

## Class 3 Home Learning (from Mon 08/02/21 – Fri 12/02/21)

If you or your adult want to get in touch with me, my email is [l.shepherd@leacofe.lancs.sch.uk](mailto:l.shepherd@leacofe.lancs.sch.uk)

Hi Isla B, Ellie, Percysledge, Max, Emily, Edward, Chloe, Oliver, Alexie, Reilly, Freddie K, Ruby, Sofia, Eva, Lewis, William, Isla S, Eva S, Charlie, Harry, Rhys, Tilly, Adam, Dashel, Matthew, Isabella, Daisy, Florence, Neve and Freddie Y!

This week's overview is for Mon 8<sup>th</sup> February to Friday 12<sup>th</sup> February. It is the last week of this half term! I am so impressed with how you have continued to approach your learning with the same determined attitude as last term. Keep it up!

There are LOTS of activities in this plan. Aim to complete 3-4 hours work a day (one English, one Maths and one other subject activity plus reading and times tables) so don't worry about completing absolutely everything! Please make sure you are sending examples of your work to my email address: [l.shepherd@leacofe.lancs.sch.uk](mailto:l.shepherd@leacofe.lancs.sch.uk)

English	
<p><b>Year 3</b></p> <p>This week Year 3's will be looking at a range of different texts about crocodiles.</p> <p><b>Day 1</b></p> <p>View this film about crocodiles and enjoy finding out about them together: National Geographics Kids – Amazing Animals <a href="https://www.youtube.com/watch?v=qyTNzTYFqlw">https://www.youtube.com/watch?v=qyTNzTYFqlw</a> As always, be careful when viewing content online and especially on YouTube.</p> <p>-Can you write down ten facts you have learned about crocodiles from this clip?</p> <p><b>Day 2</b></p> <ul style="list-style-type: none"><li>- Log on to Oxford Owl using the class login and read this story. <a href="https://www.oxfordowl.co.uk/api/digital_books/1141.html">https://www.oxfordowl.co.uk/api/digital_books/1141.html</a> Animal Tricksters.</li><li>- There is a read along version to listen to the story being read aloud.</li><li>- Retell the story in your own words. Imagine I haven't read the story, your job is to tell me what happened in the order that things happened.</li><li>- Practise your sentences out loud before writing them down.</li><li>- Use these sentence openings to help: One morning ... After that ... Then ... Meanwhile ...</li></ul>	<p><b>Year 4</b></p> <p>This week, Year 4 you are looking at a text on Love Reading 4 Kids called The Abominables. Here is the link: <a href="https://www.lovereading4kids.co.uk/extract/7719/The-Abominables-by-Eva-Ibbotson.html">https://www.lovereading4kids.co.uk/extract/7719/The-Abominables-by-Eva-Ibbotson.html</a></p> <p><b>Day 1</b></p> <p>Read up to the end of page 5 in Chapter 1. Lady Agatha describes her surroundings when she wakes up as being incredibly beautiful.</p> <ul style="list-style-type: none"><li>-Find/underline/highlight important parts or direct quotes from the story that describe the setting.</li><li>-Use the descriptive phrases you have found to draw a picture of what you think it looks like.</li><li>-Annotate your drawing with the adjectives you found earlier.</li></ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"><li>-Read the rest of Chapter 1</li><li>-Plan out a newspaper report from the day that Agatha disappeared. Think about the following:<ol style="list-style-type: none"><li>1) Who is your report about?</li><li>2) Who was there at the time of the disappearance?</li><li>3) What has happened?</li><li>4) Where did it happen?</li><li>5) When did it happen?</li></ol></li></ul>



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It wasn't long before ...

Later on ...

In the end ...

### **Day 3**

Read the poem in the resources section called The Dentist and the Crocodile.

-Are there any words in this poem that you are unsure of their meaning? If so, use a dictionary or [www.wordhippo.com](http://www.wordhippo.com) to look them up. Can you also find synonyms for these words (words that mean the same thing)?

-Write a review of the poem today. Here are some sentence starters to help you discuss your favourite parts of the poem.

1) I like this poem because...

2) My favourite words in the poem are...

3) I would recommend this poem because...

4) Out of 10 stars, I would give this poem... because...

-Could you draw a picture to go alongside the poem?

### **Day 4**

Today you are going to be Vocabulary and Grammar detectives! Read the beginning of The Enormous Crocodile until page 10 *That's not a coconut tree! It's the Enormous Crocodile and he wants to eat you up!*

Go back through what you have read so far. Can you find any examples of the following tools/devices:

-Similes

-Alliteration

-Onomatopoeia (words that sound like they are spelled like bang, crash and snap)

-Adjectives to describe the crocodile by other animals

### **Day 5**

Today you are going to plan a new trick that the Enormous Crocodile could use to catch some children.

Could you write a new page for the book that includes this trick?

How might it be defeated by one of the other animals?

6) Set your newspaper out properly. Include the following:

-a headline (Is it catchy? You could use alliteration e.g. Lady Agatha Abduction!)

-a picture

-an introductory paragraph that briefly includes the 5 Ws (who, what, why, where, when)

-Write your first paragraph. I have included a template for you to use if you wish, this is optional.

### **Day 3**

-Continue to write your newspaper report.

-Read Chapter 2 to page 17

### **Day 4**

-Read page 17 to 20.

-Today you are going to plan a diary entry written by Agatha about that day described in Chapter 2. Think about the following:

1) Write in first person (you are Agatha).

2) Write events that have happened that day in chronological (time) order.

3) Include how you (Agatha) are feeling about the things that have happened and about what you (Agatha) think might happen if the yetis don't stay hidden.

4) Try to include some of the new vocabulary that you have read in the story.

### **Day 5**

-Finish reading Chapter 2

-Write the diary entry that you planned yesterday. I have included a checklist of features as a reminder of what to include.



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### **Spelling, Grammar and Punctuation**

- Go to Oak Academy again and watch the first 2 videos in this section: Explore Simple Sentences and Explore Compound Sentences  
<https://classroom.thenational.academy/units/t1-sentence-level-objectives-2d3b>
- Each week, I will put up a list of Spellings for everyone to practise. These are based on words I have noticed on your Home Learning that we need to spend a bit more time practising.
- Topmarks have lots of Spelling and Grammar games as well as maths! <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

### **Reading**

Daily reading is a must. Try to make sure you are reading for at least 10 minutes each day. There are lots of different types of material that you could be reading as well as books like newspapers articles for example.

A quick reminder to those that use IDL in school – you can access this at home if you want to!

I have created an account on [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk). It is a free resource that gives a range of reading books that follow the school reading bands.

Username: Leaclass3

Password: Leaendowed3

-Write a book review (include your favourite part of the story, your opinion about the story, how you could make it better, a quiz about the book, a drawing of the main character and label them).

-You can also view lots of resources on [www.onceuponapicture.co.uk](http://www.onceuponapicture.co.uk) and [www.pobble365.com](http://www.pobble365.com) Have you tried any of the activities? What is the picture on your birthday?

### **Maths**

Daily TTRS practise

<https://www.topmarks.co.uk/maths-games/hit-the-button>

In school we have also been using the BBC Super Movers videos to help us learn our times tables in a fun and active way – why don't you have a look at them at home?

<https://www.bbc.co.uk/teach/supermovers> (there are some times-table videos under the KS1 section and some are in the KS2 section)

**Depending on how confident you feel, I am happy for you to complete the work that you feel most comfortable. If you are a Year 3 and feel ready for a challenge as you progress through the week, why not have a go at the Year 4 task?**

**Similarly, if you are in Year 4 and are feeling like the task is too difficult, have a try at the Year 3 work first.**



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## **Year 3 Multiplication including the 8 Times Table**

We are consolidating our knowledge of the 3 and 4 times tables as well as introducing the 8 times table. The videos for this week are under **Year 3 Autumn Week 11 and 12**

<https://whiterosemaths.com/homelearning/year-3/week-11-number-multiplication-division/>

Worksheet: 3 times table

Video: Lesson 3 The 3 Times Table

<https://whiterosemaths.com/homelearning/year-3/week-12-number-multiplication-division/>

Worksheet: The 4 Times Table

Video: Lesson 1 The 4 Times Table

Worksheet: Multiply by 8

Video: Lesson 2 Multiply by 8

Worksheet: Divide by 8

Video: Lesson 3 Divide by 8

Worksheet: The 8 Times Table

Video: Lesson 4 The 8 Times Table

## **Year 4 Multiplication and Division including Factor Pairs**

We are consolidating our knowledge of the 6, 11 and 12 times tables as well as thinking about factor pairs and division. The videos for this week are under 3 different weeks. I have put the links above the worksheets with the lesson number.

<https://whiterosemaths.com/homelearning/year-4/week-11-number-multiplication-division/>

Worksheet: Multiply and Divide by 6

Video: Lesson 4 Multiply and Divide by 6

<https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/>

Worksheet: Correspondence Problems

Video: Lesson 4 Correspondence Problems

<https://whiterosemaths.com/homelearning/year-4/week-1-number-multiplication-division/>

Worksheet: 11 and 12 Times Tables

Video: Lesson 1 11 and 12 Times Tables

Worksheet: Multiply 3 Numbers

Video: Lesson 2 Multiply 3 Numbers

Worksheet: Factor Pairs

Video: Lesson 3 Factor Pairs

## **EMC**

-<https://nrich.maths.org/5573> Complete the multiplication grid (not a 100 number square) by dragging the pieces of the jigsaw into the right place. You could also print it out to complete it. Could you make your own for someone else at home to complete? I have put a complete multiplication grid online for you to create a jigsaw with.

-Create your own matching game or snap type game based on the times tables you already know and have been looking at this week to help you practise.

-There are lots of times table games on here! <https://www.timestables.co.uk/>



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### RE

#### Jesus, son of God

Last week, we looked at Jesus challenging the power and authority of the Jewish leaders and their focus on rules and ritual such as working on the Sabbath. In their eyes, he was against them and being disruptive. This is why they didn't like him.

This week, I would like you to do some research and create a Fact File. Remember, you can use Swiggle at home to keep safe online. <https://swiggle.org.uk/> Research someone who has challenged authority in their lives. Some examples of people who have challenged authority and unjust rules that they didn't agree with are Nelson Mandela, Rosa Parks, John Newton and Martin Luther King. You could



research one of those people or use an example of your own. Jesus knew he had power and authority as the son of God and so he challenged the Pharisees when they questioned his actions like healing someone on the Sabbath. These examples are people who fought for justice where it was unjustly taken away or where their human rights were taken away/not met by an authority. Create a fact file to demonstrate their courageous work (choose one person).

#### EMC

Some questions to think about:

Who has authority in your life?

Who gave these people their power and authority?

How do they show their authority?

Do we always obey them? Why? Why not?

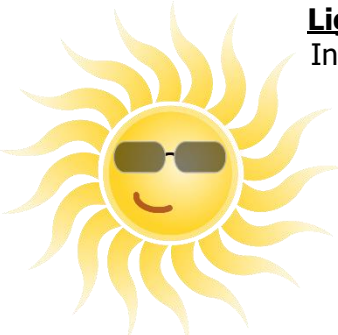



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<b><u>Science</u></b>	<div data-bbox="331 236 667 571"></div> <div data-bbox="633 236 1068 268"><b><u>Light, Shadow and Reflection</u></b></div> <div data-bbox="633 271 2123 338"><p>In Science we are thinking about how dangerous lots of exposure to the sun can be for our skin and eyes, and the ways that we can protect them.</p></div> <div data-bbox="689 341 1713 518"><ul style="list-style-type: none"><li>- Read the powerpoint on Sun Safety.</li><li>- Design a new pair of sunglasses to help protect us. Don't forget to label your design.</li><li>- Create a poster to advertise your design. Make sure it is bold, colourful and has just the right amount of information to persuade me to buy your sunglasses.</li></ul></div> <div data-bbox="1742 375 2123 518"></div>
<b><u>Geography</u></b>	<div data-bbox="331 582 616 614"><b><u>Human Geography</u></b></div> <div data-bbox="331 617 2123 686"><p>This week we are thinking about the human geography of the UK and Scandinavia. When we study geography, we either look at human geography or physical geography.</p></div> <div data-bbox="331 689 2132 790"><p>Human geography is everything to do with how humans live in that particular place, human activity and anything that is made by humans. Physical geography is what you were looking at last week. The natural occurring features of a place such as rivers, mountains and the climate.</p></div> <div data-bbox="387 829 2136 1145"><ol style="list-style-type: none"><li>1) This week I would like you to read the Powerpoint that is online for you and have a look at the quiz questions at the end. You have to decide whether you think the picture is of an aspect of human geography or physical.</li><li>2) Choose 1 Scandinavian country: Denmark, Norway or Sweden. Research these questions about your chosen country<ul style="list-style-type: none"><li>- What is the currency used?</li><li>- What is the population? (how many people live there)</li><li>- What language do they speak?</li><li>- What is transport like in the country of your choice?</li><li>- What industry or industries do they rely on? E.G farming, clothing, iron etc. (this is a tricky question and might need help from an adult).</li></ul></li></ol></div>



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### French (from Mrs Morris)

#### Numbers and Months of the Year

Tres Bien if you have been working hard with your numbers this term. To finish, why not have a look at this months of the year list.

Can you find your birthday month and use last weeks lesson to say how old you are and when your birthday is?

Do you notice how the French do not write the months of the year with capital letters as we do?

Months - Mois			
January	February	March	April
janvier	février	mars	avril
May	June	July	August
mai	juin	juillet	août
September	October	November	December
septembre	octobre	novembre	décembre

### Music

How are you getting on learning Make You Feel My Love? Keep practising the lyrics and singing at home. Singing fills our hearts with joy and we need lots of joy in our lives!



Did you watch any of the videos I found for you last week? If not you can still go back and have a look at them, I love learning about new instruments.

This week I would like you to watch some of the Ten Pieces Live Party. It's a long video so don't worry about watching it all. Maybe you want to watch a little bit every day? Then, there is an activity I would like you to try! It's under the resources for this week. Send my pictures of your completed activity...OR if you're feeling brave send me a video of you completing the activity!

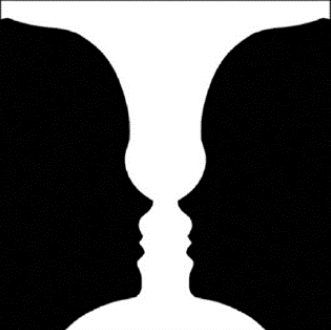


# HOME LEARNING



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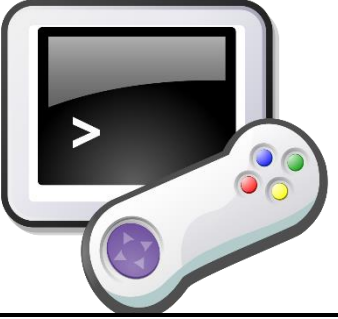
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<b><u>Art (from Mrs Morris)</u></b>	<b><u>Shadow and Reflection</u></b>  <p>How did you get on drawing and cutting out your silhouette? Have a look at these symmetrical images. Do you see two faces or a candlestick in the middle?</p> <p>Could you use 2 different colours of paper and your portrait from last week to create a confusing 2 picture image?</p>
<b><u>PE (from Mrs Morris)</u></b>	<b><u>Rock &amp; Roll Gymnastics</u></b> <a href="https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/">https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/</a> Lesson 4 Rock and Roll Gymnastics. For your final activities this term, we are concentrating on core work. The above link will show you the exercises in detail. Core strength is vital for many sports as well as gymnastics. Have you ever been to the circus? Think about trapeze artists and someone walking on the tightrope/high wire - they must be super fit and have perfect balance! Standing on one leg for any length of time is great for balance and it's even harder when holding your arms above your head. Rolling backwards and forwards to a standing position is also fun and sometimes hard to do, especially without wobbling! Standing with one leg back like an aeroplane then transitioning to the leg pointing out to the front can also be difficult. Why not try a range of these moves. You could put a selection together with exercises from previous weeks to have a full workout for about 20-30 minutes at a time. Don't forget to have fun!
<b><u>Computing (from Mrs Morris)</u></b>	<b><u>Computer Games</u></b> Do you like playing on computer games? Have you ever thought that you would like to design your own? Log onto BBC Bitesize Computing Year 3 – WHAT MAKES A GOOD COMPUTER GAME? Can you think what would make a good game? Have a go at designing a game suitable for us to use in class.



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	<ul style="list-style-type: none"><li>- Create a character</li><li>- What skill would they have?</li><li>- What is the aim of the game?</li><li>- How many levels would there be?</li><li>- What obstacles might be involved?</li></ul> 
<b>PSHE</b>	<p><b>Super Searchers!</b></p> <p>PSHE this week links with Computing. You have been thinking about Keeping Safe this term and one place we need to be extra cautious is online. We are now spending a lot of time online and so we need to be super careful when visiting unfamiliar websites.</p> <ol style="list-style-type: none"><li>1) Read the Super Searcher statement cards under this week's resources.</li><li>2) Discuss them with an adult if possible or a classmate in school and decide whether they are TRUE or FALSE.</li><li>3) List some of the possible risks or danger that you can think of relating to the statements.</li><li>4) In the middle of the page write 'To be a super searcher I will...' and then fill the page with as many ideas as you can think of for keeping safe online. What are all of the things that you do or think about on a daily basis when doing your Home Learning online to keep yourself safe?</li></ol>

Have a lovely break over half term!  
Miss Shepherd



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