



WEEKLY HOMEWORK LETTER

YEAR GROUP

3

NO.

11

DATE:

22.06.20



Good morning Year Three!

I have changed the layout of the guidance this week, but all of the same information is still on here.

What a change in the weather we have had this week! I hope you have managed to get outside and enjoy the sunshine before getting soaking wet in the rain or listening to and watching the thunder storms!

It was lovely to speak on the phone with you all again this week and hear all of the fantastic things you are up to at home. Well done to everyone who is still keeping up the hard work!

Keep safe and keep smiling!

Miss Villers

Maths

This week there will be 5 different activities related to fractions. Please complete one activity per day.

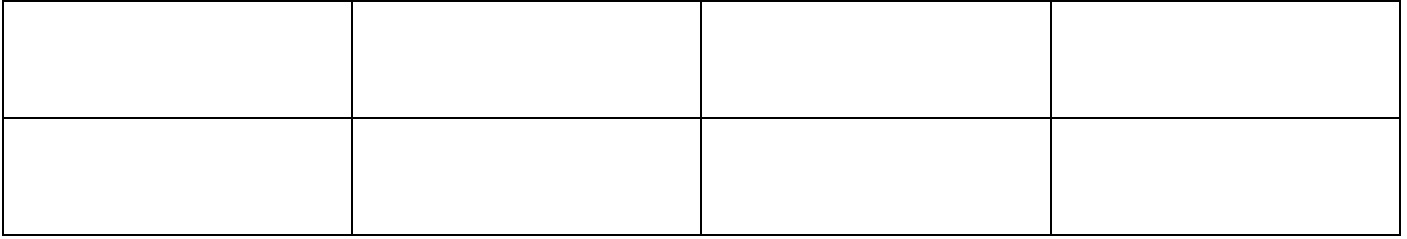
Complete daily activities in homework books, unless activity set in on www.mymaths.co.uk or www.purplemash.com

For activities set on www.mymaths.co.uk please complete the lesson before the activity.

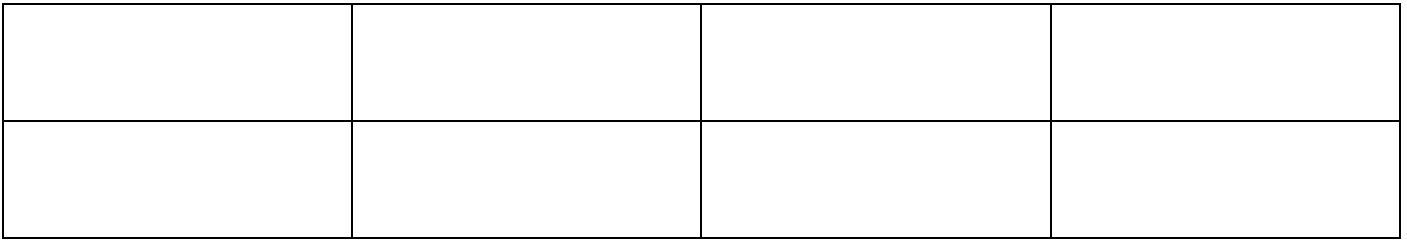
Tasks	Guidance
<p>Task One: Identify fractions of an object. Complete Maths Activity One by working out the fractions shown/colouring in the given fractions.</p> <p>Task Two: Fraction matching cards. Complete Maths Activity Two by matching the pictorial representation with the correct fraction.</p> <p>Task Three: Fractions of amounts. Complete Maths Activity Three by working out the fractions.</p> <p>Method:</p> <ol style="list-style-type: none">1. Divide amount by denominator.2. Multiply that answer by numerator. <p>Example:</p> $\frac{3}{5} \text{ of } 25 = 15$ <ol style="list-style-type: none">1. $25 \div 5 = 5$2. $5 \times 3 = 15$	<p>Key Words:</p> <p>Denominator: The number at the bottom of the fraction. It tells you how many whole groups to share the amount in to.</p> <p>Numerator: The number at the top of the fraction. It tells you how many parts to count.</p>
<p>Task Four: Would you rather? fractions. Complete Maths Activity Four by working out the fractions of amounts and then deciding which you would rather have.</p> <p>For example: Would you rather have $\frac{2}{4}$ of 24 sweets or $\frac{1}{3}$ of 30 sweets?</p> $\frac{2}{4} \text{ of } 24 =$ $24 \div 4 = 6$ $6 \times 2 = 12$ $\frac{1}{3} \text{ of } 30 =$ $30 \div 3 = 10$ $10 \times 2 = 20$ <p>I would rather have $\frac{1}{3}$ of 30 sweets because I would get more.</p>	<p>Key Words:</p> <p>Denominator: The number at the bottom of the fraction. It tells you how many whole groups to share the amount in to.</p> <p>Numerator: The number at the top of the fraction. It tells you how many parts to count.</p>
<p>Task Five: Complete 'Simple Fractions' on www.mymaths.co.uk</p>	
<p style="text-align: center;">Times Tables</p> <p>There will also be 5 sessions on https://play.trockstars.com Please log in each day and complete one session.</p>	

Maths Activity One

Colour in $\frac{1}{4}$ of the following shape:



Colour in $\frac{3}{4}$ of the following shape:



Write the fraction shown:

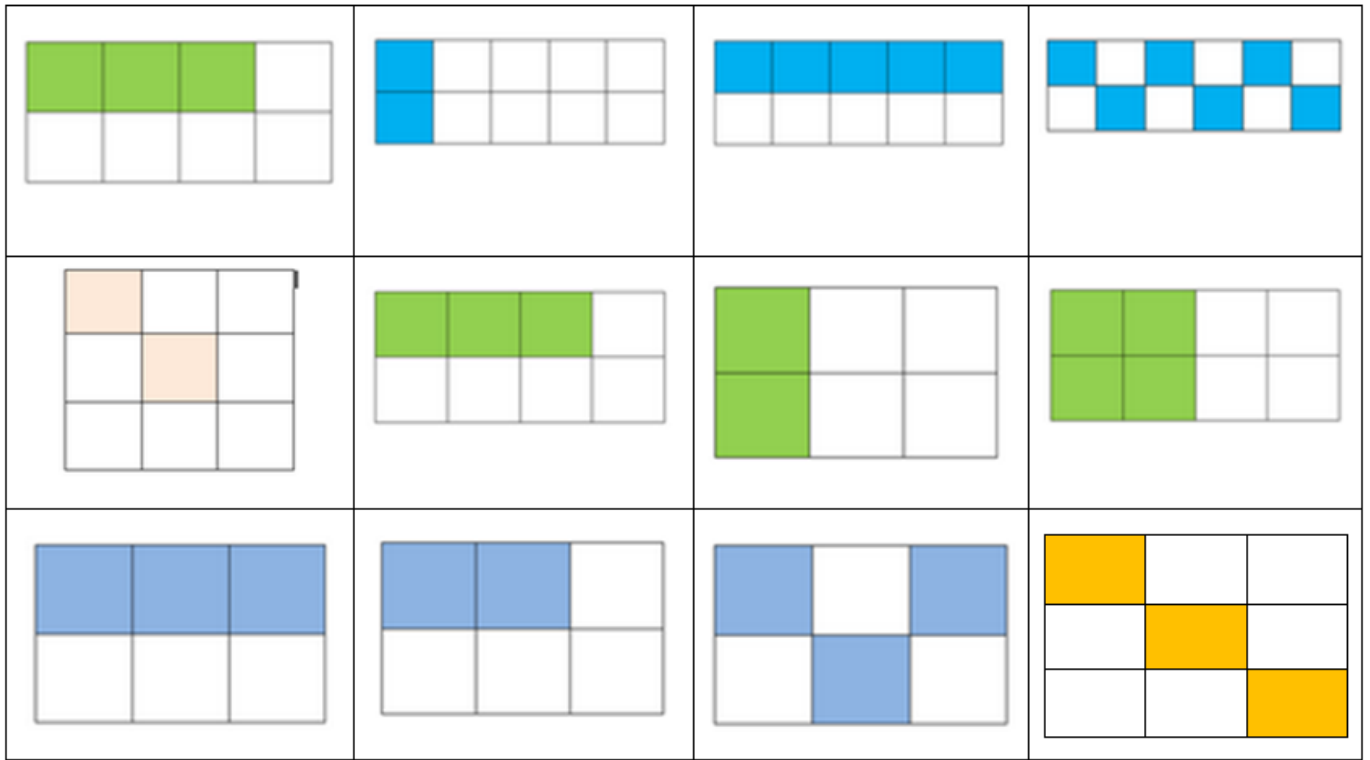


Answer the following questions:



1. What fraction of the shape is green?
2. What fraction of the shape is red?
3. What fraction of the shape is orange?
4. What fractions of the shape is yellow?

Maths Activity Two



2	2	3	4
6	10	9	8
3	3	5	2
8	6	10	9
2	6	3	3
6	10	6	8

Maths Activity Three

1. $\frac{2}{5}$ of 30 =
 $30 \div 5 = \underline{\quad}$
 $\underline{\quad} \times 2 = \underline{\quad}$

2. $\frac{3}{4}$ of 32 =
 $32 \div 4 = \underline{\quad}$
 $\underline{\quad} \times 3 = \underline{\quad}$

3. $\frac{3}{10}$ of 30 =
 $30 \div 10 = \underline{\quad}$
 $\underline{\quad} \times 3 = \underline{\quad}$

4. $\frac{6}{8}$ of 48 =
 $48 \div 8 = \underline{\quad}$
 $\underline{\quad} \times 6 = \underline{\quad}$

5. $\frac{2}{3}$ of 15 =
 $15 \div 3 = \underline{\quad}$
 $\underline{\quad} \times 2 = \underline{\quad}$

6. $\frac{5}{10}$ of 20 =
 $20 \div 10 = \underline{\quad}$
 $\underline{\quad} \times 5 = \underline{\quad}$

7. $\frac{1}{2}$ of 40 =
 $40 \div 2 = \underline{\quad}$
 $\underline{\quad} \times 1 = \underline{\quad}$

8. $\frac{3}{8}$ of 24 =
 $24 \div 8 = \underline{\quad}$
 $\underline{\quad} \times 3 = \underline{\quad}$

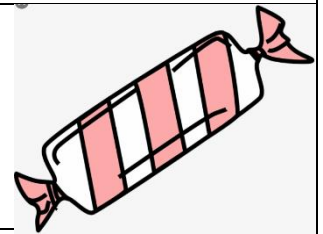
1. Would you rather have...



$\frac{1}{2}$ of 24 cupcakes	or	$\frac{2}{3}$ of 12 cupcakes
$24 \div 2 = \underline{\quad}$ $\underline{\quad} \times 1 = \underline{\quad}$		$12 \div 3 = \underline{\quad}$ $\underline{\quad} \times 2 = \underline{\quad}$

I would rather have _____

2. Would you rather have...



$\frac{3}{4}$ of 16 sweets	or	$\frac{3}{5}$ of 25 cupcakes
$16 \div 4 = \underline{\quad}$ $\underline{\quad} \times 3 = \underline{\quad}$		$25 \div 5 = \underline{\quad}$ $\underline{\quad} \times 3 = \underline{\quad}$

I would rather have _____

3. Would you rather have...



$\frac{5}{10}$ of 20 flowers	or	$\frac{2}{8}$ of 48 flowers
$20 \div 10 = \underline{\quad}$ $\underline{\quad} \times 5 = \underline{\quad}$		$48 \div 8 = \underline{\quad}$ $\underline{\quad} \times 2 = \underline{\quad}$

I would rather have _____

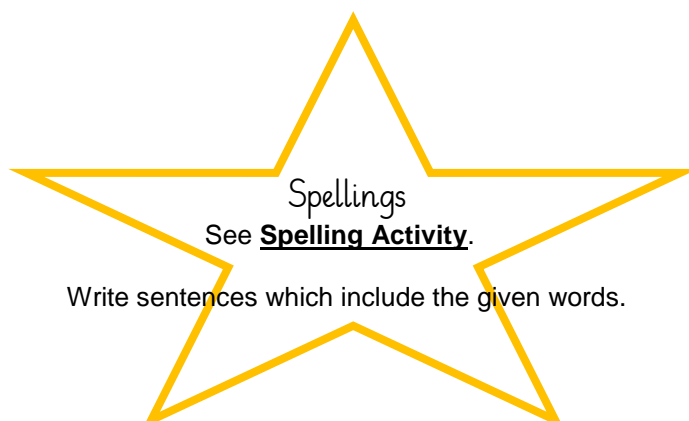
English

This week there will be 5 different activities to complete. These activities will lead up to your 'big write' where you will write a set of instructions. Please use your homework book to complete these activities.

Complete daily activities in homework books, unless activity set is on www.purplemash.com

Tasks	Guidance
<p>Task One: Identify the features of instructions.</p> <p>Complete English Activity One by highlighting the features using the appropriate colours.</p>	<p>Key Words:</p> <p>Imperative verbs: Words which tell the read what to do (e.g. dig, put, turn)</p> <p>Adverbs: Words which describe how or when a verb should happen (e.g. carefully, soon, next, first)</p>
<p>Task Two: Identifying and using imperative verbs. Complete English Activity Two by highlighting the imperative verbs in the paragraph. Then, write five sentences which include an imperative verb.</p> <p>For example:</p> <p>Put the milk in the fridge.</p> <p>Please watch the following video before completing the activity: https://www.youtube.com/watch?v=VtNUMjcDW5U</p>	<p>Key Word:</p> <p>Imperative verbs: Words which tell the read what to do (e.g. dig, put, turn)</p>
<p>Task Three: Using adverbs. English Activity Three by adding an adverb in each of the gaps in the sentences.</p> <p>E.g. _____ place the cake mixture in the oven.</p> <p>Carefully, place the cake mixture in the oven.</p> <p>Please watch the following video before completing: https://www.youtube.com/watch?v=yFPS8yTS_Gw</p>	<p>Key Word:</p> <p>Adverbs: Words which describe how or when a verb should happen (e.g. carefully, soon, next, first)</p>
<p>Task Four: Complete English Activity Four by planning what you will include in instructions you will write tomorrow. These instructions should explain how to trap a superhero of your choice.</p>	
<p>Task Five: Write a set of instructions which explain how to trap a superhero of your choice. You should include:</p> <ul style="list-style-type: none">• At title which explains what the instructions are about.• At least 3 imperative verbs.• At least 3 adverbs.• Be written in chronological order (using numbers to help order)• At least 3 spelling from this week's list.• Use punctuation correctly. (e.g. capital letters and full stops, question marks, exclamation marks) <p>You can use the template on English Activity Five to write on.</p>	

A modelled example text can be found below (**English Activity One**)



Write your own sentences using the words in the boxes.
What could Mrs Sepal be telling the children?

forgotten

.....
.....



beginning

.....
.....

listened

.....
.....

happened

.....
.....

forbidden

.....
.....



Title	Red
Subheadings	Orange
List of equipment needed	Yellow
Numbered steps to follow in chronological order	Green
Adverbs	Blue
Imperative verbs (tell the reader what to do)	Purple

How to Trap the Iron Man

Equipment needed:

- a spade
- a brown sheet
- tent pegs
- a sack of leaves
- some branches
- plenty of soil
- a large lump of metal (maybe a lorry or a tractor)



Instructions:

1. First, you must dig a very large and deep hole (this needs to be deep enough to hold the Iron Man).
2. Secondly, you must cover the hole with a brown sheet that is pinned securely by tent pegs into the earth's crust.
3. After that, scatter leaves, a few branches and enough soil on top of the sheet to cover it.
4. Now you have to tempt the Iron Man by placing a large lump of metal on top of the sheet.
5. Hide nearby and patiently wait for his arrival.
6. Soon the tempting smell of the metal warming in the sun will reach the nostrils of his nose.
7. Eventually, the Iron Man will come along and try to get the lorry.
8. In the end it will not be able to resist the food and therefore will fall straight into the pit.

How to Trap Super Man.

1. First, you must get a large net.
2. Secondly, search the sky to track down Super Man.
3. After that, find some chocolate.
4. Now you have to put the chocolate in a bag.
5. Soon the tempting smell of the chocolate warming in the sun will reach the nostrils of his nose.
6. Eventually, Super Man will come along and try to get the chocolate.
7. When he does, throw the net over him.

Now write your own sentences including an imperative verb:

1. _____

2. _____

3. _____

4. _____

5. _____



English Activity Three:

Adverb Word Bank:

Quickly, carefully, slowly, quietly,

How to Trap Super Man

1. First, you must _____ get a large net.
2. Secondly, _____ search the sky to track down Super Man.
3. After that, find some chocolate.
4. Now you have to _____ put the chocolate in a bag.
5. Soon the tempting smell of the chocolate warming in the sun will reach the nostrils of his nose.
6. Eventually, Super Man will come along and try to get the chocolate.
7. When he does, _____ throw the net over him.

Now write your own sentences including an adverb:

1. _____
2. _____
3. _____
4. _____
5. _____



English Activity Four:

Instructions Planning (How to Trap a Superhero)

<p>The Superhero I will be trapping:</p>	<p>Equipment I will need:</p>
<p>Adverbs I will include:</p> <ul style="list-style-type: none"><input type="radio"/><input type="radio"/><input type="radio"/><input type="radio"/>	<p>Imperative verbs I will include:</p> <ul style="list-style-type: none"><input type="radio"/><input type="radio"/><input type="radio"/><input type="radio"/>
<p>Spellings from this week's list I will include:</p> <ul style="list-style-type: none"><input type="radio"/><input type="radio"/><input type="radio"/>	<p>Title:</p> <p>Subheadings:</p>

How to trap a superhero!

A large rectangular box containing 25 horizontal lines, intended for students to write their response to the title "How to trap a superhero!".

RE



Sadly, you were unable to make your First Holy Communion last weekend (Saturday 13th). Although you won't be able to make it for a while, I thought it would be nice to start looking at the work that we would have done in school to

First Holy Communion Topic: How is Mass like a celebration?

Last week, you planned a celebration for a special event. This week you are going to compare the celebration you planned to the celebration of Mass.

At Mass, we:

- Come together as God's family.
- Listen to the Word of God
 - Pray for other people
- Bring our gifts of bread and wine.
- Share in the meal which Jesus has given us.
- Are strengthened to follow Jesus by receiving him during this celebration

Complete **RE Activity** by listing events that would happen at your planned celebration that are similar to those that happen during Mass.

RE Activity

Mass		My Celebration
Come together as God's family.		
Listen to the Word of God.		
Pray for other people.		
Bring our gifts of bread and wine.		
Share in the meal which Jesus has given us.		
Are strengthened to follow Jesus by receiving him during this celebration.		

Science

This week you are going to go on a scavenger hunt!

Your task is to search for different stones and rocks while out on a walk and bring them home. Once you have brought them home, please sort them in different ways and take a photograph. You may like to send this photograph in to school!

You could sort your rocks based on:

- Their colour
- Their texture (how they feel – smooth/rough/sharp)



Reading

There are 5 2Dos set on www.purplemash.com. Please read through each chapter and then answer the quiz questions, which match (for example, read 'The Ice-cream Villain Chapter One' and then complete 'Chapter 1: Online Multiple Choice.'

Read: Chapter Treasure Island Chapter 1
Quiz: Chapter 1: Multiple Choice

Read: Chapter Treasure Island Chapter 2
Quiz: Chapter 2: Multiple Choice

Read: Chapter Treasure Island Chapter 3
Quiz: Chapter 3: Multiple Choice

Read: Chapter Treasure Island Chapter 4
Quiz: Chapter 4: Multiple Choice

Read: Chapter Treasure Island Chapter 5
Quiz: Chapter 5: Multiple Choice

Extra Activities

Geography:



Research Mexico. You could :

- The population of people living in Mexico.
- The capital city of Mexico.
- The language spoke in Mexico.
- Different Mexico meals – you could even cook some of these with your parents!

Here is a website you can use:

<https://www.kids-world-travel-guide.com/mexico-facts.html>



Arts and Crafts

This week, you could make a Mexican sombrero!

You will need:

A plant pot, card, paint and pompoms.



P.E/Exercise

Exercise:

Joe Wickes Workout.

<https://www.youtube.com/watch?v=1MBFhUtyyQM>

Yoga.

<https://www.youtube.com/watch?v=dw-0bmtDPnk&list=PL8snGkhBF7ngQQa7SmlgIIIfQy54KY1x92>

Just Dance.

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

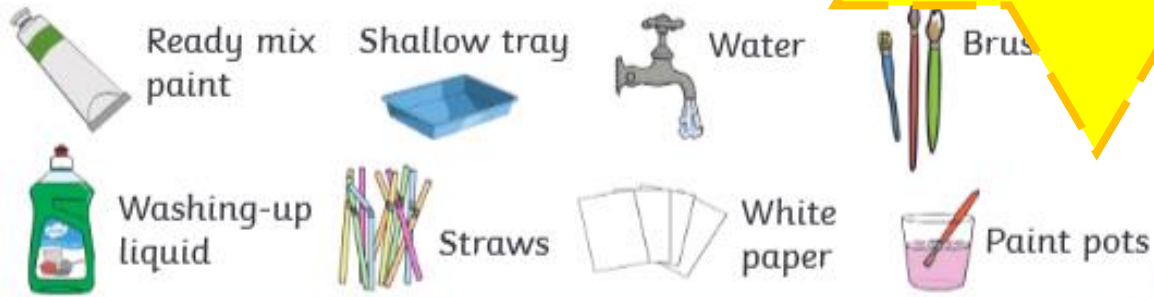
You could also go for a bike ride or a walk in the park!



Soap Bubbles Prints

Awe and
Wonder
Soap Bubble
Prints!

You will need:



Method:

1. Mix together, $\frac{1}{3}$ ready mix paint, $\frac{1}{3}$ water and $\frac{1}{3}$ washing up liquid in a paint pot.
2. Pour into a shallow tray.
3. Take a straw, place into the liquid and begin to blow, make sure not to suck otherwise you'll end up with a mouth full of paint!
4. Move the straw around creating bubbles.
5. Once the tray is full of bubbles take a sheet of paper and lay it carefully on top of the tray pressing down gently.
6. Lift it off and see the print you have created of the bubbles.



The Science Bit

Because washing up liquid can hold air inside its bubbles when you blow air in to the mixture it stays there creating lots of coloured bubbles. Because there is water in the mixture when you put paper on top of it the water is sucked into the paper, leaving a print.