

Year 3
Summer 1 Week 2
Amazing Amazon

Please find this week's areas of study and learning outcomes. Any online activities will be available on Purple Mash from 9am Monday 27th April.
 Stay Safe Everyone! ☺



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Be Awesome, Shine Bright!

Mathematics

This week in maths we would be using mental methods to add and subtract in a range of contexts, choosing the most efficient method from the school's calculations policy.

- Add and subtract numbers mentally: a three-digit number and ones; and tens; and hundreds.
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.
- Estimate the answer to a calculation and use inverse operations to check the answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

English

Our unit of work is a narrative unit based on the story "The Wings of the Butterfly" set in the rainforest. It can be read here: <http://www.aaronshp.com/stories/030.html>

We would be studying the following objectives this week:

- To collect and classify nouns, adjectives, verbs and adverbs (this can be a list from the text).
- To explain the meaning of unfamiliar words using context or by looking up in a dictionary (there are lots of unfamiliar words in the suggested text that can be explored).
- To draw inferences around characters thoughts, feelings and actions and use evidence from the text (ask how or why questions about the characters behaved in a certain way).
- To use subordinating conjunctions to write complex sentences (sequence the events in the story using before, after, when, because, if and that to create complex sentences).

Spellings: Year 3 Statutory Word List (on Purple Mash 2Dos, I will add a copy to the School Website)

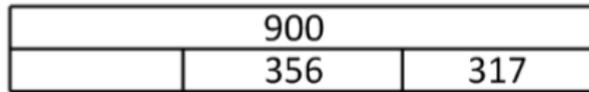
Creative Curriculum- we usually cover two subjects per afternoon. This is our normal timetable.

<p>Spanish: This week we would be continuing "Los meses del año" using the activities on Purple Mash. Have a go at the "Muddled Months" activity and watch the celebrations video. If you click on the "For Teachers" button you will find printable resources. Independent Write: A double page spread for an information book about the Ancient Egyptians.</p>	<p>R.E: In R.E this week we would be looking at God's rules by looking first at the story of the fall (Genesis 3) and talking about the rules Adam and Eve were given and what happened when their relationship with God was damaged. We would be moving on to look at the story of Moses, up to the point where he is given the ten commandments. These are God's rules, called a covenant, children could research what this means, and whether the people of the world changed their ways after this.</p>
<p>P.E: Continuing our work on Outdoor and Adventurous activities children could build and complete obstacle courses around the house or in the garden, or develop their communication skills by taking turns to lead each other on a pathways through the house or garden blindfolded (safety first please!).</p>	<p>Science: Our unit of work in Science is "Life Cycle Changes in Animals and Plants". This week it would be great if the children could choose one animal and research and present information about its life cycle, e.g. is it hatched from an egg or a live birth? How does its body change as it grows? Does it eat different food at different life stages? How does it reproduce? (e.g. does it lay eggs?) We would also be researching famous scientists like Jane Goodall and looking at their work.</p>
<p>Art: In this unit of work we would be looking at the work of Henri Rousseau and Ruth Daniels, whose art focused on tropical plants and animals. This week, encourage children to look at Ruth Daniels' contemporary style of art and create a still life with various plants (house plants or collected flowers and leaves from a local walk) and draw them using various media e.g. pen, pencil, pencil crayon, chalk, altogether in one colourful image.</p>	<p>Music: Children could watch this clip https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-kerry-andrew-no-place-like/zfvn7nb about a piece of music inspired by children's submissions about "Home". Can children identify all the everyday sounds in the middle section of the music? Can children create their own poems with sound effects about their own homes?</p>
<p>Computing: This week we would be continuing our work on "Branching Databases". I have set a 2Do on Purple Mash for children to create their own branching databases using 2Question, to identify different fruits and vegetables using "yes/no" questions. This follows on from last week's offline work.</p>	<p>Geography: This week we would be looking at the following key questions from the unit: What do we know already about the Amazon Basin region and what do we want to find out? Where in the world is the Amazon Basin and in which countries is it located? What is the physical geography like? (<i>climate, soils, vegetation, rivers, biome</i>).</p>
<p>D.T: It would be fantastic if children could be given the opportunity to practise some sewing skills this week. They could sew buttons or patches onto dishcloths or use old clothing if there is anything available. Threading practise is also useful, this can be done with many household objects like shoelaces and colanders or cheerios and raw spaghetti.</p>	<p>Golden Book: A time to reflect on the week and celebrate all you have achieved together! Maybe you could use this time to post on the class blog about what you have been up to or email Miss Hartley some information and pictures to share with the school community. Well done, you've made it to the end of another week!</p>

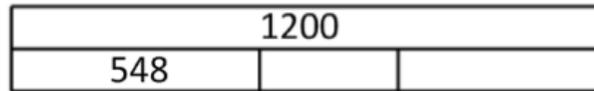
Please do not feel that we are asking you to complete all of the above activities. They are simply ideas that you may wish to look at. Whatever you choose to do whilst at home,

Using and Applying

Identify the missing numbers in this bar model.



Find three different ways to make this bar model correct.



Write in four **different** missing digits to complete this number sentence. Put **one** digit in each box.

		+			=	156
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Now find another way to complete the number sentence.
Which of these calculations should be done mentally and why?

$326 + 200 =$ $421 - 70 =$ $57 + 35 =$ $104 - 95 =$ $273 - 49 =$

Look at this irregular hexagon. Its perimeter is 87cm.
Compare the lengths of the sides and estimate the length of each side.



Peter has four puppies. Their masses are:

1200g 1kg 1kg 700g $1\frac{1}{2}$ kg

Peter doesn't know which puppies have which mass.
He has a balance and a 1kg mass.
How can he work out the mass of each puppy?



Contextual Learning

Adding and subtracting can be carried out in the contexts of measures – length (including perimeter), mass, capacity, time and money. These measurements could be from sports events (time, distance) or shopping (mass, capacity and money) etc.

Children should use an appropriate strategy to solve the calculation based upon the numbers involved (see modelling section for the order of preference).

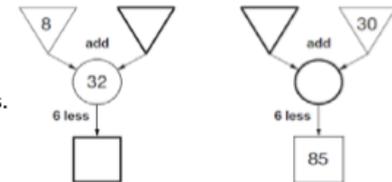
Measuring, comparing, adding and subtracting volumes, capacities and masses can be applied to many real-life contexts such as following recipes.

Assessment

John buys a tin of beans for 79p and a loaf of bread for 75p. How much change does he get from a £2 coin?

Calculate $345 + 678 - 123 =$

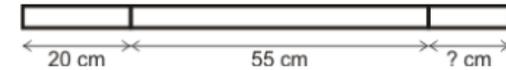
Write the four missing numbers in these diagrams.



Calculate the missing number:

$\square + 356 = 721$

Jude has a stick measuring 92 cm.
He cuts it into three pieces, as shown.
How long is the last piece?



Steve needs to put **1 litre** of water in a bucket.
He has a **250 ml** jug.
Explain how he can measure 1 litre of water.



Draw this triangle on centimetre square paper.
Measure the length of each side in mm.
Calculate the perimeter of the triangle.

