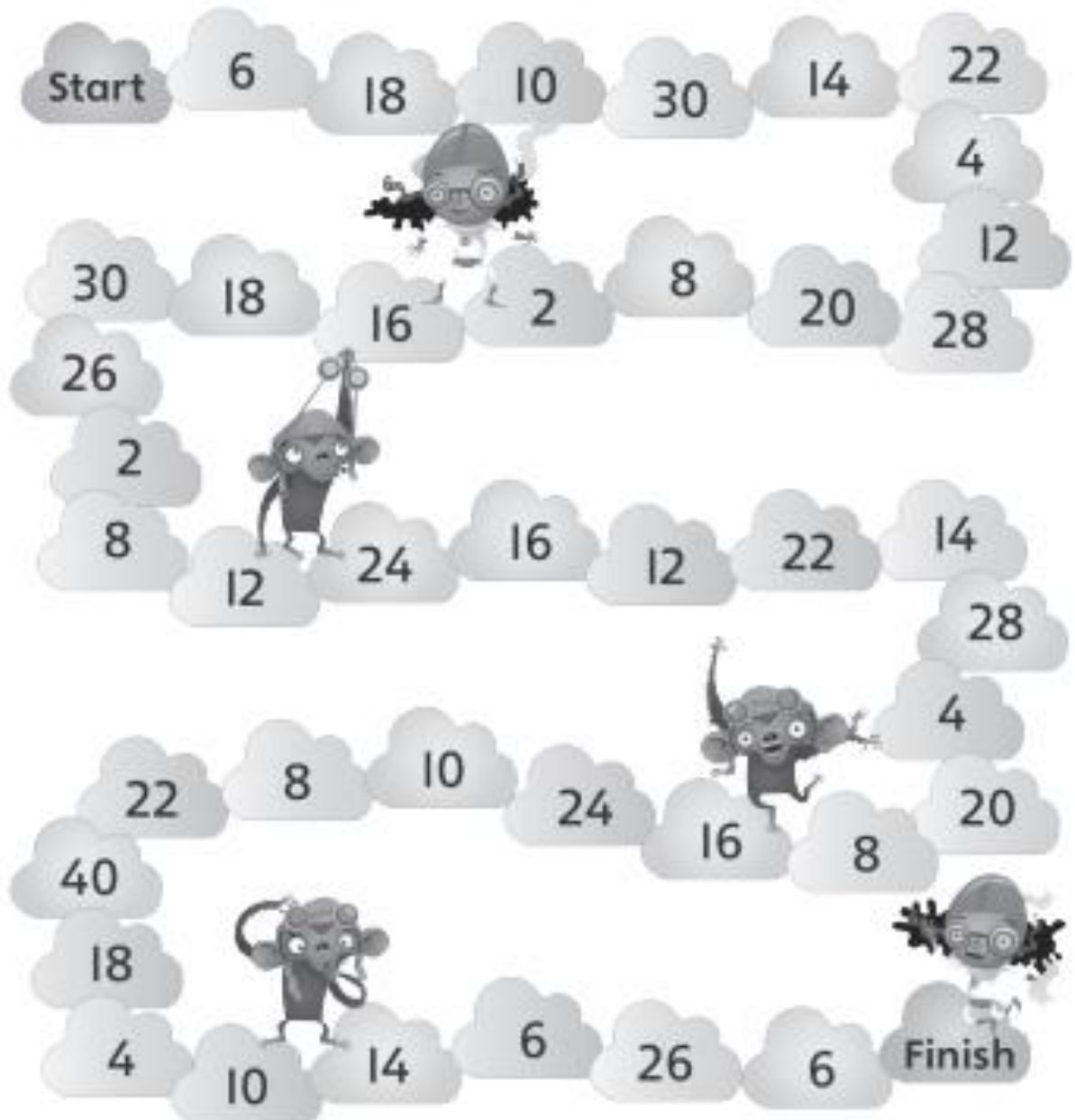
For a bit of Maths fun!

Halving game

A game for 2–4 players

You will need: a 1–6 dice, counters

- Take turns to roll a 1–6 dice and move forward that many spaces.
- Halve the number you land on. If correct, leave your counter there. If wrong, move it back to your last position.
- The winner is the first to reach the finish.



English

Welcome to your new class book- Flat Stanley by J Brown

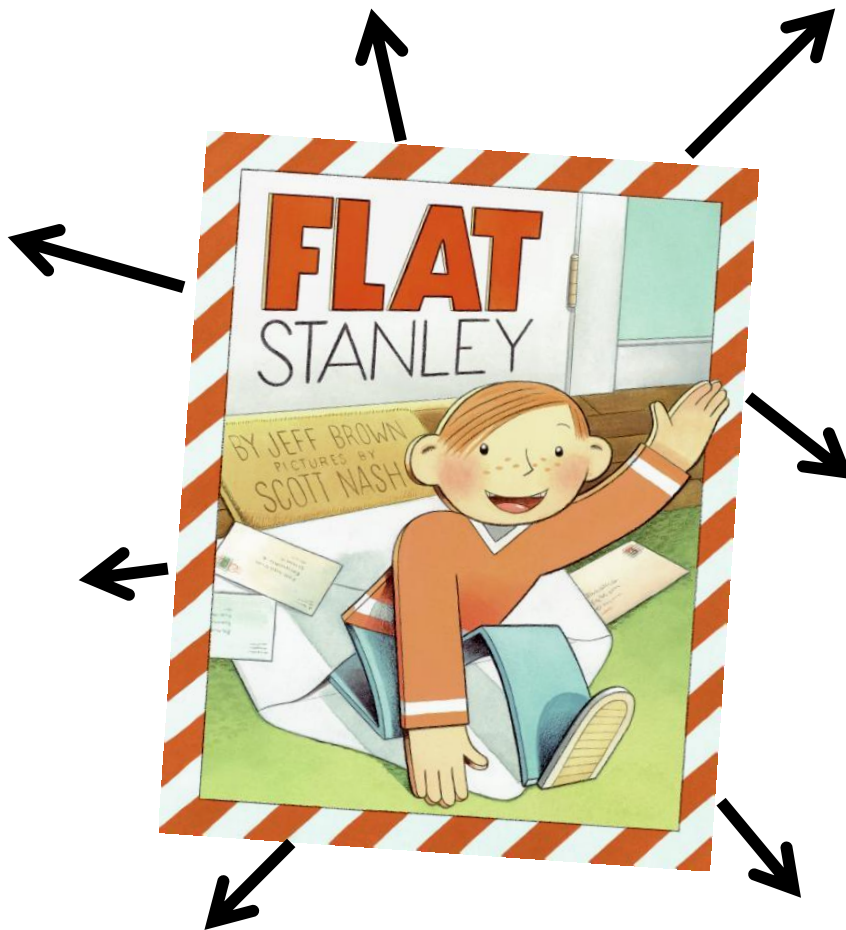
Monday: I can predict what happens in a book.

STOP - Please don't read the book yet, if you have it 😊

First, create a mind map of predictions about what's inside the book.

You could make predictions about characters, settings or events.

Please use evidence from the front cover and focus on using conjunctions:
because, so, therefore to explain your predictions.



Tuesday-To re-tell the story of Flat Stanley.



https://www.youtube.com/watch?v=OkO_qyas7a0 - press this link or copy and paste in to the navigation bar (with an adult's permission)

Activity 1:

If you are lucky enough to have the book please read with an adult. If not, with permission from your family, please watch the video link above to listen to the story of Flat Stanley by Jeff Brown and read along with the teacher reading.

If you would like to, you could mute the video and pause after each page, so you can read on your own and to an adult. Record in your reading records and choose a learning tool to write, so you are one more step closer towards achieving your story wings.

Activity 2:

Make a cardboard Flat Stanley using the resource below and use him to re-tell the story orally.

Story- telling extension activities (optional) - This can be extended in various ways: creating a puppet show, making a short film, talking to a relative over the phone, video- calling a relative (with permission), the list is endless! This is completely up to you and your family; enjoy re- telling the story to all your family.

Cut out and use as a template for children to make their own cardboard Flat Stanley. Please feel free to give Stanley some colour!



Wednesday- To use similes accurately in my writing.

Smashing Similes

← Activity 1

Put a circle around the correct word.

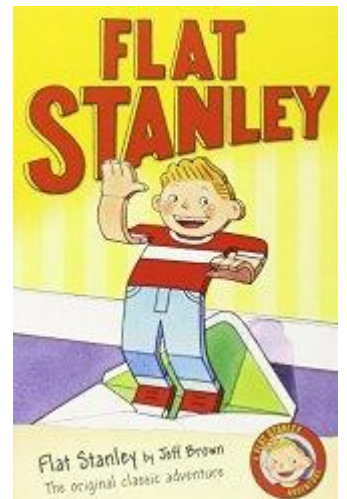
1. The boy ran as quick as a slug/fox.
2. The coins shone as brightly as the sun/watch.
3. Jessie swam as smoothly as a sheep/fish.
4. The giant laughed as loud as whispers/thunder.
5. The bells tinkled like giants/fairies laughing.
6. The man was as tall as a cat/house.
7. The baby was as quiet as a mouse/dog.

Activity 2

See how many similes you can think of to describe and compare different things.

1. The boy ran _____ like _____.
2. The coins shone _____ as _____.
3. Jessie swam _____ like _____.
4. The giant laughed as loud as _____.
5. The bells tinkled _____.
6. The man was as tall as _____.
7. The police sirens wailed like _____.

Activity 3 - Stanley is 'as flat as a pancake'.



Can you think of anymore similes to describe Stanley? Try and write at least five new sentences. Write in your neatest handwriting and use the best vocabulary you can.

Thursday and Friday- To plan and write a character description- Flat Stanley

For the next two lessons, I would like you to write a character description all about Flat Stanley. I have given you two days, to give you enough time to plan all your ideas, write, edit, improve then write up neatly on the Flat Stanley paper below.

It would be really great to see you include similes to show off what you have learnt this week!

The checklist might help you plan some ideas and you can tick the box if you have included it in your writing. I cannot wait to read these soon!

Character Description Checklist

Did I...

Child

describe the character's appearance?

☐

describe the character's background/past?

☐

describe the character's actions, thoughts and feelings?

☐

describe the character's personality?

☐

describe how the character speaks?

☐

describe how the character moves?

☐



A series of horizontal lines for writing, consisting of 18 lines in total, arranged in a single column.



[illegible]

Owls Class (Year 3) Home- Learning- Summer 2- Week 1- Foundation
Subjects

Foundation Subjects- choose one lesson per day (in any order)

Lesson 1 - Big Question:

Our big question this term is: 'Is change always a good thing?'

What do you think?

Please have a discussion with your family, what do they think? Do they have the same or different opinion to you?



Record some of your first ideas and we will come back to this throughout our topic.

Lesson 2-Topic

Your new topic this term is a local study all about the watercress line in Alresford, which is really exciting and hopefully you have visited it before or seen it from a distance on your visits to Alresford.

For the first activity for this topic, I would like you to find out from: family, friends, books, the internet, etc what the Watercress line was used for and how it has changed over time. I would like you to present this information as a poster or a leaflet. You can choose to create this on the computer (with permission) or handwritten.



Lesson 3-Music



<https://www.thenational.academy/year-3/foundation/pulse-year-3-wk1-5#slide-2> - Please follow this link to your Music lesson for this week- I really enjoyed the teacher playing the violin, I hope you do too. This lesson is suitable for both Year 2 and Year 3.

Lesson 4- PE- Dance

Animal Moves

Home Physical Education

How to play:

- Choose some music that reminds you of animal.
- Become an animal character. Can someone watching guess which animal you are?
- Can you create movements where you pretend you are moving over things or under things in your animal's habitat?
- With a partner, what happens when the two animals meet? Can you create a movement to show what happens?

Can you be creative and become lots of different animal characters?

Can you keep trying to improve your animal character?

Top Tips

Get into character

How would your animal move? What things would be in their natural habitat? Are they big and scary or small and sweet?

Let's Reflect

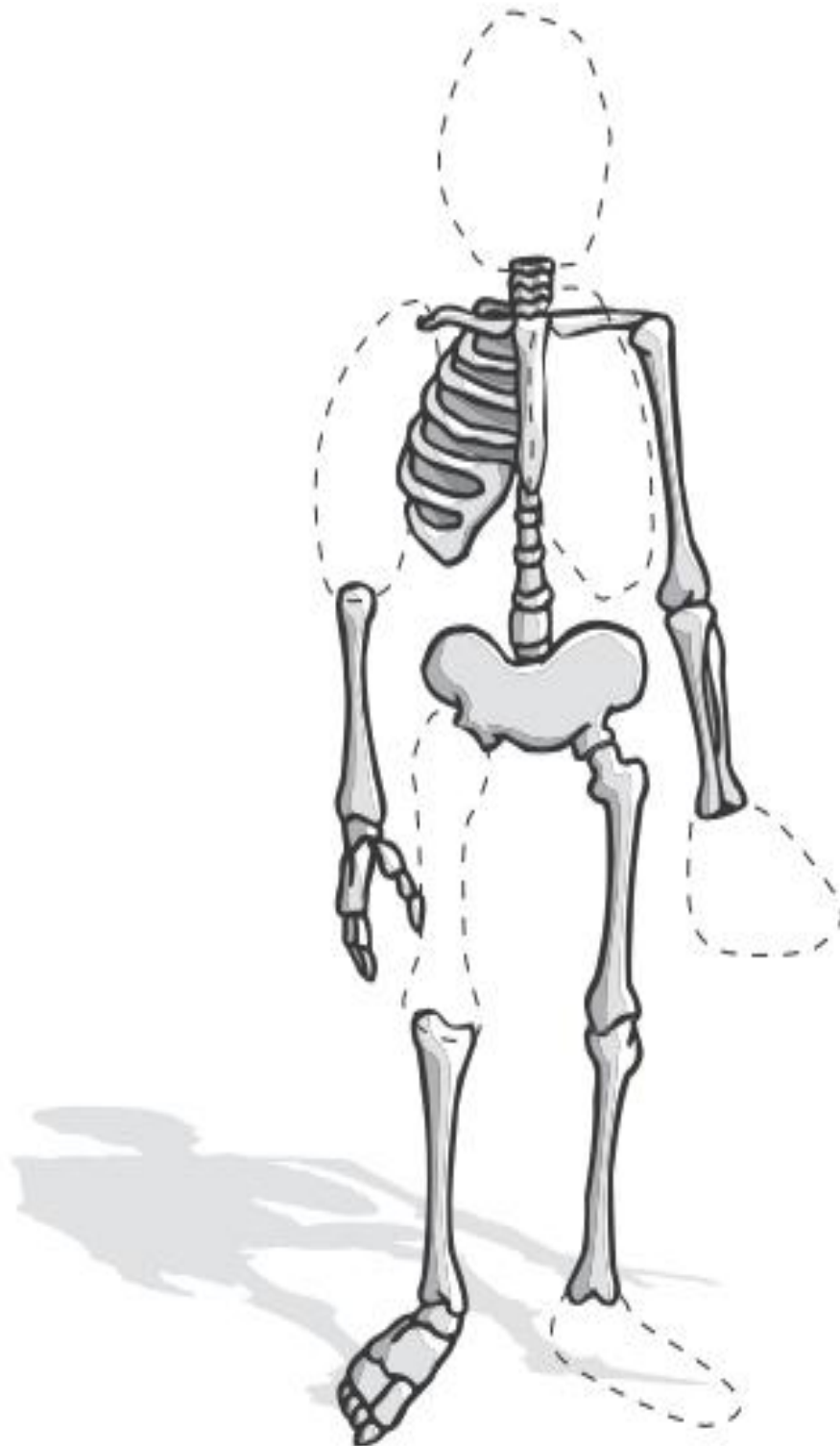
Did you move staying in character as your animal?

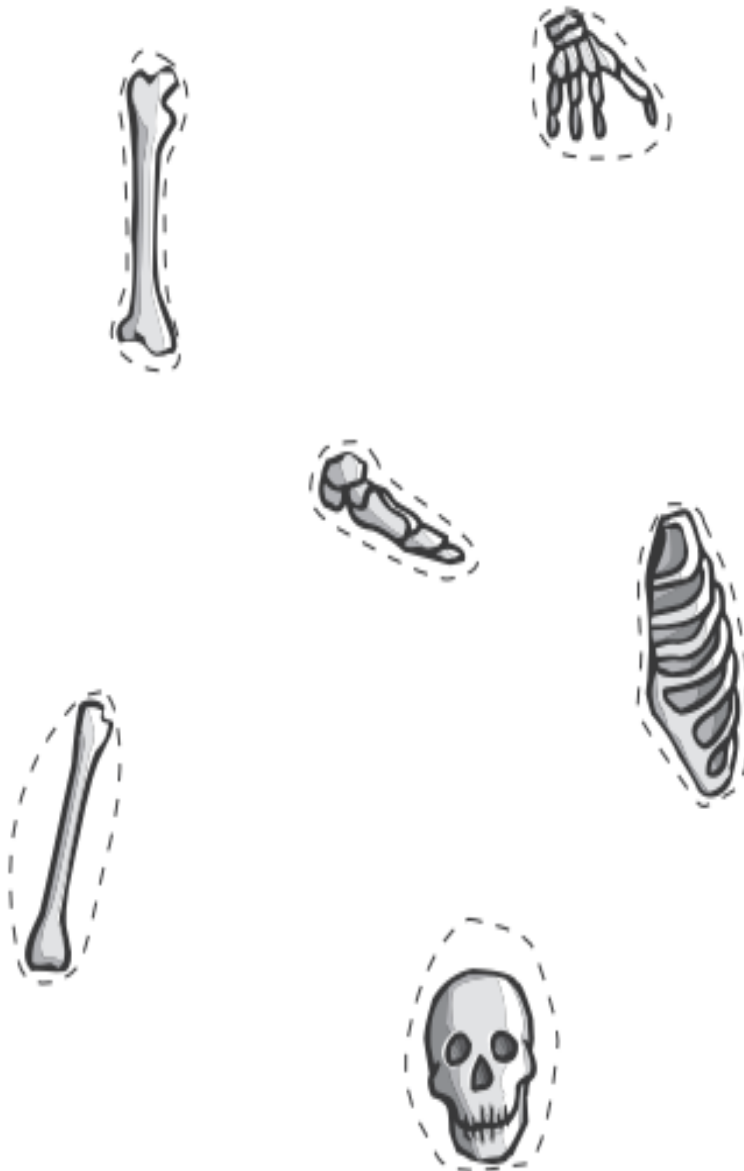
Could you imagine your animal moving through forests or water, over hills or under logs?

Lesson 5- Science

Mr. Bones Puzzle

Instructions: Poor Mr. Bones has lost some of his bones and needs your help to put all of his bones back in the right spots. Cut out the missing bones, and then take a look at Mr. Bones' skeleton to figure out where each missing piece belongs. Then glue his bones back in place. Mr. Bones thanks you for your help!





Extension Science Activity:

Bones are hard, but you still need to protect them! One good way to take care of your bones is to wear: a helmet, wrist pads, and knee pads when you ride a bike, skateboard, scooter and many more. Have someone take a picture of you wearing your helmet and pads (or draw one). Use your picture to make a safety poster to hang in your home and school to remind your friends to protect their bones while playing.

Optional Art lesson:

This lesson is optional, as it requires going for a walk to collect natural resources and you will need art equipment for this lesson. This is an extremely fun printing lesson, please follow link below:



https://www.youtube.com/watch?v=Fdq2I_aZGVY

Computing

Please log on to Purple Mash to see the 2do's set for the week (Please do at least one 2do- Make sure you press the 'hand in' button so that I am able to give you feedback). Also, remember to log onto My Maths weekly and practise times tables on Times tables Rockstars.

Optional PSHE lesson

Here are some instructions to play the Healthy eating and living board game (which is below). This game is for a bit of fun and to help us remember how to keep our bodies healthy.

Instructions

Roll the die and move your game piece that number of squares. Read the statement in the space and move forwards or backwards as directed.

This game can be for 2-4 players. The first player to get to the end wins!

Start

Healthy Eating and Living

Finish!

You danced to a song today!
Move forward two spaces.

Uh oh! You ate too many crisps.
Go back two spaces.

You've had your '5 a day' today!
Move forward two spaces.

Oh no! You played on the computer all day with no exercise.
Go back two spaces.

Oh no!
You ate too many sweets.
Go back two spaces.

You went swimming today!
Move forward two spaces.

You ate too many chips!
Go back two spaces.

You drank all of your water today!
Move forward two spaces.

You played football in the park!
Move forward two spaces.

You forgot to brush your teeth.
Go back two spaces.

You played a running game at playtime!
Move forward two spaces.

You forgot to wash your hands before lunch.
Go back two spaces.

You drank all of your water today!
Move forward two spaces.

Uh oh! You ate too many crisps.
Go back two spaces.

Oh no! You ate too many sweets.
Go back three spaces.

You ate too many chips!
Go back two spaces.



Just to let you know that I have planned a lot of activities but please don't feel pressured to do them all. Do what is right for you and your family. I would rather you have too much than too little but it doesn't mean you have to complete everything or you can save it for when you feel like doing something to keep you occupied. Please get outside in the fresh air if you can, in a safe way and be helpful to your family. Remember you can use the National Oak Academy lessons if you wish to, using this website:

<https://www.thenational.academy/online-classroom/schedule>