



Victoria Dock Primary School Home Learning Plan
Year 3
Week Commencing 1st March 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.

4th March is World Book Day – see teams for work/videos/links

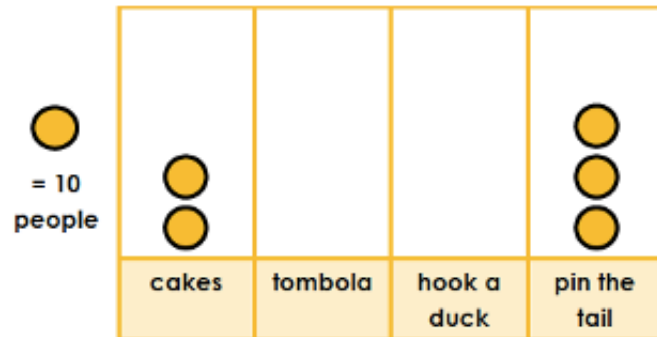
Year 3 Maths – Online Learning	
Lesson 2 Draw pictograms (2, 5 and 10)	https://vimeo.com/500379996
Lesson 3 Interpret pictograms (2, 5 and 10)	https://vimeo.com/500378019
Lesson 4 Bar charts	https://vimeo.com/501677687 https://vimeo.com/502337848

Draw pictogram (2, 5, 10)

Fluency 1

Finish the pictogram to show the stall popularity at a school fair.

Stall	Number of People
cakes	
tombola	
hook a duck	
pin the tail	



NOW... draw another pictogram where ● = 5 people

Fluency 2

Use the tally chart to complete the pictogram.

Pet	Tally
Dog	
Cat	
Rabbit	
Fish	

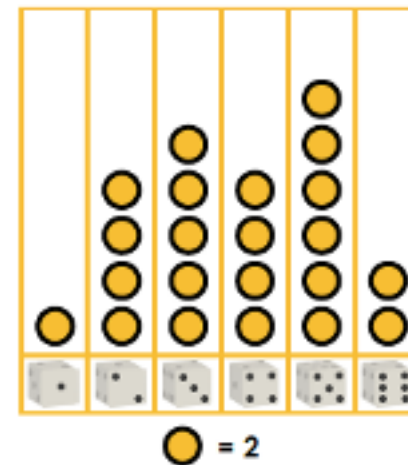
Pet	
Dog	□ □ □ □ □
Cat	□ □
Rabbit	□ □ □ □
Fish	□ □ □ □ □

□ = 2 animals

Application 1

Which feedback do you agree with? Why?

Die	Number of Times
1	
2	
3	
4	
5	
6	



Ranjit



There needs to be as many circles as there are tally marks.

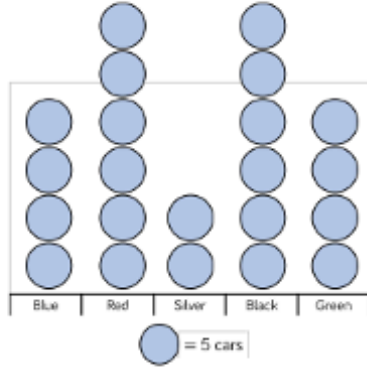
The representation for one number on the pictogram is wrong.



Darcey

Application 2

Teddy and Eva both draw a pictogram to show how many cars they counted driving past their school.



Colour	Number on cars
Blue	● ●
Red	● ● ●
Silver	●
Black	● ● ●
Green	● ●

● = 10 cars

What is the same? What is different?
Whose pictogram do you prefer? Why?

Problem solving

The children have completed a survey of the clubs children in their school attend. They made a tally chart.

Club	Number of Children
karate	
swimming	
football	
dance	
brownies/cubs	

karate	● ● ● ● ●
swimming	
football	
dance	
brownies/cubs	

● = 2 children



Millie started the pictogram above but realised she couldn't fit the representations onto each row.



Marlon chose the same symbol but it represented a different value to Millie's.

Draw a pictogram that Marlon could have drawn.

Is there more than one possibility?

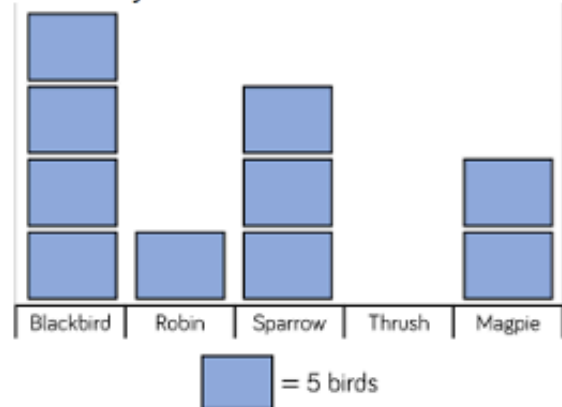
Interpret pictograms (2, 5 and 10)

Fluency 1

How many more sparrows are there than robins?

What is the total number of birds?

How did you calculate this?

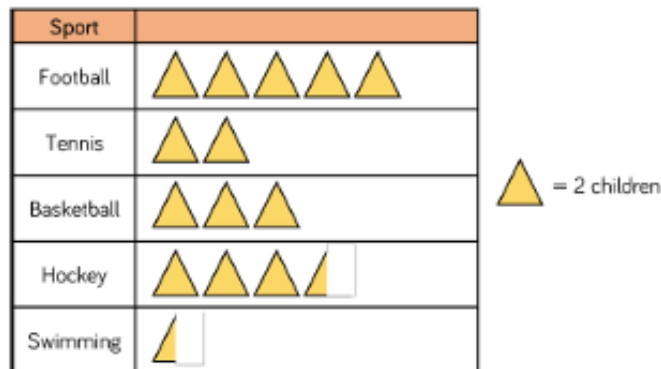


Fluency 2

Which is the most popular sport?

How many children voted for football and swimming altogether?

What could the title of this pictogram be?



Fluency 3

Dora, Dexter and Jack play basketball at break time.

They record the goals they score in a pictogram.



a) Complete the sentences.

Dora scores goals.

Dexter scores goals.

Jack scores goals.

b) How many goals do they score altogether?

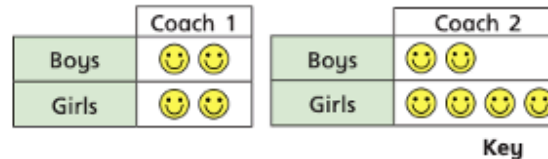
c) How many more goals does Jack score than Dexter?

d) How many ways could you work out the answer to part c)?

Fluency 4

Two classes go on a trip to the zoo together.

There are two coaches to take both classes.



a) Which coach has more boys? = 10 children

b) Which coach has more girls?

c) How many girls are there in total?






d) How many more girls than boys are there on Coach 2?

e) How many more girls than boys are there on the trip to the zoo?

f) How did you work out the answer to part e)?

Application 1

At the zoo, Mo keeps a record of how many big cats he sees.

Big Cat		Key
Leopard		 = 2 big cats
Cheetah		
Lion		
Tiger		

a) Choose a word to complete the sentence.

more

fewer

There are _____ leopards than lions.

There are _____ lions than cheetahs.

b)





If I add the number of cheetahs and lions together then it will be equal to the number of tigers.

Is Rosie correct?

How do you know?

c)



Each  represents 2 big cats so I can just double the amount of  and that will be how many big cats there are.

Is Alex correct?

How do you know?

Interpret pictograms (2, 5 and 10) – continued

Fluency 1

Number of Ticks

Millie	★ ★ ★ ★
Marlon	★ ★ ★ ★ ★ ★
Jerry	★ ★ ★ ★
Ranjit	★ ★ ★

★ = 10 ticks

Who has the most ticks?





Which 2 children have earned the same number of ticks?

How many fewer ticks does Ranjit have than Jerry?

How many ticks have the children earned altogether?

Fluency 2

Favourite Desserts

			
cake	biscuit	ice cream	doughnuts

● = 2 people





Use the pictogram to complete the sentences:

More people like _____ than _____.

The least popular dessert is _____.

The difference between ice cream and cake is _____.
_____ people were asked altogether.

Application 1

banana	
pear	
orange	
apple	

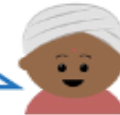
● = 10



Jane

6 people said their favourite fruit was apple.

30 people said their favourite fruit was banana.







Ranjit

Who is correct?

How do you know?

Application 2

			
Spring	Summer	Autumn	Winter

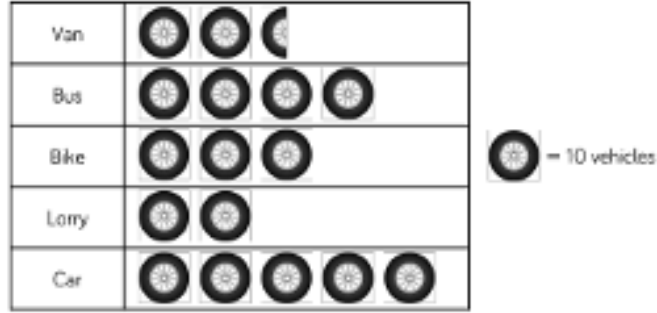
 = 10

True or False?

10 ice lollies were eaten in summer.

Application 3

Jack and Whitney have carried out a traffic survey.



Jack says;



If I add the number of lorries and bikes together then it will be equal to the number of cars

Is he right? Convince me.

Whitney says;

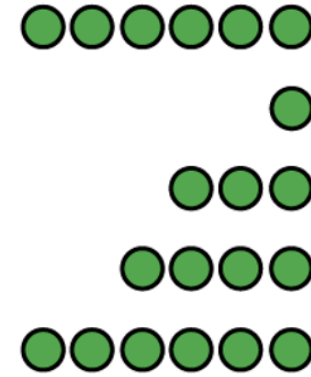


To find the total number of vehicles I need to count the symbols. There are 16 and a half vehicles.

Is she correct? Explain your answer.

Problem Solving

Anita made a pictogram of her traffic survey of different coloured cars but she forgot to stick her work down.



= 5 cars

yellow	blue	black	red	white	

Use the two facts to put the information back onto the pictogram.



She saw the same amount of red and black cars.

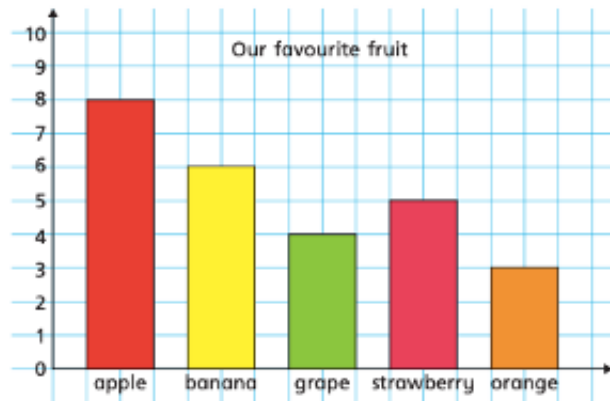
She saw 5 less white cars than blue cars.

Bar Charts

Fluency 1

All the children in Class 3 choose their favourite fruit.

The bar chart shows the results.



Use the bar chart to answer the questions.

- What is the most popular fruit?
- How can you tell just by looking?
- What is the least popular fruit?
- How many more children like apples best than like grapes best?
- How many children are there in Class 3?

Fluency 2

Some children are asked how they get to school.

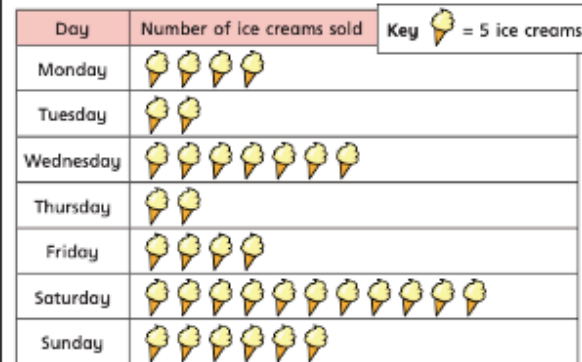
The tally chart shows the results.

Method	Tally	Total
Walk		
Bike		
Car		
Bus		

- Complete the chart.
- Draw a bar chart to represent the data.
- Which chart do you prefer?
What are your reasons?

Fluency 3

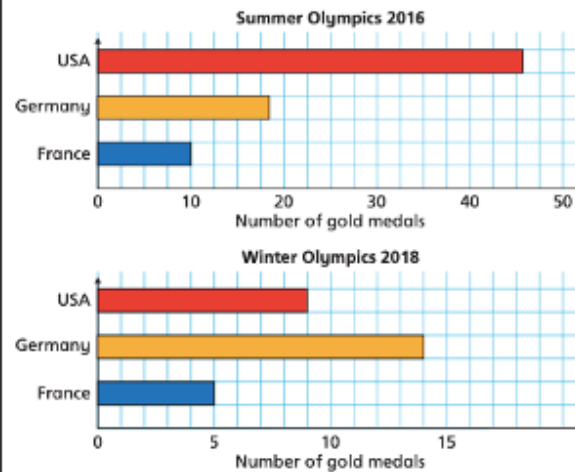
The pictogram shows the number of ice creams sold each day.



Draw a bar chart to represent this data.

Application 1

The bar charts show the number of gold medals won by some countries in the Summer and Winter Olympics.



- Germany won more medals at the Winter Olympics than the Summer Olympics as the bar is longer.



Is Mo correct?

How do you know?

- Which country won the most medals in total?


Find the Features of a Postcard

Task:

- Look at the postcard and highlight and find the different features and sentence types.
- Can you spot any contractions or fronted adverbials in the postcard?

Challenge:

Create a table to compare the similarities and differences between a formal letter (like we did last week) and a postcard

<p>1st March 2021</p> <p>To Billy, We're having a great holiday here in Scotland. We're staying in a posh hotel in the centre of Edinburgh. It's got a swimming pool but it's too cold to swim in at the moment. There are lots of things to do in Scotland. The people are very friendly, but sometimes I can't understand them.</p> <p>Last week, we went to Loch Ness. Unfortunately, we didn't see the monster. Did you know that water in Loch Ness never freezes? Scotland is very beautiful, so I've loved my time here. However, the weather has been bitterly cold, windy and it's rained every day.</p> <p>Are you having a good holiday at the beach?</p> <p>See you soon Jenny</p> <p>P.S. I've found a fossil. I think you'll love it!</p>	 <p>Billy Johnson 12 Lake Avenue Brighton BN1 2AQ</p>
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Checklist	tick
Stamp and address on the right	
Date	
Greeting and Name	
Activities	
Fun facts	
Best bits	
Sign off	
P.S.	

Research/Experience Day

- We are going to pretend that we are going to be sending a postcard from Greece.
- We need to find out about a holiday to Greece.


Task:

- Make a list of things you can do or places you could go.
- Think about how you could describe each of the places or activities.
- Can you use a noun phrase, simile or personification?
Can you find any fun facts?

Planning a Postcard from Greece

- **in non-narrative material, use simple organisational devices to plan a postcard.**

Using the checklist and the postcard structure plan your holiday postcard from Greece.

	Date:	
Greeting and Name:		
Activities and Facts		Name and Address:
Sign off		
P.S.		

Postcard Writing

- To plan and write non-narrative writing, using simple organisational devices
- Task:
- Using your plan from yesterday, write your postcard from Greece.
 - Use the plan box structure to help you write the postcard in the correct order.
 - Re read your work. Check spellings and grammar.
 - Use the checklist to make sure you have used all the features.

Checklist	tick
stamp and address on the right	
date	
greeting and name	
activities	
fun facts	
best bits	
sign off	
p.s.	
contractions	
fronted adverbials	

Reading

This week we are continuing the story 'The Boy who Grew Dragons'. We are reading chapter 21, 22 and 23. 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=wF2_qERZNIIs

Task: Read/listen to chapter 21 of the story and answer the questions below.

Retrieval

1. What were they all talking about after school?

Vocabulary

2. '...warriors who would seek out and slay the dragons.' Circle the word closest in meaning to seek

hunt kill eat find

Inference

3. Kat believes the legend is cruel. Do you agree? Explain why!

Retrieval

4. Number the instructions 1-4 which explain how a dragon hatches.

Fruit starts to grow.	
When they turn red, the fruit hatches.	
Moon-white flowers blossom.	
Long, vivid tendrils appear.	

Inference

5. 'Three eager faces waited for me.' What were they waiting for?

Summarise

6. Summarise how the wait felt to the children.

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=Q6FI2uSDlWo>

Task: Read/listen to chapter 22 of the story and answer the questions below.

Inference

1. Why do you think it was lucky for them that the fruit grew quickly?

Vocabulary

2. 'You really do have to admire our optimism.' What were they optimistic about?

Retrieval

3. Tick the items the children needed to take with them for their 'Operation Fruit Bust'.

Cucumbers	
lemon sprinkle fairy cakes	
custard creams	
insect repellent	

Inference

4. Why didn't they want to eat from grandad's saucepan?

Retrieval

5. List two cons of grandad's tent.

Inference

6. 'Good job we aren't planning on sleeping much.' Why did Ted say 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=NbCg0kdNKXM>

Task: Read/listen to chapter 23 of the story and answer the questions below.

Inference

1. How does the first paragraph lead you to believe the 'Operation Fruit Blast' didn't go to plan?

Vocabulary

2. "It's a good thing," said Kat, "biting back a snigger." What does biting back a 'snigger' mean?

Retrieval

3. On page 165, what did Tomas lie to his grandad about?

Retrieval

4. How did the children know they weren't alone in Grim's garden?

Inference

5. How did Kat and Kai feel when they saw the dragons? Explain how you know!

Predict

6. 'I knew exactly the ones who'd be getting the blame for that.' Explain who you think will get the blame.

Friday 5th March 2021

Non-Fiction Friday

- To retrieve and record information from non-fiction

Read 'News in Pictures' and answer the questions below.

1. Match the event to the correct country.

A Viking festival
An art sale
A famous carnival
An unusual café opens

Brazil
Russia
UK
France

Look at the news for France.

2. What is the name of the famous painting shown in the mosaic?
3. What is the name of the famous toy that it is made from?

Look at the news from Russia.

4. What words or descriptions explain that the café looks like a flat, hand-drawn picture?

Look at the news from the UK.

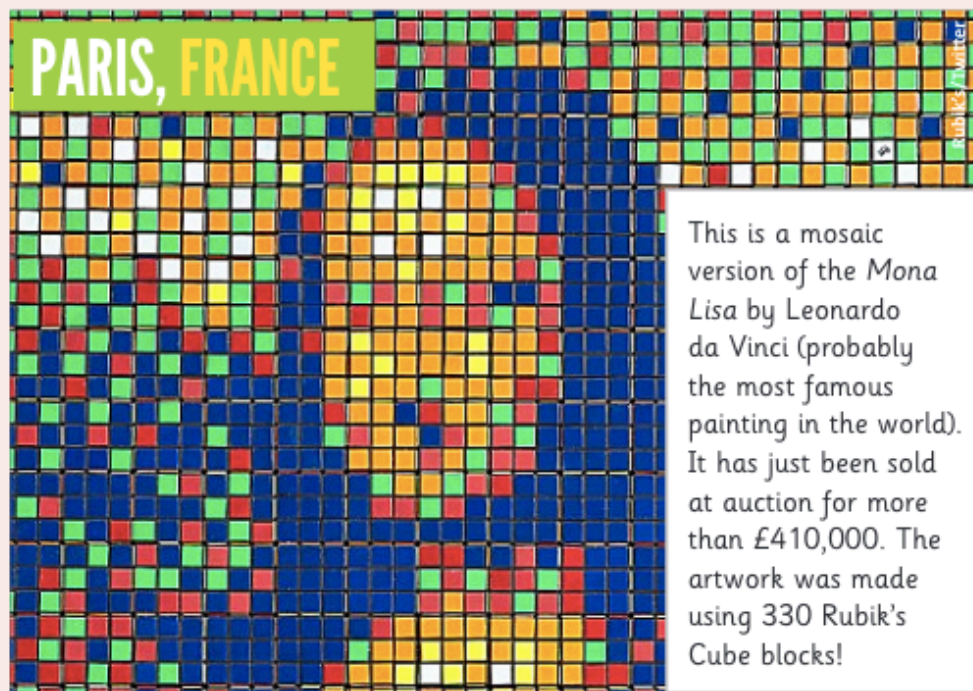
5. Why has the word 'Vikings' been put in inverted commas at the very beginning?
6. Find two facts about Jorvik!

Challenge:

Consider all the News in Pictures.

Which photograph do you think is the most important? In other words, which story would you find it hard to understand without the photograph?

NEWS IN PICTURES



PARIS, FRANCE

This is a mosaic version of the *Mona Lisa* by Leonardo da Vinci (probably the most famous painting in the world). It has just been sold at auction for more than £410,000. The artwork was made using 330 Rubik's Cube blocks!



YORK, UK

'Vikings' prepare to march during a living history display at the 36th Jorvik Viking Festival. The theme for this year was 'Voyages of the Vikings'. Jorvik ("yor-vik") is the old Viking name for the city of York. The city was first attacked by the Vikings in the year 866 AD and became a Viking city for about 200 years.



ST PETERSBURG, RUSSIA

This new café in Russia has been painted completely in black and white, creating an amazing 2D look! The cartoon effect was achieved by painting everything white and then adding black edges to every object in the room. It was created by hand in just 35 days.



RIO DE JANEIRO, BRAZIL

Dancers from the Portela samba school parade with their spectacular float (decorated platform) on the first night of the Rio Carnival 2020. The carnival is the biggest in the world and takes place every year just before Lent.

Spelling and Handwriting

Read through the PowerPoint

- Monday – wordsearch
- Tuesday – pairs game
- Wednesday – handwriting
- Thursday – World Book Day!
- Friday – spelling test

How can we use prefixes?

Focus: prefix auto-

Task – Find the auto words in the wordsearch.

s	l	h	e	o	g	k	u	k	u	p	f	g	u	y	w
t	d	a	e	z	o	n	e	n	e	g	o	d	h	y	f
b	a	u	t	o	g	r	a	p	h	m	a	p	w	l	a
r	u	t	u	s	a	n	a	d	k	a	y	z	o	u	
z	t	o	f	v	l	u	m	r	g	t	c	c	j	t	
p	o	c	h	o	m	d	g	o	z	k	z	i	o		
b	p	u	s	g	y	a	o	o	y	u	m	d	h	r	
k	i	e	s	k	a	i	c	m	a	r	s	l	o		
t	l	q	k	i	b	n	o	l	w	o	x	n	w	t	
h	o	y	g	o	n	n	o	r	l	c	y	b	k	s	a
z	t	r	u	j	o	r	r	a	v	e	q	i	g	t	
t	f	u	q	t	w	r	e	b	f	t	h	m	l	e	
i	a	q	u	r	v	c	c	z	l	u	x	d	e		
l	q	a	c	p	a	u	t	o	f	o	c	u	s	g	
a	u	t	o	m	a	t	i	c	o	r	n	q	f	t	

autograph

autopilot

autobiography

autorotate

automatic

automobile

autofocus

autonomy

autocorrect

autocue

How can we use prefixes?

Focus: prefix auto-, super-, re-, anti-, sub-

Task – Play Pairs by laying out their cards face down on the table or floor.

redo	return	superman	superhuman
refill	reread	supersonic	antifreeze
recycle	reappear	antiseptic	anticlockwise
reposition	supermarket	submarine	subtitle
subset	autograph	rebuild	subheading
automobile	automatic	superpower	subdivide
autocue	replay	superstar	subway
substandard	replace	antisocial	autobiography

How can we use prefixes?

Focus: the prefixes auto-

Task: Spelling Test

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

Other Subjects

History- Who won the Peloponnesian wars?

PE – see challenge links

Jigsaw – sugar game

Answers for task:

An energy drink 35g of sugar

A blueberry muffin 30g of sugar

A bowl of chocolate ice cream 22g of sugar

A packet of sweets 20g of sugar

A flavoured yoghurt 17g sugar

A chocolate bar 15g of sugar

A chocolate biscuit 14g of sugar

A bowl of chocolate cereal 11g of sugar

A plain biscuit/ cookie 8g of sugar

Science – setting up an experiment

History – Who won the Peloponnesian wars?

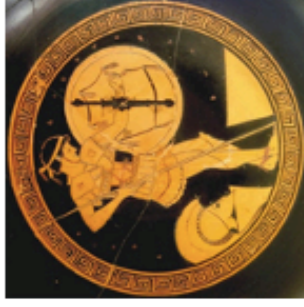
- a study of Greek life and achievements and their influence on the western world.

Task 1: Watch the oak academy lesson.

<https://classroom.thenational.academy/lessons/who-won-the-peloponnesian-wars-70t3ar?activity=video&step=2&view=1>

Task 2: create your own Greek shield that a soldier could use.

Examples:



Puzzle 4: Healthy Me – Piece 2

- to know that the number of calories, fat and sugar I put into my body will affect my health
- to know what it feels like to make a healthy choice




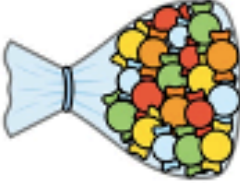





Task 1 – calm me time!

Our bodies need energy from food and drink, but we have to make sure that we take in the right amounts, so our bodies stay healthy and in balance. Calories and/or kilojoules are the amount of energy in foods, so foods with higher number of calories/ kilojoules have more energy.

Have a look at food labels and see if you can find out how much energy is in each food item.

Task 2 – 'How much sugar?' game

Try and match how much sugar is in each food item.

 <p>An energy drink</p>	 <p>A chocolate bar</p>	 <p>A blueberry muffin</p>
 <p>A packet of sweets</p>	 <p>A plain biscuit</p>	 <p>A bowl of chocolate ice cream</p>
 <p>A chocolate biscuit</p>	 <p>A flavoured yoghurt</p>	 <p>A bowl of chocolate cereal</p>

35g of sugar

20g of sugar

14g of sugar

15g of sugar

8g of sugar

17g of sugar

30g of sugar

22g of sugar

11g of sugar

Challenge:

Are there healthier 'swaps' we could make for some of these foods?

PE challenge for this week.

Activity	Task	Link
1	Coordination with ball skills	https://www.youtube.com/watch?v=lvySZYSZFNY&list=PLYGRaluWWTTojV3An2WEgsQ4qGFy_91jDL&index=2
2	Footwork patterns	https://www.youtube.com/watch?v=lfra8pSPEhE&list=PLYGRaluWWTTojV3An2WEgsQ4qGFy_91jDL&index=3
3	Throwing for accuracy	https://www.youtube.com/watch?v=tHRvquNKf1Q&list=PLYGRaluWWTTojV3An2WEgsQ4qGFy_91jDL&index=4
4	Rock and Roll Gymnastics	https://www.youtube.com/watch?v=DcGFteFryoA&list=PLYGRaluWWTTojV3An2WEgsQ4qGFy_91jDL&index=5

Science: Time to Investigate

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

Let's watch a film clip to find out all about how muscles need oxygen to work:
<https://www.bbc.co.uk/bitesize/clips/znntsbk>

Task: Read through PowerPoint 1.

Today, you are going to plan and investigate an experiment to answer one of three questions. See task support sheets attached to help you to plan the experiment.

- Do People who exercise a lot have better balance?
- Do People who practise activities that need good balance (like dance and gymnastics) have better balance than people who do not?
- Do people who exercise a lot, pant less after strenuous activity than people who do not?

Planning and Investigating

The question I am investigating is _____.

My prediction is...

I think this because ...

Table of Results

Name of Participant	Result Measurement

I think our data shows that...

I think our prediction was...

Challenge:

Display your data from your table in a different way. For example, a bar chart or pictogram.

Task Support Sheet 1



Do People who exercise a lot have better balance?

If we want to investigate this question what will we need to do?

- Think of a way to measure how good people's balance is
- Compare the balance of people who do lot's of exercise with people who don't

How can we measure balance?

Here are a few ideas.

		
Pick a balance pose and ask people to hold it for as long as they can. Time how long they manage to hold the pose.	Make a balancing course and measure how far people can travel along it.	You could put a zigzag line of masking tape on the ground and see how far people can balance along it.

Once you have decided how to measure balance, you need to decide who to ask to do your investigation. You could ask 2 or 3 people who do a lot of exercise each week and the same number of people who do not.

What do you think will happen?

Why?

Write your prediction on your task sheet and your reason for it.

It's time to start investigating!

Task Support Sheet 2

Do People who practise activities that need good balance (like dance and gymnastics) have better balance than people who do not?

If we want to investigate this question what will we need to do?

- Think of a way to measure how good people's balance is
- Compare the balance of people who do dance or gymnastics with people who don't

How can we measure balance?

Here are a few ideas.

		
Pick a balance pose and ask people to hold it for as long as they can. Time how long they manage to hold the pose.	Make a balancing course and measure how far people can travel along it.	You could put a zigzag line of masking tape on the ground and see how far people can balance along it.

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What do you think will happen?

Why?

Write your prediction on your task sheet and your reason for it.

It's time to start investigating!

Task Support Sheet 3




Do people who exercise a lot, pant less after strenuous activity than people who do not?

If we want to investigate this question what will we need to do?

- Think of a way to get people to do some strenuous activity
- Count how much they pant afterwards (perhaps the number of breaths in the first minute after they stop) for people who do a lot of exercise each week and people who don't

How can we get people to do strenuous activity?

Here are a few ideas.

		
5 minutes running	30 big star jumps	3 minutes skipping

Once you have decided on your exercise, you need to decide who to ask to do your investigation. You could ask 2 or 3 people who exercise a lot each week and the same number of people who do not.

What do you think will happen?

Why?

Write your prediction on your task sheet and your reason for it.

It's time to start investigating!