



Learning Project WEEK 6 - Food

Age Range: Y3

Weekly Maths Tasks (Aim to do 1 per day)

- 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 **Time**. 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 **3s**.
- Re-cap some fractions work – copy and paste the hyperlink into your Internet Explorer/Google Chrome. Can you put last week's task into action by now counting in tenths? Follow the link to the worksheet:
<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Y3-Spring-Block-5-WO5-Tenths-as-decimals-2019.pdf>
(If you are enjoying these White Rose sheets, here is the link to lots of others. <https://whiterosemaths.com/homelearning/year-3/>. There are different year groups for siblings too and will really help for when we return to school).
- This weeks Maths video is focused on grid method multiplication. Recap on

Weekly Reading Tasks (Aim to do 1 per day)

- Guided Reading Challenge:
Victorian Britain by John Sampson
group: Shops and shopping (Pages 10 - 11).
 - 1) Why do you think that poor factory workers lived close to the factories where they worked? (Inference)
 - 2) What types of housing did middle and upper class people live in? (Retrieval)
 - 3) Why do you think that most of the worst Victorian slums have been knocked down (demolished)? (Inference)
 - 4) Do some further research about houses in Victorian times. Where would you chose to live and why? You can use the text to help too! (Deduction)
- **The Tunnel by Anthony Browne**
(Questions based from Page 9 and 10)
 - 1) What time do the children need to be back? (retrieval)
 - 2) The boy 'yelled', what does this mean? (word knowledge)
 - 3) Do you think it is a good idea to go through the tunnel? (deductive)
 - 4) What does the girl think might be in the tunnel? (retrieval)
- 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.

last weeks known facts if you need to as it will help!

<https://drive.google.com/file/d/1CypxGRw179MneiWP4TNVIPf92w2b0ehR/view>

- 1) 13×4
- 2) 28×3
- 3) 56×3
- 4) 23×8
- 5) 61×4
- 6) On the allotment, there were 27 potatoes collected, 27 carrots and 27 parsnips. How many vegetables were collected altogether?
- 7) There were 8 children at a party. Each child was given a bag on Pick 'n' Mix with 52 sweets in. How many sweets were there in total?
- 8) In a book shop there was 16 books in stock from each of these authors: J K Rowling, David Walliams and Lemony Snicket. If I bought them all, how many books would I be carrying out of the shop?
- 9) I walked down 8 roads in my neighbourhood. One each road, there were 26 rainbows in windows. How many rainbows did I spot on my walk?
- 10) Miss Large had a dream about going on holiday. In her dream, she was on the beach and there were 4 rows of sun loungers. Each row had 42 sun loungers. How many sun loungers were on the beach?

- 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 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.
- 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 bubble letters. Write the word in bubble letters, e.g.

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z

Weekly Writing Tasks (Aim to do 1 per day)

- Write a recount to a family member telling them all about how your day or week has been.
- Write a shopping list that ensures their family will eat a balanced diet. Remembering to include exciting adjectives.
- Write a recipe. How to make Remembering to include a list of ingredients and things they need. Also not forgetting to include headings and subheadings. Then write their set of instructions, remembering to include imperative verbs. (Verbs that command you to do something).
- Write a review about a meal they've eaten. Describe what they had to eat. What did they enjoy and why?

- Choose a particular food and write an acrostic poem. Think about where it comes from? What does it look like? What does it taste like? Etc....
- Take part in a writing [master class](#).
- Conjunctions:
<https://www.bbc.co.uk/teach/supermove rs/ks2-english-conjunctions-with-laura-bubble/zv4hd6f>
<https://www.theschoolrun.com/what-is-a-conjunction>
Look at the bottom of the home learning page for the conjunctions task.
- Grammar Kahoot! quiz:
https://kahoot.it/challenge/04696314?challenge-id=2b90048a-26da-4b19-b541-831e7c3d9753_1587673923768
Pin: 04696314

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more food. Learning may focus on where different foods originate from, what makes a healthy meal, opportunities to cook etc.

- **Let's Wonder:**



What is a balanced diet? Find out about the 5 food groups. Make slides or posters about what they find out about. [Carbohydrates](#) [Protein](#) [Dairy](#) [Fruits and Vegetables](#) [Fats](#). Where does their food come from? Which foods come from the UK? [What is fair trade?](#)

- **Let's Create:**



Make repeated pattern prints for decorative purposes using various natural materials, e.g potato printing or create some still life observational sketches of fruit. Look at the artwork of [Giuseppe Arcimboldo](#) Maybe recreate some of his paintings with fruit.

- **Be Active:**

Food provides us with energy and we need energy to exercise and this keeps us fit. Why not choose a dance from [Supermoves](#)?

Recommendation at least 2 hours of exercise a week.



- **Time to Talk:**

As a family, design a healthy meal plan for the week. Discuss their favourite foods and why they enjoy them? Talk about healthy and unhealthy foods and explain the importance of eating a balanced diet.



- **Understanding Others and Appreciating Differences:**

[Lunch around the world.](#) Look at lunch around the world and investigate how differently people eat in other parts of the world. Find out what a vegetarian is? Vegan? Kosher food? Halal food?



- **Reflect:**

Make a meal by combining a variety of ingredients using a range of cooking techniques.
Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.



- **Health and wellbeing challenges:**

Look around your house or garden. Can you find something that means a lot to you? Draw a picture and write a paragraph about why it matters so much to you!

[MyHappyMind](#) – You can now gain access to parent kits, based on the my happy mind course followed in school, for you to use with your child at home. You can create a free user account that will give you instant free access to the learning resources. Please see the attached pdf for how to do this.

file:///S:/Home%20Learning/Year%203/Week%205%20FINAL%20posted%20on%2017.04.20/ParentKitBundle_info%20sheet.pdf

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 **Segovia**. 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

[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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