


Monday 30th March 2020 – Year 3 Home Learning

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Subject	Activity	Submission
Reading (approx. 30 minutes)	<p>Learning Objective: I can read books that are structured in different ways</p> <p>Read your current reading book/a book of your choice for 10 minutes. Then choose a non-fiction book (or a fiction book if you have chosen to read a non-fiction book first).</p> <p>In your Home Learning book, write down 5 ways in which the two books are different.</p>	
Spelling (approx. 15 minutes)	<p>Please ask an adult to test your learning of the words from the list you took home last week. You might ask them to mix up the order to make it more of a challenge for you.</p> <p>They are: Blow; throw; know; blew; threw; knew; blowing; throwing; knowing</p> <p>Plus the 3 extra ones you chose.</p> <p>Ask an adult to mark them and let us know your score via the email address above when you send in your work for today.</p>	
Literacy (approx. 1 hour) 	<p>Learning Objective: I know what a preposition is; I can choose appropriate prepositions</p> <p>Warm-up: Can you write a sentence which makes sense using these 3 words: Jelly shark because; and what about these: bear daffodil although</p> <p>Main: Using the content on page 3 of the Spring Booklet (attached), follow the instructions to show that you understand what a preposition is and how to use appropriate prepositions.</p> <p>Write your answers in your Home Learning book. As a further challenge, can you try and begin some of your sentences with a preposition?</p>	<p>Please submit this activity to the email address above by 3pm today.</p> <p>Please include the following in the 'email subject box':</p> <ul style="list-style-type: none"> -Child Name -Piece of work title -Date
Numeracy (approx. 1 hour)	<p>Learning Objective: I can use my knowledge of number bonds of 12 to play a game</p> <p>Find four 1-6 dice or get some paper and make 24 small rectangles of paper. Sort the paper into four piles of 6. On the pieces in each pile of 6, write the numbers 1-6. Sort them so you have four piles with numbers 1-6 in each pile. Place them upside-down so you cannot see the numbers.</p> <p>On another sheet of paper, write the number 12 six times. You could use different colours and fonts, for example: 12, 12, 12, 12, 12, 12</p> <p>Estimate how many times you will have to take four pieces of paper (one from each pile) to make six totals of 12. (If you have four dice, just throw them and see which four numbers you get).</p> <p>For example, if you picked (or threw): 1,5,4,4, you could not make a total of 12 with any combination of these. However, if you picked (or threw): 2,4,3,5, then 5+4+3=12.</p> <p>You don't have to use all of the numbers you pick. So if you picked 6,4,1,6, you would use just 6+6=12. If you manage to make 12, put a tick against one of your 12s. Put the cards you picked back in the pile you got them from before taking your next four numbers. Keep going until you have ticked all of the 12s.</p> <p>Keep a note of how many goes it takes you to tick off all six of the 12s you set out on the paper. How close was your estimate?</p>	
Other Activities (approx. 1 hour)	<p>Choose something you and your family would like to do together from the resources on the School Website.</p> <p>Just go onto the Website, click on the green "Home Learning" tab at the top, then click on "Home Learning Resources". There are lots of suggestions there for fun activities and learning across the curriculum.</p>	