Home Learning Year 3 WB: 4.1.21

English	Completed by...

Spelling:		

Spelling words shown:
eight, caught, centre, century, heart, breath, busy, early

Reading:	Log into your MYON account daily and read the set texts daily. Leave your teachers a review once you finish a book to say if you enjoyed it and if you would recommend it to a class mate. https://www.myon.co.uk/login/index.html?logoutReason=10&returnTo=%2Flibrary%2Fsearch.html MyON – Books will be added daily. Please quiz on your MyON book too. Read your reading book every night and make a list of any words you are not sure about. You can quiz on your school book on the AR website.	Daily

Writing:	**LITERACY - POETRY**	Daily

Tuesday
Learning Objective : Write a list poem.
Success Criteria
1. Write a new idea on each line.
2. A Capital letter at the beginning of each line
3. Focus on the use of the verbs. Point out the use of the **comma** as a form of demarcation and ask them why there is an **apostrophe** in each line.
4. Use appropriate powerful verbs linked to name.
5. Write in past tense.

At the end of school assembly

Miss Sparrow's lot flew out,
Mrs Steed's lot galloped out,
Mr Bull's lot was herded out,
Mrs Bumble's lot buzzed out.

Miss Rose's class…rose,
Mr Beetle's class …beetled off,
Miss Storm's class thundered out,
Mrs Frisbee's class whirled across the hall

Mr Train's lot made tracks
Miss Ferry's lot sailed off,
Mr Roller's lot got their skates on,
Mrs Street's lot was stuck halfway across.

Mr Idle's class just could not be bothered,
Mrs Barrow's class were wheeled out,
Miss Stretcher's class were carried out
And Mrs Brook's class simply trickled away …

By Simon Pitt

Wednesday
Learning Objective : Write a poem using rhyming couplets.
Success Criteria
1. Think of an animal.
2. Use the rhyming dictionary to find a rhyming word for the place.
3. Choose a name to rhyme with the two words.
4. Use a preposition to add more detail.
5. Create a verse of where the teacher hides their pet.
NB: use a **rhyming dictionary** to help create a rhyme for the poem = https://www.poetry4kids.com/rhymes/

Where teachers keep their pets

Mrs Cox has a fox
nesting in her curly locks.

Mr Spratt's tabby cat
sleeping beneath his bobble hat.

Miss Cahoot's has various newts
swimming in her zip-up boots.

Mr Spry has Fred his fly
eating food stains off his tie.

Mrs Groat shows off her stoat
round the collar of her coat

Mr Spare has grizzly bears
hiding in his spacious flares.

And …

Mrs Vickers has a stick insect called 'Sticker' …
but no one's ever seen where she keeps it.

Paul Cookson

Thursday
Learning Objective : Write a poem using rhyming couplets.
Success Criteria
1. Ten verses
2. Use of number formation
3. Rhyming couplets with each number
4. Correct use of commas and full stops

Read the poem **Ten School Computers** by Charles Thomson
- Ask pupil have they ever seen a poem or heard a song that has this type of structure. **Ten tiny tadpoles/Ten friendly frogs.**

Show them the poem **Through the Staffroom Door** by Brian Moses.
- Children to read the poem to themselves and think about the theme is and the structure.

Ask them what the theme is. Examine the use of the number structure in helping the poet creating the poem. Look at the use of rhyming words to move the poems on.

Ask them to think of how we could adapt this to create our own poems – eg. 10 naughty pupils, 10 school dinners

Ask pupil to think of places where our school poem might be set. (eg. at the swimming baths, in the playground, in the classroom, at dinner time). Discuss the different actions that could be happening. Show them how to organize their ideas by modelling writing the first two verses of your poem.

Friday
Learning Objective : Write a recipe poem.
Success Criteria
1. Title – A Recipe for……..
2. Subheadings
3. Ingredients
4. List of things you need
5. Method
6. Imperative verbs
7. Adverbs
8. New line for each instruction
9. Correct use of commas and full stops

Ten School Computers

Ten school computers all on line:
one went down, and then there were nine.

Nine school computers, until my mate
blew one up, and then there were eight.

Eight school computers, but one was loaned from Devon
and had to be returned, and then there were seven.

Seven school computers, but one always sticks,
so that was no good, and then there were six.

Six school computers, but one belonged to Clive
and he took it home, and then there were five.

Five school computers, but one fell on the floor
and then it wouldn't work, and then there were four.

Four school computers, but one's for class B,
so we couldn't use that one, and then there were three.

Three school computers, till someone spilt some glue
which gummed one up, and then there were two.

Two school computers, one was left in the sun
and it burst into flames, and then there was one.

One school computer. "Children, DON'T RUN!"
Bang, crash, tinkle … and then there were none!

Charles Thomson

A Recipe for a Class Outing

Ingredients:
30 children, washed and scrubbed
29 packed lunches (no bottles)
3 teachers
An equal quantity of mums
1 nosebleed
2 fights
A hot day
3 lost purses
1 slightly torn dress
Plenty of sweets
5 or 6 songs (optional)

Method:
Place children and adults in a bus and heat slowly.
Season well with sweets, reserving a few for later.
Heat to boiling point.
Add fights and nosebleed.
Leave to simmer for 2 hours.
Remove children and packed lunches and leave to cool.
Stir in torn dress and lost purses.
Return to heat, add songs to taste.
Mix thoroughly.
If the children go soggy and start to stick together, remove from the bus and drain.
At the end of the cooking time divide into individual portions (makes about 36).
Serve with relief, garnished liberally with dirt.

Sue Cowling

Q. Ask children what we will be writing today – think about our focus for the week.

Q. What is an imperative verb? – "Bossy Verb"

First children will create their own word bank of imperative verbs, verbs and adverbs they can use before they start writing.

| Handwriting | Please practise your joining. Use the spellings above so you can spell all of them correctly and joined up. https://teachhandwriting.co.uk/handwriting-warm-up-exercises.html
 Remember how to sit

 Best Sitting Position |

| Maths | |

| Maths | TTRockstars – who will win the battle? Class 7 or Class 8? Can you get your heat map greener? Just 5 minutes a day can make a big difference.

 Fluent in Five this Half Term. Practise these – can you quiz the adults in your house on these? Can they quiz you?

 50 + 70 = 120

 50 + 80 = 130

 50 + 90 = 140

 60 + 80 = 140

 60 + 90 = 150

 70 + 90 = 160

 Check Purple Mash. New activities will be added daily.

 Tuesday – Do the Statistics activities set on Purple Mash

 Wednesday – Pictograms. Watch the video <br> https://www.bbc.co.uk/bitesize/articles/z493hcw
 This is an example pictogram | Sunday |

Can you create your own? Ask your family what their favourite fruit is or their favourite TV programme. Don't forget to write what each picture represents – is it one person or two? You decide.

Thursday – Using the different ways of representing data that you have learnt this week, can you do your own. Choose from a tally, bar chart or pictogram. What information will you collect – favourite foods, favourite comuter game? Favourite Fortnite character, favourite book?

Friday – End of unit assessment.

Favourite Fruit

	= 2 children
🍌	= 2 children
🍇	= 2 children
🍏	= 2 children
🍐	= 2 children

Banana   Grapes   Apples   Pears

Curriculum

PE/PSHE

We are lucky enough to have a free trial of YogaBugs. These are videos of yoga and relaxation. You can do them with the whole family if you are learning from home. Below is the link and password. We really hope you enjoy this.

https://vimeo.com/showcase/7488612
Password: schoolbugs321*

On-going project Ancient Egypt

Our learning this term is about Ancient Egypt. You can start this by doing some research of your own and presenting it however you like and as creatively as you like.
This video gives an introduction to the topic.
https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382/

Self-Care & Mental Health for Kids

Share your own feelings to encourage self-awareness.
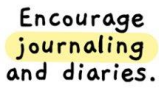
Find social groups that help them feel like they belong.

Set aside time for low-stress or solo activities.

Focus on articulating feelings. "I am angry." "I am sad."

Encourage journaling and diaries.

Practice self-care for yourself to set the standard.

Encourage your child to focus on the moment.

Establish a self-care routine.

Recognize toxic stress events.

BlessingManifesting

Cultivate interests and hobbies.

What can I do?

Walk away and let it go.

Wait and cool off.

Tell them to stop!

Ignore it.

Problem solving wheel

Go to another activity.

Talk it out.

Rock, paper, scissors, go

Apologize

Use an I message

Home learning to be completed during the week and over the weekend. Return your learning to your class teacher on the following Monday morning.   Thank