

YEAR 3 REMOTE LEARNING PLAN

Monday 6th July – Friday 10th July 2020



Our theme this week is:

Under the Sea

KEY VOCABULARY

anemones	a small sea animal with many tentacles. Sea anemones are related to jellyfish, but unlike jellyfish they spend their entire lives attached to underwater objects.
coral	the hard skeleton of tiny sea animals called corals.
imperative verb	is one that tells someone to do something, so that the sentence it is in becomes an order or command (also known as bossy verbs)
conjunctions	are words that joins together words, phrases, or parts of sentences.
doubles	To get a double of a number, we add the same number to itself
halves	one of two equal parts.

KEEPING IN TOUCH

If you have any questions or queries regarding remote learning tasks, please contact your child's class teacher through the email address below.

We invite you to submit photographs of your children's experiences and photographs of completed paper based tasks to:

year3@sherwood.lancs.sch.uk

ARTS FOCUS

Can you research a real life underwater scene? Create a piece of artwork based on your chosen scene. This could be anything from drawing one single fish, to collaging a complete underwater scene. Here are a few ideas to inspire you:



SCIENCE AND TECHNOLOGY FOCUS

SCIENCE TASK 1

For one of the Science tasks this week, we would like you to research Jellyfish, Corals and Anemones. These are all very intriguing creatures that are found living under the sea. We recommend using the following website to research these creatures:

<https://www.dkfindout.com/uk/animals-and-nature/jellyfish-corals-and-anemones/>

You can also use your own research as well!

TASK 2

For the second task, we would you to design a poster to help people understand why we need to protect these creatures. Can the poster include clear information? Imperative verbs? Illustrations?



HISTORY FOCUS

This week for your History task, we would like you to find out and research about the Lost City of Atlantis. Can you complete a Factfile about this interesting city? We would like you to include what people believe happened to it? There are lots of great resources on Espresso which looks at the history of this extraordinary city. There are other super websites which offer a range of historical facts such as:

- <https://kids.kiddle.co/Atlantis>
- <https://www.natgeokids.com/uk/primary-resource/lost-city-atlantis-primary-resource/>
- <https://www.marineinsight.com/maritime-history/top-10-amazing-facts-about-the-lost-city-of-atlantis/>
- <https://www.youtube.com/watch?v=fVjDBXOjLx0>

CORE LEARNING TASKS

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ENGLISH CORE LEARNING TASKS

Mr Sutcliffe will be reading excerpts from *'The Girl with the Sharks Teeth' by Carrie Burnell*. We would like the children to complete English based activities based on these snippets. Please listen to Mr Sutcliffe reading the extracts. He will also be reading the next adventure of **The Bolds** – listen to that too and enjoy!

TASK 1

After reading and listening to the extract, we would like you to imagine that you grew one or more extra body parts which belong to an underwater animal. We would like you to draw yourselves with the extra body part (s). Please could you then write a description of yourselves with this/these parts? Do they have any special powers? What amazing things can you do with your extra body part(s)? Remember to use the conjunctions **because** and **so** to explain your reasons!

TASK 2

We would like you to describe an underwater scene. Use the following image on Espresso to help you describe the scene:

https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1045246/graded/index.html?source=search-all-all-all&source-keywords=Under%20the%20sea. Or you may want to

describe the underwater scene from the Artwork if you have already completed this. Please can the you make sure you use adjectives to describe your scene. At school, we use wordhippo.com to help find more interesting words. This will help you generate lots of new and exciting adjectives you could use in your description.

SPELLING/PHONICS FOCUS

1. Learn and practise spelling of the common words. **consider, complete, decide, difficult, continue, disappear**. Can you put these words into their own sentences?
2. **Pro-, im-, with-, dis-** all these are prefixes you can add to root words. We have learnt many of them this year so it's time to recall them, write a list of as many as you can and use them in sentences. **And what do long lists mean? Rainbow points!**
3. Repeat that journey down memory lane and visit the following website: **Phonics Play**. We use this website in school. It is free to login due to school closure. Have a go at the following game whereby they have to add -ing to root words and then enjoy any other games! Username: march20 password: home

<https://www.phonicsplay.co.uk/member-only/TumblingTumbleweeds.html>

KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

Complete the Mental Maths Test – this time try really hard not to pause it so much if you have been doing so this term. Have a go! See what your score is. You can do it!!

Now spend this week revising your timestables.

In Year 4, we begin the awards scheme for knowing all the timestables so wouldn't it be great if you spend this time getting ahead of the game on this!

Practise using:

<https://www.dkfindout.com/uk/maths/times-tables/>

https://central.espresso.co.uk/espresso/modules/m2_fact_tester/further_resources/index.html?source=search-all-all-all-all&source-keywords=Timestables

MATHS CORE LEARNING TASKS

This week, we would like you to focus on doubling and halving a number. Remember – if you know one fact, you will know the other! Complete the following tasks:

2310 Derive doubles and halves quickly © MathSphere Page 10

Halving

Halve these numbers. Put the answers in the boxes.

1. half of 24 →
2. half of 12 →
3. half of 16 →
4. half of 22 →
5. half of 14 →
6. half of 26 →
7. half of 18 →
8. half of 20 →

Doubling and halving

<input type="text"/> 4	<input type="text"/> 16	<input type="text"/> 12	8 <input type="text"/>	<input type="text"/> 6
4 <input type="text"/>	<input type="text"/> 18	2 <input type="text"/>	<input type="text"/> 10	7 <input type="text"/>
<input type="text"/> 14	12 <input type="text"/>	10 <input type="text"/>	<input type="text"/> 22	13 <input type="text"/>
4 <input type="text"/>	2 <input type="text"/>	7 <input type="text"/>	3 <input type="text"/>	8 <input type="text"/>
<input type="text"/> 12	<input type="text"/> 10	30 <input type="text"/>	5 <input type="text"/>	<input type="text"/> 24
<input type="text"/> 6	28 <input type="text"/>	9 <input type="text"/>	<input type="text"/> 26	20 <input type="text"/>