



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.

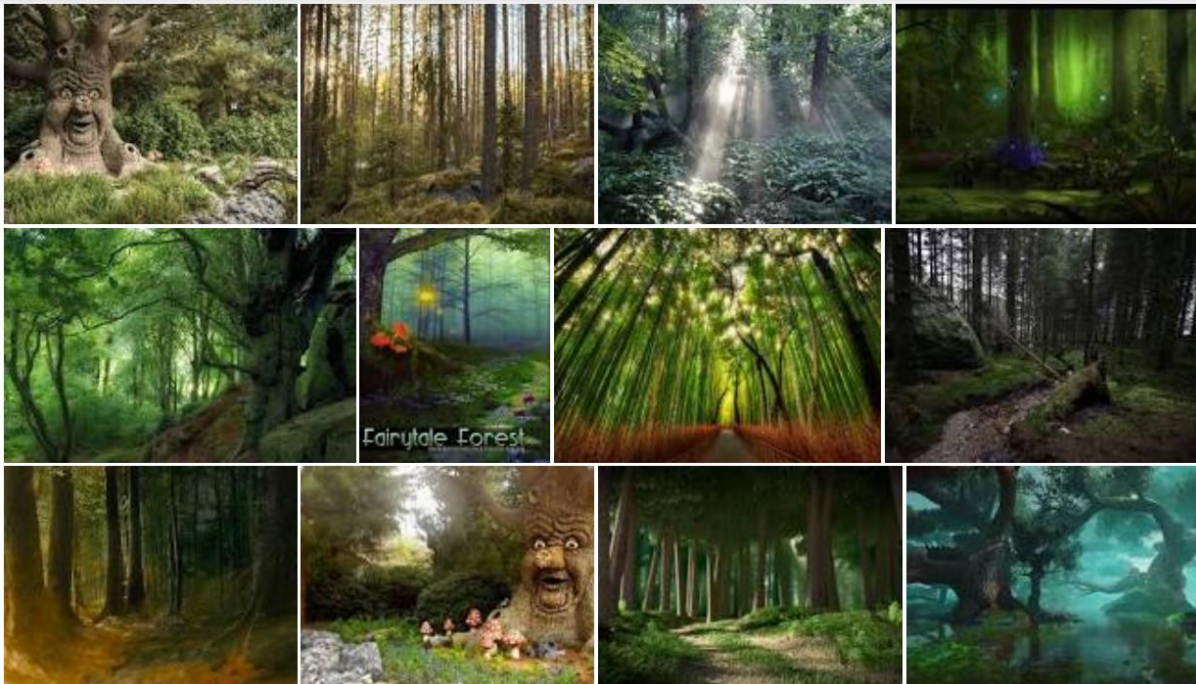
Hope you are all well and speak soon,
Ms. Costelloe

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!





Class Photo Task:

	F Adil	L Amber	E Aman	E Amber- Lily	T Asma		
		Y Ben	E Lizzie	A Esema	R Hiba	 Ugo	
	T Eva	H Mohammed	R Ivana	E Kai	E Khloe		
	 Leda	2 Zain	0 Lexi	2 Lily-Mae	0 Marli	 Zayan	
L Hamza	O Isabella	C Nasiru	K Poppy	D Rayane	O Sara	W Ryan	N Suraiya

As we have missed getting our class photo taken this year, we would love to make a class collage of everyone in Year 3 that spells out FLEET YEAR THREE 2020 LOCKDOWN. The grid above shows each child's name with a letter, number or rainbow below them. Please could your child draw this letter, number or rainbow on a piece of A4 paper and then colour it in any way they choose. Please see Lizzie's lovely example below! Then take a photo of your child holding it and send it to Lisa via email at admin@fleet.camden.sch.uk Please put 'Year 3 Class Photo' in the subject box. We will then make a collage adding the Year 3 Team's photos too and send you all a copy. Thank you to all of you who have already sent them in!

Example:



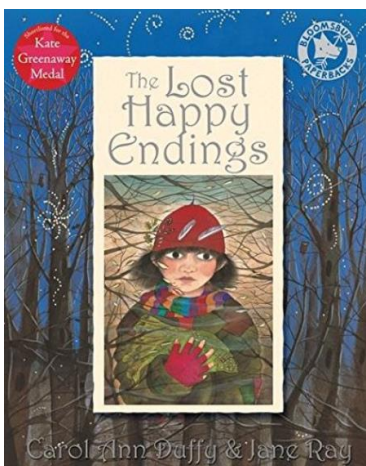
English

Reading:

Task 1: What are you reading at the moment? Write the ending of the book before you read it – what do you want to happen?

Task 2: Do the 'Captain Tom Moore' Reading Comprehension Activity. Pick a level – Mild (*), Spicy (**), or Hot (***). The answers are included so you can check your learning afterwards!

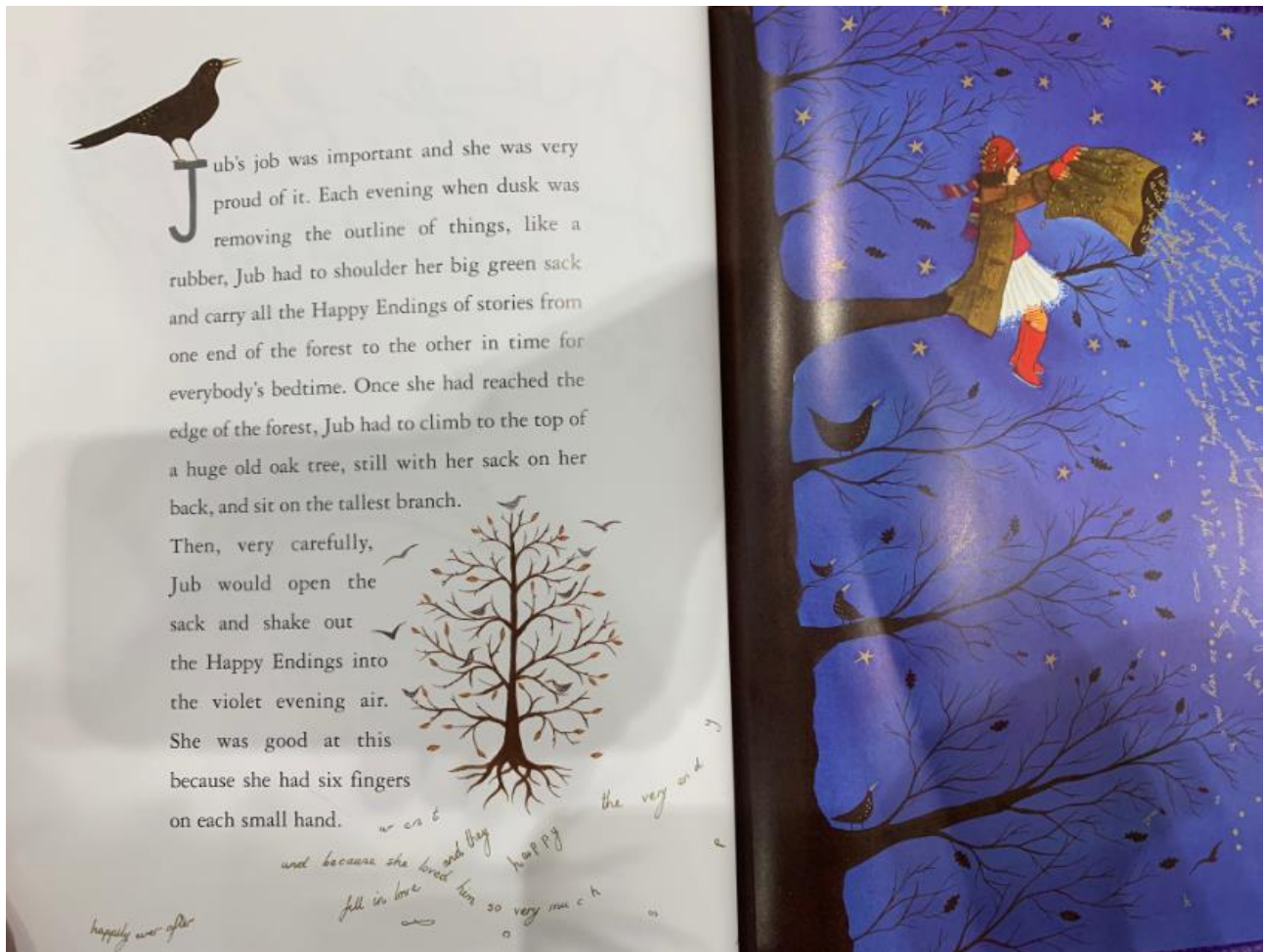
Writing:



This week, we are going to start 'The Lost Happy Endings'. Watch 'The Lost Happy Endings – Part One'.

Task 1:

Read the following – it's the first page of the story!



An **adjective** is a describing word used to describe a noun (person, place or thing), e.g. the **fluffy** cat. How many adjectives can you spot in the above passage? How do they help make the writing exciting?

Draw a picture of Jub. You can use the book cover for inspiration!

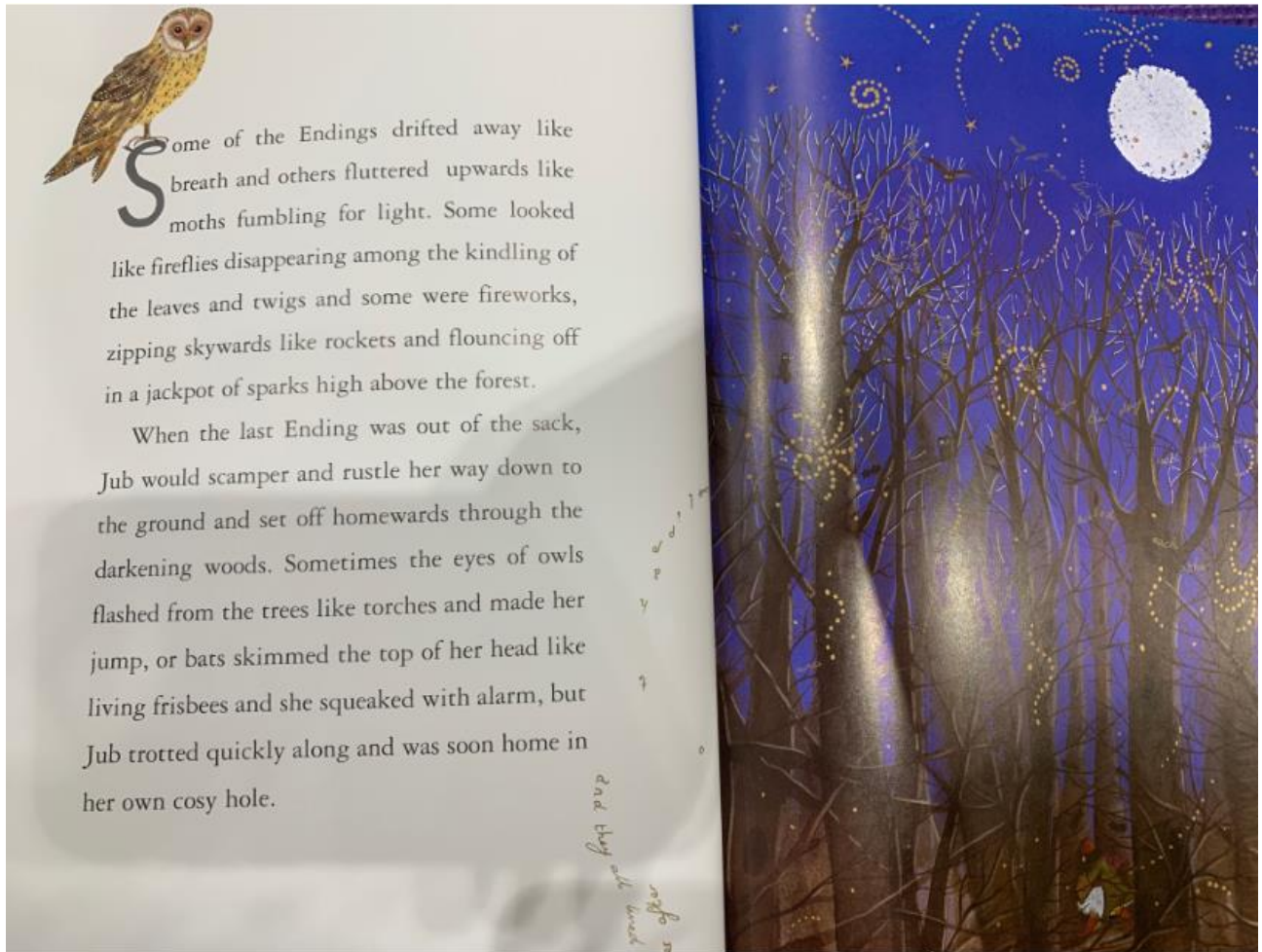
Underneath, in one colour, write what you already know about Jub (e.g. she had six fingers on each hand). In another colour, write what you would like to know (e.g. Does she have a family?)

Task 2: Today, we are going to look at similes and metaphors.

A simile is when you say something is like something else – e.g. The bread was hard like a rock.

A metaphor is when you say something is something else – e.g. The bread is a rock.

How many similes and metaphors can you spot in the below passage?



Can you write some of your own? Use the picture of the forest to make up at least three similes and at least two metaphors about it. The similes and metaphors could tell me about the trees, the sky, the light, the forest floor, etc.

Task 3: You are going to rewrite the story so far.

Mild – Write out the passage we used in Task 1 and replace the adjectives with ones you prefer.

Spicy – Write out the story so far and change at least one thing with every sentence. It could be an adjective, simile or metaphor.

Hot – Write out the story so far. Don't just copy the book but use your own words – what has happened?

Task 4: What do you think will happen next? What would you like to happen next? Write the next page of the book and illustrate it.

Spelling

Task 1: Remember to keep practising your word lists. Write a sentence using each word. Use a co-ordinating conjunction (and/so/while/because) in your sentences. You could also make

flashcards for each word on your word list.

Task 2: Practise words with silent letters by playing the following games: Egg Hunt, Bouncing Anagram, Word Search, Against The Clock

https://www.spellzone.com/word_lists/games-290575.htm

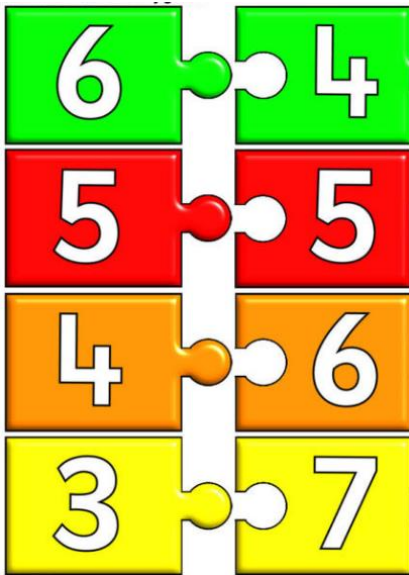
Maths

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>

Another suggestion: you could cut out and make jigsaw pieces for Number Bonds to 10, Number Bonds to 20 etc and then see how quickly you can pair them together! You can decorate the pieces however you want!

Example below:



Also practise ‘Missing Numbers’ (above link) daily

Practise your times tables every day – I’ve found a new website for this!

Remember, the goal by the end of Year 3 is to know your 2, 5, 10, 3, 4 and 8s!

By the end of Year 4, the goal is to know all the 2s through to 12s!

<https://www.themathsfactor.com/times-tables-check/#/menu>

This week we are looking at **shape**.

Task 1: Look at the ‘Maths - Turns and Angles’ Resource.

Write your full name in capital letters, like the example below:

LOLA

JAMES

Draw in all of the right angles – how many are there?

Which capital letter has the most right-angles?

Repeat the activity with one of your friend's names.

Does their name have more or fewer right angles than yours?

Task 2: Watch the following video:

<https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h>

Activity: Read through the 'Comparing Angles' resource.

Look around the room you are in.

Make a list of:

All the right angles you can see

All the acute angles you can see

All the obtuse angles you can see

Task 3: Read through the 'Maths – Describing Lines' resource.

Write your name in capital letters, like in the example below.

How many pairs of **parallel** lines can you find?

How many pairs of **perpendicular** lines?

Which capital letter has the most **parallel** lines in it?

Which capital letter has the most **perpendicular** lines in it?

THOMAS

Task 4: Play 'House of Lines'

This is a two-player game.

Pick a room in your house!

Player 1 gets a point for every pair of parallel lines they can find in the room.

Player 2 gets a point for every pair of perpendicular lines they can find.

The player with the most points wins!

Task 5: A separate task that can be practised throughout the week – telling the time! Here is a game to practise: <https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

ICT

Practise touch typing with DanceMat.

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

French

Look at the 'French Pets Resource' slides.

Practise asking a friend or family member if they have a pet.

You could also draw the animals and label them in French!

Music



Down in the Valley

Folk Song

Down in the Val - ley

Visual Musical Minds

Task: This week you are going to learn 'Down In The Valley' on your recorder.

Here is the link:

<https://www.youtube.com/watch?v=N2DLhXFMr9Q&list=PLzPP1Evz0WkQkPXJMWk0c64KP Bssoljyg&index=19>

Science

This week, we are continuing to look at skeletons.



Skeletons help us move and protect our organs.

Read the article here: <https://www.bbc.co.uk/bitesize/topics/z9339j6/articles/zqfdpbk>

Task 1: Take the quiz on the link above!

Task 2: Look at the diagram below and answer the questions:

1) Which bone protects the brain?
What is this bone shaped like?

2) How many ribs protect our internal organs?

3) What is the correct name for the bone that protects our knee joint?

4) How many bones make up our lower arm? What are these bones called?

5) Which bone has reflective symmetry and looks a bit like the outline of a butterfly?

6) Which long bone in the skeleton is made up from a number of smaller, disc-like bones?

7) Which is the longest bone in the human skeleton?

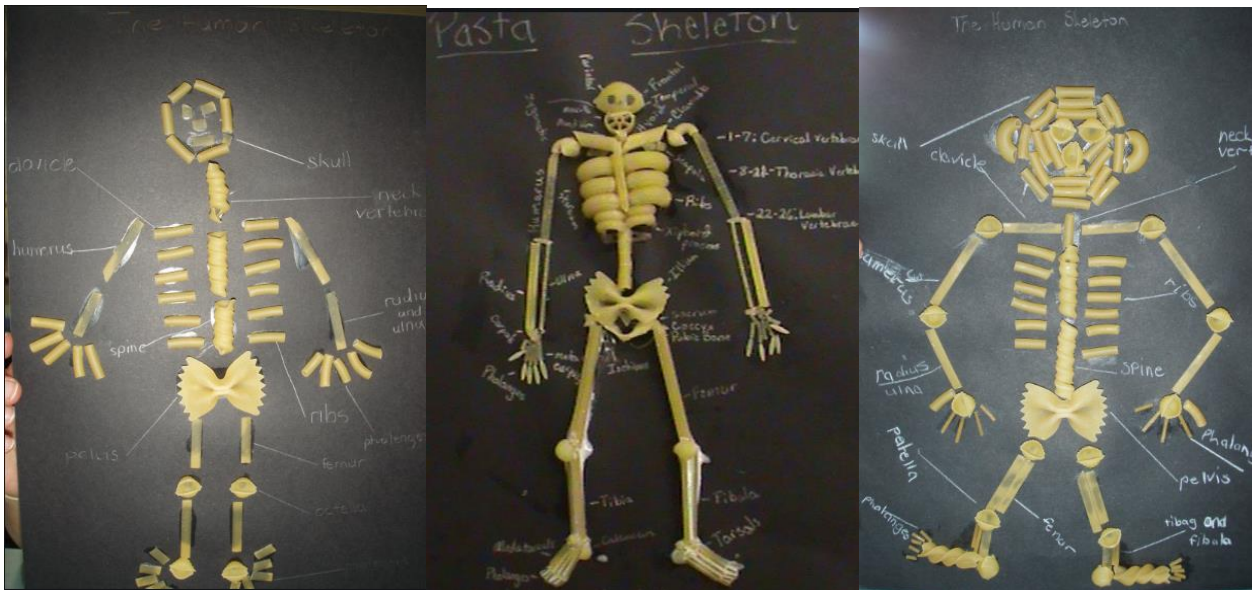
8) What are the names of the two bones below the knee that make up the lower leg?

9) Which bone are the teeth sunk into?

10) Estimate how many single bones you think make up the human skeleton.

Labels in the diagram: Skull, Jaw, Spine, Humerus, Ribs, Pelvis, Radius and ulna, Femur, Patella, Tibia and fibula.

Task 3: Here are some photos of pasta skeletons:



Can you get some pasta and make your own?

- Think about which type of pasta is best for each bone
- Label each part of the skeleton

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!'
- 4) Enter the London Youth Games! Let me know what you do so we can log it!
<https://www.londonyouthgames.org/virtual-games/>

PSHE



Task 1: Read through the 'Similarities and Differences' article here:

<https://www.bbc.co.uk/bitesize/topics/zvypmfr/articles/z7w4bdm>

What do you think about the article? If you can, share your thoughts with an adult! Now write down your thoughts!

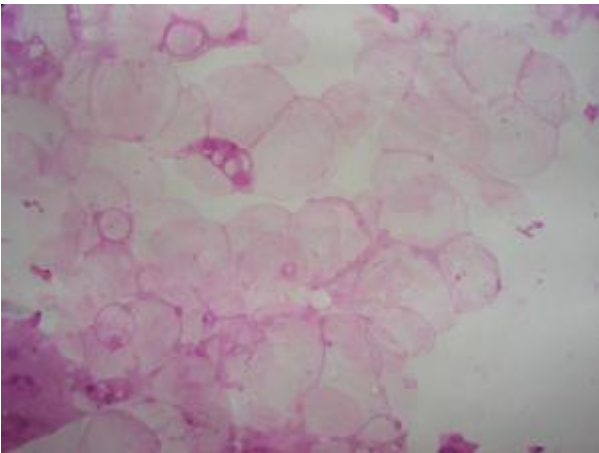
Task 2: Watch 'For The Birds' <https://www.youtube.com/watch?v=nYTrIcn4rjg>

Answer the following questions:

- Why do the smaller birds treat the bigger bird the way they do?
- What do you think they should have done in that situation? Were they right?
- How would you feel if you were the bigger bird?
- What should the bigger bird have done in the end?

ART

Task 1: Bubble Painting – ask an adult to help you with resources!



You will need:

A tray or bowl big enough to fit your paper in

Paint

Washing up liquid

Drinking straw

Paper

Instructions:

Mix together the paint and some washing up liquid in the tray. Add some water until it is runny enough to blow bubbles. Use the drinking straw to blow into the paint to make bubbles.

Gently place the paper on top of the bubbles. When the bubbles pop remove the paper and leave to dry.

Task 2: Observation! Pick any leaf – it can be one you find outdoors or from an indoor plant. Using just one pencil, draw it. How much detail can you capture?

MATHS/COOKING

Make a 'No Bake Orange Cheesecake'. To practise your measuring and Maths, make sure you are the one who measures out the ingredients!

Ingredients:

15 digestive biscuits

6tbsp butter, melted

400g cream cheese

Grated zest of 3 oranges (save the rest of the orange to decorate the cake)

200g mascarpone cheese

100g caster sugar

3 tbsp milk

184ml pot double cream

Method:

- Crush biscuits. You can do this by putting them in a plastic bag and banging them with a spoon
- Put the crushed biscuits into a bowl and mix in the melted butter
- Put the mixture into a 23cm cheesecake tin, then use the back of a spoon to spread it evenly and press it down in the tin to form the base. Put the tin into the fridge to set. This should take about 30 minutes.
- Put the cream cheese, orange zest, mascarpone, sugar and milk into a bowl and mix it well with the wooden spoon.
- Put the cream in a clean bowl and whisk until it is the consistency of thick custard. Add to the orange mixture and mix thoroughly.
- Remove the cheesecake tin from the fridge. Pour the filling over the biscuit base and spread evenly. Decorate with segments of orange and return to the fridge until ready to serve (at least 4 hours or overnight).

HISTORY



Read the 'History Resource'.

Task: Imagine you are in the 18th century (1700s!) Design a poster encouraging people to visit the springs.