



School Closure Learning Planner

Class:	Year 3 - Red and Green
Week beginning:	15th June 2020
A message from my teacher:	

Hello Year 3,

We would like to say a huge thank you to all of your parents and carers for the brilliant work they are doing keeping you safe at home. We know it can be difficult at times and we think you are all doing so well!

We hope that you are thoroughly enjoying the new theme this term. Last week we shared our favourite predators with you, do you have a favourite? You could sketch a picture and write some facts about your favourite predator. We would love to hear what yours are too. Seeing the lovely work that has been sent through so far, it is clear that you are working hard and enjoying your learning. Keep up the hard work Year 3!

This week's maths continues to look at fractions. Practising multiplication facts will really help with your understanding of this work. Refresh your memories by logging on to Times table Rock stars and having a practise.

Remember, we are excited to see examples of your work on Twitter and we'd love to see learning sent to our class email addresses: red@queenborough.kent.sch.uk / green@queenborough.kent.sch.uk

Please use the resources suggested to help you with your learning this week and we look forward to hearing from you soon.

Mrs Barton and Mr Knight

subject:	Learning Objective:	Activity:	Guidance:	Key resources:
Reading	To be able to identify key details from the text.	Fantastic Mr Fox Continue to listen to the audiobook up to the end of chapter 3, or if you have been	Encourage children to pick out key words, or phrases that show how the character behaves.	Link for Fantastic Mr Fox Audio book. https://www.youtube.com/watch?v=nJofxwa5bM

	To be able to make comparisons within the text.	<p>reading, read chapter 3.</p> <p>How does the author make Mr Fox look good, and the farmers look bad?</p> <p>You can explain in your own words, or use evidence from the text.</p>		o
Reading	Reading for enjoyment.	<p>Read chapter 4, or listen along to the audiobook.</p> <p>Sometimes it is important to read or listen and simply enjoy it.</p>	Find a quiet space to sit down and have a read.	<p>Link for Fantastic Mr Fox Audio book.</p> <p>https://www.youtube.com/watch?v=nJofxwa5bM</p> <p>o</p>
Reading	To be able to retrieve and record information from fiction and non-fiction texts.	<p>Ordering events from the story so far.</p> <p>Think carefully about chapters 3 + 4.</p> <p>Look for the chapter titled: Terrible Tractors</p> <p>Can you order the following events in the order that they occur in the chapter?</p> <p>Remember, the farmer's names all start with the same letter. Be careful not to get muddled up.</p>	<p>It is a great idea to re-listen or re-read to refresh your memory.</p> <p>Have a pencil and paper to hand, so that you can take notes if you need to.</p>	<p>Link for Fantastic Mr Fox Audio book.</p> <p>https://www.youtube.com/watch?v=nJofxwa5bM</p> <p>o</p>
Reading	To be able to summarise main ideas from more	<p>True or false?</p> <p>Bean is a fat farmer?</p>	Use the text or the audio recording to try and identify who came up with the plan. Encourage children to explain how they know this.	<p>Link for Fantastic Mr Fox Audio book.</p> <p>https://www.youtube.co</p>

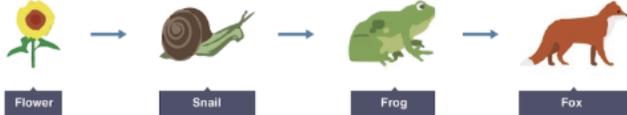
	than one paragraph.	<p>Bean has a blocked ear from never washing?</p> <p>Boggis was angry with Bean?</p> <p>From the Chapter 'Terrible Tractors'</p> <p>What was the Farmer's idea? Who came up with it and how do you know?</p>		m/watch?v=nJofxwa5bMo
Literacy 1	To be able to gather ideas	<p>Creating a narrative. <u>Predator sighting.</u></p> <p><u>Written in 1st person (imagine you were there)</u></p> <p>This week will be working towards creating a narrative. The focus will be to create a detailed setting description and creating tension with a potential predator sighting.</p> <p>Imagine you are exploring a habitat, you will need to describe everything that you see, feel and hear around you. Towards the end of your journey, you think you see something..... could it be one of the deadly predators you have been researching?</p> <p>The options for your settings are:</p> <p>Ocean setting (as a diver)</p> <p>Jungle setting (as an explorer)</p>	<p>You will need to think carefully about which predators could be sighted in those particular habitats.</p> <p>Ocean setting likely animals you would encounter: Sharks (great white, hammer head, tiger shark) Octopus Orca (killer whale) Electric Eel</p> <p>Jungle setting like animals you would encounter: Tiger Snakes (pythons, vipers, King Cobras) Deadly bird eating spiders?</p> <p>Think about what would be the most deadly, the most petrifying as that will help you create tension.</p> <p>Aim for 2 paragraphs Paragraph 1 - description setting Paragraph 2 - scary encounter with a predator.</p>	<p>Jungle sounds Audio https://www.youtube.com/watch?v=8myYyMg1fFE</p> <p>Ocean sounds Diving audio. https://www.youtube.com/watch?v=8LOHHaxfRmM</p>

		<p>Spend this lesson as a planning lesson. The more detail included on your plan will help when you write your narrative.</p> <p>You can read through the setting description examples and think about which one you would like your story to feature.</p> <p>Also if you get the chance, listen the audio provided. You can close your eyes, listen to the sounds and use them to create your descriptions.</p> <p>Use orange books to create plan/write down any ideas.</p>		
Literacy 2	To be able to Create settings, characters and plots in narratives	<p><u>Developing plan</u> Today you will have 3 short activities to help create your plan.</p> <ol style="list-style-type: none"> 1) Creating a bank of adjectives and phrases to use in your setting descriptions. (Vibrant snakes like vines, dense entangled branches) or (A vast, glistening blue blanket, coral standing like soldiers on the sandy seabed, decorated by the colours of the rainbow). 2) Use your senses to break down your ideas: What could you see? What could you hear? What could you feel? (physically around you and your own feelings) (USE ADJECTIVES TO DESCRIBE) 	Tip - Refer back to examples provided to look at ambitious adjectives and examples of setting descriptions. Have a look at the example descriptions to borrow some ideas for your narrative!	Setting description word document

		<p>3) Think of 3 sentence openers that create tension. e.g Suddenly... Out of the corner of my eye..... Unexpectedly..... In a heart stopping moment.....</p>		
Literacy 3		<p><u>Starting narrative</u></p> <p>Before you get started today, can you Use your show not tell skills to change the following sentences:</p> <p>I felt scared I felt nervous I felt excited I felt sick</p> <p>You will be using this tension towards the end of your story when you mention your potential predator sighting.</p> <p>Focus on paragraph 1 - setting description. Please use your plans and remember, use your ambitious adjectives and senses to create your descriptions. Really try imagine yourself being there.</p>	<p>Show not tell is a great skill to use within writing. Instead of the author telling the reader a characters feelings, they show them through actions.</p> <p>Example: (Tell) I was so scared --> (show) My knees trembled as my heart pounded hard in my chest.</p> <p>I felt anxious ---> My teeth chattered and it felt like 1000 butterflies were in my stomach fluttering around.</p>	
Literacy 4	<p>To be able to Create settings, characters and plots in narratives</p> <p>To be able to edit a piece of writing.</p>	<p>Finishing narrative and checking back through once complete. Can you leave your reader in suspense? Can you leave your story on a cliff hanger to create that tension? (see model for help/guidance)</p> <p>Use this session to complete your narrative. Paragraph two is where you will need to</p>	<p>Example to help is attached to the resources. Here is an example:</p> <p>I gazed up to the very top of the green giants. Their dense, leafy canopies blocked out almost all of the light. Just a few beams peeped through the few gaps between the tangled branches. As my eyes travelled back towards ground level, I felt my heart stop. Unexpectedly, in what felt like a flash of orange whizz past my eye, I suddenly felt</p>	Paragraph 2 example

		<p>build that tension, you might hear a noise in the distance, and you might see something flash past your eye? You can continue to describe how you are feeling at this point (remember to use show not tell from your plans). Will you end your story on a cliff hanger?</p>	<p>as though I was no longer alone. My knees started to tremble and sweat poured off my brow. I felt as though I was now petrified prey instead of an excited explorer. I could hear something crunching leaves as it moved in the distance, the hot steam rising from the jungle floor made it hard to see further than a metre. Was this my final exploration? As the sounds came closer my teeth started to chatter, my heart was no longer in my chest but instead my mouth, thumping loudly like a drum. I heard the crack on an old branch right behind me, I turned slowly to see my unfortunate fate when suddenly.....</p>	
Numeracy 1	<p>To be able to count up and down in tenths.</p> <p>Recognise that a tenth can be found by dividing a quantity or number by 10</p>	<p><u>Title: Tenths as decimals</u></p> <p>Watch the video and complete 'Lesson 1' on White Rose Maths</p> <p>Please do any answers in your orange books.</p>	<p>You must use the link to complete this Maths lesson.</p> <p>Using a visual aid can really help when looking at 10ths or other fractions.</p> <p>Use a ruler and look at 10 cm.</p> <p>Each cm would be worth 1/10 and are all of equal size.</p> <p>10/10 = 1 whole</p>	<p>Video: Tenths as decimals https://vimeo.com/420722153</p> <p>Worksheets: Day 1</p>
Numeracy 2	<p>To be able to compare and order unit and non-unit fractions with the same denominator (including on a number line)</p>	<p><u>Title: Fractions on a number line</u></p> <p>Watch the video and complete 'Lesson 2' on White Rose Maths</p> <p>Please do any answers in your orange books.</p>	<p>You must use the link to complete this Maths lesson.</p>	<p>Video: Fractions on a number line https://vimeo.com/420722743</p> <p>Worksheets: Day 2</p>
Numeracy 3	<p>To be able to find fractions of amounts</p>	<p><u>Title: Fractions of a set of objects.(1)</u></p> <p>Watch the video and complete 'Lesson 3'</p>	<p>You must use the link to complete this Maths lesson.</p> <p>Remember - you can use your multiplication and division knowledge to find a fraction of a set</p>	<p>Video: Fractions of a set of objects (1) https://vimeo.com/420723178</p>

		<p>on <u>White Rose Maths</u></p> <p>Please do any answers in your orange books.</p>	<p>objects or an amount.</p> <p>1/5 of 30 - (how many 5's are in 30? Or 30 divided by 5)</p> <p>1/3 of 27 (how many 3's are in 27? Or 27 divided by 3)</p> <p>1/12 of 36 (how many 12's are in 36, count in 12s until you reach 36 and that is your answer? Or 36 divided by 12)</p>	Worksheet day 3
Numeracy 4	To be able to find fractions of amounts	<p>Title: Fractions of a set of objects (2)</p> <p>Watch the video and complete 'Lesson 4' on <u>White Rose Maths</u></p> <p>Please do any answers in your orange books.</p>	<p>You must use the link to complete this Maths lesson.</p> <p>Remember - you can use your multiplication and division knowledge to find a fraction of a set objects or an amount.</p> <p>1/5 of 30 - (how many 5's are in 30? Or 30 divided by 5)</p> <p>1/3 of 27 (how many 3's are in 27? Or 27 divided by 3)</p> <p>1/12 of 36 (how many 12's are in 36, count in 12s until you reach 36 and that is your answer? Or 36 divided by 12)</p>	<p>Video: Fractions of a set of objects (2)</p> <p>https://vimeo.com/420723744</p> <p>Worksheet day 4</p>
Numeracy 5	To be able to recognise fractions	Friday Challenge.	Enjoy the weekly Friday challenge!	<p>Fraction game:</p> <p>https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html</p>
Science	Compare and contrast the diets of different animals.	<p><u>Title: Food chains</u></p> <p>Recall - Name one animal for the following categories:</p> <p>Herbivore</p>	<p>NOTE: Feathered predators, such as herons and egrets, like a tasty frog or two, as do mammals such as otters. Frogs like to eat a range of small insects, but will also eat smaller frogs. The insects should be introduced as the plant eaters (primary</p>	<p>Internet to research food chains of</p> <p>Information cards about food chain that relate to</p>

		<p>Omnivore Carnivore</p> <p>Task: Researching a food chain for the common UK frog. You can use the information cards provided to produce your food chain.</p> <p>Find out which predators eat the common UK frog and which animals the frogs prey on. Display findings as a food chain</p>	<p>consumers) in this food chain. Tip - Don't forget the arrows between each animal to show the direction of the chain.</p> <p>Can you add the following labels? Producer - Primary consumer - secondary consumer - Predator</p> 	<p>the common UK frog.</p>
<p>Art and design</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p><u>Predator lettering design.</u></p> <p>Time to get creative!</p> <p>This week you will be thinking about all of the different features of a variety of predators. You can use these ideas to decorate some lettering that spells out the word 'Predator'</p> <p>You can be as creative as you like, can you turn a letter into a predator? Can you decorate the letters with different predator skins? Will you just use pencils and felts or will you use materials to create texture?</p>	<p>You could list of the of the features that you can think of: Tigers - orange with black stripes Cheetah's spots Sharks teeth Snakes scales Spiders 8 long legs. You can use this time to practise your lettering, or you can use the template provided.</p> <p>You can use your imagination, could any of the letters be adapted to look like predators? Could you add claws, teeth or a lion's main to make it really creative?</p>	<p>Example lettering</p>
<p>Geography</p>	<p>To be able to analyse maps, atlases and globes, including digital mapping, to locate countries and describe features</p>	<p>Why do certain shark species live in tropical waters?</p> <p>Task 1 - identify on a world map the areas in which Great White Shark species mainly live, eat and grow. Can you draw small shark icons where</p>	<p>Doing some research for themselves and making notes or using the information sheet provided to help form answers.</p> <p>Use the questions as little subheadings and just a sentence or two to explain their answers for each one.</p>	<p>Fact sheet and blank world map provided.</p>

	studied.	<p>they are found around the world?</p> <p>What do you notice about where they do and do not go on the world map?</p> <p>Can you think about why certain species of shark stay in tropical based waters?</p> <p>Why do we not have Great White Sharks around our coast?</p> <p>If you do not have access to a printer, you could think about 5 species of shark and write the climate that they like to live in and the oceans in which they are found.</p> <p>Extension: Can you draw your favourite species of shark and label its predatory features? (teeth, streamline body, tail to turn quickly and accelerate speed)</p>	<p>If you do not have a printer research the following sharks:</p> <p>Baskin Shark Tiger Shark Bull Shark Reef Shark Whale Shark</p>	<p>Kidrex - safe search engine https://www.alarms.org/kidrex/</p>
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Spellings to learn this week:

Woman
wonder
month
govern
brother
another
shovel
above
Monday
discover

Other possible activities:

Predator count: Count how many predators you can see in one day? Look out the window, check out the garden and remember even some insects can be predators. You could make a tally chart to record your findings - remember, it is 4 straight lines and one diagonal to make 5. Counting in 5's is much easier. Check out Deadly 60 clips - these are amazing short clips that are available on YouTube. You can learn lots of new facts about predators.

