

Year 3 home learning during school closures



Welcome back to the summer term everyone!

I hope you are all well and keeping safe! I miss you all lots and hope to see you all soon!

Make sure you log in every week, to see what tasks you should be completing from home.

Don't forget to send us pictures either via our school Twitter @NorthcoteSch or my work email: a.gladwinfield@northcote.liverpool.sch.uk

We will be displaying the best examples of your work with next week's learning, so remember to still use your nice neat writing and think about creative ways of showing your work! We are excited to see what you produce!

Summer term Week 2: Week commencing 27th April 2020

Reading



Task 1: Reading speed and questioning

Please make sure you continue to read on **Reading Plus**.

Everyone in the juniors should now have a login for Reading Plus. Please see the guide some of our Year 6 children have made if you are struggling to log on.

[Reading-Plus-Guide-for-Northcote-Parents](#)

Task 2: Now that the weather is nice, make sure you are using some time to sit **and read in the sunshine**. Although we cannot go out to different places, reading is able to transport us to wherever our imagination takes us.

Try to vary what you read. You may want to use this challenge from Everton Football club to help you:

<http://www.liverpoollearningpartnership.com/reading/everton-in-the-community-reading-bingo/>

Task 2: Reading for pleasure.

- This week, we would like you to draw and label your favourite character from a book you have read this week and label with descriptive words/phrases from the text.

Why not warm up by trying some of the 'draw-a-long' workshops?

https://drive.google.com/file/d/1S7QPBa_xySuudj3capI4yzG2KajfuD48/view
www.PippaPixley.co.uk/schos/draw-a-long/

<https://www.maddie-frost.com/lets-draw.html>

Writing



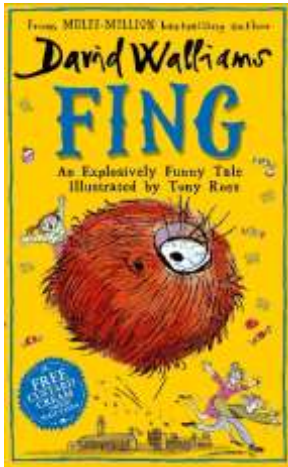
Last week, we asked you find out more about popular children's author David Walliams by completing the comprehension exercise. **I'm sure that you are now David Walliams experts!**

Please **self-assess** your work from this task using the answers below:

[David-Walliams-Week 1 Answer](#)

This week, we will be going to be doing some activities linked to one of David Walliams' most popular books, *Fing*.

Task 1: Read the opening extract of 'Fing' by David Walliams with an adult



https://issuu.com/childrensbooks/docs/fing_chapter

<https://www.worldofdavidwalliams.com/chapters-for-wbd/>

After you have finished reading, retell the story so far in as few words as possible to as many people in your house hold as you can!



Task 2: Designing a 'FING'

Later on in the story, Myrtle's parents are completely stumped when she demands a "FING" but what exactly is a "FING"?

Desperate to keep their demanding daughter happy, they delve deep into the pages of the MONSTERPEDIA (an encyclopaedia of monsters) to try and discover exactly what a FING is.

Your first job is to use your imagination to **draw what you think a 'FING' looks like**- the more creative the better!

You may want to use these question prompts to help you draw it:

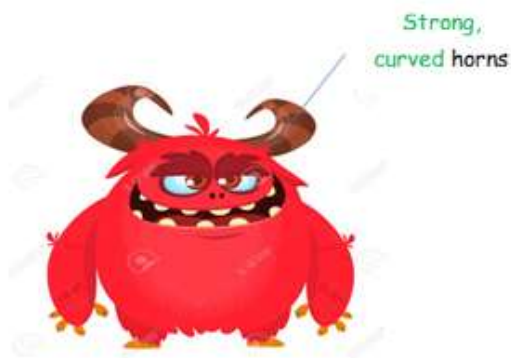
[Question prompts](#)

Remember, the more detailed your drawing is, the easier it will be to describe in the next task!

Task 2: Labelling your drawing

Now that you have drawn your own example of a 'FING', your next job is to **use the word bank below to start labeling each body part with adjectives/2a (adjective) phrases. Try to add some of your own examples as well!**

Adjective word bank



Task 3: Creating a 'WANTED' Poster

Mrytle's parents are desperate to find the FING. Your next task is to **use your labelled drawing to create a WANTED poster** to help people identify and find the FING! Take a look at the WAGOLL (What A Good One Looks Like) below to see what you need to include:

WANTED WAGOLL

We would love to see your WANTED posters. Don't forget to tweet your work to @NorthcoteSch or email it to m.weston@northcote.liverpool.sch.uk

Extra(optional task):

This document has been provided by (and is copyright of) Alison Wilcocks, the author of the Descriptosaurus. She has set us a task for this week:

Task: Can you use this sentence starter to create an opening paragraph? (5 sentences minimum. Think about brackets, dashes, commas, semi-colons). I have put some openers to help you.

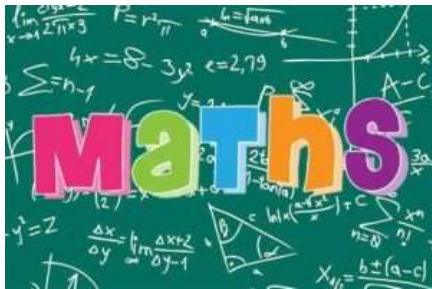
The town was a warren of tunnels, narrow and twisting alleys and a maze of dark, tall buildings. Up above... From behind... In the distance... The smell of...

Think about:

-What else can you see?

- In front, behind, above, to the left, to the right, in the distance.
- What can you hear?
- What can you smell?
- What can you touch?
- Can you taste anything?
- What time of day is it? Is it light, dark, misty, foggy?
- What is the weather like?
- Who is there?
- Why are they there?
- Are they in danger? Why? From what?
- What happens next?

Maths: column subtraction



This week, I would like you to practise the column subtraction method. Remember, if you cannot do the subtraction, borrow from your neighbour!

See the example below:

$$\begin{array}{r}
 6712 \\
 56- \\
 \hline
 16
 \end{array}$$

TASK 1: The calculation begin with no borrowing! Be careful with Q10!

1. $657 - 231 =$
2. $784 - 523 =$

3. $781 - 123 =$
4. $983 - 237 =$
5. $652 - 137 =$
6. $891 - 125 =$
7. $568 - 173 =$
8. $674 - 291 =$
9. $561 - 280 =$
10. $671 - 184 =$

TASK 2: Solve the subtraction problem Qs. Choose an appropriate level for yourself!

[Subtraction problem Qs](#)

TASK 3: Correct or incorrect? You are now the teacher! Look at the calculations. Use the column method to work out whether the work is correct or incorrect.

[correct or incorrect](#)

TASK 4: Create your own shop using products you have in your house or in your cupboard. Give yourself or a member in your house some money. Work out what change you/they will have from buying each product using the column subtraction method.

Times tables

We would also recommend children to continue to practise times tables. All children should have their TT Rockstar login.

Other good websites and games include: <https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.topmarks.co.uk/maths-games/daily10>

Children should practise recalling times tables as quickly as possible in any order. Another way to practise is to give children quick fire questions!

ANSWERS FROM LAST WEEK'S WORK (COLUMN ADDITION):

TASK 1:

1. $567 + 132 = 699$
2. $581 + 215 = 796$
3. $756 + 125 = 881$
4. $345 + 139 = 484$
5. $769 + 228 = 997$
6. $567 + 341 = 908$
7. $458 + 181 = 639$
8. $456 + 372 = 828$

TASK 3:

1. $455 + 234 = 689$
2. $672 + 123 = 795$
3. $731 + 234 = 965$
4. $734 + 147 = 881$
5. $672 + 318 = 990$

Science: Light

This half term, our new Science topic is **Light!**

Last week, you found out what light was, what sources of light are and what darkness is.

This week, we will be focussing on **how light travels and how light reflects off surfaces including mirrors.**

Task: Carefully Read through the information in the PowerPoint below, clicking on the links to watch the videos and completing the tasks/Activities as you move through the slides.

Light- Lesson 2

Main activities: you will need mirrors, paper and at least one pencil/felt tip to complete these activities. Please read the PowerPoint carefully to find out how to complete these activities.

Mirror activity 1: Using mirrors

Mirror activity 2: Reflection tracing

Mirror activity 3: Making a periscope

Mirror activity 4: Mirror writing

Plenary: Use what you have learned so far to complete the gaps on the PPT slide.

Humanities – History: The Stone Age

Hunter Gatherers



Last week you looked at 'Base Camps' and how people used these as they moved around a lot during the Mesolithic period (middle of the Stone Age).

This week, I would like you to look how people got their food during this period and also look at hunting sites.

Read the PowerPoint below. There are a few activities for you to complete as you are reading the information.

lesson 2- hunting sites

MAIN TASK- Complete the main task at the end of the PowerPoint.

You are the deer stalker. Write a diary entry about your life.

Use facts you have learnt in today's lesson.

Include information about the following things:

- *What tools you used?*
- *What animals you hunted?*
- *How you hunted? (stalking, setting traps, using dogs)*
- *What you would be wearing?*
- *Think about how you would feel*

You will need to use the information that you have read to help you!

D and T



In D&T this half term, we will be focusing on the topic 'Healthy and varied diet'. Over the coming weeks will be designing, making and evaluating a healthy fruit salad.

Last week, you familiarised yourself with different types of fruit by investigating and evaluating different types of fruit in your house. We hope you enjoyed it!

This week, you are going to use your evaluations to help you:

- **Write your fruit salad design specification**
- **Write basic instructions for how you will make your fruit salad**

Task 1: Design specification

A design specification is really important because it helps you decide **who** you are making something for, **why** you are making it and the different things that you will need to consider to make the final product.

Using your chart from last week, work with an adult to complete the design specification below:

[Fruit-Salad-Design-Specification-](#)

Task 2: Write instructions for making a fruit salad

Before you make your fruit salad, it is important that you **discuss** and **plan** out how you are going to do it **with an adult**.

Using your **design specification** from **task 1** and the **template** below, you now need to **write instructions** for how you will make your **fabulous fruit salad**.

Fabulous Fruit Salad Template

In preparation for next week, you will need to make sure you have the **three fruits** (and any other ingredients) you have chosen to go in your **fabulous fruit salad**.

PSHE



This week, our theme for PSHE is **travel** and **transport**.

Task 1: Read the poster below with somebody and home and then complete the sheet below:

[Picture News at Home - 20th April](#)

[Picture News Prompt 2](#)

Task 2: Planning a journey for the future

We may not be able to travel very far at the moment but that doesn't mean we can't plan for the future! Use the sheet below to help you complete the following task:

Imagine you are going on a journey. You can travel anywhere you want! Think about where you will go, how you will travel there, who you will go with, how long it will take, what the journey will be like. Describe your journey.

My journey

We would love to hear about your journey for the future. Don't forget to tweet your work to @NorthcoteSch or email it to a.gladwinfield@northcote.liverpool.sch.uk

Spanish- recap animals



Watch the clip below: <https://www.youtube.com/watch?v=0qdlMipcsWQ>

Try this activity matching the animals with the correct Spanish and filling in the blanks with the correct missing letters.

Animals

PE- Get moving and healthy eating



Joe Wickes has been doing a session every day to help keep our bodies healthy while we are at home.

https://www.youtube.com/playlist?list=PLyCLoPd4VxBuHn84_as427AwkVpahrqi

Alternatively, Oti Mabuse is doing daily dance classes. The lessons focus on fun movements that everyone can master!

<https://www.youtube.com/user/mosetsanagape/videos>

Recreate your own Sports Day at home. Think 'Egg and Spoon' races and relays! Try to get as many of the family involved as possible!

Research a healthy snack recipe. Make this with your family and enjoy it as a post exercise snack.

Computing- Revise and explore Scratch and begin to programme



Open up scratch on your computer. Type Scratch into Google or use the link below:

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

Click onto 'Create'.

Revisit the challenges from last week and complete this week's task!

TASK 1- Change the sprite

Click on the cat and click on the cat with the addition. Draw your own sprite or upload one.

TASK 2 - Change the background

Click on the backdrop where it says 'Stage' on the bottom right of the screen. Draw your own background or upload one.

TASK 3- Programme your sprite to move / talk

Click on the sprite you want to program

Click on event and drag over 'When green flag is pressed'

Click on motion and drag the 'Move ___ steps' block over

Click on looks and drag the 'Say ____' block over

Challenge- Try to make 2 sprites have a conversation!

TASK 4- Change the colour of your sprite

Click on the sprite you wish to change the colour of

Click on event and drag over 'When space key is pressed' (do not join to the blocks from the previous tasks!)

Click on looks and drag the 'change colour effect by 25'

Try to change the colour of all the sprites you have currently used!

Practise clicking on the green flag and space key to try out what you have programmed!