



Victoria Dock Primary School Home Learning Plan



Year 3

Week Commencing 12th October

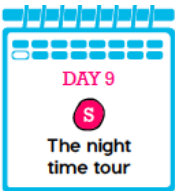
As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by school staff following a quarantine period.


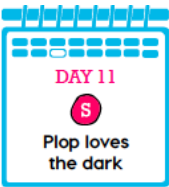
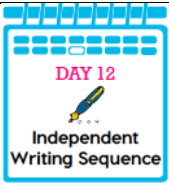
Year 3 Maths – Online Learning		
Place Value		
Lesson	Video Link	Worksheet
Lesson 10 Compare objects	https://vimeo.com/457760059	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-1-WO7-Compare-objects-2019.pdf
Lesson 11 Compare numbers	https://vimeo.com/457760511	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-1-WO8-Compare-numbers-2019.pdf

Lesson 12 Order numbers	https://vimeo.com/457760822	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-1-WO9-Ordering-numbers-2019.pdf
Lesson 13 Count in 50s	https://vimeo.com/457790310	https://resources.whiterosemaths.com/wp-content/uploads/2019/07/Y3-Autumn-Block-1-WO10-Counting-in-50s-2019.pdf

Writing

This week in class we will be starting to write a narrative. We are looking at the story ‘The owl who as afraid of the dark’. We are developing different sentence structures and using different vocabulary.

Day	Learning Objective	Task
	<p>To write effective sentences for our story.</p>	<p>Steps to Success:</p> <p>Adverb Teacher model: <u>Gently</u>, Plop floated down to the ground and landed like a soft white feather.</p> <p>Simile Teacher model: Under the enormous tree, he saw a big, black cat. Its eyes were bright <u>like sparkling diamonds</u>.</p> <p>Dialogue Teacher model: “What do you think of the dark?” asked Plop. “Dark is beautiful,” replied the cat. “Come with me and I will show you the night time world of owls, cats and bats.”</p>

 <p>DAY 10</p> <p>S</p> <p>All is calm above the sleeping town</p>	<p>To write effective sentences for our story.</p>	<p>Steps to Success:</p> <p>Power of three (repetition) Provided sentence: The cat took Plop up to the rooftops and they looked down over the sleeping town. Teacher model: <u>All was quiet. All was calm. All was still.</u> Imagining Teacher model: In that moment, Plop thought the darkness was absolutely wonderful. Adverb & preposition Teacher model: Excitedly, he flew back over the rooftops, above the fields and through the canopy to his parents.</p>	
 <p>DAY 11</p> <p>S</p> <p>Plop loves the dark</p>	<p>To write effective sentences for our story.</p>	<p>Steps to Success:</p> <p>Dialogue Provided sentence: Plop thought about what he had been told about the dark. Teacher model: “The first boy said it was exciting. The second boy said it was fun. The cat said it was beautiful,” Plop explained. Dialogue Teacher model: “And what do you think, Plop?” asked his Mum. Plop looked up with twinkling eyes. “I think it is super.” Action Teacher model: For the first time, Plop flew off happily into the moonlight to go hunting with his parents.</p>	
 <p>DAY 12</p> <p>Independent Writing Sequence</p>	<p>Planning your own story</p>	<p>Key features:</p> <p>Plan your own version of the story “the owl who was afraid of the dark”. For example, the hippo who was afraid of the water. See the owl story below for features and structure.</p>	

The Owl who was Afraid of the Dark

High up in a leafy canopy, Plop the owl was sharing his worries with his Mum.

"I don't want to be a night bird," said Plop.

"The dark is nasty," he whispered.

"You don't know that," replied Mum.

"You need to find out more about the dark before you make up your mind."

"Go and ask that little boy down there," added Mum. Nervously, Plop took a deep breath and flew down. "How do you feel about the dark?" asked Plop. "The dark is exciting because we can watch dazzling fireworks. Will you come to the display tonight?" Arriving back at the nest, Plop asked his parents to take him to the show.

Before long, the darkness had stubbed out the last remaining embers of daylight. Plop was feeling intrigued as the family sauntered down to the display. Whizz! Crash! Crackle! The brightly coloured fireworks lit up the pitch-black sky.

Plop snuggled beneath his Mum's wing and drifted off to sleep. The next evening, as the stars began to sparkle, Plop heard a happy shout. "How do you feel about the dark?" asked Plop as he swooped down next to a boy.

"The dark is fun because I can drink hot chocolate around this cosy campfire," replied the boy. Plop was nervous but he decided to stay.

Plop watched while the boys sang happy songs, sipped hot chocolate and toasted marshmallows. Landing back on a sturdy branch, Plop told Mum all about his adventure with the crackling campfire and the singing boys and the tasty snacks. Plop was tired from his escapade and slept through the whole day like a real night bird. When he woke up, instead of feeling anxious he felt excited about the night.

Gently, Plop floated down to the ground and landed like a soft white feather. Under the enormous tree, he saw a big, black cat. Its eyes were bright like sparkling diamonds. "What do you think of the dark?" asked Plop.

"Dark is beautiful," replied the cat.

"Come with me and I will show you the nighttime world of owls, cats and bats."

The cat took Plop up to the rooftops and they looked down over the sleeping town. All was quiet. All was calm. All was still. In that moment, Plop thought the darkness was absolutely wonderful. Excitedly, he flew back over the rooftops, above the fields and through the canopy to his parents.

Plop explained what he had been told about the dark. "The first boy said it was exciting. The second boy said it was fun. The cat said it was beautiful," said Plop.

"And what do you think, Plop?" asked his Mum. Plop looked up with twinkling eyes.

"I think it is super." For the first time, Plop flew off happily into the moonlight to go hunting with his parents.

Reading/Phonics

This week we are continuing to read our class book 'The Firework Maker's Daughter'. We will be looking at the new characters introduced and looking at the characters decisions and whether we would do something different.

If you do not have the book, I have attached two non-fiction texts and some questions for you to answer.

I would also like you to read a book for pleasure. Tell me about the book. For example, a book review or a character profile of your favourite character. Maybe you could send me a video of you reading on dojo.

WORLD NEWS

FRANCE

**PANTHER ON THE ROOF**

When the emergency services were told about reports of a 'big cat' prowling the rooftops in a French town, they didn't expect an actual jaguar to have been spotted! The animal was found in the town of Armentières after it escaped from an open window. It is thought to be about six months old and was being kept illegally as a pet. The young jaguar was rescued and taken to a wildlife home.



INDIA

**FROM BEGGING TO BOLLYWOOD**

In July, a person waiting for a train in India filmed a beggar singing on the platform. He bought her some food and later put the video online. Almost overnight, Renu became a star! Her video has been seen thousands of times and she has been invited on to a reality TV show called *Superstar Singer*. Since then, her life has changed dramatically. She's been on her first plane, stayed at her first hotel and many singers have asked to record with her. People say she has a "divine voice".



IRAN

**FOOTIE FOR FEMALES**

Women in Iran are not allowed to go to football matches where men are playing football. They haven't even been able to watch their national team. Next month, Iran is playing in a World Cup qualifier (an important match to see whether a team can get through to the World Cup). Now, FIFA – the group in charge of world football – says that they've been working with Iran to change this. Iranian women should now be able to go to football matches, starting with the match next month.



Questions on: World News

1) Where in the world do you find news on these topics?

- A beggar
- A big cat
- Women and football

Look at the news from France.

2) True or false?

	TRUE	FALSE
It was found by a police officer called Armentières.		
It is against the law to keep this animal as a pet.		
The panther escaped from an open window.		
The cat was a type of cheetah.		

Look at the news from Iran.

3) Which sentence describes the news from Iran correctly?

- Women are now allowed to play football.
- Women can now go to watch men play football.
- Women are now allowed to be football fans.

Look at the news from India.

4) Why do you think the person filmed Renu at the train station?

5) Put the events in the correct order.

- The film was put on the internet.
- Renu was filmed singing at a station.
- Her life has changed dramatically.
- Renu was invited on to a TV programme.
- The video was watched many times.

6) What word has been used to describe Renu's voice?

7) Renu has gone from a being a beggar to a star almost overnight. How do you think she feels?

Consider all the news.

8) Imagine you work for the newspaper. You have been asked to interview one person linked to each story to find out more. For each story, who would you interview?

Plastic Pollution

When people think about plastic, they may think of lots of everyday objects that make our lives easier: food containers, toys and gadgets and even the pipes that carry water to and from our homes. In fact, plastic is so popular in the UK today that it is almost impossible to imagine life without it.

However, while plastic makes human lives easier, it makes the lives of Britain's wildlife much harder and it could be **endangering** the existence of some of our much-loved creatures.

Almost 80% of plastic produced over the last 70 years has been thrown away.



Plastic Waste Facts

160,000 plastic bags are used around the world every second.



By 2015, 6,300 million metric tonnes of plastic waste had been created.

Plastic and the Environment

There are many different ways that plastic can enter the environment:

- not disposing of it properly, e.g. littering;
- washed down drains from face washes and clothing;
- spilled overboard by ships;
- escaped from factories and warehouses;
- blown out of bins or landfills by the wind;
- abandoned, e.g. fishing nets.

So much plastic enters the environment each year that it can be found in fresh water, soil, air and oceans around the world.



The Problem with Plastic

Most types of plastic are neither **biodegradable** nor **compostable**. Therefore, any plastic that ends up in the local environment will not break down over time, like paper, fruit peel or natural fabrics do. Plastic will simply remain where it is forever unless it is removed by humans or mistakenly consumed by wildlife.

A huge problem with the plastic that ends up in the environment is the chemicals it releases. Over time, pieces of plastic litter will break into smaller pieces. When plastic breaks into **microplastics**, it is eaten by wildlife that mistake it for food.

Scarily, these microplastics contain **toxic** chemicals and heavy metals – poisonous and deadly to local wildlife. These make their way into the food chain, affecting not only the animal that ate the plastic but any animal that then goes on to consume the first animal.



Threats to Wildlife

The largest threats to wildlife from plastic waste in the environment are:

- death or injury caused by becoming tangled in plastic waste, for example, birds that become trapped in fishing nets or hedgehogs caught in plastic can holders;

Plastic Pollution

- animals eating plastic waste by mistake, thinking that it is food, for example, some birds eat plastic bags that float in a pond because they think that they are fish;
- poisoning from the chemicals within the plastic which can lead to illness and death.



How We Can Help

People around the world have caused the plastic problem we face today and it cannot be fixed overnight. The best way to stop any further harm to wildlife is by changing how we think about and use plastic. Some helpful tips are:

- Instead of using plastic items, such as straws and plastic bags, buy reusable items, e.g. flasks for hot drinks and canvas shopping bags.
- Glitter (which is often made of plastic) and balloons can also be damaging to the environment and dangerous to animals, who may mistake them for food.
- Recycle as much of your waste as possible.
- Safely pick up litter you see in the environment.



Glossary

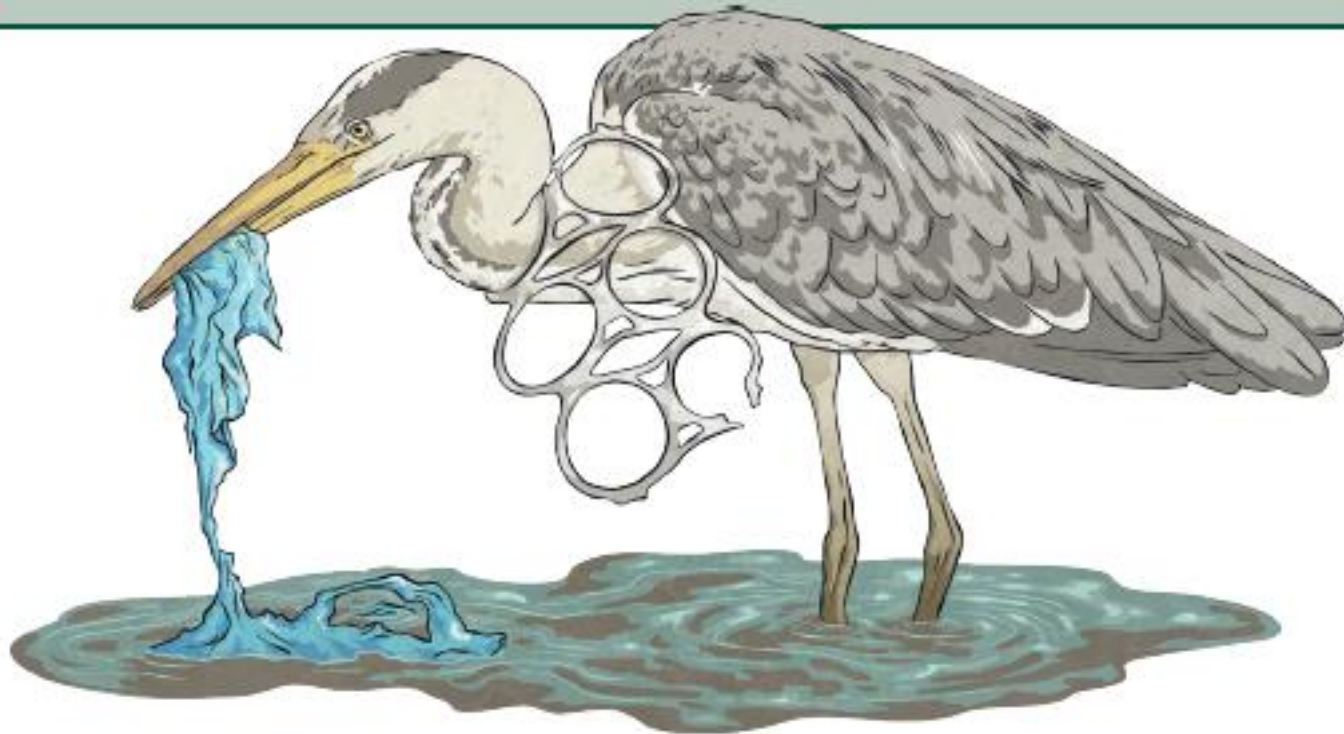
biodegradable: Something that can be naturally broken down by bacteria.

compostable: Something that is biodegradable and can help support plant growth.

endanger: To put something or someone at risk or in danger.

microplastics: Extremely small pieces of plastic in the environment resulting from the breakdown of bigger pieces of plastic waste.

toxic: Something poisonous or harmful.



Questions

1. Which of these is not a way that plastic enters the environment? Tick one.
- by being blown out of bins
 - by being abandoned by humans
 - by being dug up from the ground
 - by being washed down drains

2. Using the infographic to help you, match the percentages to the correct fact.

9%

Existing plastic that has been burned.

12%

Existing plastic which has ended up in landfills or the natural environment.

79%

Existing plastic that has been recycled.

3. Find and copy **two** examples of items that the text implies will break down over time.

• _____

• _____

4. **...and could be endangering the existence of some of our much-loved creatures.** Which word or phrase could the author have used instead of the word **endangering** in this sentence?

5. Find and copy one adjective from the section entitled **The Problem with Plastic** that describes the chemicals found in microplastics.

6. Summarise the section entitled **Threats to Wildlife** in 30 words or less.

7. Which fact from the text did you find most shocking? Give **two** reasons for your answer.

8. Fully explain the dangers of microplastics.

9. Conduct some research on the Internet. What are the UK Government currently doing to reduce the effects of plastic pollution in the UK?

Other Subjects

RE – We are continuing to explore the celebration of Diwali. We would like you to design your own Diwali celebration. Plan your food, decorations and maybe a timetable of events. Maybe you could do some research on what you should include.

Jigsaw – In jigsaw, this week, we are discussing how our actions affect others and try to see things from their points of view. Show the ‘What do we see?’ picture (slide 1) but don’t reveal the scenarios yet. Ask the children to discuss in pairs what they think is going on in the picture and share some of their ideas.

Read out the two scenario cards that go with the picture and then ask the children to think which of these is most likely to be the accurate one. Why?

Share their ideas then explain that both scenarios could be real and draw out how things can be seen differently, and different interpretations can cause people to act differently.

Geography – We are using atlases to locate volcanoes and can you spot any patterns? Can you spot the ring of fire?

** If you are unable to access resources and would prefer a paper copy of these instructions please contact the school office.

Being Me in My World

Powerpoint Slide 1: What do we See? - Points of View - Ages 7-8 - Piece 6



Jigsaw

Scenario 1

The children are going to share a joke with the girl who is feeling upset. They find the joke funny.

Scenario 2

The children are making fun of the girl.