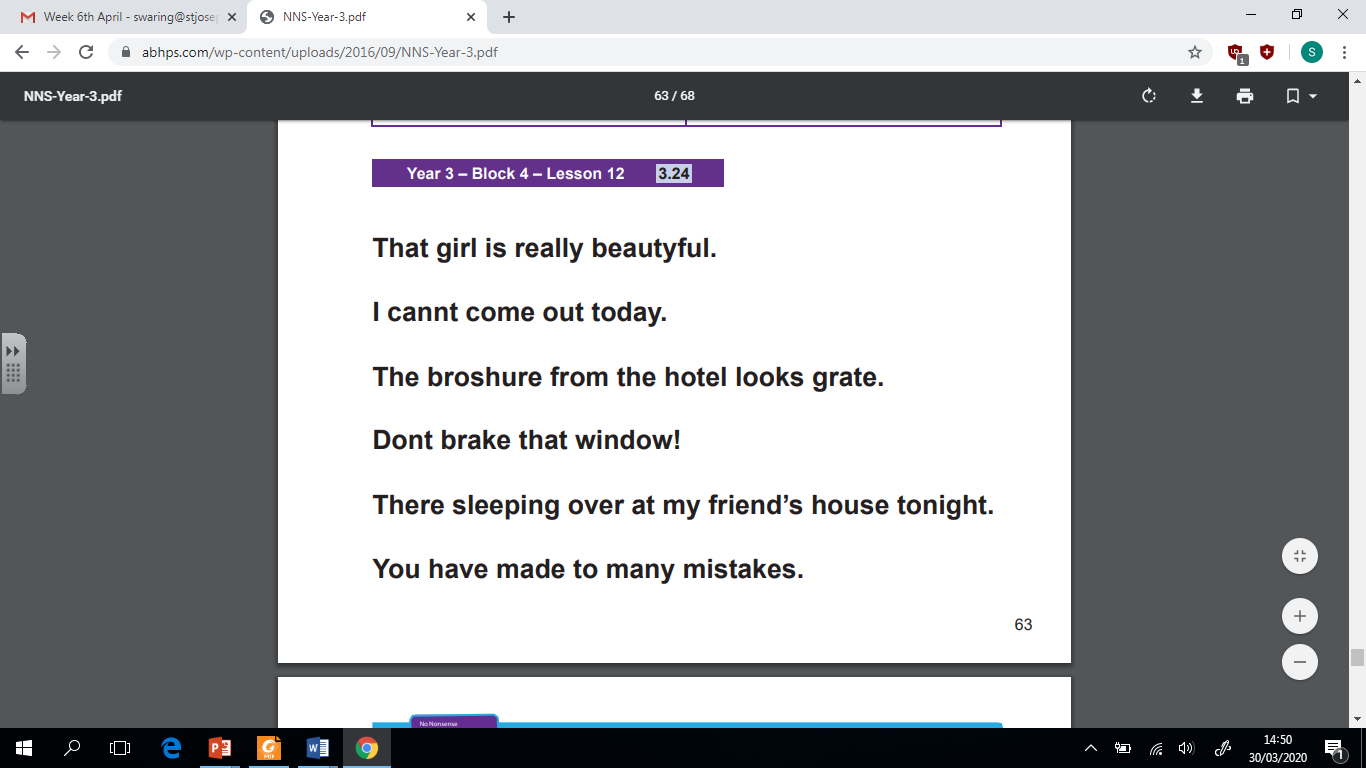
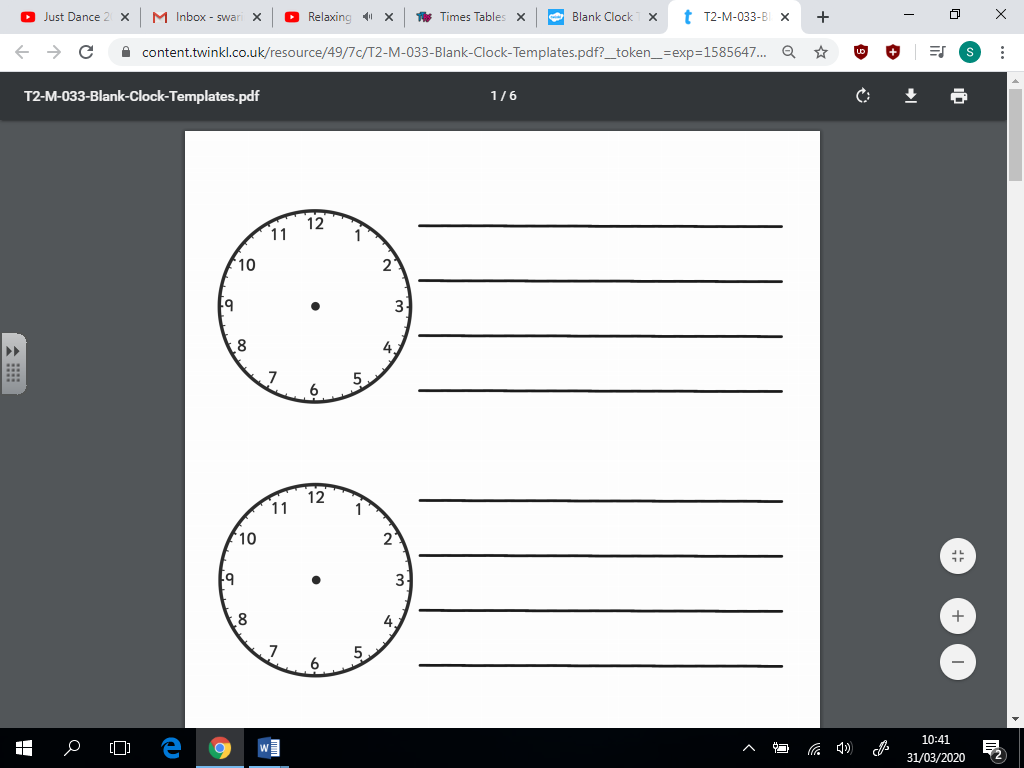


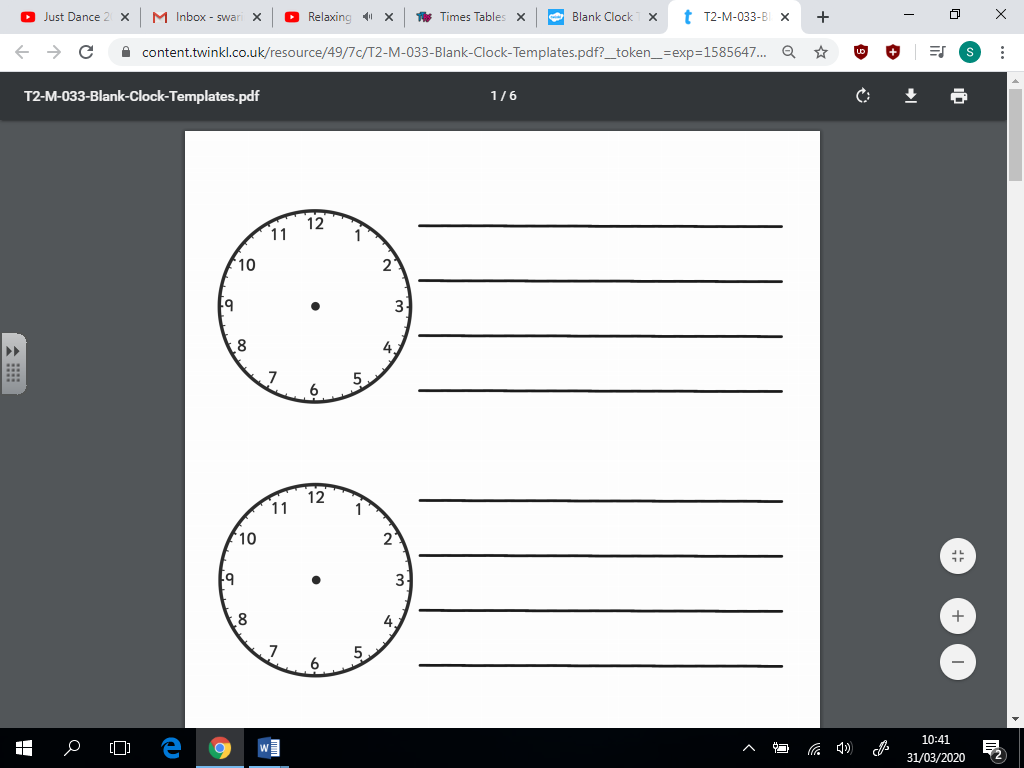
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| **St Joseph’s Catholic Primary School - LEARNING AT HOME PLANNING** | |
| YEAR 3 | |
| Date- WC 13th April | |
| **Weekly Mathematics Tasks**  **(Aim to do 1 per day)** | **Weekly Reading Tasks**  **(Aim to do 1 per day)** |
| * Work on Times Table Rockstars - your child will have an individual login to access this (preferably 5 mins everyday but they have been set a target of 5 games over the week). * Play Guardians: defender of Mathematica <https://www.bbc.co.uk/bitesize/subjects/z826n39> * How many different ways can you find to make £8.76 in coins and notes? If I paid £8.76 with a £10 note, how much change would I get? * Create a timetable of your day. Draw the hands on the clocks to show what time you did each activity. * Complete pages 7-10 in “Addition & Subtraction” booklet in your pack. | * Share a story with a member of your family. (maybe you could read to a relative over the phone?) * Complete reading comprehension provided in pack. * Watch Newsround on CBBC and discuss what is happening in the wider world. * Listen to a story on   <https://www.bbc.co.uk/programmes/articles/5lLPPGClCvFQZ41WVC9rxjm/english>  How are the characters feeling? Give evidence for how you know.   * Listen to David Walliams’ Elevenses at <https://www.worldofdavidwalliams.com/elevenses/>. Write a paragraph to summarise what you have heard. |
| **Weekly Spelling Tasks**  **(Aim to do 1 per day)** | **Weekly Writing Tasks**  **(Aim to do 1 per day)** |
| Practise writing these words. Can you say when each one should be used?   1. ache 2. anchor 3. Christmas 4. school 5. choir 6. echo 7. chorus 8. stomach 9. chemist 10. character   Can you put each word into a sentence?  (remember your punctuation!) | * Create a new setting for the book you are reading. Draw it and write a description- try to include some adjectives and similies! * Put each of your spellings into a sentence. Can you create a silly sentence to include as many as possible? * Correct the spellings activity attached. * Write a set of instructions on how to play for your favourite game. This could be a board game or a game that you have made up yourself! * Write a weekly diary to keep track of all of the activities that you are completing and how you are feeling. Has anything special happened this week? |

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| Foundation subjects and Learning Project - to be done throughout the week |
| * Art – Can you create a piece of art in the style of Matisse for part of the Easter story? * RE- Read/ listen to The Story of Easter. Reflect upon this. How would you have felt if Jesus appeared to you? What questions would you ask him? Colour in the ‘He is Risen’ page as part of your reflection and write any thoughts you have on the back. * RE- complete the Easter task attached. * Geography – Look at the map you completed last week. Can you name some countries that would be found in the Northern and Southern Hemispheres? * Science- Forces worksheet. |
| **Let’s get physical!** |
| Start each day by following Joe Wicks/ Just Dance or Cosmic Kids Yoga on You Tube    Do something active with your family once a day- maybe you could learn a new skill/game! |
| **Pray Together** |
| ***The Gospel for the coming Sunday can be found at*** [***http://universalis.com/mass.htm***](http://universalis.com/mass.htm)  ***Read it together. What do you think it tells us about how we can live our lives?*** |
| **Additional learning resources parents may wish to engage with** |
| **Classroom Secrets**:- Free Learning Packs - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the  home.  **Twinkl** - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.  **Headteacherchat** - This is a blog that has links to various learning platforms. Lots of these are free to access.  **Topmarks-** access to lots of educational games |
| **Teacher Tips** |
| * Remember - in a normal school day, there are several ‘break times’ throughout the day, so make sure as well as ensuring they complete their work, you build in ‘relaxation’ time. This is important for both adults and children- lots of short bursts of work are much better than trying to do all work in one go! * If the children are really engaged and interested in something, see what cross curricular links you can make. If it’s animals and endangered species could you turn this into a project? E.g. make a poster showing how pollution is effecting the animals, write a letter persuading people to use less plastics, design packaging to replace plastic packaging. |

**Underline the spelling mistakes then rewrite the sentences with the spellings corrected.**

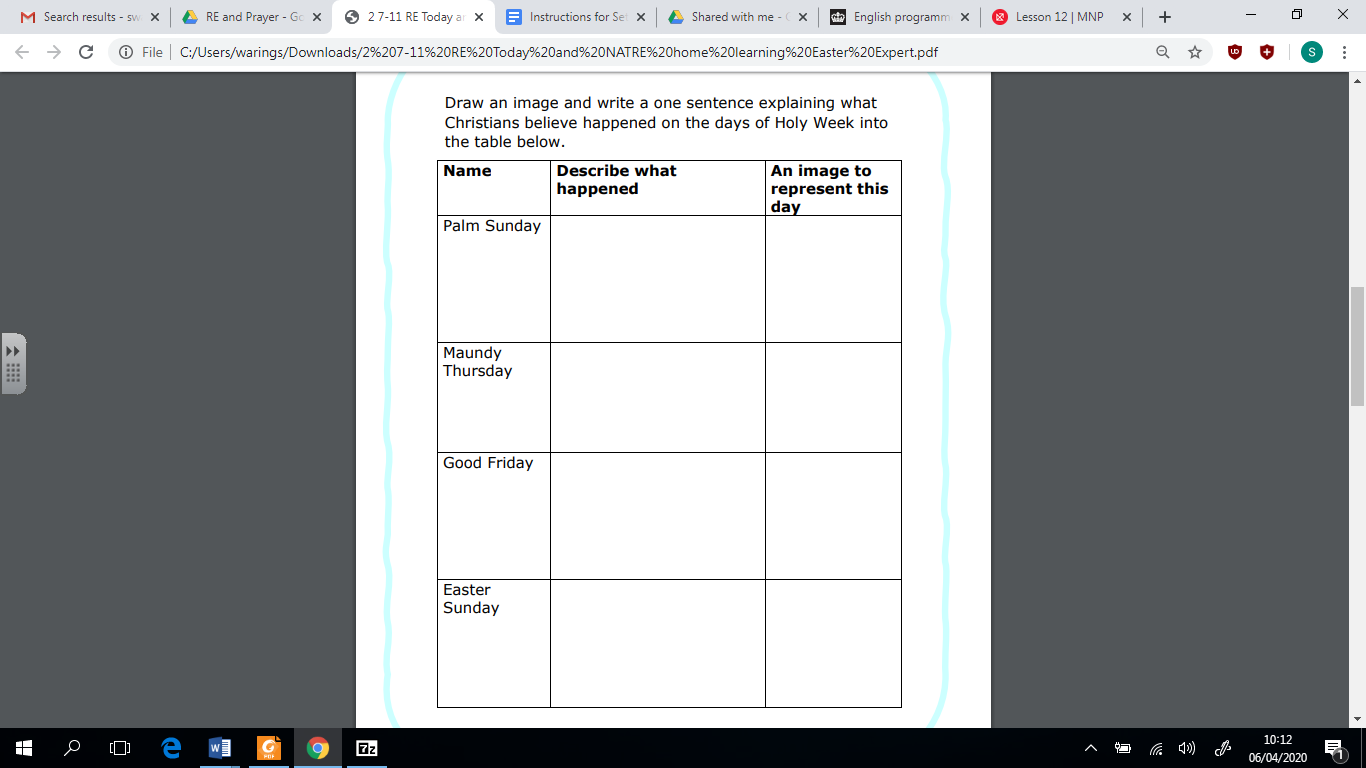
Can you write a sentence with a silly spelling like these for a member of your family?





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| Draw 4 everyday objects that need a force to make them move.  Put an arrow on to show the direction of the force, push or pull. | |
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| Choose 4 objects from around your house.  Move them across the floor with your hands and decide whether they  needed a small, medium or large force to make them move. | | | | | |
| Name of object | Small force | Medium force | Large force | Push | Pull |
| Toy car |  |  |  |  |  |
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Watch the “What is Easter?” film and read the information on the webpage [www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6](http://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6) then complete the grid belo

