



Home Learning

Hello Year 3! Welcome to another week of home learning.

This home learning pack is for

Term 4, Week 2, Monday 1st – Friday 5th March.

Please give as much a go as you can. You have all been working so hard at home, keep being Spikey Superstars!

Please see below the tasks we would like your child to work on this week. If you have any problems, please remember that you can email at ask@priestley.wilts.sch.uk during school hours.

Don't forget to upload your work to Seesaw so we can see how you are getting on.

Please note that any links to internet sites and YouTube videos need to be supervised by an adult, and they may contain adverts. You do not need to pay for any of the sites we are suggesting.

Maths

Don't forget your child has access to My Maths and has a personalised login where activities and challenges have been set for them.

Day 1 - Compare money

<https://vimeo.com/479814464>

Compare money

- 1 Which is the greatest amount of money in each pair?

Tick your answer.

a)



b)



c)



d)



How did you compare the amounts?



- 2 Alex and Amir each have some money.

a) Alex has 23p.

Draw the money Alex could have.

b) Amir has £23

Draw the money Amir could have.

c) Who has the most money? _____
How do you know?

- 3 Eva has this money.



Teddy has the same amount of pounds as Eva but fewer pence.

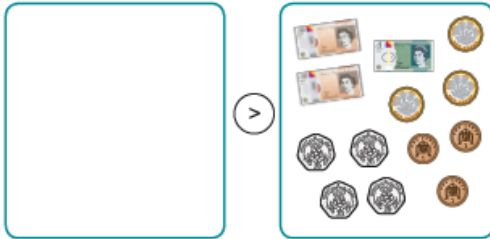
How much money could Teddy have?

£ and p

4 Write $<$, $>$ or $=$ to compare the amounts.



5 Draw money to make the statement correct.



6 Write $<$, $>$ or $=$ to compare the amounts.

a) £3 and 20p £3 and 27p

b) £5 and 67p £2 and 67p

c) £10 and 9p £10 and 20p

d) £5 + £5 + 20p £10 + 10p

e) £20 + 10p + 5p 5p + £10 + £10 + 5p + 5p

7 Complete the statements.

a) £7 and 21p $>$ £ and p

b) £ and p $>$ £7 and 21p

c) £7 and 21p $=$ £ and p

Is there more than one way to complete each statement?

Talk about it with a partner.

Day 2 - Find the Total

<https://vimeo.com/479815623>

Find the total

- 1 Annie wants to buy some new toys.



- a) How much does it cost to buy the teddy and the yo-yo?

- b) How much does it cost to buy the toy train and the football?

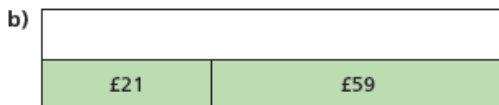
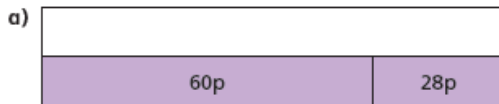
- c) How much does it cost to buy one of everything?

- d) Annie has £9

Circle three items she could buy.

Compare answers with a partner.

- 4 Complete the bar models.



- 5 Ron has this money in his hand.



He has 29p in his pocket.

How much money does Ron have altogether?

- 2 Whitney goes to the cinema and buys these sweets.



How much money does Whitney spend altogether?

- 3 Complete the statements.

a) $£3 + 42p = £$ and p

b) $£7 +$ p = £7 and 96p

c) $£$ + 3p = £11 and p

d) $£$ and 53p = 50p + 3p + £18

e) $£10 +$ p + 50p = £10 and 70p

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- 6 Dexter, Tommy, Alex and Rosie are going shopping.



- a) Dexter buys a comic book and a chocolate bar.

How much does Dexter spend?

- b) Tommy buys a bottle of water, a lollipop and an apple.

How much does Tommy spend?

- c) Alex buys 2 lollipops and a box of crayons.

How much does Alex spend?

£ and p

- d) Rosie spends £3 and 80p

What items could Rosie have bought?

Compare answers with a partner.

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Remember to use the methods of Subtraction we have previously learnt.

Find the difference

- 1 Teddy and Annie each have some money.

a) Teddy has this money.



How much money does Teddy have?

 p

b) Annie has this money.



How much money does Annie have?

 p

c) How much more money does Annie have than Teddy?

How did you work this out?

- 4 Dora and Mo each have some money.



Dora

I have two £10 notes and three £1 coins.

I have one £20 note, one £5 note and two £2 coins.



Mo

Who has more money? _____

How much more money do they have?

- 5 Jack has been to the cinema and bowling.



How much more did Jack spend to go to the cinema than to go bowling?

- 2 Rosie has this money.



She wants to buy this packet of sweets.



How much more money does Rosie need?

- 3 Work out the difference between the cost of a bottle of water and a lollipop.



58p



23p

← ? →

- 6 Esther has £3 and 67p.

Nijah has £3 and 15p.

Brett has £8 and 67p.

a) Who has the most money? _____

b) How much more money does Esther have than Nijah?

c) How much more money does Brett have than Esther?

- 7 Tom and Whitney each have £5 and 84p.

a) Tom spends some money.

Now he has £5 and 7p.

How much did Tom spend?

b) Whitney also spends some money.

Now she has £5 and 23p.

How much more did Tom spend than Whitney?

-

-

- | | |
|--|--|
| | |
|--|--|

- 10

- £ and p

- 7 Whitney, Jack and Amir each have £1

- a) Whitney buys a bottle of water for 70p.
How much change does Whitney get?

- b) Jack buys a box of raisins for 67p.
How much change does Jack get?

- c) Amir buys a bottle of milk for 91p.
How much change does Amir get?

- d) How did you work out your answers?



8



I paid for a drink
using one coin and I got
£2 and 19p change.

Eva is wrong. How do we know?

- 9 Rosie and Tom buy some of these items.



- a) Rosie has a 50p coin.
She buys one item.

Rosie's change is all silver coins and one of them is a 20p.

What did Rosie buy? _____

How do you know?

- b) Tom has £1
What items could he buy?

How much change will he get?

Day 5 - Two-Step Problems

<https://vimeo.com/479817217>

Remember to use the methods of Addition and Subtraction that we have previously learnt.

Two-step problems

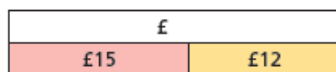
Rose Maths

- 1 Annie has £15

Her mum gives her another £12

- a) How much money does Annie have now?

Complete the bar model and the number sentence.



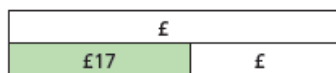
$$\square + \square = \square$$

- b) Annie buys this teddy.



How much money does she have now?

Complete the bar model and the number sentence.



$$\square - \square = \square$$

- 2 Tommy has 35p in one hand and 27p in the other hand.

- a) How much money does Tommy have altogether?



Tommy buys this box of crayons.

- b) How much money does he have now?



- 3 Aisha has a £20 note.

- a) Aisha spends £7 on a cinema ticket.
How much change does she get?



Two-step problems

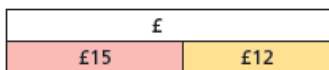
White Rose Maths

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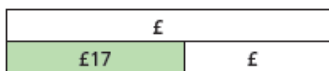
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- b) Annie buys this teddy.



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Don't forget your child also has access to Reading Planet where books matching their school reading book band have been allocated to them.

Make sure that children are continuing to read every day at home. They can read to an adult at home or their siblings. Make sure that you are also discussing what they have read and asking them questions to see how much they have understood of the story.

Useful links:

Please see the Useful Links document which contains information for a selection of online reading resources the children can access.

If you are not sure of your child's book band, please contact ask@priestley.wilts.sch.uk

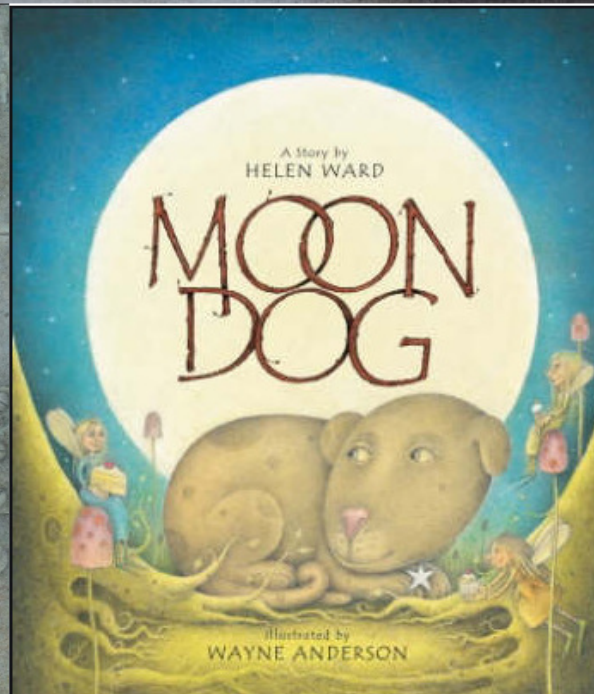
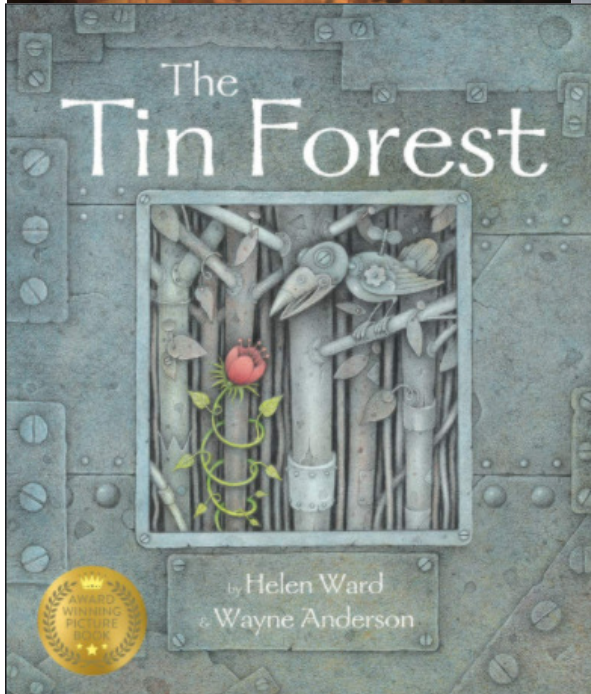
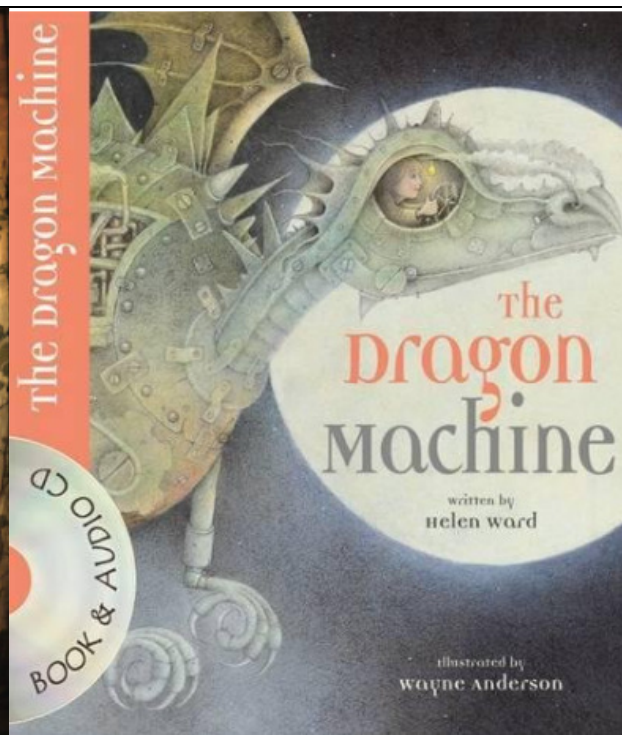
Day 1 - Compare book covers

Have a look at the four book covers below. What do you notice when you look at them?

Are there any similarities?

Are there any differences?

Do you notice anything unusual about the books?



Day 2 - Dragon Machine

Read or listen to the story 'Dragon Machine' by Helen Ward.

https://www.youtube.com/watch?v=_puW66Xn-u0&feature=youtu.be

What is unusual about the Dragon Machine? Does it look like a normal dragon?



If you had to make an animal out of a machine, what animal would you choose?

Draw and label your own animal machine. What body parts does it have? What is the animal made of? Bolts? Screws? Can you get inside the machine?

Day 3 - The Tin Forest

Read or listen to 'The Tin Forest' by Helen Ward.

https://www.youtube.com/watch?v=_j_XPFxy5js&feature=youtu.be



Think about what there is, what we see and what we discover in the Tin Forest. Then think about what we see and discover in the real forest. Is anything the same in both forests?

Complete the comparison sheet below making notes of what you discover in each forest.

Then, write a short setting description of the two forests showing their differences and similarities.

The Tin Forest Compare and Contrast

Compare and contrast the tin forest and the real forest. Are there any aspects that are the same?

The Tin Forest	Both Forests	The Real Forest



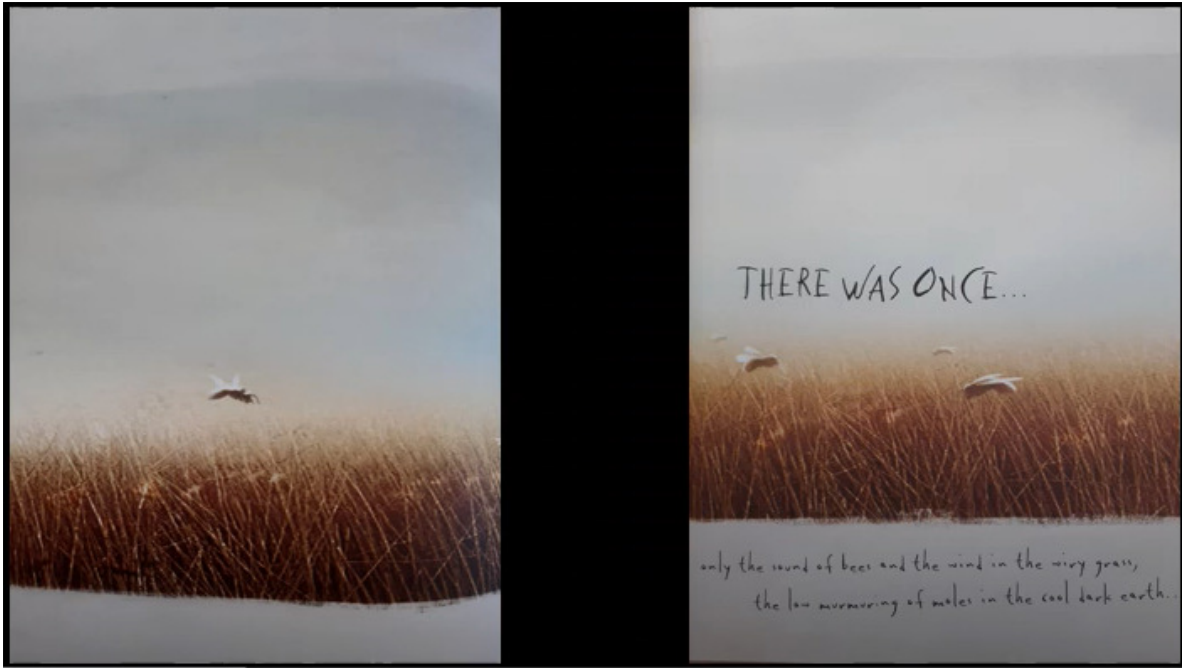
Day 4 - Varmints

Read or listen to the story 'The Varmints'.

<https://www.youtube.com/watch?v=P-EBoIcKX84&feature=youtu.be>

The book begins with the sentence:

'There was once only the sounds of bees and the wind in the wiry grass, the low murmuring of moles in the cool, dark earth and the song of birds in the high blue sky'.




Could you use this sentence as the starting point for your own short story?

Day 5 - Varmints -

Have a look at the comparison sheet below. What do you remember about the book from yesterday?

Who were the characters? What was the setting? What language was used? Is there a moral or a message? What was your favourite part?

Book and Film Comparison

Character(s)	Setting(s)	Problem and Resolution	Use of Language	Moral or Message	My Favourite Part
Book 					
Film 					

Now watch the 24 min short film 'Varmints'.

<https://www.youtube.com/watch?v=YxD02c2pIsI>

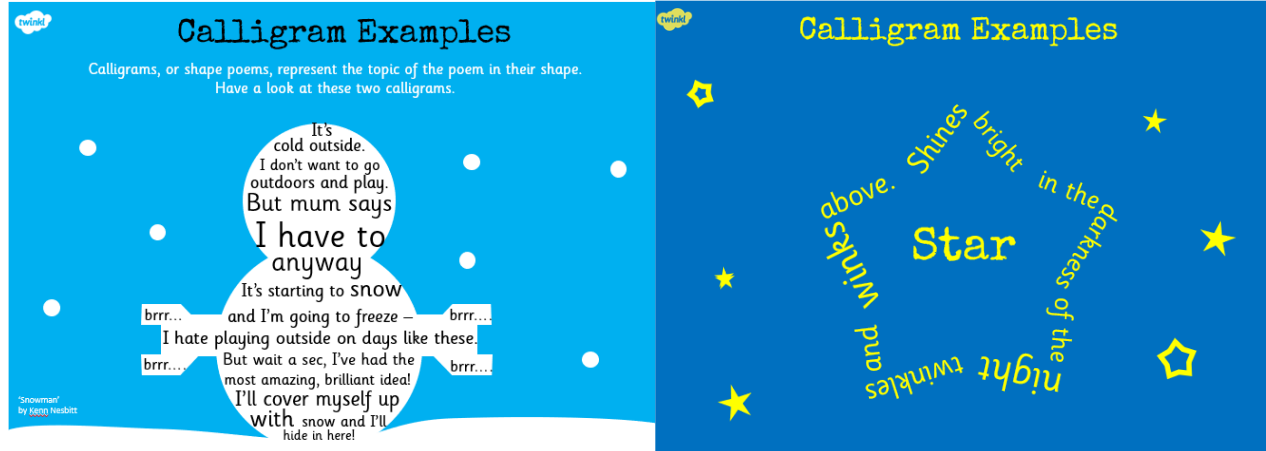
Now you have watched the film, complete your comparison sheet. Were the characters the same? What about the setting? How were the problems resolved in the film compared to the book?

Writing

Day 1 - What are Calligrams?

This week, we are going to be looking at Calligrams. Let's have a look at the PowerPoint below to find out what they are.

Do they have any features that we have to include?



Calligram Features

What did you notice?

Think about:

- the position of the words or phrases
- any colours the poet has used
- the shape the poem makes

Calligrams are often written as 'free' verse
– they don't have to rhyme!

Some shape poems (like 'The Snowman') are written inside a very light outline of a shape. The words have to be different sizes to fill the shape up just right!

Other calligrams (like 'Star') follow the outline of a shape, so the words make the edges.

- Calligrams are also known as shape poems or concrete poems.
- Calligrams don't have to rhyme.
- They form a shape which represents the topic of the poem.
- Sometimes they are written inside a shape.
- Sometimes the words themselves form the outside edges of a shape.
- Words and phrases can be stretched, squashed or distorted to show their meaning.

Your Turn!

Have a look at these poems. How could you make one into a brilliant calligram?

Standing under the bridge
The river ripples beside me
I shiver and look out
At the pouring rain.



My teddy is my best friend
His fat tummy is made
For hugging when I'm happy
or sad.
His big ears listen to my secrets
Soft paws, fluffy fur, bright eyes
I think he knows
Everything about me!



Falling leaves
Swaying, fluttering
Rustling under foot
Drifting into piles
Like autumnal snow
I miss the green leaves
When will it be spring
again?



Day 2 - Word Calligrams

We now know that Calligrams are just text that is designed to look like what the word, phrase or poem describes. Here are a few examples of word Calligrams:

FLUFFY

Wiggly

HOT

prickly

Create your own Calligrams for single words. Think of an adjective that you could turn into a calligram.

Here are a few ideas in case you are struggling to get started:

Smooth Curly Furry Spikey Dripping Sketchy Fuzzy Leafy Cold

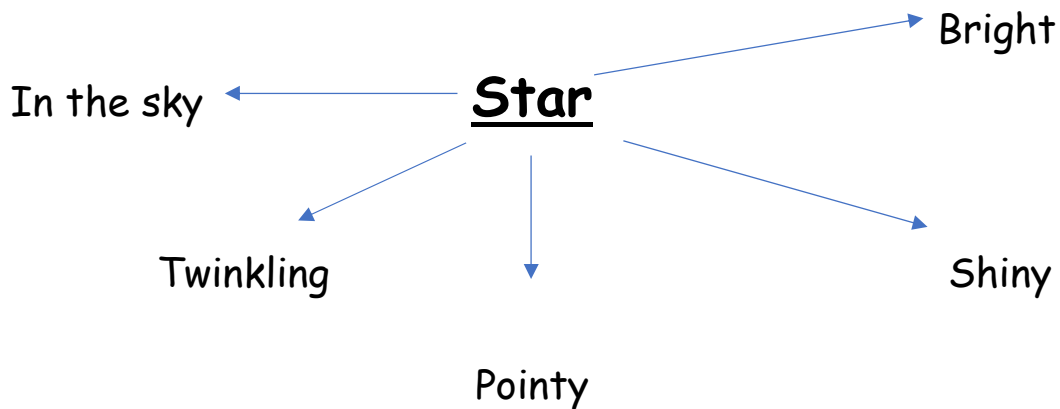
Day 3 - Gather ideas for your chosen object

Looking back to the examples of the snowman and the star Callligrams from Monday's PowerPoint.

Pick 2 of your own objects. They can be absolutely anything (rock, tree, chair, sandwich, dolphin, car etc!)

Create a mind map around each word gathering ideas and descriptive words. Your mind map should be filled with words and phrases that describe or relate to your chosen object.

For example:



Day 4 - Thesaurus Skills!

Look back to your two objects you were describing yesterday. Today you are going to focus on just one - you need to decide which one.

When you have chosen your object, look back at the descriptions you thought of yesterday. Can you find synonyms for some of your descriptions using a thesaurus to help you?

Shiny - shimmering / glimmering/ glistening

Pointy - spikey / sharp

Bright - brilliant / vivid / dazzling

Day 5 - Write your own Calligram

Use all your ideas to write a poem about your chosen object.

Remember - a calligram needs to be in the shape of your object! Will you write inside the outline of your object's shape, or will your writing create the shape (like the star poem did)?

See the school website for the Year 3/4 spelling lists and rules that have already been posted.

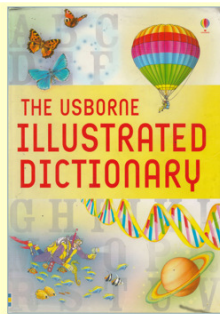
Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	



Grammar

Using a dictionary



Use a dictionary to check the meaning of words

How do you find words in a dictionary?



Finding words alphabetically:

st 1 letter	nd 2 letter	rd 3 letter
<u>A</u> ble	<u>A</u> ardvark	<u>D</u> irector
<u>D</u> isarm	<u>A</u> bacus	<u>D</u> ismiss

What comes first?

- Dingy or Dinner
- Diplomat or Diploma?



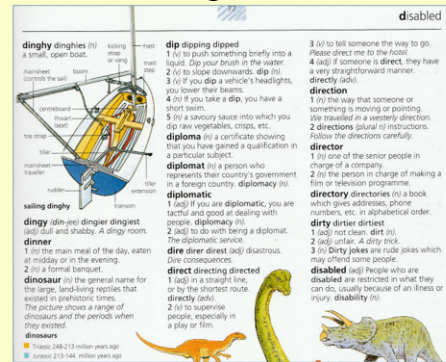
Look at the 4th letter

Dingy
Dinner
Diplomat

Look at the word length

Diploma
Diplomat

Meaning of words



1) Sort these words into alphabetical order:

Wrong order:

- 1) Expensive
- 2) Dismiss
- 3) Experiment
- 4) Casino
- 5) Casket
- 6) Buddha
- 7) Dismal
- 8) Disperse
- 9) Shock
- 10) Shop

Right order:

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)

2) Find out the meaning of these words:

Word:

Meaning:

Shoddy

Thwart

Vulnerable

Bulletin

Counterfeit

Dictionary Skills

Dictionary Skills

Scavenger Hunt

Use a dictionary to answer the following questions.

Find a word with more than 8 letters.

Find a verb beginning with 't'.

What page number is the word 'route' on?

What is a 'cornet'?

Find three words that begin with 'th'.

What is the last word in your 'dictionary'?

Where would you wear a 'sporrán'?

How many words begin with 'z'?

Identify and describe the functions of different parts of flowering plants



Plants!

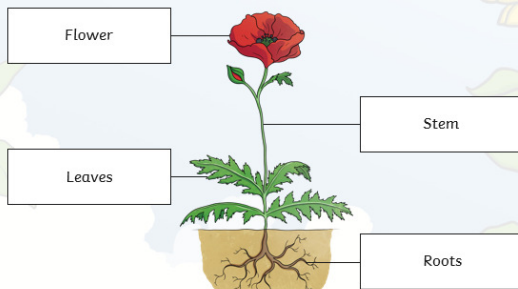
We are going to be learning about plants.

Do you recognise any of these plants?

Do you know what the different parts of the plants are called?



Parts of a Plant:



What Jobs Do They Do?



Roots

Where do we find the roots of a plant?

They grow underneath a plant, below the surface of the soil.

Roots are usually long and are covered in small hairs.

What do you think their jobs are?

The roots anchor the plant in the ground.

They absorb water and nutrients from the soil.

Photos courtesy of iStockphoto/White.com - granted under creative commons license - attribution

What Jobs Do They Do?



Stem or Trunk

What is a stem or trunk?

Branches, leaves and flowers grow from the stem or trunk.

A trunk is woody, and often has a layer of bark around it.

What job does it do?

The stem or trunk holds the plant up.

It also carries water and nutrients from the roots to the leaves.

Photos courtesy of iStockphoto/White.com - granted under creative commons license - attribution

What Jobs Do They Do?



Leaves

What job do leaves do?

The leaves make food for the plant using sunlight and carbon dioxide from the air.

Photos courtesy of iStockphoto/White.com - granted under creative commons license - attribution

What Jobs Do They Do?



Flowers

Do you know what the flower's job is?

Flowers are brightly coloured to attract insects and birds.

The insects carry pollen to other flowers.

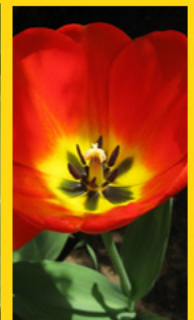
Flowers use the pollen to make seeds to grow new plants.

Photo courtesy of iStock/Getty Images.com | granted under creative commons license | attribution

What Can You Remember?



Look at these pictures of the different parts of a plant.
Try to tell someone what you can remember about the job or jobs each part does. Have a go at remembering as much as you can!



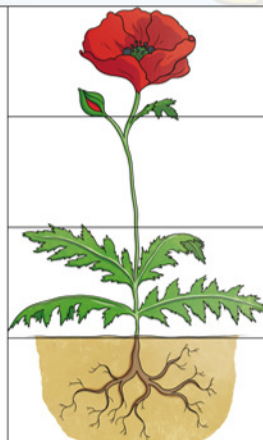
Fun Facts



Now is your chance to show what you have learnt!

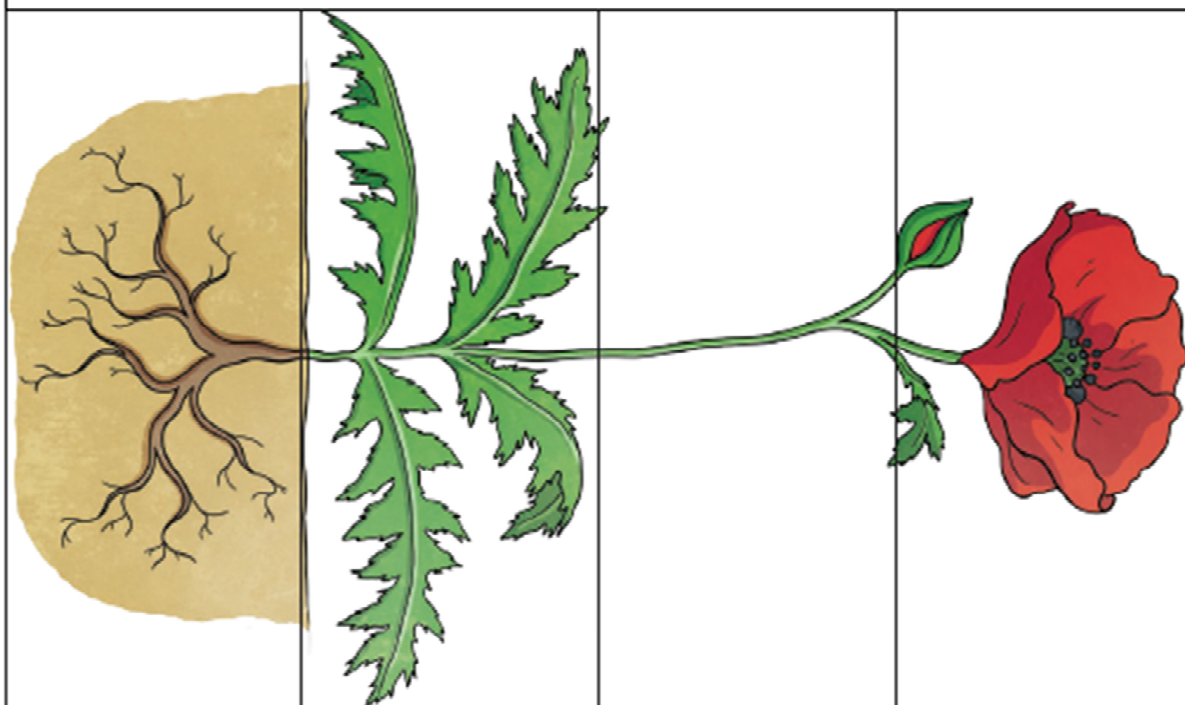
Your job is to create a folding leaflet to explain the function of the different parts of a plant.

Parts of a Plant



Part 1

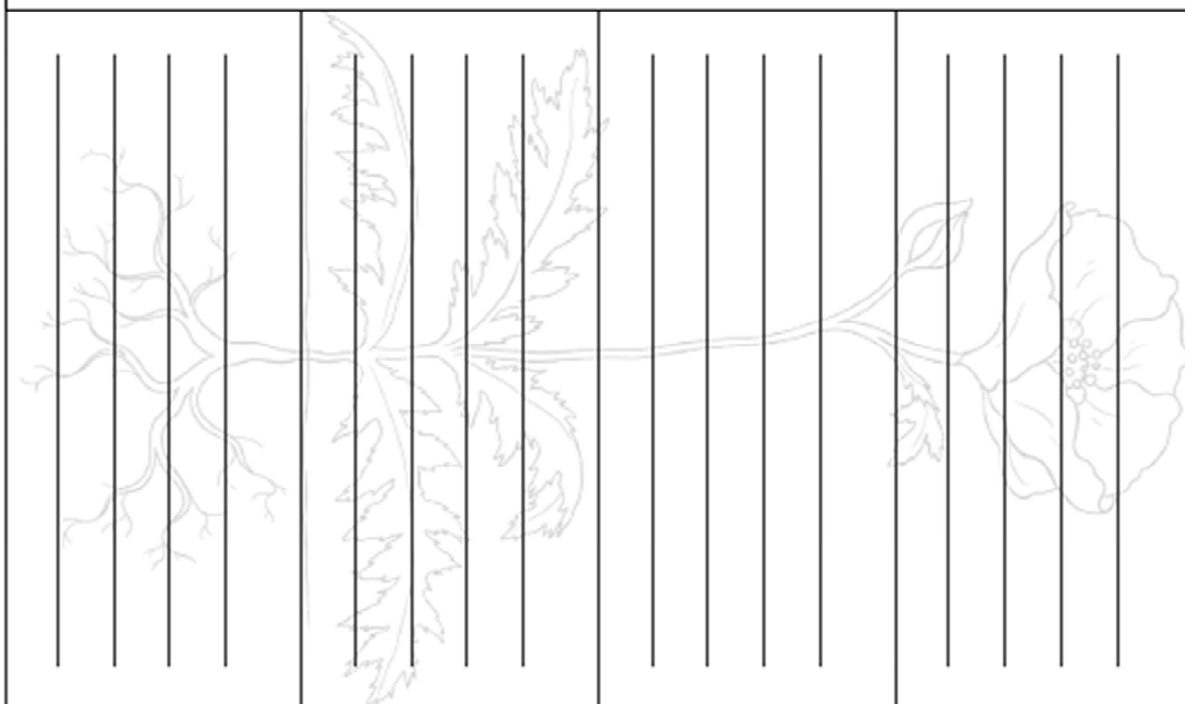
Parts of a Plant



Part 2

Glue part 1 here.

Fill in the gaps to explain the different jobs.




What do plants need for life and growth?



<https://www.bbc.co.uk/bitesize/clips/z9f87hv#:~:text=Five%20conditions%20for%20successful%20growth,seed%20and%20tending%20the%20plant.>

What Do Plants Need?



Plants are living things. There are **7 life processes** that tell us if something is alive.

The 7 life process are movement, respiration, growth, reproduction, excretion, nutrition and sensitivity. Plants do all 7 of these things.

Plants need certain conditions to help them grow well.

Have you ever looked after a plant? What did you have to provide it with to help it to grow?

What do you think plants need?


How Can We Find Out?

We are going to find out exactly what plants need to grow well.

Scientists find things out by setting up investigations and gathering results.

There are different types of investigation: fair tests, comparative tests, exploring and observing, finding patterns or sorting and classifying.

Scientists choose which type of investigation is best for what they are trying to find out.



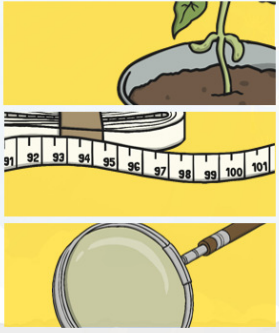
How Can We Find Out?

This will be an **exploring and observing investigation**, so you can see what happens to your plants in different conditions.

You will work in pairs to investigate the things plants need to grow well.

You will use your Investigation Planner to record your ideas.




When you are ready, you will get a healthy plant and set up your investigation.



What Are You Going to Investigate?

Scientists start with a question that they want to investigate.

Decide which of the questions below you want to explore in your investigation.

 <p>What happens if a plant has no water?</p>	 <p>Can a plant grow in the dark?</p>	 <p>If a plant has no heat, will it still grow?</p>
--	--	--

Challenge: Can you think of your own question to explore?

When you have decided, complete your Investigation Planner.

What Do You Predict Will Happen?



Before setting an investigation up, scientists think about what they will find out. This is called 'making a prediction'.

When you make a prediction, you say what you think will happen in your investigation.

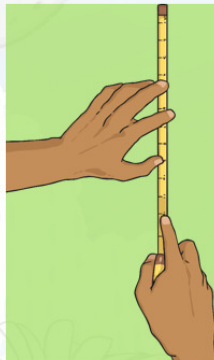
Talk to your partner about what you predict will happen in your investigation.



Challenge: Can you explain why you predict this will happen?

Add your prediction to your Investigation Planner.

What Are You Going to Do?



Have a go at trying to plan what you are going to do in your investigation.

You could use pictures, words or both to explain your ideas on your Investigation Planner.

Don't forget to measure the height of your plant so that you can tell if it has grown taller at the end of the investigation.

Set It Up!

Now your investigation is set up, you will need to watch your plant carefully.

When scientists look carefully at things, it is called 'observing', or 'making an observation'.

Over the coming days, observe your plant regularly and see if you notice anything.

If you do observe anything happening or changing, record it on your Recording Results Sheet.

When you have completed your observations, you will look at your results and think about what you found out.



Set It Up!



When you are ready, find a healthy plant and set up your investigation!

You can use your Investigation Planner to help you remember what you need to do.

Make sure you are very careful when handling the plants. Always wash your hands after touching the plants.

What Do Plants Need to Grow Well?

Question - What do you want to find out? Choose your question.

Prediction - What do you think will happen to your plant?

Method - What are you going to do?





What Do Plants Need to Grow Well?

Question: What do you want to find out? Underline or circle your choice.



What happens if a plant has no water?



If a plant has no heat, will it still grow?



Can a plant grow in the dark?

Prediction: What do you think will happen to your plant?

I think my plant will...



Method: What are you going to do?

Think about where you will put your plant, or what you will do to it.

Ideas:



Dark cupboard



Fridge



Water

Recording Results

Height of plant at the start of the investigation:		Height of plant at the end of the investigation:	
--	--	--	--

Observe your plant regularly and record what you notice.

Date:					
Observations:					

Describe what you have observed once the investigation is complete.

Answer your question.

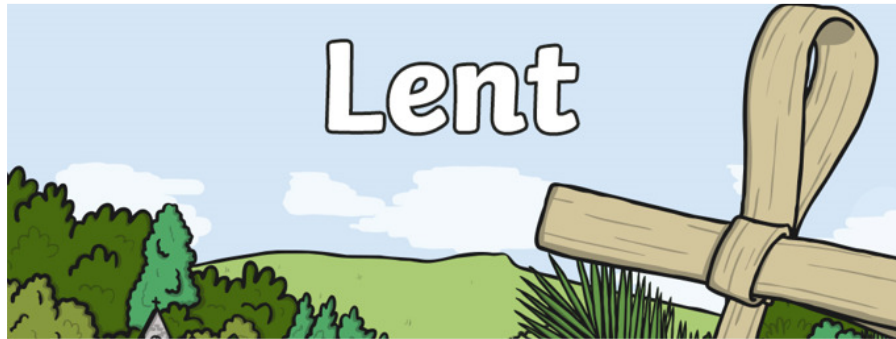
Computing

The story 'Varmints' have been turned into a short film.

Can you create a poster on a tablet or computer encouraging someone to read the book or watch the film?

RE

Lent



When Is Lent?

Lent begins on Ash Wednesday.
(The day after Shrove Tuesday/Pancake Tuesday.)



Lent lasts for 40 days. It starts on Ash Wednesday and ends on Easter Sunday. However, if you look at a calendar and count the days, there are more than 40 days. Lent is actually 46 days, however the six Sundays are excluded because there is no obligation to fast on Sundays in Lent.

What Does Lent Mean?



Lent comes from the Middle English word 'lenten' or the Old English 'lencen', both of which mean spring (the season).

Lent is the time of new beginnings, new growth and a time to go and get fit and to live the life of a Christian.

What Three Things Do Christians Do During Lent?

1. Fasting



2. Giving



3. Praying



The Colour Purple

The priest wears purple garments and a purple cloth is placed on the altar during Lent.

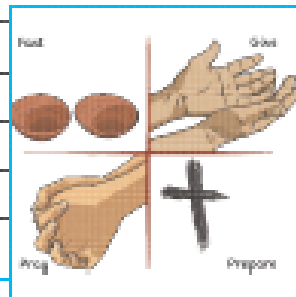
Why?

- Purple symbolises both pain and suffering leading up to the crucifixion of Jesus.
- It also symbolises the suffering of all humans and the world under sin.
- Purple is also the colour of royalty. This reminds people that Jesus is King.

Lent

Many Christians give up something during Lent. Often the thing they give up is something that they feel they spend too much time or money on or something that is bad for them. They might give up chocolate, crisps. Or they could try to watch less TV or give up playing computer games. If you were going to give up something for Lent, what would it be and why?

Christians often give money to charities during Lent. This is to help people in need. Have you ever done anything for charity? If so, what did you do? If not, if you were going to raise money for a charity, which charity would it be and why?



Many Christians spend time during Lent praying (talking to God). If you could talk to anyone in the world, who would it be? What would you say to them?

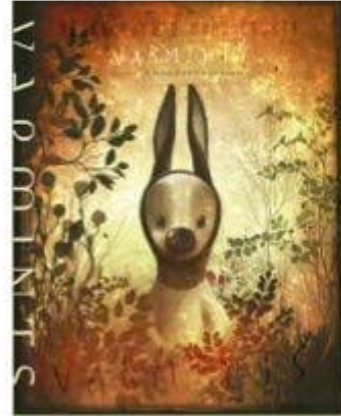
Lent is the period when many Christians get ready for Easter. Write about a time when you got ready for a special event. What was the event? How did you feel? How did you prepare?

Art

Look at these pictures from the book 'Varmints'.

How does the use of colour change as the story progresses?

Could you use this technique for your own story or a story you know well and enjoy? Draw a series of pictures to show a story thinking about how to use colour to show the story is changing.



PE

Supermover - <https://www.bbc.co.uk/teach/supermovers>

GoNoodle - <https://www.gonoodle.com/>

60 seconds challenges - <https://www.youthsporttrust.org/60-second-physical-activity-challenges>

<https://www.nhs.uk/10-minute-shake-up/shake-ups>