










Year 3 Tasks W/C 11/05/20 (Offline)



	Monday	Tuesday	Wednesday	Thursday	Friday
Daily activities	Times table practice (write them out, get family members to check, make flash cards etc.). Create your own 30 minute workout and challenge your family to it!				
Reading	A book of your choice for 30 mins. Either make up your own comprehension questions using the VIPERS grid attached and answer them, or get a family member to ask you some.				
English BBC Bitesize (from 11/5/20) Daily online lessons, with a dedicated TV channel, including podcasts and videos on iPlayer. These may also be accessed using the red button on the TV remote control.	Using Similes and Metaphors	Writing a Diary	Proof reading	There, their or they're	Reading Lesson: Charlie Changes into a Chicken
	Extra challenge: Write a Diary entry – Could you write the diary as if a pet animal had written it (E.g. Diary of a Killer Cat)? Perhaps it could be a pet you own or an imaginary pet? What might they get up to? How might they be feeling having everyone home?				
Spelling	Work through your spelling booklet (one section a week). Use the techniques we have used in school to help you learn them. These techniques are attached.				
	Write the words in a sentence.	Look, say, cover, write, check	Pyramid words	Strategy of your choice	Test
Maths Use Abacus textbooks available from the reception during school hours.	Year 3, textbook 1 pg 56 Finding fractions of amounts	Year 3, textbook 1 pg 57 Finding unit and non-unit fractions of amounts.	Year 3, textbook 1 pg 92 Problem solving (word problems)	Year 3, textbook 1 pg 93 Problem solving (word problems)	Year 3, textbook 1 pg 94 Problem solving (cube puzzles)
	Extra Challenge: Have a go at the problem called 'Fractional Triangles'. Use different coloured pens or pencils to outline the different fractions.				
Theme RE: Sikh Festivals Music/DT: Sound	RE, Introduction to Vaisakhi: Read the information sheet. Create a story map (like we have in English lessons) to help you remember the story of Vaisakhi.	RE, Vaisakhi: Complete the 'fill in the gap' task using your information sheet and story map to help you.	DT: Using materials in your home, can you design & make some musical instruments out of rubbish (e.g shakers in old tubs, stretch elastic bands or hairbands to	DT: Finish making your instruments. See what sounds you can make with them,	Music: Using the instruments you made can you create a rhythm or song which Sikhs could play to celebrate Vaisakhi. Challenge - can you add song lyrics which include

<h3>Vocabulary</h3> <p>Find and explain the meaning of words in context.</p> 	<h3>Infer</h3> <p>Make and justify inferences using evidence from the text.</p> 	<h3>Predict</h3> <p>Predict what will happen based from the details given or implied.</p> 	<h3>Explain</h3> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<h3>Retrieve</h3> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<h3>Summarise</h3> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>	<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>	<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _____ ld</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>	<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>	<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 