



Age Range: Y3

Weekly Maths Tasks (Aim to do 1 per day)

- Get a piece of paper and show everything you know about **Shape**. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.
- Practise counting forwards and backwards from any given number in **5s**. Working on [Times Table Rockstars](#) – use your login from **your learning journal**. If you cannot find it, message your teacher. Our school post code is PE1 4RE. **Please spend 20 minutes on SOUND CHECK.**
- Play on [Hit the Button](#) - focus on number bonds, halves, doubles and times tables. Year 3 times tables are focusing on the 3x, 6x, 4x and 8x tables. Make sure you are confident with the 2x, 5x and 10x first.
- Adding totals of the weekly shopping list or some work around money. This [game](#) could help you to add up money. If you are unsure, have a notepad and pencil/pen next to you for space to work out your answers. Alternatively, you could access money games on [Education City](#).
- Practise telling the time. This could be done through this [game](#) (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes.
- Practise adding and subtracting fractions. You can create your own fractions by slicing up pizza or cutting up cake.

Weekly Reading Tasks (Aim to do 1 per day)

- You could share a story with another person. This could be a chapter book where you read and discuss a chapter a day.
- Read to an adult and then discuss what you have read. Read with expression and intonation.
- Watch [Newsround](#) and discuss what is happening in the wider world.
- Read a story on [Flipgrid](#). (**You can access this through TEAMS**) Read it, act it out, perform it, describe it, explore it or share your illustrations of it.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word? Share on [Flipgrid](#).
- With an adult, look in magazines, newspapers and books for new vocabulary you are unfamiliar with. You could use a highlighter to highlight in magazines and newspapers.
- Go on to [Education City](#). We are working on pronouns, suffixes and prefixes.
- Practise your inference skills. How are the characters in your chosen story feeling? Why do you think the author chose to write in the way that they have? Predict what could happen next.
- How many facts can you read and share about light using [Flipgrid](#)? Use the [DKFindOut](#) website for non-fiction facts about [light](#). We particularly want to hear about how shadows are formed.
- Don't forget to complete your [Accelerated Reader](#) quizzes online for the books you are reading

Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Practise the Year 3/4 for Common Exception words. • Practise your spelling on Spelling Shed • Practise your spelling on Spelling Frame • Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified? • Choose 5 Common Exception words and practise spelling them using across and down. Write the word across the page then down the page, e.g <p>s p e l l i n g p e l l i n g</p> <ul style="list-style-type: none"> • So you want a pen license by the time you come back to school? Challenge time! Practise your handwriting daily using these FREE downloadable and printable sheets to work towards achieving your pen license. We will be checking to see how you have gotten on. Always ensure you have got your lowercase letters at the same height and that your tall letters (t, l, h, d, b) are above the line and letters with a tail (g, y, p, q, f) are below the line. You can also practise using this online guide. • Want to improve your typing speed? Then look no further! Try to increase your speed using this game. 	<ul style="list-style-type: none"> • Write a diary entry to a family member telling them all about how your day or week has been. • Write a book review for one of the books you have read. Remember to say what you have enjoyed or not and who you would recommend the book to? • Draw a scientific diagram of the water cycle then add labels and captions to explain how it works. • Write a letter to be sent to local schools explaining why children should support local charities if they can and help those who are in need. • Design a poster that either expresses the importance of recycling, not dropping litter or another UK environmental issue. Can you think of a catchy slogan to accompany your design? • Take part in a writing master class.

Learning Project - to be done throughout the week.

The project this week aims to provide opportunities for you to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.

- **Let's Wonder:**

What is the weather like around the world? Which countries are most likely to have a snowstorm, torrential rain, heatwaves etc...Find out about natural disasters such as forest fires, earthquakes, tsunamis, floods, tornados etc...How is climate change having an effect on the weather and natural disasters?



- **Let's Create:**

Using recycled materials design and make a recycling mascot to spread the word about the importance and need to recycle. Think about what it is going to look like? Which materials are you going to use? How are you going to join the materials together? Once completed, remember to evaluate your mascot. What would you do differently next time? Which parts did you find the most challenging and why?



- **Be Active:**

Get into the garden and practise throwing and catching skills and keeping control of ball-based equipment like bats and balls.

Recommendation at least 2 hours of exercise a week.



- **Time to Talk:**

Discuss environmental issues in the UK. **Air pollution, climate change, litter, waste, and soil contamination** are all examples of human activity that have an impact in the UK. What are the global environmental issues? Various processes that can be said to contribute to the global environmental problems include pollution, global warming, ozone depletion, acid rain, depletion of natural resources, overpopulation, waste disposal and deforestation ... These processes have a highly negative impact on our environment. Decide as a family how they could 'do their bit' to look after their environment e.g. you could set up a recycling station in their home; Paper, plastics and glass. Take a look at [Jane Goodall's Roots and Shoots](#) website.



- **Understanding Others and Appreciating Differences:**

Throughout our lives, culture and experience shapes worldviews, children growing up in the Netherlands, for example, have a much different understanding of the role of water in their lives than their peers in the Sahara Desert. The difference between the abundance and scarcity of water in each of these physical environments affects every aspect of their respective cultures, including the global perceptions they will carry with them throughout their lives. Think about food. How do you think people view food in the UK compared to those living in Ethiopia for example? Research a country where food and water are scarce. Find out about charities that help people in need, [Red cross](#), [Christain Aid](#), [Islamic Relief](#) or other charities that are significant to you.



Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

[Education City](#). – All children at NHA will have their logins in their **learning journals**. .

#TheLearningProjects

If you have any further queries, please do not hesitate to contact the Year 3 teaching team.

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