

Year 3 Home Learning Update- 29th June

Hello Year 3! It's Monday again! New week brings some new home learning activities. Well done for last week's challenges. Once again, I have seen some fantastic work. You are all making me very proud for all the learning you are doing at home.

Here are 6 more activities to keep you busy:

- **Maths:** I have attached a sheet based on perimeter. Perimeter is the total distance around a shape. To work out the perimeter you need to add together all the lengths of all the sides. There are three different levels. Start on the first one to practise and then you can do another or all of them! I have included the answers too- don't look at them until the end!
- **Reading:** I have attached two more comprehension questions from a text called 'Dolphin Watching'. Read the text and answer the questions. I always recommend reading the text through twice- just in case you miss something! As always, remember to write your answers in full sentences and add as much detail as possible.
- **Literacy:** Watch the clip: <https://www.literacyshed.com/cloudylesson.html>.
I would like you to imagine you are the boy from this clip. Write a diary entry to detail the events from your perspective. Consider the questions below to help you write your diary.
 - Was this your first attempt?
 - Who is the man and why is he training you?
 - How were you feeling before your training?
 - What was it like trying to blow your first cloud?
 - What did the man say to you when you bent the wand?
 - Were you expecting what happened next?
 - How will you remember this day?

Remember to start your diary with 'Dear Diary,...' and to write in first person (I, we)!

Extra challenges:

- Create your own weather report (either written or recorded) including details of some rather strange shaped clouds!
- Write the narration and dialogue for the film.
- Research the science of clouds.
- Design your own 'wand' shapes for the clouds you would like to produce and try to sketch the 3D cloud to match.
- Create a set of instructions to teach a new trainee how to blow clouds.

- **SPAG:** Please complete the apostrophe worksheet attached. We have looked at using apostrophes in two different ways in year three. This way is showing single possession. E.g. Miss Fuller's pencil - This means the pencil belongs to Miss Fuller.

Challenge: Write some of your own sentences using apostrophes for possession.

- **Geography:** Sadly, there are many endangered species in the rainforest. Endangered means they are seriously at risk of extinction. This week I would like you to research endangered species of the rainforest. Once you have done this, create rainforest top trumps like the ones I have attached. You will need to include: a picture (printed or drawn) of the species, the name of the species, where does it live? (habitat), its predators (what hunts your animal?), diet (what does your animal eat?) and is there a reason as to why your animal is endangered? Is it because humans are hunting for food or other uses? You can do as many as you like, but at least 5! If you don't have a printer, do something similar to the example on your own pieces of paper/card.

- **Science:** I would like you to take part in a ruler drop investigation to test your reaction time. Reaction time is the time it takes for you to react to something.

You will need:

- ✓ A 30cm ruler
- ✓ Pen and paper
- ✓ Family members to help you and to test too!

Method:

1. Hold the top of the ruler with your arm stretched out. Your fingers should be on the highest measurement.
2. Ask a family member to put their thumb and index finger slightly open at the bottom of the ruler, with the ruler between their fingers.
3. Drop the ruler and record the measurement on the ruler where the other person's fingers are.
4. Repeat for everyone taking part. Let each person have three attempts and record their three results in a table.
5. The person with the fastest reaction time is the one who catches the ruler at the lowest measurement, as the sooner the ruler is caught the less time it has had to fall.
6. Make sure you have recorded your results in a table.

Other challenges for you to investigate:

- Does your reaction time improve with practise?
- Who has the quicker reaction time, males or females?
- Who has the quicker reaction time, adults or children?
- Can you think of other ways to test reaction time?



I am sure lots of you are feeling fed up- that is understandable- it's a challenging time and I think we would all like to be back to normal! I hope the video message from the members of staff have given you a boost. Keep going- you are all amazing.

Thinking of you all,

Miss Fuller