



Home Learning



Year 3 Week 6

Welcome to your sixth weekly newsletter Year 3. You have continued to make me so proud this week with all the work I have received through email and Purple Mash. Thank you for all the lovely comments on the blog. It is great to see you all communicating and being supportive of one another.

Thank you to all of you that have been completing the work set and well done those of you that have been imaginative and creative whilst creating their own tasks.

Next week will be week 4 of term 5, so I hope you are ready to get on with your home learning again. Below, I have outlined a range of activities for you to do this week. Don't forget to go on Purple Mash, Spelling Shed and Times Table Rock stars. I often write tasks on the weekly blog for you to complete or contribute to so please keep an eye on this. I have started our purple mash unit of Emailing on there so keep an eye out for updates. Thank you to those of you who have replied to my email. I will be setting the next task on the blog next week.

English

For English, could you please practice your inverted commas (speech marks).

Key things to remember:

- Inverted commas sit at the top of the line
- Inverted commas surround what is actually being said
- Question marks, commas and exclamation marks sit inside of the inverted commas.

Here is a link to some worksheets to help you:

<https://www.twinkl.co.uk/resource/t2-e-2447-year-3-punctuation-using-inverted-commas-for-direct-speech-learning-from-home-activity-booklet>

Bitesize have some great videos and games relating to this topic

<https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/ztcp97h>

When you are confident, write a conversation between two characters from Matilda.

CHALLENGE: Each new speaker needs their own line. See if you can include this in your writing!

Maths

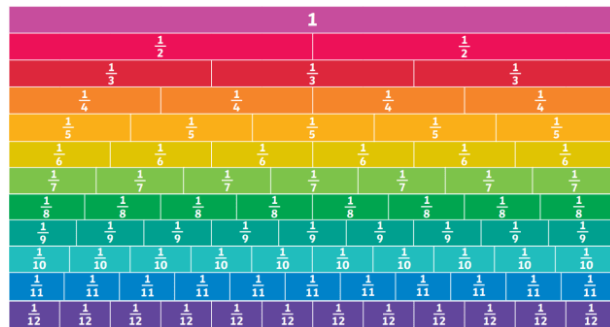
Fractions!

This week we are going to be looking at adding and subtracting fractions. For this you may need to think about equivalent fractions so that you can find a common denominator.

For example, If I had $1/5 + 3/10$.

I know that $1/5 = 2/10$

$2/10 + 3/10 = 5/10$



Here are some videos and games to help you:

<https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/z9n4k7h>

Worksheets with pictorial representation:

<https://www.twinkl.co.uk/resource/t2-m-2481-adding-and-subtracting-fractions-with-the-same-denominator-activity-sheet>

Spelling:

This week we are going to be continuing to look at homophones. These are words that sound the same but mean different things and are spelt differently.

An example: to, two, too

Here are some activities you can do with these words:

See if you can write some sentences using the correct homophone from this list.

accept/except

affect/effect

ball/bawl

berry/bury

brake/break

fair/fare

grate/great

groan/grown

here/hear

heel/heal/he'll

Reading

Read the fourth chapter of Matilda summarise what has happened so far. You could write this or draw me a detailed, labelled picture. I look forward to seeing these.

If you do not have the book at home here is a link to the whole book, Chapter 4 is called 'The Ghost'. (This will also help you with your English task)

<http://jssisdubai.com/Document/Uploaded/Matilda.pdf>

Topic:

The Lake District.



Try it:

$$\frac{1}{4} + \frac{2}{4} = \frac{\quad}{4}$$

Red

Blue

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$$\frac{2}{5} + \frac{1}{5} = \frac{\quad}{5}$$

Red

Blue

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$$\frac{1}{3} + \frac{2}{3} = \frac{\quad}{3}$$

Red

Blue

--	--	--

Use it:

$$1) \frac{3}{7} + \frac{2}{7} = \quad 2) \frac{2}{5} + \frac{2}{5} = \quad 3) \frac{1}{5} + \frac{3}{5} =$$

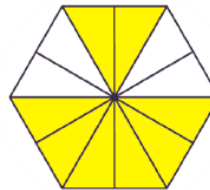
$$4) \frac{2}{6} + \frac{3}{6} = \quad 5) \frac{4}{8} + \frac{2}{8} = \quad 6) \frac{4}{7} + \frac{3}{7} =$$

$$7) \frac{6}{9} + \frac{2}{9} = \quad 8) \frac{5}{8} + \frac{2}{8} = \quad 9) \frac{7}{10} + \frac{2}{10} =$$

$$10) \frac{5}{12} + \frac{6}{12} = \quad 11) \frac{4}{11} + \frac{5}{11} = \quad 12) \frac{5}{15} + \frac{8}{15} =$$

Prove it:

8a. This is the answer.



What fractions could you have added together to get this answer?

Find three possible combinations.



PS

9a. Tammy bought a box of 12 doughnuts to share. She ate two and Yulia ate three.

Dennis ate $\frac{8}{24}$ doughnuts from the original total.

What fraction of the box of doughnuts did they eat altogether? How do you know?



PS

This week I would like you to learn about one of my favourite places, The Lake District.

<https://www.bbc.co.uk/bitesize/topics/z3fyedm/articles/zvys8xs>

This week can you;

- Create a fact file on The Lake District?
- Compare the Lake District to Coalpit Heath or Bristol?
- Make a picture of the Lake District, be creative, this could be a collage, lego, a painting or a drawing?
- Find out more about the Lake District for example, which famous author lived here?

Times tables:

Challenge Time!

I think you are all ready for a challenge....

6 times table

1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72

[Timestables.co.uk](https://www.timestables.co.uk)

See if you can learn this song:

<https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-6-times-table-with-fred-the-red/zrq3xyc>

Gem Power

Challenge



How is the Diamond power going at home? Making any progress? Winning some objects out of the grown ups' jar?

Next week we would like you to think about Topaz power. This is something we are always promoting in school because it encourages you to push your ideas and challenge your thinking. It is very easy to just accept an answer or an idea but do you really understand what you are being told? When we do guided reading we have lots of opportunities to use this topaz power. You might like to develop this skill at home by reading some news with an adult. These websites are aimed at children and contain appropriate news from around the world <https://live.firstnews.co.uk/> or <https://www.twinkl.co.uk/newsroom>.

