

## Year 3 Remote Learning Grid - Week 9

Please use this remote learning grid to direct your child's learning while school is not open.

Learning activities are listed by day, with each day consisting of an English, Maths and Topic / Science activity. Activities are designed to consolidate learning that has already taken place, while also allowing children to start to think about learning that will be taking place during the summer term. There are three activities set each day. Activities should be completed in the provided remote learning book.

Within your child's home school communication book you will find your child's user and name and passwords for specific online learning resources, which are provided by the school. These resources can be used to support the learning.

### Regular Reading, Spelling and Timetables (At least 3 times per week)

In addition to the daily learning activities, your child should continue to practise their reading, spelling and timetables at least three times per week.

- Year group spelling lists are also available on the school's website. Your child should continue to learn words that they do not know. Please work through these lists. Advice on different ways to practice spellings is also available.
- Times tables should continue to be learnt. Your child should continue to practice the 3,4 and 8 times tables. **They may use times tables Rock Stars website to assist them with this.**
- Your child has been provided with a school reading book, please continue to read this or an appropriate book, which you may have at home, with them.

### Daily Learning Activities

| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Maths                                                                                                                                                                                                                              | Topic / Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | <p><b>Grammar- Pronouns</b></p> <p><b>A pronoun is a word used to replace a noun.</b></p> <p>Examples of pronouns are: he, she, it, they. We use pronouns so that we don't need to keep repeating the same nouns; for example, rather than repeat the noun 'the car' in this sentence, we use a pronoun (in bold):</p> <p>We took <b>the car</b> to the garage because <b>the car</b> needed fixing.</p> <p>We took the car to the garage because <b>it</b> needed fixing.</p> <p>Read the sentences and replace the highlighted words with pronouns.</p> <p>1) The jungle felt hot today. Stig was finding it hard work to walk through <b>the jungle</b>.</p> | <p><b>Answers to calculations for week 8</b></p> <p>1) 21</p> <p>2) 9</p> <p>3) 36</p> <p>4) 24</p> <p>5) 24</p> <p>1) 80</p> <p>2) 36</p> <p>3) 54</p> <p>4) 96</p> <p>5) 56</p> <p>1) 10</p> <p>2) 6</p> <p>3) 6</p> <p>4) 8</p> | <p><b>History- The Iron Age</b></p> <p>Around 800 BC people in Britain learned how to use iron. This discovery had a dramatic impact on everyday life. Iron tools made farming much easier than before and settlements grew in size.</p> <p>During the Iron Age, the Celtic people spread out across Europe and many settled in Britain. The ancient Britons followed a Celtic way of life. They produced fine metalwork and enjoyed feasting, music and poetry.</p> <p>During the Iron Age many people lived in hill forts. The forts were surrounded by <b>walls</b> and <b>ditches</b> and warriors defended their people from enemy attacks. Inside the hill forts, families lived in round houses. These were simple one-roomed homes with a pointed thatched roof and walls made from <b>wattle and daub</b> (a mixture of</p> |

- 2) The elephants were happy. **The elephants** had found the river.
- 3) Klara wanted the biggest tent. **Klara** was being a bit greedy.
- 4) Stig wanted Manu to help build the tent, so he asked **Manu** nicely.
- 5) Klara wanted to help Stig and Manu put up the tent. So, she asked **Stig and Manu** nicely.
- 6) Klara needed help carrying the logs. Manu offered to help **Klara**.

Read the sentences and fill in the spaces with pronouns

- 1) “\_\_\_\_\_ want to go to the waterhole,” said Stig.
- 2) “Would you like to share a tent with \_\_\_\_\_, Rosa?” the girls asked.
- 3) “Would you like to share a tent with \_\_\_\_\_, Rosa?” Klara asked.
- 4) “\_\_\_\_\_ are really lucky to have come on this trip,” Klara told Manu.

Challenge:

Read the sentences and find the words that could be replaced with a personal pronoun. Then replace them with the pronouns.

- 1) When the river is full, the river will flood.
- 2) Manu is the tallest and Manu is the fastest runner. Manu lit the fire. The fire is warm.

5) 9

1) 12

2) 7

3) 12

4) 11

5) 12

1) 12

2) 7

3) 9

4) 11

5) 7

6) 12

Adding and subtracting **10** or **100**

Remember to add or subtract **10** only the tens column changes.

Remember to add or subtract **100** only the hundreds column changes.

Complete **red** or **green**

Try to do these calculations in your head.

1)  $9 + 10 =$

2)  $15 + 10 =$

3)  $17 + 10 =$

4)  $23 + 10 =$

5)  $31 + 10 =$

1)  $19 + 100 =$

2)  $67 + 100 =$

3)  $451 + 100 =$

4)  $999 + 100 =$

5)  $1089 + 100 =$

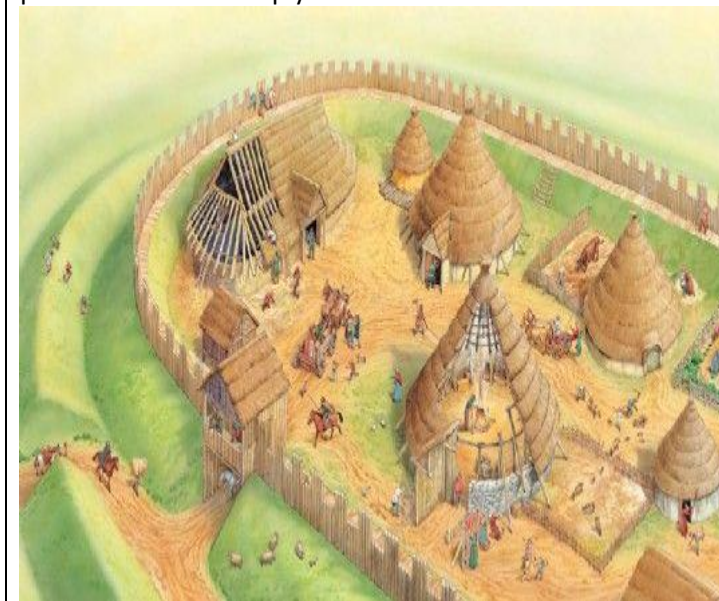
mud and twigs).

In the centre of a round house was a fire where meals were cooked in a cauldron. Around the walls were jars for storing food and beds made from straw covered with animal skins. Iron Age farmers grew crops and vegetables. They kept geese, goats and pigs and had large herds of cows and flocks of sheep. Some people worked as potters, carpenters and metal workers. Men and boys trained as warriors. They had to be prepared to fight at any time.

Read the following article and watch the clip.

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bk>

Activity: Sketch your very own Iron age Hill Fort **or** Celtic round house. Use the description above and the pictures below to help you. Label it.



|   |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                          |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>3) The insects are swarming. The insects swarm in hot weather.</p> <p>4) Klara is cooking. Klara is a super cook.</p> <p>The following websites have free access to ebooks in lots of different languages:<br/> <a href="https://uk.mantralingua.com">https://uk.mantralingua.com</a><br/> <a href="https://globalstorybooks.net">https://globalstorybooks.net</a><br/>         Take a look and share with your family.</p> | <p>1) <math>12 - 10 =</math><br/>         2) <math>15 - 10 =</math><br/>         3) <math>26 - 10 =</math><br/>         4) <math>34 - 10 =</math><br/>         5) <math>48 - 10 =</math></p> <p>1) <math>150 - 100 =</math><br/>         2) <math>289 - 100 =</math><br/>         3) <math>799 - 100 =</math><br/>         4) <math>1958 - 100 =</math><br/>         5) <math>2008 - 100 =</math></p> <p>Challenge:</p> <p>1) <math>999 - \underline{\quad} = 899</math><br/>         2) <math>1235 - \underline{\quad} = 1225</math><br/>         3) <math>722 + \underline{\quad} = 732</math><br/>         4) <math>\underline{\quad} + 100 = 144</math><br/>         5) <math>8 + \underline{\quad} = 108</math><br/>         6) <math>111 - \underline{\quad} = 101</math></p> |  <p>Challenge: Explain why the hill forts and round houses were designed the way they were. Also how the jobs and chores they did reflected how they lived.<br/>         E.g. The houses were made up of one round room because they would keep it warm, especially if the fire was in the centre.</p> |
| 2 | <p><b>Reading comprehension</b></p> <p>Read the following passage out loud and with expression and answer the questions in red or both red and green.<br/> <u>Highlight/underline</u> if you need to.</p>                                                                                                                                                                                                                      | <p><b>Data Handling</b></p> <p><b>What is data?</b></p> <p>Data is Information.<br/>         It can be in the form of numbers, words, pictures, digits.<br/>         It provides us with the facts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Spanish</b></p> <p>Can you write the date in Spanish?<br/>         Example/Ejemplo: Hoy es lunes nueve de junio de 2020</p> <p>Practise the numbers to 20 song in Spanish:<br/> <a href="https://www.youtube.com/watch?v=6FEyfy5N3Nc">https://www.youtube.com/watch?v=6FEyfy5N3Nc</a></p> <p>Complete the activity below:</p>                                                      |

### **BIG BEN GETS A BATH!**

People from all over the world come to London and visit Big Ben but one week this August, they would have seen an unusual sight!

Five highly-trained abseiling experts started cleaning all four clock faces on 18<sup>th</sup> August. It will be the clock's first scrub for 4 years. Experts think it will take a week to complete the

cleaning so long as the weather stays fine.

The Houses of Parliament clock (nicknamed Big Ben), which was built in 1859, will also be checked for damage to the dials. Each clock

face is made up of 312 pieces of opal glass, which must be treated carefully. The hands of the clock were made in copper because it is lighter than other metals.

To keep the climbing cleaners safe, the clock's hands have been frozen in the midday position.

### **DID YOU KNOW?**

Big Ben's real name is the Great Clock of Westminster which is at the top of the Elizabeth Tower (named after the Queen). The Elizabeth Tower is part of the Houses of Parliament.

**Write the answers in full sentences (you can discuss the answers in your home language too).**

1. Where is Big Ben?
2. What year was Big Ben last cleaned in?

By organising information in different ways we can make it easier to read and answer questions and solve problems.

### **How can we collect data?**

A survey is one way. We can ask question to people and record it as a table.

### **Tally chart/Frequency Table**

You can ask as many people as you want and record the **tally** (number of people who have chosen that option).

The **frequency** is when you add up the tallies and record this a number.

Here is an example:

| Type of Pet | Tally | Frequency |
|-------------|-------|-----------|
| Dog         |       | 12        |
| Cat         |       | 7         |
| Goldfish    |       | 6         |
| Budgie      |       | 3         |
| Hamster     |       | 2         |
| Lizard      |       | 1         |
| Snake       |       | 1         |
| Rabbit      |       | 3         |

Write the Number beside the word.

Match the objects to the correct Number.

uno \_\_\_\_\_ 

cinco \_\_\_\_\_ 

ocho \_\_\_\_\_ 

nueve \_\_\_\_\_ 

cuatro \_\_\_\_\_ 

diez \_\_\_\_\_ 

tres \_\_\_\_\_ 

seis \_\_\_\_\_ 

dos \_\_\_\_\_ 

siete \_\_\_\_\_ 

### **Challenge:**

Match the numbers

11  diecisiete 13  diecinueve once 16 

calore doce 20  dieciocho

19  quince 17  veinte 15 

14  trece 18  12  dieciséis

3. Over 250 pieces of glass are used in Big Ben.  
True or false?
4. What material was chosen to make the hands  
of the clock and why?
5. How have they made sure the cleaners will not  
be in danger? Why is this important?
6. How many days will it take to finish the job?
7. Why is it vital to clean and maintain the clock?
8. Why is the clock important for London?

### CHALLENGE

Write 3 questions for someone in your family to  
answer.

Activity: Complete the table below. Phone  
family and friends if you need to.

### Favourite Fruit

| Fruit      | Tally | Frequency |
|------------|-------|-----------|
| Apple      |       |           |
| Banana     |       |           |
| Orange     |       |           |
| Grapes     |       |           |
| Strawberry |       |           |
| Other      |       |           |

### Questions:

- 1) Were you surprised by any of the  
outcomes?
- 2) Do you think it helped people, by  
giving them the option of 'other'?
- 3) Is it best to leave the results as a  
table?

### Active afternoon

You can complete any of these indoor exercises:

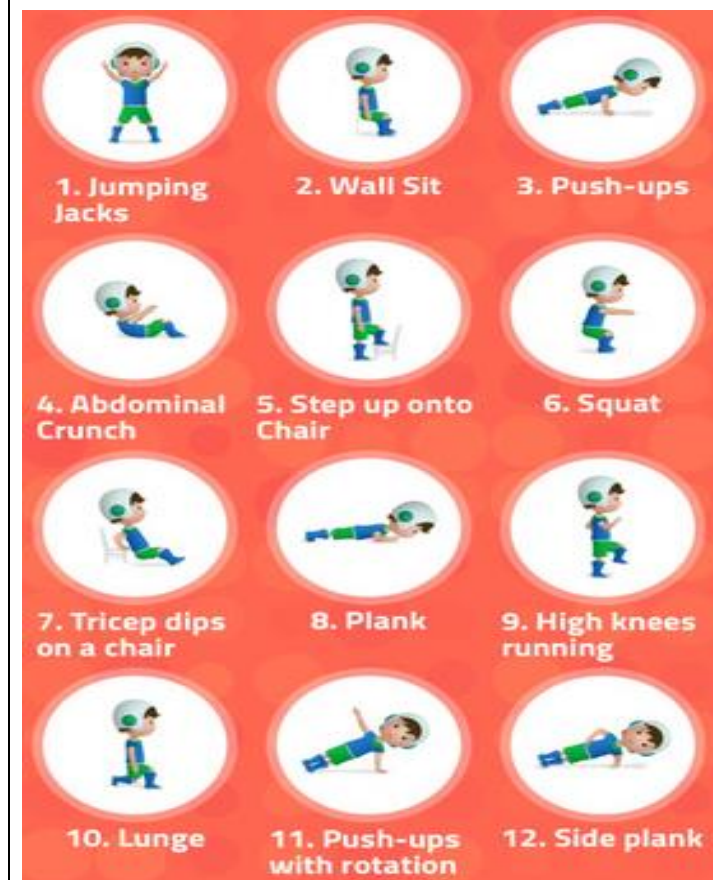
Kids and Adults ball workout (you will need a ball).

<https://www.youtube.com/watch?v=E1vgPi8tYhM>

Or

Yoga for kids

<https://www.youtube.com/watch?v=X655B4ISakg>





4) What could we do with these results?



3

### Shape poems

Shape poetry develops the physical form of the words on paper. So, a poem about the stars would take the shape of a star (or stars). While the words, writing style, impact the meaning of the poem, the physical shape of the poem is also of significance. They do not have to rhyme.

### Pictograms

A **pictogram** is a chart that uses pictures to represent data. **Pictograms** use columns of pictures to show the numbers involved.

You need to remember to choose the same symbol for the whole graph. The pictogram below uses a smiley face=1 person. You can use any suitable symbol. E.g. a banana.

### Art Afternoon- Giuseppe Arcimboldo

Have you heard of Giuseppe Arcimboldo? He was born in Milan-Italy, in 1527. He is most famous for his portraits of human heads made up of vegetables, fruit, flowers and all sorts of other things.

"Rain,  
 Rain. Go away.  
 Come again another day."  
 Rain, Rain. Go away! Rain, Rain.  
 You make me sad. Rain, Rain. You make  
 Me mad. Rain, Rain. You make the roads slick and wet.  
 Rain, Rain. You make my hair a big mess. Rain, Rain. You  
 tend to make me quite upset. Rain, Rain. I like you less and less.  
 Its.  
 A.  
 Go  
 od.  
 Th  
 in  
 g.  
 I. KS!  
 Li In.  
 ve.

- 1) Choose something that really interest you and that you are curious about.
- 2) Write your poem on a separate piece of paper.

Here is an example below:



- 3) You can include rhetorical questions in the poem.  
E.g. Rain, why do you rain?
- 4) Lightly draw the shape of your object on paper.
- 5) Copy your poem into the shape you've drawn on paper.

<https://examples.yourdictionary.com/examples-of-shape-poems.html>

warm chewy  
 gingerbread man,  
 made in some oven  
 while lying in a pan.  
 people are waiting  
 to eat his hand.  
 why is it they will  
 mostly nibble on his limbs?  
 leaving him (if he could ) pondering,  
 wondering just what he'd done to them?  
 this punishment is a bit harsh it seems  
 only just for giving them oh,  
 such tasty dreams.  
 children all begging  
 they want to taste too,  
 be sure there's enough  
 if it's the last thing that you do.  
 more are waiting cut them out fast,  
 although we try I'm pretty sure  
 they're not going to last.

The following websites have free access to ebooks in lots of different languages:

<https://uk.mantralingua.com>

<https://globalstorybooks.net>

Take a look and share with your family.

Monday



Tuesday



Wednesday



Thursday



Friday



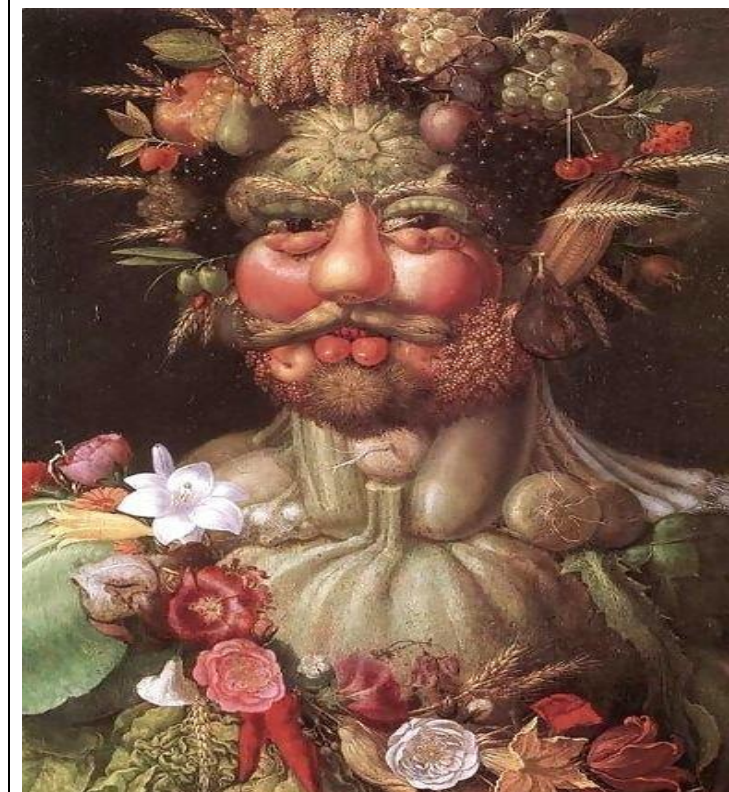
Saturday



Sunday



The entire faces are made of things like fruit, vegetables, flowers, kitchen items, and even sea creatures!



Look closely at the face. What do you see?

Can you name some different things Giuseppe used to make the faces?

**Activity:**

- 1) Create your own face using fruits, vegetables, flowers, sea shells etc.
- 2) Sketch what you can see. Remember when sketching use the pencil lightly and focus on the lines and shadows.
- 3) Then start to colour or paint. Blend colours to get the right shade and fill in carefully

## No pens activity- Perform your poem

Michael Rosen explains how to perform a story or a poem:

[https://www.youtube.com/watch?time\\_continue=61&v=RvV23xoZRkI&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=61&v=RvV23xoZRkI&feature=emb_logo)

### Performance poetry checklist

- Volume
- Use of different voices
- Body positions - how to stand or move
- Expression
- Pauses



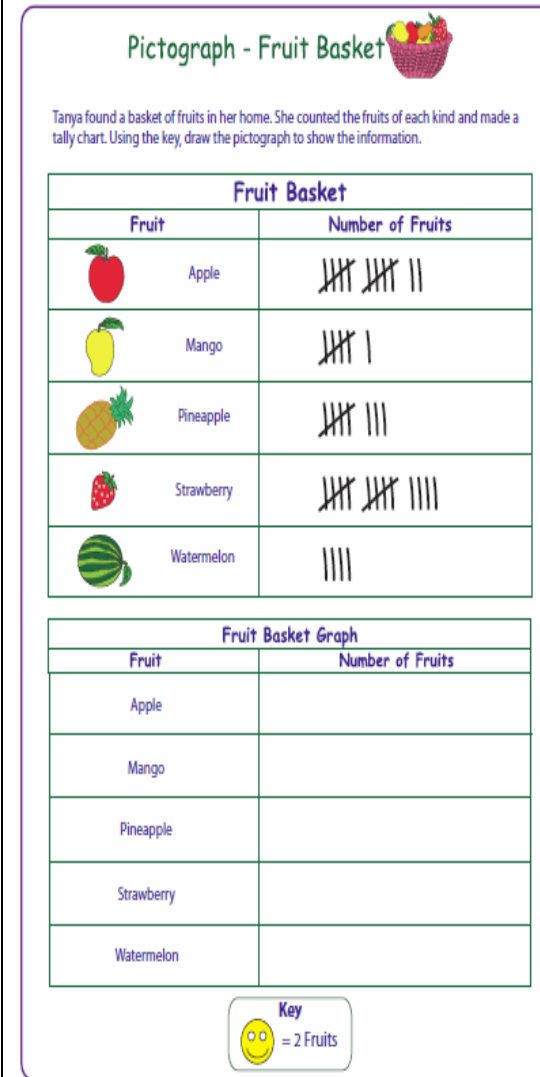
Now watch 'Washing up' by Michael Rosen:

[https://www.youtube.com/watch?v=dmeS6U\\_OcE4](https://www.youtube.com/watch?v=dmeS6U_OcE4)

## Pictograms

### Activity 1-Complete the Pictogram

2 fruits=1 smiley face



## Science- Fossils

Watch this clip and read the information

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt/artic>

### Fossilisation

A fossil is the preserved remains or traces of a dead organism. The process by which a fossil is formed is called **fossilisation**.

It's very rare for living things to become fossilised. Usually after most animals die their bodies just rot away and nothing is left behind. However, under certain special conditions, a fossil can form.

After an animal dies, the soft parts of its body **decompose** leaving the hard parts, like the skeleton, behind. This becomes buried by small particles of rock called **sediment**.

As more layers of sediment build up on top, the sediment around the skeleton begins to compact and turn to rock.

The bones then start to be dissolved by water seeping through the rock. Minerals in the water replace the bone, leaving a **rock replica** of the original bone called a fossil.



Perform your poem using these techniques to an audience, it could be to your family at home or other relatives and friends via Zoom/Skype.

Enjoy performing!!

## Activity 2

Jack has used this tally chart to draw the pictogram.

| Flavour    | Number of Children | Flavour    | Number of Children |
|------------|--------------------|------------|--------------------|
| Vanilla    |                    | Vanilla    |                    |
| Strawberry |                    | Strawberry |                    |
| Lemon      |                    | Lemon      |                    |
| Apple      |                    | Apple      |                    |

Key:  = 5 children

Has he interpreted the tally chart correctly? What errors can you find?

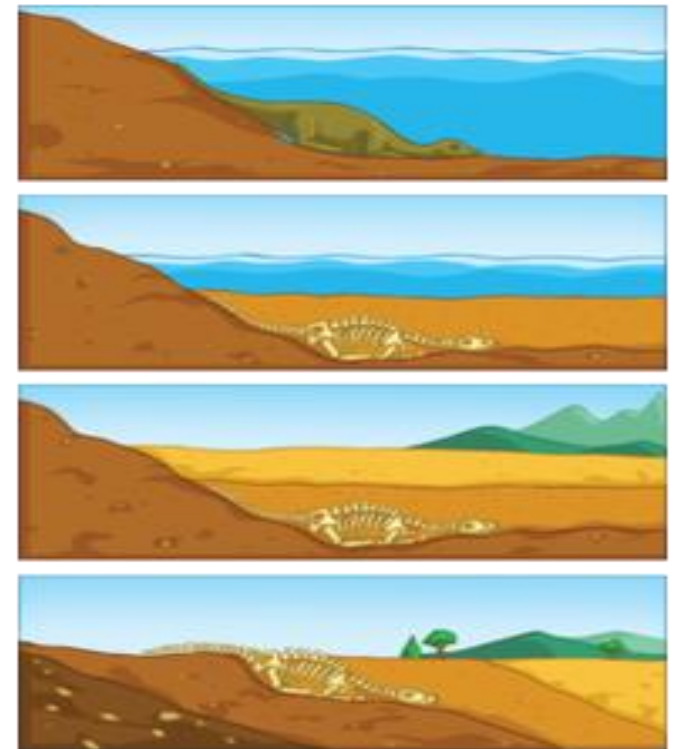
## Challenge:

Zac has created this pictogram.

| Pies      | Number of Pies Sold |
|-----------|---------------------|
| Apple     |                     |
| Blueberry |                     |
| Cherry    |                     |
| Banoffee  |                     |

Key:  = 10 pies sold

He thinks only 15 more apple pies were sold than cherry pies. True or false? Convince me.



Activity: Describe the process of fossilisation in your own words. Include diagrams.

## Friday- Free write

Look at the image below.



## Story starter!

All was silent in the forest. Not a breath of wind could be felt or heard.

A blanket of crisp, crimson leaves lay on the forest floor, and a faint earthy smell wafted through the tall, bare-branched trees.

## Friday- Investigation

Remember:

- 1) Read and understand (discuss in your home language, if you want to).
- 2) Underline/highlight key information
- 3) Work systematically- draw diagrams/tables if you need to.
- 4) Solve and check your answer.

Choose either **A** or **B**

### Activity A

Here is a picture of nine of the houses in my street:



Find as many different ways to sort them into groups as you can.

## Religious Education- Parables

### What is a parable?

A **parable** is a simple story with a moral or a story told to teach a lesson. An example of a **parable** is the story about the boy who cried wolf, which is used to teach **kids** not to lie.

This is a parable that Jesus told his followers.

Watch the animation:

<https://www.bbc.co.uk/bitesize/clips/z4vcd2p>

The story of the Good Samaritan, as told by Jesus in one of the gospels of the New Testament.

A traveller is beaten up and robbed, and left for dead along the road. A priest comes by, but deliberately avoids the man. A lawyer also comes by, but he too avoids the injured. Finally, a Samaritan comes by and he helps the injured man, in an act of mercy and compassion.

What message does the parable give?

### Activity A:

Complete a story board for the parable of the Good Samaritan. Like the one below:

The serenity of the scene was gradually broken as the empty boots began to come to life. The soft, brown leather seemed to flex, as if something had slipped inside them. The leaves rustled and crunched beneath them, as one of the boots miraculously took a step forward...

**Task:** Continue the rest of the story. Use show, don't tell in your story to express action and emotions.

**Perfect picture!**

Can you draw a picture of what it is that you think has caused these boots to move?

**Sentence challenge!**

Can you write a rhetorical question about the scene in the forest?

Why \_\_\_\_\_?

What \_\_\_\_\_?

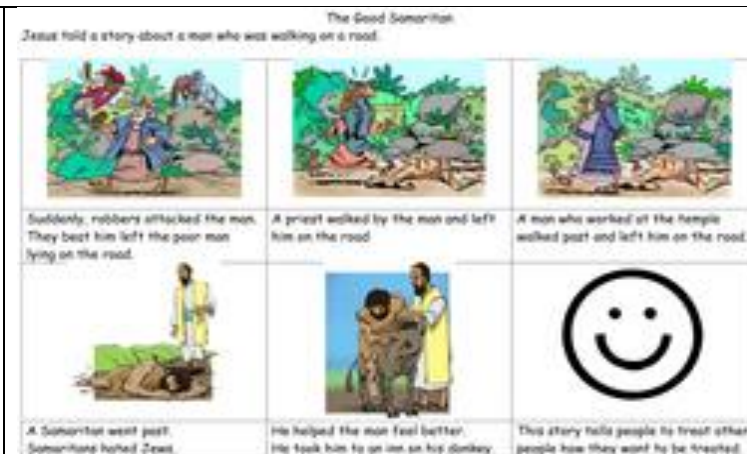
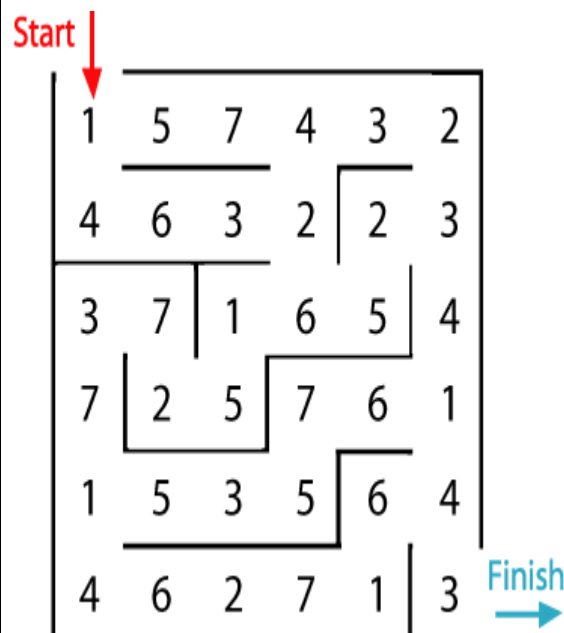
When \_\_\_\_\_?

## Activity B

### Maze 100

In this maze there are numbers in each of the cells. You go through adding all the numbers that you pass. You may not go through any cell more than once.

Can you find a way through in which the numbers add to exactly 100?



Or complete Activity B

## Good Samaritan

<sup>30</sup>"A man was going down from Jerusalem to Jericho, when he fell into the hands of ..... They stripped him of his clothes, beat him and went away, leaving him half dead. <sup>31</sup>A priest happened to be going down the same road, and when he saw the man, he ..... by on the other side. <sup>32</sup>So too, did a ..... (a member of the same tribe), when he came to the place and saw him, passed by on the other side. <sup>33</sup>But a Samaritan (from a different tribe), as he travelled, came where the man was; and when he saw him, he took ..... on him. <sup>34</sup>He went to him and ..... his wounds, pouring on oil and wine. Then he put the man on his own donkey, took him to an inn and took ..... of him. <sup>35</sup>The next day he took out two silver coins<sup>(a)</sup> and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will ..... you for any extra expense you may have.'

<sup>36</sup>"Which of these three do you think was a ..... to the man who fell into the hands of robbers?"

|         |        |          |           |
|---------|--------|----------|-----------|
| Robbers | Levite | bandaged | neighbour |
| Passed  | care   | pity     | reimburse |



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|