

Tuesday 5/6/20 Home Learning.

Spring 1 Topic: Animals including you! This topic will focus on the human body, looking at the skeleton and muscles and other animals. We will also look at healthy eating.

Please also remember to practise spellings in H/W books and times tables, ready for our quiz on Friday.

Lesson	Learning	Activities
<b>Maths</b> Read and write numbers as words and numerals.	We will be recapping our place value knowledge this week, the children began this in September so should have a good knowledge base already. Today I would like Year 3 to practise writing and recognising 2-digit and 3-digit numbers as numerals and words. Begin with 2-digit numbers, starting with a few 'teen' numbers, read the words first to notice the pattern, saying the word accurately out loud, then writing it down. The chn could do this in different colours for different letters. Then move onto 2-digit numbers, practise counting first across Ten boundaries e..g count up from 49 to 59. Explain that for 2-digit numbers we say the <b>ten</b> in the number first, then the <b>one</b> 'Forty – Nine'. The children will also need to practise spelling 'hundred' and 'thousand'.	Show the word thousand with letters missing. What does it say? What letters are missing? Can they fill in the missing letters and practise spelling the word. Repeat for the word hundred. There are a few online activities here to practise. <a href="https://www.bbc.co.uk/bitesize/articles/z7pnm39">https://www.bbc.co.uk/bitesize/articles/z7pnm39</a>  Practise writing and reading a range of 2-digit numbers, then have a go at a few 3-digit numbers e.g. 342 – Three Hundred and Forty-Two. You could write and cut out a range of numbers as numerals and words and ask children to match them up. I have attached a worksheet that can be printed off and completed or used to copy from.
<b>English</b> Write questions and statements.	Today we would be introducing our new topic. The children will need to think about what they know already and what they would like to find out. This is something they are used to doing at the beginning of a topic. Statements are sentences which tell you a fact, opinion or idea. Questions are sentences that ask you something. They usually end with a question mark.	They will need to write statements first, to state what they already know. E.g. 'I know my body is made of bones.' They can write as many as they like, making sure they are written as a statement. They can then move onto writing questions, what would they like to know? E.g. How many bones are there in the human body? These can be recorded as sentences, or as a grid labelled 'What we know already' and 'What we would like to find out' At the end of the topic the children can look back at this and record 'What they have learned'. They can then have a go at drawing a skeleton as best they can without input, to assess what they know already and compare with at the end of the topic. If able, they could have a go at labelling any bones they think they know e.g. the skull.

<p><b>Magic Spell</b> Read non-fiction texts and identify features.</p>	<p>The children have learned about non-fiction texts in Year 3 already and should be able to recognise organisational features such as headings, subheadings, paragraphs and diagrams. Remind them of the difference between fiction- a story and non-fiction- factual. Read through an example together, you could use a text at home, a leaflet from a shop ect. Talk about how the writing is organised to make it easier to read and understand. E.g. lists or bullet points, short paragraphs. Sub-headings help us easily locate the information we want to know.</p> <div data-bbox="728 427 1144 628" style="border: 1px solid black; padding: 5px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ADD8E6; padding: 2px;">What are headings?</td> <td style="background-color: #ADD8E6; padding: 2px;"><b>Headings</b> are used to show what a page will tell us about.</td> </tr> <tr> <td style="background-color: #90EE90; padding: 2px;">What are sub-headings?</td> <td style="background-color: #90EE90; padding: 2px;"><b>Sub-headings</b> are used to show what a paragraph will tell us about.</td> </tr> <tr> <td colspan="2" style="background-color: #ADD8E6; padding: 2px;"> <p>The <b>heading</b> is the main title of a text. A <b>sub-heading</b> is a heading for a paragraph or a group of paragraphs in a text.</p>  </td> </tr> </table> </div>	What are headings?	<b>Headings</b> are used to show what a page will tell us about.	What are sub-headings?	<b>Sub-headings</b> are used to show what a paragraph will tell us about.	<p>The <b>heading</b> is the main title of a text. A <b>sub-heading</b> is a heading for a paragraph or a group of paragraphs in a text.</p> 		<p>For an activity, read through a non-fiction text example and look for features such as subheadings, headings and paragraphs. I have attached an activity to match up subheadings with relevant paragraphs.</p>
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<p><b>Science</b></p>	<p>Week 1: Bones and skeletons. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.. Explain the difference between a vertebrate and invertebrate. Bones are strong, light and rigid (they don't bend). Your skeleton is the rigid frame inside that holds your body up. If you didn't have a skeleton, you would be a heap on the floor. Do all animals have a skeleton inside? No. Many animals do not, like worms, jellyfish and flies. All animals can be divided into 2 groups: Vertebrates – animals with a backbone and Invertebrates – animals without a backbone. <b>Wk 1 Powerpoint:</b> Look at each animal picture and decide if you think it is a vertebrate (it has a backbone) or an invertebrate (it does not have a backbone).</p>	<p>Explain that main purpose of a skeleton is to hold up and support the body and enable movement. Show a glove when it is not worn- just a soft heap that cannot stand up. But when we wear it, it takes shape. Our bodies without a skeleton would be like the glove, soft and without form. Play the game vertebrates and invertebrates using the PowerPoint. Then fill out the activity sheet or write out a list of animals which are vertebrates and the n the invertebrates. If time, the children can create their own skeleton puppet using the attached resource. Children can cut out the skeleton and see how it fits together. <b>W1 Science Resource.</b> Research bones further using these links: <a href="http://www.bbc.co.uk">Film on human skeleton with other animals from www.bbc.co.uk</a> <a href="http://www.bbc.co.uk">Film clip on invertebrate with exoskeletons from www.bbc.co.uk</a> <a href="http://www.google.co.uk">YouTube clip of Dem Bones with lyrics from www.google.co.uk</a> (consider downloading ahead of session to avoid unsuitable adverts)</p>						