



<u>Owls Class (Year 3) Home- Learning- Summer 2-</u> <u>Week 7</u>

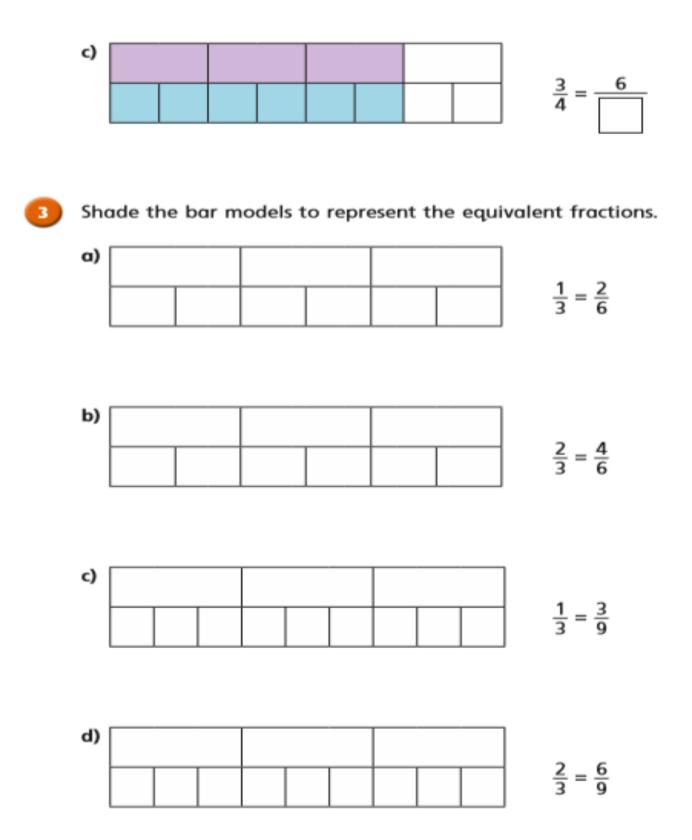
<u>Maths</u>

<u>Monday:</u>

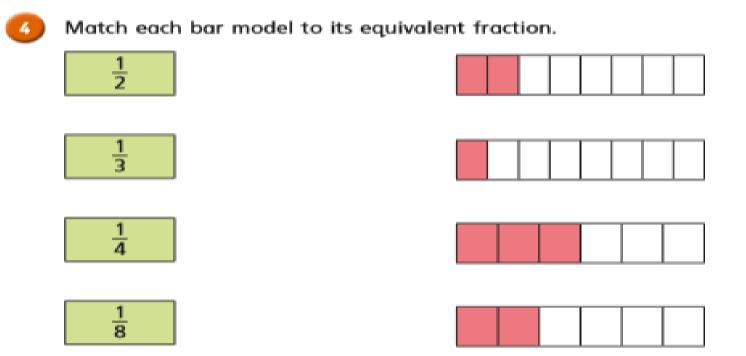
<u>Starter:</u>

Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!

1	Shade the bar models to represent the fractions. a) Shade $\frac{1}{2}$ of the bar model.
	 b) Shade ²/₄ of the bar model. What do you notice?
2	Complete the equivalent fractions. a) $\frac{1}{2} = \frac{1}{8}$
	b) $\frac{1}{4} = \frac{2}{1}$

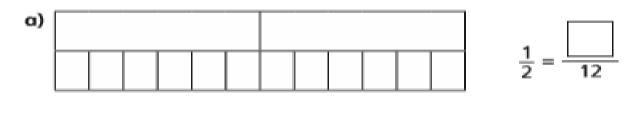


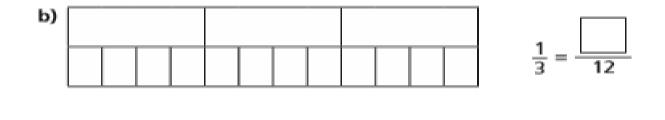
Can you find any more equivalent fractions using the bar models?

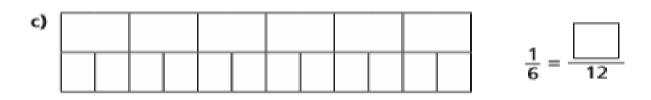




Shade the bar models to complete the equivalent fractions.







Maths extension (optional):

0	The bar models represent fractions.	
	B D	
	Which is the odd one out?	
	Why do you think this?	
0	This bar model represents $\frac{3}{4}$	
	Tick the bar models that can be used to show a fr that is equivalent to $\frac{3}{4}$ Shade the bar models to support your answers.	action
		_
TRUA		Equivalent fractions (1)
u e	or False ?	
You ca	n only fold square paper	to show
	equivalent fractions.	

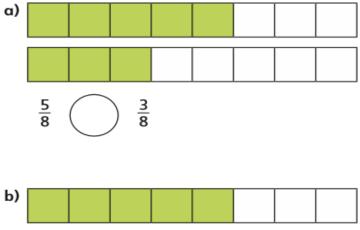
<u>Tuesday:</u>

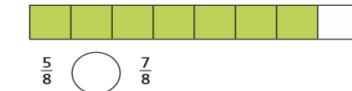
<u>Starter:</u>

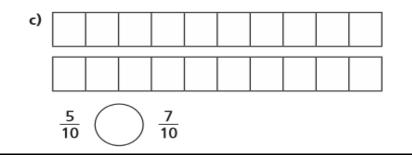
I)	If $3 \times 4 = 12$, what is 30×4 ?
2)	What is 48 \div 8?
3)	Multiply six by four
4)	Find the sum of 179 and 241

Write <, > or = to compare the fractions.

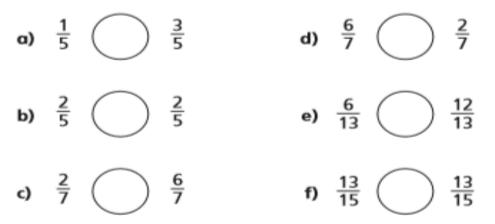
Use the bar models to help you.





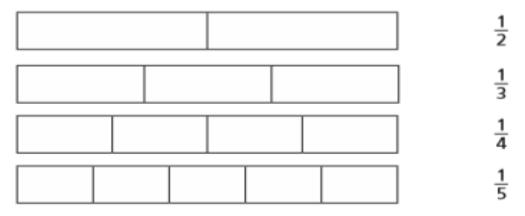


Write <, > or = to compare the fractions.



3

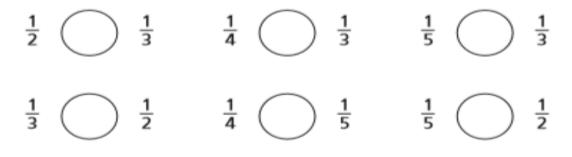
Here are some bar models.



a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

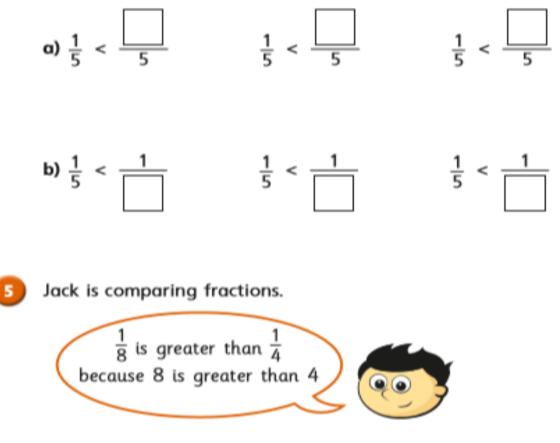
Use the bar models to help you.



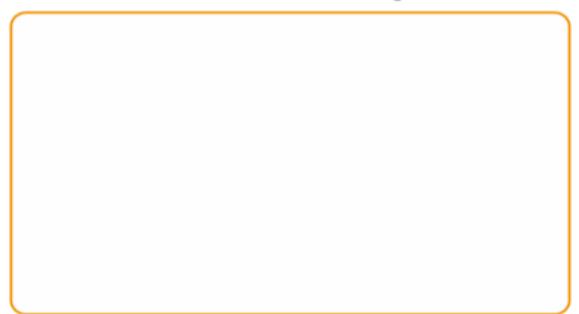
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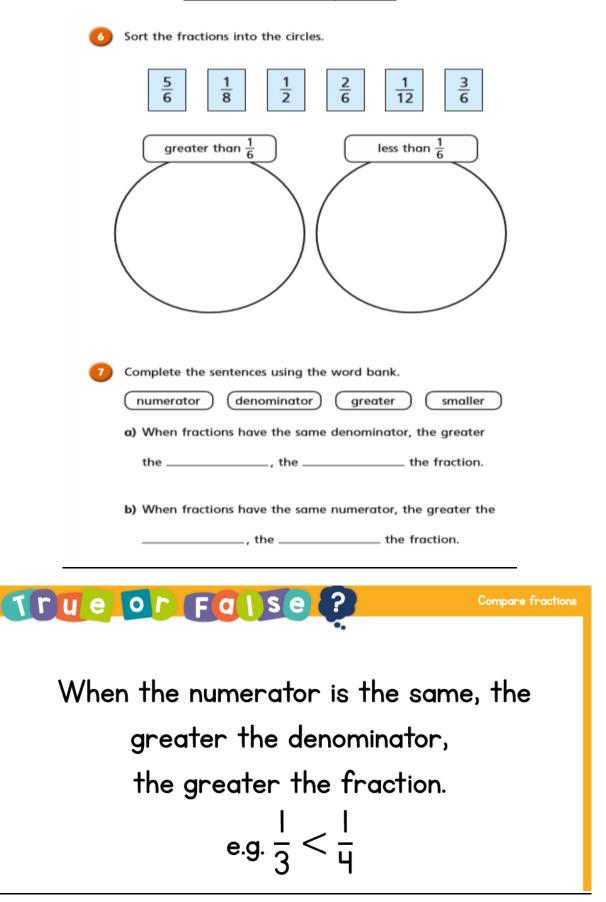
4

What could the missing numerators and denominators be? Give three examples for each.



Draw bar models to show that Jack is wrong.



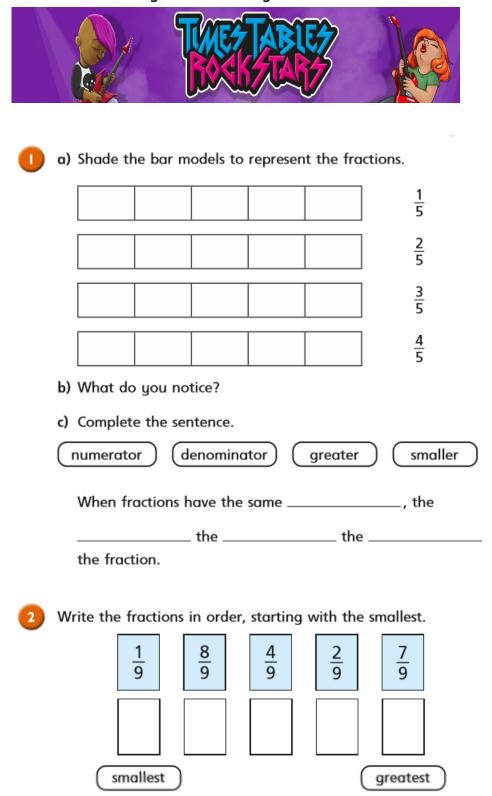


Maths Extension (optional):

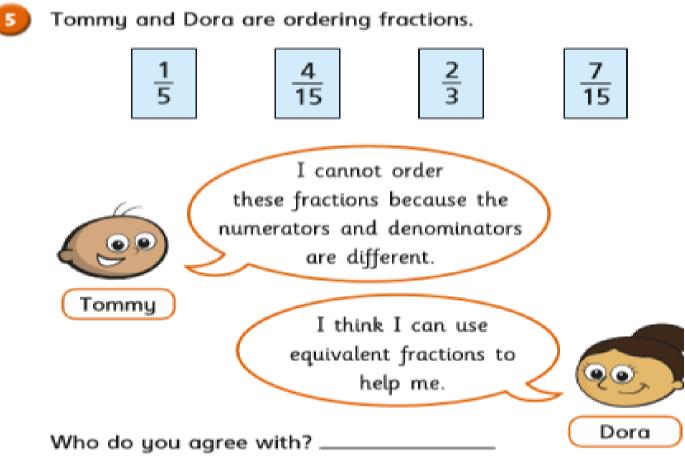
Wednesday:

Starter:

Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!



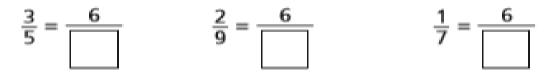
3	a) Shade the bar models to represent the fractions.
	<u>1</u>
	b) What do you notice?
	c) Complete the sentence.
	numerator denominator greater smaller
	When fractions have the same, the
	the the the
3	Write the fractions in order, starting with the greatest.
	$\begin{array}{c c} \frac{1}{9} \\ \end{array} \\ \begin{array}{c} \frac{1}{3} \\ \end{array} \\ \begin{array}{c} \frac{1}{7} \\ \end{array} \\ \begin{array}{c} \frac{1}{2} \\ \end{array} \\ \begin{array}{c} \frac{1}{11} \\ \end{array} \\ \begin{array}{c} \frac{1}{11} \\ \end{array} \\ \end{array}$
	greatest smallest



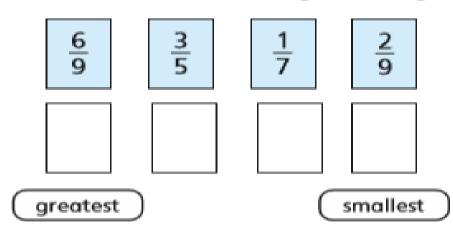
Talk about it with a partner.



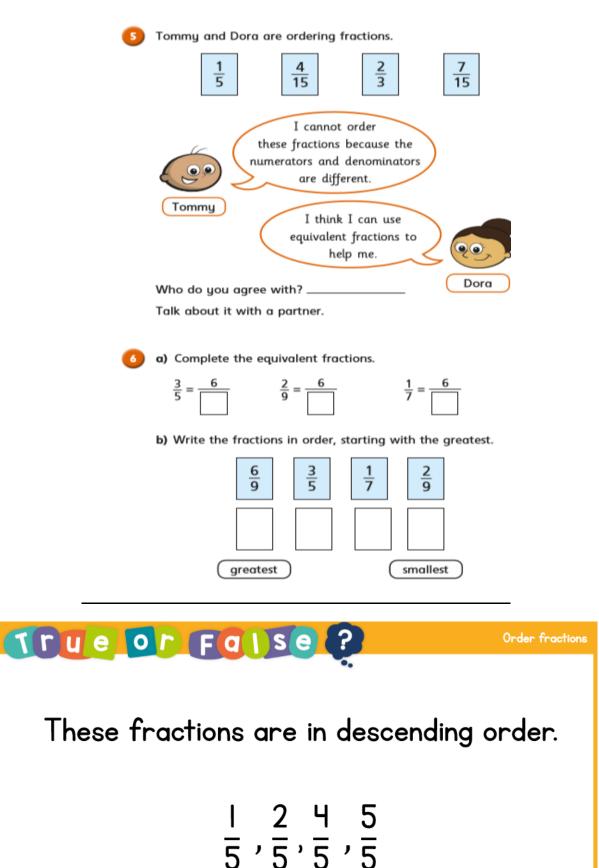
a) Complete the equivalent fractions.



b) Write the fractions in order, starting with the greatest.







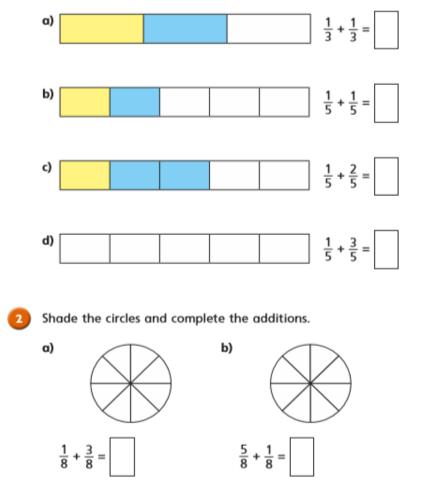
<u>Thursday:</u>

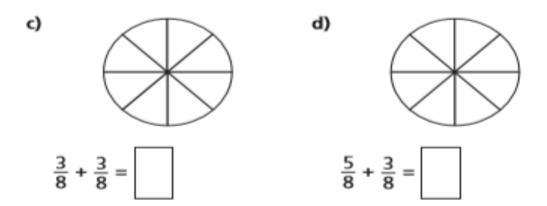
<u>Starter:</u>

D	Multiply 22 by 4
2)	Work out II $ imes$ 8
3)	Divide thirty-two by four
4)	Toby saves £120 He spends £47 on a game. How much money does he have left?

Complete the additions.

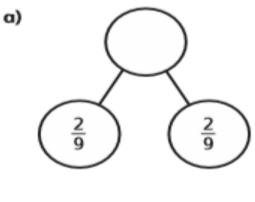
Use the bar models to help you.

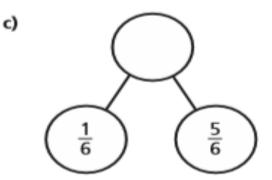


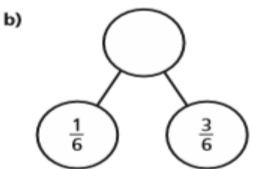




Complete the part-whole models.







Which part-whole model is the odd one out? _____

Talk about your choice with a partner. Did they choose the same odd one out?

Alex and Huan are eating a cake.

Alex eats $\frac{4}{7}$ of the cake. Huan eats $\frac{2}{7}$ of the cake. What fraction of the cake have they eaten altogether?





Teddy is adding fractions.



a) Draw a bar model to show that Teddy is wrong.

b) Complete the addition $\frac{1}{4} + \frac{2}{4} =$



Maths Extension (optional):

Annie has baked 12 muffins. She puts them into 2 boxes.

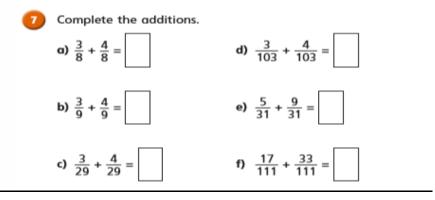


What fraction of the muffins could she put in each box?

Complete the table to show different possibilities. One has been done for you.

Box 1	Box 2
<u>1</u> 12	<u>11</u> 12

Are there any other possibilities? Talk about it with a partner.



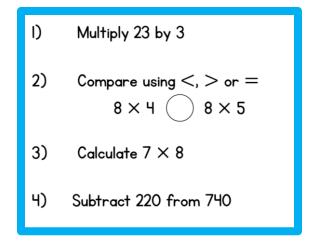
True or False ?

When you add fractions you add the numerators and the denominators.

$$\frac{1}{5} + \frac{2}{5} = \frac{3}{10}$$

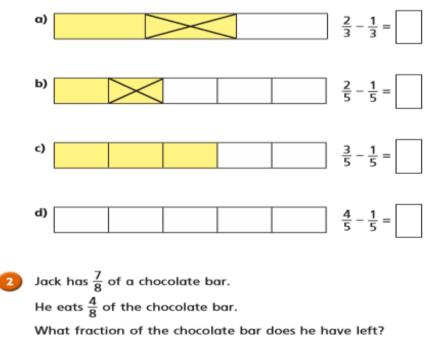
Friday:

<u>Starter:</u>



Complete the subtractions.

Use the bar models to help you.

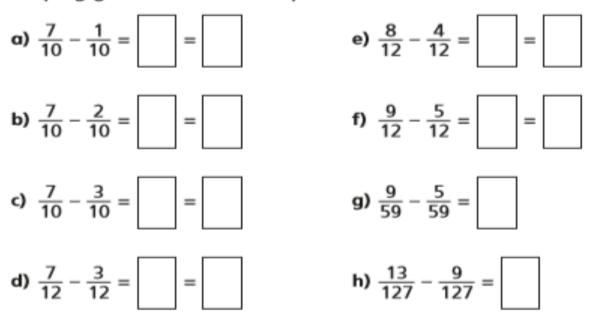


Jack has

of the chocolate bar left.

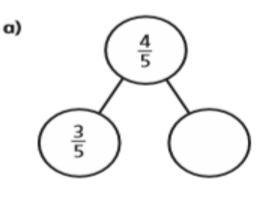
Complete the subtractions.

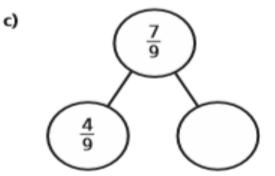
Simplify your answers where possible.



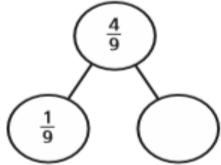


Complete the part-whole models.





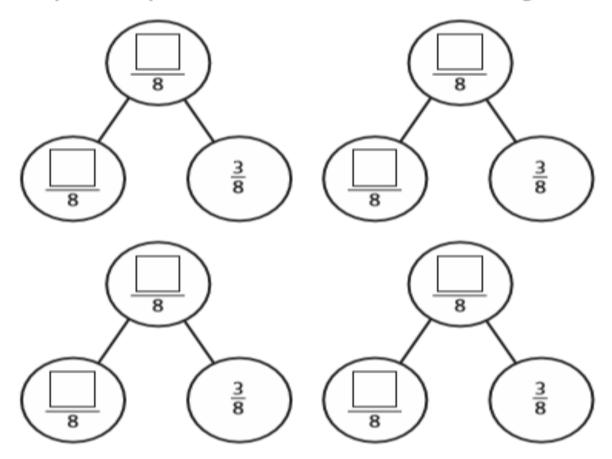
b)



3

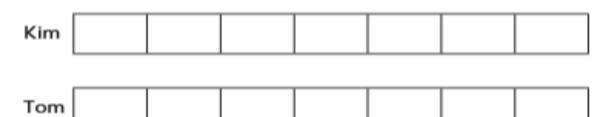
5

Complete the part-whole model in four different ways.



6 Kim has read ⁶/₇ of her book. Tom has read ²/₇ of his book.

a) Shade the bar models to represent this information.

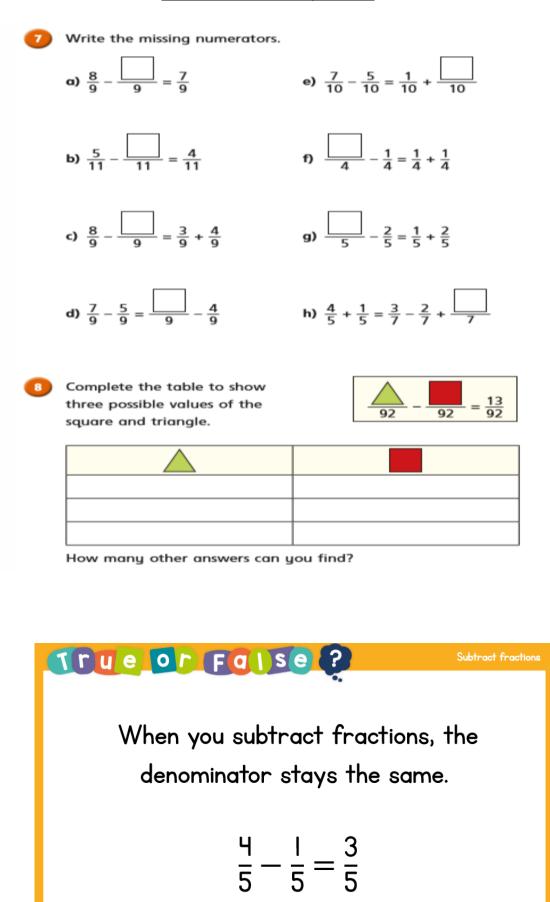


b) How much more has Kim read than Tom?

Kim has read

more of her book than Tom.

Maths Extension (optional):



<u>English</u>

<u>Monday:</u>

1. Story time

Go to <u>https://www.youtube.com/watch?v=h7ypmw-0JU0</u> . Listen to Ruth reading The Night Shimmy by Gwen Strauss and Anthony Browne.

2. Answering questions Look at the Questions about The Night Shimmy.

- Read each question carefully.
- 4 Listen again to parts of the story if you need to.
 - Write your answers in the spaces provided.
- + Check that your answers say what you wanted them to.

3. Writing about pictures Read information on Expanded Noun Phrases. Make sure you understand it.

- Pause The Night Shimmy at a picture you really like or choose one from Pictures from The Night Shimmy.
 - On My Favourite Picture, write about what is going on in the picture.
 Use expanded noun phrases for description.

Now try these Fun-Time Extras (optional):

- On My Night Shimmy Costume, design and write about your own 'wizard/superhero' Night Shimmy costume.
- The Night Shimmy chooses the 'best stories' for Eric at night. What do you think the very best story is? Use The best story I know is... to record your suggestion.

Questions about The Night Shimmy



1. Who do you think the Night Shimmy is? Tick one of the options below or add your own answer.

A real friend of Eric's	
A visiting wizard	
A superhero like Batman or Superman	
Eric himself imagining that he is the Night Shimmy	
An imaginary friend of Eric's	

2. Explain why you think that.

3. What sort of things does the Night Shimmy do for Eric? Mention at least three things.

4. Why do you think the Night Shimmy disappears at the end of the story?

5. When does the parrot first appear in the story?

6. When does it become real?

7. How many parrots are there on the page which begins, 'They began to talk.'?

8. What do you think the parrot suggests about how Eric is feeling at the end of the story?

9. Look at the page, 'Eric slammed his bedroom door shut...' Why do you think Anthony Browne has drawn the picture just in greys and browns?

10. With most of the pictures in the book, it is a bit like we are looking through a window that is surrounded by black. How are the last three pages different?

11. Why do you think are they different?

Expanded Noun Phrases



These are examples of noun phrases.

the park a kite some trees two children

If we want to describe the nouns (the objects or things or people) in these phrases in more detail we can **expand** the phrases.

We do it like this:

1. Add some adjectives to tell us more about the noun.

the big park a bright, cheerful kite some tall, thin trees two happy children

If we use two adjectives we usually separate them with a comma.

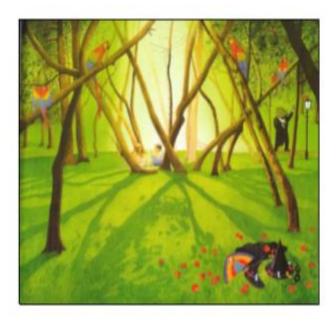
2. Modify the adjective with adverbs. The adverbs tell you more about the adjectives.

the really big park a very bright, cheerful kite some extremely tall, thin trees two rather happy children

3. Add a **prepositional phrase**. The prepositional phrase tells you a bit more about where or when things happen or how things relate to one another.

the really big park with a singing gorilla a very bright, cheerful kite beside the path some extremely tall, thin trees on top of the hill two rather happy children before bedtime

Pictures from The Night Shimmy

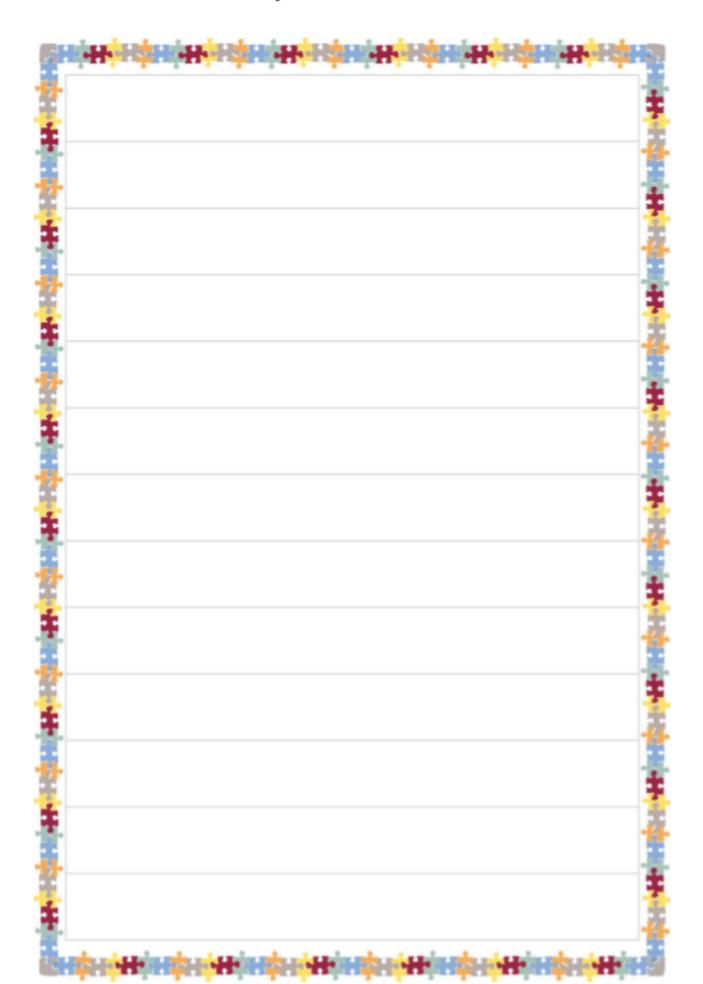








My Favourite Picture



My Night Shimmy Costume





The best story I know is...

Name of	
story:	
Author or	
illustrator (<i>if</i>	
known):	
What	
happens in	
the story:	
TL 1: 1 C	
The kind of	
people I think	
would the like	
the story:	

<u>Tuesday:</u>

1. Story time

- Go to <u>https://www.youtube.com/watch?v=vHiW5ndFNQQ</u>. Listen to Ruth reading Silly Billy by Anthony Browne.
- 2. Billy's worries Think about the things that Billy worries about in the story.
 - 4 On Billy's Worries, list the six things we are told worry Billy.
 - For each one, say what you think it is about the thing or situation that Billy might find scary.
- 3. A letter to Billy Oh no! Billy has left his worry dolls at his Grandma's house and is starting to get very anxious.
 - Imagine you are one of the dolls shown in the book.
 - Write a letter from that doll to Billy.
 - Say something to calm Billy down. Advise Billy what he should do to stop being anxious about two of his worries.
 - Sign your letter with your doll's name.

Now try this Fun-Time Extra (optional):

Go to https://www.youtube.com/watch?v=8oLOn5X2Rlc&t=19s Follow the instructions and make some worry dolls of your own. If you don't have the right things at home to make worry dolls, draw some and stick your drawings onto card. Tell them your worries and see if they can help!

Billy's Worries

1.	
2.	
3.	
4.	
5.	
6.	

What bothers him about each thing or situation?

1.	
2.	
3.	
o.	
4.	
5.	
6.	



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Worry Dolls



<u>Wednesday:</u>

1. Story time

Go back to <u>https://www.youtube.com/watch?v=h7ypmw-0JU0</u> and <u>https://www.youtube.com/watch?v=vHiW5ndFNQQ</u> - Re-listen to the readings of both The Night Shimmy and Silly Billy.

- 2. Comparing stories by Anthony Browne Read each of the talking points: Comparing The Night Shimmy and Silly Billy.
 - Think carefully about your answers.
 - ✤ Write out your answers on the Responses sheet.
 - Give your answers as complete, punctuated sentences in your best handwriting.
- 3. Falling asleep happily Read the information on How to Avoid Night time Worries.
 - Think about what you would say to someone who is worried about going to bed.
 - Write out your suggestions on My Advice.

Now try this Fun-Time Extras (optional):

- 4 One way to stop bad dreams is to use a dream catcher.
- **Go to <u>https://www.youtube.com/watch?v=us9p52-WJrs</u>.**
- Follow the instructions to make a dream catcher of your own. If you do not have the materials you need at home, copy the picture of a dream catcher and hang your drawing over your bed.
- Write about some of the amazing fun dreams that slip down the feathers at night time!

Comparing The Night Shimmy and Silly Billy

1 . Describe in detail something that is <u>the same</u> in both books.	2 . Describe in detail something that is <u>different</u> from one book to the other.	3 . Which main character do you feel most <u>sorry</u> for – Eric or Billy? Give reasons for your choice.
 4. If you had a younger brother or sister, which book of the two would you suggest they read? Why do you think that would the better book for them? 	5 . Say which book has the best <u>pictures</u> and explain why you think that.	6 . Say which book is the best <u>story</u> and explain why you think that.

Responses

1	
1	
2.	
2	
3.	
4	
4	
4	
4	
4	
4	
4	
4	
4	
4	
4	
4	

Avoiding Nighttime Worries

Both Eric and Billy have things that worry or upset them at bedtime. Eric has horrible lizard dreams while Billy worries about all sorts of quite scary things happening to him.

What advice would you give to someone who was worried about settling down in bed at night?

Read the suggestions below. You might also have some really good ideas of your own that are not on the list.

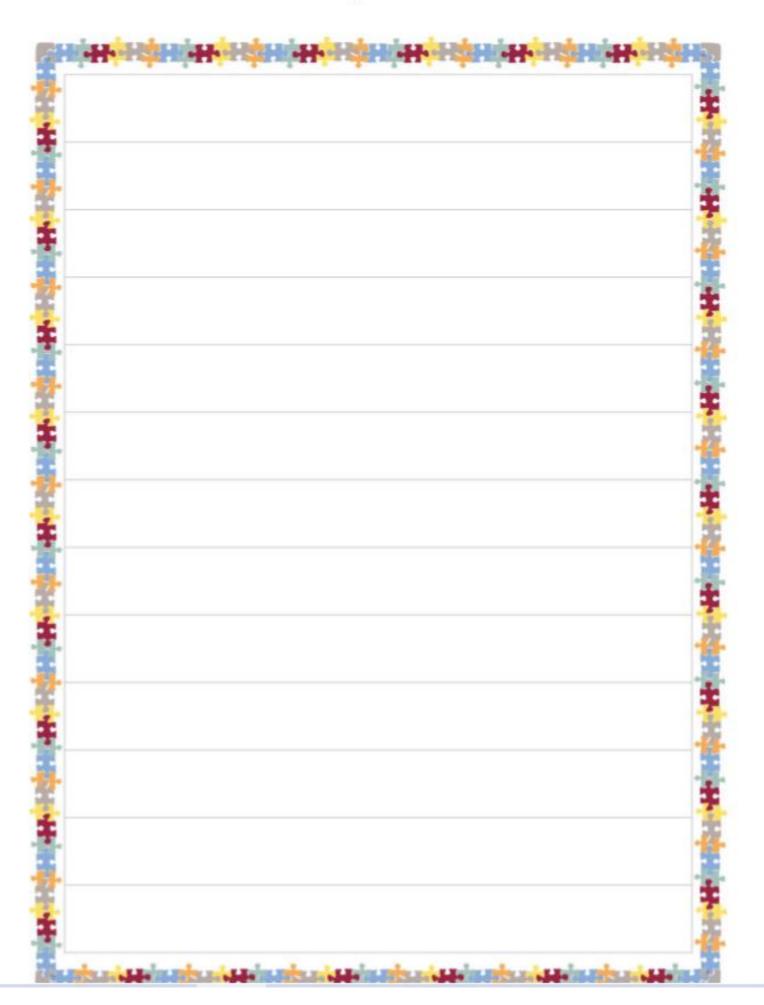
- have a special toy or teddy with you
- leave the bedroom door open
- leave a light on
- tell your family about anything that is bothering you
- read a cheerful, happy story
- use worry dolls
- use a dream catcher

Pick the **three** best ideas of your own or from the list. On *My Advice*, write a paragraph about each one.

For each, say what the idea is.

Then explain why or how you think that would really help someone who was worried at night.

My Advice



A Native American Dream Catcher



<u>Thursday:</u>

1. Story time

- Go to <u>https://www.youtube.com/watch?v=58kla7Ghxas</u>
- + Listen to Ruth reading Voices in the Park by Anthony Browne.
- ↓ Say what moods Charles's Mum and Smudge's Dad are in.
- 4 Say why you think they are feeling like this.
- 2. The simple past tense Read the information on The Past Tense 1: the Simple Past.
- Use what you have learned to complete the activity on Voices' Verbs.
 Compare your work with the Answers. Correct anything you got wrong.
- 3. Another voice in the park Read the instructions on Victoria's Voice, Albert's Voice.
- ✤ Write your dog's recount out on Fifth Voice.
- + Check that you used the simple past tense correctly in your sentences.

Now try this Fun-Time Extra (Optional)

Look at In the Park. List all the changes that happen from one side of the lamppost to the other. What other strange things can you see in the picture?

The Past Tense 1

All full sentences have an active verb in them.

The verb is the action or 'doing' word in the sentence.

I looked for Victoria. I ran towards the slide. Smudge and Charles played on the seesaw.

All these verbs are in the simple form of the past tense. They describe a single action that has already happened – in the past, a while ago.

Stories are usually written in the past tense because they describe things (even imagined things) that happened in the past.

Some verbs are 'being' or 'feeling' words.

Albert was happy. Smudge's Dad felt sad.

Verbs can also be in the present tense.

I look for Victoria. I run towards the slide. Smudge and Charles play on the seesaw

Here the action in each sentence happens right now, in the present moment.

Some past tense verbs have -ed on the end of their present tense form.

look/ look<mark>ed</mark>

play/ play<mark>ed</mark>

But many change more completely when going from the present to the past tense:

run/ran

see/saw

are/were

feel/felt

Voices Verbs



What to do:

- 1. Read the text.
- 2. Highlight the verbs in the simple past tense.
- 3. Six verbs have accidentally been left in the present tense. Whoops!
- 4. Find these. Rewrite each of them in the simple past tense on the lines below the text.

It was Tuesday, and Smudge and Charles return with the dogs to the park. Victoria and Albert dashed off and splash in the fountain once again, while the two children swing cheerfully on the monkey bars. They bought ice creams from the van at the park's gates. The sky was blue, the sun shines and both Smudge and Charles felt happy together. They knew their parents loved them really, but it was still nice to have walked to the park with just the dogs. They laugh when Victoria chased a squirrel into the trees, and when Albert got his nose wraps up in an old crisp packet.

Voices Verbs

Answers

It was Tuesday, and Smudge and Charles <u>return</u> with the dogs to the park. Victoria and Albert dashed off and <u>splash</u> in the fountain once again, while the two children <u>swing</u> cheerfully on the monkey bars. They <u>bought</u> ice creams from the van at the park's gates. The sky was blue, the sun <u>shines</u> and both Smudge and Charles <u>felt</u> happy together. They <u>knew</u> their parents <u>loved</u> them really, but it was still nice to have walked to the park with just the dogs. They <u>laugh</u> when Victoria <u>chased</u> a squirrel into the trees, and when Albert <u>got</u> his nose <u>wraps</u> up in an old crisp packet.

> returned swung laughed

splashed shone wrapped

Victoria's Voice, Albert's Voice

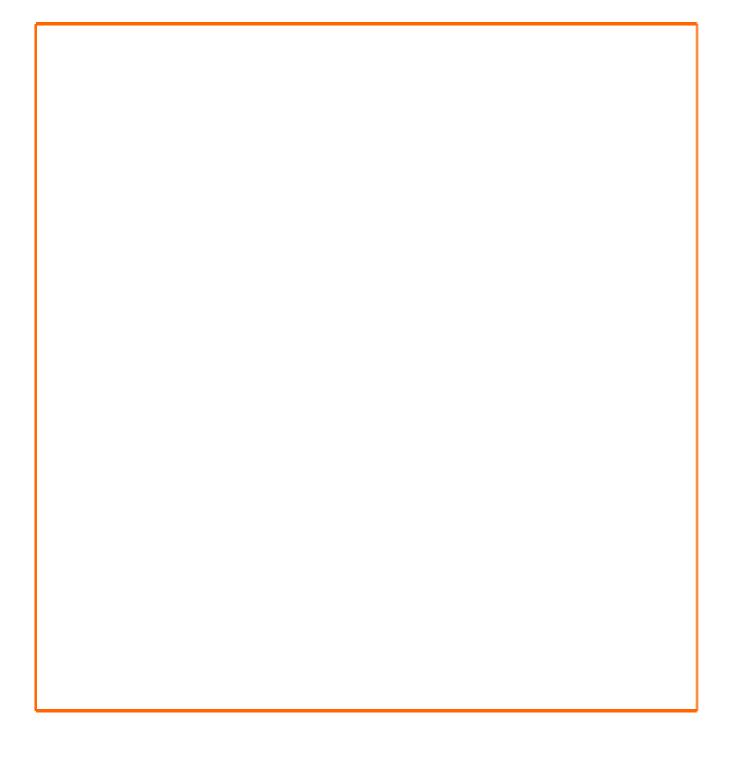


Imagine that you are **either** Victoria, Charles's golden coloured dog, **or** Albert, Smudge's black and white dog.

- Write either Victoria or Albert's account of their day out.
- Give your dog their own 'voice' describe the things that happened in the park (meeting a new dog, chasing through the trees and all over the park, swimming in the fountain, playing on the bandstand) from your point of view.
- Mention what you think of the dog you met and what you think of the other characters in the story.
- As you are writing a story, make sure your sentences are in the simple past tense.
- Draw or paint a picture in the style of Anthony Browne to go with your writing. Include some strange or unusual things in your picture!



Fifth Voice



In the Park



<u>Friday:</u>

1. Story time

Go back to <u>https://www.youtube.com/watch?v=58kla7Ghxas</u> - Re-listen to Voices in the Park.

- 2. The progressive past tense Read the information on Past Tense 2: progressive form.
- Use what you have learned to complete the exercises on the use of the Progressive form of the past tense.
 - Writing an email Think about what Charles and Smudge might have done when they got home from the park. Read the instructions on An Email from Charles or Smudge.
- 4 Use the email template to write out your message.
- Check your work carefully: did you use examples of the progressive form of the past tense in your writing?

Now try this Fun-Time Extra (Optional):

- Write an email reply back to your character from either Charles or Smudge.
- What does your park or playground or rec area have in it? Draw a picture of your park on My Park and write about what sort of things you like doing there with your friends and family.

Past Tense 2: progressive form



Past tense verbs can be in the progressive or continuous form.

Albert was finding his ball.

Victoria was running down the path.

Smudge and I were playing in the park.

Our parents were sitting on the bench.

These are in the past tense, but describe something that carried on happening, something that lasted for a while.

Victoria was running. - so Victoria carried on running ... We were playing. - so we kept on playing for a while...

Often the progressive form is used to show that something is continuing whilst another event occurs.

I was looking (progressive) for Charles but his mum pushed me out.

The dogs were sniffing (progressive) in the grass when the park keeper appeared. (simple)

Verbs in the progressive past are created by writing was (singular) or were (plural) + a verb ending in -ing.

He was playing

We were laughing

They were running away!

Using the Progressive Past

1. These verbs are in the simple form of the past tense. Rewrite them in the progressive form. Use either was or were with your verb.

sat	jumped	ran	
barked	talked	felt	
2. These sentences begin w	ith clauses in the progressive form. A	d a clause in the simple past to fin	ish the sentence.
Smudge's Dad was reading	his newspaper when		
Charles and Smudge were c	alling for the dogs but		
The park was closing for the	e night but		
3. Begin these sentences wi	ith a clause in the progressive form of	past tense.	
		when his Mum loc	ked up in amazement.
		but Albert h	ad already gone home.
		when Smudge	rang up on the phone.
On a piece of paper, write y	our own sentences for each of these to slide to search		f the past tense:

VoicesMail.com	Ø	Ξ×
To:		
Subject:		
From:		
Message:		

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

<u>Science lesson</u>

Cut out and stick the animals based on the type of skeleton they have.

Endoskeleton	Exoskeleton	Hydrostatic Skeleton

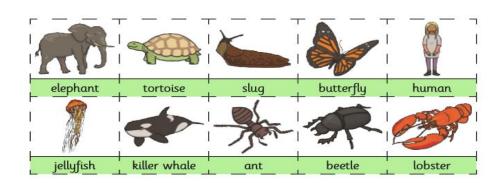
What other animals have endoskeletons?_____

What other animals have exoskeletons?

What other animals have hydrostatic skeletons?

Remember:

- Endoskeleton means the skeleton is on the inside.
- Exoskeleton means the skeleton is on the outside.
- Hydrostatic skeleton means the animal has no bones.



Topic, Art and DT lesson

'Crafternoon' Activities to try

Things to do in an afternoon with stuff you should be able to find around your house.

Picture Pizzas Pizza does not need to look boring! Why not make Railway Pizza!

You will need:

A pizza base and tomato sauce

or a plane cheese pizza.

If you don't have a pizza base you could make pizza toast instead. Just use a thick slice of bread for the base.

To decorate

Cheese cut in thin slices,

Ham, Quorn slices or slices of sausage,

Slices of mushroom or pepper.

anything else you like on your pizza.

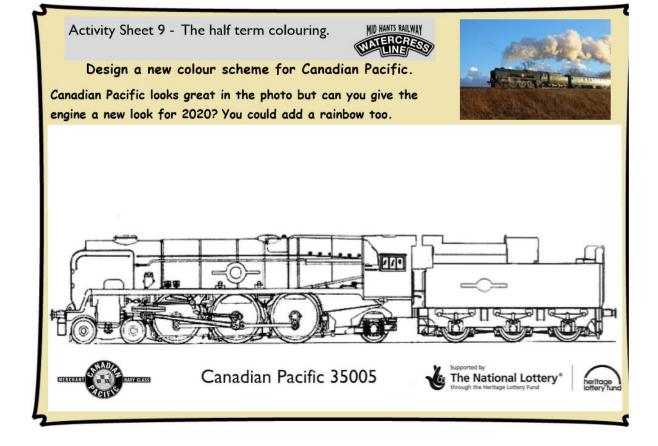
Carefully cut out your shapes, you can cut round shapes from your ham or cheese with a pastry cutter.

Pop in the oven until the cheese bubbles. You might need a grown ups help with the baking.



Activity Sheet

LINE



<u>Music Lesson:</u>

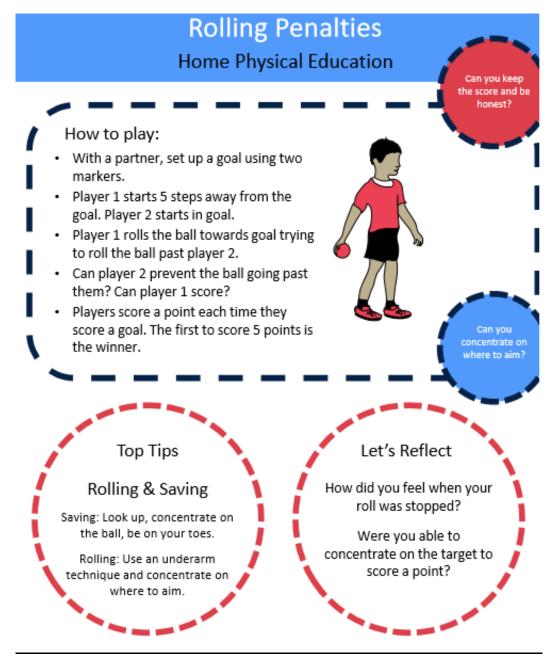
Please follow this link to your Music lesson for this weekhttps://classroom.thenational.academy/lessons/to-sing-amajor-and-minor-scale-using-solfege/activities/1



I really enjoyed singing and dancing, I hope you do too.

This lesson is suitable for both Year 2 and Year 3 and they will be revisiting the major scale and also learning about the minor scale.

<u>PE lesson</u>



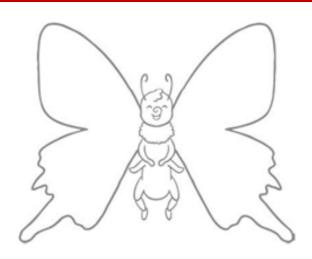
<u>RE lesson</u>

Today you will be contributing towards building a special place (our reflective area) in your new classroom.

I would like you to design what you would like your new reflective area to look like in your new classroom. I will then pass your designs on to your new teacher and they will take the best ideas and include them in your new class reflective area. Please annotate your pictures to explain which object is and why your think it is special and important to you. I cannot wait to see your designs.



PSHE and Transition lesson



Spreading My Wings From Year 3 to Year 4

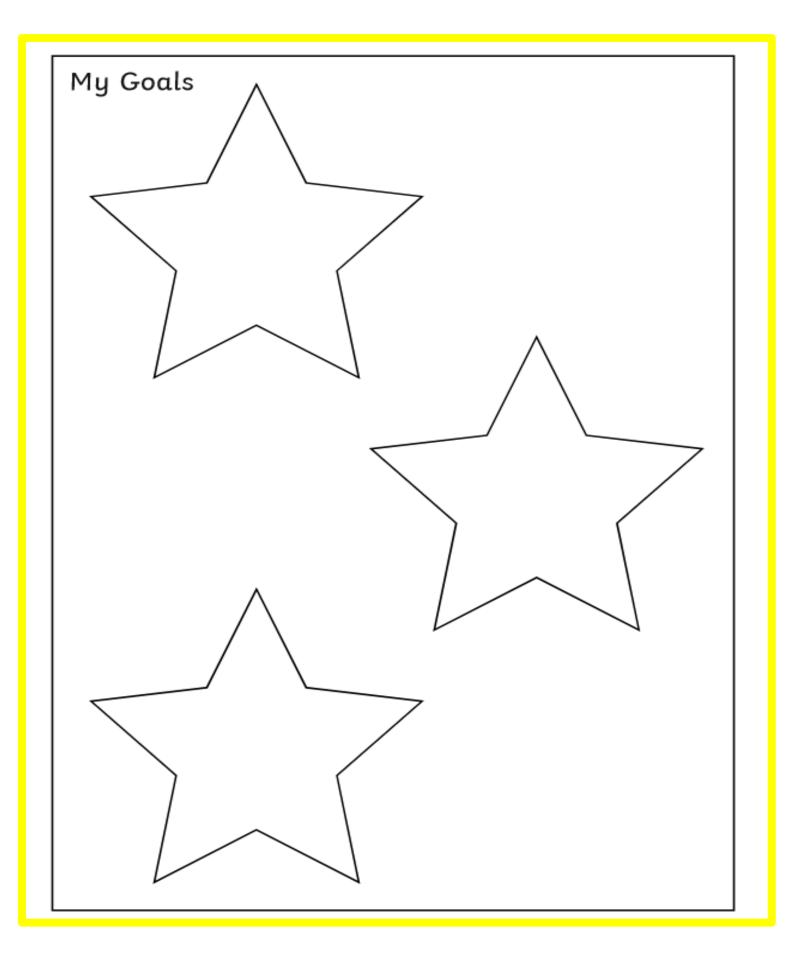
My Portrait

My friends at school are				
	_			
	-			
	-			
My favourite subject at school is:	My favourite subject at school is:			
	_			
because				
	-			
	-			
	-			

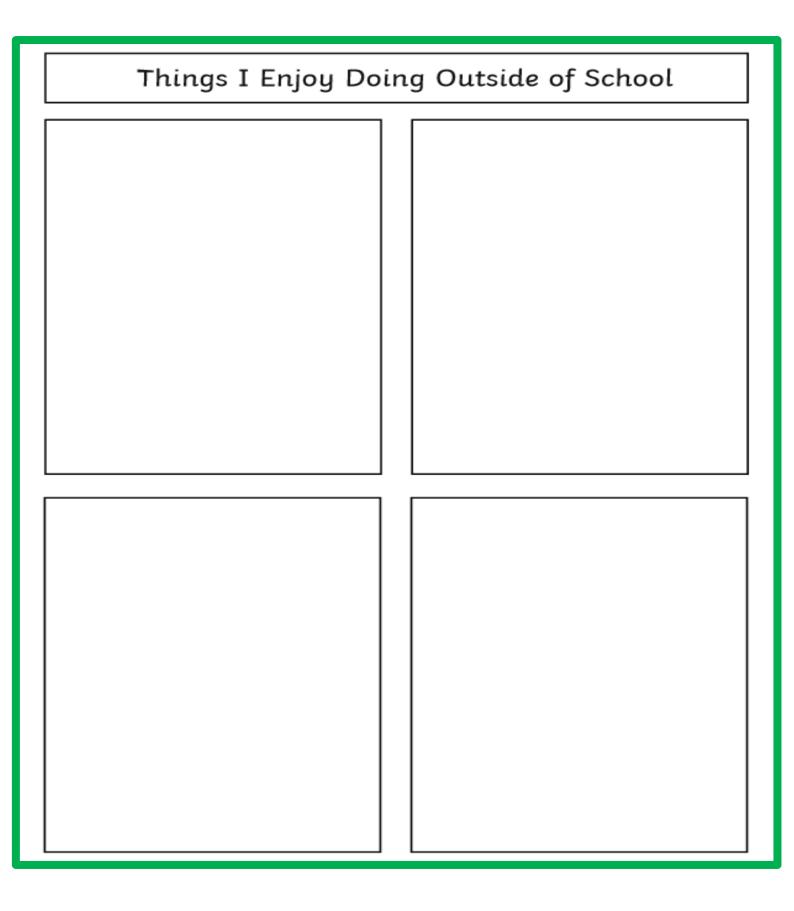
A Note for My Teacher

What are you most looking forward to in year 3? Is there anything you are feeling worried about?

and the set



I am confident at	
	-
	•
	•
I sometimes need help with	
	-
	•
	•
	-
	-



A list of this year:	things	I	would	like	to	learn	about

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

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 then 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