

Year 3 Home Learning  
Week beginning Monday 11<sup>th</sup> May

Hi everyone,

We hope that you are all safe and well and that you enjoy the tasks this week. Remember, please email us if you have any questions and of course, we'd love to see any finished pieces of work. As we have said before, we know that each family set of circumstances are very different, so please do not feel any pressure to complete all the set work. Just achieve what you can.

We are really missing seeing you, but we hope you enjoyed our YouTube messages which went out on Friday.

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We hope you have a good week,

Very best wishes,

Mrs Birley and Miss Record

**VE Day – Friday 8<sup>th</sup> May**

Friday 8<sup>th</sup> May 2020 marks 75 years since the first VE Day. VE stands for Victory in Europe Day. The day marks the end of the Second World War in Europe. People remember everyone who lived during the war and the soldiers who fought.

Below are two great video clips you might want to watch for more information on VE Day.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr>

<https://www.bbc.co.uk/cbbc/watch/horrible-histories-songs-ve-day-song>

<b><u>English:</u></b>	
This week you are going to write a biography of someone in your family and a biography of a significant person you really admire.	
<b>Task 1</b> To research and create your family tree.	1) To begin this topic, you could watch this episode of Katie Morag. Her teacher has asked her to create a family tree, which is what your first task is. <a href="https://www.bbc.co.uk/iplayer/episode/b051z11m/katie-morag-series-2-2-katie-morag-and-the-family-tree">https://www.bbc.co.uk/iplayer/episode/b051z11m/katie-morag-series-2-2-katie-morag-and-the-family-tree</a>  2) Create a family tree. It is entirely up to you how you present this and how wide or far back into your family you go. Google search 'family trees for children' to see some different ways to achieve this. Be as creative as you want to be! We'd love to see the different ways you record your tree.  There are some attached resources which may be of use.
<b>Task 2</b> To plan a biography	1) You are going to plan information to include in a biography of a member of your family. A biography is a piece of writing about someone's life.

<p><u>about a member of your family</u></p>	<p>2) Choose a member of your family to write about. Ideally, it needs to be somebody you can speak to so you can ask them lots of questions.</p> <p>3) Use the attached sheet of question prompts to help you gather as much information as you can. Add any other questions you want to.</p> <p>4) Carefully record the information you collect, ready to write your biography tomorrow.</p>
<p><b>Task 3</b></p> <p><u>To write a biography about a member of your family.</u></p>	<p>1) Use the information you have gathered to write an interesting biography about your chosen family member. The Roald Dahl reading comprehension from a couple of weeks ago is a good example of a biography, as is this week's reading text about JK Rowling.</p> <p>2) Fill your biography with as much detail as you can. Remember to check your sentences make sense and that you've used capital letters and full stops accurately. Colour pop if you want to. You could type it up if you want to?</p> <p>3) Maybe you could read your finished writing to the family member you have written about?</p>
<p><b>Task 4</b></p> <p><u>To research for a biography of a significant person</u></p>	<p>1) Follow this link to read a biography and watch relevant film clips about Neil Armstrong. This is good example of an interesting biography and shows how wider research can give you extra information.  <a href="https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p">https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p</a></p> <p>2) Choose a significant person you are interested in and research key facts and information about them. Use the attached planning sheet to help with your research.</p>
<p><b>Task 5</b></p> <p><u>To write a biography of a significant person</u></p>	<p>1) Take your research and write a biography about your significant person. You could write, type or create a Powerpoint presentation.</p>

<b><u>Reading</u></b>	
<ul style="list-style-type: none"> <li>• Read the JK Rowling biography and answer the questions. If the text is a little tricky for you it is absolutely fine to have help from a grown up.</li> <li>• Try to keep up with your home reading. You may have noticed that Mr Stanley is acknowledging Gold reading awards via the weekly newsletter. If you have been filling in your reading record and you think you have achieved Gold (or Double Gold!) then please do let us know.</li> </ul>	

<b><u>Spelling</u></b>	
<p>Follow the link <a href="https://spellingframe.co.uk/spelling-rule/48/30-Word-list-years-3-and-4---i-to-ma-">https://spellingframe.co.uk/spelling-rule/48/30-Word-list-years-3-and-4---i-to-ma-</a></p>	

to find interactive ways to practice this week's words. Again, they are from the Year 3 and 4 statutory word list.

They are:

**interest, knowledge, increase, important, library, island, material, learn, imagine**

**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 use our knowledge of place value to solve a mystery

Please find the attached file named 'Maths Task 1 – Mystery'.

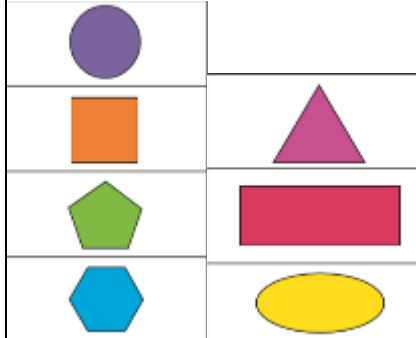
- This activity includes lots of different maths learning and will need you to be organised and methodical. · If you are able to print it out you only need to print out pages 2-6 and it doesn't need to be in colour. The first page can be read off screen.
- Work through each activity to find out who the culprit is. After each clue is revealed, cross out any suspects you know didn't commit the crime.

**Task 2**

**Learning Objective**

To know the properties of 2D shapes.

1) Either write or say aloud the names of the following 2D shapes.



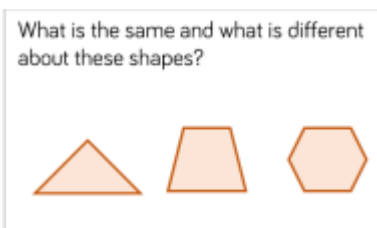
2) Go on a shape hunt around your home. How many of each shape can you find? Remember that 3D shapes have 2D faces. Create a tally chart to gather your information. For example:

Shape	Tally
Circle	

3) Copy and complete the following table.

Shape Name	Draw the shape	Total number of sides	Straight sides	Curved sides	Number of vertices (corners)
Circle					
Square					
Pentagon					
Hexagon					
Triangle					
Rectangle					
Oval					

4) Write the answer to the following question in full sentences.



**Task 3**

**Learning Objective**

To know the properties of 3D shapes.

1) Below is a list of vocabulary we use to describe the properties of 3D shapes. Can you describe what they mean? If there are any you are not sure of, either use the internet or someone in your household to find out.

faces, edges, vertices, curved surface, circular face

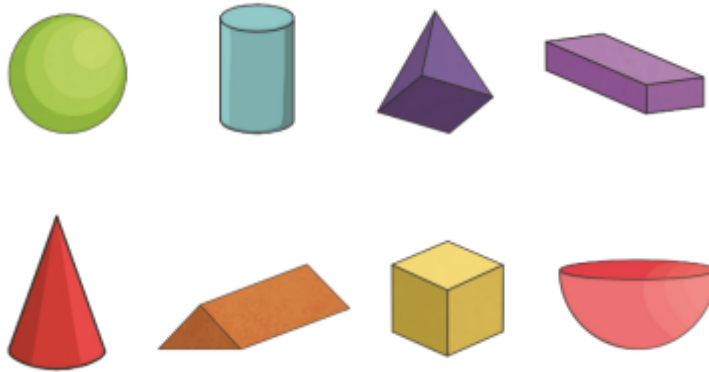
2)

Describe this 3-D shape.



This shape is a \_\_\_\_\_.  
It has \_\_\_\_ faces.  
It has \_\_\_\_ edges.  
It has \_\_\_\_ vertices.

3) Can you name the following 3D shapes? Remember that a prism is a long shape which looks like it's been stretched. A pyramid is a shape which comes to a point.



4)

Choose one of these 3-D shapes and describe it to a friend thinking about the number and shape of faces it has and the number of edges and vertices. Can your friend identify the shape from your description?



**Task 4**  
**Learning Objective**  
To calculate the perimeter of shapes

1) The **perimeter** is the distance all the way around the **outside** of a 2D shape.

To work out the perimeter, add up the lengths of all the sides.

Watch this video for more information:



<https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/zsr4k7h>

2) Press the link below to access the online 'My Maths' lesson.

Username: bishopwood  
Password: total

You will need to press 'next' after each page.

<https://app.mymaths.co.uk/4780-lesson/introducing-perimeter>

	<p>3) 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, which you can get by emailing either <a href="mailto:3R@bishopwood.herts.sch.uk">3R@bishopwood.herts.sch.uk</a> or <a href="mailto:3B@bishopwood.herts.sch.uk">3B@bishopwood.herts.sch.uk</a>. You will need to go to 'My Portal' to log in.</p>
<p><b>Task 5</b>  <b>Learning Objective</b>          To calculate the perimeter of shapes</p>	<p>1) Label the shapes below 1 – 6. Which of the images below would you not be able to calculate the perimeter? Write a sentence explaining why.</p> <div style="text-align: center;">  </div> <p>2) To measure the perimeter, you must make sure you have measured all of the sides and added them together. Choose a challenge to complete:</p> <p><b>Challenge A:</b> Use a ruler to draw 6 different sized squares. Measure each side in cm and add them together to find the perimeter.</p> <p><b>Challenge B:</b> Use a ruler to draw 2 squares, 2 rectangles and 2 triangles of different sizes. Measure each side of each shape in cm and add them together to find the perimeter.</p> <p><b>Challenge C:</b> Use a ruler to draw 6 different 2D shapes (they must only have straight lines). Measure each side of each shape in cm and add them together to find the perimeter.</p> <p>3) Write the answer to the following question in a full sentence.</p> <p>Amir is measuring the shape below.          He thinks the perimeter is 7 cm.</p> <p>Can you spot his mistake?</p> <div style="text-align: center;">  </div>

**Challenge:**

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.

**TOPICS**

**PSHE**

**Learning Objective**

To understand children's rights

1) Read the following statements. Split your page in half and label one side 'things I need' and the other 'things I might want'. Decide whether each statement is something you may want, or something you need. Write each statement into the correct side.

Clean water to drink

New clothes to wear

To go to school and be educated

A television to watch

A house to live in for shelter and warmth

A mobile phone

Healthy food to eat

To go to nice places on holiday

Medical care to keep me healthy

A computer games console

To be allowed to play	A bicycle
To be safe from being hurt or bullied	Lots of birthday presents
To say what I think and be listened to	Plenty of pocket money
Adults who care for me and look after me	My own bedroom
To be treated fairly even if I'm naughty	Lots of sweets to eat

2) Below is a list of UK children's rights.



- Why are these rights important?
- Do you enjoy all these rights in your life?

Number these rights and put them in order from most to least important – remember this is your opinion and there are no right or wrong answers.

3) Create a poster informing people about children's rights. Make sure it's bright and noticeable. We would love for you to email your poster once it's finished.



## Science

Mrs Day has shared two Science investigations which she would like us all to take part in. The activities are attached but here is a quick overview of both.

1) **Germinating socks** -

This is a simple enquiry which allows children to see germination in action and shows how successful plants are at dispersing their seeds.

2) **Resourceful growing** -

This shows you how to use your vegetable scraps and seeds to grow plants.

Please feel free to attempt one or both of these activities and keep us posted over the coming weeks with what you discover.

## French

**Learning Objective**

To revise French greetings.

Complete the additional file named 'French Task'. There is a word search, an 'unscramble the words' activity and a matching activity to help you revise French greetings.

## Art

**Learning Objective**

To recreate a family picture.

Our new art topic is portraying relationships - which links nicely with PSHE. If you can, find a photograph with you and your family. Draw that photograph on a piece of paper adding as much detail as possible including a rough background. Then, add colour - this could be paint, crayon, coloured pencil or even collage (although you may need a bigger piece of paper for this). You could use torn or cut up magazines in appropriate colours for collage materials.

## PE

Here's a link to a Street Dance masterclass. It looks quite tricky but we know quite a few of you will enjoy persevering with this one. Have a go! We'd love to see what you achieve. Have fun!

<https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-street-dance-masterclass-on-b-boying-and-footwork/zkmf47h>

Follow this link for a Premier Sports football session focussing on keeping the ball off the ground.

<https://www.youtube.com/watch?v=bSlZcs-O9aM>

We know that lots of you are enjoying a wide range of physical activities as part of your daily exercise break. It's so important that we make time to enjoy a walk, bike ride, run or whatever else you and your family enjoy doing together.