

Good morning my lovelies!

Three more weeks to go - you're doing so well, so keep it up! Just as before you have instructions for each day, with either three or four daily lessons, and you have your second week of using Oak National Academy. You will see that there are additional activities for numeracy too, which are there if you have managed the Oak lesson well and want a further challenge. There are also ideas of practical activities that you can explore to deepen your confidence and understanding.

Again, some will need Purple Mash, some will have resources on our class page, or some will just need things you have at home.

Remember to start a new page for each activity, writing the date and LO neatly - you don't want to be rusty in your presentation for Miss Hill in September! If the LO is in purple, then it is either on-line, or an oral session, where you don't need to write anything in your book - though you can still write it in if you think you are going to make notes or use your page for jottings/working out and so on 😊.

Have you been sticking to the Daily box too?! Remember that it's at the top, with a reminder of learning or activities that should be happening every day. Keep to it lovelies - you're doing so well!

Remember too to check the marking for activities on Purple Mash, including clicking on any audio I've left you. I will reset tasks if I think you've got into a pickle, or if I think you could definitely do better, or even just for fun! If you're stuck, or have any questions, your grown-up can e-mail me at

year3@fairwayprimary.co.uk or e.hammett-kay@fairwayprimary.co.uk

Send me pictures of your work and let me know what you are up to, what you're really proud of and generally how you are getting on.

For each of the tasks that require some kind of research or online support, think about using the sites that I would normally direct you to. As a reminder, these are good generally for areas of learning:

- [BBC Bitesize](#) [Purple Mash - with your log-in](#) [Primaryhomeworkhelp.co.uk](#) [Ducksters.com](#)

Special shout-outs go to...

Catch-ups from last week first for your lovely island tourist leaflets. I loved reading them, and the ideas were so captivating and the details so thorough that I had a very happy time reading them and imagining myself island-hopping! Special mentions for this work go to Eva, Emily, Jessica, Georgia, Max, Amber and Amber - brilliant work all of you 😊

Max - excellent imagery in his concrete poem

Polly - great ideas and lovely presentation in her sea poem

Aleeza - lovely ideas in her poetry this week - and a beautiful spiral too!

Jessica and Georgia - brilliant French work and definitely ready for a French café! Also see their excellent 'Future Biographies' on our class page

Aleeza and Amber Sm - brilliant work on how flowering plants grow, where they used all of our recent learning well, putting in plenty of detail

Keep cheerful, focused and positive - remind yourself of all the ways in which you've grown over this time, all the things you've learned and all the ways in which you have been helped, and helped others in turn, Ms H-K x

Daily:

- 1) Fresh air, sunshine, running around, playing badminton, playing catch, getting breathless, laughing, giggling and being happy!
- 2) And maybe inside in the cool, back to Joe Wicks? He's now on just 3 times a week, first thing in the morning still, plus remember to check out any of the Cosmic Yoga that you haven't tried yet. (We did

another in school this week and it was very... stretching!)

- 3) Lots of lovely reading - in bed in the morning, at bedtime, in the garden, under the table, using a torch, reading to teddy, reading to mummy, reading to the birds...!
- 4) Times Tables - I'm putting Monster Multiplication back up for you, as some of you were missing it, plus remember to keep on with TT Rock Stars. At the moment Y4 keep on romping home to the top place each week...
- 5) Recorder practise - make beautiful music ☺.



Spellings Activities:

- 1) Look at the new spellings on our class page - r words - each in sentences. Try using each of them in different sentences (just orally is fine first). Try to think of some sensible sentences, then some that are just ridiculous! Choose your best sentence for each to write out.
- 2) Now practise each word using at least two strategies:
 - Rainbow spelling - heart
 - Pyramid spelling
 - Quick-write - how many times can you correctly write the word in a minute?
 - Make a link
 - Make a mnemonic
- 3) Look at the new version of the Y3/4 spelling on our class page - find this week's words on there. Which other words are they grouped with? Why?
- 4) What other words can you think of in the same word family? (heart: hearty, heartening, heartless...)
- 5) Then you're going to have to get some-one to test you!

Numeracy

Literacy

Reading

History

O N D A Y

Numeracy

This is the second week of your unit of measures, and again it will be with Oak National Academy.

LO: I can compare and order mass.

<https://classroom.thenational.academy/lessons/ordering-mass/activities/2>

Remember that the short quiz at the start is like the **Connect** that we'd have in class, then Mr Etherton will introduce the learning for today, reminding you about what you worked on last week. (So if you didn't do last week's, then you need to go through that first 😊.)

Remember too that you **don't** need to print anything off - you'll just need paper and a pencil, and pause the video to do working out, as and when Mr Etherton tells you too.

Challenges: there are additional activities on our page, where you will find a mix of reasoning and problem solving challenges. Try one of these each day if you've managed the Oak work confidently 😊.

Literacy

Spellings - 10 minute activity please from the spelling box above.

LO: I can devise story possibilities

Connect: so do you remember the Story Tiles?

When we first started our home learning journey, I put this activity on our class page. If you didn't make them at the time, or if you need a reminder, you need to scroll right down to the bottom to find them. Have you found them? Good 😊.

Activate: so the first job today is making the story tiles. If you have some already, then you can use those, but you may want to add some extra icons (simple pictures or symbols), maybe inspired by your thinking so far about your island. Remember that you want to end up with about 50 tiles, as this will give you a lot of variety in your stories. Head over to the excellent Story Cubes website - <https://www.storycubes.com/en/> for some inspiration.

(We use Story Cubes in school and they are excellent for developing language skills, imagination, problem-solving and vocabulary. So if you are ever stuck for a present idea, these are really good 😊.)

Demonstrate: watch the clip on the Story Cube website where Rory demonstrates how to play the story game and



some-one else has their first go. So now you are ready to play - take it in turns with someone from home - or more than on if you like - and see where your story takes you. Remember that there are no rules, you start with the first tile that really grabs your attention, and if the story gets outlandish, as Rory says 'Just roll with it!'

Consolidate: when you have finished, think back over today's stories. Which ones were the best? What made them good?

Reading

LO: I can use knowledge of root word, prefixes and suffixes to decode words while reading.

LO: I can retell a story that has been read.

Today you have the next chapter of your book to read, or for those of you who have just finished Beth on the Nile, you are starting your new book. You can either read it on-line or print it off, as you will be using this section all week. If you print it, it's a couple of pages if you don't print the cover picture.

When you have read the chapter, you then have a short quiz on the events so far - this will make sure that you are taking in your reading well☺.

Geography

Today we are heading much further afield than the South West of England! This week would have been the opening of the Olympics, which of course have now been postponed until next year. Across the school we are looking at the Olympics and the Olympic countries. Each class has been allocated countries by Miss Hartford - we have countries from across four continents, with Germany, Italy, Bangladesh and Fiji. (Can you tell someone at home the name of a major river that flows through Germany? I hope you remember it!)

On our class page you will find the Olympics challenges, with fifteen different activities for you to choose from. You can base all of them around one of our countries, or look at a spread. Choose different types of activities to have a go at and send me some pictures if you can.

You will have a few slots to do work around this - all of this afternoon, most of the Thursday afternoon, plus a slot on Friday morning, so do get stuck into it!

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Numeracy

Literacy

Reading

French

Numeracy

LO: I can add and subtract mass.

<https://classroom.thenational.academy/lessons/add-and-subtract-mass/activities/1>

Today's lesson will be with Mr Etherton again.

Challenge: ask a grown-up at home if you can have a rummage in the food cupboard. Can you find three items that total 1Kg in weight? Can you find five items that total 800g?

Remember the other challenges on our class page 😊.

Literacy

Spellings - 10 minute activity please from the spelling box above.

LO: I can plan out an island adventure.

LoR: Asia

Connect:

* Ash had been dozing happily in the sun, sleeping off a particularly fine lunch, when the huge egg had landed in his lap.

* The lightning that tore across the sky lit up the worried faces around Mina. What was going on? They'd never had storms like this.

Stories can start in all different ways and lead to different places. They can be funny, unexpected, scary, heart-warming or many other things. Yesterday you were developing your story-telling skills, and today you are going to put your stretched imagination to good use, planning out a brilliant, gripping story based around your island.

Activate: you have two possible starting points for this:

- 1) Use your island map from the week before last, plus the some of the ideas from your tourist leaflet from last week, and base your story just on your island.
- 2) Look on our class page where I've put a beautiful drawing of a group of islands. You could redraw your island on a map, but also add in one or two neighbouring islands. These islands could really contrast with your first island. One might be dangerous and shrouded in secrecy; one might be abandoned; one might be a protected



reserve and home to a rare and endangered... There are endless possibilities😊

Demonstrate: you are going to plan out your story, starting as yesterday with the first idea that grabs you. Use these prompt questions to help get you going. (You'll see that I've put them on the island page too.)

- Who will be the main character?
- What are they doing when we first meet them?
- Where are they?
- What happens that is surprising? How do they react?
- How do they have to help someone? What do they have to do?
- Who will help them?
- Who will they meet?

You can organise your plan however you choose: you might want to draw your islands or print off the picture and add labels, maybe using Post-its. You might want to use a story board frame, so I'll put a prompt for that on our page too, or you might want to plan it out with subheadings for where each bit of the action is taking place (it's probably best to only plan for your character to have to visit maybe three main places over the course of the story) and then use bullet points underneath to organise your ideas. The choice is yours!

Consolidate: go back to where your story will start. What's your opening line? (Think about the Connect examples to help you dive into the action.) Tell the start of the story to someone at home.

Reading

LO: I can order events in a narrative.

LO: I can apply my grammar knowledge with new vocabulary and content.

LoR - Europe

Connect: re-read the chapter.

Main: today you either have your tasks allocated on PM, or you'll find them on our class page, depending on which book you're reading. Your activities will be a mix of sequencing the events or grammar based activities linked to the vocabulary in the chapter.

For any of these, you can either print them off, or just write the answers in your book😊.

French

LO: I can recognise and use familiar vocabulary for food.

Connect: so you have spent a couple of weeks now practising using vocabulary for ordering food and drink. Go back to the Waiter song and have another go. How well do you remember the words?

Activate: last week I asked you to think through what you were going to put on your menu, so hopefully you have things planned out already. As you will be running your café this week hopefully, you'll need to get a couple of menus ready.

<https://agreenmouse.com/making-biscuits-in-french/> If you want to be really adventurous, follow this link to see a biscuit recipe in French (with the translation side by side). These smiley face biscuits would be great for your café!

Demonstrate: host your café at some point this week and I hope that it goes brilliantly - and that I could be a customer!

Consolidate: I have put a menu frame on PM for you, so hopefully you'll be able to show me how it went. In the box at the bottom, you could add a review for your café from one of your happy customers☺.



W

Numeracy

Literacy

Reading

RE

E

Numeracy

LO: I can add and subtract mass.

LO: I can solve problems involving mass.

<https://classroom.thenational.academy/lessons/solve-problems-involving-mass>

Today you are being taught by Miss Brinkworth, who led three of your lessons last week. Remember that yesterday's lesson was a two-parter, so here comes part 2!

Challenge: did any of you do any baking or cooking last week? Great! If you didn't, then this is a great way to practise using your measures - so that's a good excuse for making biscuits! Maybe you could make something to serve in your French café this week...

D

N E S D A Y

Literacy

Spellings – 10 minute activity please from the spelling box above.

LO: I can bring story settings and characters to life.

LO: I can write an adventure narrative, following my plan.

Connect: look at our class page, for 'How to paint a picture for your reader'. I've put extracts from a mix of stories, each set in very different places, but where the author has managed to give us a clear picture in a very short time.

Activate: look at your plan again, and think through the different places that your character is going to travel to. What language are you going to need to bring that alive for your reader?

Setting 1:

Setting 2:

Setting 3:

Spend five or ten minutes planning out some details for each place that the action takes place. Use the ideas that you already have from your first island map and your leaflet to help you if you're using those islands.

Demonstrate: look on PM now, where I've put a template for you to write your story on. Looking at your plan, talk through the rough action of the story with someone at home. Any last tweaks that you need to make?

You are going to have TWO sessions to do this (instead of your normal book activity on Thursday), so you can start your story today, and then carry it on tomorrow.

Write your story on PM, using the 'Think about' box and hints I've written there to keep you on track.

Remember to:

- * dive into the action
- * put in details to bring the setting and atmosphere alive
- * keep on looking at your plan and your island map to see that you are on track
- * rehearse sentences before you write them down and then check them afterwards

Consolidate: remember that you are carrying on tomorrow!

'Red pen edit' where you've got to so far though on PM, thinking about -

- * Perfect P

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|-------------|--|----------------|--------------|----------------|
| | <ul style="list-style-type: none"> * checking spellings * Do you need to vary your sentence openers? Have you started any of them with an adverbial opener? (Beyond the line of trees... In the fading light...) * How adventurous is your language? Read back through and see where it could be improved. | | | |
| | <p>Reading</p> <p>LO: I can explain my ideas about a text.</p> <p>LoR - America</p> <p>Connect: re-read the chapter.</p> <p>Main: you have some questions on our class page, which are designed to make you think a bit more carefully about the story. Write the answers in your book. If you have printed off the text, it would be a good idea to underline where you have found the evidence for your answer each time, just as we would in class, or you can use the quote in your answer.</p> | | | |
| | <p>Geography</p> <p>Carry on with your Olympics focus. Remember that you can find out about more than one country - you could even look at all four if you like☺.</p> | | | |
| T H U | Numeracy | Reading | Music | Science |
| | <p>Numeracy</p> <p>LO: I have improved in reading a scale.</p> <p>Miss Brinkworth is taking the lesson again today. Remember to start off with the quiz first, and then join in all the way through, speaking up when she asks you to!</p> <p>https://classroom.thenational.academy/lessons/read-a-scale</p> <p>This session is a bit of a revision one, looking back over some of the learning that you've been doing on measures, and it's a key one for checking your learning☺.</p> <p>Have you tried any of the additional challenges on our class page yet?</p> | | | |

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Literacy

Connect: so today is the second session on your story, which you are writing up on PM. I hope that it's going well so far. After last week's leaflets, I'm very excited to see what you produce!

Activate: before you dive back in today, give yourself some time to read through your story so far and look at your plan and check that you are on track.

Demonstrate: carry on now, aiming for engaging story, that really draws your reader in. Add those extra details to bring it alive and paint a clear picture, thinking about those extracts that we looked at.

You are going to use most of this session to carry on with our special Olympics focus, but before you get back to that, I want you to have a think about how your growing experiment is going so far and a quick recap on your understanding of flowering plants, so, in a quick burst...

* What are the four main parts of a flowering plant?

* What job does each of them do?

* What does a plant need to grow and thrive?

So could you answer all of those? Excellent and give yourself a 'round' of applause. If you weren't sure on some of these, then go and look back on our class page for the previous weeks' learning.

Now, how are your plants getting along? Have you got any plants that have just died? Which ones are still doing well? What does that tell you so far about the variables that you altered?

For next week, I'll set you a frame on PM so you can let me know how the experiment has gone, and what you think the results show.

And now back to some lovely geography! ☺

F

SPaG

ICT

Handwriting

Creative choice

SPaG

You've got a couple of grammar activities this morning on PM

LO: I can use apostrophes correctly.

R I D A Y

This is an important one for you to practise, as many of you are still throwing in random apostrophes for plurals!
LO: I can use the correct form of a verb.

This one is looking at choosing the grammatically correct term, as opposed to what might be used as part of a local dialect - so you're going to have to use **was** or **were** correctly here.

Numeracy

LO: I can read capacity and volume.

<https://classroom.thenational.academy/lessons/read-capacity-and-volume/activities/2>

You're with Miss Brinkworth again for this one, and here you're going to use the skills that you've been using this week with mass, but today you're looking at capacity and volume - working with liquid instead.

You will also see that I've put a little quiz on PM for you to complete so I can see how you're getting on so far. We'll carry on with measures next week too, as we will be looking at capacity and volume more, as well as a little bit of estimating.

Follow on activities:

- Get different containers out and order them by their capacity.
- Estimate the capacity of the containers, label each with a Post-it, fill them with water, then measure the water in a jug. How close were you?
- What size classes are you using for your French Café? Make sure that you give your customers at home equal servings, by measuring out the juice etc before you pour it in the glass.

Geography

Think about which activities you have tried so far this week - what would be a good one for finishing up the week?

Have you...

- * used a map or
- * cooked a dish from or inspired by that country or
- * made something that involved colour pencils, pens, paints or fabric or
- * found out some interesting facts or

* spoken a new language?

I hope that you've been enjoying this focus - maybe you've now found somewhere else to add to that list of places that you'd like to visit!

Creative choice

So now we are travelling southwards instead of west, as we are travelling down to Dorset. Last week we saw the sea on the north coast - have you ever been to Minehead or Dunster? This week it will be the famous Jurassic coast, in the south, the home of Mary Anning.

Look on our class page for this week's exciting possibilities.

Hope that you all relax and enjoy the weekend ☺