

Year 3 Remote Learning Grid – Week 11

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	Grammar- Adverbs An adverb is simply a word that describes a verb (an action or a doing word). • He ate his breakfast quickly. The word 'quickly' is an adverb as it tells us how he ate (the verb) his breakfast. Adverbs can come before or after a verb. • He 'quickly' ate his lunch. • He ate his lunch 'quickly'. Activity 1 List as many adverbs that you can in one minute.	Answers to calculations for week 10- Sequences Red: 1) 20,25,30 2) 10,12,14 3) 12, 15, 18, 21 4) 30,40, 50 5) 65, 75,85,95 Green 1) 16, 20, 24, 28 2) 36, 45, 54, 63 3) 4, 9,16, 25, 36, 45 4) 320, 420,520 5) 24,40,56 Challenge 1) Multiply the last number by 10 (x10) 2) Add 11 to the last number	History- The Iron Age Tools and weapons Iron Age people developed some very useful tools to help them in their daily work. Search this website and halfway down click on the pictures that explain what the tools are used for: https://www.bbc.co.uk/bitesize/topics/z82hsbk Rotary quern 

ADVERBS

An **adverb** describes a verb, an adjective or another adverb. It tells us how, where, when, how much and with what frequency.

An adverb can tell...

HOW?	WHERE?	WHEN?	HOW MUCH?	HOW OFTEN?
quietly	above	now	quite	always
peacefully	abroad	yesterday	fairly	sometimes
carefully	far	soon	too	often

Activity 2

Rewrite each of the sentences, including adverbs to add description.

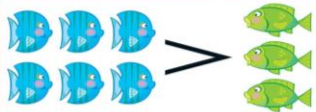
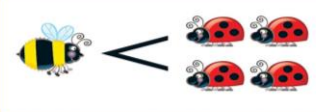
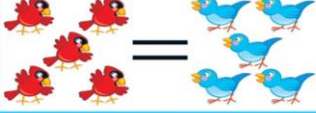
- The alligator swam downstream.
The alligator swam sneakily downstream.
- The river twisted and turned through the jungle.
- The waterfall flowed into the lake.
- The fish swam down the river.
- The pool filled with water.
- The boy ate the fish.
- The old man made a net.
- The bird hunted at night.

- Add 100 to the last number
- Multiply the last number by 5 (x5)
- Add 12 to the last number

Greater than, less than and equal to.

These symbols are used in Mathematics to explain the relationship between numbers. Numbers can be greater than, less than or equal to another number or number sentence.

Here are the symbols used:

$>$ Greater than	$<$ Less than	$=$ Equal to
$>$ Greater than		
$<$ Less than		
$=$ Equal to		

Place the correct symbols $<$ $>$ $=$ in the number sentences.

Choose **red** or **green**

The first one has been done for you:

- $9 < 10 =$
- $15 \text{ ___ } 8 =$
- $17 \text{ ___ } 19 =$

The rotary quern was used to grind grain into flour. It was made of the other.

Grain was poured into a hole in the upper stone.

The top stone was then turned by a handle. Because the lower stone crushed between the two stones.

The rotary quern made grinding flour much quicker and easier than before.

Iron-tipped plough



Iron Age ploughs are sometimes known as 'ards'. They were made from wood, but they had an iron tip on the end of the plough to help it cut through heavy soil.

The plough was guided by the farmer and pulled by oxen. It had antlers and stone tools to dig up their land.

Movement	Feelings	Sound
energetically	cautiously	loudly
gracefully	viciously	silently
rapidly	kindly	quietly
quickly	nastily	noisily
slowly	carelessly	musically
slothfully	wilfully	discordantly
jerkily	sorrowfully	softly

Activity 3

Include the following adverbs in meaningful sentences:

- 1) Gently
He stroked the purring cat gently.
- 2) Speedily
- 3) Angrily
- 4) Neatly
- 5) Rudely
- 6) Brilliantly

Challenge:

What do you notice about most adverbs? Which letters do they end in? Which adverbs do you know that do not end in 'ly'?

Find as many as you can.

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.

4) $23 _ 16 =$

5) $31 _ 30 + 1 =$

1) $119 _ 220 =$

2) $267 _ 1000 =$

3) $434 _ 389 + 45 =$

4) $93 + 56 _ 151 =$

5) $77 - 35 _ 89 - 53 =$

Challenge:

1) $437 + 254 _ 522 + 167$

2) $1235 - 15 _ 1225 - 5$

3) $702 + 40 _ 772 - 30$

4) $350 + 128 _ 144 + 334$

5) $999 - 435 _ 455 + 108$

Pole lathe



Wood-turners used a pole lathe to shape pieces of wood into dishes, bowls or plates.

The wood was fixed onto a wooden pole, that was turned by a rope. The rope was attached to a foot pedal so the wood-turner could use his foot to turn the pole.

As the piece of wood turned around, the turner used an iron knife to shave it into shape.

Activity: Research other tools and weapons that the Iron age people used. Write about them like the examples above.

Include a drawing and few sentences about the tool or weapon and its purpose.

Here are some useful websites:

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

<https://www.theschoolrun.com/homework-help>

<https://kidzfeed.com/iron-age-tools-and-weapo>

Challenge: What impact have these tools and weapons had on us in this day and age? Do we use similar tools today?

2

Reading comprehension- Choose comprehension A or B

Comprehension A



A great big fox saw Jim crying. He asked: Sweet boy! Why are you crying? Jim: Look there! I can not get my three goats out of that carrot field. Fox: Don't cry! I will get your goats. The fox ran round and round, after the three goats. But no! The goats did not come. The fox sat down with Jim and cried: Boo! Boo!

Answer the questions given below.

Q. What animal saw Jim crying?

A. _____

Q. Where were Jim's goats?

A. _____

Q. How many goats were in the carrot field?

A. _____

Q. Why did the fox run after the goats?

A. _____

Interpreting Data- Pictograms

To interpret and answer questions about a pictogram

Key questions (explain in your own words):

What is a pictogram?

What do the symbols mean?

Why are half symbols used?

Why are pictograms better than a tally chart?

Complete activity A or B

Activity A

● = 2 children	
What we would like for our school lunches!	
Vegetable lasagne	●●●
Chicken pie	●●●●●●
Cheese salad	●●●●●
Cottage pie	●●
Casserole	●●●●●●●●
Roast dinner	●●●●●●●●

- 1) How many children would like chicken pie for their lunch?
- 2) How many children would like casserole for their lunch?
- 3) How many children **altogether** would like cottage pie and cheese salad for their lunch?

Spanish

Can you write the date in Spanish?

Example/Ejemplo: Hoy es martes dieciocho de junio de 2020

Fruits and Vegetables in Spanish:

<https://www.youtube.com/watch?v=qk03MWcS>

<https://primarygamesarena.com/Play/Fruit-and>

Complete the activity below.

Draw the fruits/vegetables from the sheet below and Write the correct word in Spanish next to it.

Comprehension B

Read the following passage out loud and with expression and answer the questions in red or both red and green.

Highlight/underline if you need to.

Need a lift?

Sam's legs dangled in the air as the ski lift propelled him up the side of the mountain. He looked at the miles of white snow dotted with groves of pine trees, and he took a deep breath. The morning had been tiring, but fun. The first challenge had been standing on the two thin skis. In the beginning, he spent more time on his back than his feet. Gradually, though, he got his balance. Then, with the ski teacher's help, he learned the basics. He could snowplow his skis to slow down. He could use his knees and legs to glide right and left. By lunch, he was feeling much more confident. But the beginner slopes were much different from the slopes he now saw far below. The closer he got to the top of the mountain, the faster his heart thumped. Even though the air was crisp, Sam was flushed and sweaty. Would he fall as he jumped off the lift? The lift was almost at the top, so Sam got into position. He made sure the skis were angled straight. He had his poles in one hand. After the lift rounded the top, Sam had only seconds to leap off. Otherwise the lift would turn, and he would head back down the hill. At the top, he took a little leap and landed flat on his skis. He glided down the small hill. "Success!" he thought. Sam looked behind him to be sure he was clear of the chair. He lost his balance and fell face first in the fresh, powdery snow. "Need a hand?" a voice called out. As Sam wallowed and tried to right himself, a hand reached down and helped him up. "Thanks," Sam laughed. "It looks like I do!"

- 4) How many **more** children preferred roast dinner for their lunch than vegetable lasagne?

Activity B

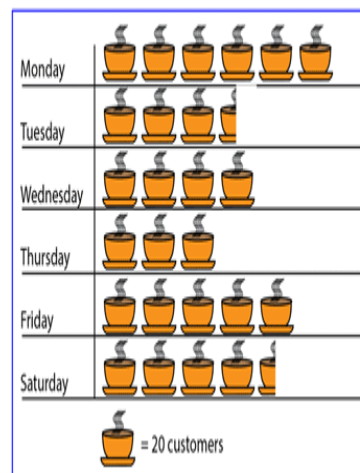
The pictogram shows the number of customers using a coffee during lunch hour one week.

a) How many customers used the coffee shop on Thursday?

b) How many customers used the coffee shop on Tuesday?

c) How many more customers used the coffee shop on Monday than Saturday?

d) How many customers were included in the survey?



Reasoning Pictogram questions- answer any one.

las frutas y los vegetales



La lechuga



La fresa



Las judías verdes

El pepino

La manzana



Las arvejas

El melón



El pimiento rojo

La naranja

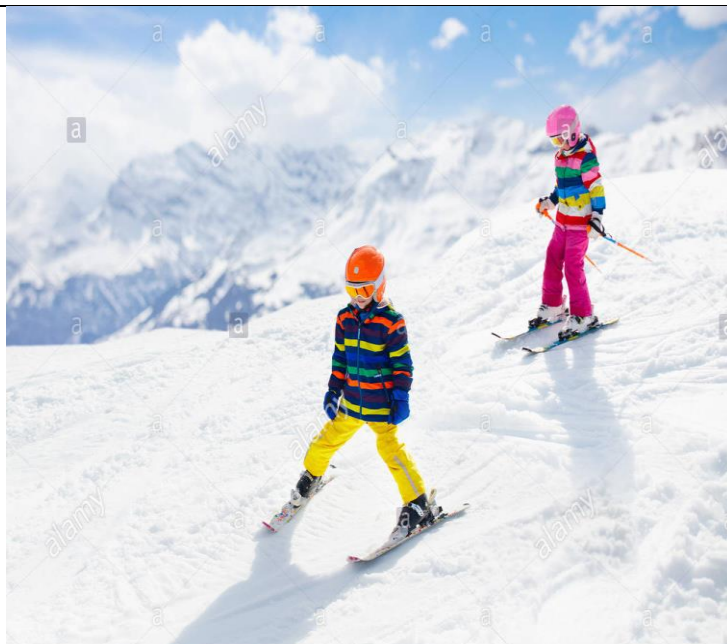


Los arándanos

Las papas



La banana o el plátano



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

1. What was Sam travelling in, to the top of the mountain?
2. What was his first challenge?
3. It was warm where Sam was. True or false?
4. Why did Sam's heart beat faster as he reached to the top of the mountain?
5. What do you think 'wallowed' means? Use the information in the sentence to explain.
6. What does it mean by the 'air was crisp'?
7. Do you think Sam was hurt when he fell face first? Explain your answer.

3a. Mr Harrison says this pictogram is not easy to interpret.

Favourite Sweets

Mint	
Toffee	
Chocolate Orange	

Find 1 way you could improve the pictogram.



Problem Solving

Here is a pictogram

Number of Team Points

Blue	
Orange	
Green	
Purple	

Do you agree with Katie?

Explain why and correct any mistakes.



The winning team colour is purple.

Challenge:

Write the correct name of the vegetable.



Calabaza



Patata



Aguacate

Maiz



Col



Brócoli



Zanahorias

Papaya



Tomate



Berenjenas

Active afternoon

You can complete any of these indoor exercises:

Kids Super Mario workout:

<https://www.youtube.com/watch?v=j363GqSeA>

Or

Zumba for kids:

<https://www.youtube.com/watch?v=UYXd8REh>

8. Did Sam enjoy the skiing experiences? Explain using evidence from the text.

CHALLENGE

Write 3 questions for someone in your family to answer.

Problem Solving

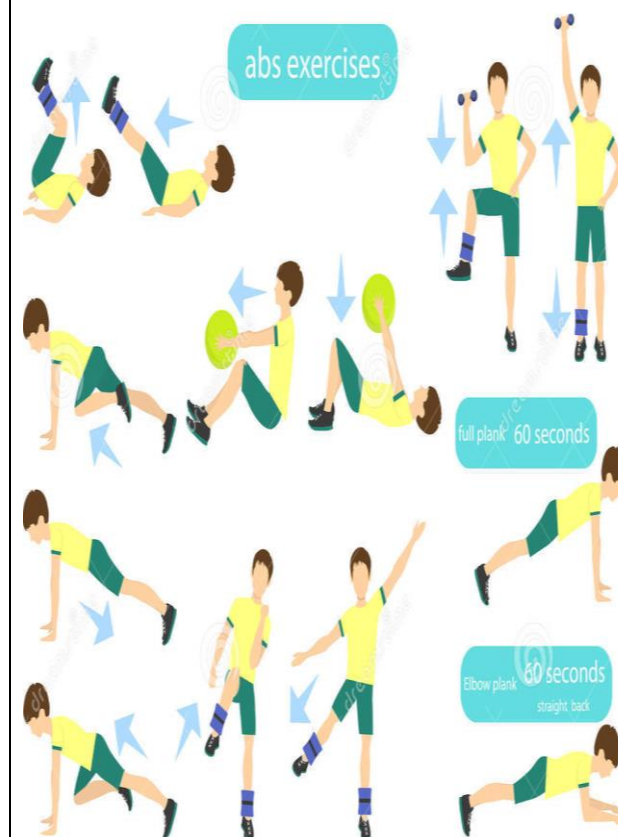
Isabelle creates a pictogram to show how many team points each class won in one week.

Class	Team points won ★ = 10 points
White	★
Gold	★★★
Turquoise	★★★★
Blue	★★★
Green	★★★★★

Carson creates a table to show Isabelle's results.

Class	Team points won ★ = 10 points
White	10
Gold	15
Turquoise	40
Blue	30
Green	55

Isabelle is not happy with Carson's table. Can you explain why?



3

No pens activity- Story Telling

Share a Story

This activity will give you a chance to tell a story through story telling. Many stories began as tales to be told and were passed down through generations without being written down at all.

Interpreting Data- Bar Charts

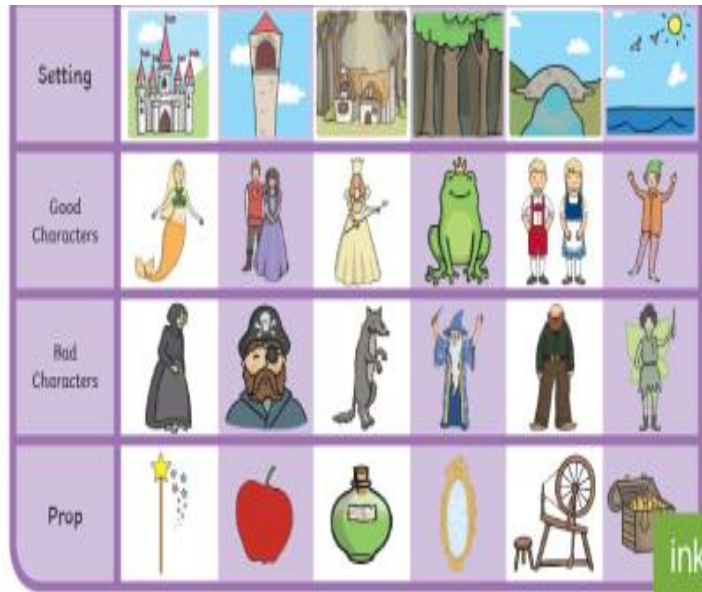
Key questions (explain in your own words):
What is a Bar chart?
What do the bars represent?
Why are different colours used for different bars?
What are bar charts used for?

Complete activity A or B
Answer the questions in full sentences.

Art Afternoon- 2D shape art

Look around you and you will see lots of geometric shapes. **Geometric shapes** are **shapes** made out of points and lines including the triangle, square, and circle. You can easily create these into pieces of art work.

Look at the following images and tell a story. Describe the characters and setting to add description and detail to your story.



Instructions

1. Make sure everyone is comfortable.
2. Tell your story making sure you use your voice to show feelings.
3. Be concise – think about what is most important in the story and don't add too much extra information or people will get bored!
4. Discuss what made your retelling interesting and engaging.

Activity A



5. Listen to other people's stories and discuss what works well when telling stories.



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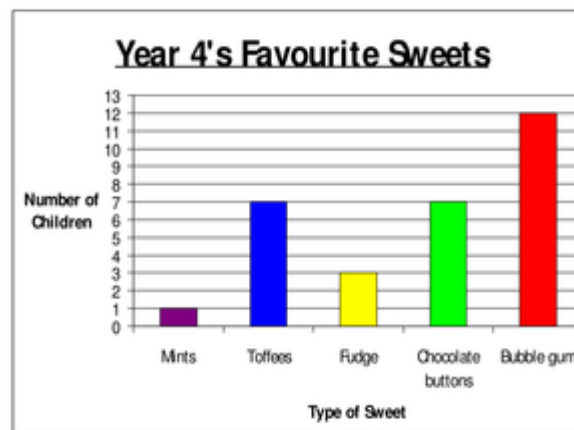
<https://uk.mantralingua.com>

<https://globalstorybooks.net>

Take a look and share with your family.

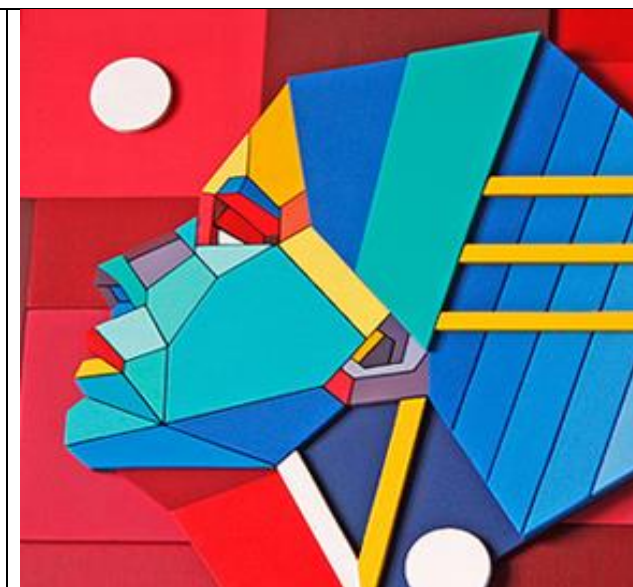
Bar Charts

Here is a bar chart which shows the favourite sweets for Year 4.



- 1 How many children liked mints best?
- 2 How many children liked fudge best?
- 3 How many children liked chocolate buttons best?
- 4 Which sweet was the most popular?
- 5 Which was the least popular?
- 6 How many children liked mints or fudge best?

Activity B



Activity:

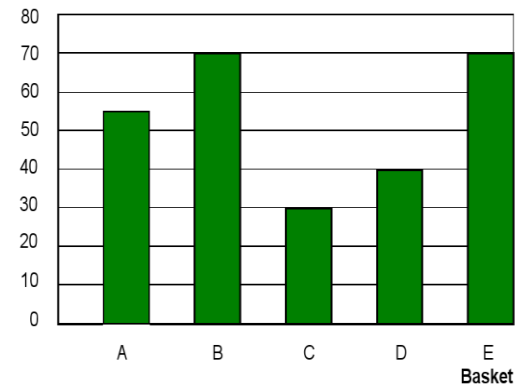
- 1) Create your own geometric art- think about what you want to create. E.g. a face, flower etc.
- 2) Think about which geometric shapes fit into the different parts. Eg face- circle, neck-rectangle
- 3) Add detail within the shapes eg oval-eyes, Triangle-nose.
- 4) Now start to colour, use contrasting (different) colours next to each other.
- 5) If using pencil crayons press on hard for a bold look. If using paints, fill in carefully and give another coating to each section to make the colours stand out.

Mrs Usman and Mrs Ade are confident that your finished work will look amazing. You can submit it for display to our school newsletter. Include your name and Year 3- Geometric Art

Email: newsletter@gordonprimary.redbridge.sch.uk

1. The bar chart shows how many crabs were caught in different baskets on one day in August.

**Number of
crabs in
each basket**



Answer these questions:

- a) How many crabs were caught in basket C?
- b) How many crabs were caught in basket A?
- c) Which two baskets had the same number of crabs?
- d) Which basket caught the least number of crabs? Give two reasons why you think this might be.
- e) How many more crabs were there in basket E than in basket D?
- f) How many crabs were caught altogether?
- g) Put the information on the graph in a table.

Challenge:

6a. Miss Khan says this block graph is not easy to interpret.



Find 2 ways you could improve the chart.

4

A Book Review

Think of a really good book you have read over the past few weeks. A book that you really enjoyed and just could not put down!

Complete any one of the book reviews below:

Bar Charts-Reasoning

Choose any **two** of the reasoning questions below and answer them in full sentences.

Here are some sentence starters to help:

I think..... is correct because.....

I agree with.....because.....

Activity A

Science- To investigate which objects are magnetic

For this lesson you will need a magnet of any sort. Any magnet you have on your fridge will do.



What does magnetic mean?

It means when you bring a magnet closer to an object it **pulls** towards the object and attaches itself to it.

Why are magnets used?

Book Review A

A book review by _____

Title: _____

Author: _____

What was the story about?

Who were the characters?

What was your favourite part?

Draw a picture from the book:

Your star rating for this book:

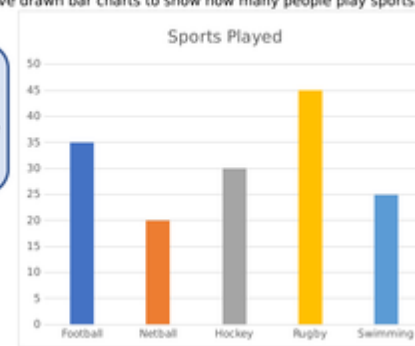
☆☆☆☆☆

Problem Solving

Eliana and Simeon have drawn bar charts to show how many people play sports.

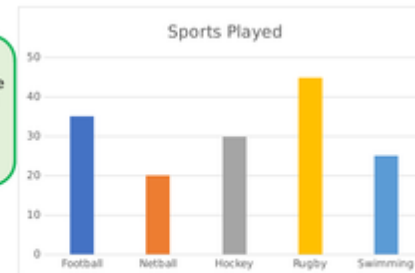
Eliana

I asked more people than Simeon because my bars are longer.



Simeon

I asked more people because my scale goes up in larger jumps.



Who is correct? Explain why.



Prediction- It is always important at the beginning of a Science lesson to make predictions- What do you predict will happen in the experiment?

In this lesson you will be predicting then testing different objects to find out if they are magnetic.

You will do this by:

- 1) Bringing the magnet close to the object.
- 2) If it attracts towards the object, pulls itself to it and then attaches itself to the object. Then **it is** magnetic. If it does not then it is **not** magnetic.
- 3) You will record your results in a table:

Object	Prediction-Is it magnetic?	Result- Is it magnetic?
Plastic bottle	Yes	No
Keyring	Yes	

Activity B

Book Review B

A Book Review by _____

Title _____ Author _____

My Star Rating For this Book: ★★★★★

Characters

Plot

Your Opinion

Recommend

7b. There is a traffic survey on the main road to assess the amount of traffic at peak times and lunch time.

How should they record the information?



I'm going to use a pictogram.

I think a bar chart would be best.



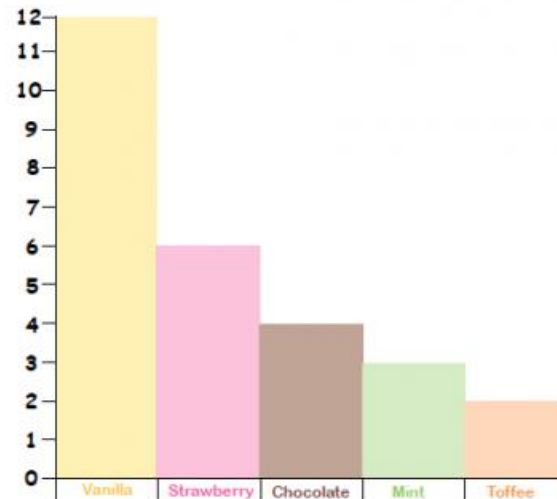
Dion



Who do you agree with and why?

Activity C

Bar Chart to show favourite Ice cream flavours in class 3



Washing Machine	No	
Kitchen tap		
Cooker		
Door handle		

Include more objects in your table.

Conclusion- Answer these questions:

- 1) Did some of your results surprise you?
- 2) What did you notice about magnetic objects?
- 3) What did you notice about non-magnetic objects?

Challenge: Research why some materials are magnetic and others are not.

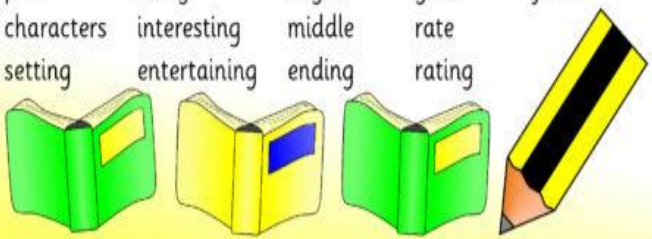
Website: <https://www.bbc.co.uk/bitesize/clips/z>

Word Bank to help

Writing a Book Review

© Copyright 2015, www.spreadsheet.co.uk

read	pictures	exciting	ends	recommend
reading	liked	moving	finishes	worst
title	disliked	gripping	best	story
author	enjoyed	enjoyable	favourite	fiction
illustrator	funny	moment	part	factual
about	sad	beginning	person	non-fiction
plot	scary	begins	good	facts
characters	interesting	middle	rate	
setting	entertaining	ending	rating	



The illustration shows three books standing upright. The first book on the left is green with a yellow spine. The middle book is yellow with a blue spine. The third book on the right is green with a yellow spine. To the right of the books is a large yellow pencil with a black eraser and a sharpened orange tip.

Challenge:

This story could be better if....

This book is like another book....(describe similarities)

This book is different to other books...(describe differences)

This book relates to me and my life because....

Overall, you should read this story because.....

Larissa says, 'Twice as many children preferred Vanilla Ice cream to strawberry.' Is she correct? Explain your answer.

Jonathan says, 'Vanilla Ice cream was three times as popular as Mint Ice cream.' Is he correct? Explain your answer.

Challenge: Create your own challenging question to ask anyone using any of the above bar charts.

5

Friday- Free write

Look at the image below.

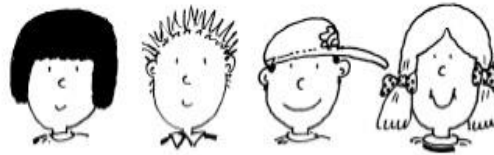
**Friday- Investigation**

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.

Nick-names

Dawn, Mark, Josh and Tina are friends.



They each have a nick-name.

Their nick-names are Spider, Curly, Ace and Fudgy, but not in that order.

What is the nick-name of each of the friends?

Clues

- ◆ Josh plays tennis with Curly and goes swimming with Ace.
- ◆ Tina has been on holiday with Curly but travels to school with Fudgy.
- ◆ Spider, Curly and Dawn play in the football team.
- ◆ Spider sometimes goes to tea with Josh.

Religious Education- Biblical stories

The story of Joseph is told in; the **Bible**- The Old Testament (The holy book for Christians), The **Torah** (The holy book for Jews) and the **Quran** (the holy book for Muslims). The story is almost the same in all three religious books and has a very special meaning and message behind it.



Watch the animation:

<https://www.youtube.com/watch?v=6ybZ3RcuL>

Choose **either** activity 1 or 2

Activity 1- Answer these questions in full sentences:

- 1) What did Joseph's father give to him as a

Story starter!

Brian had often bought things from the market that had turned out to be the most outrageous, disappointing fakes.

He had presumed that the magic biscuits would have been exactly the same. How wrong he had been.

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

Perfect picture!

Imagine Brian gave the biscuits to a different animal. Can you draw what they would look like before and after?

Sentence challenge!

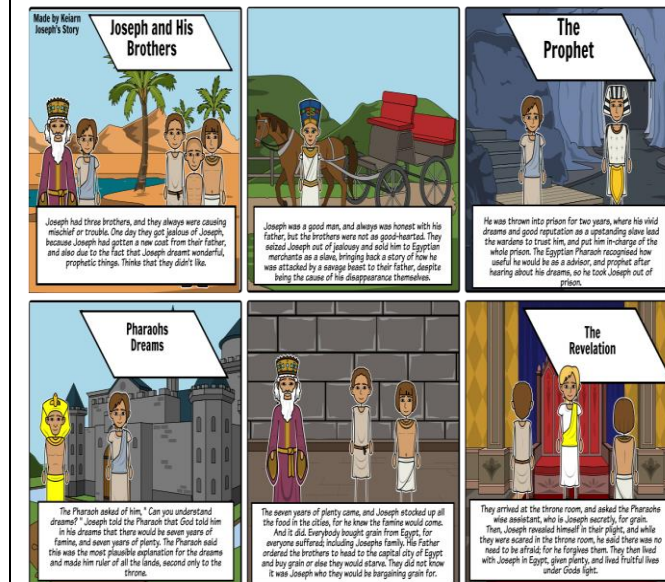
Can you write use a colon to start a list?
Remember to use commas to separate the items in your list!

E.g. To feed his dogs every morning Brian needed: two enormous tractor tyres, a mountain of dog food, a gallon of water and a safe distance between himself and his overgrown chums.

present?

- 2) How did his brothers feel about this?
- 3) What did Joseph's brothers do to him?
- 4) Which special talent did Joseph have?
- 5) How did Joseph help the Pharaoh in Egypt?
- 6) How many years of famine was to follow?
- 7) How did Joseph treat his brothers when they met again in Egypt?

Activity 2- Complete a story board for the story of Joseph. Like the one below.



Create your own at [Storyboard That](#)

Challenge:

What message does the story of Joseph give to you?

How can this story help us to become better people?

6			
7			
8			
9			
10			