



St Uny CE Academy Weekly Home Learning

Class: Y3 Week beginning 08/02/21



	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Morning Motivation Joe Wicks morning activities Monday, Wednesday, Friday (9am) https://www.youtube.com/playlist?list=PLYCLoPd4VxBuPuwfVuS-OBtK_kZqJcX-b Tuesday & Thursday – get active together.				
Session 2	Spellings Refer to weekly spelling list and practise spellings.	Spellings Refer to weekly spelling list and practise spellings.	Spellings Refer to weekly spelling list and practise spellings.	Spellings Spelling Test – upload your test score to Google classroom.	INSET day
Session 3 Writing <i>You can select whether you want to do the virtual lesson or the alternative task.</i>	<p>'The Write Stuff' virtual lesson link: 9.45am https://www.youtube.com/c/TheTrainingSpace</p> <p style="text-align: center;"><u>Alternative task</u></p> <p>This week we are going to write a colour poem. A colour poem uses similes, adjectives and descriptions to build up the picture of a colour.</p> <p>Today's task is to choose a colour and think of as many things as you can that are that colour – make a list ready for your writing tomorrow.</p> <p>You might want to make a mood board, finding pictures or fabrics that are your chosen colour and collecting them together as inspiration.</p> <p>Check the spellings of your items and decide which ones should have capital letters or not.</p> 	<p>'The Write Stuff' virtual lesson link: 9.45am https://www.youtube.com/c/TheTrainingSpace</p> <p style="text-align: center;"><u>Alternative task</u></p> <p style="text-align: center;">Colour poem day 2</p> <p>Look at your list or mood board –</p> <p>Make a list of ideas about your colour – and be as descriptive as you can.</p> <p>How does your colour make you feel?</p> <p>What would your colour smell like?</p> <p>What would your colour taste like?</p> <p>What does it remind you of?</p> <p>How would it sound?</p> <p>What emotions are linked to your colour?</p> <p style="text-align: center;">Eg</p> <p>A raging volcano of anger in the depths of my stomach The ferocious tingle of chilli on my gums</p>	<p>'The Write Stuff' virtual lesson link: 9.45am https://www.youtube.com/c/TheTrainingSpace</p> <p style="text-align: center;"><u>Alternative task</u></p> <p style="text-align: center;">Colour poem</p> <div style="background-color: #00aaff; color: white; padding: 5px; text-align: center;"> <p>Blue</p> <p>Blue is a cool spring day when you play outside. Blue is a beautiful swan gliding in the lake. Blue tastes like sweet blueberries for a delicious picnic. Blue smells like a freshly bloomed flower. Blue sounds like light rain on the windowsill. Blue feels like a cool breeze rushing through my hair. Blue looks like the bright sky on a summer day. Blue makes me feel sad when I am alone. Blue is bright and colorful.</p> </div> <p>Arrange your ideas into a poem like the one above.</p> <p>If you like, you could leave out the name of your colour until the very end so that your reader has to guess which colour it is.</p>	<p>'The Write Stuff' virtual lesson link: 9.45am https://www.youtube.com/c/TheTrainingSpace</p> <p style="text-align: center;"><u>Alternative task</u></p> <p style="text-align: center;">Colour poem</p> <p>Now you are happy with the layout of your poem have some fun with it – decorate your poem with illustrations, or create a word document and cut and paste images from the Internet.</p>	

Watch this video to start thinking about fractions and how they represent a part of a whole. Then complete the tasks on the worksheet at the end.

<https://classroom.thenational.academy/lessons/to-describe-the-part-whole-relationship-c5k62r>

Alternative task

Complete this if you cannot access the Internet or if you want some extra practice.

Fractions are a part of a whole. What else do you know that is made up of different parts?

Finish these sentences:

If the whole is the UK, a part could be.....

If the whole is a dog, a part could be.....

If the whole is a fruit bowl, a part could be.....

If the whole is a zoo, a part could be.....

If a part is some chips, the whole could be.....

If a part is a ruler, the whole could be.....

If a part is a crab, the whole could be.....

Are there any of your own you could make up?

Watch this video to start thinking about fractions sharing objects into groups. Then complete the tasks on the worksheet at the end.

<https://classroom.thenational.academy/lessons/to-recognise-parts-that-are-equal-and-parts-that-are-unequal-70rped>

Alternative task

Complete this if you cannot access the Internet or if you want some extra practice.

Equal groups



Can you share these pool balls into equal groups?

Can you share them into unequal groups?

What if you doubled the amount of balls? Can you share them into equal groups now? Why is that easier to do?

Grab some random amounts of household objects and see how many ways you can group them into equal groups. Are there any numbers that can't be grouped equally?

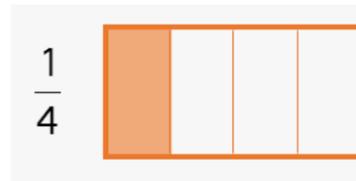
Watch this video to start thinking about how to name unit fractions. Then complete the tasks on the worksheet at the end.

<https://classroom.thenational.academy/lessons/to-recognise-identify-and-describe-unit-fractions-ccwpce>

Alternative task

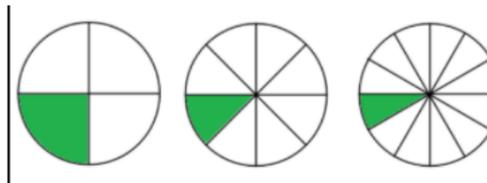
Complete this if you cannot access the Internet or if you want some extra practice.

How would you write what the shaded part of each shape represents as a fraction?



Eg

Remember that the bottom number of the fraction is the amount of equal parts, and the top number is how many are shaded.



Colour in $\frac{1}{4}$ of the shapes below

Watch this video to start thinking about how to name unit and non-unit fractions. Then complete the tasks on the worksheet at the end.

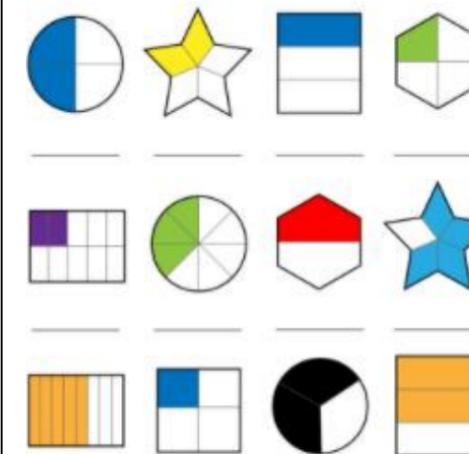
<https://classroom.thenational.academy/lessons/to-identify-and-describe-non-unit-fractions-6cr32t>

Alternative task

Complete this if you cannot access the Internet or if you want some extra practice.

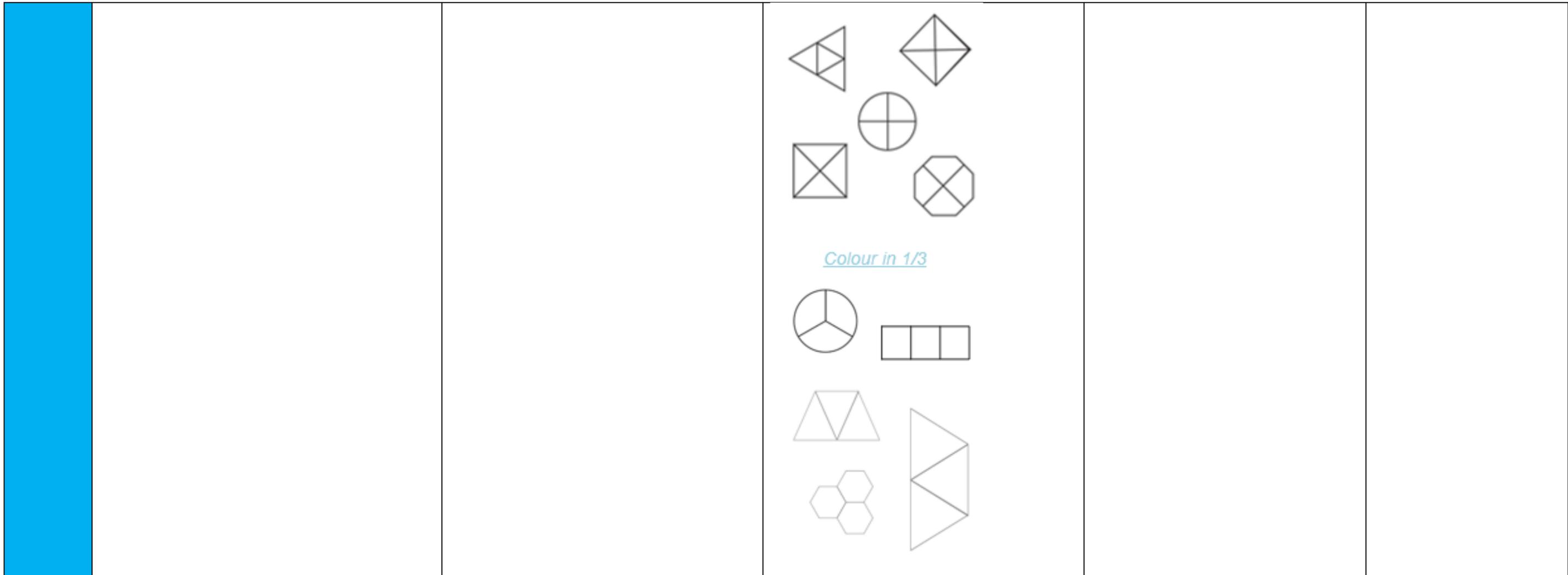
What fraction of each shape is shaded?

Write the fraction for the shaded area of each shape.



	Color $\frac{1}{4}$		Color $\frac{2}{5}$
	Color $\frac{1}{3}$		Color $\frac{1}{5}$
	Color $\frac{2}{4}$		Color $\frac{3}{4}$
	Color $\frac{2}{3}$		Color $\frac{4}{5}$
	Color $\frac{3}{5}$		Color $\frac{1}{2}$

Can you explain the difference between a unit and a non-unit fraction?



Session 5

Reading
 20 minutes of reading with an adult. Make sure you log in reading record.
Refer to reading question stems resources.

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Session 6 Project
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 You can also select on-going 'Chilli Challenge' homework tasks.

Design Technology

Making a Cereal Box Marble Run

Ever wondered what to do with those empty cereal boxes?
Follow these simple instructions to make a cereal box marble run.

You will need:

- 2 cardboard cereal boxes
- glue
- sticky tape
- scissors
- marbles



1. Start off with your empty cereal box. Tape the lid shut and then cut off the front panel (take care, scissors are sharp!). Make sure you leave a little ledge at the bottom. This will stop the marbles rolling out everywhere when they reach the end of the run.



2. Then take the detached front panel and cut it into three strips. Bend them at the ends and cut a notch on one side for the marble to run through.



3. Next, take a little extra cardboard from another cereal box and fold the end of it and tape it onto the bottom. The folded end makes the marble run tilt back a little bit so the marble goes down the holes and doesn't fall out of the box.



4. Finally, tape the strips into the box and cut a little hole at the top to drop the marble through. Then go and find some marbles!

- 1 Follow these basic instructions on how to make a marble run.
- 2 How can you improve this design? Could you add any other elements to it to extend the run? Tubes? A larger box?
- 3 Could you add in an element of competition in your design? Make it a game with points awarded depending on where the marble goes?
- 4 How could you improve the look of your design? Could you give it a name?
- 5 Ask someone else to have a go with your design – what is their feedback? What do they think worked well or could be improved?