



Learning Project WEEK 2 - The area you live in	
Age Range: Y3	
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> ● Working on Times Table Rockstars - your child will have an individual login to access this (20 mins on SOUND CHECK). ● Play on Hit the Button - focus on number bonds, halves, doubles and times tables. ● Adding totals of the weekly shopping list or some work around money. This game could support work on adding money. ● Practise telling the time. This could be done through this game (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes. ● Get a piece of paper and ask your child to show everything they know about Subtraction. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be (Consider different units of measure such as weight, length, capacity). ● Practise counting forwards and backwards from any given number in 10s. ● Re-cap some fractions work – copy and paste the hyperlink into your Internet Explorer/Google Chrome. https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Y3-Spring-Block-5-WO1-Unit-and-non-unit-fractions-2019.pdf 	<ul style="list-style-type: none"> ● <u>Guided Reading Challenge:</u> Victorian Britain by John Sampson group: Introduction (Pages 2-3). <ol style="list-style-type: none"> 1) What exciting things happened during Queen Victoria’s reign? (Retrieval). 2) Why were people sad when Queen Victoria died? (Inference). 3) What happened during the reign of Queen Victoria? (Retrieval). 4) In the text, it says ‘working conditions were improved, especially for women and children’. What does the word ‘improved’ mean in this sentence. (Words in context) ● The Tunnel Anthony Browne (There are no page numbers to this book. So count the very first page of the story as Page 1). The following questions are based on Pages 1-2. <ol style="list-style-type: none"> 1) What did the sister like doing? (Retrieval) 2) The author says that the brother and sister were not ‘alike’, what does this mean? (Word Knowledge) 3) Did the brother play alone? (Retrieval) 4) Out of the brother and sister, do you think one is having more fun than the other? (Deductive) ● You could share a story together. This could be a chapter book where you read and discuss a chapter a day. ● Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation. ● Watch Newsround and discuss what is happening in the wider world. ● Get your child to read a book on Oxford Owl, discuss what your child

	<p>enjoyed about the book.</p> <ul style="list-style-type: none"> • Get your child to read a book on Active learn and complete the activities. These focus on comprehension skills. • Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word? • With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers
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Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Practise the Year 3/4 for Common Exception words. • Practise your spelling on Spelling Frame • Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified? • Choose 5 Common Exception words and practise spelling them using green vowels. Write the word and every vowel complete in green, e.g. spelling. 	<ul style="list-style-type: none"> • Write a diary entry summarising the events from the day/week. • Write an information report about their local area. Remember to include headings and subheadings. • Choose an interesting building they have found out about and write a list of questions they would like to ask. • Write a story about a stranger coming to their local area. What happens? Is it a good thing? Or does something terrible happen? • Write a setting description to describe their local area. What is in their local area? What do they like/dislike about it and why? • Take part in a writing master class.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

- **Let's Wonder:**

Think about their street. What type of houses are on their street? What type of house do they live in? What other buildings are close by? Find out about their local area, what different buildings does it have? How old are some of those buildings? How have they changed over time? Use a map to locate different places.



Look on [Google Earth](#). Draw their own map of their local area.

- **Let's Create:**

Choose a building they most admire in their local area. Make a model of that building using materials of their choice. (Playdough, [junk modelling](#), lego etc....) How well did they do? What would they do differently next time? What have they learnt?



- **Be Active:**

Get out into the garden, pull up some weeds or mow the lawn? Does their garden need a tidy up? Maybe they could plant some seeds.

Recommendation at least 2 hours of exercise a week.



- **Time to Talk:**

Were their family members all born in this local area? If not, how is their place of birth different to their own local area? If they were, how different is the local area since they were born? Talk about their memories of how it has changed.



- **Find your house on 'Google maps'.**

Search for your house on the street? Can you find Birmingham, Edinburgh, Cornwall or Liverpool? Where are they in relation to your house? North, East, South or West?

- **Understanding Others and Appreciating Differences:**

Research different places of worship that can be found in their local area. Can they find their nearest Church? Mosque? Synagogue? Temple? Gurdwara? What can they find out about them? Draw pictures and label them with any information they find out. You could find these on Google Maps.



- **Reflect:**

Think about what would improve their local area? What is their local area lacking? What spoils their local area? What could be done?



Health and wellbeing challenges:

Dance fitness yoga: Exercise the mind with Cosmic Kids Children's yoga. Follow the link [here](#). Just copy the moves and enjoy the disco!

Spanish- We have uploaded the home learning grid on to our website. There is one page with a number of activities for all stages of language learning. Year 3 are Stage 1. For each language learning stage, we have selected five topics from the Scheme of Work, and within each topic we have put three buttons:

A A is for Activity – this is the QR code sheet on which the children will have six QR codes they can scan and play games using a phone or tablet

K K is for Knowledge Organiser – now that the audio has been added, the children can now practise the key vocabulary and phonics for their topic and share it with their family at home

V V is for Video – this is a native speaker video that the children can watch, and join in with any activities

By accessing these activities, videos and vocabulary, the children will be able to practise their language learning at home and revisit any previous topics they have covered, if they wish.

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

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