

Home Learning - Year 3

21.4.20

All of these activities mirror the learning assignments on Google Classroom. If you are having issues using Google Classroom it is fine to do any tasks on paper at home.

English - Newspaper Report

Example

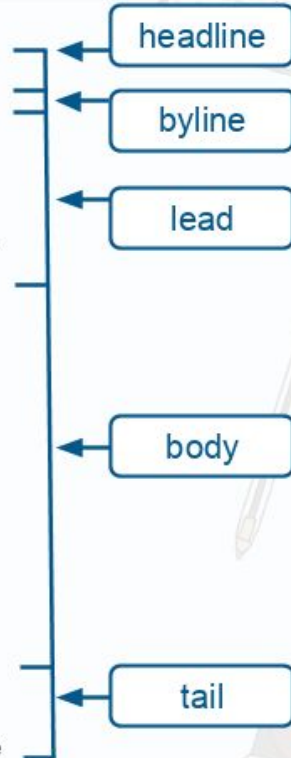
School Children Raise Funds for Local Charity

Frances Trackall, Education reporter

A small group of Year 5 students from Arkwood Primary School have created a brilliant plan to raise money for a local charity that assists people in the community. Following a visit to the school from a charity representative, the students set out to create a way of raising much needed funds.

The students presented the fundraising idea to school principal Mrs Justine Knight, who saw great potential in the plan to sell produce from the school's vegetable garden to local restaurants and, in turn, raise money for the local charity. She stated that 'the children have displayed a true sense of community in their fundraising plan.' Following a meeting with teachers, it is hoped that the students can begin to implement the four phase plan. 'The school would support students wholly in the fund raising venture,' Mrs Knight added.

The school plans to sell the garden produce to two local restaurants, beginning in early September. For more information on this fundraising plan, visit the Arkwood Primary School website (www.arkwood.sch.com).



Yesterday you planned your Newspaper report and today you will begin to write your introductory paragraph and start the next paragraph.

Look at the next slide to remember the Learning Objectives for this task.

Objectives to include in your newspaper report

L.O:

- To include the **name** of the newspaper, date and reporters name (you)
- To include a short, eye catching **headline**
- To include a **subheading/subtitle** (a short paragraph telling a little about what the story is about)
- To include an **introductory paragraph**, include the 5 W's (what, where, when, who, why)
- To ensure the events are in **chronological order**
- To ensure it is written in the **third person** (they, them, he she) and past tense (jumped, ran, etc)
- To include a **picture with a caption** (tells what is happening in the picture)
- To include a **conclusion paragraph** (what might happen now)





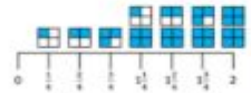

Maths - LO: fractions on a number line

Use

<https://whiterosemaths.com/homelearning/year-3/>

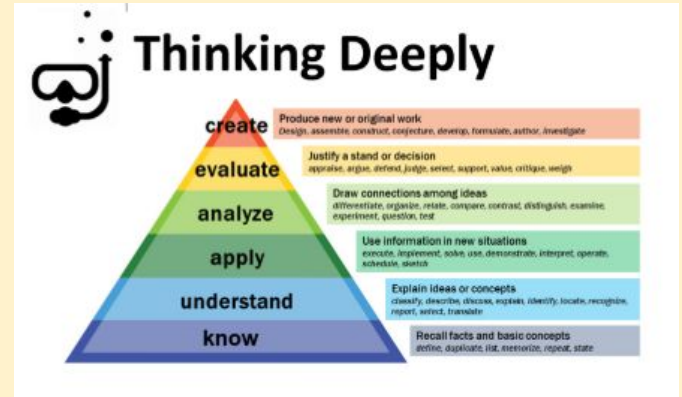
Summer Term: Week 2 lesson 1
 Watch the Video and then
 complete this google doc that I
 will put on the website.

Use these slides to help you:

Date: 21st April 2020		L5 LO: fractions on a number line							
How did you get on with these activities? Write the letters under the pictures, like you usually do in class- show your adults how you do this.									
									
How I did:									
Know:		Answers:							
<p>Split this number line into eighths. Can you label them on the number line?</p>  <p>Challenge: Can you continue the number line up to 2? How would you label the fractions larger than one?</p> 		<p>You can use a piece of paper to do this.</p>							
Understand:		Do you agree?							
<p>Eva has drawn a number line.</p>  <p>Mike says it is incorrect. Do you agree with Mike? Explain why.</p>									
Apply: Give it a go, but don't worry if it's too tricky									
 <table border="1" data-bbox="1110 879 1458 977"> <thead> <tr> <th>Less than one whole</th> <th>Equal to one whole</th> <th>More than one whole</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Less than one whole	Equal to one whole	More than one whole				<p>Less than one whole</p> <p>Equal to one whole</p> <p>More than one whole</p>	
Less than one whole	Equal to one whole	More than one whole							

Fractions

LO: fractions on a number line

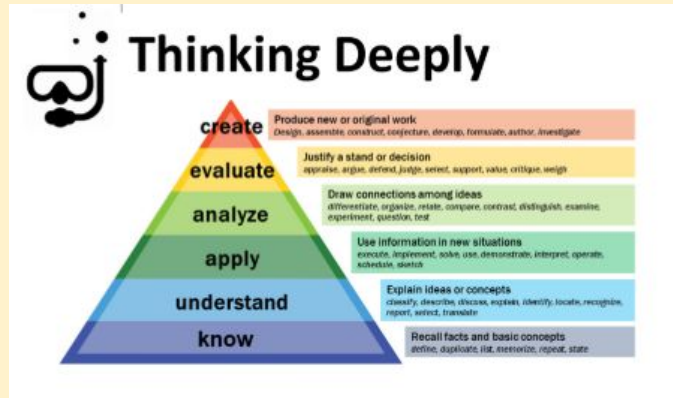


Counting

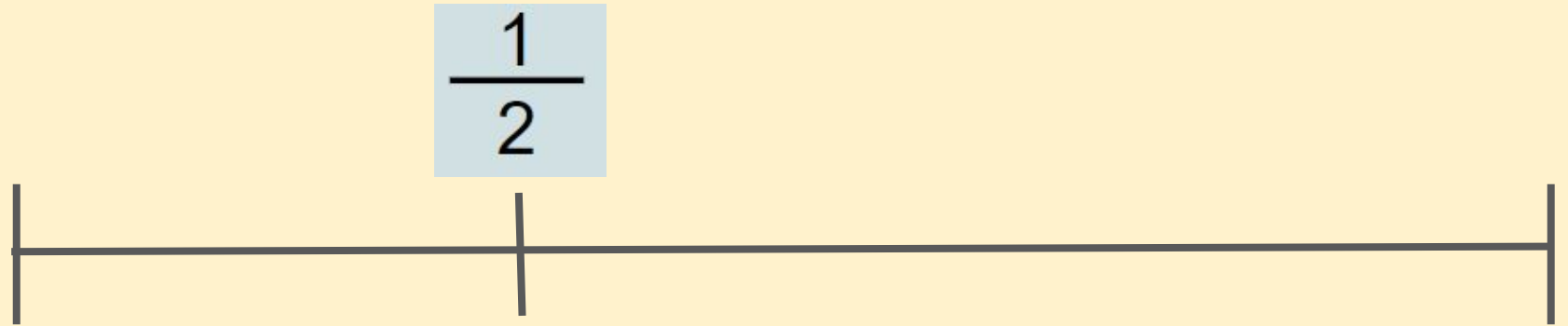
Do these calculations in your head:

$$17 + 6 = \quad 16 - 7 = \quad 7 + 11 = \quad 6 + 14 =$$

Now practise your 5x table backwards...



LO: fractions on a number line

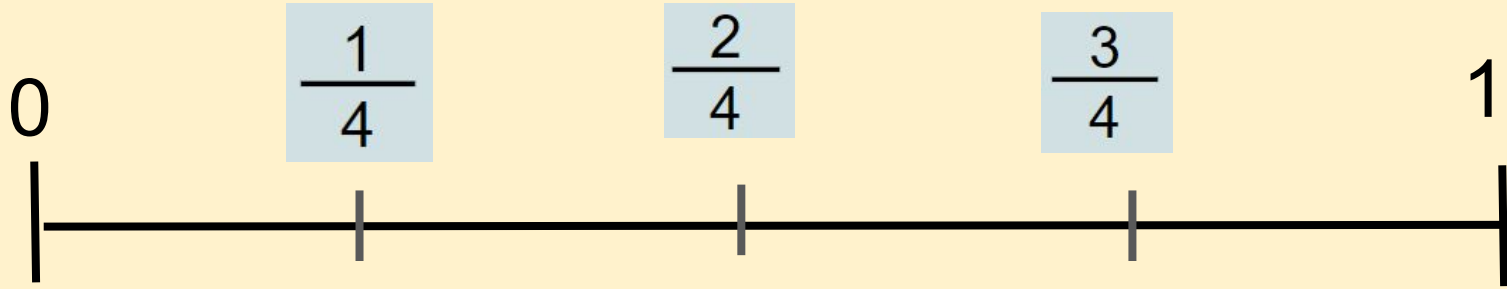


Is this number line
divided correctly?
How do you know?

Fractions are equal parts of a whole

A number line must be divided into equal parts

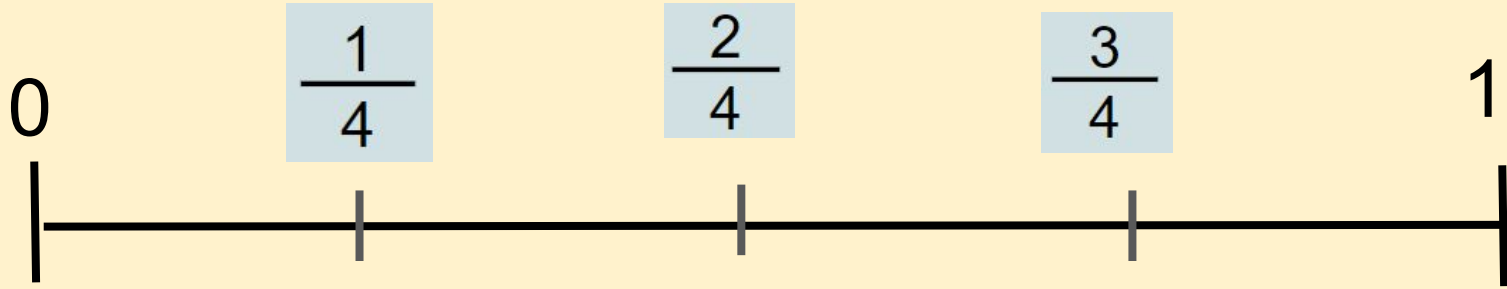
LO: fractions on a number line



Which number in the fraction determines how many parts the number line needs to be divided into?

If we want to divide this number line into quarters, how many parts will there be? What is special about these parts?

LO: fractions on a number line

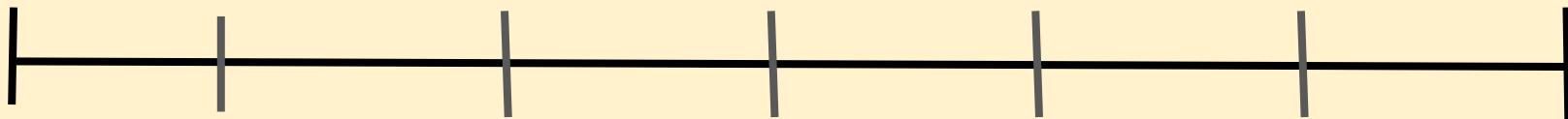


What comes next on the number line?

What is two quarters the same as?

LO: fractions on a number line

0

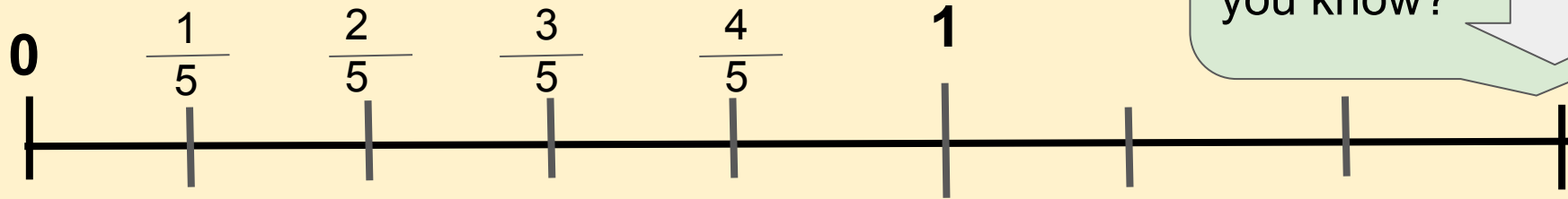


Can we tell what fraction this number line is divided into?

Draw and label this number line

LO: fractions on a number line

What fraction are these?



What fraction will be here? How do you know?

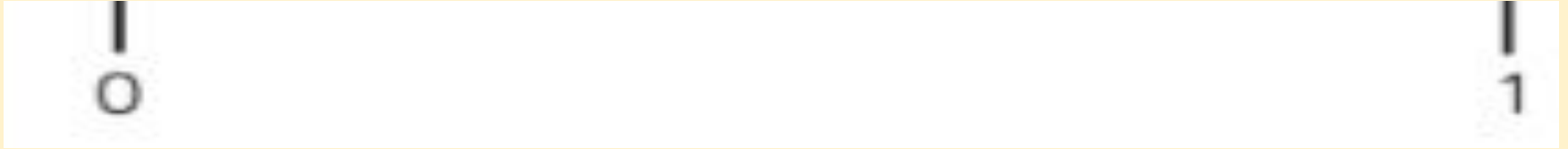


What if the whole is not at the end?

Draw and continue the number line

Know

Split this number line into **eighths**.
Can you label them on the number line?



Challenge:

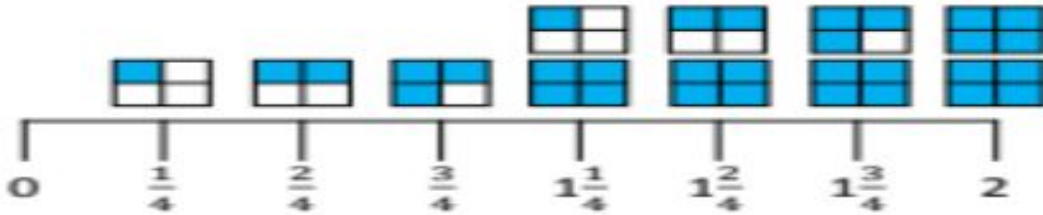
Can you continue the number line up to 2?

How would you label the fractions larger than one?



Understand

Eva has drawn a number line.



Mike says it is incorrect.

Do you agree with Mike?

Explain why.

You could use a drawing to explain your thoughts.

Thinking Deeply
Complete a drawing
to explain your
thoughts.

Apply

$$\frac{2}{3}$$

$$\frac{4}{4}$$

$$\frac{5}{3}$$

$$\frac{1}{8}$$

$$\frac{3}{3}$$

$$\frac{3}{4}$$

$$\frac{7}{4}$$

$$\frac{8}{8}$$

$$\frac{7}{8}$$

Less than one whole	Equal to one whole	More than one whole

Thinking Deeply
List three fractions that are more than 1 whole.

Art - perspective

Please find a web video link below which explains why and how to draw perspective. It has an example but feel free to be creative with your own perspective drawing. Please take a photo, we cannot wait to see them!

Here is the link:

<https://www.bing.com/videos/search?q=teaching+perspective+art&&view=detail&mid=FFD519C8D56BB33B64E7FFD519C8D56BB33B64E7&&FORM=VRDGAR&ru=%2Fvideo%2Fsearch%3Fq%3Dteaching%2Bperspective%2Bart%26FORM%3DHDRSC4>

