



Victoria Dock Primary School Home Learning Plan



Year 3

Week Commencing 5th September

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 8 Number line to 1,000 | https://vimeo.com/454675110 | https://resources.whiterosemaths.com/wp-content/uploads/2019/07/Y3-Autumn-Block-1-WO5-Number-line-to-1000-2019.pdf |
| Lesson 9 Find 1, 10, 100 more or less | https://vimeo.com/454675288 | https://resources.whiterosemaths.com/wp-content/uploads/2019/07/Y3-Autumn-Block-1-WO6-Find-1-10-100-more-or-less-2019.pdf |
| 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>

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>DAY 5 S Describing the fireworks</p> | To write effective sentences for our story | Steps to Success: Personification Feeling Onomatopoeia |
|  <p>DAY 6 S Plop at the campfire</p> | To write effective sentences for our emotive story. | Steps to Success: Adverbial phrase (inc. description) Dialogue Compound sentence |



To experience the atmosphere of a campfire.

Arrange a real campfire experience (or a classroom experience if not possible).

If indoors, play a campfire video – listening to the sounds of the fire and discussing the atmosphere created.

Engage children in some typical campfire activities – singing songs, telling stories, playing games, toasting marshmallows, drinking warm drinks (e.g. hot chocolate).

- Take photographs to use on Day 8.



To write effective sentences for our story.

Steps to Success:

List sentence

Complex sentence

'When' sentence

Reading/Phonics

This week we are continuing to read our class book 'The Firework Maker's Daughter'. We will be finishing chapter two and looking at the characters feelings and where Lila's adventure will take her.

If you do not have the book, I have attached a fiction and a non-fiction text 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.

QUICK NEWS

1. FAST FOOD BAN

Fast food shops should be banned from within a five-minute walk of the school gates, a new report says. The Royal Society for Public Health also wants better walking and cycling routes to encourage young people to exercise more.



2. BIGGEST CRANE

The world's largest crane has arrived at Hinkley Point power station in Somerset. Nicknamed Big Carl, the monster crane can carry up to 5,000 tonnes! It is helping to build a new power station at the site.



3. SUPER SEWER

A 15-mile super sewer is being built under London. It will help to stop millions of tonnes of raw sewage polluting the River Thames every year. The new tunnel is expected to open in 2024.



4. SCHOOL CLASSES

According to an international report, there are 28 children in the average UK primary school class. This means the UK has the biggest primary school classes in the developed (wealthier) world!



5. BUMPER BUTTERFLY YEAR

Nearly half a million painted lady butterflies were counted as part of this year's Big Butterfly Count. 2019 is being called a 'Painted Lady Year' – a year when unusually high numbers of this butterfly arrive in the UK! This natural phenomenon happens about once every ten years.



Questions on: Quick News

1) Why do you think this page of the newspaper is called 'Quick News'?

2) Which two stories are about **building projects**?

3) What two structures are being built?

1: _____

2: _____

4) What **links** stories 1 and 4?

Look at story 5.

5) What does the word '**phenomenon**' mean ("fen-om-en-on")?

- a remarkable event
- a yearly event
- a humorous event

6) How do you know that painted lady butterflies do not spend the whole year in the UK? Find the exact words.

7) Put the numbers in the correct place.

Choose from:

Roughly every _____ years the UK sees large numbers of Painted Lady butterflies. Nearly _____ of the butterflies were counted in this year's Big Butterfly Count, proving that _____ is one of these bumper years.

Look at story 4.

8) How many children are in the **average** (usual) primary school class in the UK?

Do you know how many children are in your class?

Would you like there to be more children or fewer children in your class? What would be the benefits?

Oliver Twist

Scene One – The Workhouse

(Narrator stands in front of the closed stage curtain, lit by a spotlight.)

Narrator: Through no fault of his own, Oliver Twist finds himself being cared for by an elderly woman three miles from where he once lived. He spends his days with 20 or 30 other children, who are lying on the floor with their stomachs rumbling. On his ninth birthday, Oliver is pale, thin, short and in need of a wash. Nevertheless, Oliver is in good spirits.

Unexpectedly, Mr Bumble – the man who had given Oliver his name – visits the workhouse. As Oliver has now turned nine years old, Mr Bumble explains to Mrs Mann that he is too old to stay in her care. He says that Oliver must return to the workhouse and takes him to begin yet another new life.

(Curtains open as Narrator exits to stage right. Five workhouse orphans, including Oliver, walk across the stage towards stage left. They are holding empty bowls in front of them. At stage left, the boys join the back of the queue that has formed in front of two women and The Master. These people wear aprons and ladle gruel into each boy's bowl.)

Boy 1: **(holding his stomach)** I'm so hungry. If I don't have an extra spoonful of gruel today, I'm scared that I might end up eating the boy who sleeps next to me!

Boy 2: **(quietly)** One of us should say something. We should ask for more food.

Boy 3 and

Boy 4: **(together)** Not me!

(All characters move forward one place in the queue. The children before move to sit around the table with their full bowl.)

Boy 2: What about you, Oliver?

Boy 1: Yes, Oliver, will you ask The Master for more supper?

Oliver: **(hesitant)** Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?

Oliver Twist Scene One – The Workhouse

(All orphans move through the queue, receive their gruel and take their seats at the table. Boy 1 sits next to Oliver. The Master and the two women remain stood at stage left. They are watching the orphans as they eat.)

Boy 2: (winks at Oliver) Now's your chance, Oliver. Ask him.

Boy 1: Go on, Oliver. Ask. (nudges Oliver with his elbow)

(Oliver stands up and walks towards The Master. He carries his bowl and spoon in front of him. He has an unsure expression on his face.)

Oliver: (quietly) Please, sir, I want some more.

The

Master: (open-mouthed, with a faint voice) What?!

Oliver: Please, sir, I want some more.

(The Master tries to hit Oliver over the head with the serving spoon but Oliver ducks just in time. The Master grabs Oliver by the arm.)

The

Master: (loudly calling to offstage right) MR BUMBLE!

(Mr Bumble and Mr Limbkins enter quickly from stage right.)

The

Master: Mr Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!
(Orphans around the table gasp and look at one another with shocked faces.)

Mr

Limbkins: For more?! (turns to Mr Bumble) Mr Bumble, answer me clearly.
Do I understand that Oliver asked for more after he had already eaten the supper he was allowed?

Mr

Bumble: He did, sir.

Mr

Limbkins: That boy will be hung! I know that boy will be hung!

(Lights fade. Curtains close.)

Questions

1. Why do the orphans gasp? Tick one.
 - because The Master shouted loudly
 - because Oliver Twist has asked for more
 - because Mr Limbkins is scary
 - because they are out of breath
2. Whom did Oliver live with before Mr Bumble took him to the workhouse? Tick one.
 - his parents
 - Mr Limbkins
 - Mr Bumble
 - Mrs Mann
3. Number the events 1-4 to show the order they happen in the stage directions.
 - The Master loudly calls to offstage right.
 - Boy 3 and Boy 4 speak at the same time.
 - Boy 2 winks at Oliver.
 - Mr Limbkins turns to Mr Bumble.

4. Draw **four** lines to match each character to one piece of their dialogue from the play script.

Boy 1

Nevertheless, Oliver is in good spirits.

Oliver

Oliver Twist has asked for more!

The Master

I'm so hungry.

Narrator

Well, I don't know.

5. Find and copy a phrase said by the Narrator which implies that the children living with the elderly woman are hungry.
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6. **Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?**

According to the stage directions, how should Oliver act when saying this line?

7. Why do you think that the narrator stands in front of the closed curtain at the start of the script?
-
-
-

8. Explain how Oliver feels about asking The Master for more supper. Give **two** points and give evidence from the text to support both.
-
-
-

Other Subjects

RE – We are exploring the celebration of Diwali. We are going to be creating our own Rangoli pattern. The purpose of rangoli is to feel strength, generosity, and it is thought to bring good luck. See below for ideas.

Jigsaw – In jigsaw, this week, we are discussing responsible choices and how to take action. Read 'Sam's letter' and your child's task will be to design a 'Welcome to our class card' for Sam.

PE – We are creating natural disaster dances using balances and travels. Choose 3/4 balances to represent the natural disasters and link each balance with a different way of travelling. Maybe you could have a starting and ending position. If you like you can record your performance and uploaded it the dojo.

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

RE



Jigsaw

Hello everybody, my name is Sam and I am going to be joining your class. Ever since I was a baby I have had an illness which meant I had to stay in hospital.

I have never been to a proper school even though I am the same age as you! Instead I have had all my lessons in hospital, but only when I was well enough.

I am very pleased to tell you that I'm better now, but I'm really scared about starting school. I still have a few scars on my face and body from my illness, and it makes me look and feel different. Even though I'm nervous I am looking forward to meeting you all.

Best wishes,

Sam.