

Year 3 Home Learning  
Week beginning **Monday 29<sup>th</sup> June**

Hi everyone,

We are delighted that we will get to see many of you in school this week. If you are unable to join us or are remaining as part of the Key Worker group, we will miss seeing you this time but look forward to working with you soon.

We have continued to plan a full week of learning for your children, but some of these learning objectives will now be completed in school if your child is attending. These have been highlighted in yellow. We hope this makes it easy for you to know which tasks could be worked on at home.

Please continue to use the class email addresses to share work, ask questions or simply to say hello.

Best wishes,

Mrs Birley and Miss Record

[3R@bishopwood.herts.sch.uk](mailto:3R@bishopwood.herts.sch.uk)

[3B@bishopwood.herts.sch.uk](mailto:3B@bishopwood.herts.sch.uk)

**English:**

This week there are 2 lessons using alliteration to write a poem and 3 SPaG lessons looking at word families, synonyms and antonyms.

**If your child is in school this week, they will cover this activity in class.**

Task 1

**Learning Objective**

To read and perform a poem  
To understand and identify alliteration

1) Follow the link to watch the first animated clip which talks about alliteration. Alliteration is when words close together start with the same sound.  
<https://www.bbc.co.uk/bitesize/articles/zc3v6g8>

2) Read the poem 'The Letter A' by Darren Sardelli. If you want to hold a copy in your hand to read it, then open the attachment.

The Letter A

The letter A is awesome!  
It simply is the best.  
Without an A, you could not get  
an A+ on a test.  
You'd never see an acrobat  
or eat an apple pie.  
You couldn't be an astronaut  
or kiss your aunt goodbye.  
An antelope would not exist.  
An ape would be unknown.  
You'd never hear a person  
say "Afraid" or "All Alone".  
The A's in avocado  
would completely disappear  
and certain words would be forgot  
like "ankle", "arm", and "ear".  
  
Without the A, you couldn't aim  
an arrow in the air.  
You wouldn't ask for apricots  
or almonds at a fair.

Aruba and Australia  
would be missing from a map.  
You'd never use an ATM,  
an apron, or an app.  
The arctic fox and aardvark  
would be absent from the zoo,  
and vowels, as you know them,  
would be E, I, O, and U.  
There wouldn't be an A chord  
on the instruments you play.  
Let's appreciate, admire,  
and applaud the letter A!

3) Now watch and listen to the poet Darren Cardelli perform his own work.

[https://www.youtube.com/watch?v=BiapmOx\\_rBc](https://www.youtube.com/watch?v=BiapmOx_rBc)

Can you reread part or all of it and add expression and performance?

4) What makes this poem an excellent example of alliteration? Highlight/identify all the examples of alliteration. Also look at the way the poet has used rhyme. Can you describe the rhyme pattern?

**If your child is in school this week, they will cover this activity in class.**

Task 2

Learning Objective

To compose a nonsense poem using alliteration

1) You are going to write your own poem using alliteration in the style of 'The Letter A' from yesterday. Firstly, choose your own letter to base your poem about. Then brainstorm lots of nouns, (objects) and verbs, (action words) which begin with that letter.

2) Now think about some of the phrases Darren Sardelli used to begin some of the lines of his poem.

*Without a...  
You'd never see...  
You couldn't be...  
You'd never hear...  
You wouldn't ask...  
You'd never use...  
There wouldn't be...*

Look back at your brainstormed ideas and try to fit some of them into lines which use one of these sentence starts.

3) Darren Sardelli used clever rhyme in his poem. This can be very hard to do so you may not want to try to make your poem rhyme. Have a go at writing your own poem.

I've had a go at writing one for the letter E.

The letter **E** is extraordinary,  
It simply is the best.  
Without an **E** you would not have  
A boiled **e**gg for your breakfast.

You couldn't be an **e**xplorer  
Or see elephants in the wild  
**E**at **E**aster **e**ggs in Springtime  
Stare an **e**arwig in the **e**ye.

<p>Task 3</p> <p><b><u>Learning Objective</u></b></p> <p><u>To learn about word families</u></p>	<p>1) Work through the powerpoint on Word families.</p> <p>2) When you get to the independent focussed activity, open the attached task called Making Word families. There are 3 levels of difficulty and an answer sheet.</p> <p>3) Slides 14-18 on the powerpoint invite you to compete against a member of your household to see who can come up with the most words containing the root words or prefixes <i>talk, uni, cent</i> and <i>run</i>.</p>																																								
<p>Task 4</p> <p><b><u>Learning Objective</u></b></p> <p><u>To investigate prefixes, root words and suffixes.</u></p>	<p>1) Open the Task 4 attached file which contains this selection of words. Carefully read through the word list and check that you understand the meaning of each of the words.</p> <p>2) You are going to investigate how each word has been 'built' by looking for what the prefix or suffix might be and what the main root word is. Remember:</p> <ul style="list-style-type: none"> <li>• <i>a prefix is a group of letters that's added to the beginning of a word</i></li> <li>• <i>a suffix is a group of letters that's added to the end of a word</i></li> <li>• <i>a root word is a basic word with no prefix or suffix added to it</i></li> </ul> <table border="1" data-bbox="488 972 1264 1451"> <tr><td>submarine</td><td>reheated</td><td>unmissable</td><td>antiseptic</td></tr> <tr><td>unhelpful</td><td>reopen</td><td>magical</td><td>misunderstand</td></tr> <tr><td>enjoyable</td><td>disagree</td><td>playful</td><td>decode</td></tr> <tr><td>misspell</td><td>disloyal</td><td>unfair</td><td>nonsense</td></tr> <tr><td>prepacked</td><td>unreadable</td><td>previewed</td><td>untrusted</td></tr> <tr><td>thankful</td><td>disconnected</td><td>cautioned</td><td>reappeared</td></tr> <tr><td>discolour</td><td>undoing</td><td>information</td><td>reaction</td></tr> <tr><td>disrepair</td><td>posttreatment</td><td>recreation</td><td>blueness</td></tr> <tr><td>unwanted</td><td>untrue</td><td>logical</td><td>deactivate</td></tr> <tr><td>antidote</td><td>exported</td><td>misplaced</td><td>exclaiming</td></tr> </table> <p>3) Split or cut each word up into the parts it has been made up from. For example, unhelpful is made up from un (prefix) help (root word) ful (suffix)</p> <p>This is quite tricky so please do not panic if you are finding it hard. Think about it more as an investigation. The answer sheet is attached for guidance.</p>	submarine	reheated	unmissable	antiseptic	unhelpful	reopen	magical	misunderstand	enjoyable	disagree	playful	decode	misspell	disloyal	unfair	nonsense	prepacked	unreadable	previewed	untrusted	thankful	disconnected	cautioned	reappeared	discolour	undoing	information	reaction	disrepair	posttreatment	recreation	blueness	unwanted	untrue	logical	deactivate	antidote	exported	misplaced	exclaiming
submarine	reheated	unmissable	antiseptic																																						
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enjoyable	disagree	playful	decode																																						
misspell	disloyal	unfair	nonsense																																						
prepacked	unreadable	previewed	untrusted																																						
thankful	disconnected	cautioned	reappeared																																						
discolour	undoing	information	reaction																																						
disrepair	posttreatment	recreation	blueness																																						
unwanted	untrue	logical	deactivate																																						
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<p>Task 5</p> <p><b><u>Learning Objective</u></b></p> <p><b><u>To use synonyms and antonyms</u></b></p>	<p>1) Follow the link to work through the Bitesize lesson on synonyms and antonyms. <a href="https://www.bbc.co.uk/bitesize/articles/zhwqmf">https://www.bbc.co.uk/bitesize/articles/zhwqmf</a> <b>Synonyms</b> are words with the same or similar meaning. <b>Antonyms</b> are words with opposite meanings</p> <p>2) Work through activity 2 which is attached as task 5.</p>																																								

### Reading

**If your child is in school this week, they will cover this activity in class.**

The prestigious Wimbledon tennis tournament was due to be taking place this week and next. There is an attached reading comprehension for you to read and answer questions on. There are three levels of difficulty and the answers are attached too.

### Spellings

These words all use the prefixes dis, in, il, and im. These spellings link in with task 4 in the English planning.

disappoint, disagree, disobey, inactive, incorrect, illegal, illegible, immature, immortal, imperfect, impossible, impatient

<https://spellingframe.co.uk/spelling-rule/11/4-More-prefixes-1-of-3>

### 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 'Fluency'. Please choose a challenge to copy and complete.

#### **Task 1:**

#### **Learning Objective**

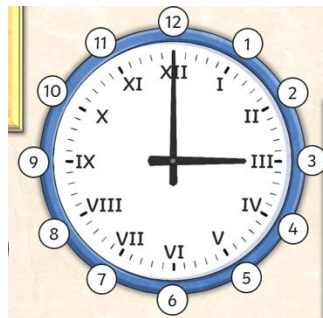
To read a roman numeral clock.

- 1) Roman numerals began in Ancient Rome. The Romans used a different numbering system from the one that we use today. Their numbers were shown by letters.

I = 1, V = 5, X = 10, L = 50 and C = 100

You can make any number in roman numerals using these 5 symbols. For example, to make the number 6, you would write VI (5+1). To make the number 4, you would write IV (1 before 5). You will learn more about using roman numerals in the next few years.

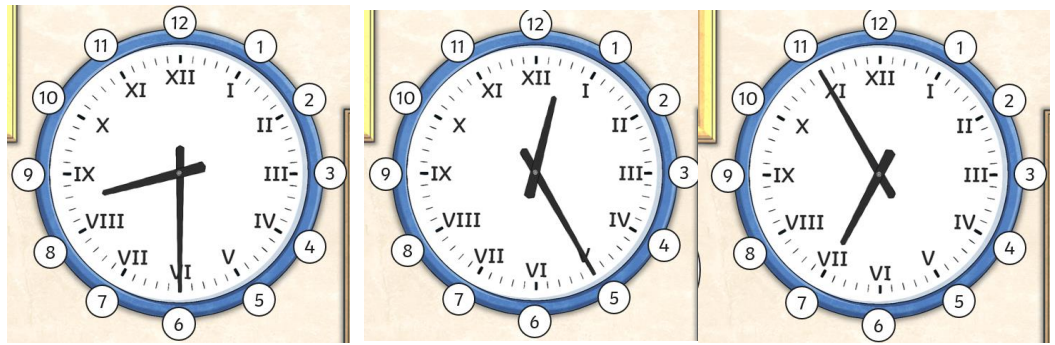
- 2) Some clocks and watches have roman numerals. This doesn't change how we read them.



This clock is showing 3 o'clock. The small hand is on the 3 and the big hand is on the

12 (o'clock).

3) What is the time on the clocks below?



4) If possible, print the file named 'Maths Task 1'. Cut out the roman numerals and stick them in the correct place on the clock. Choose a challenge below and make each time on the clock. If you have a split pin, you could use this to attach the hands. If you don't have a split pin, just place the hands on the correct time. You might want to take a picture of each time to send to your teacher.

A	B	C
Half past 3	10 o'clock	11 o'clock
4 o'clock	1:30	3:20
Quarter past 5	Quarter past 7	18.30
8 o'clock	25 past 5	25 past 2
5 past 12	Quarter to 10	Quarter to 4
Half past 9	10 to 6	5:50
10 past 4	5 to 7	25 to 9
20 past 2	20 to 8	20:40

If you aren't able to print the clock, there is an interactive online clock on this website below:

<https://www.ictgames.com/mobilePage/clock/index.html>

You will need to click on 'Roman Numerals'.

**Task 2:**

**Learning Objective**

To revise everything we've learnt about time.

1) 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/1760-lesson/time-1>

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.

**Task 3:**

**Learning Objective**

To complete an

1) We have now come to the end of our topic on time. Find the file named 'Maths Task 2 – Time Assessment', this is an assessment to check your understanding.

assessment about measuring time.

- 2) Please complete each question as independently as you can and then ask an adult to mark it with you.  
  
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 telling the time.
- 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.

**If your child is in school this week, they will cover rounding in class.**

**Task 4:**  
**Learning Objective**

To revise rounding to the nearest 10

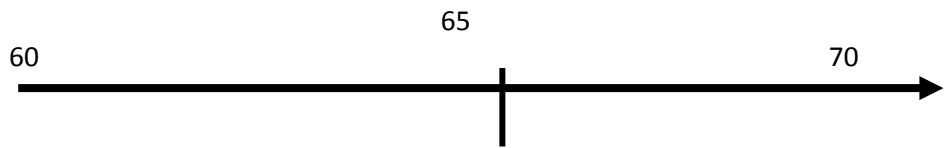
- 1) In the autumn term, we learnt how to round numbers. Rounding numbers is a useful way of estimating and therefore checking our answers.

For example,  $33 + 28 = 81$ . Without working it out myself, I can tell this answer couldn't be right. 33 is close to 30 and 28 is also close to 30.

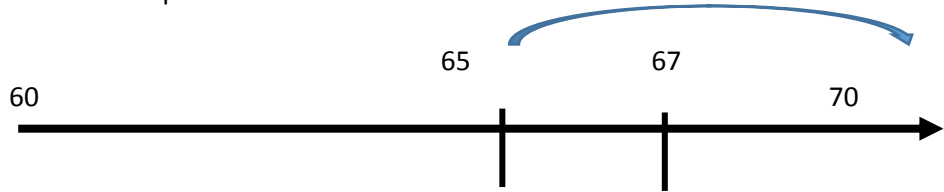
$30 + 30 = 60$ . The answer 81 can't possibly be correct.

- 2) Watch the video below on rounding.  
<https://www.bbc.co.uk/bitesize/topics/zh8dmp3/articles/zpx2qtv>
- 3) When we're rounding to the nearest 10, the first thing we need to do is work out which two tens our number is between.

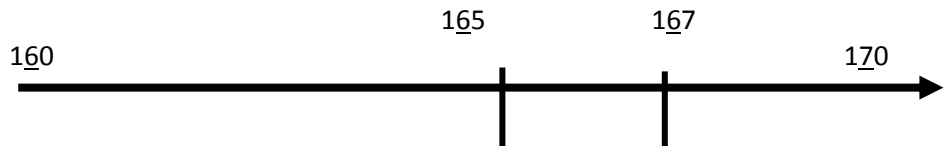
For example: the number 67 is between 60 and 70. We can demonstrate this on a number line. It's also useful to put in the middle number. In this case, the middle number is 65.



Now we need to look at the ones. The rule is, if the ones digit is below 5, we round down. If the ones digit is 5 or above, we round up. In the number 67, there are 7 ones. This is 5 or above so we round up to 70.



- 4) In a 3 digit number, you still need to work out which two **tens** your number is between.



- 5) Use the number line method to round the following numbers to the nearest 10.

A	B	C
12, 27, 34, 49, 52, 68, 71, 86	58, 61, 75, 92, 95, 158, 161, 189	69, 84, 99, 157, 246, 282, 315, 378

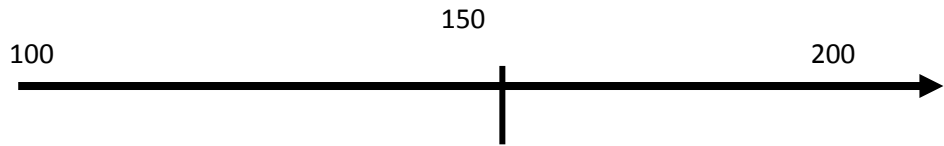
**If your child is in school this week, they will cover rounding in class.**

**Task 5:  
Learning Objective**

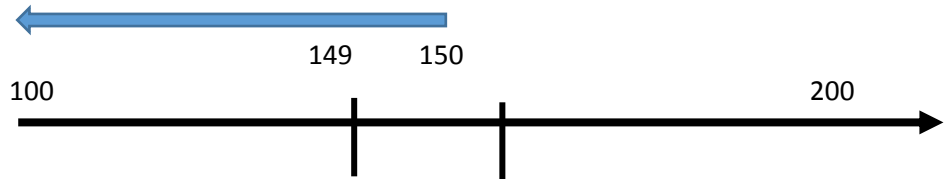
To revise rounding to the nearest 100

- 1) We can round to the nearest hundred using the same method as yesterday. First, we need to work out which two hundreds our number is between.

For example, the number 149 is between 100 and 200. Again, we can use a number line to demonstrate this. Don't forget to include the middle number.



Now we need to look at the tens digit. If the tens digit is below 5, we round down. If the tens digit is 5 or above, we round up. The number 149 has 4 tens. This means we round down to 100.



- 2) For this activity, you will need a dice and someone else (or a few people) to play with. Each player needs to roll the dice 3 times to form a 3-digit number. Round your number to the nearest 100. This is how many points you have. The next player does the same thing. Once you've had 5 goes each, add up your points (from the rounded values). The player with the highest amount of points wins.

**For example:**

**Miss Record rolls 3 6 1. 361 rounded to the nearest hundred = 400.**

**Mrs Birley rolls 5 8 2. 582 rounded to the nearest hundred = 600.**

**After round 1, Mrs Birley is winning with 600 points. Miss Record is behind with 400 points.**

If you want an extra challenge, once you've rolled the dice 3 times, use the digits to make a 3-digit number of your choice. You will need to think carefully about which order to put the digits in to gain the most points.

**Mastery:**

Whitney says:





847 to the nearest 10 is 840

A whole number is rounded to 370  
What could the number be?  
Write down all the possible answers.

Do you agree with Whitney?

Explain why.

370

	 <p>This clock has lost its minute hand.</p> <p>What time could it be? Justify your answer.</p>	<p>This clock has lost its hour hand.</p> <p>What time could it be?</p> 
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**TOPICS**

**French**

<b><u>French</u></b>	
<p><b><u>Learning Objective</u></b> To recognise animals.</p>	<p>1) Practise saying the French animal names below. Can you guess which animal they translate to in English? Draw and label each animal.</p> <ul style="list-style-type: none"> <li>• Un tigre</li> <li>• Un éléphant</li> <li>• Un lion</li> <li>• Un crocodile</li> <li>• Une girafe</li> </ul> <p>2) Find the file named 'French Task'. Match the picture of each pet to the correct word. You may need to use the internet to help you.</p>

**RE**

<b><u>RE</u></b>	
<p><b><u>Learning Objective</u></b> To learn more about the Islamic Holy book, the Qur'an</p>	<p>1) Work through the power point you have been emailed which reminds you of how important prayer is for Muslims and how their Holy book, The Qur'an helps remind them how to live their lives well.</p> <p>2) Use the attached work sheet to fill in the missing words to explain the importance of this Holy Book.</p>

**D&T: Wimbledon**

Wimbledon 2020 was due to start this week. Unfortunately, it wasn't able to go ahead due to coronavirus, but we have planned some activities to mark the occasion anyway.

<p><b><u>Learning Objective</u></b> To plan a balanced meal for a tennis player.</p>	<p>1) Recently, we've been thinking about how we can eat balanced meals. Balanced meals are meals which include food from different groups such as protein, carbohydrates and fats. Find the file named 'D&amp;T Task'. This is an example of different meals that tennis players might eat. Use your understanding of the 'Eat Well plate' to sort the food in each meal into the different food groups.</p>
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- 2) Can you use this information to design your own balanced meal for a tennis (or other sport) player? If you have time, you might want to create a similar table to make sure your meals include the different food groups.

### **Geography (follow on from Wimbledon activity)**

#### **Learning Objective**

To locate countries represented by tennis players

- 1) Find the file named 'Geography Task'. On the map, locate and label the seven continents.
  - Europe
  - Africa
  - Asia
  - North America
  - South America
  - Australasia (Oceania)
  - Antarctica
  
- 2) Below is a list of some of the highest ranked male and female tennis players in the world. Use the internet to research these players. Find out which country they represent and label it on your map. Add any other interesting information you discover about them.
  - Novak Djokovic
  - Rafael Nadal
  - Dominic Thiem
  - Ashleigh Barty
  - Simona Halep
  - Karolina Pliskova
  -
  
- 3) If you have time, choose some of your own tennis players to add to your map.

### **Computing**

#### **Learning Objective**

To design a healthy menu on Purple Mash

Log into Purple Mash. We have set you a 2Do where you need to design a healthy menu for a new café in town.

This links in with the work we have been setting in Design and Technology. Don't forget to save your work so we can see it.



