



## Learning Project WEEK 3 - Viewpoints

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"> <li>Working on <a href="#">Times Table Rockstars</a> - your child will have an individual login to access this <b>(20 mins on SOUND CHECK)</b>. Can you say your times tables out loud? <math>1 \times 3 = 3</math> <math>2 \times 3 = 6</math> .....</li> <li>Play on <a href="#">Hit the Button</a> - focus on number bonds, halves, doubles and times tables.</li> <li>Adding totals of the weekly shopping list or some work around money. This <a href="#">game</a> could support work on adding money.</li> <li>Practise telling the time. This could be done through this <a href="#">game</a> (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes.</li> <li>Get a piece of paper and ask your child to show everything they know about <b>Multiplication</b>. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.</li> <li>Practise counting forwards and backwards from any given numbers in <b>100s</b>.</li> <li>Re-cap some fractions work – copy and paste the hyperlink into your Internet Explorer/Google Chrome. This week's focus is: Making the whole. <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Y3-Spring-Block-5-WO2-Making-the-whole-2019.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Y3-Spring-Block-5-WO2-Making-the-whole-2019.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li><u>Guided Reading Challenge:</u> <b>Victorian Britain by John Sampson</b> <b>group:</b> Victorian Towns (Pages 4-5). 1) How many people lived in London at the end of Queen Victoria's reign? (Retrieval). 2) Was it safe to live in the houses next to the factories? (Inference). 3) Which places became famous for day trips? (Retrieval). 4) Look at the drawing on page 5 that shows how Manchester looked in the 1860s. Can you describe what it may have been like with adjectives. Explain why you have chosen those words to describe the scene. (Word choice).  <b>The Tunnel by Anthony Browne</b> (Pages 3 and 4). 1) What was the sister afraid of? (Retrieval) 2) From looking at the picture on Page 4, what is the brother dressed up as? (Deductive) 3) At night, the boy slept 'soundly' in his room. What does this mean? (Work Knowledge) 4) The brother 'crept' into his sisters' room. What does the word 'crept' mean? Can you demonstrate this with an action? (Word Choice)</li> <li>You could share a story together. This could be a chapter book where you read and discuss a chapter a day. <b>This week, Miss Large has read a story that she would love to share with you. Follow this link to share a story with Miss Large:</b> <a href="https://drive.google.com/file/d/1DG5ehV">https://drive.google.com/file/d/1DG5ehV</a></li> </ul>

	<p><a href="#">Iqihd2tML_fjdNrPYdw_Fjs5nV/view</a></p> <ul style="list-style-type: none"> <li>• Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.</li> <li>• Watch <a href="#">Newsround</a> and discuss what is happening in the wider world.</li> <li>• Get your child to read a book on <a href="#">Oxford Owl</a>, discuss what your child enjoyed about the book.</li> <li>• Get your child to read a book on <a href="#">Active learn</a> and complete the activities. These focus on comprehension skills.</li> <li>• 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?</li> <li>• 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.</li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Practise the Year 3/4 for <a href="#">Common Exception</a> words.</li> <li>• Practise your spellings on <a href="#">Spelling Frame</a></li> <li>• 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?</li> <li>• Choose 5 Common Exception words and practise spelling them using pyramid words. Write the word in a pyramid, e.g. <ul style="list-style-type: none"> <li>s</li> <li>sp</li> <li>spe</li> <li>spel</li> <li>spell</li> <li>spelli</li> <li>spellin</li> <li>spelling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter to a family member telling them all about how their day has been.</li> <li>• Write a list poem about all the things they like. Which adjectives and adverbs could they include too? E.g I like eating juicy, sweet strawberries.</li> <li>• If they were to become a superhero what would their superpower be? Write a character description of them as a superhero. Explain how they save the day.</li> <li>• Retell a traditional tale from another character's point of view. E.g Tell the three little pigs from the wolf's perspective. (A video of this will be posted next week to help you and give you some ideas).</li> <li>• Design an information leaflet that highlights how children can keep safe.</li> <li>• Take part in a writing <a href="#">master class</a>.</li> </ul>
Learning Project - to be done throughout the week	
<p>The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you</p>	

can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

- **Let's Wonder:**

Draw a picture of themselves and label their drawing with the qualities they have. How do others see them differently? Ask people at home to add to their qualities. How are they different to other children in different parts of the world? What makes them similar to other children around the world?



- **Let's Create:**

Complete an observational drawing of what they see outside a window in their house. Then get out into the garden and find natural forms such as stones, leaves, flowers and animals. Complete sketches, showing an awareness of different viewpoints of the same object. Remember to concentrate on tone and shading.



- **Be Active:**

Move around their home and garden taking photographs from different viewpoints. Which photos do they like? Do the people they live with like the same photos as them? Why? Why not?

***Recommendation at least 2 hours of exercise a week.***



- **Time to Talk:**

Talk about keeping safe, discuss different ways to keep safe. Basic hygiene rules, road safety, internet safety, water safety, being safe around the home, stranger danger. How do different people view this?



- **Understanding Others and Appreciating Differences:**

Listen to different pieces of music from around the world, which styles of music do they prefer and why? [Music](#) Maybe they could learn a song by heart and perform it.



- **Reflect:**

Design their own ideal world. Would their world contain the same things as other people? Which things are most important to them? What are they going to include?



### **Health and wellbeing challenges:**

**Draw yourself a sunshine:** inside your **sunshine** draw/write all of the things that make you **happy**.

**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**

**Picture News** – Each week, Picture News choose a news story, provide an image and a thought-provoking question to encourage children to engage with current affairs and think deeply. Please see the attached document on our year group home learning page titled 'Learning from Home Ideas' which will be uploaded each week. A good opportunity to think about and include our school Christian Values in responses to the learning ideas and questions.

**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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