



Learning Project WEEK 4 - Animals

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 Division. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. Practise counting forwards and backwards from any given number in 2s. Re-cap some fractions work – copy and paste the hyperlink into your Internet Explorer/Google Chrome. This week's focus is: Tenths. Follow this link for an explanatory video and answers: https://whiterosemaths.com/homelearning/g/year-3/ Follow this link for the activity sheet: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Y3-Spring-Block-5-WO3-Tenths-2019.pdf Maths videos with questions: A) Column subtraction, without any exchanging. https://drive.google.com/file/d/1FQce9B 	<ul style="list-style-type: none"> <u>Guided Reading Challenge:</u> Victorian Britain by John Sampson group: The city slums (Pages 6-7). <ol style="list-style-type: none"> List three adjectives used to describe the streets in the first paragraph. (Retrieval) Look at the photograph of the children known as 'Street Arabs'. How do you think that they felt with no one to care for them? (Inference) Where was water collected from? (Retrieval) Why did some children have to steal or beg for their food? (Deductive) The Tunnel – by Anthony Browne (Questions based on Pages 5 and 6). <ol style="list-style-type: none"> How often did the girl and boy argue? (Retrieval) On Page 5, based on the picture, what emotions do you think the girl is feeling? (Deductive) What time did the children's mum want them back for lunch? (Retrieval) Do you think the boy is going to listen to his mum? (Inference) 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 enjoyed about the book. Get your child to read a book on Active learn and complete the activities. These

[5BEn9wgoDs4Ysk9W 71pcE1VN5/view](https://drive.google.com/file/d/16vtq4PEpaPbvPYLXcnu-jMH7PODbAn/view)

- 1) 564 – 343
- 2) 685 – 324
- 3) 625 – 315
- 4) 974 – 632
- 5) 278 – 154

B) Column subtraction, exchanging tens.

<https://drive.google.com/file/d/16vtq4PEpaPbvPYLXcnu-jMH7PODbAn/view>

- 1) 456 – 228
- 2) 382 – 144
- 3) 765 – 537
- 4) 943 – 714
- 5) 567 – 149

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

Weekly Spelling Tasks (Aim to do 1 per day)

- Practise the Year 3/4 for [Common Exception](#) words.
- 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 telephone words. Use a mobile phone keypad to find which number each letter is on, e.g spelling = 77355464.



Weekly Writing Tasks (Aim to do 1 per day)

- Write an email to a family member telling them all about how their week has been.
- Design an information leaflet about an animal of their choice. Remember to use headings and subheadings.
- Write a description of a fictional animal that has just been discovered. Think about what it looks like, where it lives and what it eats. Draw a picture to show what this new creature is like.
- Write a set of instructions for how to look after a pet. Remember to include what you need and what you do.
- Write a haiku poem about a bird of prey using information gathered.
(Think carefully about a haiku's structure, remembering the number of syllables required in each line)
- Take part in a writing [master class](#).
- Grammar:
Kahoot! Quiz.
<https://kahoot.it/challenge/2b90048a-26da-4b19-b541-831e7c3d9753> 1586523940667
Please use your first name so that we can see who has joined in!
Game pin: 02013083
- Please see the documents on our Home Learning Year group page for this weeks focus on 2A sentences.

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

- **Let's Wonder:**



Create fact files about deadly predators. Draw pictures of the predators and label them with information they find out. Where does the predator live? Why does it live there? What does it eat? How does it capture its prey? What special qualities do these predators have? Make a [food chain](#) to demonstrate why a predator is at the top of the chain. They could make a set of [top trump cards](#) using the information they found out.

- **Let's Create:**



Explore the artist [Franz Marc](#). Find out who he was and what type of artist he was. What did he like to create pictures? Look at some of his paintings online. Then choose an animal to draw and add colour to, in a similar style to his. What do they think of his paintings? Did they like their finished piece of artwork? Why?/Why not?

- **Be Active:**

Get out into the garden and make a [bug hotel](#). Go on a mini beast hunt and record what they find. If they find any minibeasts they haven't seen before they could always look it up online. What can they find out about these amazing creatures?



Recommendation at least 2 hours of exercise a week.

- **Time to Talk:**

Have a
opinion
Find out which animals are their family members' favourites and why.
family debate about whether zoos should exist? Discuss whether they agree/disagree and why? Do their family members have a different
to them? Why not debate whether animals should be kept as pets?



- **Understanding Others and Appreciating Differences:**

Which animals are considered to be sacred around the world and why? [Sacred Animals](#)
Who admires cows? Lions? Wolves? Which animals were important to the Egyptians and why?



Health and wellbeing challenges:

Road safety activity: Can you spot the hazards in the road? Download the resource via the following [link](#).

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.

Virtually travel with Robotix as he explores Spanish cities. This week he will be travelling to **Malaga**. Click on [this link](#) to see videos, authentic city photos, cultural learning activities, google earth viewings and Spanish language practise opportunities. To travel to next week's destination you will need to earn 'Space Miles'. See the table below for how you can earn enough miles.

Amount of Space Miles	Where does this get you to/from	Time it takes to earn Miles	Suggested activities to earn Space Miles
50	Malaga - Seville Seville - Segovia	30 minutes	Walking, running, sport, cleaning, home learning, daily drawing, etc.
100	Segovia – Zaragoza Zaragoza- Pamplona	1 hour	
150	Pamplona - Burgos	1 hour 30 minutes	
200	Burgos – Saint Sebastien	2 hours	

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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