Year 3 Remote Learning Pack

Welcome

This pack contains your work for ten school days.
It is really important that if you are feeling well that you continue to learn from home and we are eager to support you with this.

Links to other resources which may support you

https://classroom.thenational.academy

https://www.bbc.co.uk/bitesize/primary

https://play.ttrockstars.com

home.oxfordowl.co.uk

purplemash.com

Day 1 - Mathematics

WALT: Solve fraction problems.

Today's on-line lesson will focus on applying your understanding of fractions to solve problems.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about fractions.

(Year 3 – Mathematics – Fractions)

After the on-line lesson, complete pages 36 and 37 in your Maths book – 'Solving Fraction Problems'.

Day 1 - Literacy

WALT: Use commas to separate items in a list.

Today's on-line lesson will focus on how to use commas to separate items in a list.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about how to use commas to separate items in a list.

(Year 3 – English – Punctuation – How to use commas in a list)

After the on-line lesson, complete pages 46 and 47 in your English book – 'Writing Lists'.

Day 1 – Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

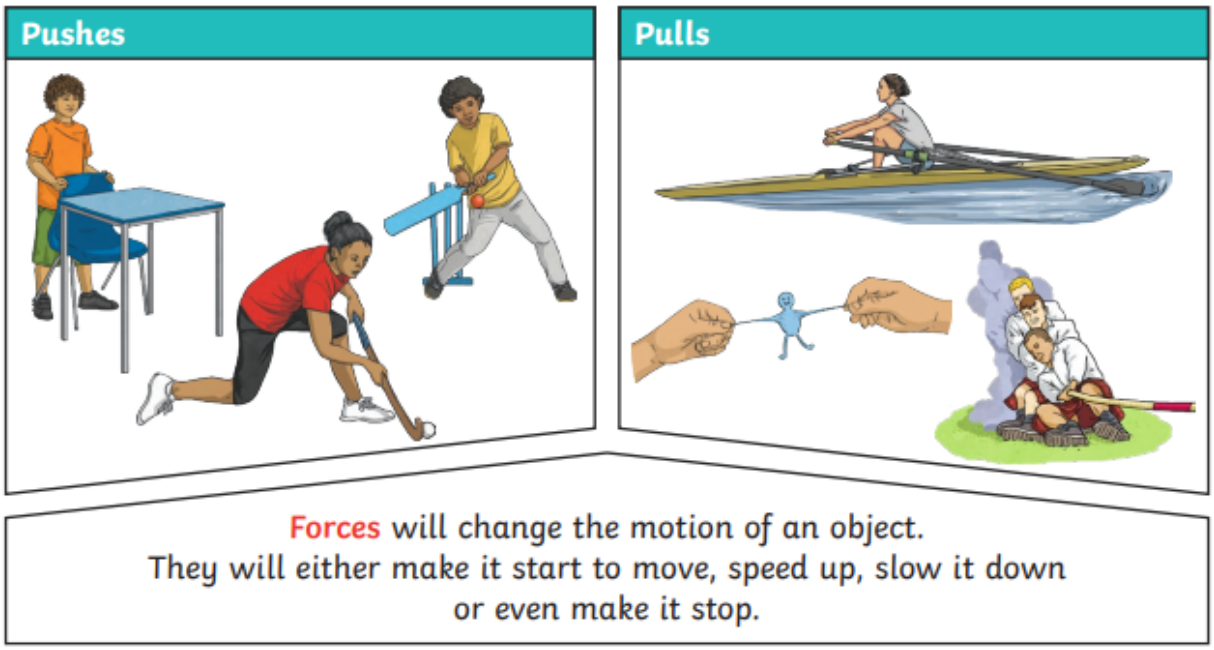
Day 1 - Science

WALT: Identify forces acting on an object.

Today's on-line lesson will focus on what a force is and identifying whether an action is a push or pull force.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about forces. (Year 3 - Science - Forces)
(KS2–Science–Forces–Pushes and pulls)
You can also watch this video, which shows examples push and pull forces.
https://www.bbc.co.uk/bitesize/clips/zkw8q6f

Task one: Look at the diagram below to see some examples of pushes and pulls.



Task two: Walk around your house or ,if you're in school the classroom, and find examples of pushes and pulls. Record your findings in the table:

Pushes	Pulls
Pushing in a chair	Opening a door

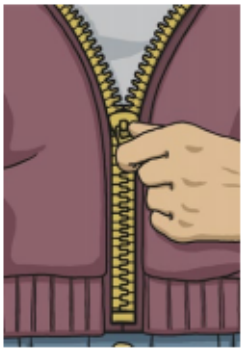
Task three: Look at the pictures of some children using pushing and pulling forces. Write push or pull in the force box. Does the force cause something to start or stop moving? In the second box write start or stop.

1. Force:

Start or Stop?

2. Force:

Start or Stop?



3. Force:

Start or Stop?

4. Force:

Start or Stop?

5. Force:

Start or Stop?

Challenge

When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?

Challenge

_____

_____

_____

_____

Day 1 - Spellings

Please practise these spellings throughout the week.

Homophones: 'ai', 'a-e'

- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Vowels can make a **short sound** ('a' as in 'tap') or a **long sound** ('a' as in 'tape').
- A **homophone** is a word that sounds the same as another but is spelt differently.
- A **homophone** can also be spelt the same as another word but have a different meaning.
- Many homophones use the different spellings for long vowel sounds.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

(list 3:18)	**Practise 1** *(copy into space)*	**Practise 2** *(fold and hide)*	**Can spell word** *(check and correct)*
Spelling tip:	*When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound.*		
bail			
pail			
wail			
main			
vain			

Spelling tip:	*Magic (or silent) 'e' makes the vowel 'a' say its name (long vowel sound).*		
bale			
pale			
whale			
mane			
vane			

Spelling tip:	*'ai' and magic (or silent) 'e' make the vowel 'a' say its name (long vowel sound).*		
lain			
lane			
waist			
waste			

Day 2 - Mathematics

WALT: Interpret and present data using tables.

Today's on-line lesson will focus on interpreting and presenting data in tables.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about interpreting and presenting data in a table.

(KS2 – Mathematics – How can data be displayed?)

After the on-line lesson, complete page 52 in your Maths book – 'Tables'.

Day 2 - Literacy

WALT: Use commas to separate items in a list

Today's on-line lesson will focus on how to use commas to separate items (which are more than one word) in a list.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about how to use commas to separate items in a list.

(Year 3 – English – Punctuation – How to use commas in a list)

After the on-line lesson, complete pages 48 and 49 in your English book – 'Writing Longer Lists'.

Day 2 – Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 2 - Art / Design and Technology

WALT: Understand what an Anglo-Saxon village looked like.

Today's on-line lesson will focus on what daily life was like in an Anglo-Saxon village.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about the Anglo-Saxons. (Year 3 – History Topics – The Anglo-Saxons)

Task One–Read the information about Anglo-Saxon houses and villages.

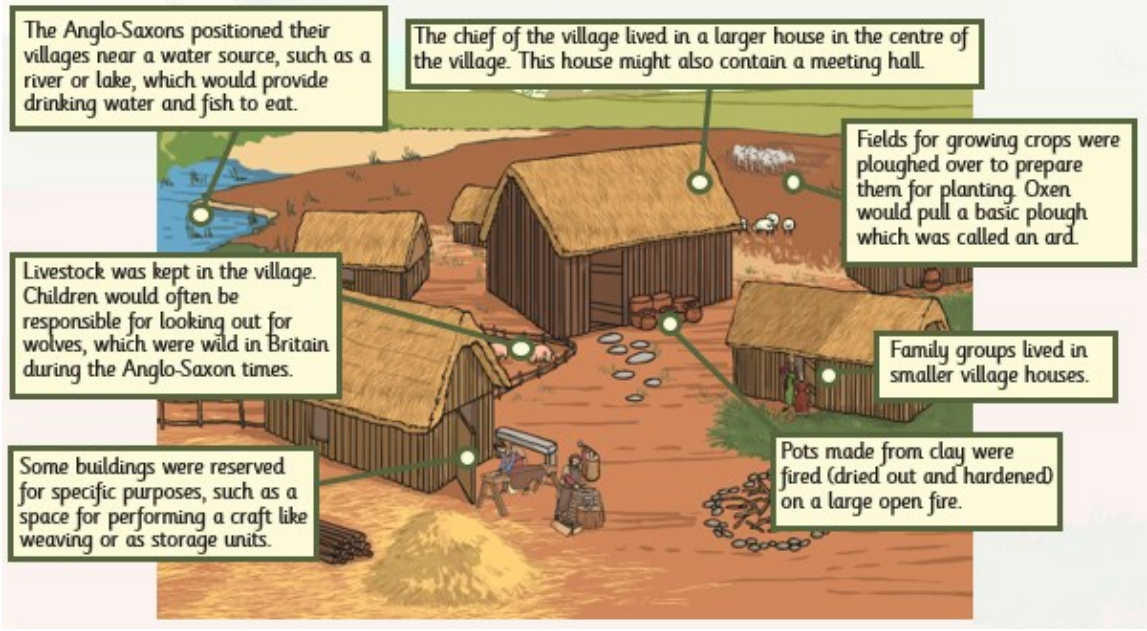
Settling Down

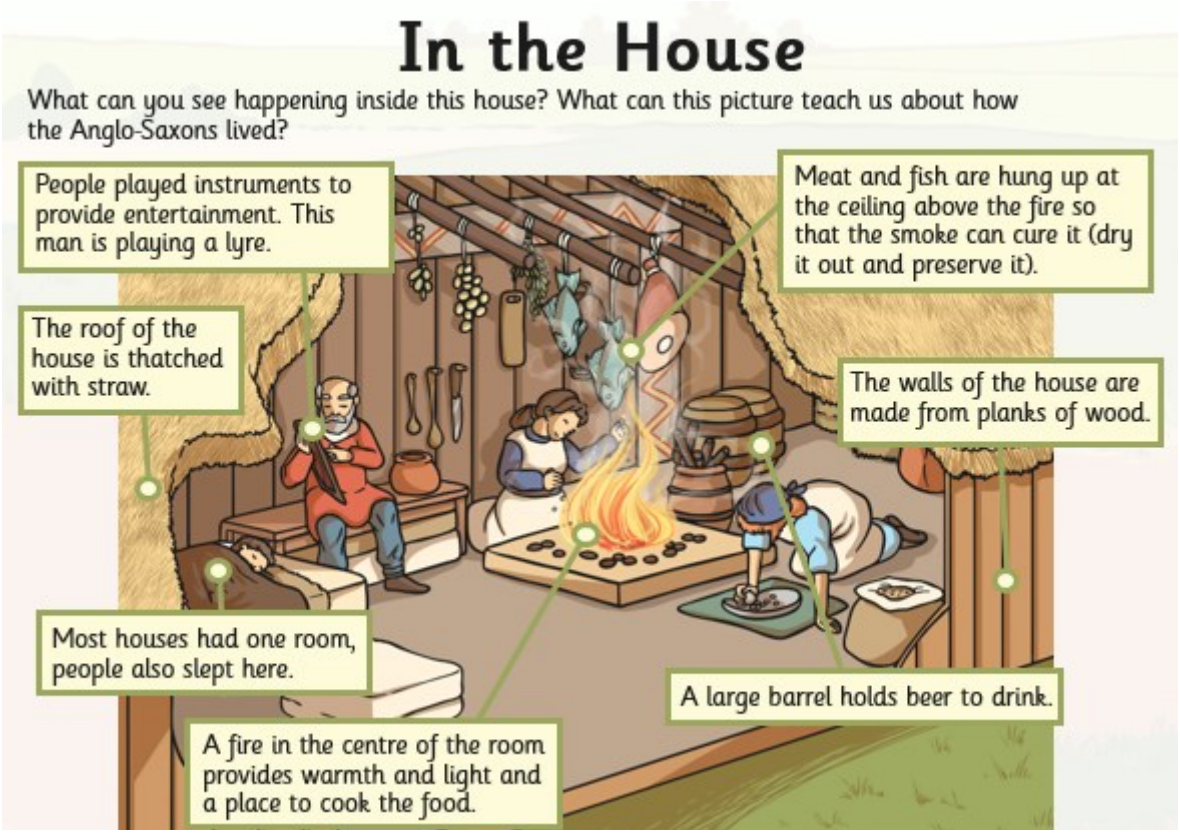
The Anglo-Saxons preferred to live very differently to the Romans who had established large towns in Britain during their rule. Places like London and Cirencester, which were thriving centres under the Romans became much smaller and quieter during the Anglo-Saxon times, and some towns were completely abandoned and the buildings were left to go to ruin.

- The Anglo-Saxons chose to live in small villages instead, which were often set up by clearing away a part of a forest.
- The Anglo-Saxons lived in family houses which were built around a central hall where the village chief lived.

In the Village

Look at this picture of a typical Anglo-Saxon village. What can you see?





Task two—Design your own village.

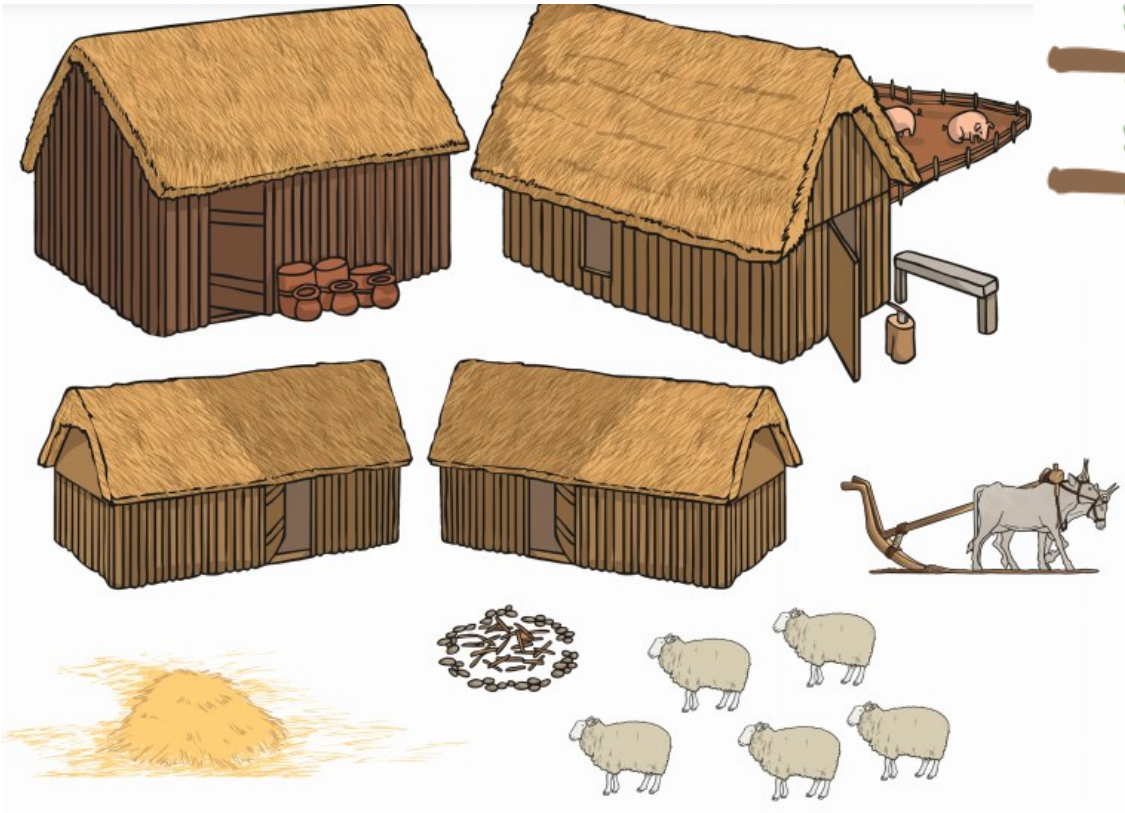
You can do this in any way that you like. It could be:

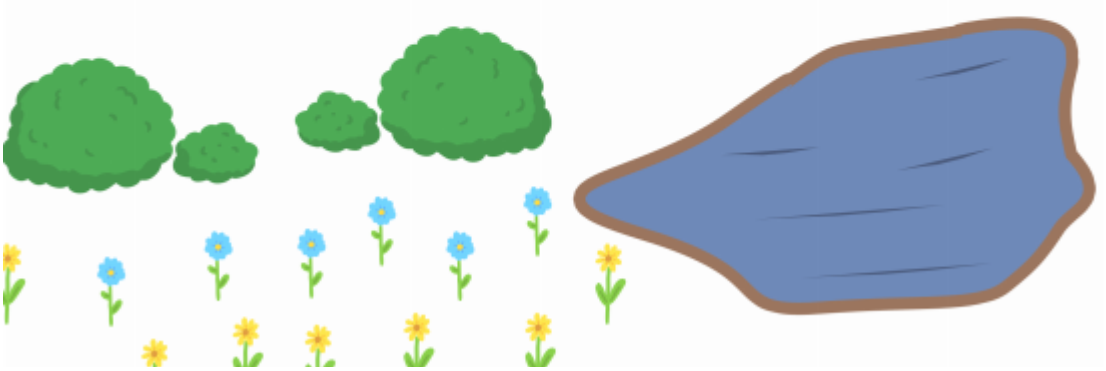
- A drawing with labels (I've included these for you)
- A painting
- A collage (I've included some templates of houses and trees etc)

* Challenge—Could you make a model village? You could use sticks from the garden, lollipop sticks and straw to make the houses—whatever you like!

Here are some ideas for inspiration:

The chief of the village lived in a larger house in the centre of the village. This house might also contain a meeting hall.	The Anglo-Saxons positioned their villages near a water source, such as a river or lake, which would provide drinking water and fish to eat.
Livestock was kept in fields in the village. Children would often be responsible for looking out for wolves, which were wild in Britain during the Anglo-Saxon times.	Fields for growing crops were ploughed over to prepare them for planting. Oxen would pull a basic plough which was called an ard.
Family groups living in smaller village houses.	Some buildings were reserved for specific purposes, such as space for performing a craft, like weaving, or as storage units.
Pots made from clay were fired (dried out and hardened) on a large open fire.	Woodland on the edge of the village was looked after carefully to ensure they had a good supply of wood for building.





Day 3 - Mathematics

WALT: Interpret and present data using bar charts.

Today's on-line lesson will focus on interpreting and presenting data in bar charts.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about interpreting and presenting data in bar charts

(Year 3 – Mathematics – Measurement - Bar charts)

After the on-line lesson, complete page 53 in your Maths book – 'Bar Charts'.

Day 3 - Literacy

WALT: Use prefixes 'un', 'dis' and 'mis'.

Today's on-line lesson will focus on learning how the prefixes 'un', 'dis' and 'mis' change the meaning of a root word, matching the correct prefixes to different root words and using them in a sentence.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about using prefixes

(Year 3 – English – Spelling – Using prefixes mis-, dis-, un- and in-)

After the on-line lesson, complete pages 68 and 69 in your English book – 'Prefixes - 'un', 'dis' and 'mis'.

Day 3- Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 3 - History

WALT: Understand what jobs Anglo-Saxon villagers had.

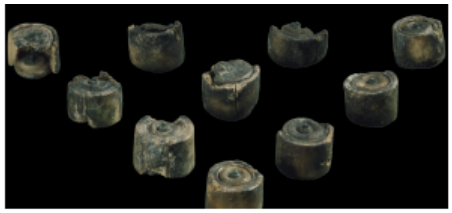
Today's on-line lesson will continue to look at what daily life was like in an Anglo-Saxon village including what jobs people might have.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about the Anglo-Saxons. (Year 3 – History Topics – The Anglo-Saxons)

You could also watch this video to find out more about Anglo-Saxon jobs.

https://www.bbc.co.uk/bitesize/clips/z36tsbk

Task 1: Look at the artefacts below—what do you think these artefacts are? What would they be used for? What are they made from? What does this tell us about the kind of jobs they might have had in Anglo-Saxon times? Write your guesses in the boxes below. Answers on 'task 3' page!



1)

2)

3)

4)

< 5)

6) >

Growing up in an Anglo-Saxon village

Anglo-Saxon children had to grow up quickly. By the time they were ten, they were seen as an adult.

This wasn't always a good thing. They had to work as hard as any adult and would be punished as adults, if they stole or broke the law.

Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale.

Boys learned the skills of their fathers. They learned to chop down trees with an axe, how to plough a field and how to use a spear in battle. They also fished and went hunting with other men from the village.

Anglo-Saxon girls and boys had lots of important jobs around the village

Only a few girls and boys learned to read and write. The sons of kings or wealthy families might be taught at home by a private teacher. The only schools were run by the Christian church, in monasteries. Some children lived there to train as monks and nuns.

The Blacksmith

Making Weapons and Tools

- This is the home of Wulfgar the Smith.
- Wulfgar is an iron worker. He makes weapons and farming and other tools. He also makes horse shoes and shoes horses.
- Iron is not mined in the local area, so he buys iron bars from local traders. They usually come from Sussex or Gloucestershire.
- He is a very skilled craftsman. He heats up iron in his furnace and hammers, folds and reheats it to make it strong. He then shapes it and plunges it into water to cool it down. (Later Saxons made these techniques even better).
- He twists pieces of iron together to make strong and beautifully patterned swords.
- He can work with other metals, but he doesn't know much about melting metals in crucibles and pouring them into moulds. There is a goldsmith from a nearby rich lord's estate who makes jewellery like this. He visits sometimes.
- Metalworkers were seen as very special people. They had their own god to look after them. He was called Wayland the Smith.

The Potter

Every Village should have One

- This is the home of Berthelm the Potter.
- Berthelm makes cooking and storage vessels out of clay.
- He digs up the clay from a boggy place he knows near the river.
- He makes pots, dishes, jars and jugs, big and small.
- He sometimes makes them by hand, coiling up a thin clay sausage into a pot; but he also has a simple potter's wheel.
- Berthelm puts a lump of clay onto the turn-table of his potter's wheel. It is connected to a second wheel which he spins with his foot. This makes both wheel and table turn. Then he can smooth the clay and hollow it out into a circular pot using his fingers. He needs lots of water to keep it wet.
- He has several small 'dies' which the bone worker has carved simple patterns onto. Berthelm can press these into his pots again and again to make a repeating pattern.
- Then he builds a bonfire and carefully places his pots into a pit. When the ashes are smouldering he pushes them over the pit to bake the pots slowly. (Later Saxons used proper kilns).
- When everything has cooled, he can sell the pots.

The Dyer/Spinner/Weaver

Every home had One, but there were still Specialists

- This is the home of Aelfflaed the Weaver. Some people call her Aelfflaed the Dyer.
- Women in every house in the village make their own cloth, but Aelfflaed is well known for her bright colours and beautifully made clothes.
- She has her own sheep. Her husband shears them regularly. (Saxon shears are often found in graves). She washes the wool and then places it onto a distaff. From this, she spins it into long strands called 'yarn' using a spindle.
- When she has quite a bit of yarn, she dyes it (stains it a different colour). The dyes are made from plants she collects locally and grows around her house. Like woad (for blue), madder (for red), weld (for yellow) and brambles (for brown). The yarn is hung up to dry. Some people buy her coloured yarn.
- Next Aelfflaed sets up the yarn on her loom, keeping it hanging straight with heavy loom weights at the bottom. She then weaves the threads together into cloth. She can add simple chequer or zig-zag patterns if she likes. Some people buy her fine cloth.
- Finally, she cuts the cloth and sews the pieces together into clothes. Some of these are bought by the lord and his wife and some of the richer villagers.

Task 2: Read the information about Anglo-Saxon jobs.

Artefacts - answers

1) This is a set of gaming pieces. They were used in boardgames, like we use counters and dice today.

2) This is a collection of Anglo-Saxon pots. They were used for many things. Some would be used like a saucepan to cook in, others would hold food and water, like our dishes and cups.

3) These shoes are made of leather, probably from a cow's skin. To make the leather strong, it was covered in dog, chicken and dove dung. Saxon shoes wouldn't last very long, only a few months, so they usually weren't decorated or made to look nice.

4) These doughnut-shaped circles are loom weights. They would hold threads down and tight so Anglo-Saxons could weave on a loom.

5) This helmet was found at Sutton Hoo. It is one of the most famous Anglo-Saxon finds. There are boar's heads on the end of each eyebrow and a dragon head above the nose. Together they make the shape of a bird with outspread wings.

6) This brooch was found in a grave. Brooches were pinned to clothes to make them look nice and to hold them up, like a safety pin.

Task 3: Create a poster to advertise for an Anglo-Saxon worker for one of the jobs you've just read about. You should draw a picture of an Anglo-Saxon worker doing the job in the middle and provide details about the job and the qualities needed to do it in the boxes around the outside.

Must be able to...

- _____
- _____
- _____
- _____

Must be able to...

- _____
- _____
- _____
- _____

Qualities

WANTED

_____

Other details
(e.g. place of work, who they work with etc.)

Description

An Anglo-Saxon _____ would _____

_____

_____

_____

_____

Day 4 - Mathematics

WALT: Interpret and present data using pictograms.

Today's on-line lesson will focus on interpreting and presenting data in pictograms.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about interpreting and presenting data in pictograms.

(Year 3 – Mathematics – Measurement - Pictograms)

After the on-line lesson, complete page 54 in your Maths book – 'Pictograms'.

Day 4 - Literacy

WALT: Use prefixes 're', 'anti', 'sub' and 'super'.

Today's on-line lesson will focus on learning how the prefixes 're', 'anti', 'sub' and 'super' change the meaning of a root word, matching the correct prefixes to different root words and using them in a sentence.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about using prefixes

(Year 3 – English – Spelling – Using prefixes)

After the on-line lesson, complete pages 70 and 71 in your English book – Prefixes - 're' and 'anti' and Prefixes—'sub' and 'super'.

Day 4– Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

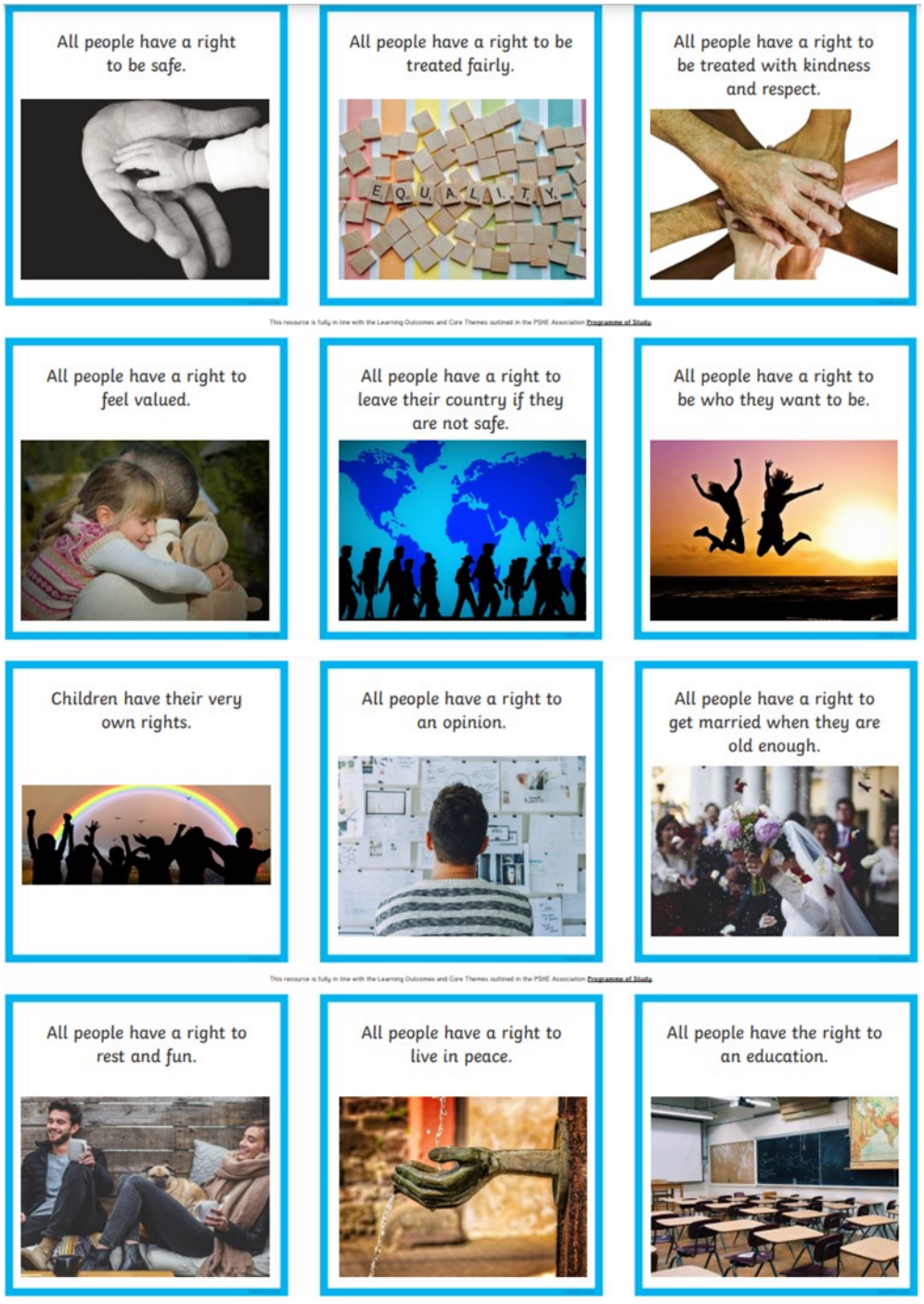
Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 4 - PSHE

WALT: Understand how rules help us.

Today's on-line lesson will focus on why rules are important and how they help us. To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about Rules, Rights and Responsibilities.
https://www.bbc.co.uk/bitesize/topics/zvypmfr/articles/z7bfhbk
(KS2 – PDMU – Relationships and Communities - Rules, Rights and Responsibilities)

Task one–Remind yourself of our Human Rights:



Task two—Read the information about why rules are important.

We have rules in lots of different places, e.g. in school, on the roads, at clubs we go to, in our country. Rules encourage correct and appropriate behaviour and ensure people are treated as they deserve to be—fairly and with kindness and respect. Rules enable all people to have the opportunities to achieve their potential. Following rules means we all behave in a way they helps and doesn't harm us, others or our environment. The rules we have are an important part of democracy because they ensure people's rights to be met.

Task three—Think of a rule which meets each of the criteria:

How Rules Help Us

No one can take away our human rights. By following and respecting rules, we are helping our rights and the rights of others to be met – this can make a big difference. Think of a rule which meets each of the criteria.

A rule which helps us stay safe is...

A rule which helps us be happy is...

A rule which helps us be healthy is...

A rule which helps all people to be treated fairly is...

A rule which helps all people to be treated with kindness and respect is...

A rule which helps all people achieve their potential is...

Task four—Read the information about democracy.

Democracy is a belief in freedom and equality between all people. There are human rights shared by all people and all societies and protecting and respecting these is an important part of democracy. Countries are a democracy when they have a government which supports the belief in freedom and equality between all people.

Task five—Test how much you've learnt by answering the quiz questions! You can use the word bank to help you if needed.

Rules Quiz

1. What is the belief in freedom and equality between all people called?

   _____

2. An important part of democracy is respecting people's what?

   _____

3. A country is a democracy when its government supports the belief in what?

   _____

4. List five places where we have rules to keep us safe, happy and healthy.

   _____

5. Rules help all people to be treated with _____ and _____.

6. What do rules give people the opportunities to achieve?

   _____

7. What do rules help protect and respect?

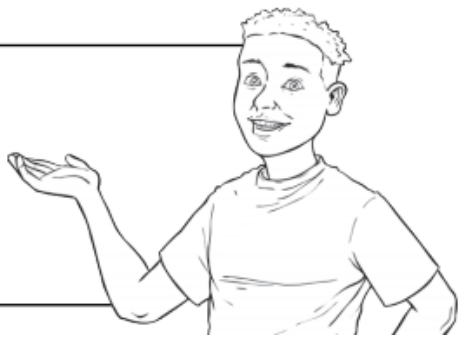
   _____

8. Can anyone take away your human rights?

   _____

9. By following and respecting rules, we can make a positive _____.

difference	democracy
human rights	kindness
their potential	respect
freedom and equality	human rights



Day 5 - Mathematics

WALT: Interpret tables and charts.

Today's on-line lesson will focus on interpreting information in tables and charts.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about interpreting tables and charts.

(KS2 – Mathematics – How can data be displayed?)

After the on-line lesson, complete page 55 in your Maths book – 'Interpreting Tables and Charts'.

Day 5 - Literacy

WALT: Identify and use phrases and noun phrases.

Today's on-line lesson will focus on identifying phrases and noun phrases and using them in a sentence.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about noun phrases.

(Year 3 – English – Grammar – Noun phrases and expanded noun phrases)

After the on-line lesson, complete pages 14 and 15 in your English book – 'Phrases' and 'Noun Phrases'.

Day 5- Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 5 - Safer Internet Day

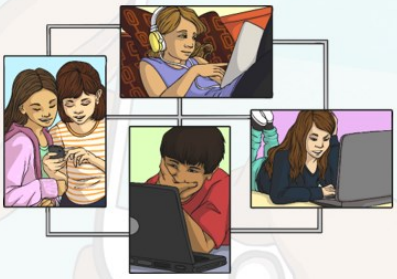
WALT: Explore the reliability of the online world.

Today is Safer Internet Day! Today's online lesson will focus on the theme of this year's Safer Internet Day 'An Internet We Trust–Exploring the reliability in the online world'.

Task one–Read the information below to find out what Safer Internet Day is and what the theme is this year.

What Is Safer Internet Day?

- Safer Internet Day is celebrated in over one hundred countries across the world on Tuesday 9th February 2021.
- The theme this year is 'An Internet we trust: exploring reliability in the online world'.



What Do You Use the Internet For?

- The Internet is an amazing place!
- In our real lives, it provides us with entertainment, allows us to communicate and helps us learn new things.

Who Can Use the Internet?

- Many people across the world use the Internet every day.
- By the end of 2019, four and a half billion (4,500,000,000) people were using the Internet. That is nearly 6 out of every 10 people in the whole world.

How Do We Access the Internet?

- We can use lots of different devices to access the Internet. How many can you think of?

An Internet We Trust

- The theme this year asks us to think about how we can know what to trust online.
- We need to learn how we separate fact from fiction.
- How do we know if we can trust something online?

News or Fake News?

There are ways we can investigate if the information we read is fact or fiction.

The online world can influence, persuade and manipulate our decisions and opinions. It's important we find out what is fact and what is fiction. Sometimes fake news can even be harmful.

What can I do?

Ask myself who wrote this?
Investigate why is was written.
Support my friends if fake news upsets them.
Only share things I have checked are true.

Task two– Read the scenario cards.

Scenario 1

You share a link with your friends to a website which has information that could upset people or cause offense.

Scenario 2

Someone in your class shares an article that you know is not true. You decide to message them privately and let them know.

Scenario 3

You have been chatting to someone online for a while and they start to ask you personal questions like what school you go to.

Scenario 4

Someone in your class shares something online that you know is not true. You decide to call them out publicly on their post.

Scenario 5

You are playing an online game and a pop up appears. It tells you that you have won lots of money. All you must do is click on it.

Task three–Decide where you think the scenarios would go in the table depending on how you would feel.

That's ok	That's not ok	It's ok if no-one finds out	I'm not sure about this	It depends

Task four – Explain your choices and say what you would do next.

For Scenario 1, I chose _____ because _____

_____.

If this happened to me, I would _____

_____.

For Scenario 2, I chose _____ because _____

_____.

If this happened to me, I would _____

_____.

For Scenario 3, I chose _____ because _____

_____.

If this happened to me, I would _____

_____.

For Scenario 4, I chose _____ because _____

_____.

If this happened to me, I would _____

_____.

For Scenario 5, I chose _____ because _____

_____.

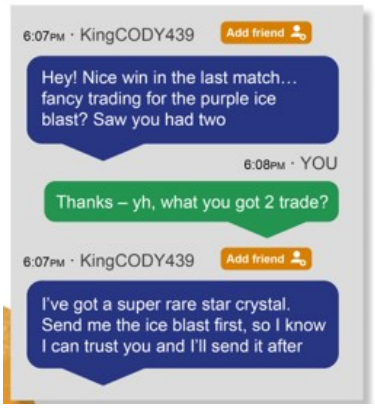
If this happened to me, I would _____

_____.

Task five – Look at the images below, which are examples of things you might see online. For each image, circle the emoji for how it would make you feel and then decide whether you would trust it or not by circling the thumbs up or thumbs down. Choose one of the Internet Detective strategies to decide what you would do next.

Internet detectives

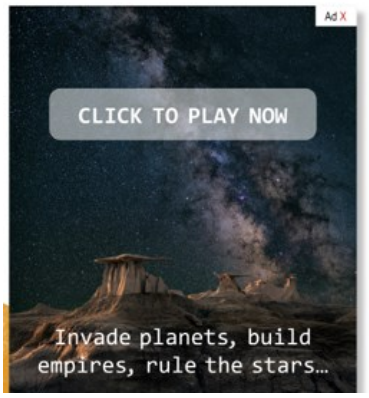
Question things | Check online | Check offline | Ask for help

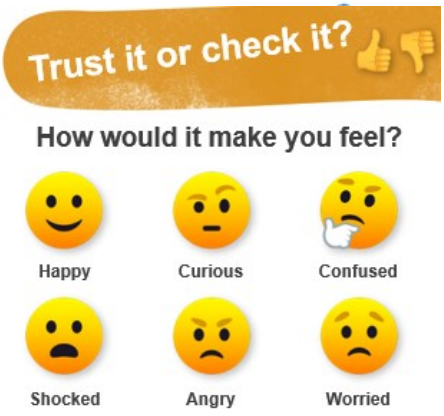


If I saw this, I would

_____

_____

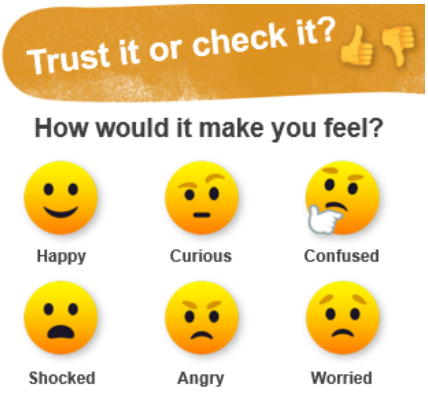




If I saw this, I would

_____

_____



If I saw this, I would

_____

_____

Day 6 - Mathematics

WALT: Recognise and draw 2D shapes.

Today's on-line lesson will focus on recognising and drawing 2D shapes.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about recognising and describing 2D shapes.

(Year 3 – Mathematics – Geometry—Recognise and describe 2D shapes)

After the on-line lesson, complete pages 46 and 47 in your Maths book – '2D Shapes'.

Day 6- Literacy

WALT: Identify and write statements and questions.

Today's on-line lesson will focus on identifying whether a sentence is a statement or a question, how to change a statement into a question and how to punctuate them correctly.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about statements and questions.

(Year 3 – English – Grammar – Four types of sentences)

After the on-line lesson, complete page 18 in your English book – 'Statements and Questions'.

Day 6- Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 6 - Science

WALT: Investigate Friction

Today's on-line lesson will focus on how what friction is and carrying out an investigation to test the amount of friction created by different surfaces.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about Friction. (KS2 - Science - Forces and motion—Friction and Resistance)

Task one—Read the information about friction.

Making Things Move

Cyclists sometimes travel over different surfaces.

By pushing the pedals harder or faster, he can change the motion of the bicycle. It will speed up.

When the cyclist pulls on the brakes, the brake pads will push on the wheels, changing the bicycle's motion. It will slow down, and eventually stop.

Forces make things move. Whenever an object starts to move or moves faster, it is a force making this happen.
Forces can also make things stop moving or slow down.

But what is a force?

- Forces are pushes and pulls.
- These pushes or pulls will always change the motion of an object. They will either make it start to move or speed up, slow it down or even make it stop.

Different Surfaces

These surfaces all exert a force on the bicycle. This force is called **friction.** Friction is a force that holds back the movement of an object. Friction acts in the opposite direction to the movement of the object.

The driving force pushes the bicycle, making it move.

Friction pushes on the bicycle, slowing it down.

Different surfaces create different amounts of friction.
The amount of friction created by an object moving over a surface depends on the roughness of the surface and the object, and the force between them.

Friction

Friction occurs between **two surfaces** that slide **against each other**.

Friction is the force that acts against you when you try to move something heavy.

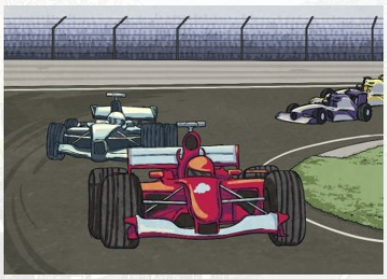
The **rougher** the surface, the **stronger** the friction.

Friction produces heat, like when you rub your hands together.

Using and Reducing Friction

Friction is useful when it helps us **grip the floor** with our shoes and stop car tyres skidding.

However, for people like ice skaters, it is a good thing that ice causes very little friction.



Friction can be reduced by using methods like **lubrication**. Your door hinges will probably be lubricated by oil to reduce the wear and tear caused by friction.

Air Resistance

Air resistance is a **type of friction**.

Air resistance makes it more difficult for an aeroplane to travel through the air.

The **streamlined** shape of an aeroplane helps to reduce air resistance.

Air resistance is also what makes parachutes work.

Task two– Friction investigation. Which shoes have the best grip?

Look at the different grips on your shoes at home. Think about which shoes you would wear if it was icy. The better the grip, the more friction it will create and lower the chance of you sliding on the ice.

Let's investigate which shoe has the best grip. In order to test this, we are going to push a variety of shoes on a surface and see how far they travel. The shorter the distance, the better the grip. For this investigation you will need:

- A variety of shoes with different grips, such as slippers, school shoes and flip flops (at least 3).
- A smooth surface (such as a wooden or tiled floor in your kitchen or bathroom).
- A ruler/tape measure.

Prediction–Which shoe will travel the shortest distance?

I predict that the _____ will travel the shortest distance because _____

_____

_____

Method

1) Place an object on the smooth surface to mark where you will start each time.
2) Slide each shoe across the smooth surface (or you could wear the shoes and slide–if you have room!).
3) Measure how far they travel using the ruler or tape measure.
4) Record the results in the table.

Results

Shoe type	Distance travelled

Conclusion

The shoe which had the best grip was _____I know this because _____

_____

This shoe created the most/least amount of friction.

Task two– Friction advantages and disadvantages

As mentioned in task one, friction can be a good thing (advantage) like when our shoes grip the floor and it stops us from sliding or on the tyres of a car. However, it can also be a bad thing (disadvantage) such as a bumpy road slowing a bike down.

Have a look at the images below and decide if friction is an advantage or disadvantage in the situation and explain your reasons.

fidget spinner

advantage | disadvantage

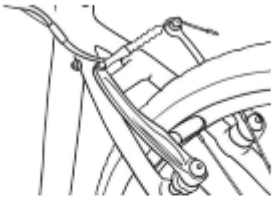
My explanation:

running shoes

advantage | disadvantage

My explanation:

bike brakes



advantage | disadvantage

My explanation:

playground slide

advantage | disadvantage

My explanation:

Task one—Alternative activity if you do not have the resources for the investigation.

Fill in the table below with examples of friction in the world around you. Use the pictures below to help you.

	High Friction	Low Friction
Useful		
Not Useful		

Day 6 - Spellings

Please practise these spellings throughout the week.

Homophones: 'ee', 'ea'

- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Vowels can make a **short sound** ('e' as in 'met') or a **long sound** ('e' as in 'meet').
- A **homophone** is a word that sounds the same as another but is spelt differently.
- A **homophone** can also be spelt the same as another word but have a different meaning.
- Many homophones use the different spellings for long vowel sounds.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

(list 3:19)	**Practise 1** *(copy into space)*	**Practise 2** *(fold and hide)*	**Can spell word** *(check and correct)*
Spelling tip:	*Double 'ee' gives a long 'e' sound.*		
beet			
peel			
reed			
cheep			
steel			

Spelling tip:	*When two vowels go out walking the first one does the talking, so 'ea' makes a long 'e' sound.*		
beat			
peal			
read			
cheap			
steal			

Spelling tip:	*'ee' and 'ea' both make a long 'e' sound and are in many homophones.*		
teem			
team			
beech			
beach			

Day 7 - Mathematics

WALT: Recognise and describe 3D shapes.

Today's on-line lesson will focus on using recognising and describing 3D shapes.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about counting faces, edges and vertices on 3D shapes.

(Year 3 – Mathematics – Geometry - Count faces, edges and vertices on 3D shapes)

After the on-line lesson, complete pages 48 and 49 in your Maths book – '3D Shapes'.

Day 7- Literacy

WALT: Identify and write commands and exclamations.

Today's on-line lesson will focus on identifying whether a sentence is a command or an exclamation, writing commands and exclamations and how to punctuate them correctly.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about commands and exclamations.

(Year 3 – English – Grammar – Four types of sentences)

After the on-line lesson, complete page 19 in your English book – 'Commands and Exclamations'.

Day 7- Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 7 - RE

WALT: What do Bible stories tell us about God in Christianity?

Today's on-line lesson will focus on the Bible story 'Moses and the Burning Bush' and what the story tells us about God in Christianity.
To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about Christianity.

(KS2 – Religious Education - Christianity)

Task One–Read the story of Moses and the Burning Bush (on the next page).

Task Two–Use your understanding of the story to complete the sentences below, using the word bank to help you.

Moses and the Burning Bush

"Do not come any closer," God said. "Take off your sandals, for the place where you are standing is holy ground." Exodus 3:5 (NIV)

1. _____ was tending the flock of Jethro his father-in-law.

2, Moses saw a _____ that was on fire, but it did not burn up.

3. God told Moses to take off his _____ because he was standing on holy ground.

4. God said, "I am the God of your _____, the God of Abraham, Isaac, and Jacob."

4. Moses hid his _____ because he was afraid to look at God.

5. God was concerned about his people suffering in _____.

6. God wanted his people to go to a land flowing with _____ and _____.

7. God told Moses to tell _____ to let his people go out of Egypt.

8. God _____ Moses that he would be with him

MILK	FACE	HONEY	PROMISED	PHARAOH
BUSH	EGYPT	SANDALS	FATHER	MOSES

Moses grew up with the pharaoh's daughter as his mother, but he knew he was an Israelite. Do you remember that the Israelites were slaves? One day, he was out walking and saw an Egyptian being mean to an Israelite. Moses wanted to help. He hurt the Egyptian to help his fellow Israelite. When the pharaoh heard what Moses had done, he was angry. "Moses will be punished."

Moses ran away into the desert. He ran for a long time. At last, he reached a place where he found a well. He saw some young women who were watering their sheep. Some other mean shepherds tried to drive them away. Moses stood up to the bad shepherds. He protected and helped the young women. Their father was grateful and gave Moses a job and one of his daughters to marry.

Many years passed. Moses worked tending sheep for his father-in-law.

One day, he was watching sheep when he spotted something. It was a bush that was on fire, but it didn't burn up. Moses knew that a bush on fire should burn up. "What a strange sight," he said. "I must go look at this closer."

He turned toward the burning bush. "Moses! Moses!" The voice came from the burning bush! Do bushes talk?

"Here I am." Moses said.

"Remove your sandals. This place is holy. I am the Lord God."

Moses was afraid. He hid his face.

God said "The Egyptians have been mean to my people the Israelites. I have heard them crying to me for help. I will free them and send them to a good land. You will go to pharaoh and tell him to set my people free."

Moses was filled with doubt and asked God, "Who am I to do this?"

"I will be with you." God said. "You will go to the pharaoh, but he will not listen to you. I will do many miracles, and then the Israelites will go free."

"How will they know I speak the truth?" Moses asked.

God told Moses to throw his staff on the ground.

Moses did what God said. Instantly, the staff turned into a snack. Moses was very afraid and ran away from it.

God commanded Moses to pick up the snake by the tail, and it became a staff again! God also gave Moses another sign to show people that he spoke the truth.
But Moses still did not want to go. "Please send someone else, Lord. I am not good enough at speaking." Moses begged.

God was angry at Moses, but He said, "I will give you your brother Aaron as a helper. He will speak the words for you."

God sent Aaron to meet Moses. Moses told Aaron all the things God had spoken. Together they went to the people of Israel. "God will free us." Aaron said. He performed the miracles God taught Moses.

The people of Israel believed. They were grateful God would deliver them and worshipped the Lord.

Moses had a second chance to help his people. God would give him the strength to do so.

Task three–Read the story 'The Conversion of Paul'.

The Conversion of Paul

Saul was an angry man who hated Christians. He used to treat them badly and try to hurt them. Saul heard there were Christians telling people about their faith in a synagogue in Damascus, so he travelled there to harm them. He had lots of horrible plans in store for them.

As his journey was nearly at an end a bright light shone all around him. A voice said to him, "Saul, Saul, why do you persecute me?" "Who are you, Lord?" Saul asked. "I am Jesus whom you are persecuting," the voice replied, "It is hard for you to fight against me. Go now into Damascus and you will be told what you must do."

After this meeting with Jesus, Saul was led by the hand into Damascus, for he had been made blind for three days and could not eat or drink anything.

Jesus spoke to a disciple called Ananias in a dream and told him to go and see Saul Ananias was afraid to visit Saul, for he knew how cruel he was, but Jesus told him what big plans he had for Saul.

So Ananias visited Saul and laid his hands on him. At that moment Saul was healed by God and able to see again. Full of joy he was baptized in the river as a follower of Jesus.

Sorry for all the bad things he'd done to his new friends, Saul changed his name to Paul and spent the rest of his life travelling the world, telling everyone he met about the greatness of God and teaching them about Jesus.

Task four–Compare these two stories of people changed by their encounter with God.

What is similar and different between the story of Moses and Paul?

Similar	Different

Why do think that a symbol of light has been used to represent God?

_____

_____

_____

Day 8 - Mathematics

WALT: Identify angles

Today's on-line lesson will focus on identifying angles in shapes.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about comparing angles.

(Year 3 – Mathematics – Geometry—Compare angles)

After the on-line lesson, complete page 50 in your Maths book – 'Angles and Lines'.

Day 8- Literacy

WALT: Punctuate sentences correctly.

Today's on-line lesson will focus on how to identify the different sentence types (statements, commands, exclamations and questions) in order to punctuate them correctly.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about using different punctuation marks.

(Year 3 – English – Grammar – Using different punctuation marks)

After the on-line lesson, complete pages 44 and 45 in your English book – 'Sentence Practice'.

Day 8- Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 8 - History

WALT: Understand Anglo-Saxon religion and beliefs.

Today's on-line lesson will focus on Anglo-Saxon religion and the different gods they believed in.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about the Anglo-Saxons. (Year 3 – History Topics – The Anglo-Saxons)

Task one– Read the information about some of the Anglo-Saxon gods.

Paganism

The religion of the early Anglo-Saxon people was Paganism. Paganism is a polytheistic religion, which means many gods are worshipped.

Woden

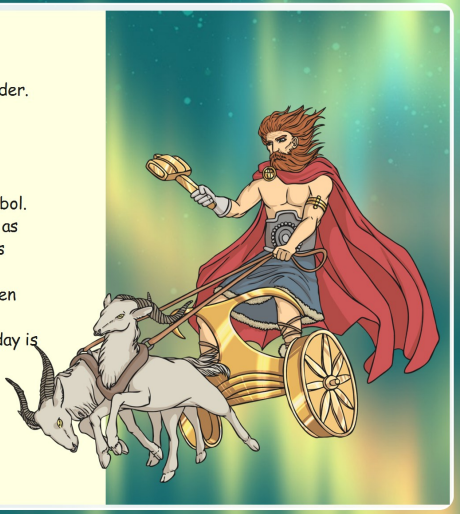
- Woden was the chief of the Anglo-Saxon gods.
- He was the god of battle and war.
- Woden was also believed to be the observer of humans and the Anglo-Saxons thought he may visit them in disguise.
- His special animal was the wolf and he had two wolves as pets.
- His special object was a spear.
- The day of the week Wednesday was named after him.

Frigg

•Frigg was the wife of Woden.
•She was the goddess of the household and childbirth and people would pray to her to ask for a good birth.
•Her name means 'beloved'.
•Her symbols are the stork and the spinning wheel.
•The day of the week Friday is named after her.

Thunor

•Thunor was the god of thunder. He is also known as Thor.
•Thunor was known as the protector of humans against threats.
•He has a hammer as his symbol.
•Goats are his special animal as they were believed to pull his chariot.
•Thunor was the son of Woden and Frigg.
•The day of the week Thursday is named after him.



Tiw

•Tiw is another god of war.
•He is associated with being courageous and making sacrifices in battle.
•His special animal is the wolf.
•He is often shown with only one hand, as legend says a wolf bit off the other one.
•The day of the week Tuesday is named after him.

Eostre

•Eostre was the goddess who was worshipped during Eostremonath (April).
•Eostremonath is associated with rebirth and the giving of eggs.
•Her symbol is the hare.
•People would pray to Eostre to ask for good fortune in the coming summer months.
•It is thought that Pagans offered hot cross buns to Eostre during Eostremonath and the four quarters represented the quarters of the moon.

Task two—Create a fact file for 3 of the gods. Include what are god of, their special animal, object or symbol, an interesting fact about them and a drawing.

FACT FILE FOR _____

God of: _____

Object/symbol & animal: _____

_____

Power: _____

_____

Interesting fact: _____

Draw a picture of the god here:

FACT FILE FOR _____

God of: _____

Object/symbol & animal: _____

_____

Power: _____

_____

Interesting fact: _____

Draw a picture of the god here:

FACT FILE FOR _____

God of: _____

Object/symbol & animal: _____

_____

Power: _____

_____

Interesting fact: _____

Draw a picture of the god here:

Task three—Read the information about Thunor and use the text to help you to answer the questions.

How Thunor Got His Hammer

Sif was Thunor's wife and she had long, golden hair. One morning, she went out onto the porch and fell asleep. Just as she did, Loki came along. He was always playing tricks. Loki went up on the porch and cut off Sif's golden hair.

When Sif woke up and saw that her hair was gone, she cried and cried. Then she ran to hide. She did not want Thunor to see her. When Thunor came home, he looked all around the house. At last he found her crying.

"Oh, Thunor, look, all my hair is gone! Somebody has cut it off. It was a man. He ran away with it."

Thunor was infuriated. "I know it was Loki. He is always getting into mischief.

Just wait until I get him!" he screamed.

Quick Questions

1. Where did Sif fall asleep?

2. Write two adjectives that the author could have used to describe Loki.

3. Why do you think that Sif did not want Thunor to see her without her hair?

4. What do you think Thunor did next?

Day 9 - Mathematics

WALT: Identify parallel, perpendicular, horizontal and vertical lines.

Today's on-line lesson will focus on identifying and drawing parallel, perpendicular, horizontal and vertical lines.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about adding parallel and perpendicular lines.

(KS2—Maths—Shapes and movement -Lines and angles-What are parallel and perpendicular lines?)

Horizontal and vertical lines - https://www.bbc.co.uk/bitesize/articles/zxc9ydm

After the on-line lesson, complete page 51 in your Maths book – 'Angles and Lines'.

Day 9- Literacy

WALT: The spelling rules for plurals.

Today's on-line lesson will focus on how to change singular nouns into plurals and the spelling rules associated with these, including irregular plurals.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about spelling rules for plurals.

https://www.bbc.co.uk/bitesize/topics/zv46jsg/articles/z4r8qnb

After the on-line lesson, complete pages 90 and 91 in your English book – 'Plurals'.

Day 9- Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 9 - PSHE

WALT: Explain what it means to respect the rights of others and understand why this is important.

Today's on-line lesson will focus on recapping what our human rights are, what respect means and reflecting on what it means to be a rights-respecting citizen.
To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about Rules, Rights and Responsibilities.
https://www.bbc.co.uk/bitesize/topics/zvypmfr/articles/z7bfhbk
(KS2 – PDMU – Relationships and Communities - Rules, Rights and Responsibilities)

Task one– Look carefully at the pictures and decide if they show human rights being respected or not.

Task two—Decide where the pictures will go in the table. The first two have been done for you.

Shows respect	Shows lack of respect
B	A

Task three—Choose two pictures from each column and explain your choices.

Examples:

Picture B shows respect because a boy is helping his friend who has crutches. The human right that is being respected is 'All people have a right to be treated with kindness and respect'.

Picture A shows a lack of respect because it looks like the man is living on the streets. The human right that is not being respected is 'All people have a right to be safe'.

Shows respect

1) Picture ____ shows respect because _____

_____.

The human right that is being respected is _____

_____.

2) Picture ____ shows respect because _____

_____.

The human right that is being respected is _____

_____.

Shows lack of respect

1) Picture ____ shows a lack of respect because _____

_____.

The human right that isn't being respected is '_____

_____'.

2) Picture ____ shows a lack of respect because _____

_____.

The human right that is not being respected is '_____

_____'.

Day 10 - Mathematics

WALT: How to calculate perimeter.

Today's on-line lesson will focus on how to calculate the perimeter of shapes.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about calculating the perimeter of rectangles.

https://www.bbc.co.uk/bitesize/articles/z7cn6g8

After the on-line lesson, complete pages 40 and 41 in your Maths book – 'Perimeter'.

Day 10- Literacy

WALT: Identify correct and incorrect uses of apostrophes for possession.

Today's on-line lesson will focus on how to identify whether possessive apostrophes have been used correctly or not.
To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about using apostrophes to show ownership.
(Year 3 – English – Grammar – Using apostrophes to show ownership)

After the on-line lesson, complete pages 92 and 93 in your English book – 'Possessive Apostrophes'.

Day 10- Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit **home.oxfordowl.co.uk** and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 10 - RE

WALT: What do Muslims believe about the Holy Qur'an, Allah's gift to humanity?

Today's on-line lesson will focus on the story of the first revelation of the Qur'an to Prophet Muhammad.

Visit the BBC Bitesize Home Learning website to learn more about Islam.
(KS2 – Religious Education - Islam)

Task One–Read the text about The Prophet Muhammed and the Revelation of the Qur'an.

The Prophet Muhammad and the Revelation of the Qur'an

Islam is the world's second largest religion. It teaches that God is merciful and powerful and that people can call on God when they are in need. God is known as Allah. People who follow Islam are known as Muslims. Muslims believe that Islam has always existed and became known to them through prophets. It is believed that the last prophet was Muhammad.

The Qur'an is written in Arabic and is the holy writings of Islam. Muslims believe it is the word of God and that it teaches people about right and wrong. Anyone who handles or touches the Qur'an has to follow special rules. They must wash in ways called ablutions.

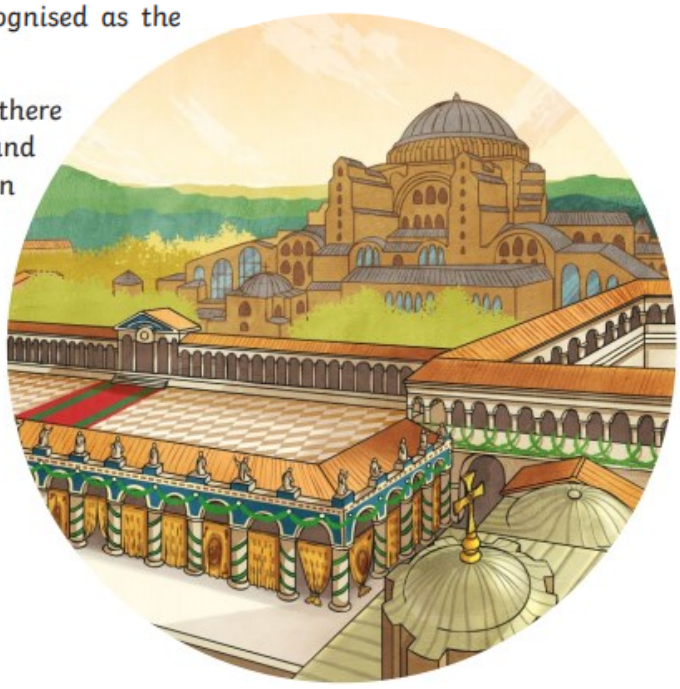
Muhammad was born in Mecca in Saudi Arabia. He worked as a merchant and became known for his honesty. He was a deeply spiritual person and would often meditate on Mount Hira.

One day, he was meditating in a cave on Mount Hira when the Angel Gabriel appeared and spoke to him. Muhammad began to recite words which he believed came straight from God. This was his first revelation from God.

Over the next 22 years, Muhammad received more revelations from God. These revelations were written down as the Qur'an. From that time, Muhammad was known as Prophet Muhammad and he preached about the revelations for the rest of his life. He is recognised as the founder of Islam.

The main message is that there is no God but Allah and that life should be lived in submission to Allah.

Prophet Muhammad died in AD 632 in Medina. He is buried there.



Task Two—Use the text to answer the following questions.

1. What is Islam?

2. How did Muslims learn about Islam?

3. Write two facts about the Qur'an.

4. What are 'ablutions'?

5. Explain how Muhammad had the Qur'an revealed to him.

6. What did Muhammad do after the Qur'an had been revealed to him?

7. Write the main message in your own words.

Task three– Imagine you found a book with the answers to all of life's questions. For example, this book includes the answers to all exam questions, why there is suffering around us and will provide answers to every question you will have in the future!

What would be your response to finding this book?

Keep the information for yourself?	Tell the world what you know?	Not trust any of this information?

What would you do? Provide reasons for your answer.

How could we link this scenario to the revelation of the Qur'an?

Do you know what Prophet Muhammad (Peace Be Upon Him) chose to do in this situation? Why would he have chosen this action?

What might have happened if Prophet Muhammad (PBUH) chose not to tell the world what he knew?