

Dear Year 3

We hope you and your families are keeping well and have had a good week.

Here are the suggested activities for this week for you to follow and complete.

Please also remember to take time to relax, exercise and be kind to yourselves.

Take care and keep smiling,
Miss Baggott, Mrs Chafer, Mrs Roberts and Miss Baker



Reading

As always, you should be aiming to read for at least 20 minutes everyday. Find some time today to sit quietly and read.

Keep reading and exploring new worlds and adventures!



Spellings for this week

Use the read, cover, write strategy to learn the words:

appear

consider

famous

important

often

quarter

although

Monday 15th June



English

LO: To order events and identify key information in a story.

Steps to success

1. Read King Midas and the Donkey Ears.
2. Order the events of the story.
3. Answer some questions.
4. Check your answers.

Try these Fun-Time Extras

- Can you design a hat or disguise that King Midas could have worn to have kept his ears secret?
- Can you make a play up about this story? You could use real people to act it or play characters.
- Can you make sets of donkey ears for your family? And can you persuade them to wear them?

<https://www.bbc.co.uk/cbeebies/makes/a-midsummer-nights-dream-donky-ears>

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 5 to download a zip file of this week's work

Pages of unit to complete: Year 3 Week 5 Day 1



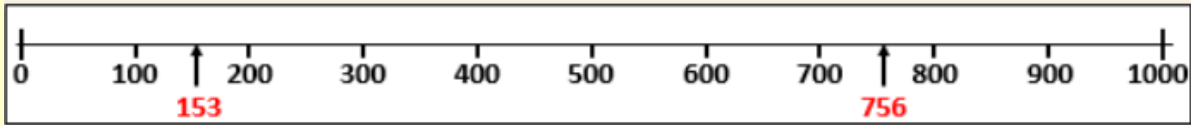
Maths

LO: To compare and order 3-digit numbers on a number line.


Steps to success

- 1. Read the guidance on the slides.**
- 2. Look at the number line and identify what numbers should be on the lines provided.**
- 3. Then identify where on the number line, the numbers should be placed.**

Order and compare 3-digit numbers, place on an empty number line; Find a number between two 3-digit numbers.



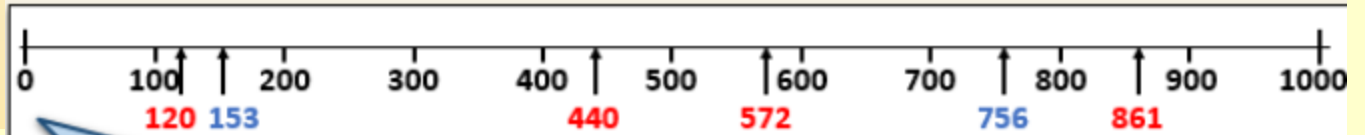
Let's play
Lowest, Highest, In-between
on a 0-1000 line...



Our first two numbers
are **153** and **756**. Where
will **153** and **756** go on
this line?

Those are our **lowest** and
highest numbers.

Order and compare 3-digit numbers, place on an empty number line; Find a number between two 3-digit numbers.



Now we're going to put more
numbers on the line. Each
time think, 'Are they *lower*
than, *higher* than or *in-*
between our two numbers?'

572it goes in-between.

120we have a new low
number, it replaces **153**.

861we have a new high
number, it replaces **756**.

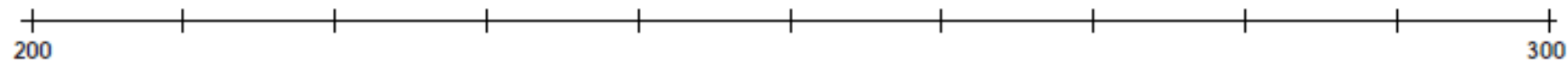
440it goes in-between.

Practice Sheet Mild

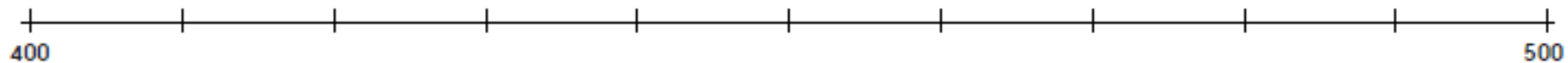
Ordering three-digit numbers

Put the following numbers in order then indicate on the number line where they would go.

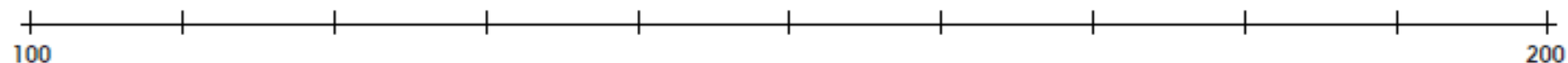
Set one: 250, 230, 205, 245, 280, 275



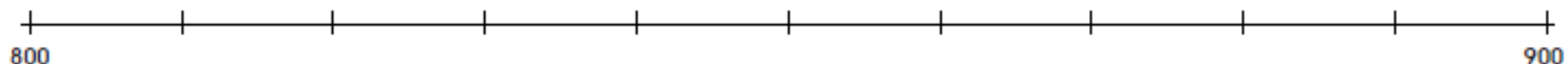
Set two: 460, 425, 410, 485, 455, 490



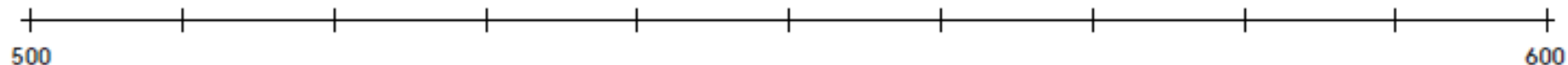
Set three: 135, 170, 199, 132, 157, 191



Set four: 888, 812, 821, 809, 879, 838



Set five: 516, 572, 566, 527, 506, 557



Identify each number, then put them in order from smallest to largest.

A Bit Stuck?
In-betweens

100	1000000000
1000000000	100000000
100000000	10000000
10000000	1000000
1000000	100000

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Parent self evaluation

Ordering three-digit numbers (mild)

Set one: 205, 230, 245, 250, 275, 280

Set two: 410, 425, 455, 460, 485, 490

Set three: 132, 135, 157, 170, 191, 199

Set four: 809, 812, 821, 838, 879, 888

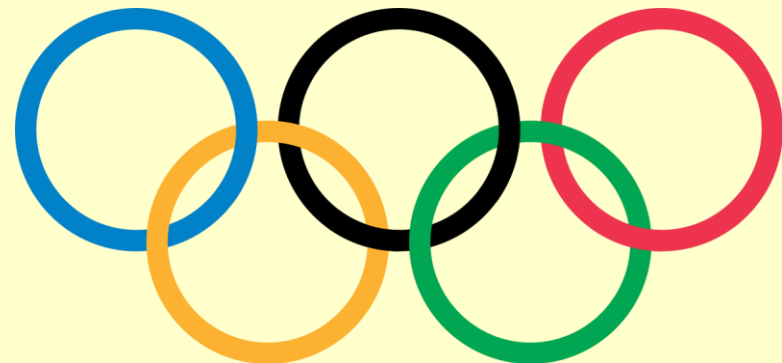
Set five: 506, 516, 527, 557, 566, 572

Creative Curriculum

LO: To compare events from the past and present.

Steps to success

1. Use the next slides to find out about the Olympic Games Past and Present.
2. Copy the venn diagram shown on the following slide.
3. Cut and stick, draw or write the events in the correct part of the venn diagram.



The Olympics Past and Present



twinkl



The first recorded Olympic Games was held in Olympia, Greece in 776BC.

The Games were held every four years, as they are today.



Back then it was only held in Olympia, whereas now it is held in a different country around the world each time.

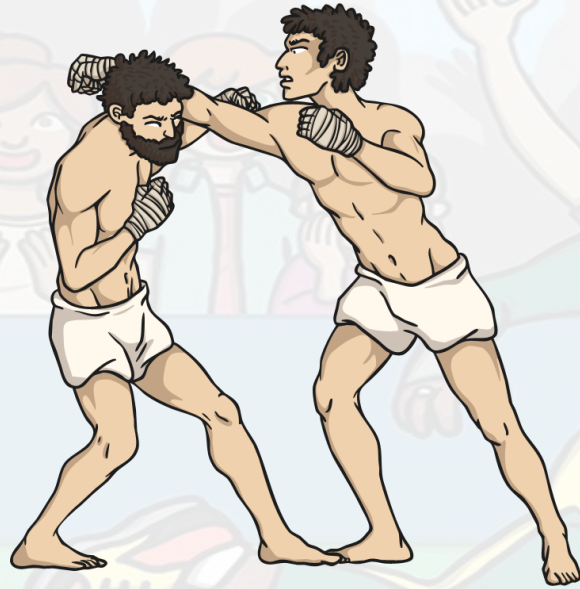
Today, as well as the Summer Olympics, the Winter Olympics are held two years after the Summer Games.



To symbolise the Ancient Olympics, the torch is carried around the country of the Games.

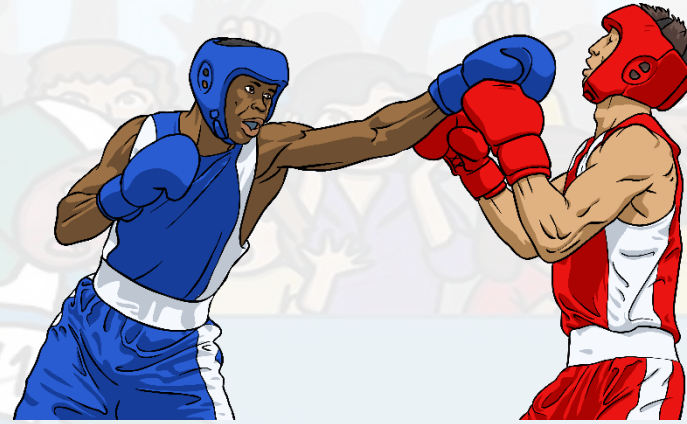


Ancient Olympics



In the Ancient Greek Olympics there were only ten sports.

Modern Olympics



In the Modern Olympics there are more than twenty different sports.

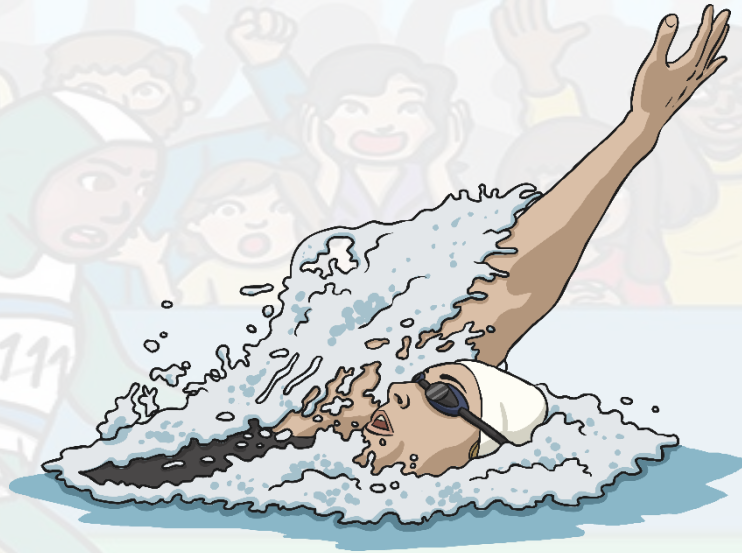


Ancient Olympics



The pentathlon consisted of running, wrestling, long jump, discus and javelin.

Modern Olympics



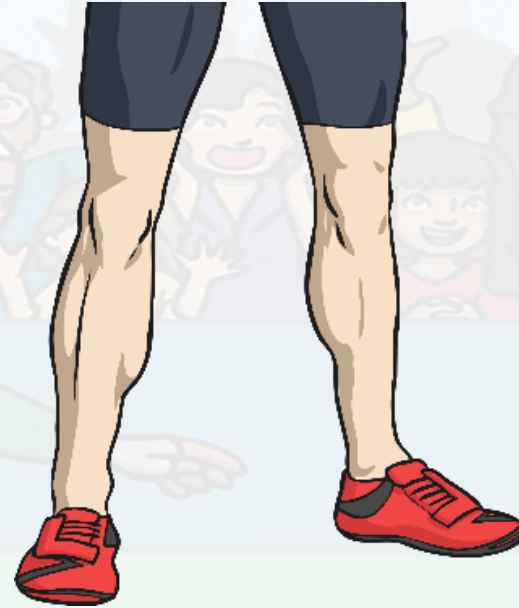
The modern pentathlon is made up of pistol shooting, fencing, swimming, showjumping and a cross-country run.

Ancient Olympics



Athletes ran barefoot and wore no clothes.

Modern Olympics



Track runners today wear special shoes that have spikes to help them grip.

Ancient Olympics



Women were not allowed to watch or compete in the Games.

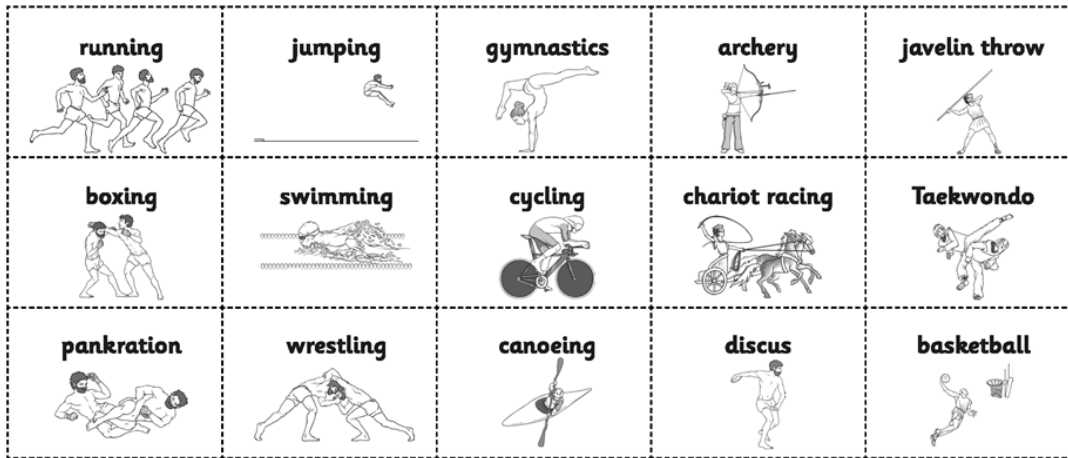
Modern Olympics



Women and men both take part, but they do not compete against each other

Ancient Greece

Modern Olympics



- Copy the Venn diagram shown here.
- Cut and stick, draw or write the events in the correct part of the Venn diagram.
- Which events would go in the middle?

Tuesday 16th June



English

LO: To write direct speech using inverted commas

Steps to success

1. Read King Midas and the Donkey Ears. Can you identify the covered words?
2. Check the whole story below. Are any of your words better than the original version?
3. Watch the PowerPoint or read the revision card to remind yourself about direct speech.
4. Read the speech bubbles on King Midas and his barber.
5. Write these speech bubbles as properly punctuated direct speech. Use the Revision Card to remind you how.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 5 to download a zip file of this week's work and the Dialogue PowerPoint

Pages of unit to complete: Year 3 Week 5 Day 2



Maths

LO: To compare and order 3-digit numbers on a number line.

Steps to success

1. Read the guidance on the slides.
2. Look at the number line and identify what numbers should be on the lines provided.
3. Then identify where on the number line, the numbers should be placed.

Practice Sheet Hot

Ordering three-digit numbers

Put the following numbers in order then indicate on the number line where they would go.

Set one: 250, 230, 205, 245, 280, 275



Set two: 460, 425, 410, 485, 455, 490



Set three: 135, 170, 199, 132, 157, 191



Set four: 888, 812, 821, 809, 879, 838



Set five: 516, 572, 566, 527, 506, 557



Set six: 225, 500, 100, 775, 990, 360



Investigation

Guess my number

1. Use these clues to work out Magical Max's mystery three-digit number.

My number is odd.
The first digit is even.
My number rounds to 500 (to the nearest 100).
The three digits add up to 15.
The second digit is two more than the first digit.
What's my number?

2. Now try and work out this mystery three-digit number.

My number is even.
The three digits are consecutive (next to each other on the number line).
My number rounds to 200 (nearest 100).
The last digit is double the first.
What's my number?

Parent self evaluation

Ordering three-digit number (hot)

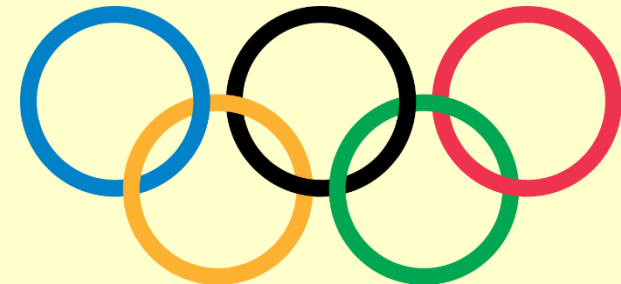
Set one:	205, 230, 245, 250, 275, 280
Set two:	410, 425, 455, 460, 485, 490
Set three:	132, 135, 157, 170, 191, 199
Set four:	809, 812, 821, 838, 879, 888
Set five:	506, 516, 527, 557, 566, 572
Set six:	100, 225, 360, 500, 775, 990

Creative Curriculum

LO: To use different sources of information to find out about the past

Steps to success

1. Log onto Purple Mash.
2. Find the Olympics History comparison activity set as a To Do for this week.
3. Use the information you found out yesterday to compare the ancient and modern Olympics.
4. Show your findings in the text boxes.
5. Save and hand in your activity when you have completed it.



Wednesday 17th June



English

LO: To write direct speech using inverted commas

Steps to success

1. Read King Midas and the Golden Touch.
2. Make a summary of the story.
3. Write the conversation between King Midas and the Satyr in the speech bubbles.
4. Use the Revision Card to remind you how to punctuate direct speech.
5. Write this speech as sentences using inverted commas to show the direct speech.
6. Challenge yourself to add some other sentences which say what both characters are doing.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 5 to download a zip file of this week's work

Pages of unit to complete: Year 3 Week 5 Day 3



Maths

LO: To round numbers to the nearest 10 and 100

Steps to success

1. Read the guidance on the slides.
2. Look at the number line and identify where the numbers should be on the number line.
3. Then identify the nearest 10 and 100.

Place 3-digit numbers on landmarked lines (sections with 10s, then just 100s marked) and round to the nearest 10 and 100.



Is 684 closer to 600 or 700?

Is it more than 650?

684 rounds up to **700** if rounding to nearest 100.

What 2 multiples of 10 is it between?

Is 684 closer to 680 or 690?

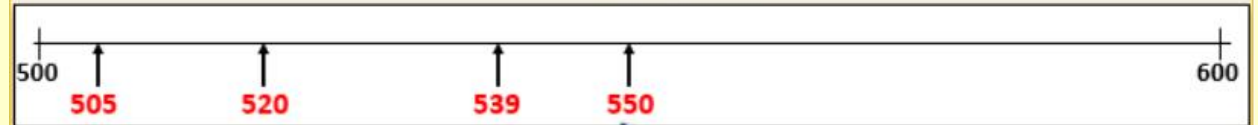
684 rounds down to **680** if rounding to nearest 10.



Place 3-digit numbers on landmarked lines (sections with 10s, then just 100s marked) and round to the nearest 10 and 100.



Can you think of some numbers between 500 and 600 which will round to 500?

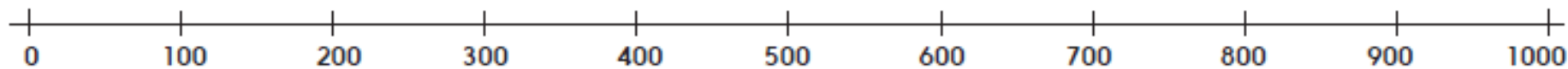


520, 505, 539 ... any others?

550 is halfway between 500 and 600. If a number is halfway we always **round up**.

Practice Sheet Mild

Round numbers to the nearest 100



Mark each of these numbers as accurately as possible on the line:

379 426 718 584 290 637 305 849 925 452

Round each number to the nearest multiple of 100.

379 rounds to

426 rounds to

718 rounds to

584 rounds to

290 rounds to

637 rounds to

305 rounds to

849 rounds to

925 rounds to

452 rounds to

Challenge

Write four numbers between 200 and 300. Two should round to 200 and two should round to 300.

Independent activity-

Choose any 3-digit number you like. You could ask a grown up or roll a dice to find one.

Find out the nearest 100.

Parent self evaluation

Round numbers to the nearest 100 (mild)

379 rounds to 400

718 rounds to 700

290 rounds to 300

305 rounds to 300

925 rounds to 900

426 rounds to 400

584 rounds to 600

637 rounds to 600

849 rounds to 800

452 rounds to 500

Creative Curriculum

LO: To design a board game using my knowledge of events in the past

Steps to success


1. Look at the example of an Ancient Greek Olympic board game on the next slide.
2. Use the ideas to plan your own game using your knowledge of events in the Ancient Greek Olympics.
3. Play the game with your family. Did they enjoy it?



Ancient Olympics

GO!


2 points
Extra training session miss a go

5 points


0 points
Pick up a **Chance** card

2 points
Cleaning equipment, have another go!

2 points
Lost discus miss a go to find it


2 points


Instructions

This game is for 2-4 players:

- All players start on GO!
- Before you begin, draw your olympic person for your counter.
- Take it in turns to roll the dice and move that many spaces.
- Complete the task on the square you land on.
- Correctly complete tasks to gain points.
- When you pass GO! collect 5 extra points!
- The winner is the first to collect 30 points!

0 points
Pick up a **Chance** card


5 points


3 points
Won the wrestling, move forward 2 spaces

0 points
Pick up a **Chance** card

2 points
Won the chariot race, move forward 2 spaces

2 points
Entered the javelin competition


2 points


4 points
Won gold medal, move forward a space

Chance

4 points
Overslept move back 2 spaces

0 points
Pick up a **Chance** card

5 points


2 points
Lost race! Have another go!

Chance

0 points
Pick up a **Chance** card

5 points
Missed training, miss a go

3 points
Medal awards ceremony

Chance

The wheel falls off of your chariot, miss 1 turn and collect 0 points.



Chance

You trip over during the race, miss 1 turn and collect 0 points.



Chance

You jump the farthest in the long jump, move to GO! and collect 5 points.



Chance

Extra training session, miss a turn.



Chance

Gold medal! Collect 3 points.



Chance

You get injured during boxing, roll again.



Thursday 18th June



English

LO: To give reasons for an opinion

Steps to success

1. Read about a tourist attraction.
2. Make notes about the two reports.
3. Find out more about the Studio Tour by watching the clips. You can make notes to record the information if it helps you.
4. What do you think about the Harry Potter Studio Tour? Use the headings on *What do you think about Harry Potter Studio Tour?* to help record your ideas.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 5 to download a zip file of this week's work

Pages of unit to complete: Year 3 Week 5 Day 4



Maths

LO: To round numbers to the nearest 10 and 100

Steps to success

1. Read the guidance on the slides.
2. Look at the number line and identify where the numbers should be on the number line.
3. Then identify the nearest 10 and 100.

Practice Sheet Hot
Rounding to 100 and 10

Round the following numbers to the nearest multiple of 100,
then to the nearest 10.

563

432

677

121

250

835

386

704

919

Challenge

Can you write 5 numbers closer to 300 than 200, but that can each be rounded to a different multiple of 10?

Check your understanding

Questions

Write two numbers which round to 300 as the nearest 100.

One must be less than 300 and one must be more.

Write two numbers that round to 120 as the nearest 10.

One must be less than 120, and one must be more.

Round 448 to the nearest 10.

Round the same number to the nearest 100.

Parent self evaluation

Rounding to 100 and 10 (hot)

	<u>Nearest 100</u>	<u>Nearest 10</u>
563	600	560
432	400	430
677	700	680
121	100	120
250	300	250
835	800	840
386	400	390
704	700	700
919	900	920

Challenge

Can you write 5 numbers closer to 300 than 200 but that can each be rounded to a different 10? **Accept 5 numbers that are over 250 but round to different 10s, e.g. 253, 261, 268, 278, 292.**

Write two numbers which round to 300 as the nearest 100.

One must be less than 300 and one must be more.

One number should be 250-299 and one 301 – 349 (note not 350).

Model this and the following question on a number line if children are unclear.

Write two numbers that round to 120 as the nearest 10.

One must be less than 120, and one must be more.

One number should be 115-119 and one 121 – 124 (note not 125).

Round 448 to the nearest 10. 450.

Round the same number to the nearest 100. 400 – not 500, children need to refer to the original number 448 not the one they have rounded to 10.

Creative Curriculum

LO: To create a fact sheet on light sources with a explanation of light.

Steps to success

- Click on the BBC bitesize link.
- Watch the video explaining what light is.
- Complete the light quiz on the link.
- Create a fact sheet on light.
- Draw different sources of light and explain how light travels.

Go to

<https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/z2s4xfr>

Click on the link and watch the video on how we can see light

Complete the light quiz.

Friday 19th June



English

LO: To order events and identify key information in a story.

Steps to success

1. Read the two opinions about the Harry Potter Studio Tour.
2. Use captions and labels to give information about the two opinions.
3. Imagine that you had a brilliant or an awful day at a tourist attraction. It could be Harry Potter Studios or it could be another.
4. Make a plan of your five main points using the ideas on *Planning a Review*.
5. Write about your awful or brilliant day.

If you are proud of your writing, email it to us, we'd love to see it: year3@westfield.staffs.sch.uk

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 5 to download a zip file of this week's work

Pages of unit to complete: Year 3 Week 5 Day 5



Maths

LO: To calculate time intervals.

Steps to success

1. Read the guidance on the slides.
2. Look at the time given.
3. Add on the time. Remember each number on the clock is 5 minutes. **TIP count in 5's around the clock.**

Calculate time intervals.

Mr. Clockman's day	Time	5 minutes late...
Wake up	7:16am	7:21am
Breakfast	8:30am	8:35am
Got on bus	9:40am	9:45am
Get to work	10:12am	10:17am
Lunch break	12:55pm	
Leave work	5:25pm	

Mr. Clockman is always
5 minutes late!
Let's write each of the times
5 minutes later.
Finish the last few times.



Calculate time intervals.

Now let's try that on our
analogue clocks...

Get up at **7:16am.**

Let's move the hands to
show **5 minutes later...**



Calculate time intervals.

The minute hand moves
on five minutes to show
21 minutes past...

The hour hand moves a
small amount too...



Calculate time intervals.

We have to be careful if adding minutes takes us over the next hour.

The bus leaves at **9:40am**.

But it is **30 minutes** late!

If we just add 30 minutes we get 9:70.
Why is that impossible?


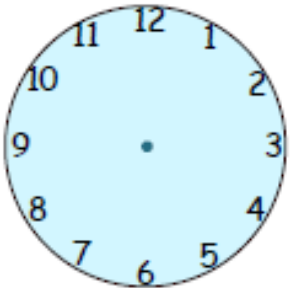
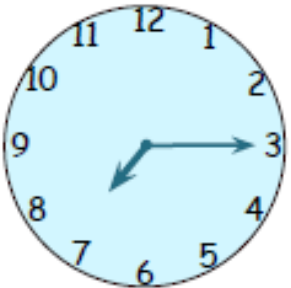
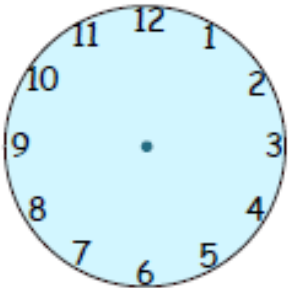
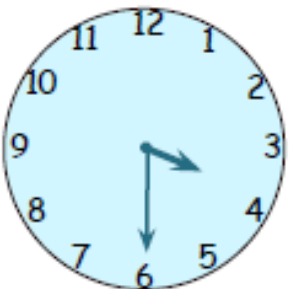
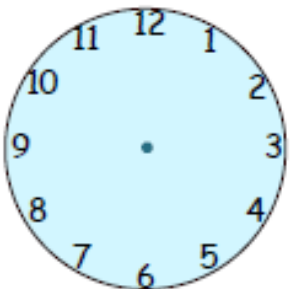

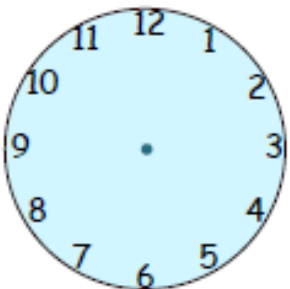

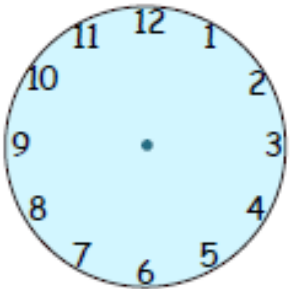
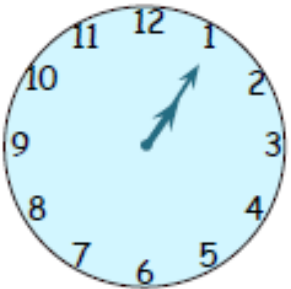
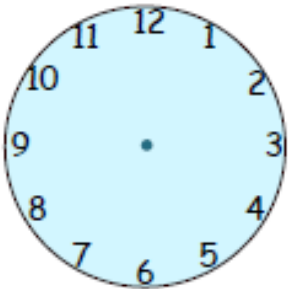


Calculate time intervals.


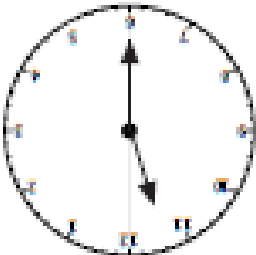
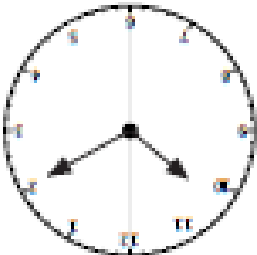

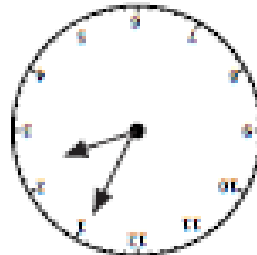
The hands have passed through the next hour, so the bus now leaves at **10:10am**.



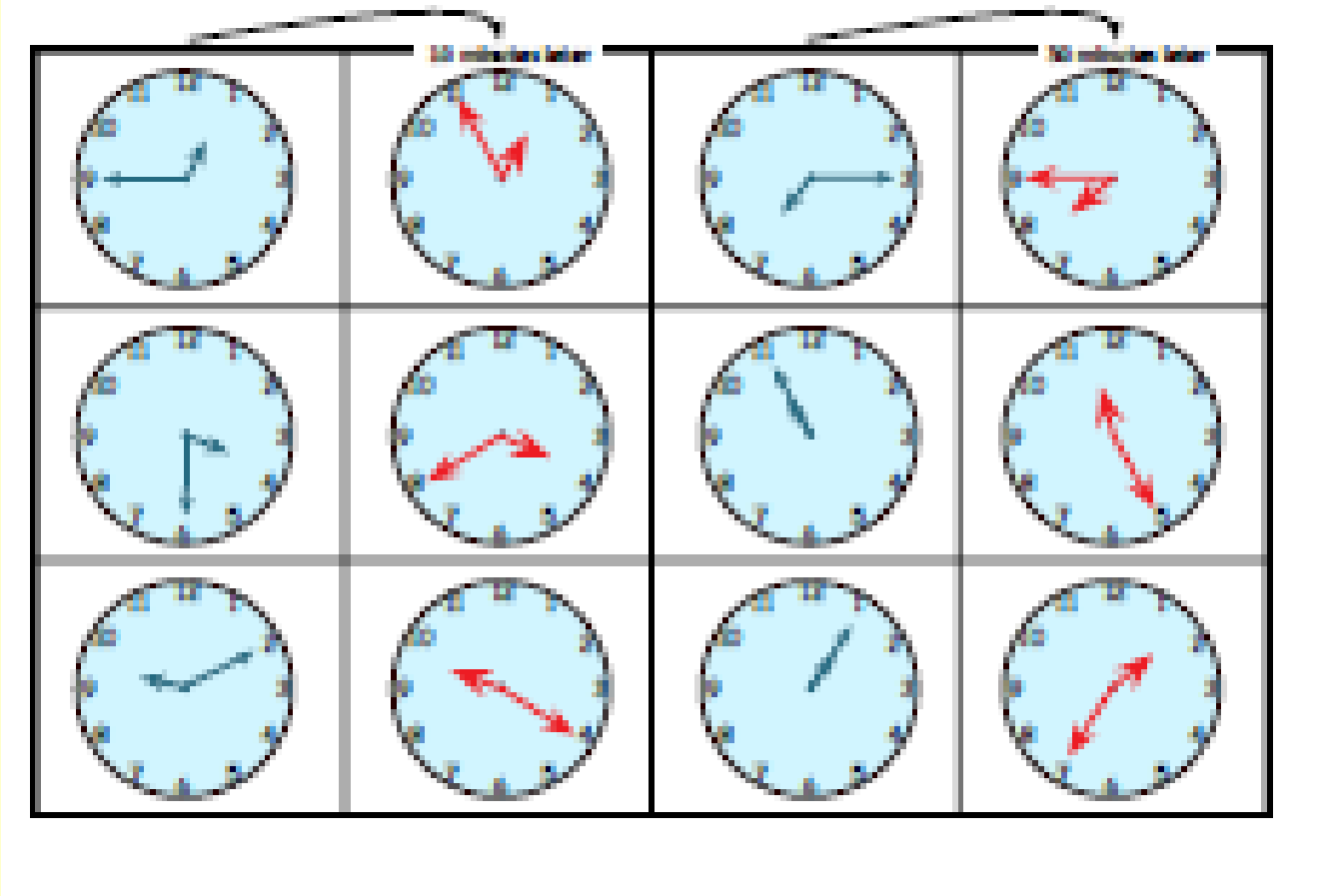
Practice Sheet Mild Time

	10 minutes later		30 minutes later
			
			
			

A Bit Stuck?
Loop the loop

02:05	07:25	03:20	08:15	04:00
				

Parent self evaluation



Creative Curriculum

LO: To create a diagram showing how we see light through our eyes.

Steps to success

- Click on the BBC bitesize link.
- Watch the video explaining how we see light.
- Create an eye diagram (like on the video) and give an explanation of how light travels into our eyes.
- **Extension – can you label the diagram with the different parts of the eye?**

Go to

<https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/zp7f8mn>

Click on the link and watch the video on how we can see light

Complete this before going on to the activity.