

## Learning Project WEEK 4 - Animals



**Age Range: Y3**

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>👉 Working on <a href="#">Times Table Rockstars</a> – use your login from <b>your learning journal</b>. If you cannot find it, message your teacher. Our school post code is PE1 4RE. <b>Please spend 20 minutes on SOUND CHECK.</b></li> <li>👉 Play on <a href="#">Hit the Button</a> - focus on number bonds, halves, doubles and times tables. Year 3 times tables are focusing on the 3x, 6x, 4x and 8x tables. Make sure you are confident with the 2x, 5x and 10x first.</li> <li>👉 Adding totals of the weekly shopping list or some work around money. This <a href="#">game</a> could help you to add up money. If you are unsure, have a notepad and pencil/pen next to you for space to work out your answers. Alternatively, you could access money games on <a href="#">Education City</a>.</li> <li>👉 Practise telling the time. This could be done through this <a href="#">game</a> (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes.</li> <li>👉 Get a piece of paper and create your own <b>division questions</b>. This could include pictures, diagrams, explanations, methods etc. You can be as creative as you want to be. <b>Please see your learning journal for the Newark Hill written methods for long addition and subtraction.</b></li> <li>👉 Practise adding and subtracting fractions. You can create your own fractions by slicing up pizza or cutting up cake.</li> </ul>	<ul style="list-style-type: none"> <li>👉 You could share a story with another person. This could be a chapter book where you read and discuss a chapter a day.</li> <li>👉 Read to an adult and then discuss what you have read. Read with expression and intonation.</li> <li>👉 Watch <a href="#">Newsround</a> and discuss what is happening in the wider world.</li> <li>👉 Read a story on <a href="#">Flipgrid</a>. <b>(You can access this through TEAMS)</b> Read it, act it out, perform it, describe it, explore it or share your illustrations of it.</li> <li>👉 Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word? Share on <a href="#">Flipgrid</a>.</li> <li>👉 With an adult, look in magazines, newspapers and books for new vocabulary you are unfamiliar with. You could use a highlighter to highlight in magazines and newspapers.</li> <li>👉 Go on to <a href="#">Education City</a>. We are working on pronouns, suffixes and prefixes.</li> <li>👉 Practise your inference skills. How are the characters in your chosen story feeling? Why do you think the author chose to write in the way that they have? Predict what could happen next.</li> <li>👉 How many facts can you read and share about light using <a href="#">Flipgrid</a>? Use the <a href="#">DKFindOut</a> website for non-fiction facts about <a href="#">light</a>. We particularly want to hear about how shadows are formed.</li> <li>👉 Don't forget to complete your <a href="#">Accelerated Reader</a> quizzes online for the books you are reading</li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)

- Practise the Year 3/4 for [Common Exception](#) words.
- Practise your spelling on [Spelling Shed](#)
- Practise your spelling on [Spelling Frame](#)
- Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?
- Choose 5 Common Exception words and practise spelling them using telephone words. Use a mobile phone keypad to find which number each letter is on, e.g spelling = 77355464.



- **So you want a pen license by the time you come back to school?**  
**Challenge time!** Practise your handwriting daily using these [FREE downloadable and printable sheets](#) to work towards achieving your pen license. We will be checking to see how you have gotten on. Always ensure you have got your lowercase letters at the same height and that your tall letters (t, l, h, d, b) are above the line and letters with a tail (g, y, p, q, f) are below the line. You can also practise using this online [guide](#).

**Want to improve your typing speed?** Then look no further! Try to increase your speed using this [game](#).

- Write an email to a family member telling them all about how your week has been.
- Design an information leaflet about an animal of your choice. Remember to use headings and subheadings.
- Write a description of a fictional animal that has just been discovered. Think about what it looks like, where it lives and what it eats. Draw a picture to show what this new creature is like.
- Write a set of instructions for how to look after a pet. Remember to include what you need and what you need to do.
- Write a haiku poem about a bird of prey using information gathered.  
*(Think carefully about a haiku's structure, remembering the number of syllables required in each line)*
- Take part in a writing [master class](#).

### Learning Project - to be done throughout the week

The project this week aims to provide opportunities for you to learn more about key animals you are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

- **Let's Wonder:**

Create fact files about deadly predators. Draw pictures of the predators and label them with information you find out. Where does the predator live? Why does it live



there? What does it eat? How does it capture its prey? What special qualities do these predators have? Make a [food chain](#) to demonstrate why a predator is at the top of the chain. You could make a set of [top trump cards](#) using the information you found out.

- **Let's Create:**

Explore the artist [Franz Marc](#). Find out who he was and what type of artist he was. What did he like to create pictures? Look at some of his paintings online. Then choose an animal to draw and add colour to, in a similar style to his. What do you think of his paintings? Did you like your finished piece of artwork? Why?/Why not?



- **Be Active:**

Get out into the garden and make a [bug hotel](#). Go on a mini beast hunt and record what you find. If you find any minibeasts you haven't seen before and you could always look it up online. What can you find out about these amazing creatures?



***Recommendation at least 2 hours of exercise a week.***

- **Time to Talk:**

Find out which animals are your family members' favourites and why. Have a family debate about whether zoos should exist? Discuss whether you agree/disagree and why? Do your family members have a different opinion to them? Why not debate whether animals should be kept as pets?



- **Understanding Others and Appreciating Differences:**

Which animals are considered to be sacred around the world and why? [Sacred Animals](#)  
Who admires cows? Lions? Wolves? Which animals were important to the Egyptians and why?



### Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

[Education City](#). – All children at NHA will have their logins in their **learning journals**.

#TheLearningProjects

If you have any further queries, please do not hesitate to contact the Year 3 teaching team.

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