



Victoria Dock Primary School Home Learning Plan
Year 3
Week Commencing 22nd February 2021




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 7 Give change	https://vimeo.com/499227948
Lesson 1 Make tally charts	https://vimeo.com/500377891
Lesson 2 Draw pictograms (2, 5 and 10)	https://vimeo.com/500379996


Giving Change


Question

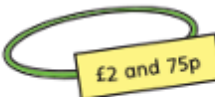
Fluency 1
How much change would you get from a £10 note?

a)  £5

b)  £2

c)  £9 and 85p

d)  £8 and 50p

e)  £2 and 75p

Fluency 2
Huan buys a hot chocolate for £2 and 60p.
He pays with a £5 note.
How much change does he get?

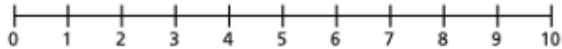
Fluency 3
Dani buys a milkshake.
She pays with a £5 note.
She gets £2 and 60p change.
How much did the milkshake cost?

Fluency 4
A train ticket costs £3 and 60p.
A bus ticket costs £2 and 85p.
Mr Khan buys a train and a bus ticket.
He pays with a £10 note.
How much change does he get?



Application 1
Ms Hall has £9 to buy breakfast.
She gets £4 and 25p change.

Waffles	£4 and 75p
Omelette	£5 and 75p


Which breakfast does Ms Hall buy?
Use a number line to explain your answer.



Application 2
Annie buys some crayons.
She pays with this money.





She gets this change.



Has Annie been given the correct amount of change?
Explain your answer.

Application 3
Mrs Dean buys a T-shirt.
She pays with a £10 note.
She gets four coins in change.
Each coin is different.




a) What is the lowest possible price of the T-shirt?
b) What is the highest possible price of the T-shirt?

Giving Change – continued





Question

Fluency 1
Aadi buys a pizza with a £5 note. How much change will he receive?





£2 and 60p



Fluency 2

			
£3 and 20p	£1 and 85p	£2 and 20p	£4 and 80p

Allie has £5 and buys a set of paints. Calculate how much change he receives.








Jane has £4 and buys 2 sets of pens. How much change will she receive?

Application 1

The bakery.


			
£2 and 25p	£1 and 55p	1 sausage roll = 75p	£1 and 29p

a. Sonny goes to the bakery and has two £2 coins. He wants to buy a cake. How much change does he get back?


b. Adrita goes to the bakery and has a £5 note. She buys a piece of pie and a fruit tart. How much change does she get back?

c. Harry has a £1 coin and a £2 pound coin. He buys a sausage roll and a piece of pie. How much change does he get back?

Application 2




I have a £10 note and a £2 coin. If I spend £6.40, I will have £8.00 left.



Is Alfie correct? Convince me!

Application 3

Always, Sometimes or Never?




If you use a £5 note to pay for something, you will get coins for change.

Explain why!

Application 4

Millie has £4 and spends £1 and 45p on an ice cream and 85p on a drink.

Which bar model represents this calculation?



£4	
85p	£1 and 45p

£4		
85p	£1 and 45p	£1 and 70p

£1 and 70p	
85p	£1 and 45p

How can you prove it?

Making Tally Charts

Question

Fluency 1

Draw tally marks to represent each number.

- a) 5 b) 10 c) 4 d) 16

Fluency 2

There are some socks on a washing line.

The socks are spotty, stripy or plain.



Complete the tally chart.

Type of Socks	Tally
Spotty	
Stripy	
Plain	

Fluency 3

Class 2 tally the number of pencils, rubbers and rulers they have.

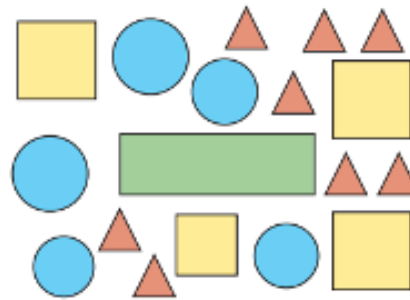
Item	Tally
pencils	IIII
rubbers	JHF IIII
rulers	JHF I

Draw the items. The rulers have been drawn for you.



Fluency 4

Here are some shapes.



- a) Complete a tally chart to show how many of each shape there are.
b) How did you do the tallying?

Application 1

Whitney, Teddy and Jack tally how many jumps they can do in a minute.

Jumps	Tally	Total
Whitney	JHF I	
Teddy	IIIIIIII	
Jack	IIII	

a)



Do you agree with Whitney?
Explain your reasons.

b) How could Teddy's tallying be improved?

Application Challenge


Make a tally chart for a topic of your choice.
It could be eye colour, favourite takeaway or favourite colour etc.

Making Tally Charts – continued

Question
Fluency 1
 Class 2 have made a tally chart of their favourite playtime fruit snacks.

Favourite Fruit	Tally	Total
Apple	IIII II	7
Banana		9
Pear	II	2
Satsuma	III III I	


Complete the missing blue boxes.







Melon

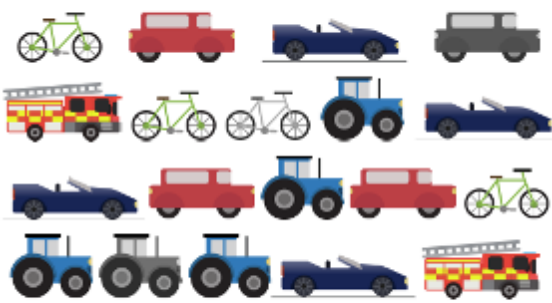
The children forgot to put melon on the tally chart.
 2 children preferred melon.
 Add the information to the extra row.

Fluency 2
 Use the pictures to complete the tally chart.



sweet	tally	total
		
		
		
		


Application 1
 Here is a tally chart of a traffic survey.
 Can you spot the mistakes?





Vehicle	Tally	Total
car	IIIIIIII	8
bike	IIII	4
tractor	III	5
fire engine	I	1

Application 2
 Three children have each created a tally chart but they forgot to write their name on their work.

Favourite Meal	Tally
pizza	III III
pasta	III III III
roast dinner	
fish and chips	III III II





Darcey  13 people liked pasta.

Anita  10 people liked pizza.

Ranjit  Nobody liked a roast dinner.

Who could this tally not belong to? Explain why!

Problem Solving
 Four children have been talking about their toy cars.

Caleb

Alfie

Asha

Jane

Caleb has the most cars. He has less than 20.
 Alfie has 10. He has the least amount.
 Asha has an even number.
 Jane has a number between Asha and Caleb.
 Can you complete the tally chart for them?

Can you do it in more than one way?

Answer box

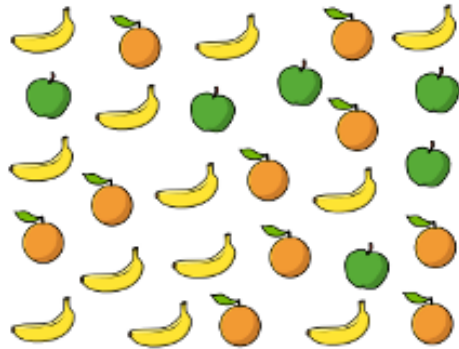
Name	Tally	Total

Draw pictograms – 2, 5, 10

Question

Fluency 1

Here is some fruit.



a) Complete a tally chart.

b)



I will use a circle for each piece of fruit.

Draw Dora's pictogram.

c)



I will use a circle for every 2 pieces of fruit.

Draw Tommy's pictogram.

d) Whose pictogram do you prefer? Why?

Fluency 2

Class 2 vote for whether they would like to play tennis, football or netball.

The tally chart shows the votes.

Sport	Tally	Total
Tennis		5
Football		20
Netball		10

a) Complete the pictogram.

Sport	
Tennis	●
Football	
Netball	

Key
● = 5 votes

b) Complete the pictogram.

Sport	
Tennis	
Football	
Netball	●

Key
● = 10 votes

Fluency 3

The tally chart shows the weather for 55 days.

Weather	Tally
Sun	
Cloud	
Rain	

Draw a pictogram to show this information.

Choose your own key.

Application 1

What's the same? What's different?

banana	●●●●
pear	●●
orange	●●●●
apple	●●●●●●

● = 5

banana	pear	orange	apple
●●	●	●●	●●●

● = 10

Inverted Commas for Direct Speech

- To use and punctuate direct speech.

Task:

Watch video on teams or read through PowerPoint.

Imagine having a conversation with somebody and you told them that you grew a dragon.

Structure of a Formal Letter

- To discuss writing similar to that which they are planning to write in order to understand and learn from **its structure, vocabulary and grammar**.

Task:

Look at the example letter and identify all the features from the checklist. Also, can you spot anymore writing features or sentence types?

Sunlight Hospital
Well Road
Hilltop Town
T11 234

Mr Jenner
32 High Street
Cliff Town
TT11 123

12th March 2016

Dear Mr Jenner,

I am writing to inform you that an appointment has been made for the operation on your left knee.

The operation is on Tuesday 16th May at 10 o'clock. Please arrive at the hospital two hours before this time and come straight to the Knee Clinic.

Please make sure you have packed an overnight bag because you will have to stay in the hospital for two nights. We suggest you bring your softest pyjamas, a book and comfortable slippers but don't bring anything valuable such as tablets, laptops, watches or phones.

You must be careful after the operation and you will be given a walking frame to help you slowly move again.

If you have any questions or if you are unable to attend the appointment, please call the number below.

Yours faithfully,

M Hobbs

Dr Michael Hobbs

Features Checklist...	Tick
The sender's address	
The address of the recipient	
The date	
The greeting (Dear Sir/Madam or Dear Mr/Mrs/Miss if you know their name)	
An introduction	
More details organised into paragraphs	
A conclusion saying what needs to happen next	
'yours faithfully' if you don't know the persons name or 'yours sincerely' if you know their name	
The senders name at the end	

A Dragon Balance Argument

- To plan their writing by discussing and recording ideas.

Task:

Complete the table and fill in the reasons for and against.

Write a paragraph of reasons for and then another of reasons against. Then make your decision and explain why.

Should we be able to have dragons as pets?

Reasons For	Reasons Against

Planning a Formal Letter

- To plan their writing by discussing and recording ideas.

Task: Choose who you are going to write your letter to. Plan your letter using the boxing up frame and the feature tick list.

The sender's address

The address of the recipient

The date

The greeting/name

An introduction

More details organised into paragraphs

A conclusion saying what needs to happen next

'yours faithfully' or 'yours sincerely'

The sender's name

Formal Letter Writing

- To draft and write non-narrative material, using simple organisational devices.
- To proofread for spelling and punctuation errors.

Task:

Using your plan from yesterday, write your letter to the grown you have chosen.

Reading

This week we are continuing the story 'The Boy who Grew Dragons'. We are reading chapter 17, 18, 19 and 20. Read the questions carefully and write the answer into full sentences with cursive handwriting. Non-fiction Friday is attached below.

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.

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=FSqpfjqQ1ac>

Task: Read/listen to chapter 17 of the story and answer the questions below.

Retrieval

1. 'I looked up just in time to see two shapes spiralling upwards.' What were these two shapes?

Inference

2. How did Flicker feel about seeing the dragons? Justify!

Inference

3. On page 126, how do we know that Flicker appreciates Tomas?

Vocabulary

4. 'Maybe I could coax them into Grandad's garden.' Circle the word closest in meaning to 'coax'.

hurry persuade shout wish

Inference

5. How does Grim live up to his name on page 128?

Predict

6. Who do you think threw the stink bombs? Justify your prediction!

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=2sXINrTy1vI>

Task: Read/listen to chapter 18 of the story and answer the questions below.

Retrieval

1. What secret did Tomas want to tell his friends?

Retrieval

2. List **two problems** Tomas encounters when trying to tell his friends.

Vocabulary

3. 'He was even loitering in the hall at lunch'. Circle the word closest in meaning to 'loitering'.

lingering dawdling present

Inference

4. How do we know that Ted, Kai and Kat are excited to see what Tomas wants to show them?

Inference

5. Do you think Ted, Kai and Kat believed Tomas' story at first? Explain why!

Summarise

6. Order the events 1-4 in which they happen in the chapter.

Tomas left his rucksack in the changing rooms.
Liam appeared by the tree.
Tomas reached into his rucksack to get Flicker out.
Tomas told the story of the dragon to his friends.

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=ZabOXuz7nIw&t=6s>

Task: Read/listen to chapter 19 of the story and answer the questions below.

Inference

1. What excuse do you think Tomas gave Mrs Olive for needing to go inside?

Retrieval

2. How does Tomas look after Flicker on page 139?

Vocabulary

3. 'It was not the best time for him to be soaring around.' What does this tell us about how Flicker flew?

Inference

4. Why does Tomas half expect to see Liam's face smooshed up on the glass?

Retrieval

5. Where did Flicker's poo land? Circle your answer.

Mr Firth's desk Mr Firth's coffee cup

Inference

6. What do you think will happen to Mr Firth's coffee cup? Explain why you think this!

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=tjXTPLA7c>

Task: Read/listen to chapter 20 of the story and answer the questions below.

Retrieval

1. How did Ted's feelings change throughout the afternoon? How did he feel at the start and then at the end?

Inference

2. How do we know that Flicker wasn't happy with all the attention he was getting?

Inference

3. Why did Tomas' friends think he was a dragon whisper?

Vocabulary

4. Kai scowled when Tomas wouldn't share Flicker. What does this tell us?

Summarise

5. Do you think Kat, Kai and Ted like Flicker? Give reasons for your answers.

Predict

6. 'Then we could all have one, couldn't we?' What do you think will happen next in the story?

Non-Fiction Friday

- To retrieve and record information from non-fiction

Read 'We'd eat insects!' and answer the questions below.

1. Why do some people think we should eat more insects?

To care for the planet	
To get more vitamin C	
To prevent people starving	<input type="checkbox"/>

2. How many people around the world eat insects often?
3. What were the children taught during the study? Give two examples.
4. What **two meals** made from insects were offered to the children?
5. Where did the insects in the meals come from?
6. Tick the boxes to show whether the facts are true, false or unknown.

	True	False	Unknown
The researchers were from Bristol.			
The burgers were made from mealworms.			
The report ends with a quote from the person in charge of the study			

7. What do you think? Would you ever eat insects in order to look after the planet?

WE'D EAT INSECTS!

If we didn't tell you that this Bolognese was made from bugs, you would never guess it!

A NEW study has found that children are “open to eating insects as part of their daily school meals”.

Eating more insects could help to feed the world in a more environmentally friendly way. Compared to animals such as cows or pigs, insects need less food, less water and hardly any space to grow.

At least two billion people around the world already eat insects. But will UK schoolchildren ever go for them? A new study says yes!

The researchers from Bristol didn't just give the kids a plate of crickets for lunch. They began by teaching the children about the health benefits of eating insects and how different food choices affect the planet.

Then, the kids were offered burgers or spaghetti Bolognese made with insects from Bug Farm Foods, in Wales. They found that they liked them!

When the bug Bolognese was put on the school menu, 60% (three-fifths) of children eating hot meals chose the insect option!

One of the schoolchildren taking part in the study said: “We all know that looking after the planet is important, but we don't learn about what we can actually do to make a difference at school. [By swapping



to bug-based meals] we can actually make changes to what we eat, and that might actually make a difference.”

Spelling and Handwriting

Read through the PowerPoint

- Monday – wordsearch
- Tuesday – root word activity
- Wednesday – missing words
- Thursday – handwriting
- Friday – spelling test

How can we use prefixes?

Focus: the prefixes anti- and sub-

Find this week's spellings in the wordsearch.

I	T	W	B	E	D	I	V	I	D	B	U	S	S
U	E	D	I	U	U	T	S	S	D	Y	A	E	S
B	Z	S	I	B	S	I	L	U	R	U	N	S	B
S	E	U	C	L	U	U	U	B	A	N	T	I	O
U	E	B	I	I	B	L	D	W	D	U	I	W	D
B	R	H	T	N	S	S	E	A	N	A	S	K	S
T	F	E	P	S	E	T	O	Y	A	D	O	C	N
I	I	A	E	R	T	L	I	A	T	U	C	O	A
T	T	D	S	M	S	N	S	O	S	A	I	L	M
L	N	I	I	U	A	Z	V	A	B	A	A	C	A
E	A	N	T	S	B	E	G	N	U	D	L	I	U
B	A	G	N	C	O	B	Z	S	S	I	N	T	B
S	D	E	A	L	T	U	T	T	A	R	B	N	I
I	E	N	I	R	A	M	B	U	S	L	I	A	A

How can we use prefixes?

Focus: the prefixes anti- and sub-

Task: Fill in the gaps.

Missing Words

Choose the words from this list:

substandard

submarine

anticlockwise

antifreeze

subway

1.
 - a) When it is really cold, we put _____ in the car to stop it freezing.
 - b) A _____ can stay underwater for many months.
 - c) You can walk through the _____ to get from one side of the road to the other.
 - d) Athletes run _____ around a track.
 - e) My teacher said my work was _____ but I thought it was brilliant!

2. Write down the meanings of the prefixes.
 - a) The prefix *anti-* means _____.
 - b) The prefix *sub-* means _____.

How can we use prefixes?

Focus: the prefixes anti- and sub-

Task: Spelling Test

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Other Subjects

History- Greek philosophers

RE – stain glass window activity

Jigsaw – fitness challenge

Science – muscles and movement

Science: Muscles and Movements

- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Why do we need muscles?

Muscles are responsible for every movement our bodies make.

Let's watch a film clip to find out all about them:

<https://www.bbc.co.uk/bitesize/clips/zpp6n39>
<https://www.bbc.co.uk/bitesize/topics/z9339j6/articles/zpbxb82>

We know that muscles work in pairs.

Arm Muscles Activity – extend one arm in front of them and raise their fist towards their shoulder a few times. Now place your other hand over your upper arm as you do it. You will be able to feel the muscle contracting (getting shorter and thicker) under your skin. This muscle is called your bicep. Can you see your muscle contracting?

There are muscles opposite your biceps on the lower side of your arm that contract every time you straighten your arm. These are called your triceps. Your biceps and triceps work in pairs to bend and straighten your arms.

Task: Read through PowerPoint

Design your own warm up for a PE lesson. Think about what activities you could use to warm up and stretch all your different muscle. You need at least 5 different activities. You could even record a tutorial of you explaining the exercises.

History – Who were the Ancient Greek philosophers?

- a study of Greek life and achievements and their influence on the western world.

Task 1: Watch the oak academy lesson.

<https://classroom.thenational.academy/lessons/who-were-the-ancient-greek-philosophers-cthkac>

Task 2: Create a fact file we can display in the classroom about Ancient Greek philosophers. It might be just about one philosopher or multiple. Wow us!

Puzzle 4: Healthy Me - Piece 1

- To understand how exercise affects my body and know why my heart and lungs are such important organs.
- To set myself a fitness challenge.

Task 1 - calm me time!

Scientists say: 'Children need to be active for at least one hour every day'.

This hour can be made up of lots of different chunks of time and activities throughout the day.

Everyone is going to make up their own fitness challenge: everyone's fitness challenge will be different and will be unique to each person because our bodies are individual.

Task 2 - Complete your own Fitness Challenge.

Think about something they can do now without stopping for a break: play football for half an hour, skip with a rope for 10 minutes, do jumping jacks for 2 minutes, hop on the spot 20 times, run really fast between two points, etc.

Fitness Challenge Chart

At the start, I can...	How many? How far? How long?	Next, I want to be able to...	How many? How far? How long?	How did I feel when I achieved my challenge?

Who Are The Faith Founders And What Did They Teach?

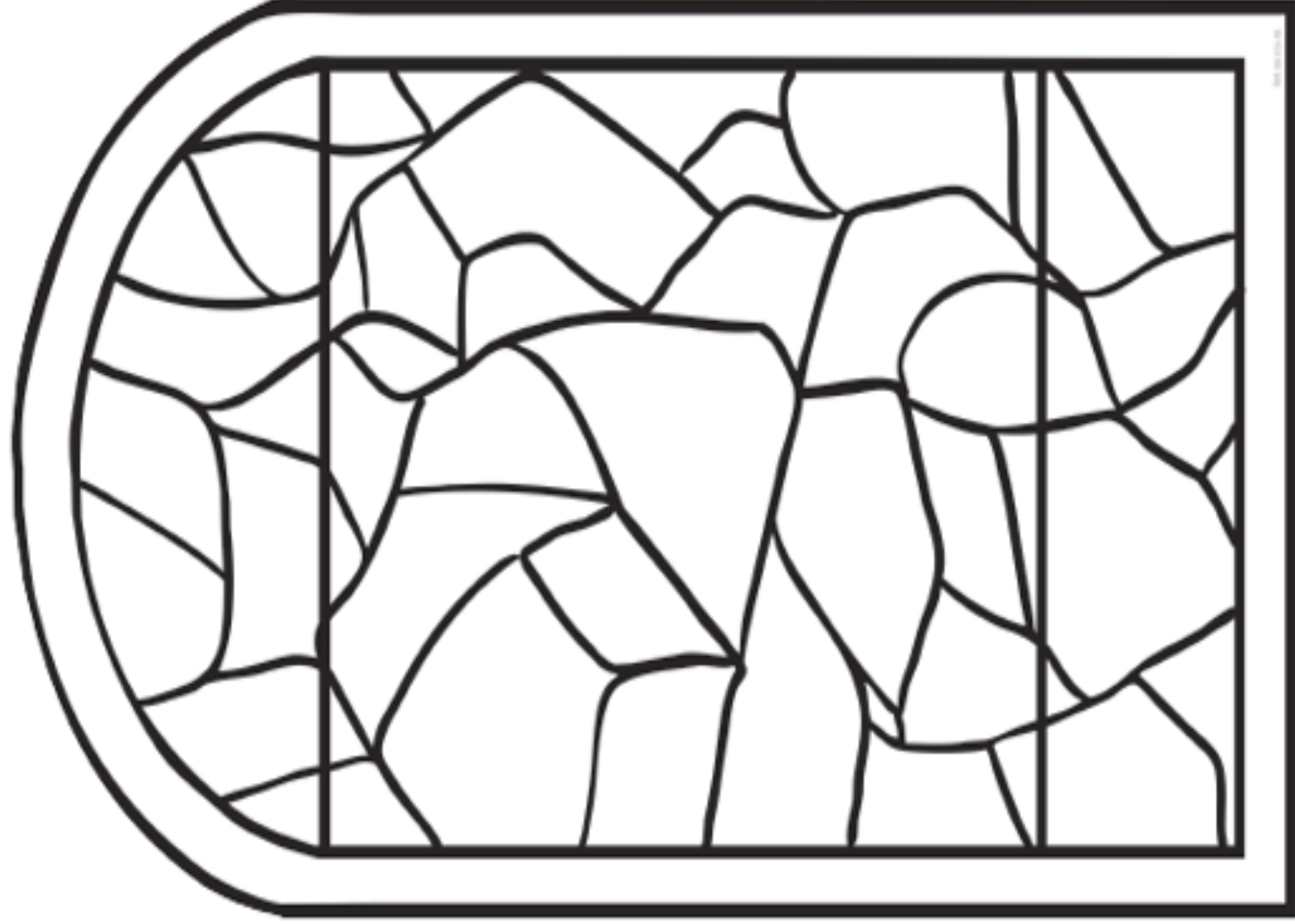
NCO: Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship.

Watch: <https://youtu.be/8aXQES99B4E> (A story in every stained glass window)

Task One: Experiment with colour and texture by making your own collage 'stained glass window', try to stick within the lines and make it as unique/colourful as possible.

Challenge: Using our blank 'window' template, apply the skills you've just acquired to creating your own 'stained glass window' in honour of one of the Faith Founders we've been studying, draw the outlines in pencil that you need first. Imagine they were for people to come and reflect and worship- make the awe inspiring!

You can use this template or create your own.



Challenge template

The image shows a challenge template form. It has a rounded top and a rectangular body. The body is divided into three vertical sections by two vertical lines. The leftmost section is a narrow column, the middle section is the largest and is empty, and the rightmost section is a narrow column. The entire form is outlined with a thick black border.

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