



Victoria Dock Primary School Home Learning Plan

Year 3



Week Commencing 7th December 2020

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

Lesson 16 Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100	https://vimeo.com/464966035	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO10-Add-and-subtract-2-digit-and-3-digit-numbers-not-crossing-10-or-100-2019.pdf
Lesson 17 Add 2-digit and 3-digit numbers - crossing 10 or 100	https://vimeo.com/464967055	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO11-Add-2-digit-and-3-digit-numbers-crossing-10-or-100-2019.pdf
Lesson 18 Subtract a 2-digit number from a 3-digit numbers - crossing 10 or 100	https://vimeo.com/465481885	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO12-Subtract-2-digit-numbers-from-3-digit-numbers-crossing-10-or-100-2019.pdf
Lesson 19 Add two 3-digit numbers - not crossing 10 or 100	https://vimeo.com/465482465	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO13-Add-two-3-digit-numbers-not-crossing-10-or-100-2019.pdf
Lesson 20 Add two 3-digit numbers - crossing 10 or 100	https://vimeo.com/465738425	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO14-Add-two-3-digit-numbers-crossing-10-or-100-2019.pdf

Writing

This week, we are continuing with our hibernations non-chronological report.

Research for our volcano non-chronological report.

We are planning our non-chronological report using planning sheet below. Also, look at the shape below to help with your planning.

We are going to be writing our reports into our independent writing books so remember to use your best handwriting and check your spellings, punctuation and grammar. You might want to use the bordered writing frame below.

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I

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W

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W

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W

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W

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	 Facts
	 Joke

Non-Fiction Shape

Non-chronological report



I



W

Where?



W

How?



W

What?



W

When?

Key:



Heading



Subheading



Hook question

I

Fact



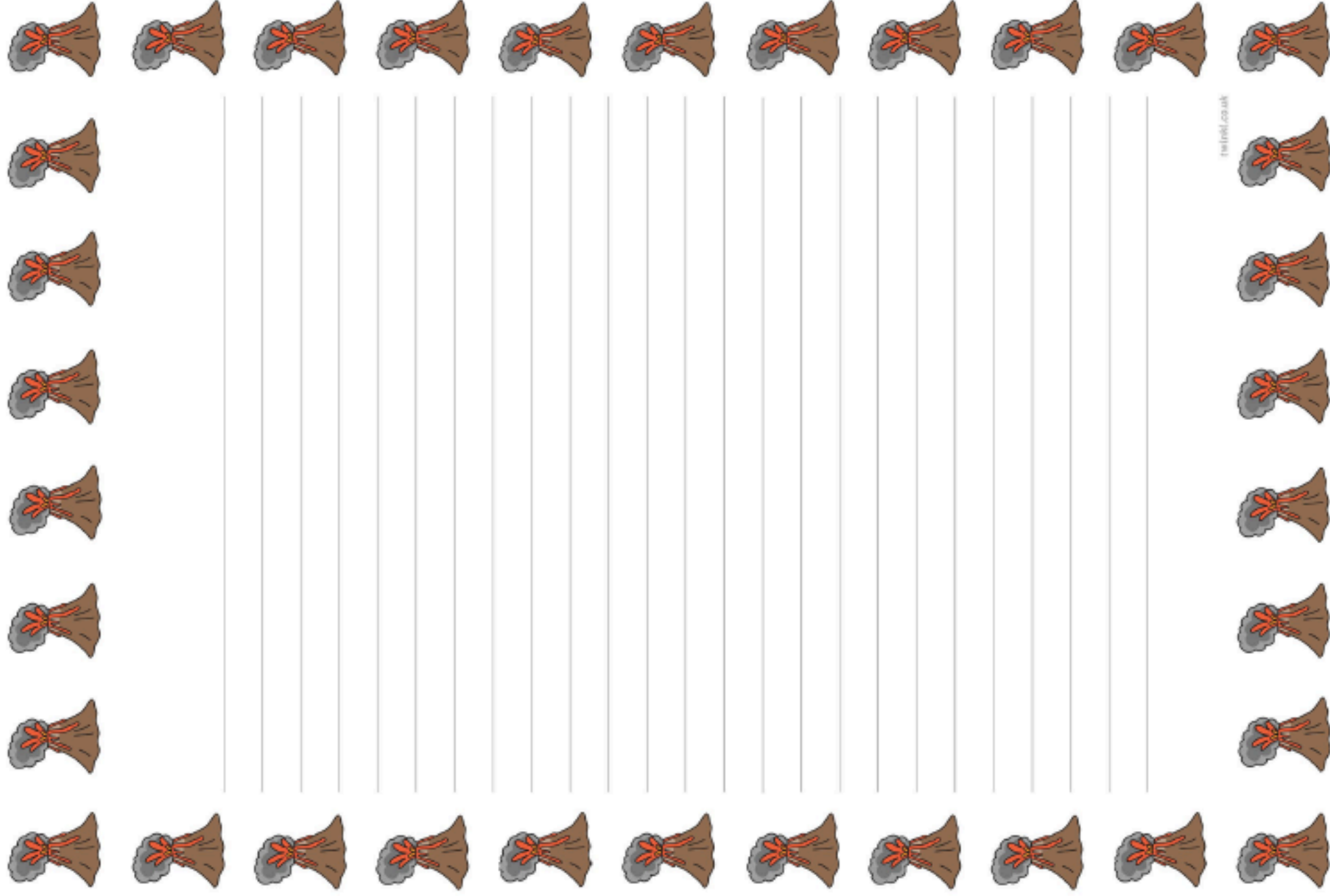
W

Introduction

5 Ws
Where?
What?
Why?
How?
When?



Joke



Reading/Phonics

This week we are continuing to read our class book 'The Firework Maker's Daughter'.

If you do not have the book, I have attached 2 non-fiction and 1 poetry comprehension with questions.

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 or teams.

Plastic Pollution

When people think about plastic, they may think of a range of everyday objects that serve to make our lives easier: containers in which to store food, toys and gadgets that we play with 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.

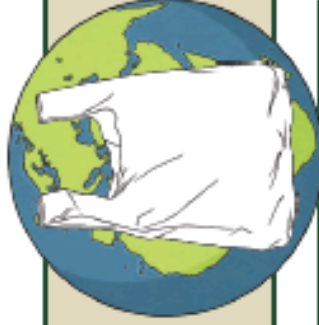
However, while plastic makes human lives easier, it makes the lives of Britain's wildlife much harder and could be endangering the existence of some of our much-loved species.

79% 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.

Plastic Pollution

- death or injury caused by becoming tangled in plastic waste, for example, birds becoming trapped in fishing nets or hedgehogs caught in plastic can holders;
- mistakenly eating plastic waste thinking that it is food, for example, birds eating plastic bags that float in a pond, mistaking them for fish;
- poisoning from the chemicals contained within the plastic which can lead to illness and death.



How We Can Help

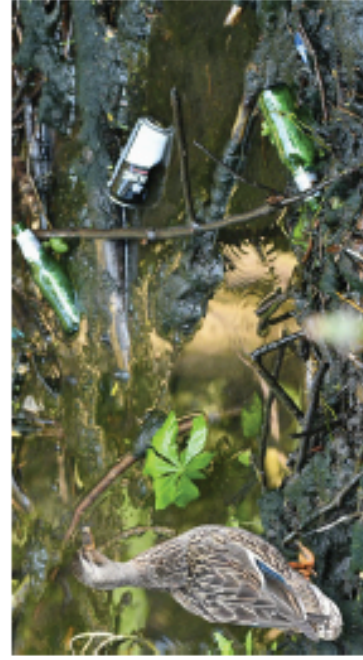
The plastic problem we face today has not been created by one single place. It is a problem that has been created by every country and it is one which cannot be solved overnight. The key way to prevent any further harm to wildlife is by changing our attitude towards plastic. Some helpful tips are:

- 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.

The Problem with Plastic

Although few forms of plastic can be classed as biodegradable – meaning that they will break down completely over time if exposed to the right conditions – 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, unlike paper, fruit peel or natural fabrics. They will simply remain indefinitely until they are 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 tiny pieces, known as microplastics, it is consumed by wildlife that mistake it for food. Alarmingly, 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 creature who ate the plastic but any animal that goes on to consume them.



© Emma's Hand-drawn World With Debbie by Emma Kossal

Threats to Wildlife

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



Questions

1. ...**they will simply remain indefinitely until removed by humans...**
Which of these is the most accurate definition for the word indefinitely? Tick one.

- globally problematic
- for the foreseeable future
- restricted from view
- negatively impactful

2. Match the sub-heading to the best summary of its contents.

Plastic and the Environment

A visual representation of facts and figures regarding plastic use and disposal.

Plastic Waste Statistics

An explanation of different ways plastic enters natural habitats.

Threats to Wildlife

An exploration of the damaging impact plastic pollution has on creatures and their habitats.

3. ...**and could be endangering the existence of some of our much-loved species.**
Define the word **endangering** based on its use in this sentence.

4. What percentage of plastic produced over the last 70 years has been thrown away?

5. Which creature may birds mistake plastic bags for?

6. Fully explain how plastic pollution endangers Britain's wildlife.

7. Plastic pollution is a global problem. Propose three steps which could be taken globally to reduce plastic pollution.

8. Summarise what is meant by microplastics in 15 words or less.

9. Comment on one change you have already made and one change you will make in the future in order to reduce plastic pollution.

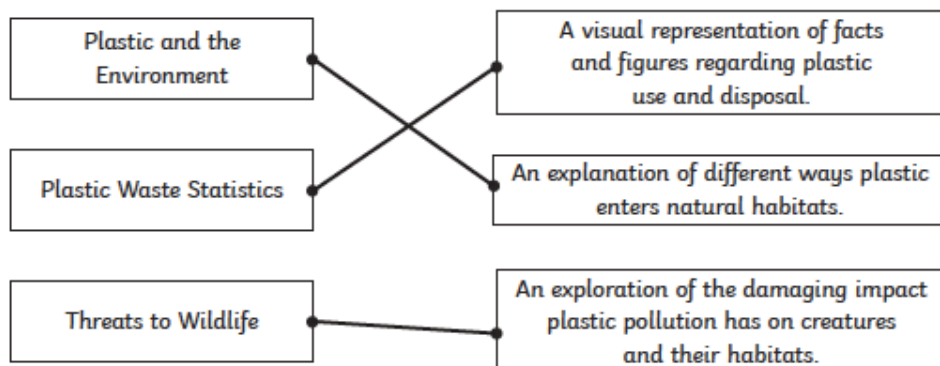
10. Summarise the purpose of this text and its intended audience.

Answers

1. ...they will simply remain indefinitely until removed by humans...
Which of these is the most accurate definition for the word indefinitely? Tick one.

- globally problematic
- for the foreseeable future
- restricted from view
- negatively impactful

2. Match the sub-heading to the best summary of its contents.



3. ...and could be endangering the existence of some of our much-loved species.
Define the word **endangering** based on its use in this sentence.
Pupils' own responses, such as: Endangering means putting something at risk or in danger.
4. What percentage of plastic produced over the last 70 years has been thrown away?
79% of plastic produced over the last 70 years has been thrown away.
5. Which creature may birds mistake plastic bags for?
Birds may mistake plastic bags for fish.
6. Fully explain how plastic pollution endangers Britain's wildlife.
Pupils' own responses, such as: Plastic pollution can harm wildlife because creatures may become tangled in waste, eat the plastic by mistake and become poisoned by the chemicals in the plastic.

7. Plastic pollution is a global problem. Propose three steps which could be taken globally to reduce plastic pollution.
Pupils' own responses, such as: All single-use plastic items, such as straws and cutlery, could be banned globally. They could remove the use of plastic items and bottles from all international flights. Also, world leaders could meet to discuss measures to reduce plastic production and promote recycling.
8. Summarise what is meant by microplastics in 15 words or less.
Pupils' own responses, such as: Microplastics are tiny pieces of plastic that have been broken down from larger pieces.
9. Comment on one change you have already made and one change you will make in the future in order to reduce plastic pollution.
Pupils' own responses, such as: One change I have already made is that I have started refilling a water bottle instead of buying more bottled water. One change I will make in the future is that I will take my own bag to the supermarket instead of buying more plastic carrier bags.
10. Summarise the purpose of this text and its intended audience.
Pupils' own responses, such as: I think that this text is intended for a young audience, especially children who are interested in wildlife and the environment. Its purpose is to inform them of the hazards of plastic pollution and to help them to make changes for the better to help the environment.

Tutankhamun's Tomb

Who

Found His Tomb?

The tomb was found by a group of researchers led by Howard Carter. The reason why Tutankhamun is one of the most famous and talked about pharaohs is because his tomb was only found in 1922, which means that all of the artefacts and the body inside were in good condition.



Howard Carter knew where to look because he worked out from other important finds that the tomb would be in the Valley of the Kings. A cup found by a man named Theodore Davis, with Tutankhamun and his wife on it, was a clue that Howard Carter said helped him find the tomb of the Boy King.

What They Found Inside

Inside the tomb they found over 3,000 artefacts that were put in for Tutankhamun to take with him into the afterlife.

Many of the items were made from, or covered in, gold which was only fitting for a king to own.

The tomb itself was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held his sarcophagus (a decorated stone coffin).

Decoration

The burial chamber with the body is the only decorated room in the tomb, which is very unusual for a resting place for a king.



Normally, all of the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly. Many historians also believe that the tomb itself was not made for him in the first place and the burial chamber and decorations were added later.

The images on the walls were from a ritual called the 'opening of the mouth'.

The Curse of the Mummy!

Rumours surrounding the curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers over any who disturb them. It started with Lord Carnarvon, the man who paid for the dig of King Tut's tomb died soon after it was opened.

As soon as he died, all of the lights in Cairo went out mysteriously. Other stories are that Howard Carter's pet canary was killed by a cobra and Lord Carnarvon's dog died the same night. Some people believe that an unusual germ was released when the tomb was opened and caused Lord Carnarvon to become ill. Other people believe that it was a magical curse.

Questions

1. How did Howard Carter know where to look for Tutankhamun's tomb?

- His tomb was only found in 1922.
- He worked it out from other important finds.
- Inside the tomb, they found over 3,000 artefacts.

2. Which word is closest in meaning to the word 'historical treasures'?

- afterlife
- artefacts
- decorated
- objects

3. Why are the artefacts described as 'fitting for a king' to own?

4. Why might Howard Carter have been surprised to see that the burial chamber was the only room decorated?

5. Do you think Tutankhamun was an important king in his lifetime?
Use evidence from the text to support your answer.

6. Read the 'Who Found His Tomb?' section. What other name is used to refer to Tutankhamun?

7. Fill in the table.

Sentence	True	False
The tomb had one room in it.		
Lord Carnarvon's dog died the same night as the canary.		
Theodore Davies discovered the tomb of Tutankhamun.		
When Lord Carnarvon died, all the lights went out in Cairo.		

8. Would you like to discover an ancient Egyptian tomb?
Use evidence from the text to support your answer.

Answers

1. How did Howard Carter know where to look for Tutankhamun's tomb?
☉ He worked it out from other important finds.
2. Which word is closest in meaning to the word 'historical treasures'?
☉ artefacts
3. Why are the artefacts described as 'fitting for a king' to own?
Pupils' own responses, such as: The artefacts are described as 'fitting for a king' because that means it makes sense that a king should own them. The artefacts are covered in (or made from) gold, so we know they are expensive and precious, and like something a king should own.
4. Why might Howard Carter have been surprised to see that the burial chamber was the only room decorated?
Howard Carter might have been surprised that the burial chamber was the only room in the tomb decorated because usually all the rooms in a tomb were decorated for a king.
5. Do you think Tutankhamun was an important king in his lifetime?
Use evidence from the text to support your answer.
Pupils' own responses, such as: I think Tutankhamun was an important king in his lifetime because he was buried with over 3000 artefacts made from gold. If he wasn't important, they would not have buried him with them.
6. Read the 'Who Found His Tomb?' section. What other name is used to refer to Tutankhamun?
Tutankhamun is referred to as the 'Boy King'.

7. Fill in the table.

Sentence	True	False
The tomb had one room in it.		✓
Lord Carnarvon's dog died the same night as the canary.	✓	
Theodore Davies discovered the tomb of Tutankhamun.		✓
When Lord Carnarvon died, all the lights went out in Cairo.	✓	

8. Would you like to discover an ancient Egyptian tomb?
Use evidence from the text to support your answer.
Pupils' own responses, such as: I would like to discover an ancient Egyptian tomb because I would love to find precious historical artefacts which have been thought of as lost for many years.

The Fisherman by Abbie Farwell Brown



*The fisherman goes out at dawn
When every one's abed,
And from the bottom of the sea
Draws up his daily bread.*

*His life is strange; half on the shore
And half upon the sea --
Not quite a fish, and yet not quite
The same as you and me.*

*The fisherman has curious eyes;
They make you feel so queer,
As if they had seen many things
Of wonder and of fear.*

*They're like the sea on foggy days, --
Not gray, nor yet quite blue;
They 're like the wondrous tales he tells
Not quite -- yet maybe -- true.*

*He knows so much of boats and tides,
Of winds and clouds and sky!
But when I tell of city things,
He sniffs and shuts one eye!*

This set of questions is based upon the text 'The Fisherman' by Abbie Farwell Brown.

Q1

Circle the phrase which describes the fisherman's catch.

*the fisherman goes out at dawn
when every one's a-bed
and from the bottom of the sea
draws up his daily bread*

1 Mark

Q2

Circle the word used to describe the fisherman's life.

strange fish curious queer

1 Mark

Q3

Find and copy a phrase from the third stanza that suggests the fisherman has led an exciting life.

1 Mark

Q4

Explain why you think the author has described the fisherman's life as 'strange'.

1 Mark

Q5

What impression do you get of the fisherman's eyes?

Impression	Evidence

2 Marks

Q6

By using two stanzas to describe them, what does the writer want us to think/feel about the fisherman's eyes?

1 Mark

Q7

Describe the relationship between the writer and the fisherman.

*'But when I tell of city things,
He sniffs and shuts one eye!'*

2 Marks

Q8

For each of the following statements, tick the correct box to show whether they are true or false.

Statement	True	False
He fishes for bread.		
He has interesting eyes.		
He doesn't think much of city life.		

1 Mark

Q9

Do you think the fisherman is an interesting person to know?

 Yes No Maybe

Explain why!

2 Marks

Q10

Describe the fisherman in your own words.

2 Marks



DEEPENING UNDERSTANDING ANSWER SHEET

THE FISHERMAN READING COMPREHENSION – STANDARD Qs

Question One (1 Mark)

1 mark for circling the correct response

Draws up his daily bread.

Question Two (1 Mark)

1 mark for circling the correct response

strange

Question Three (1 Mark)

1 mark for copying one of the following phrases

'As if they had seen many things'

'Of wonder and of fear.'

Question Four (1 Mark)

1 mark for an appropriate explanation

E.g. Because he spends half of his life on the shore which most of us wouldn't.

He doesn't have a routine like most of us.

Question Five (2 Marks)

1 mark for an appropriate impression. 1 mark for supporting evidence.

Impression – His eyes are mysterious and knowledgeable.

Evidence – 'They're like the wondrous tales he tells.'

Question Six (1 Mark)

1 mark for a relevant explanation

E.g. The author wants us to feel that his eyes are really interesting, not only in their colour but in how wise they are.

Question Seven (2 Marks)

1 mark for a simple explanation

E.g. The writer thinks the fisherman is an interesting person.

2 marks for a more developed response

E.g. The writer really admires and enjoys listening to the fisherman's tales because he describes them as 'wondrous' but the fisherman doesn't really like listening to the writer's stories about the city because they don't interest him.

Question Eight (1 Marks)

1 mark for all three correct answers

He fishes for bread – **false**

He has interesting eyes – **true**

He doesn't think much of city life – **true**

Question Nine (2 Marks)

1 mark for a simple explanation

E.g. Yes because he has lots of stories to tell.

2 marks for a more developed response

E.g. Maybe as I think he has lots of interesting stories to tell but I'm not sure he would have enough which would keep me wanting to hear more as life as a fisherman can't be that interesting.

Question Ten (2 Marks)

1 mark for a simple explanation

E.g. The fisherman has seen lots in his lifetime and is an interesting man.

2 marks for a more developed response

E.g. The fisherman is a mysterious individual who can sometimes feel lonely because he has to work hours when everyone else is asleep. Despite this, he enjoys what he does and sometimes embellishes stories about his life to entertain people.

Other Subjects

Art – create a landscape inspired by Nicholas Roerich.



PE/Dance- Keep yourself active indoors...

Cosmic Kids Yoga

Joe Wicks PE

Go Noodle

Christmas performance – this week we will be continuing to practice sign language for our Christmas performance. Can you do some research on how to say, 'Merry Christmas' and other festive words. We are also going to decorate the class Christmas tree with the story book theme "the dinosaur that pooped Christmas". Why don't you create your own decorate at home?

Jigsaw – read story and complete the kite activity.

Celebrating Difference

Harlon's Story - Ages 7-8 - Piece 5

Harlon's class was very excited because they were going to start swimming lessons. Most of the children were looking forward to it and couldn't wait for the first day at the swimming pool to come. But Harlon was dreading it. He was already a fantastic swimmer, as his Mum had taken him swimming ever since he was a baby. Harlon's best friend was called Mika. Mika liked to be the BEST at everything and wasn't good at losing games. He sulked a lot when playing team games at school, and if his team lost, he would blame other people and could say unkind things about them behind their backs and spread rumours about them. Mika would sulk if he was in a team with some of the children who weren't very good at sport. Harlon didn't like this part of Mika's character but he never challenged him about it because they were friends. Harlon began to worry that if Mika found out he was the BEST swimmer in school, he wouldn't want to be friends any more.

STOP THE STORY HERE AND ASK THE CHILDREN TO WRITE/DRAW (IN SECTION 1 OF THE KITE TEMPLATE) SOME OF THE POSSIBLE CONFLICTS/ NEGATIVE CONSEQUENCES THAT COULD HAPPEN WHEN MIKA FINDS OUT ABOUT HARLON'S SWIMMING TALENT.

The day of the first swimming lesson came quickly. Harlon got changed very slowly and was the last out at the poolside. The swimming teacher snapped, "Harlon, where HAVE you been, we've been waiting ages to get started." Mika grinned at Harlon, but Harlon felt 'funny' inside and didn't smile back.

IN SECTION 2 OF THE KITE TEMPLATE ASK THE CHILDREN TO WRITE/DRAW SOME OF THE FEELINGS THAT HARLON MIGHT BE FEELING.

The swimming lesson started and the teacher split the children up into three groups, non-swimmers, unconfident swimmers, and confident swimmers. Harlon joined the unconfident swimming group to try and hide his talent from Mika, who was in the confident swimmers group. Harlon's teacher gave him a quizzical look, she knew he was a good swimmer and wondered why he had chosen to go in that group. She wandered over and had a word with him but he fibbed and said he wasn't feeling very well so he wanted to be in the unconfident swimmers group today. Harlon found the rest of the lesson very boring. He didn't need to practise with floats, he didn't need to gain confidence in the water. He looked over at Mika's group who were doing a lot more challenging things and felt sad.

At the end of the lesson the teacher mixed all the children up to do some relay races in the pool. Harlon was in the same team as Mika. The race started, but Harlon was so focussed about hiding his talent that he deliberately went slow, but still fast enough to help his team win, or so he thought, but his team came second. Harlon had been too slow.

When they were getting out of the pool Mika glared at Harlon and said, "You were rubbish! I know you can swim better than that. It was your fault we lost! You did that on purpose!" He wouldn't talk to Harlon for the rest of the week and wouldn't play with him at break. He started spreading rumours about Harlon saying he was a rubbish swimmer and rubbish at everything.

IN SECTION 3 OF THE KITE TEMPLATE ASK THE CHILDREN TO WRITE/DRAW SOME STRATEGIES /IDEAS THAT HARLON COULD USE TO SOLVE THE ARGUMENT.

Sophia who sat next to Harlon in class noticed that Mika was being unkind and offered to help, but he was feeling angry with Mika and told her to mind her own business. Sophia was sad about this and it was horrible sitting next to Harlon in a bad mood. She thought she might be able to help and told the teacher that Harlon was being bullied by Mika...

IN SECTION 4 OF THE TEMPLATE ASK THE CHILDREN TO WRITE/DRAW WHETHER THEY THINK SOPHIA GETTING INVOLVED WILL BE A HELP OR NOT. WHAT MIGHT HAPPEN NOW SHE HAS INVOLVED THE TEACHER?

IN SECTION 5 ASK THE CHILDREN TO WRITE/DRAW WHAT THEY WOULD DO IF THEY WERE SOPHIA?

The teacher was pleased that Sophia explained what had been going on between Harlon and Mika. She had noticed this herself but hoped that the two friends might be able to solve the situation themselves. The teacher asked Harlon and Mika to stay behind one breaktime and reminded them of the 'Solve it together' technique they used in school. The boys followed the steps and were surprised to hear each other's points of view about the situation.

Mika didn't realise that his behaviour about being a sore loser affected other people, and he was surprised that the teacher explained that he was bullying Harlon. (Ask the children if they agree whether this was bullying – remembering the definition of repeated, deliberate actions that are unfair/ involve power).

Mika apologised to Harlon and then Harlon apologised to Sophia, who he had been rude to. It took a few days for things to return to normal, but it did and the boys became best friends again, but this time they knew more about each other than before.

IN SECTIONS 6 AND 7 OF THE KITE TEMPLATE ASK THE CHILDREN TO WRITE DOWN COMPLIMENTS THE BOYS COULD GIVE EACH OTHER, OR SOME THAT WOULD BE APPROPRIATE TO GIVE TO SOPHIA.

Celebrating Difference
Kite Template - Ages 7-8 - Piece 5

