

Year 3 Home Learning  
 Week beginning **Monday 1<sup>st</sup> June**

Hi everyone,

We hope that you all had an enjoyable ‘schoolwork free’ half term and were able to enjoy some relaxing time in the sunshine.

Please find below this week’s learning pack. We hope that you enjoy working through the tasks we have planned for you. Please check out our most recent YouTube posts for some guidance on how to approach some of the activities in this pack. Please do let us know how you have got on with your learning via our class email accounts.

We continue to be mindful of everyone’s different home situations and know that completing all these tasks will be difficult for some, but we look forward to seeing what you are able to achieve.


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We hope you have a good week,

Very best wishes,

Mrs Birley and Miss Record

<b>English:</b>	
This week you are looking at similes and using them in your writing.	
<p>Task 1</p> <p><b><u>Learning Objective</u></b></p> <p>To use similes</p>	<ol style="list-style-type: none"> <li>Follow the link to learn about similes and metaphors. Watch both clips in the learn section. Roald Dahl used a lot of these in his writing. We will be using some extracts from Charlie and the Chocolate factory tomorrow.  <a href="https://www.bbc.co.uk/bitesize/articles/zmmpscw">https://www.bbc.co.uk/bitesize/articles/zmmpscw</a></li> <li>Complete activity 3, ‘Investing New Similes.’ The worksheet is attached with this email or available via the link on Bitesize.</li> <li>Look at the image below. Copy it out and write your own ‘Rainbow simile poem.’ Challenge yourself to be inventive with your similes, for example, <b><i>as red as an apple</i></b> could be improved to <b><i>as red as a juicy apple waiting to be picked</i></b>. You could create a lovely piece of art with your Rainbow picture and simile poem underneath. We’d love to hear them. Film yourself reading it out and share it with us.</li> </ol> <div style="text-align: center;">  </div>
<p>Task 2</p> <p><b><u>Learning Objective</u></b></p>	<ol style="list-style-type: none"> <li>Read extract 1 where the reader is introduced to Augustus Gloop for the first time. Underline all the words and phrases which Roald Dahl uses to build up an image of Augustus Gloop. <b>Can you find noun phrases and a simile?</b></li> </ol>

<p>To read character descriptions and create interesting character names.</p>	<ol style="list-style-type: none"> <li>2. Read extract 2 about Violet Beauregarde. This extract is less about Violet's appearance but much more about her habits and behaviour. <b>What do you think Roald Dahl wanted us to think about Violet?</b></li> <li>3. Names are an important part of a person's identity and Roald Dahl often used names to create an impression of a character. Look at the attached list of first names and surnames. You are going to create some story characters whose names give you an impression of what their personality traits may be like or what they may look like. Some of them may sound like they came straight out of a Roald Dahl or David Walliams story.</li> <li>4. Cut out all the first names and surnames and play around with them until you are happy with 10 new characters names you have created. Stick the 2 parts together or copy them out carefully ready to use tomorrow.</li> </ol>
<p><u>Task 3</u></p> <p><b>Learning Objective</b> To describe a character</p>	<ol style="list-style-type: none"> <li>1. Reread the 10 character names you created yesterday. You now have the tricky challenge of choosing 1, (or more if you would like to,) to describe in detail.</li> <li>2. Use the attached prompt sheet to help you describe the character you have chosen, then draw a picture using your own description.</li> </ol>
<p><u>Task 4</u></p> <p><b>Learning Objective</b> To describe animals using similes</p>	<ol style="list-style-type: none"> <li>1. Follow this link to read and listen to Michael Rosen read his poem, 'Jellyfish.' Listen carefully for the simile he uses to describe the jellyfish's frills. <a href="https://clpe.org.uk/poetryline/poems/jellyfish-0">https://clpe.org.uk/poetryline/poems/jellyfish-0</a></li> <li>2. Follow this link to read a beautiful poem about a Dragonfly. It contains lots of similes. <b>How many can you find?</b> <a href="http://www.primarypoems.com/2017/05/13/dragonfly-out-in-the-sun/">http://www.primarypoems.com/2017/05/13/dragonfly-out-in-the-sun/</a></li> </ol> <p>You are going to write at least 3 similes to describe each of these creatures. If you would like, there is an attached sheet you can use which has pictures to help prompt you. <b>Remember, a simile is a description that uses "like" or "as" to make a comparison.</b> Think carefully about what each creature is like, what it is known for and what its' appearance is like. This will help you to think of different similes to help describe it.</p> <p>For example,</p> <p><b><u>A cat</u></b>  Fur as soft <b>as</b> a ball of knitting wool  Claws <b>as</b> dangerous as sharpened knives  Eyes <b>like</b> security guards, watching your every move  Tail <b>like</b> a meandering path</p> <p>Now it's your turn. Describe these creatures.  <b>lion, bear, butterfly, bee, shark, elephant, peacock</b></p> <p>Add any other creatures if you wish!</p>

<p><u>Task 5</u></p> <p><b>Learning Objective</b></p> <p>To describe animals using similes. To edit, improve and perform writing.</p>	<ol style="list-style-type: none"> <li>1. Today you are going to use your simile work from yesterday to challenge your friends, family, myself or Miss Record. Look back over your simile work and do any editing or improving that may be needed.</li> <li>2. Play 'What Am I?' by reading out your similes and getting somebody to guess which animal or creature you have described.</li> </ol> <p><b>Further challenge</b></p> <ol style="list-style-type: none"> <li>3. Put your similes together and create a poem. You could call it 'What Am I?' Be creative and inventive in how you present it.</li> </ol>
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### Reading - Veruca Salt

Follow the link to hear Michael Palin, (a really famous British actor who your parents will know) read an extract from Charlie and the Chocolate factory.

<https://www.bbc.co.uk/teach/class-clips-video/roald-dahl-michael-palin-extract/zhtbscw>

There is an attached document which has the extract for you to read along with him.

Keep working hard to read at least **3 times a week** and let me know us you think you have reached a reading milestone.

### Spelling

This week's spelling words are from the Year 3 and 4 statutory spelling list. Try and practice them for at least **10 minutes each day**.

**ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possibly, potatoes, pressure**

Follow the link to help you learn these words in an interactive way.

<https://spellingframe.co.uk/spelling-rule/50/32-Word-list-years-3-and-4---or--to-pre->

### Maths:

**Fluency:** There are 5 fluency warm up activities to complete at the beginning of each maths session. These are in a separate file named 'Maths Fluency Starters'. Please choose a challenge to copy and complete.

#### Task 1:

#### Learning Objective

To subtract money

- 1) There are different methods we can use to subtract amounts of money. Today, we are going to think about two different methods.

**Method 1: Subtract the pounds first and then the pence.**

Alex has £3 and 50p.

She gives £2 and 10p to her sister.

How much money does she have left?



$$£3 - £2 = £\_\_\_ \quad 50p - 10p = \_\_\_ p$$

Alex has £\\_\\_\\_ and \\_\\_\\_ p remaining.

Use this method to answer the following subtractions

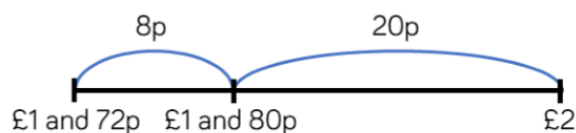
- £2.40 - £1.20 =
- £10.85 - £4.15 =
- £12.48 - £3.40 =

**Can you think of any examples of when this method would be less useful?**

**Method 2: Use a number line to count from the smaller amount to the bigger amount.**

Tommy has £1 and 72p. Rosie has £2

How much more money does Rosie have than Tommy?



Rosie has \\_\\_\\_ p more than Tommy.

Use this method to answer the following subtractions

- £3 - £1.25 =
- £5.50 - £4.60 =
- £4.50 - £3.42 =

**Can you think of any examples of when this method would be less useful?**

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

$$\begin{aligned} £4 - £1 &= £2 \\ 20p - 50p &= 30p \\ £1 + 30p &= £1 \text{ and } 30p \end{aligned}$$



Annie

2)

$$\begin{aligned} £4 \text{ and } 20p - £2 &= £2 \text{ and } 20p \\ £2 \text{ and } 20p + 50p &= £2 \text{ and } 70p \end{aligned}$$



Eva

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

3) Choose a challenge to complete using your choice of method. You might want to try a range of methods. Remember that you can't take a bigger amount away from a smaller amount (e.g. 50p – 70p).

A	B	C
£2.20 - £1.10 =	£12.20 - £9.10 =	£17.46 - £11.25 =
£5.50 - £2.20 =	£19.50 - £12.45 =	£14.56 - £12.12 =
£10.90 - £2.50 =	£33.90 - £21.55 =	£12.10 - £9.50 =
£10.40 - £2.40 =	£17.45 - £14.37 =	£25.30 - £12.40 =
£8.60 - £3.40 =	£11.40 - £9.50 =	£21.40 - £19.50 =

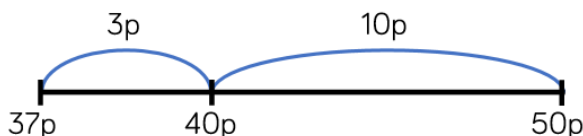
**Task 2:**  
**Learning Objective**

To give change

If there is any spare time, you could use the items and prices in task 5 of last week's pack to act out a shop scenario with other members of your family. You can take it in turns choosing what to buy and giving the correct change.

1) Discuss the following question:  
What do we mean by change when we're talking about money?

2)  
Mo buys a chocolate bar for 37p. He pays with a 50p coin. How much change will he receive?



Mo will receive \_\_\_ p change.

Use a number line to solve the 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?

3) Find 'Maths Task 2' in the extra resources. There are **two** challenges to choose from A or B. B is the trickier challenge.

<p><b>Task 3</b> <b>Learning Objective</b> To revise everything we've learnt about money</p>	<p>1) Press the link below to access the online 'My Maths' lesson.</p> <p>Username: bishopwood Password: total</p> <p>You will need to press 'next' after each page.</p> <p><a href="https://app.mymaths.co.uk/102-lesson/introducing-money">https://app.mymaths.co.uk/102-lesson/introducing-money</a></p> <p>2) Once you've finished the lesson, you will need to access your 'online homework' that we've set. To get into this, you need your personal username and password.</p>
<p><b>Task 4</b> <b>Learning Objective</b> To assess our understanding of money</p>	<p>1) Find the file named 'Maths Task 4' in extra resources. This is an assessment to check your understanding of money.</p> <p>2) Please complete each question as independently as you can and then ask an adult to mark it with you.</p> <p>At the end, there is a chance to give yourself a score out of 5. This should be based on how confident you feel about calculating money.</p> <p>3) It would be great if you could email the assessment to your class teacher once you've finished so we can see how you've got on.</p> <p><a href="mailto:3R@bishopwood.herts.sch.uk">3R@bishopwood.herts.sch.uk</a> <a href="mailto:3B@bishopwood.herts.sch.uk">3B@bishopwood.herts.sch.uk</a></p>
<p><b>Task 5</b> <b>Learning Objective</b> To use the formal method for division</p>	<p>There is some squared paper available in the extra resources for this task.</p> <p>1) There are a range of methods you can use to divide. In class, we have spent some time looking at how we can use arrays group different amounts. You can also use your understanding of times tables to help. Click on the link below and watch the two videos explaining these two methods.</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zbkdjvh">https://www.bbc.co.uk/bitesize/articles/zbkdjvh</a></p> <p>Even if you think you can do it in your head, use one/both of these methods to answer the following questions:</p> <p><math>32 \div 4 =</math> <math>24 \div 3 =</math> <math>48 \div 8 =</math> <math>30 \div 5 =</math> <math>32 \div 8 =</math></p> <p>2) Today, we are going to learn another division method. This method is often used when you're dividing bigger numbers but we are going to practise using smaller numbers first. We call this method 'short division' but some people refer to it as the 'bus stop method' because it looks a bit like a bus stop.</p>

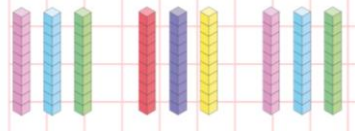
Let's go through an example together.

$$96 \div 3 =$$

- 1) Use a ruler to draw the bus stop. Write the number you are dividing by in front of the vertical line. Write the number that is being divided after the vertical line.

$$\begin{array}{r} 3 \quad \overline{) 96} \end{array}$$

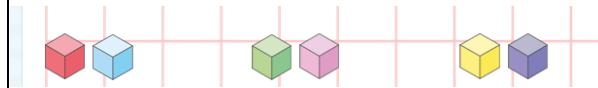
- 2) Put the 9 tens into 3 groups. How many tens would be in each group?



There would be 3 tens in each group. Write the number 3 above the 9 tens.

$$\begin{array}{r} 3 \quad \overline{) 96} \end{array}$$

- 3) Now let's look at the ones. Share the 6 ones into 3 groups.



There are 2 ones in each group. Write the number 2 above the 6 ones.

$$\begin{array}{r} 32 \quad \overline{) 96} \end{array}$$

- 4) The answer is 32.

- **Task: Go through each step to answer the following questions.**

$$48 \div 4 =$$

$$84 \div 4 =$$

$$69 \div 3 =$$

$$39 \div 3 =$$

$$86 \div 2 =$$

Challenge (optional):

$$248 \div 2 =$$

$$639 \div 3 =$$

$$848 \div 4 =$$

**Mastery:**

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?

$$£2.60 + \square = £5.00$$

If I buy a sandwich for £2.20 and a drink for 90p, how much change do I get from £5?

Ellie buys 2 pencils. She pays with a £2 coin and gets 70p change.  
How much did each pencil cost?

**TOPICS**

**Computing**

**Learning Objective**

To learn about sequencing and programming.

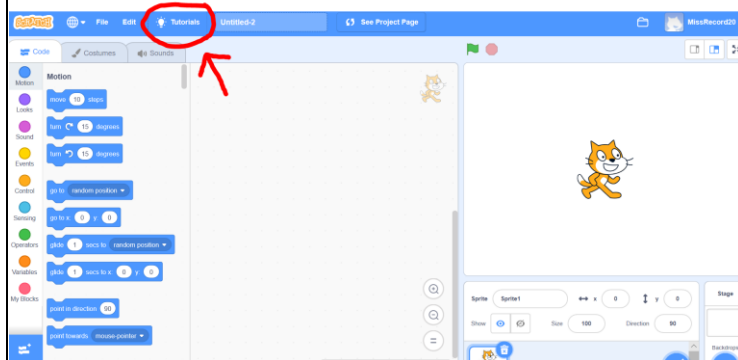
These week's lesson uses the programme Scratch.

Note to Parents Online versions of Scratch are available. There are also free downloadable applications – either v1.4 or v2 – both from the Scratch website.

Online: <https://scratch.mit.edu/>

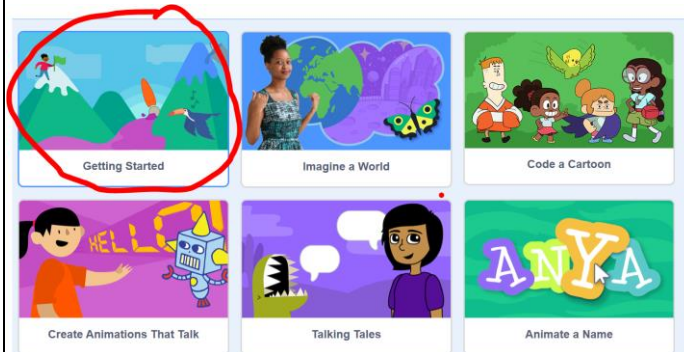
Download the app: <https://scratch.mit.edu/download>

- 1) Click on 'create' to start a project.
- 2) Click on 'Tutorials' at the top

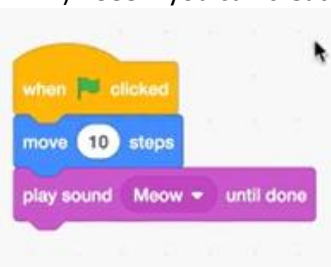




3) Click on and watch the tutorial called 'Getting Started'.



4) See if you can create the sequence shown in the tutorial.



5) Spend some time watching other tutorials and navigating around the programme to see what you can come up with. This lesson is your chance to become more familiar with the programme.

Please email us if you have any questions and we will try our best to help.

## Science

### Learning Objective

To understand how to stay safe in the sun

1. Follow the link to read the news article about staying safe in the sun.  
<https://www.bbc.co.uk/newsround/48609398>
2. Work through the powerpoint which we have emailed to you. Please ask us to resend it if you don't have it.
3. **Task** – Imagine you sell sun protection wear and you are wanting some new and exciting products to sell to your customers.
  - Design a pair of sunglasses or a hat that will protect someone's eyes from the harmful effects of the sun.
  - You should also advertise your sun protection item.
  - Tell your customers why they need to buy your sunglasses or hat.
  - Explain about the effects of the sun, and how your sunglasses or hat can help protect against them.

## PSHE

### **Learning Objective**

To learn about how to safely communicate online.

- 1) During lockdown, we have spent even more time than usual communicating online. One of the ways we communicate online is through emails. Discuss or write your answer to the following questions:
  - Are emails a safe form of communication?
  - Are there any forms of communication which are less safe?
  - Are there any forms of communication which are safer?
  - Why is it useful to be able to communicate through email?
- 2) Emails are a quick and easy way of communicating with people you know. However, sometimes people you don't know are able to get hold of your email address. This lesson is about how to check if an email is safe to open.

## Stop and Think



**There are some basic rules to follow when deciding if an email is safe to open.**

- If you know the sender and the subject is something that seems normal, it will likely be safe to open.
- If it is from a company that you know, the email address looks correct and the subject seems normal, it will likely be safe to open.



Warning Signs



**One or more of these things might mean an email is unsafe to open:**

- an unknown or strange-looking email address
- an email address pretending to be something else (e.g. instead of [teacher@twinkl.co.uk](mailto:teacher@twinkl.co.uk), the address might say [twin.kl.teacher@net.uk](mailto:twin.kl.teacher@net.uk))
- spelling mistakes in the subject or a strange subject title

- 3) Open the file named 'PSHE Task' in extra resources. Have a look at each email and decide whether you think it is safe to open and why/why not.
- 4) Log in to Purple Mash. Click on Computing and then 2Email. You will then need to click on 2Email again.

This programme allows you to send emails to other year 3 pupils within the safety of the Purple Mash website. If you would rather not send them to other pupils, you can choose one of the made-up accounts such as 'Anna' and 'Baby Bear'.

Please use this programme to practise sending emails safely. Think carefully about your 'subject' and what you write in your email.

**Please only do this task when there is an adult around to keep an eye on you.**

**Learning Objective**

To ask and answer questions about how old somebody is.

1) To do this task, please find the French PowerPoint which we have sent to you in a separate email. Go through the PowerPoint and listen to the audio recordings. Have a go at repeating the phrases aloud. If possible, practise having the conversation with someone else.

2) Find the file named 'French Task' in the extra resources and complete the worksheet.

**PE**

**Learning Objective**

To plan an assault course for your family

The next time you find yourself out on a walk in a lovely big open space, spend some time designing an assault course using trees, bushes, tree stumps, running space and more to run, jump, hop around. Be creative! Time yourself and your family completing the course and challenge yourself to beat your time.

Record the time scores you and your family get.