



Fleet Primary School

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Learning from home – Year 3

Hi Year 3!

This week, we are continuing with our Enchanted Forest topic. I have really enjoyed seeing learning that you've been sending in! Please continue to send me your work; I love seeing it! Ideally, I want to see at least one piece of Maths, one piece of English and anything else you would like to share with me.

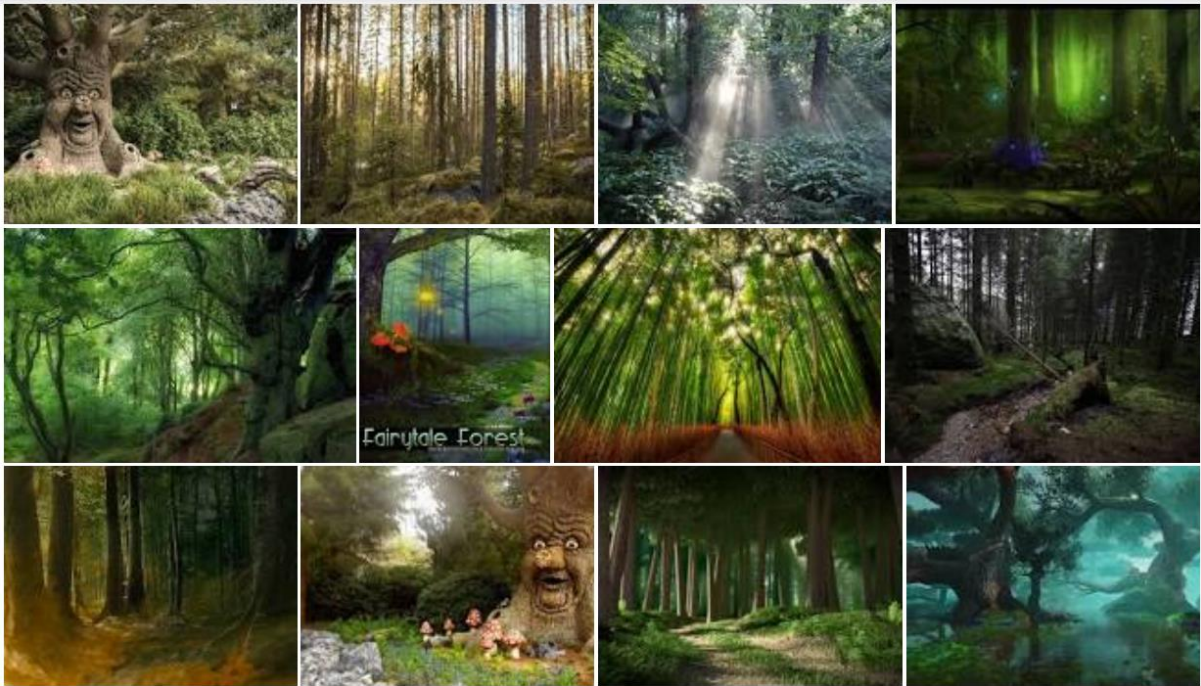
Hope you are all well and speak soon,
Ms. Costelloe

A note for parents:

Below is a list of tasks and activities to work on over this week. Your child should be able to work on these tasks mostly independently, although it's always nice for them to discuss their ideas and share what they've achieved with someone. We do not expect every single task to be completed, rather it is a list of ideas to keep them busy and learning, in line with the National Curriculum. Whilst it is important to keep learning key facts, knowledge and skills, this is also a great opportunity for your child to explore their interests further and be creative.

Please share a sample of their learning with us every week – a piece of English, Maths and perhaps another piece they are very proud of – by emailing it to admin@fleet.camden.sch.uk with 'FAO Miss. Costelloe' as the subject. Please e-mail me if you have any queries!





English



This week we are looking at 'Anansi The Spider'. You can watch the Unicorn Theatre's production here: https://www.youtube.com/watch?v=g-NTeNV20kA&feature=youtu.be&utm_campaign=11589521_Copy%20of%20Anansi%20Schools%20post%20episode%201&utm_medium=email&utm_source=UnicornTheatre

Read the story below:

All the animals heard the news; famine was coming to the land, so they decided to get together and work hard to plant and grow food for the coming famine. All that is except for Anansi who said 'Work? With you fools? No way. Me a gan mek me own plan. Anansi always comes out on top.'

So while the rest of the animals sowed their seeds and gathered in the harvest Anansi just relaxed and chilled, confident that he'd think of a plan when he needed to.

The time came when all the animals had gathered in their harvest and had plenty of food to see them through the famine. But Anansi was hungry. So he went to see Brother Snake and pleaded with him to give him some food.

At first Brother Snake refused, but Anansi ground him down until, at last, he agreed, but 'on one condition. At midnight I will come to your house and whip you with my long, long tail.' Anansi agreed.

Anansi went home with the food but realised he needed a plan for when Brother Snake came at midnight with his long, long tail. So that night he invited Brother Goat to come and eat with him and when they were finished suggested he lie down and have a rest.

At midnight there was a knock at Anansi's door and Brother Goat went to open it. As soon as he did Brother Snake, thinking it was Anansi, whipped him with his tail and Brother Goat fell down.

The next day Anansi started to make a delicious goat stew but needed some more vegetables to go in it. He went back to see Brother Snake – who could not understand why Anansi was looking so well! Brother Snake agreed to give him some vegetables 'on one condition. At midnight I will come to your house and whip you with my long, long tail.' Anansi agreed again.

This time Anansi invited Brother Hog to dinner and afterwards suggested he might want to lie down and have a rest. When Brother Hog was awakened at midnight by someone at the door, he opened it and was whipped by Brother Snake's long, long tail.

The next day Anansi was busy making Hog stew, but he needed some vegetables to go in it. So once again he visited Brother Snake and once again he gave him some vegetables 'on one condition'.

That evening Anansi invited Brother Armadillo to his home, but he was a vegetarian so didn't have any of the supper and didn't need an after-dinner nap. When the door knocked at midnight Anansi tried to get Brother Armadillo to answer it, but he refused saying 'your house, your guest, your door'. So, in the end, Anansi had to answer his own door and was whipped to the ground by Brother Snake's long, long tail.

Task 1: Imagine you are Anansi at the beginning of the story and you have just decided to make your own plan and not join the others. Write a diary entry explaining your reasoning. Your diary entry should be at least seven sentences. Remember to use paragraphs!

Sentence starters (You do not have to use these – they are here to help if you need it!)

Dear diary, ...
I don't want to...
Sharing is...
It's too much effort to...
I want..
I need...
Famine...
I am capable of...

Task 2: 'Many Hands Make Light Work'. Imagine that you are one of the animals who have gathered in the harvest and you know that you have lots of food to see you through the famine. You want to convince Anansi of the value of team work. What would you say to him? Write a speech explaining your thoughts. This should be at least six sentences.

Sentence starters (You do not have to use these – they are here to help if you need it!)

Working together helped me to...
I'm glad that...
As a team, we...
Now we have gathered in the harvest, we feel...

Task 3: Perform the speech you wrote in Task 2! You could read it aloud or (the Hot option!) learn it and then perform it. Film yourself delivering the speech.

Task 4: Adrinkra symbols were created by the Ashanti, or Asante, of southern Ghana hundreds of years ago. They represent things that were important to their people and can be found on pottery, buildings, woven fabrics and measuring weights. This is the Adrinkra symbol for cooperation.



Draw this symbol. Underneath, describe a time where you co-operated with another person. What happened? What was the result? How did you both feel?

Grammar and Punctuation

Practise using correct punctuation and identifying different types of words by playing online grammar games.

Sentences: <https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03>

Nouns: <https://www.sheppardsoftware.com/grammar/nouns.htm>

Spelling

Task 1: Remember to keep practising your word lists. **Write a sentence using each word.** You could also play 'Hangman' with your spelling list, or write each word out using a different colour for each letter.

Task 2: Practise words ending in '-sure' and '-ture' -

<http://www.ictgames.com/mobilePage/lcwc/index.html> (Select Year 3/4)

Maths

Practise your fluency every day – do three per day of the 'Number Bonds' activities here:

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

Also practise 'Missing Numbers' (above link) daily

Practise your times tables every day - <https://www.topmarks.co.uk/maths-games/5-7-years/times-tables>

This week we are looking at fractions.



Go on the White Rose **Summer Term Week 1**

<https://whiterosemaths.com/homelearning/year-3/>

Over the week, I want you to complete:

- 'Lesson 1 – Equivalent Fractions (2)
- 'Lesson 2 – Equivalent Fractions (3)'
- 'Lesson 3 – Compare Fractions'
- 'Lesson 4 – Order Fractions'
- 'Lesson 5 – Friday Maths Challenge'

Each lesson has a short video to watch and then an activity. Try the activity. Write out your work on a piece of paper – you don't need to print the activity. Once you have finished, mark your learning - the answers are on the website! Let me know how you did!

Music



A B A

Up a - bove the world so high.

Like a dia - mond in the sky.

introduction practice test

Task 1: This week you are going to learn 'Twinkle Twinkle Little Star' on your recorder.

Watch this first:

<https://www.youtube.com/watch?v=2JAvjd0IZIY&list=PLzPP1Evz0WkQkPXIMWk0c64KPBs soljyg&index=13>

Then watch this:

<https://www.youtube.com/watch?v=dNEuHa1bfbc&list=PLzPP1Evz0WkQkPXIMWk0c64KPBs soljyg&index=14>

Task 2:



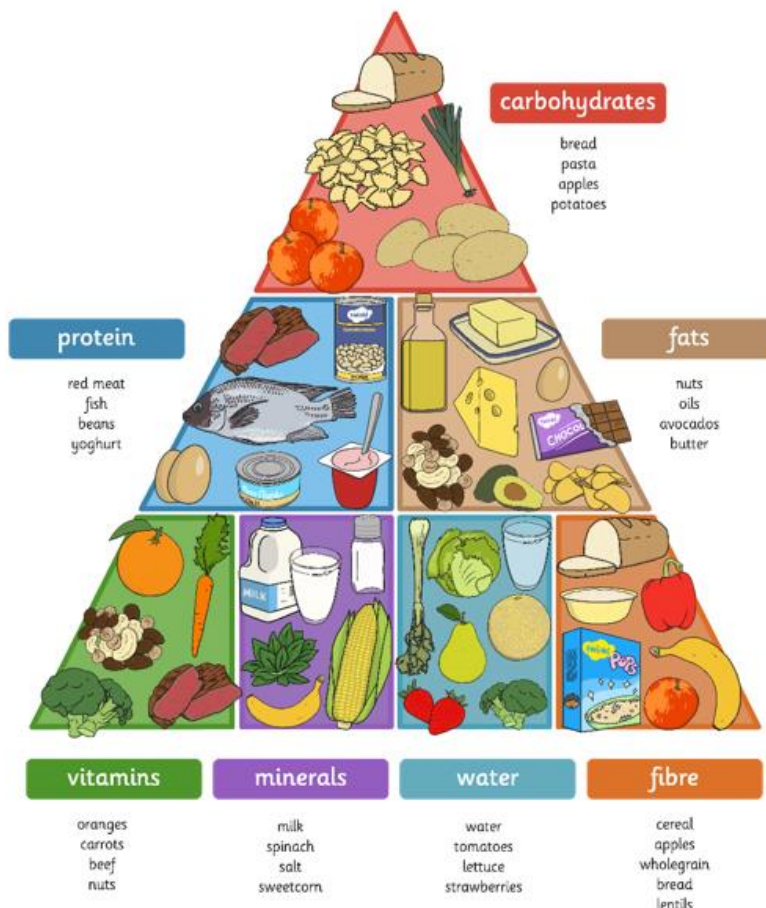
Learn the song from 'Anansi the Spider' – here is the link:

<https://www.youtube.com/watch?v=2glXMWbHTxg>

You may want to record yourself and send your video in so that you can be a part of the Unicorn Theatre's online celebratory community video. Details about that can be found here:

<https://www.unicorntheatre.com/anansi-respun>

Science



This week, we are learning about types of nutrition.

Read through the 'Science Resource' before starting this week's tasks.

Task 1: Again, I want you to keep a food diary of everything you eat and drink this week. It could look like this:

	Breakfast	Lunch	Dinner	Snacks/Extra Drinks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Task 2: Look at the 'Science Resource' PowerPoint. Pick a day (aim for a day where you ate lots of different things!). Can you sort the different foods you ate that day into the different types of nutrition?

Write out the list of foods you ate that day and colour code them (e.g. all fibre in orange, all vitamins in green, etc). You can pick your own colours but make sure to write down what colour code you are using so I know how you've sorted them!

Task 3: Write a fact file telling me what each of the seven different types of nutrition does to our body. Use the 'Science Resource' PowerPoint to help you.

Task 4: What is the difference between food groups and types of nutrition? You can answer this question in whatever way you like!

P.E.



- 1) Do 'P.E with Joe' each day - <https://www.youtube.com/user/thebodycoach1>
- 2) Learn a dance of your choice from one of these videos:
https://disneymagicmoments.co.uk/this-girl-can-videos?bypass_cache=7
- 3) Remember to keep updating 'Run to the Heath!'

PSHE

A lady called Nina sent the following message to Fleet:

I have recently set up a non-profit project called Community Senior Music (<https://communityseniormusic.com/>), where semi-professional musicians offer up their time to visit care homes and perform for their residents, but due to COVID-19, this project was unable to continue. Unfortunately, the care homes did not have the right technology to be able to livestream/video call, making it impossible to move these performances from in-person to online.

The elderly residents are feeling very lonely during this unsettling time and they love to receive letters from young people. As an alternative to providing musical entertainment, we are sending letters to the care homes instead. If your students would participate, writing letters and sending them to specific care homes, it may be all it takes to put a smile on their face and brighten their day.

Ms. Hanfling, Ms. Benbetka and I have decided that it would be lovely for Year 3 and 4 to join in!

Your PSHE task this week is to write a letter to the residents at Maitland Park Care Home.

You could tell them about:

- Your favourite things
- Your school
- How you have been spending your time during lockdown

Include the fact that you go to Fleet Primary so that the care home can identify which school has written to them! Use Fleet's address as your return address – do **not** include your own address.

Our address is:

Fleet Primary School,
Fleet Road,
London,
NW3 2QT

You can send your letters to:

Community Senior Letters
FAO: Anna S
Maitland Park Road
Maitland Villas
London
NW3 2DU

Make sure to use your best handwriting – I’m sure the residents will appreciate it!
If you take part, send me a copy of your letter.

ART

The Challenge
Send a photo or drawing of the signs of spring that you can see or hear. Caption your image with no more than forty words.

How to stand out
We're looking for great camera angles or artistic flair. We also want an imaginative caption to complement the image.

How to enter
Tag us on Facebook @Sustrans or Twitter @SustransLondon and use #SustransActiveLondon or email BikeItPlusLondon@sustrans.org.uk.

DEADLINE: WEDNESDAY 10TH JUNE

We'll be in touch directly via Facebook, Twitter or email if you're the lucky winner.

R.E

Purim is a Jewish holiday. It commemorates a time when Jewish people living in Persia were saved by a courageous Jewish woman named Esther.

Look at the 'RE Resource' for the full story!



Task: Write out 'The Story of Esther' in your own words. You can illustrate it if you want!