



Age Range: Y3


## Weekly Maths Tasks (Aim to do 1 per day)

- 👉 Working on [Times Table Rockstars](#) – use your login from **your learning journal**. If you cannot find it, message your teacher. Our school post code is PE1 4RE. **Please spend 20 minutes on SOUND CHECK.**
- 👉 Play on [Hit the Button](#) - 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.
- 👉 Adding totals of the weekly shopping list or some work around money. This [game](#) 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 [Education City](#).
- 👉 Practise telling the time. This could be done through this [game](#) (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes.
- 👉 Get a piece of paper and create your own **subtraction questions**. This could include pictures, diagrams, explanations, methods etc. You can be as creative as you want to be. **Please see your learning journal for the Newark Hill written methods for long addition and subtraction.**

Practise adding and subtracting fractions. You can create your own fractions by slicing up pizza or cutting up cake.

## Weekly Reading Tasks (Aim to do 1 per day)

- 👉 You could share a story with another person. This could be a chapter book where you read and discuss a chapter a day.
- 👉 Read to an adult and then discuss what you have read. Read with expression and intonation.
- 👉 Watch [Newsround](#) and discuss what is happening in the wider world.
- 👉 Read a story on [Flipgrid](#). **(You can access this through TEAMS)** Read it, act it out, perform it, describe it, explore it or share your illustrations of it.
- 👉 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 [Flipgrid](#).
- 👉 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.
- 👉 Go on to [Education City](#). We are working on pronouns, suffixes and prefixes.
- 👉 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.
- 👉 How many facts can you read and share about light using [Flipgrid](#)? Use the [DKFindOut](#) website for non-fiction facts about [light](#). We particularly want to hear about why some shadows are darker than others.
- 👉 Don't forget to complete your [Accelerated Reader](#) quizzes online

	for the books you are reading.
<b>Weekly Spelling Tasks (Aim to do 1 per day)</b>	<b>Weekly Writing Tasks (Aim to do 1 per day)</b>
<ul style="list-style-type: none"> <li>👉 Practise the Year 3/4 for <a href="#">Common Exception</a> words.</li> <li>👉 Practise your spelling on <a href="#">Spelling Shed</a></li> <li>👉 Practise your spelling on <a href="#">Spelling Frame</a></li> <li>👉 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?</li> <li>👉 Choose 5 Common Exception words and practise spelling them using green vowels. Write the word and every vowel complete in green, e.g. spelling.</li> <li>👉 <b>So you want a pen license by the time you come back to school? Challenge time!</b> Practise your handwriting daily using these <a href="#">FREE downloadable and printable sheets</a> 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 <a href="#">guide</a>.</li> <li>👉 <b>Want to improve your typing speed?</b> Then look no further! Try to increase your speed using this <a href="#">game</a>.</li> </ul>	<ul style="list-style-type: none"> <li>👉 Write a diary entry after researching about <a href="#">Ferry Meadows</a>. Imagine you have spent the day there. What activities could you have completed? How did they make you feel? Did you see anyone you recognized?</li> <li>👉 Imagine you are going to the train station. What can you see? What can you hear? What can you smell? How many trains are pulling into the platforms? Do you get anything to eat? Do you meet anyone? Write a setting description – firstly in 1<sup>st</sup> person and then again in 3<sup>rd</sup> person. Remember 1<sup>st</sup> person = I, me, myself, we 3<sup>rd</sup> person = he, she, they</li> <li>👉 Write a non-chronological information report using sub-headings and headings about <a href="#">Peterborough Cathedral</a> or another place of worship in Peterborough. E.g. <b>Title:</b> Peterborough Cathedral <b>Introduction</b> Peterborough Cathedral has been a place of worship for centuries and towers over the city of Peterborough, high above for all to see. The ancient walls display history from different generations that began long ago. <b>Why is it here?</b> <b>How long has it been around?</b> <b>How do people use it?</b> <b>What historical figures does it hold?</b> <b>What events does it facilitate?</b> <b>Exhibitions</b> <b>Glossary</b></li> </ul>
<b>Learning Project - to be done throughout the week</b>	
<p>The project this week aims to provide opportunities for you to learn more about the area in which you live. Learning may focus on your local area, famous people, key landmarks and links to your city.</p> <p>👉 <u>Let's Wonder:</u></p> 	

- Think about your street. What type of houses are on your street? What type
- of house do you live in? What other buildings are close by? Find out about your local area, what different buildings does it have? How old are some of those buildings? How have they changed over time? Use a map to locate different places. Look on [Google Earth](#). Draw your own map of their local area.



🗣️ **Let's Create:**

- Choose a building most most admire in your local area. (Library, Police Station, Train Station, Hotel, Shop) Make a model of that building using materials of your choice. (Playdough, [junk modelling](#), Lego etc.....) How well did you do? What would you do differently next time? What have you learnt?

🗣️ **Be Active:**

- Get out into the garden, pull up some weeds or mow the lawn? Does your garden need a tidy up? Maybe you could plant some seeds.



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

🗣️ **Time to Talk:**

- Were your family members all born in this local area? If not, how is their place of birth different to their own local area? If they were, how different is the local area since they were born? Talk about their memories of how it has changed.



🗣️ **Understanding Others and Appreciating Differences:**

- Research different places of worship that can be found in your local area. Can you find your nearest Church? Mosque? Synagogue? Temple? Gurdwara? What can you find out about them? Draw pictures and label them with any information you find out.



🗣️ **Reflect:**

- Think about what would improve your local area? What is your local area lacking? What spoils your local area? What could be done?



**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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