

Welcome to Year 3
Home Learning

Wednesday 8th July 2020



Daily Timetable

Before 9am		Wake up
9am		PE with The Body Coach
9.30am		Maths Activity
10.30am		TTRS Battle Saturn V Neptune Titan V Jupiter
11am		Break
11.15am		English Activity
12pm		Lunch and time to play
1pm		Reading Activity
1.30pm		Inquiry Challenge or Finish Writing Challenge

Please complete the activities in your home learning books.

Email airballoonhillp@bristol-schools.uk if you have any questions about the home learning and we will try to get back to you as soon as possible.

Please email some home learning you are proud of each week. We love seeing what you are getting up to.

PE Challenge

Here is your weekly PE challenge or activity to do which focuses on PE skills such as, agility, balance and co-ordination.

Have a go during your morning break!



[Click here for the PE Challenge](#)

Maths Activity

Starter

The pictogram shows how many books some classes read.

Class	Books read
Class 1	
Class 2	
Class 3	
Class 4	

Key

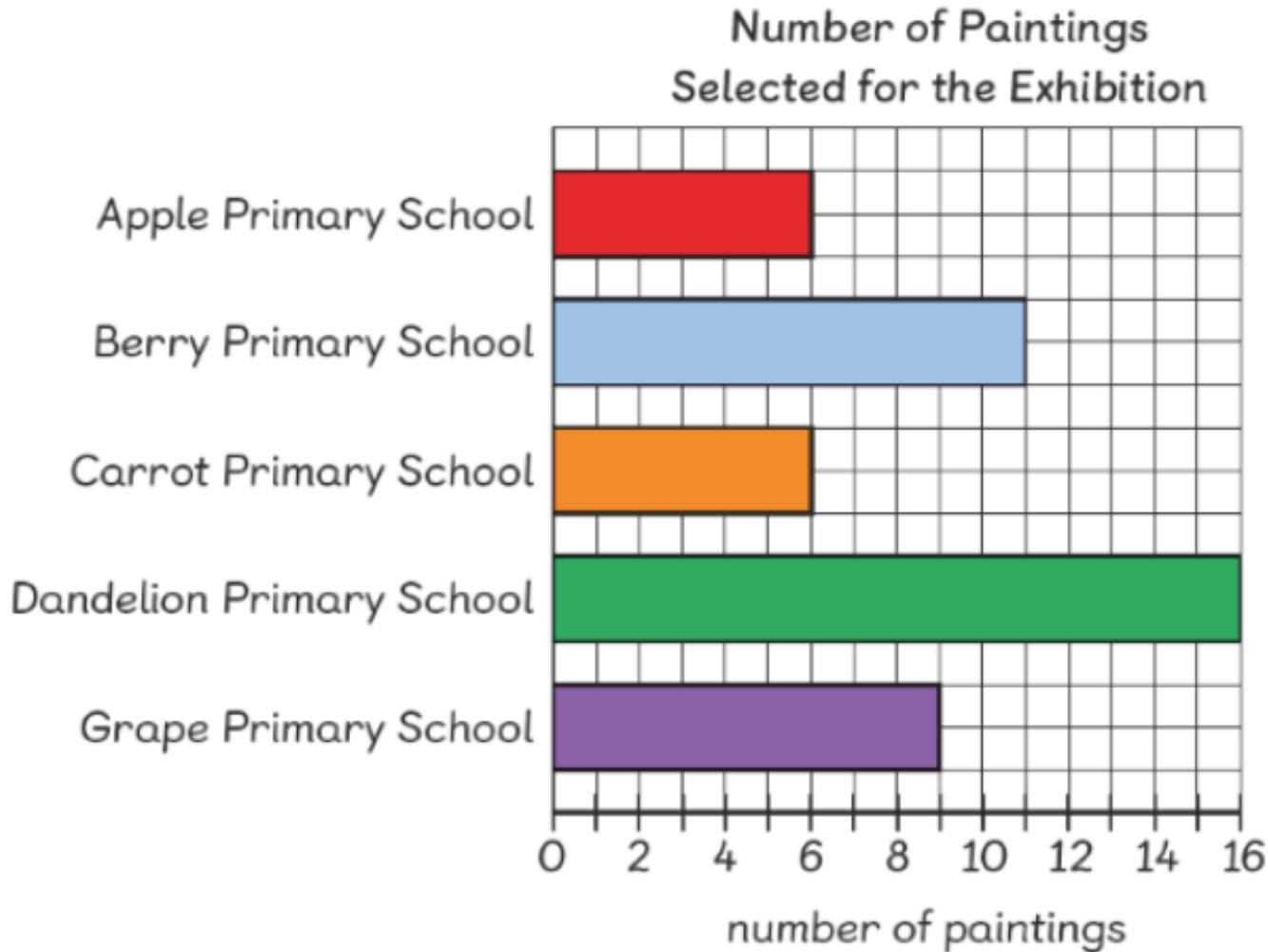
 = 5 books

- Which class read the most books?
- Which class read the least books?
- How many more books did class 3 read than class 2?
- What other questions could you ask about the pictogram?

Maths Activity

L.O: To interpret a bar chart.

[Click here to watch the video](#)

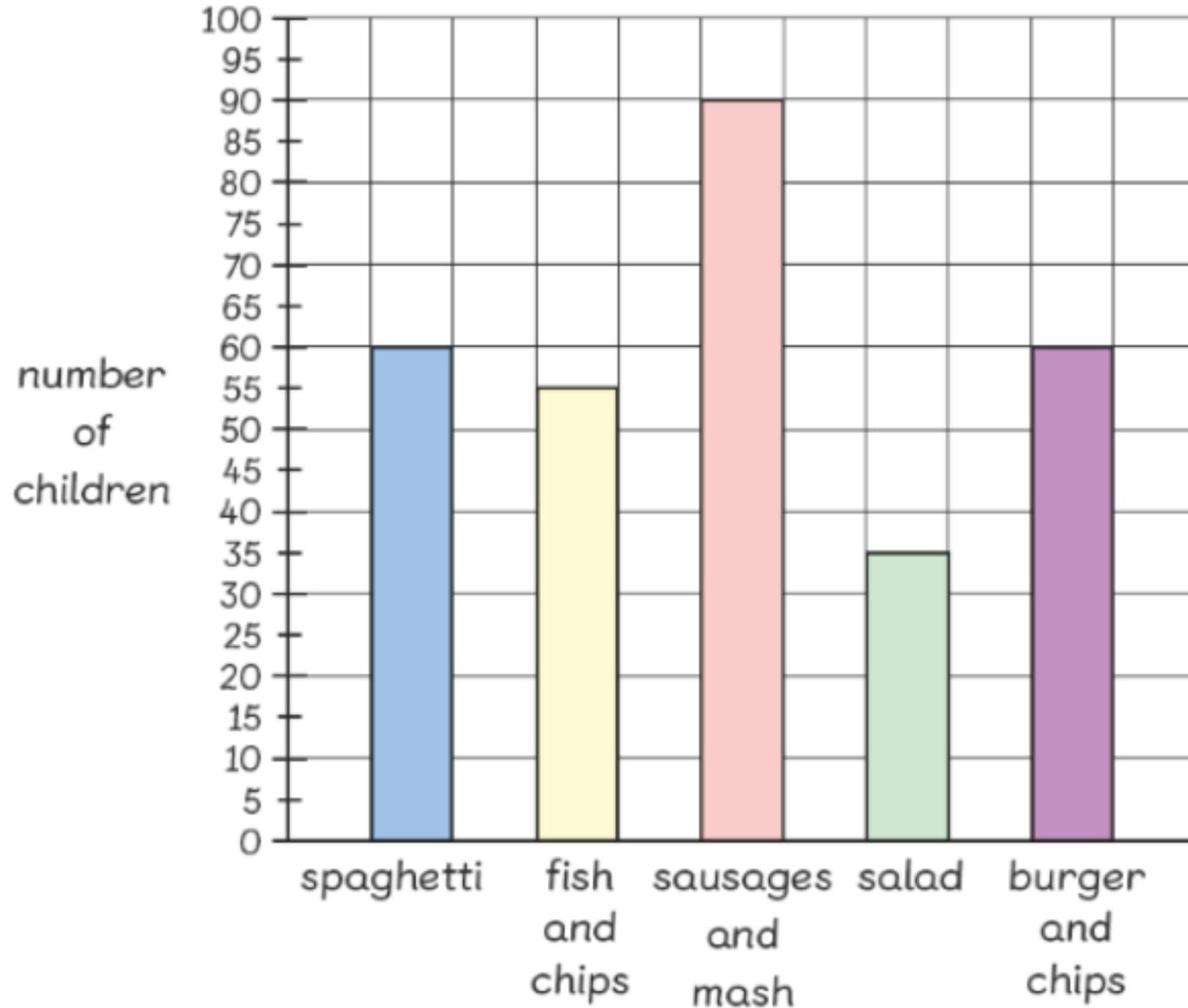


Activity 1

1. Which school has the most paintings at the exhibition?
2. How many painting does Carrot Primary School have at the exhibition?
3. How many paintings does Grape Primary School have at the exhibition?
4. How many more paintings does Dandelion Primary School have than Apple Primary School?

The bar graph shows the number of children who like each type of food.

Favourite Food



Activity 2

1. Which type of food is the least popular?
2. How many children like fish and chips?
3. Do more children like sausage and mash or spaghetti? How many more?
4. Which two types of food do the same number of children like?

Answers

Starter

- Class 4 read the most books. They read 25 books.
- Class 2 read the least amount of books. They read 15 books.
- 5 more books.
- Examples could be: How many books did Class 1 read? How many more books did Class 4 read than Class 2?

Main Activity

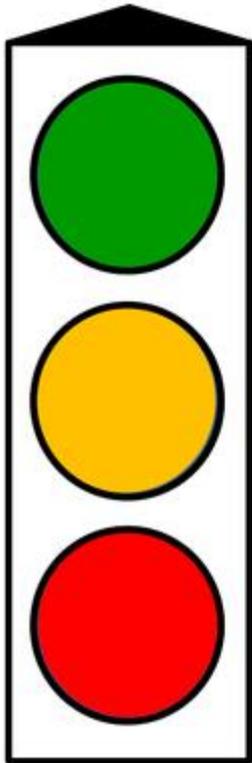
Activity 1

1. Dandelion Primary School
2. 6 paintings
3. 9 paintings
4. 10 more

Activity 2

1. Salad
2. 55 children
3. 30 more children like sausage and mash
4. Spaghetti and burger and chips

How did I do today?



I understand what to do and can do it on my own.

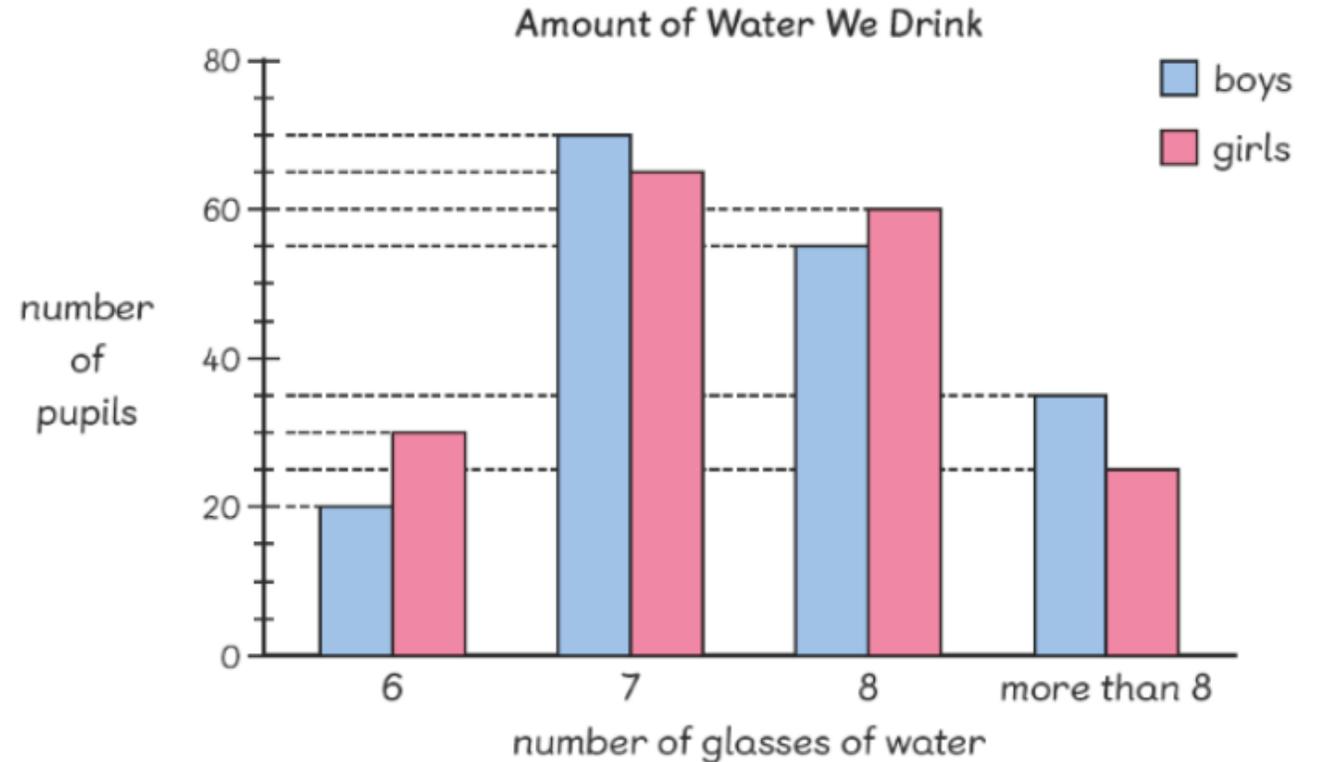
I think I understand what to do but need more practise.

I don't really understand and need someone to help.

If you chose green or amber, have a go at the greater depth. If you chose red see if you can go back and have another go or remember to tell me when I call.

Greater Depth

Elliott carried out a survey to find out the number of glasses of water pupils drink in a day. He drew a bar graph to show the results.



1. Do more boys or girls drink 6 glasses of water a day?
2. Do fewer pupils drink 7 glasses or water or 8 glasses of water a day?
3. We should drink 8 glasses of water a day. How many boys do not drink enough water a day?

Greater Depth Answers

1. More girls drink 6 glasses of water per day.
2. Fewer pupils drink 8 glasses of water.
3. 90 boys do not drink 8 or more glasses of water a day.
20 drink 6 and 70 drink 7

Meerkat Mad!



This week you are going to be watching the video [“Catch It!”](#) to help you with your writing.

You may want to:

- Tell the story from a meerkat's point of view.
- Describe the beautiful setting of the African plains.
- Create some dialogue between the meerkats at various points in the film.
- Character description: Describe what the meerkats look like.

Look at my example on the next page..

Meerkat Mad!

I have chosen to:

- Create some dialogue between the meerkats at various points in the film.

One hot summers day, a group of meerkats were planning a mission.

“What is that?” whispered Oliver.

“It must be a magic fruit!” exclaimed Jerry.

“I want it! I want it!” screamed Deedee.

“Well.. We must come up with a plan.. It is such a beautiful fruit! But how will we get it? What could we do?” questioned Oliver.

The three meerkats pondered for a while, basking in the hot sun.

“I know! I know! Lets pick it from the tree!” screamed Jerry.

“No! I think we should let it drop off when it is ready.. We can climb to the top instead and smell it!” screeched Oliver.

Quickly, the meerkats climbed the tree and Oliver began to smell the magic fruit.

“Mmmmm... It smells delicious. I wish we could pick it now!” whispered Oliver.

Toolkit

You may want to include the following:

Adjectives (describe the animals, setting, fruit)

Adverbs (How are the animals moving? Quickly? Slowly?)

Speech (Exclamation marks, question marks)

English Activity

L.O: To understand and use apostrophes for possession

[Click here to watch a video about using apostrophes for possession](#)

How to use a possessive apostrophe

An apostrophe can be used to show that one thing belongs to or is connected to something. This is called a possessive apostrophe.

Let's take a look at some examples.

The cat's tail was fluffy.

Cat is a singular noun so you need to add an apostrophe and "s" to show that the tail belongs to the cat.

Charles' cat was naughty.

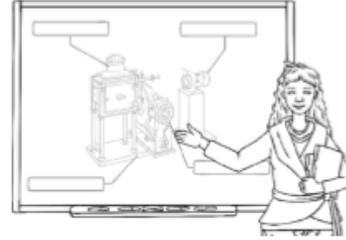
Charles is a singular noun that ends in an "s", so you need to add an apostrophe to show that the cat belongs to Charles.

Activity 1

Mrs Walsh's lessons are always interesting.

Mrs Walshs lesson's are always interesting.

Mrs Walshs lessons are alway's interesting.



The shoes' sole had been eaten by mice.

The shoe's sole had been eaten by mice.

The shoes sole's had been eaten by mice.



In 2020, it will be Japans turn to host the Olympic's.

In 2020, it will be Japans turn's to host the Olympics.

In 2020, it will be Japan's turn to host the Olympics.



Activity 2

Rewrite the sentences with the apostrophe in the correct place.

1. Tims' hair is spiky and red.

2. My auntys house has giant tree's in the garden's.

Complete the sentences below by changing the singular noun into a **plural possessive noun**.
Be careful to place the possessive apostrophe correctly.

Remember this rule today!

*Charles' cat was naughty.
Charles is a singular noun
that ends in an "s", so you
need to add an apostrophe
to show that the cat
belongs to Charles.*

- 3 Everybody ate lots of cake at the _____ party.
(Noun: child)

- 4 The _____ hair was washed and brushed ready for the pageant.
(Noun: horse)

- At night, the friendly _____ wails echoed through the haunted house.
5 (Noun: ghost)

- The _____ wool was used to make lots of different items of clothing.
6 (Noun: sheep)

- 7 The _____ necks craned upwards to reach the juicy leaves.
(Noun: giraffe)

Answers

Activity One

4. Mrs Walsh's lessons are always interesting.
Mrs Walshs lesson's are always interesting.
Mrs Walshs lessons are alway's interesting.



5. The shoes' sole had been eaten by mice.
The shoe's sole had been eaten by mice.
The shoes sole's had been eaten by mice.



6. In 2020, it will be Japans turn to host the Olympic's.
In 2020, it will be Japans turn's to host the Olympics.
In 2020, it will be Japan's turn to host the Olympics.



Activity Two

Rewrite the sentences with the apostrophe in the correct place.

1. Tims' hair is spiky and red.
Tim's hair is spiky and red.
2. My auntys house has giant tree's in the garden's.
My aunty's house has giant trees in the gardens.

Complete the sentences below by changing the singular noun into a **plural possessive noun**.
Be careful to place the possessive apostrophe correctly.

Everybody ate lots of cake at the **children's** party.
(Noun: child)

The **horses'** hair was washed and brushed ready for the pageant.
(Noun: horse)

At night, the friendly **ghosts'** wails echoed through the haunted house.
(Noun: ghost)

The **sheep's** wool was used to make lots of different items of clothing.
(Noun: sheep)

The **giraffes'** necks craned upwards to reach the juicy leaves.
(Noun: giraffe)

It's time to perform!



Today, you are going to have a chance to perform your poem.

This means you can read the poem and change your voice and use different actions so tell the audience about the poem.

This [video](#) will help you with this.

Questions to think about after watching the video

What have you learnt about performing poetry? What different places and spaces could you perform in? Does it have to be on a stage? For a big audience?

Watch these children perform [Gran.. Can you Rap?](#)

Have a go.... If you want to video yourself and send them to your teacher!

[Click here](#) to listen to the story read again

Gran... Can you Rap?

Gran was in her chair she was taking a nap
When I tapped her on the shoulder to see if she could rap.
Gran can you rap? Can you rap? Can you Gran?
And she opened one eye and she said to me, Man,
I'm the best rapping Gran this world's ever seen
I'm a tip-top, slip-slap, rap-rap queen.

And she rose from the chair in the corner of the room
And she started to rap with a bim-bam-boom,
And she rolled up her eyes and she rolled round her head
And as she rolled by this is what she said,
I'm the best rapping Gran this world's ever seen
I'm a nip-nap, yip-yap, rap-rap queen.

Then she rapped past my Dad and she rapped past my mother,
She rapped past me and my little baby brother.
She rapped her arms narrow she rapped her arms wide,
She rapped through the door and she rapped outside.
She's the best rapping Gran this world's ever seen
She's a drip-drop, trip-trap, rap-rap queen.

She rapped down the garden she rapped down the street,
The neighbours all cheered and they tapped their feet.
She rapped through the traffic lights as they turned red
As she rapped round the corner this is what she said,
I'm the best rapping Gran this world's ever seen
I'm a flip-flop, hip-hop, rap-rap queen.

She rapped down the lane she rapped up the hill,
And as she disappeared she was rapping still.
I could hear Gran's voice saying, Listen Man,
Listen to the rapping of the rap-rap Gran.
I'm the best rapping Gran this world's ever seen
I'm a -
Tip-top, slip-slap,
Nip-nap, yip-yap,
Hip-hop, trip-trap,
Touch yer cap,
Take a nap,
Happy, happy, happy, happy,
Rap-rap-queen

I'm the best rapping
Gran this world's ever
seen.

I'm a tip-top, slip-slap,
rap-rap queen.



Inquiry activity: Geography/D.T.

Volcanoes.

What is a volcano? How are they formed? Where are they found? How destructive are they? Are they all bad? How do they help us? Why are they called volcanoes?

This week we are going to explore and, hopefully, answer some of these questions about volcanoes.



Let's begin by watching some Bitesize videos and trying out the starter quiz to check out your knowledge.

[Click here to watch the Bitesize videos.](#)

Inquiry activity: Geography/D.T.

This week, we will be

- *Researching volcanoes*
- *Creating an information text about volcanoes*
- *Designing and building a working model of a volcano*
- *Testing our learning with a quiz.*



Inquiry activity: Geography/D.T.

Activity 1: Starter - Can you find these words in the wordsearch?

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



Answers
on next
page!

Volcano Lava Magma Crust Molten Active Extinct Dormant Ash

Inquiry activity: Geography/D.T.

Activity 1: Starter - Answers.

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

Did you
spot
them all?



Volcano Lava Magma Crust Molten Active Extinct Dormant Ash

Inquiry activity: Geography/D.T.

Activity 1: Research volcanoes, making notes as you go.

Find out about:

- How volcanoes are formed
- Different types of volcano
- How volcanoes are destructive or dangerous
- How volcanoes are useful to humans
- Some famous volcanic eruptions

Challenge: Find out what these words mean:

Volcano Lava Magma Crust Molten Active Extinct Dormant Ash

Inquiry activity: Geography/D.T.

Activity 2: Plan and create an information poster about volcanoes

Explanations Introduction

Explanations tell us how something happens or why something works.

Often about science or technology.

An explanation is **non-fiction**.

Structure of Explanation Texts:

- Title
- Introduction
- Paragraphs with different subheadings
- Diagrams or graphs
- Conclusion

Title Ideas

You could use a question to draw your audience in....

- How Do Flowering Plants Grow?
- Why Do Volcanoes Erupt?

Or, keep it simple:

- The Lifecycle of a Frog
- The Water Cycle

Top Tips:

- Use the present tense, third person (**it is** or **they are**)
- Use conjunctions
- Make your title a question
- Start a sentence with 'Did you know...'

Chronological or non-chronological?

a report on how bees are helpful pollinators

an explanation of what happens when a volcano erupts

Think!

P - What's the purpose?

Share information with my reader about a topic.

A - Who is my audience?

Who do I need to tell?

Which language should I use?

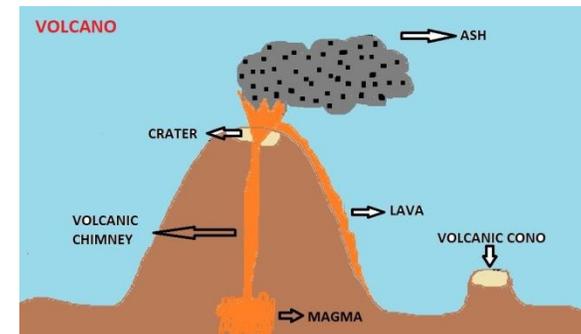
Volcanoes are openings on the Earth's surface. All volcanoes can eject lava, rocks, gas or ash. When this happens, it is called a volcanic eruption.

twinkl
visit [twinkl.com](https://www.twinkl.com)

You could use different pages of your home learning book for different sections or your poster, use a large sheet of paper/card (if you have some) or stick two or more sheets of paper together to make a big sheet.

Watch this video to get you thinking about your explanation.

Which features do you need to include in your poster? (You won't need them all)



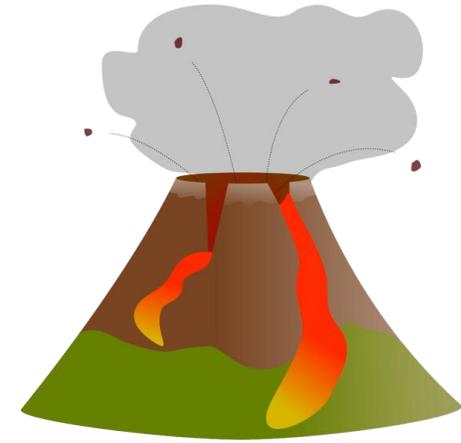
Information text features

Inquiry activity: Geography/D.T.

Activity 3: Make a model volcano.

Use whatever resources you have to hand.

For example: paper, card, papier mache, glue, paint, clay, plasticine, mud, rocks and pebbles.



Challenge. Can you make a working model?

One that actually erupts!

(Watch these videos to learn how)

For these working models you will need:

- Bicarbonate of soda/baking powder (Ask your carer if they have some in the kitchen)
- Vinegar
- Food colouring (red/yellow/orange)
- Washing up liquid
- A small plastic bottle

Volcano experiments in colour (No washing up liquid)

Science of a mini volcano (without vinegar)

How to make a paper volcano.

How to make a papier mache volcano.

Remember to take photos or, even better, videos of your volcanoes in action!



Inquiry activity: Geography/D.T.

Time to test your volcano knowledge.

?? ? ? ?
QUIZ
? ? ? ? ?



[Click here for the volcano quiz.](#)