



Home Learning Year 3

Week beginning 18th May

Summer 1 Week 5- ALL



Religious Education

“When the day of Pentecost came, all the believers were gathered together in one place. Suddenly there was a noise from the sky which sounded like a strong and powerful wind blowing, and it filled the whole house where they were sitting. Then they saw what looked like tongues of fire which spread out and touched each person there. They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.

There were Jews living in Jerusalem, religious people who had come from every country in the world. When they heard this noise, a large crowd gathered. They were all excited, because all of them heard the believers talking in their own languages. In amazement and wonder they exclaimed, “These people who are talking like this are Galileans! How is it, then, that all of us hear them speaking in our own native languages? We are from many different countries yet all of us hear them speaking in our own languages about the great things that God has done!” Amazed and confused, they kept asking one another, “What does this mean?” But others made fun of the believers, saying, “These people are drunk!”

Then Peter stood up with the apostles and in a loud voice began to speak to the crowd. “Fellow-Jews and all of you who live in Jerusalem, listen to me and let me tell you what this means. These people are not drunk, they are filled with God’s Holy Spirit.”

This is what the prophet Joel spoke about: God says: “I will pour out my Spirit on everyone and they will proclaim my message.” Awe and wonder came upon everyone, because many wonders and signs were being done by the apostles.”

Acts 2: 1-18, 43

Highlight all the words in the passage which describes people who are bursting with energy or have no energy. Make a pinwheel with energy words on the sails. Think about the links between the energy the wind gives to move the pinwheel and that given by the Spirit to 'move' the apostles.

Energy word examples

- Powerful
- Strong
- Storm
- Blaze



English

IALT use a thesaurus to find synonyms

Synonyms are words that have the same or similar meaning (for example cold, chilly, bleak, freezing).

Can you find better words to use for: good, old, big, nice, said?

Eg: said – whispered, shouted, called....

Can you find synonyms for some of these coastal words? Beach, Bay, Cave, Waves...

Online Thesaurus <https://www.thesaurus.com/>

DON'T USE SAID!

Don't say said!

Try whispered or stuttered,

Or stammered or yelled,

Uttered or laughed,

Giggled, exclaimed,

whooped or howled!

But don't use SAID!

Never say said,

Use screamed,

shrieked Cheered or sobbed.

Try whimpered, whined,

Moaned or groaned!

But don't use SAID!

Don't say said,

Try whooped or screeched,

Or snorted or wailed,

Chanted or hummed,

Bellowed, drawled, ranted or

gossiped,

But don't use SAID!

Never say said,

Use questioned or answered,

Or chattered or cried,

Nattered or raved

Grunted, growled, snivelled or

snarled,

But don't use SAID!



Task: Using the model text, fill in the blanks with synonyms of your chosen word – Use a thesaurus to help you.

IALT Use a thesaurus to find synonyms.

DON'T USE _____ !

Don't say _____ !

Try _____ or _____

Or _____ or _____

_____ or _____

_____ , _____ ,

_____ or _____ !

But don't use _____ !

Never say _____

Use _____ or _____

_____ or _____

Try _____ or _____

_____ or _____

But don't use _____ !

Don't say _____

Try _____ or _____

Or _____ or _____

_____ or _____

_____ , _____ ,

_____ or _____

But don't use _____ !

Never say _____

Use _____ or _____

Or _____ or _____

_____ or _____

_____ , _____ ,

_____ or _____

But don't use _____ !

Spicy/Hot

Find one of these tired and boring words in the thesaurus and use the exciting synonyms to make your poem!

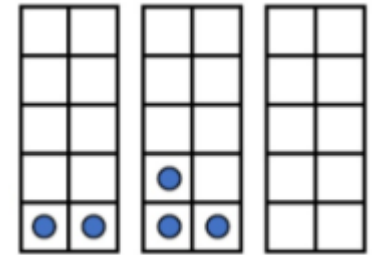
bad
big
good
old
happy
nice
walk

Maths

IALT: count in tenths.

Use your learning about what a tenth is and your reasoning skills, to help you count in tenths.

Mild: Using a tens frame (draw/make your own, or use the one you made from last week), start at different points and count up and down in tenths e.g. $\frac{2}{20}$ what is one tenth above and $\frac{1}{10}$ below? ($\frac{3}{10}$ above, $\frac{1}{10}$ below). Then, add or subtract one tenth or as many as you are comfortable with e.g. $\frac{3}{10} + \frac{2}{10} = \frac{5}{10}$. Do this as many times as you like till you feel secure with counting in tenths.



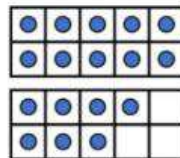
Spicy: Using more than one tens frame (draw/make your own) count in tenths above and below 1 whole e.g. 1 and $\frac{3}{10}$, what comes next? (1 and $\frac{4}{10}$). Start at different points to count up and down in tenths. Then, add or subtract more than one tenth e.g. 1 and $\frac{2}{10} + \frac{3}{10} = 1$ and $\frac{5}{10}$.

Hot: Same as spicy plus these reasoning questions:

True or false?

Eleven tenths more than nine tenths is $1\frac{9}{10}$.

Lana is using counters to show tenths.



She thinks that if she takes away two counters, she will have $1\frac{6}{10}$ altogether.

Is she correct? Explain how you know.

Challenge

9a. Tommy and Violet are looking at three statements.

A. Twelve tenths less than $1\frac{5}{10}$ is $\frac{2}{10}$.

B. $\frac{8}{10}$ less than ten tenths tenths is $\frac{3}{10}$.

C. $\frac{4}{10}$ less than $1\frac{2}{10}$ is $\frac{8}{10}$.

Which statement is true? Explain why.

Investigate, Design and Make

IALT: describe the function of leaves

- 1) On a sheet of paper, draw a leaf and around that leaf write all the things you know about leaves e.g. what you think they do, what happens to leaves at different times of the year etc.
- 2) Watch the video clip. <https://www.bbc.co.uk/bitesize/clips/z2k4d2p>
- 3) Using your initial ideas and new learning, create a poster to explain what the function of leaves is.

S2S:

Include a large, detailed drawing of a leaf.

Label the parts of the leaf

Describe what the leaves do (the function of the leaves)

If you can, gather a range of different leaves and decorate your page with them.



Physical development

- Create a strength circuit, think about what we did in PE last term. E.g. 30 second push ups, 30 second squats, 30 second jumping jacks. Remember to have 10 seconds break between each exercise and have at least 5 exercises in your circuit.
- Look on Seesaw and have a go at Mr Buggy's challenges.





Going for goals

Sometimes we don't always achieve our goals, instead of giving up make a list of how you can motivate yourself to persevere to reach them.

E.g. setting yourself a time limit, or giving yourself a reward when you get there.

Discovery of the World

(History/Geography)

IALT Identify coastal lines using a map.

Questions

- Where are the coastlines on the map? Outline these in orange.
- Use an atlas/ online map to mark where you live
- Can you use an atlas/ online map to locate and mark the following places:
Plymouth, Brighton, Devon, Cornwall, Dorset and Dover.



Wellbeing

- Meditate daily
- Every day, look in the mirror and say one positive thing about yourself.

Computing

Lesson 5 - Data and Infographics

Explain your research and infographic. make a video or a screen recording to explain more about your infographic. Include: - what topic you chose - why you chose it - how you collected the data - how you made your infographic - a tour of your infographic

Here is the link to Seesaw:

https://app.seesaw.me/pages/shared_activity?share_token=dfx2v83tTkCLuhrb8-1V9w&prompt_id=prompt.2eaccf0b-6fa7-4633-ba07-

Express Yourself

(Music, Drama and Art)



Art:

National Geographic Photography

National Geographic Wildlife competition is a yearly event. Photographers around the world pick up their cameras and shoot wildlife in wonderful compositions. But you don't need to travel the globe to take part. This week be a photographer!!

<https://www.nationalgeographic.com/animals/2019/10/wildlife-photographer-of-the-year-2019/>

Task: Spend some time in your garden, or a local park (with adult supervision) and photograph all wildlife you see. Aim for 6 photographs of different species found in your local area.

Music

We are continuing to learn to sing some classic songs about the sea. This week it's Bobby Shaftoe! Did you sing this when you were younger? Click on 'Music clips' page and go to the Year 3 section to sing along.

Daily tasks

- **Spelling**: Write down these words adding 'ly' to the end. Remember if the root word ends with an e, we replace the e with 'ly'. E.g. gentle= gently, simple=simply

quick	
nice	
late	
close	
happy	
funny	
lucky	ly
gentle	
simple	
humble	
basic	
frantic	
dramatic	

Activate Windows

- **Handwriting**: Practise letter join p, f, j q, y and g <http://www.cottesmore.brighton-hove.sch.uk/page/year-3/>
- **Reading** – 20 minutes daily, including practicing for fluency and answering questions about what you have read.
- **Times tables** – TTRS login or practice on paper – 2, 5, 10, 3, 4, 8 times tables
- **My Maths** – login to see what the task is for this week. Use the 'teach me' tab to see how to do it!
- **Bug Club** - read the texts and answer the questions for comprehension skills.

If you can, use SeeSaw to upload and share how you are responding to these tasks.
Logins have been emailed by the main office. Please contact us if you have not received it.

Be creative! Write, draw, photograph and video what you are doing!

And remember...We are here and thinking of you all! You are doing amazing and we are so proud of you! Keep it up!

Miss Rodway, Mrs McGuire & Miss Whiteley