HOME LEARNING PACK

Year 3

Name: .....

Literacy

Monday 15th June 2020

LI: To revise how to write a poem and create one of your own.

Link: https://www.bbc.co.uk/bitesize/articles/z9jhqfr

There are lots of different types of **poetry,** but they often contain similar ingredients.

Watch this short clip to learn about what to include when you write a **poem.**

All poems are made up of **words.** Poems can tell a story or be about a thought or a feeling. They can be serious or silly, but they always have to use **words.**

Poems often have a **rhythm,** which is like a beat in music. The **rhythm** is quick or slow depending on the words the poet chooses.

Poems can use **rhyme,** which means that certain words have similar end sounds.

For example: **'Break'** and **'lake'** ; **'cat'** and **'mat'** ; **'loud'** and **'proud'** .

Poems can also use **alliteration,** which is when more than one word starts with the same first letter or sound.

For example: **The slimy, sneaky snake slithered silently.**

Activity 1

Complete the 'How to write a poem' quiz. Can you get all four right?

The how to write a poem quiz!

Test your knowledge of how to write a poem with this quiz!

Play

Question 1 of 4

What must poems contain?

- rhyme
- words
- a story

Question 2 of 4

What are poems about?

- anything
- school
- the weather

Question 3 of 4

What do we call words with endings that sound the same?

- rhyming words
- alliteration
- rhythm

Activity 2

Complete this activity sheet. You need to read the poem 'Silver' by Walter de la Mare and answer the questions that follow.

Either print out the sheet or write your answers on a separate piece of paper.

Silver by Walter de la Mare

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees
Silver fruit upon silver trees;
One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in silver feathered sleep
A harvest mouse goes scampering by,
With silver claws, and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

Walter de la Mare

Comprehension questions

1. What are the four creatures described in the poem?

.....

2. Find and copy out the two adverbs describing how the moon walks.

.....

3.
   a. Find and copy out the simile.

   .....

   b. Who or what does that simile describe?

   .....

   c. Do you think that it is a good simile? Why?

   .....

4. ***'Couched in his kennel...'*** These words start with the same sound - this is called *alliteration*. Find and copy out another phrase that has some alliteration in it.

.....

5. Are the trees really ***'silver'***? Why has the poet described them this way?

.....

6. What does the word ***'scampering'*** tell us about how the harvest mouse moves?

.....

7. Why are the fish not moving?

.....

8. What time of year do you think this poem is describing? Select the words from the poem that tell you this.

.....

Comprehension answers

1. What are the four creatures described in the poem?
   The four creatures are: a dog, doves, a harvest mouse and fish.
2. Find and copy out the two adverbs describing how the moon walks.
   ***Slowly* and *silently*.**
3.
   a. Find and copy out the simile.
      The simile is 'like a log'.
   b. Who or what does that simile describe?
      The simile describes the dog.
   c. Do you think that it is a good simile? Why?
      Answers will vary, but should refer to the fact that the dog does not move as it is asleep.
4. ***'Couched in his kennel...'*** These words start with the same sound - this is called *alliteration*. Find and copy out another phrase that has some alliteration in it.
   Answers could be:
   Slowly, silently ***casements catch*** ***beams beneath*** ***silver sleeps***
   Repetition of the word *silver* is not strictly alliteration.
5. Are the trees really **'silver'**? Why has the poet described them this way?
   The trees are not really silver. The poet describes them as silver because the moonlight makes them look silver.
6. What does the word ***'scampering'*** tell us about how the harvest mouse moves?
   The word *scampering* tells us that the harvest mouse is moving quickly.
7. Why are the fish not moving?
   The fish is not moving because they are asleep.
8. What time of year do you think this poem is describing? Select the words from the poem that tell you this.
   Answers may vary, but should have evidence from the text.
   Possible answers could be:
   Summer/autumn because this is when there is fruit on the trees.
   Summer/autumn because animals like the harvest mouse would not be around in the winter.
   Probably not winter, because nothing is frozen or cold.

Activity 3

Imagine you are standing in your garden, or looking out of the window, in the middle of the night.

Write six **descriptive** sentences about what you can **see, hear** and **feel** around you.

Top tip!

- Use interesting **adjectives** and **verbs.**
- Try using **alliteration** if you can.

For example:

A stray cat screeches like a baby crying.

The street lamps are big balls of glowing fire.

Activity 4

Now use your descriptive sentences to write your own **poem** about the night.

Remember, poems can rhyme, but they don't have to.

Aim to write four lines.

Top tip!

You could start by using the same words as Walter de la Mare: 'Slowly, silently…'

For example:

Slowly, silently, the stars sparkle in the sky.
The street lamps are big balls of fire glowing brightly.
A stray cat screeches like a baby's cry
And the moon watches over the world with a smile.

Tuesday 16th June 2020

Link: https://www.bbc.co.uk/bitesize/articles/zm4csk7

LI: To understand what onomatopoeia is and use it to create a sound poem.

When a word sounds like the noise it is describing, it is called **onomatopoeia.**

'Thud', 'crash', 'bang', and **'buzz'** are all examples of **onomatopoeia.**

Onomatopoeia can help to bring a story or poem to life for the reader.

It is often used to add humour as well because the words usually sound quite strange or are fun to say.

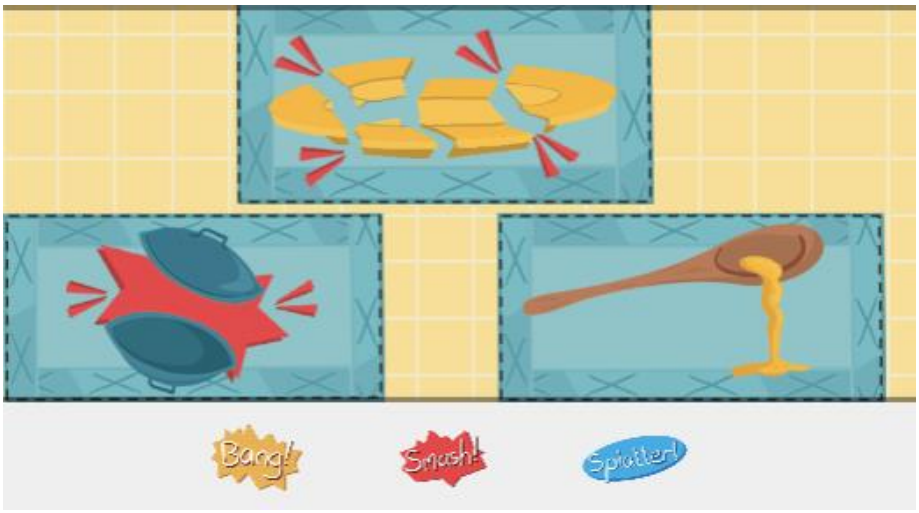
Watch the following clip in which poet **Joseph Coelho** talks about **onomatopoeia** and how you could use it in a poem.

You only need to watch up to **1 minute and 23 seconds.**

Activity 1

Complete the task by matching the **onomatopoeia** (sound words) with the scenes you would hear them in.

If you don't have access to the Internet you can match the words to the pictures by drawing lines.



Activity 2

Imagine you are visiting a zoo, like **Joseph Coelho** was in the previous video.

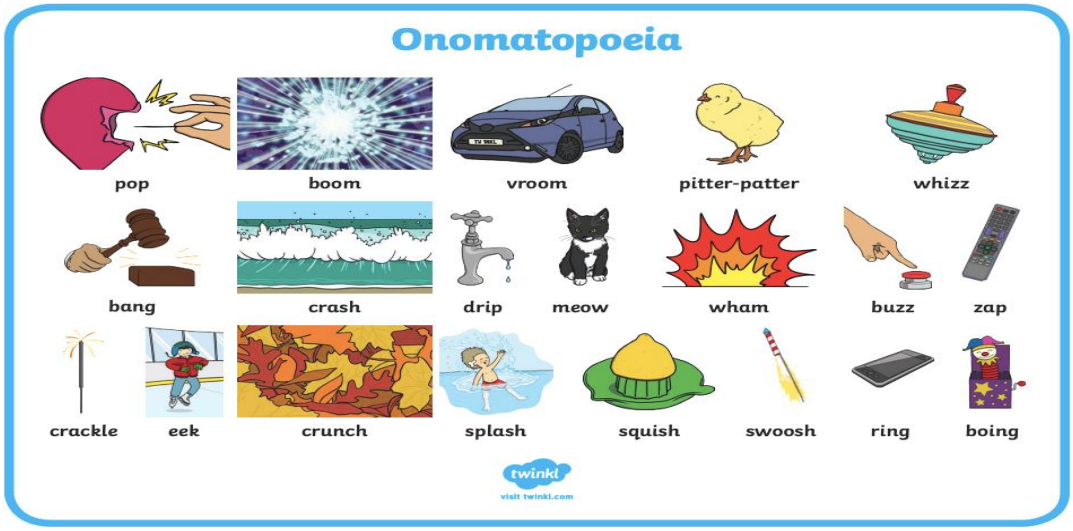
Write down a list of all the **onomatopoeia** words you might hear in a zoo and what is making those noises.

Aim to write at least five noises in your list.

For example:

- **Roar = an angry tiger**
- **Plop = a penguin jumping into the water**
- **Rustle = branches in the insect house**

This **onomatopoeia** word mat might help you come up with some ideas.



Activity 3

Now write your own **onomatopoeia** poem using the ideas you came up with in Activity 2.

You could use **Joseph Coelho's** sound poem from the video as inspiration.

In your poem you need to:

- Write in **sentences.**
- Write at least five lines.
- Use a different **onomatopoeia** word in each line.

You could also:

- Use **rhyme** (words that end with a similar sound)
- Use **alliteration** (words that start with the same first sounds)
- Add some illustrations to your poem showing pictures of the things that are making the sounds in the zoo.

Wednesday 17th June 2020

LI: To explore what nonsense poetry is and try writing your own nonsense poem.

Link: https://www.bbc.co.uk/bitesize/articles/zv3v6g8

Nonsense poetry does not always make sense. Poets will use made-up words alongside real words, and talk about made-up things like imaginary creatures.

It's lots of **fun** to read and is usually very **silly!**

Watch the following clip of the poet **Spike Milligan** performing his famous **nonsense poem** called 'On the Ning Nang Nong'.

Activity 1

Now you have watched **Spike Milligan** read his **nonsense poem,** have a go at reading it again yourself. You can read quietly or out loud if you like.

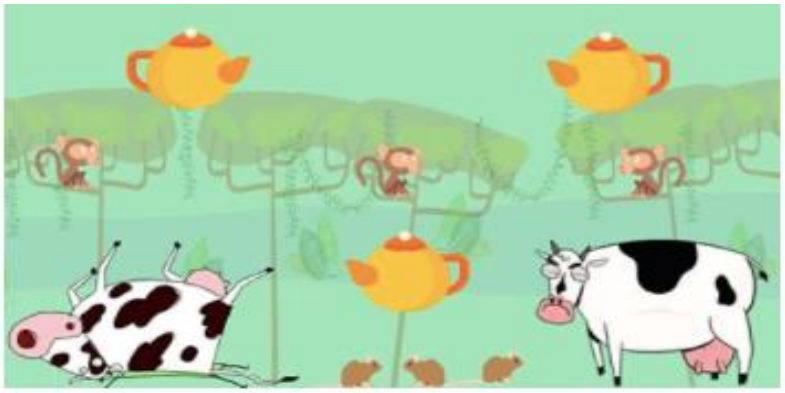
Pay close attention to any silly or unexpected words.

When you've finished reading, write a list of all the **nonsense words** that Spike Milligan used in this poem.

Which nonsense word is your favourite and why?

On The Ning Nang Nong

On the Ning Nang Nong
Where the Cows go Bong!
and the monkeys all say BOO!
There's a Nong Nang Ning
Where the trees go Ping!
And the tea pots jibber jabber joo.
On the Nong Ning Nang
All the mice go Clang
And you just can't catch 'em when they do!
So its Ning Nang Nong
Cows go Bong!
Nong Nang Ning
Trees go Ping
Nong Ning Nang
The mice go Clang
What a noisy place to belong
is the Ning Nang Ning Nang Nong!!



Top tip!

Don't think too much! Write whatever words and phrases come into your mind. Make them interesting and funny to say.

Here are some ideas to get you started: **bon jingle, fizzle stickle, fingle flop on the hipple hopper!**

IMAGINARY WORDS

BY EVA SALZMAN

Give out the activity sheet. Ask the children to choose one of the invented words. Once they've done so, draw their attention to the poet's tip and ask them to write a definition for their chosen word. Tell them it should sound real enough to fool the class! For example:

'A sweeldorp is a square wheel used in countries where the people don't like to travel. It can be made of various kinds of woven roots and twigs. When not in use it is usually hung over the front door. A lazy person or someone who doesn't like to get up in the morning is sometimes called a sweeldorp.'

Firing the imagination

Now reverse the process and ask the students to make up their own words to describe actions or events – there are sentences with gaps to be filled in on the activity sheet.

Afterwards, ask them to invent words of their own (the activity sheet suggests that they do this in pairs). You could discuss with the students how language changes and develops. Real words can start off as made-up words like 'galumph' and 'chortle' from *The Jabberwocky* by Lewis Carroll.

Making connections

To extend the activity, think of real words suggested by their made-up words. This can yield some great images, for example 'The wind wishelled through the trees on an autumn day' could become 'The wind washed through the trees' or 'The wind wished through the trees'. Use all these exercises to make poetic language more exciting and memorable.

IMAGINARY WORDS

STUMPF

SWEELDORP

BREEP

CACKLETATE

HODNEYCRIB

POET'S TIP

When you've chosen a word, repeat it a few times, letting the sound suggest a meaning; what do you think it should mean?

1 Write a dictionary definition for one of the words above that will fool your friends.

.....

.....

2 Fill in the gaps with your own made-up words to describe these actions and events:

The wind ..... through the trees on an autumn day.

..... : the sound of a fork falling to the floor.

The action of fingernails being drawn across a blackboard: .....

..... : the action of bird droppings falling onto the pavement.

The noise a football kicked hard against glass makes: .....

..... : the sound of boots going up the stairs.

3 Invent five new words of your own. Swap them with a friend and make up definitions for each other's words.

1 :

2 :

3 :

4 :

5 :

NAME:

.....

Activity 3

Now write your **nonsense poem** using some of the nonsense words you created in Activity 2.

You do not need to use them all. Choose your favourite ones and the ones that sound the best together.

Top tip!

You could use 'On the Ning Nang Nong' as inspiration. Try starting your lines with similar phrases, such as:

- **On the...**
- **Where the...**
- **And the...**
- **All the...**

Thursday 18th June 2020

LI: To understand what alliteration is and use it to create a poem.

Link: https://www.bbc.co.uk/bitesize/articles/zc3v6g8

Alliteration is when words close together **start** with the **same sound.**

For example: **Sammy the slippery snake went sliding by.**

Watch this short clip to hear more examples of **alliteration.**

Alliteration is used in both written and spoken English.

You can find examples in poetry, advertising and events commentary. It is often used in newspaper headlines to grab the reader's attention.

Watch the following clip to hear poet **Joseph Coelho** talk about using **alliteration** in poetry.

(You can start watching at 1 minute and 18 seconds and finish at around 3 minutes and 17 seconds.)

Joseph Coelho says that **alliteration** can be used to make funny **tongue twisters.**

Tongue twisters are a type of short poem with sentences that are tricky to say.

He gives the example:

Jovial jumping Joe juggles jam and juniper berries.

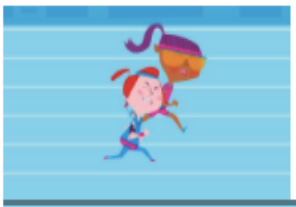
Another example you might know is:

She sells sea-shells on the sea-shore.
The shells she sells are sea-shells, I'm sure.
For if she sells sea-shells on the sea-shore
Then I'm sure she sells sea-shore shells.

Activity 1

Complete the **alliteration** activity using the words provided.

If you don't have access to the Internet you can write the correct answer in the box.



Complete the alliteration using the following words:
jumps - dashes - runners

- Really rapid _____ race at record speed.
- Joyful Jess _____ with Jimmy just behind.
- Daisy _____ past dangerous drooling dogs.

Activity 2

You are going to write your own tongue twister using **alliteration.**

First, choose a letter. This should be a **consonant** (any letter **except** a, e, i, o, u).

Now write down as many words as you can that start with that letter. The more similar sounding the better.

For example: B = **Barry, berry, banana, butter, bitter, brave, broom, battery, buttery, beagle, bagel...**

Activity 3

Write your own tongue twister using the words from your list.

Remember: You can still use some words that don't start with the same letter so that your sentences make sense.

Make your tongue twister four lines long.

For example:

Barry bought a berry bagel
Before buttering his brilliant banana bread.
But Betty brought a better berry bagel
So Barry bit Betty's bagel instead.

Top tip!

You can use the same words more than once.

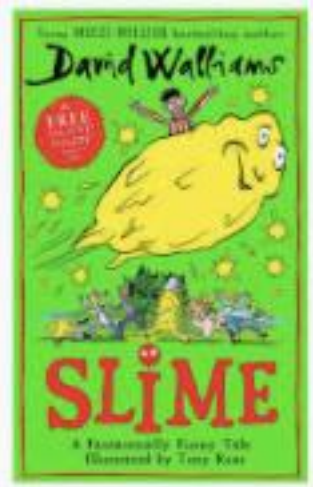
Challenge yourself

- How quickly can you say your poem without making a mistake?
- Can any of your friends or family say it faster? Have a competition!

Friday 19th June 2020

Reading Lesson

Please go on to https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons and click on Friday's reading lesson.



Monday 15th June 2020

LI: Learn how to order fractions according to their value.

Link: https://www.bbc.co.uk/bitesize/articles/z74gp4j

Learn

Did you know that you can order different types of fractions?

The two types are called unit fractions and fractions with the same denominator.

Both unit fractions and fractions with the same denominator show us how much of the whole we are talking about, but depending on the numerator and denominator, they show you different amounts.

Ordering unit fractions

A **unit fraction** is a fraction where the numerator is 1. The denominator can be any other whole number. A good way to remember it is by remembering that unit means one.

$\frac{1}{4}$ numerator

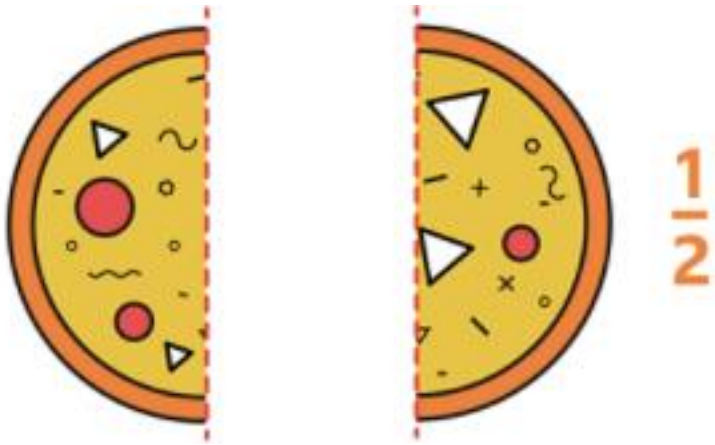
denominator

The trick with ordering unit fractions is to look at the denominator.

The bigger the denominator, the smaller the fraction!

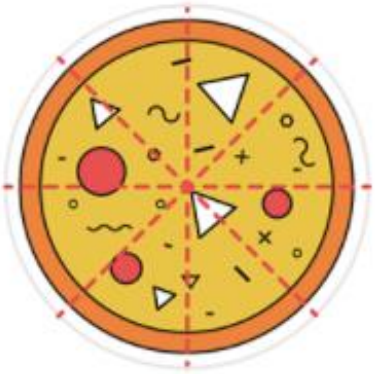
Think about a pizza. If you were sharing a pizza between two people, each person would get quite a large piece. They would both get ½.

$\frac{1}{2}$



$\frac{1}{2}$

Now imagine you were sharing the same sized pizza with 8 people. The pizza would have to be cut up into even smaller pieces. Each person would only eat $\frac{1}{8}$.



$\frac{1}{8}$

You can see that $\frac{1}{2}$ is a larger fraction than $\frac{1}{8}$.

Example 1:

Take a look at these four fractions. They are all unit fractions and they all have different denominators.

$\frac{1}{9}$ $\frac{1}{4}$ $\frac{1}{10}$ $\frac{1}{3}$

Let's look at ordering them from **smallest** to **largest**.

$\frac{1}{10}$ $\frac{1}{9}$ $\frac{1}{4}$ $\frac{1}{3}$

There you go! The fraction with the smallest denominator is the largest fraction.

Ordering fractions with the same denominator

When you order fractions with the same denominator, you have to look at the numerator, since the denominator will never change.

You look at the numerator because it tells you how many parts of the whole you have.

Imagine a cake cut up into 8 equal slices. You eat 2 slices, but your friend eats 4. You have had less cake than your friend.

You had $\frac{2}{8}$ while your friend had $\frac{4}{8}$.

Example 2:

Can you order these fractions from **largest** to **smallest**?

$\frac{5}{6}$ $\frac{3}{6}$ $\frac{4}{6}$ $\frac{2}{6}$

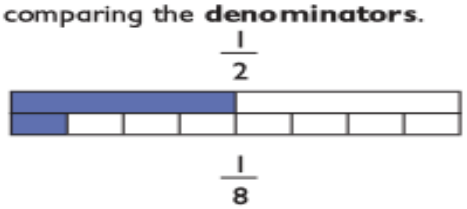
Which fraction has the largest numerator? Then order the rest in descending order.

$\frac{5}{6}$ $\frac{4}{6}$ $\frac{3}{6}$ $\frac{2}{6}$

Ordering fractions by size

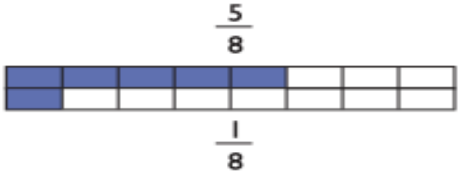
Ordering unit fractions by size can be done by comparing the **denominators**.

$\frac{1}{2}$ is larger than $\frac{1}{8}$



The way we order fractions with the **same** denominator but **different** numerators is reversed – the bigger the numerator, the higher the value of the fraction.

$\frac{5}{8}$ is larger than $\frac{1}{8}$



You should also know the inequality symbols,

> means **greater than** and < means **less than**.

$\frac{1}{2} > \frac{1}{8}$

one-half is greater than one-eighth

$\frac{1}{8} < \frac{5}{8}$

one-eighth is less than five-eighths

1 Write these fractions in order, from the highest value to the smallest value.

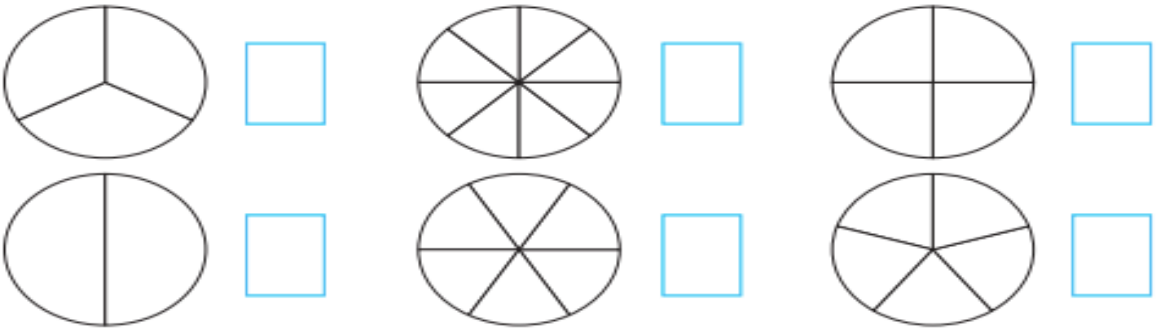
$\frac{4}{8}$ $\frac{1}{8}$ $\frac{7}{8}$ $\frac{3}{8}$ $\frac{5}{8}$ $\frac{6}{8}$

highest smallest

$\frac{2}{12}$ $\frac{9}{12}$ $\frac{4}{12}$ $\frac{11}{12}$ $\frac{1}{12}$ $\frac{6}{12}$

highest smallest

2 Colour one section of each circle. Then, in the answer box, write the fraction of each circle you have coloured.



Rewrite these fractions in order, starting with the highest value.

highest ⟶ smallest

3 Write < > or = between these pairs of fractions. Use the fraction wall on page 18 to help or try drawing one of your own.

$\frac{6}{8}$ $\frac{3}{8}$	$\frac{1}{3}$ $\frac{1}{5}$	$\frac{1}{12}$ $\frac{1}{6}$
$\frac{3}{4}$ $\frac{2}{4}$	$\frac{8}{10}$ $\frac{6}{10}$	$\frac{1}{16}$ $\frac{1}{5}$
$\frac{4}{8}$ $\frac{1}{2}$	$\frac{5}{10}$ $\frac{1}{4}$	$\frac{5}{10}$ $\frac{1}{2}$

When ordering fractions by size, encourage your child to check all of the bottom numbers (denominators) first. If they are all the same, it's easy! If not, they just need to think a little more carefully, and maybe use a fraction wall.

1) Order the fractions in ascending order.

$\frac{1}{2}$ _____

$\frac{1}{6}$ _____

$\frac{1}{8}$ _____

$\frac{1}{3}$ _____

2) Order the fractions in descending order.

$\frac{1}{6}$ _____

$\frac{1}{9}$ _____

$\frac{1}{4}$ _____

$\frac{1}{7}$ _____

3) The fractions in this set are in descending order.
What could the missing numerators be?
Find one possibility for each.

$\frac{6}{10}$ $\frac{\square}{10}$ $\frac{2}{10}$ $\frac{\square}{10}$

4) The fractions in this set are in ascending order.
What could the missing fraction be?
Write all the possibilities.

$\frac{2}{8}$ $\frac{4}{8}$ $\frac{\square}{\square}$ $\frac{\square}{\square}$ $\frac{\square}{\square}$ $\frac{8}{8}$

5) Order the fractions on a number line in descending order.

$\frac{4}{9}$ $\frac{6}{9}$ $\frac{8}{9}$ $\frac{2}{9}$ $\frac{0}{9}$ $\frac{3}{9}$

Tuesday 16th June 2020

LI: Learn how to add fractions with the same denominator.

Link: https://www.bbc.co.uk/bitesize/articles/zhfs2v4

Learn

Adding fractions with the same denominators

Adding fractions is easy when the denominators (the numbers below the line) are the same.

When the denominators are the same, you are adding fractions that have the same amount of equal parts.

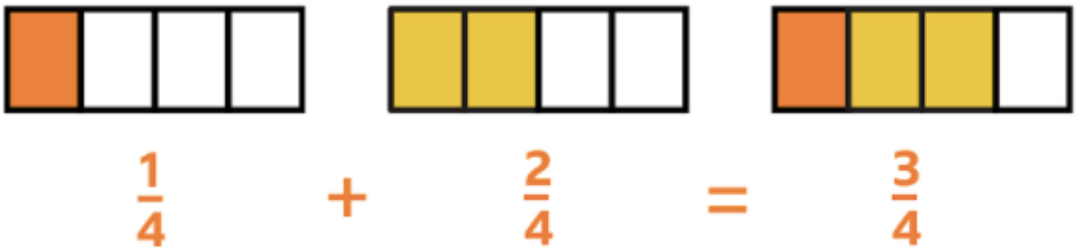
The numerators (the numbers above the line) represent the amount of parts you are talking about.

You can use fraction bars to help you add fractions.

Take a look at these examples.

Example 1:

To represent the answer, you can use a different fraction bar with the same amount of sections. You can then see how many shaded sections there are altogether.



The new amount of shaded parts becomes the new numerator.

Do you notice that only the numerator changes? That's because the numerator is the only part of the fraction that is added. The denominator always stays the same.

So all you have to do is add the top numbers!

Example 2:

Use your knowledge of what happens to the numerator and denominator to solve this question.

$$\frac{2}{7} + \frac{4}{7} = ?$$

If you only add the numerators, then **2** parts + **4** parts = **6** parts!

So the numerator changes to **6** and the denominator stays the same!

$$\frac{2}{7} + \frac{4}{7} = \frac{6}{7}$$

1) Use the bar model to work out which fractions have been added together. Then, complete the number sentence and find the total.

a)

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

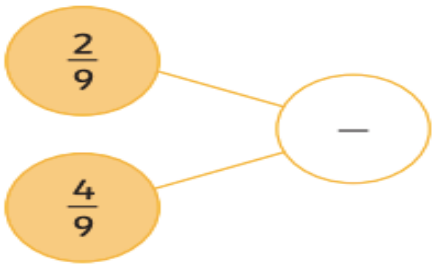
b)

$$\frac{\square}{\square} + \frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

2) Draw a bar model to show this number sentence:

$$\frac{4}{7} + \frac{2}{7} = \frac{\square}{\square}$$

3) Complete the part-whole model.

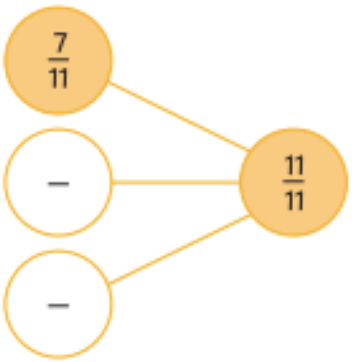


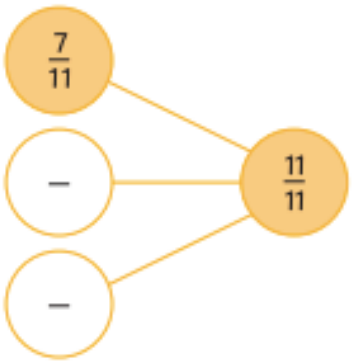
4) Complete the number sentence.

$$\frac{\square}{11} + \frac{3}{\square} + \frac{\square}{11} = \frac{10}{11}$$

Use this space for any working out:

1) Find 2 ways to solve the part-whole model.





2) Some children are checking their work on fractions.

Do you agree with Ahmed? Explain with reasoning.

3) A shape has been part shaded.

a) What 2 fractions could have been added together to create this shape? Find 2 possibilities.

b) What 3 fractions could have been added together to create this shape? Find 2 possibilities.

1) Children have been adding together 3 fractions.

$$\frac{4}{12} + \frac{3}{12} + \frac{2}{12}$$

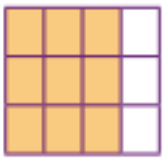
Half of these representations show the correct answer.

Ingrid

A

B $\frac{12}{9}$

C



D $\frac{9}{36}$

E

F $\frac{8}{12}$

Is Ingrid correct? For the representations that don't show the correct answer, explain what could have gone wrong.

2) 2 children are given tennis balls during sports practice. Each child is given an odd number of balls.

How many number sentences can you think of that show the number of tennis balls that each child was given?

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{12}{12}$$

3) Jim says it is impossible for both missing numerators to be even numbers.

Is Jim correct? Explain with reasoning.

$$\frac{1}{\square} + \frac{\square}{15} + \frac{5}{\square} + \frac{\square}{15} = \frac{13}{15}$$

Wednesday 17th June 2020

LI: Learn how to subtract fractions with the same denominator.

Link: https://www.bbc.co.uk/bitesize/articles/znggp4j

Learn

Watch the video below with Martin to find out how to subtract fractions with the same denominator.

Throughout the video, there are a number of questions for you to answer. You can pause the video at these points to allow yourself time to answer.

After watching the video, why not practise more examples of subtracting fractions by creating your own number sentences to calculate?

Activity 1

Complete the questions in this worksheet by subtracting the fractions. There are three questions to complete. The first two questions allow you to practise, while the third allows you to problem solve and explain your answer.

Subtract Fractions

1. Match the calculation to the correct answer.

1. $\frac{8}{12} - \frac{4}{12} =$
2. $\frac{6}{12} - \frac{3}{12} =$
3. $\frac{9}{12} - \frac{2}{12} =$

A.

B.

C.

2. Write a number sentence to match the questions below.

A. At my party, Mum cut the pizza into 8 equal slices. She gave $\frac{5}{8}$ of the pizza to Dad and I ate the rest. How much did I eat?

$\frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square}$

B. 10 friends went to a party. 8 of them had fruit juice. What fraction of them did not have a drink?

$\frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square}$

3. If the answer is $\frac{5}{11}$ what could the question be?

Write down 2 different subtraction calculations that would give this answer.

$\frac{\square}{11} - \frac{\square}{11} = \frac{5}{11}$

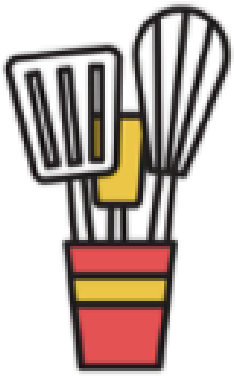
$\frac{\square}{11} - \frac{\square}{11} = \frac{5}{11}$

Thursday 18th June 2020

LI: Learn how to compare two fractions.

Link: https://www.bbc.co.uk/bitesize/articles/z78g47h

Learn



Watch the video below from **1st Level Maths and Numeracy** to find out how to compare two fractions, with Snoot, Finn and Plimble.

What fractions can Snoot make from the leftover food in his kitchen?

Comparing fractions

Comparing fractions is important because it shows you how much of the whole is being represented within each fraction.

Imagine you were sharing a cake. You wouldn't want someone to get a much bigger piece than you! When cutting cakes, you visually compare fractions to make sure everyone gets an equal slice.

The two types of fractions we are going to look at comparing are unit fractions and fractions with the same denominator.

Comparing unit fractions

A unit fraction is a fraction where the **numerator** is **1** (the **denominator** can be any other whole number). For example ¼:

$$\frac{1}{4}$$ **numerator** **denominator**

Since the numerator (top number) never changes with a unit fraction, you have to look at the denominator (bottom number) to compare two fractions.

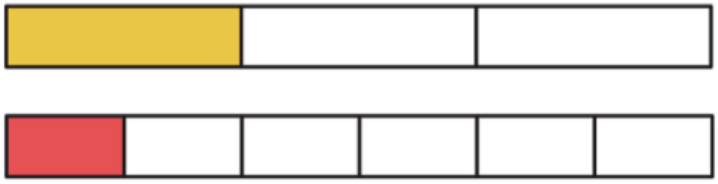
The bigger the denominator, the smaller the fraction!

This is because if the denominator is higher, the whole has been split up into more parts.

Example 1:

Which is bigger, $\frac{1}{6}$ or $\frac{1}{3}$?

Since both fractions are unit fractions you have to look at the denominator to decide which fraction is bigger. You can also use bar models to help you compare.



Comparing fractions with the same denominator

It is easy to compare fractions with the same denominator. You only have to focus on the numerator.

The fraction is larger if the numerator is a bigger number. That's because you are talking about more parts of the whole.

You can see that $\frac{1}{3}$ is the bigger fraction because it has been split up into fewer parts.

If we used the **greater than** and **less than** signs, we would write:

$\frac{1}{3} > \frac{1}{6}$

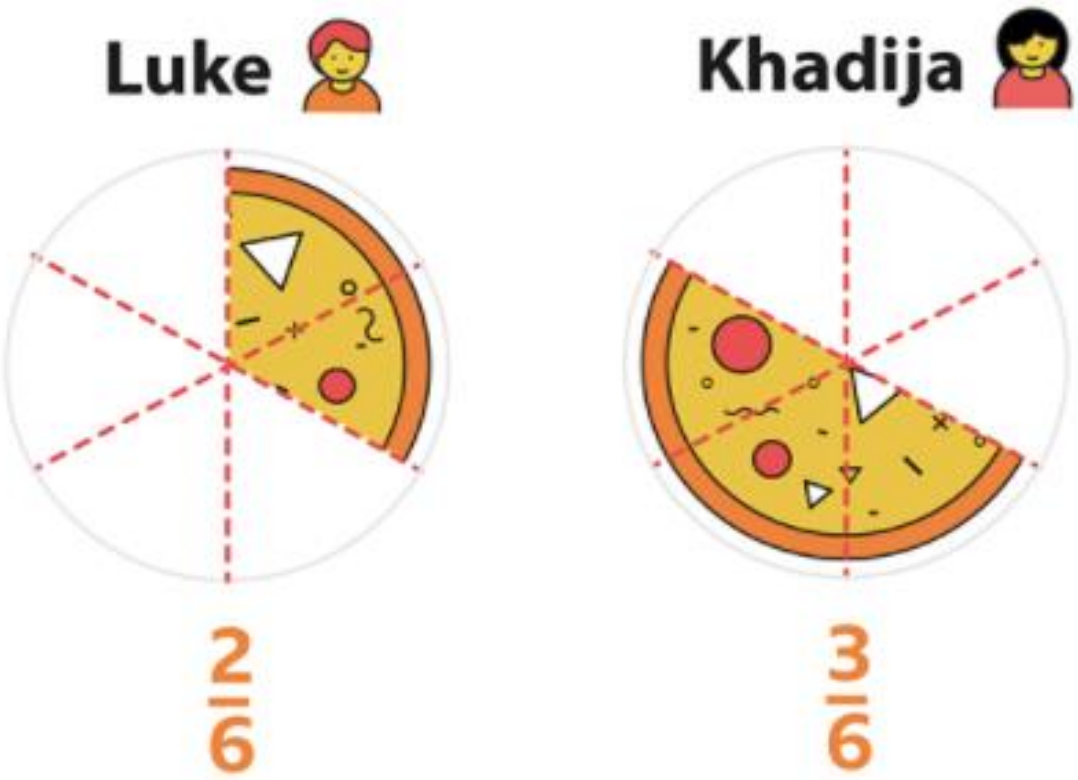
Example 2:

Luke and Khadija cut a pizza into 6 slices. Luke ate $^{2}/_{6}$ of the pizza and Khadija ate $^{3}/_{6}$. Who ate more pizza?

The two fractions you need to look at are $^{2}/_{6}$ and $^{3}/_{6}$. Which has the bigger numerator?

The larger the numerator, the larger the fraction.

It can also help to draw each fraction to understand which one is larger.



You can see that $^{3}/_{6}$ is larger than $^{2}/_{6}$, so Khadija ate more pizza!

Using the **greater than** and **less than** signs, you would write it as:

$^{3}/_{6} > {}^{2}/_{6}$

Finally, watch this clip from the **Super Movers - Live Lesson** all about working out which fractions are bigger and smaller. Why not play along at home?

Compare the fractions with this worksheet from Twinkl

1) Circle the fractions which are smaller than $\frac{4}{5}$?

A $\frac{1}{5}$ **B** **C**

2) Circle the fractions which are larger than $\frac{1}{4}$?

A $\frac{2}{4}$ **B** **C**

3) a) Look at the bar models below. Write the largest fraction shown.

_____

b) Look at the bar models below. Write the smallest fraction shown.

_____

A

B

C

D

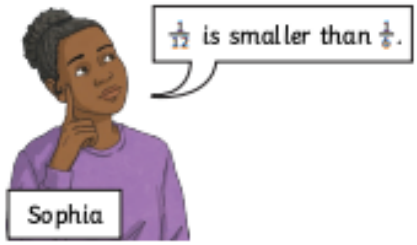
4) Which fraction is the largest? Prove your answer using bar models.

$\frac{1}{8}$ $\frac{1}{2}$ $\frac{1}{4}$

_____

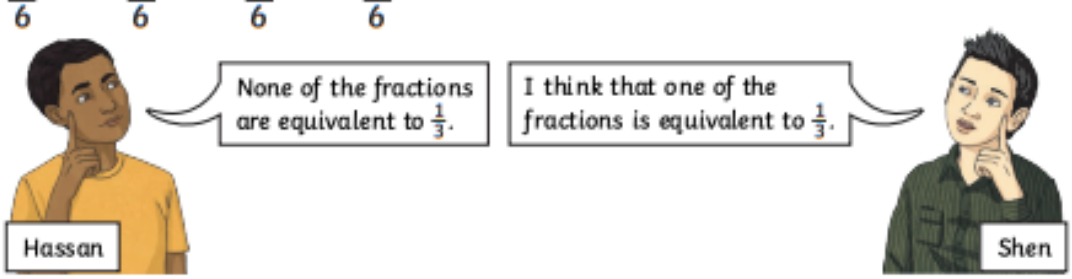
_____

1) Do you agree with Sophia? Explain your reasoning.



2) Two children are comparing fractions.

$\frac{4}{6}$ $\frac{3}{6}$ $\frac{5}{6}$ $\frac{2}{6}$



Who do you agree with? Use a bar model to explain your answer.

3) A bar model is shaded to show a fraction.

a) On the bar model below, draw and shade a larger fraction.

b) Explain how you know that your fraction is larger than the original.

1) Choose two of the following digits to make the number sentence true. (The fraction you make must be less than 1 whole.) How many number sentences can you create?

1	3	6	8	4

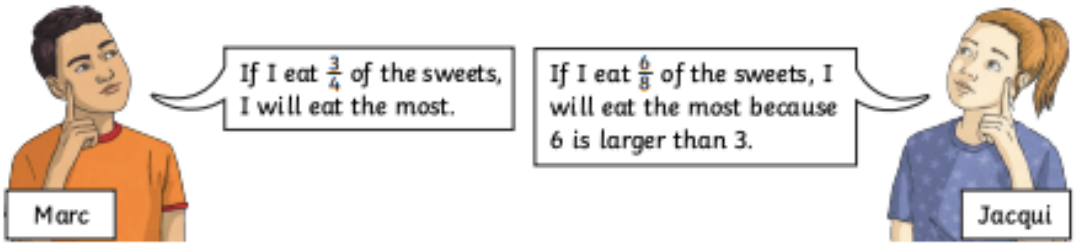
$\frac{\square}{\square} > \frac{1}{5}$

2) Choose two of the following digits to make the number sentence true. (The fraction you make must be less than 1 whole.) How many number sentences can you create?

6	1	10	2	9

$\frac{\square}{\square} < \frac{5}{12}$

3) Two friends each have a bag of sweets and discuss who will eat the most.



Which of the two friends is correct? Use reasoning to explain your answer.

Friday 19th May 2020

Click on the link to find out your maths challenge of the week. This week you will be looking at Maths in football. Don't forget to log onto Mathletics.

https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons

Monday 15th June 2020

History

LI: Find out how and why the Romans came to Scotland.

Link: https://www.bbc.co.uk/bitesize/articles/z4dts4j

By the end of the first century AD, Rome had most of southern Britain under its control.

However, it was a different story in Scotland - this was a much wilder place, still controlled by fierce warrior tribes who refused to bow to the Roman Empire.

The Romans wanted Scotland because:

- Scotland had valuable natural resources, like lead, silver and gold
- the Romans could get rich by charging taxes to the people they conquered and forcing them to become slaves
- the Romans came for 'the glory of Rome' and wanted to conquer new lands and make their empire even bigger and better

The Scottish tribes weren't about to give up their lands without a fight.

Who was living in Scotland?

In Roman times, there was no such country as Scotland - the region was called 'Caledonia' by the Romans, and the people were known as the 'Caledonians'.

Caledonia was made up of groups of people or tribes and while some tribes were happy to get on peacefully with the Romans, others fought back.

In the summer of AD84, some Caledonian tribes joined forces and made a stand against an invading Roman army.

The two sides fought at a place called Mons Graupius (the Grampian Mountains).

The Romans were led by the Roman general Julius Agricola and the Caledonians were led by a fierce chief named Calgacus.

The Caledonians had 30,000 warriors, about twice as many as the Romans, but the Romans were better organised and defeated the Caledonians.

Even though Calgacus and his army fled, the Caledonians returned many times to raid the Roman frontier.

Why did the Romans build walls?

The Romans built walls to protect themselves from the unfriendly northern tribes.

Their attacks were costing the Romans time and money, so in AD122 the Emperor Hadrian ordered his soldiers to build a wall between Roman Britain and Caledonia.

The Romans also built forts and stationed soldiers along the wall to keep watch and fend off any attacks.

Hadrian's Wall runs from Wallsend to Bowness and you can still walk along parts of it today.

In AD140, the Romans added another wall further north between the River Clyde and the River Forth, called the Antonine Wall after the Emperor Antoninus, but it was often attacked by the Caledonian tribes.

In AD160 the Romans abandoned this wall and made Hadrian's Wall the border.

What happened to the Romans in Scotland?

The Romans never really settled in the north as their main concern was to protect Roman Britain from attack.

In the 3rd century AD, there was more fighting along Hadrian's Wall and Emperor Septimius Severus had to come to Britain to fight the invading tribes.

This was the last major Roman campaign in Scotland and although his soldiers won many battles, he got sick and died at York in AD211.

Attacks increased in the 4th century and the Roman army finally left Britain entirely in AD410.

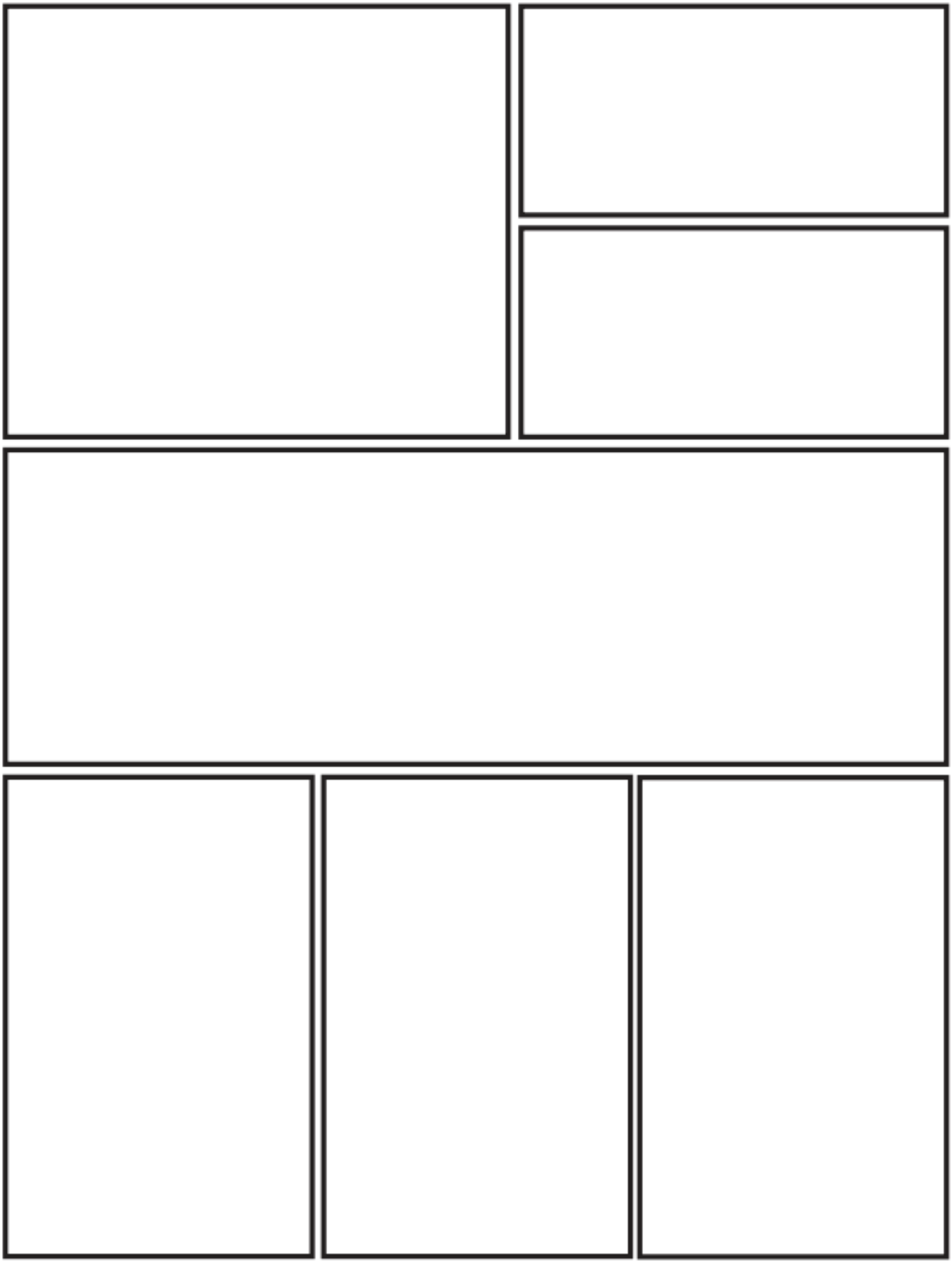
Barbarian tribes were attacking the city of Rome and the Emperor Honorius decided that the Roman legions in Britain were needed elsewhere.

Activity 1

Create a comic strip showing the story of how the Romans invaded Scotland.

You can use the template provided, and you will only need a pen or pencil and some paper.

Roman Britain



Geography

Tuesday 16th June 2020

LI: Learn about volcanoes, including what they are and what makes them erupt.

Link: https://www.bbc.co.uk/bitesize/articles/zhjqcmn

What are volcanoes?

A **volcano** is an opening in the **Earth's crust** that allows magma, hot ash and gases to escape.

Volcanoes can look like mountains or small hills, depending on what type they are.

Magma is molten rock - rock that is so hot it has turned into liquid.

When magma reaches the surface of the Earth it is called lava and comes out of the volcano as a volcanic eruption, along with gases and ash.

In the following video, Sue Venir gives an introduction to volcanoes.

Volcanic eruptions

Most volcanic **eruptions** are caused by **tectonic plates** moving towards each other, which usually produces violent eruptions.

Other volcanoes, such as Mauna Loa in Hawaii, are caused by hot spots in the Earth's crust - these do not erupt violently and lava usually flows slowly out of them.

A volcano erupting.

Eruptions from volcanoes can be very dangerous.

They can produce:

- **Pyroclastic flows** - Fast moving clouds of hot ash, gas and rock
- **Ash clouds** - Small pieces of rock and glass that can be carried in the air for many kilometres
- **Volcanic bombs** - Large bits of very hot rock blown out of a volcano

Volcanoes can, however, help people living near them earn money by bringing in **tourists** to the area and improving the **soil** so that crops can be grown.

Watch this video to see some volcanic eruptions of different scales.

Activity 1

Test how much you have learnt about volcanoes by completing the following quiz.

If you do not have access to the internet you can circle the correct answers using a pencil.

Test your knowledge of volcanoes

Play

Question 1 of 5

What is a volcano?

- An opening in the Earth's crust
- A big rock
- A group of hills

Question 2 of 5

When it erupts, what comes out of a volcano?

- Magma, ash and gases
- Steam, rocks and water
- Plants, fibre and soil

Question 3 of 5

Which of these types of volcano is the most likely to erupt?

- Extinct volcano
- Active volcano

Science

Wednesday 17th June 2020

LI: Learn about the digestive system and teeth.

Link: https://www.bbc.co.uk/bitesize/articles/zvk4f82

The Digestive system

The food we eat has to be **broken down** into other substances that our bodies can use. This is called digestion.

Without digestion, we could not **absorb** food into our bodies and use it.

Digestion happens in the **digestive system**. This is a series of organs that break the food down so it can be absorbed into our bloodstream.

Let's take a closer look at the different parts of the digestive system.

The mouth

Food enters the **digestive system** through the **mouth**.

Teeth

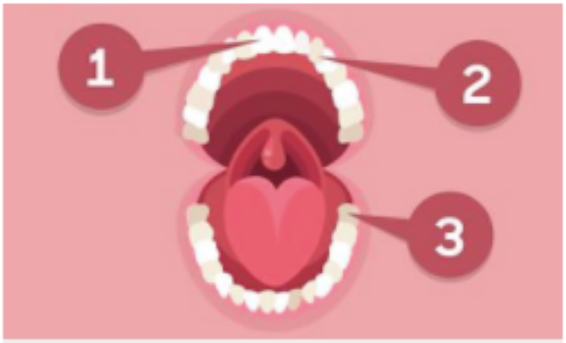
Food is broken down into smaller pieces by **chewing**. The teeth **cut** and **crush** the food, while it's mixed with **saliva**. This process helps to make it **soft** and easier to **swallow**.

Humans have three main types of teeth:

1. Incisors Incisors help you bite off and chew pieces of food.

2. Canines These teeth are used for tearing and ripping food.

3. Molars These help you crush and grind food.



Our teeth will change with age. So, the teeth you have when you are a baby aren't the same as the one's you will have as an adult.

After being **swallowed**, the food passes down the **oesophagus** and into the **stomach**.

Stomach

The stomach is an important organ in the digestive system.

After food has been chewed in the mouth and swallowed, it enters the stomach via the **oesophagus.**

The stomach produces strong acid. This kills many **harmful microorganisms** that might have been swallowed along with the food.

It also contains special chemicals called **enzymes**.

These are important for breaking down the food so it can be absorbed by the body.

The stomach muscles help to mix and break the food down by churning it around.

After it leaves the stomach, the partially-digested food passes into the **intestines** where it begins to be absorbed.

Intestines

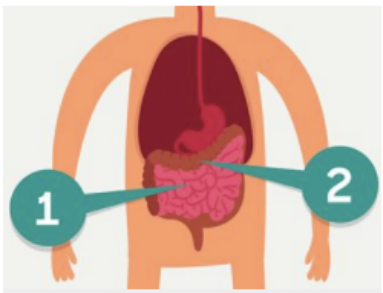
The intestines are divided into two parts: the **small intestine** and the **large intestine.**

1. Small intestine

Digested food is absorbed in the small intestine. This means that it passes through the wall of the small intestine and into the **bloodstream.** The blood then carries the useful substances around the body to where they are needed.

2. Large intestine

By the time the contents reach the large intestine, most of the digested food has been absorbed. This just leaves waste material that the body doesn't need or can't digest. This is called **faeces** or poo, which we get rid of when we go to the toilet.

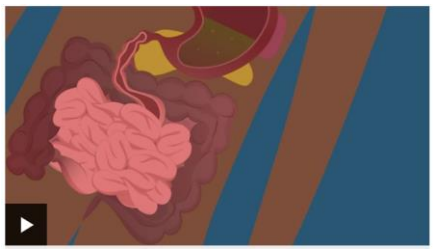


Partially digested food arrives in the intestine from the stomach.

Key learning facts:

How the digestion system works:

- The **mouth** has teeth and saliva that help mash up your food.
- The **stomach** has acid that kills germs and breaks food down more.
- The **small intestine** takes out the bits of food that the body can use - like vitamins and proteins. It sends these around the body in the bloodstream.
- The **large intestine** then takes water out of the food for the body to use.
- What is left is waste. You get rid of this when you go to the toilet!



Activity 1

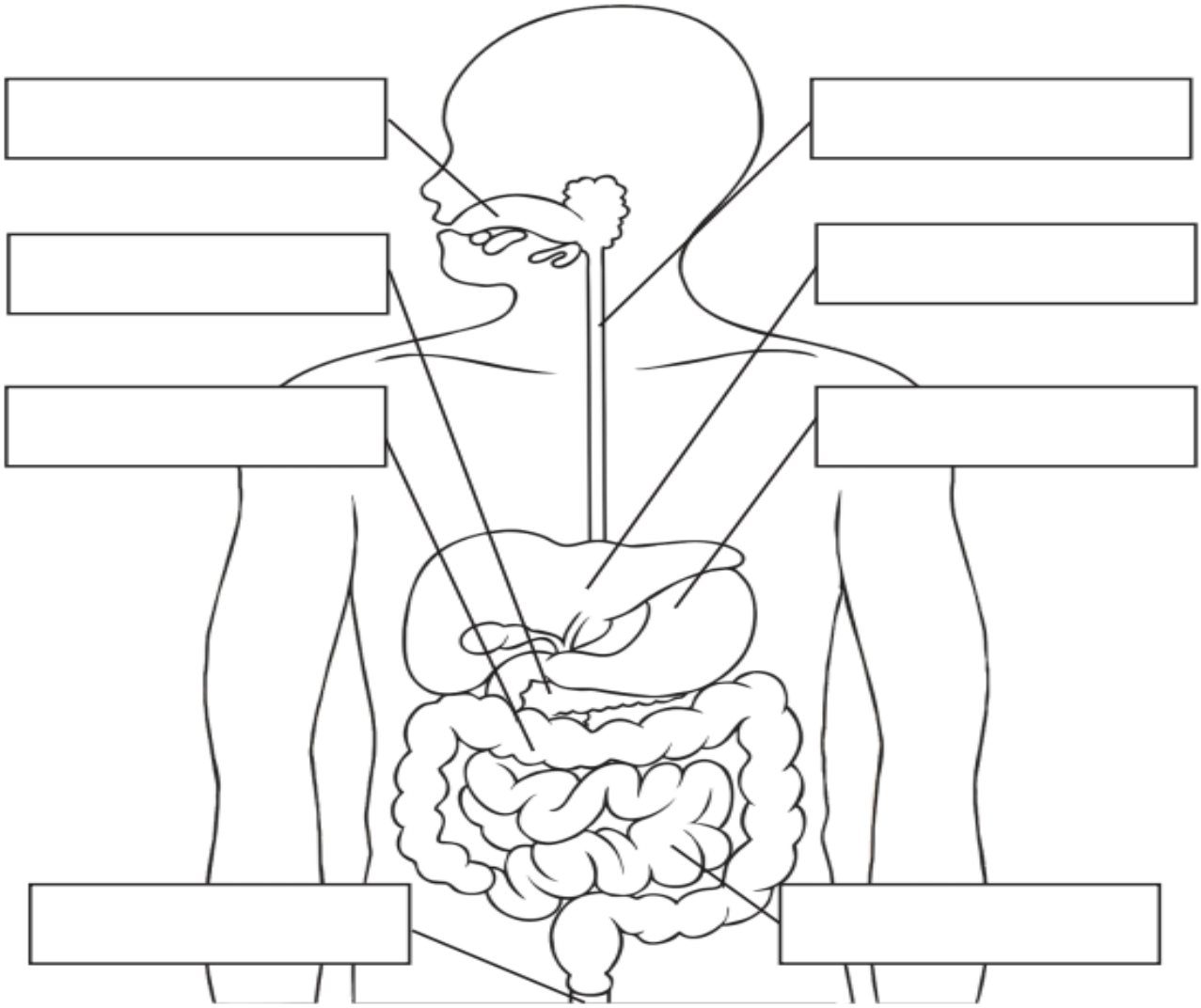
Cut and stick activity

Label the parts of the digestive system using this sheet

Page left blank on purpose so that children can cut and stick next page.

Digestive System Labelling

Cut out the labels and stick them onto the correct digestive parts in this diagram.



Extension

See if you can find out what the large intestine does and why it is important in digestion.

Experience this in AR! Simply scan this code with any device running iOS 12 or later.
For further info, please visit our FAQ page at www.twinkl.co.uk/help/twinkl-apps.

oesophagus	anus	liver
small intestine	large intestine	mouth
pancreas	stomach	

Thursday 18th June 2020

Design and technology

LI: Learn the basics of design skills.

Link: https://www.bbc.co.uk/bitesize/articles/zdn6pg8

Learn

When designing a product, whether on paper or digitally, there are several different design skills you can make use of.

Freehand sketching is the quickest way of getting your designs on paper. They are often done by hand without a ruler.

Annotation, or labelled notes explaining or commenting on parts of a design, can be added at any point, labelling things such as **parts**, **sizes**, **materials**, etc.

When designing a product, whether on paper or digitally, there are several different design skills you can make use of.

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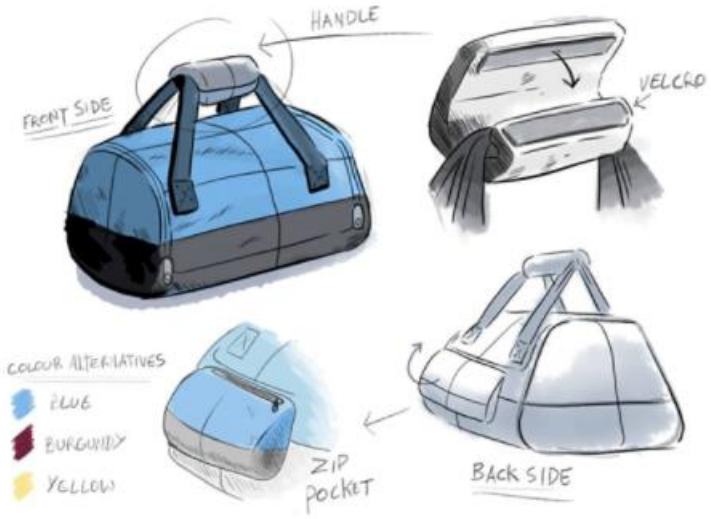


Freehand sketch

Formal drawings are a more precise style of drawing, involving tools such as **rulers** and **set squares**.

You could use **computer aided design (CAD)** so that changes can be made quickly and designs can be shared digitally.

Formal drawings are used when showing an idea to a potential **customer**, showing **measurements** or getting **feedback** from a group of people that would use the end product (**user group**).

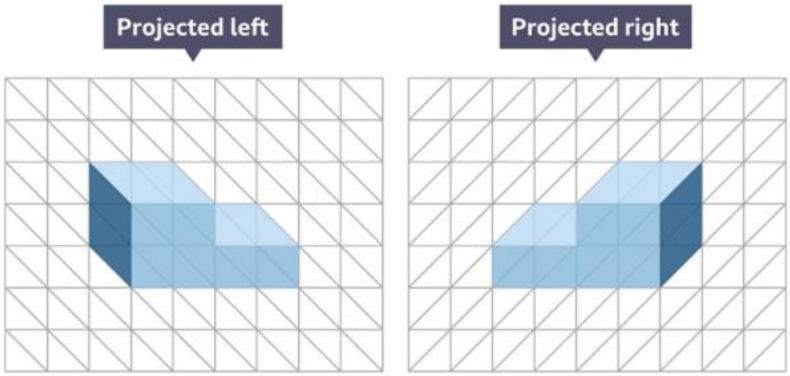
Before starting with either of these, however, you need to know what your product is and what problem it will solve.

In the following video, taken from the *'You Too Can Be an Absolute Genius'* series, Fran Scott discovers how inspiration for an invention can be drawn from everyday problems.

Inspiration for designs

Oblique drawings are a simple way to create 3D designs, as they are done on oblique grid paper and use 45-degree lines. Oblique means slanting at a diagonal.

Oblique drawings are not very realistic as it is impossible to see the front of an object straight on, and the side, at the same time but they can be useful to sketch at speed or to show the front and side of a building.



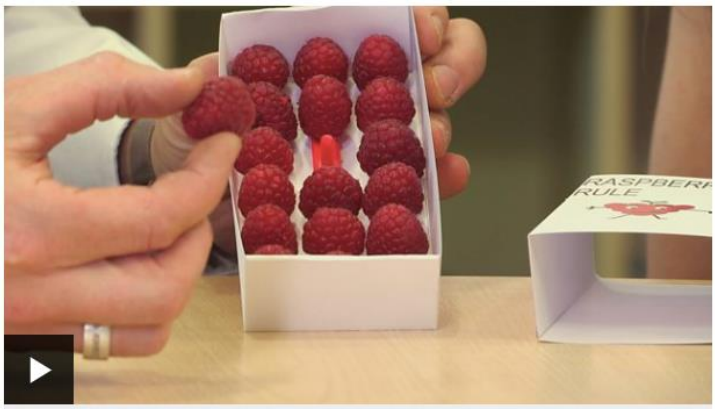
Going on from this, you can then make a **model**, either physically or digitally, full sized or scaled down.

Physical models can be made from a variety of materials, including paper, card and recycled materials, or they can even be 3D printed.

They can give an idea of how a product might be made and can identify and resolve manufacturing mistakes early on, saving time and money.

In the following video, taken from the *'Design Challenge'* series, a team of children research and design some packaging for raspberries using 2D and 3D design software.

One group model an idea for a new design out of plasticine, and use 3D modelling software to convert it to something a 3D printer can produce, while the other group uses 2D design software to design a net shape for the box.



Now you can try and put some of what you have learned about design skills into action.

Activity

Choose a product from your house and think carefully about its design as you produce it using each of the design skills mentioned.

You will need a pencil, paper, ruler, and, if building a model, some materials from around the house and glue or tape.

1. Start with a freehand sketch, by hand without measurements
2. Add annotation to this of materials and parts
3. Build this out into a formal drawing, using a ruler and measurements
4. You can then try and draw this as an oblique projection if you have oblique grid paper, or you can print and use the worksheet attached
5. To go even further, you can then use these drawings to build a model

Projected left

Projected right

BBC Bitesize

Friday 19th June 2020

RE

LI: To understand the Christian belief that Gods plan was always to be friends with his people.
Link: https://request.org.uk/restart/2020/03/26/bible-quest-abraham/

Click on the link above and watch the video. While you are watching the video think about the questions below.

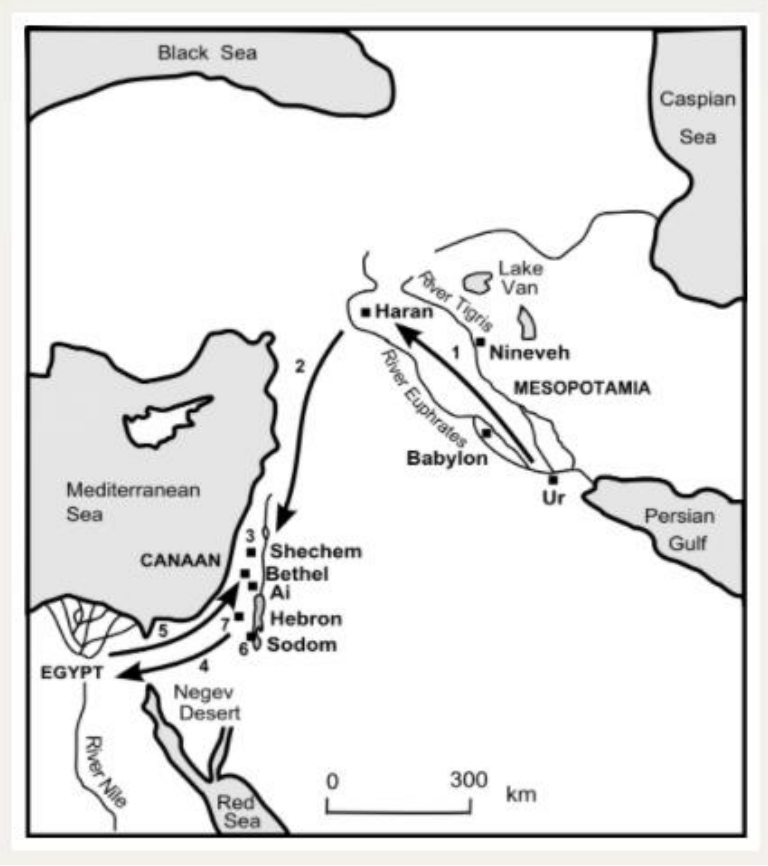
1. How do we show we are friends with people?
2. How do we know that Abraham was a friend of God?
3. What did God promise Abraham?
4. What does the story show Christians about what God is like?
5. Why is the story important for Christians and Jewish people?
6. What part of the story do you think is the most important?

Abram's Journey to Canaan

Gen 11:10-26 The Book of Genesis lists many generations of Shem's descendants including Terah and Abram (later called Abraham).

The story then recommences nearly a thousand years after the building of the **Tower of Babylonia** when Abram is born in the Amorite kingdom of **Mesopotamia**, in c.1900BC.

Gen 11:28 Terah and his family (including his sons Abram and Nahor, and his grandson Lot) live at **Ur** in **Mesopotamia** (see **Map 38**).



Extra Homework! For a chance to win a prize!!

St John & St James
Church of England Primary School

Year 3 Monday Timetable

8:30	**Breakfast**	
9:00	English - LI: To revise how to write a poem and create one of your own.	https://www.bbc.co.uk/bitesize/articles/z9jhqfr
10:00	Maths - LI: Learn how to order fractions according to their value.	https://www.bbc.co.uk/bitesize/articles/z74gp4j
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	History –:LI: Find out how and why the Romans came to Scotland.	https://www.bbc.co.uk/bitesize/articles/z4dts4j
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

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Year 3 Tuesday Timetable

8:30	**Breakfast**	
9:00	English LI : To understand what onomatopoeia is and use it to create a sound poem.	https://www.bbc.co.uk/bitesize/articles/zm4csk7
10:00	Maths LI: Learn how to add fractions with the same denominator.	https://www.bbc.co.uk/bitesize/articles/zhfs2v4
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	Geography -LI: Learn about volcanoes, including what they are and what makes them erupt.	https://www.bbc.co.uk/bitesize/articles/zhjqcmn
14:00	Additional English & Maths - See our school website - Hamilton Trust Daily Tasks	
15:30	Relax	

8:30	Breakfast	
9:00	English – LI: To explore what nonsense poetry is and try writing your own nonsense poem.	https://www.bbc.co.uk/bitesize/articles/zv3v6g8
10:00	Maths -LI: Learn how to subtract fractions with the same denominator.	https://www.bbc.co.uk/bitesize/articles/znggp4j
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	Science - LI: Learn about the digestive system and teeth.	https://www.bbc.co.uk/bitesize/articles/zvk4f82
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

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Year 3 Thursday Timetable

8:30	**Breakfast**	
9:00	English: LI: To understand what synonyms and antonyms are and how they can improve your writing.	https://www.bbc.co.uk/bitesize/articles/zhwqmfr
10:00	Maths LI: Learn how to compare two fractions.	https://www.bbc.co.uk/bitesize/articles/z78g47h
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00		
13:00	Design and Technology LI: Learn the basics of design skills.	https://www.bbc.co.uk/bitesize/articles/zdn6pg8
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

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Year 3 Friday Timetable

8:30	Breakfast	
9:00	English:LI: Reading Lesson -Slime by David Walliams	https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons
10:00	Maths: Maths Challenge on BBC Bitesize	https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	RE – LI: To understand the Christian belief that Gods plan was always to be friends with his people. **Surprise homework!! With a chance to win a prize!**	https://request.org.uk/restart/2020/03/26/bible-quest-abraham/
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	