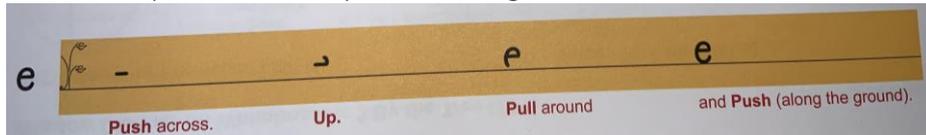


Year 3 Home Learning Letter – 21.04.20

Good morning everyone! I hope you're starting to settle back into a bit of a routine – I keep forgetting that I'm not allowed to eat chocolate for breakfast anymore!! Carry on keeping yourselves and your families safe and keep washing your hands.

Send an email to year3teacher@kingsapps.co.uk to say hi, show me your work or ask any questions and I'll reply when I can. If you want to chat to Mrs Sellars, you can email thehaven@kingsapps.co.uk. Have a great day!

Love Miss MacMaster xx

Spelling	<p>Rule: Suffixes. –ing, –ed, –s, –es, –ness, –ful, –less, –ly.</p> <p>Have a go at these three different words in the same table as yesterday.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Root Word</th> <th>-ing</th> <th>-ed</th> <th>-s</th> <th>-es</th> <th>-ness</th> <th>-ful</th> <th>-less</th> <th>-ly</th> </tr> </thead> <tbody> <tr> <td><i>like</i></td> <td><i>liking</i></td> <td><i>liked</i></td> <td><i>likes</i></td> <td>-</td> <td><i>likeness</i></td> <td>-</td> <td>-</td> <td><i>likely</i></td> </tr> <tr> <td>slip</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>rub</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>share</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Have you spotted a pattern or a rule yet?!</p> <p><i>You could... challenge yourself to complete a Hard level on Spelling Shed.</i></p>	Root Word	-ing	-ed	-s	-es	-ness	-ful	-less	-ly	<i>like</i>	<i>liking</i>	<i>liked</i>	<i>likes</i>	-	<i>likeness</i>	-	-	<i>likely</i>	slip									rub									share								
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Reading	<p>Spend at least 20 minutes reading your library book. I'd love to see some pictures of your reading spots! Mine is on a comfy bean bag next to my balcony.</p> <p>Draw a picture of one of the settings in your book. It could be a character's bedroom, the woods, a classroom. What clues are in the book that tell you what it might look like?</p> <p><i>You could... draw a picture of what you think the main character looks like.</i></p>																																													
Writing	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;">  </div> <div style="width: 50%;"> <p style="text-align: center;">Solitary Existence</p> <p><i>Come up with some adjectives that you could use to describe this setting.</i></p> <p>Think about what the inside of the house might look like as well as what you can see in the picture.</p> <p>My ideas are: <i>misty, rickety, jagged.</i></p> <p>Then, use your adjectives to create some expanded noun phrases and sentences.</p> </div> </div> <p>Remember:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%;">the adjective, adjective noun</td> <td style="width: 50%;">the dark, dingy room</td> </tr> <tr> <td colspan="2" style="text-align: center;">OR</td> </tr> <tr> <td>the adjective noun</td> <td>the misty sky</td> </tr> <tr> <td colspan="2" style="text-align: center;">OR</td> </tr> <tr> <td>the adjective noun with adjective, adjective noun</td> <td>the jagged rock with a rickety, unstable cabin</td> </tr> </table> <p style="text-align: center; background-color: #e0f0ff; padding: 5px;">Don't forget to use Kinetic Letters and correct spelling in your writing!</p>	the adjective, adjective noun	the dark, dingy room	OR		the adjective noun	the misty sky	OR		the adjective noun with adjective, adjective noun	the jagged rock with a rickety, unstable cabin																																			
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Handwriting	<p>Practise writing some words using the only letter in our special Squirter Family – e! Make sure you are in lizard position when you're writing.</p> <div style="text-align: center;">  </div> <p>Remember the <u>top</u> of the e reaches Skip's Branch. Choose another 3 words of your own to practice as well as these ones:</p> <p style="text-align: center; font-family: cursive;"> e feel e electric e elephant e squeak </p>																																													

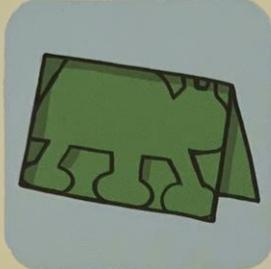
<p>Maths</p>	<p>How did you get on with the multiplication grid? Let me know what your time was!</p> <p>Today, I'd like you to create a maths game that will help you (and other children) to practice their times tables.</p> <p>Think about your favourite board game and how you could adapt it to include multiplying. Or think about the games we already use in class to practice times tables (games like FizzBuzz or Splat) – could you change these to make it your own game?</p> 
<p>Wider Curriculum</p>	
<p>Choose from these jobs:</p>	<ul style="list-style-type: none"> • Art: We're going to do some silly drawing! You need to think of an animal, an item of clothing, a type of food and one other object. See if you can come up with a way of drawing them all together! You might need to try a few times for it to work. For example you could have a monkey, holding a slice of pizza, wearing a t-shirt and standing on a surfboard! • Science: Make a water bug that can walk on water. <u>You will need some card and some scissors.</u> I've attached a picture of the instructions below but you might want to try it first without them to see what happens! <p>When you've made a bug that is able to stand (or float) on water, try to add different things to it and see what happens.</p> <p style="padding-left: 40px;">Could you add more weight to it?</p> <p style="padding-left: 40px;">What happens if the feet are bigger or smaller?</p> <p style="padding-left: 40px;">What happens if you put butter underneath the feet?</p>
<p>Question of the day</p>	<p style="text-align: center;"><i>Do you think you can make a shadow in a dark room?</i></p> <p>Think carefully about how and why shadows are made. What does this mean for you being in a dark room? Explain your ideas.</p> <p>I'll let you know what I think tomorrow. I'd love to hear your ideas in an email!</p> <p><i>Yesterday's thoughts from Miss M (this took ages for me to decide!): I think I would prefer to be a pen because you can't rub out pen to get rid of mistakes. This means that I would think carefully about my actions because I wouldn't be able to undo them.</i></p>

Walking on water

Make card bugs that stand on water, and discover how this works.

51 Make a water bug

1. Fold a piece of thin card in half. Then, draw a bug shape with three legs and feet, like this. Make sure the top of the bug touches the fold in the card.



2. Cut neatly around the shape, being careful not to cut along the fold. Then, fold out the bug's feet so the shape stands up.



3. Fill a dish with water and gently place the bug on top, so all its feet touch the surface at once. Can you make it balance on the water?



The surface of water is like a thin, stretchy skin, held together by a force called surface tension. Light objects can balance on this skin – as long as they don't break through it.



You can make your bug any shape or size...

...but the bigger the bug, the bigger its feet need to be for it to balance on the water.



52 Big-foot bug

Repeat activity 51 to make another bug, but this time with bigger feet. Is it easier to make it stand on the water?



It should be easier to balance the big-footed bug on water, because bigger feet spread the bug's weight more evenly over the water's surface.