

Year 3 Home Learning Letter Wednesday 1st July

Good morning Year 3,

Welcome to Wonderful Wednesday! Have a look at your learning grid for Maths, English and Spag.

English

Toad Hall has been taken over by stoats and weasels. What might the consequences of this dilemma be? Write your own final episode.

First of all, predict what you think will happen.

For example:

I think Mr Badger, Ratty, Mole and Toad will defeat the Weasels and Stoats at the Chief Weasels birthday party by entering Toad Hall through the secret passage and surprising them all with their swords, pistols and sticks.

Brainstorm the adjectives/ verbs that you are going to use for this episode

Damp dark secret passage,

Twinkling of the bright lanterns

Fear of the animals

Joyous celebrations



Then write your final episode using your prediction and your planned adjectives and verbs.

For example:

As dusk approached across the gloomy sky Mr Badger, Toad, Mole and Ratty swiftly gathered their arms of destruction together consisting of shimmering swords, lethal pistols and swinging sticks. The hasty activity was like a swarm of bees in a busy hive. They lit their rusty lanterns quickly and headed cautiously towards the damp, dark secret passage armoured with their weapons like heroic knights awaiting the final battle.

Mild- Write in sentences using your prediction and adjectives planned.

Hot- Write in paragraphs, (at least 3 detailed paragraphs) using your prediction and adjectives planned. Use a variety of sentence openers, adjectives and similes.

Spicy- Write in paragraphs using your prediction and adjectives planned, (at least three detailed paragraphs) Use a variety of sentence openers, adjectives and similes. Use a thesaurus for more interesting words for your story.

Spag

Using a thesaurus

Watch

<https://www.bbc.co.uk/bitesize/articles/zh2xhbk>

If you look up a word in a **thesaurus** it will show you a list of **synonyms**. These are other words that mean the same thing or something similar to the word you have looked for.

One of these **synonyms** might be a better way of saying what you want and you could use it instead.

For example: 'Starving' describes how the man in the video is feeling better than 'hungry'.

How to use a thesaurus

A **thesaurus** is set out in alphabetical order, like a **dictionary**, so you look up words in the same way.

For example: If you wanted to find another word for 'nice' in a thesaurus:

You start by finding the words beginning with 'n', then 'n-i', then 'n-i-c' until you eventually narrow it down to 'n-i-c-e'.

- You'll then see lots of other words that mean the same as 'nice' that you can use in your writing.
- Choose one, such as 'lovely' or 'pleasant'.

Activities

Watch the practise videos do activity 1 putting in the missing words and activity 2. Watch the animal video.

Mild- Fill in the missing gaps in the sentences below.

Hot- Fill in the missing gaps in the sentences below and use a thesaurus to get a better synonym than the word chosen.

Spicy – Fill in the missing gaps in the sentences below and use a thesaurus to get a better synonym than the word chosen. Use a thesaurus to get some wow words for your final episode of Wind in The Willows.

Each sentence below is about the animal video. Write the sentences down, adding a word into the missing gap so the sentence makes sense.

1. The lambs run
2. The bird found the hole for a nest.
3. Some birds are and steal twigs from other birds' nests.
4. The birds keep the eggs using the heat from their tummies.
5. Eider duck mums do not eat for four weeks to keep their eggs safe and are after all that time.
6. Baby Blue Tits eating caterpillars.

Now use a **thesaurus** to find a **synonym** for each of your underlined words. If you don't have a thesaurus at home, there are lots online - just search for one to help you.

Like this one <https://kidthesaurus.com/>

Write the word in a different colour above or below your original word.

For example:

The birds sang nicely.

The birds sang beautifully.

Maths

Warm up: TT rock stars 10 mins.

Recap on the video from White Rose maths on horizontal and parallel lines.

Horizontal and Vertical lines.

Horizontal lines go across like the Horizon.

<https://vimeo.com/430336963>

Vertical lines a straight line where the top is directly above the bottom.

Have a go at the sheet provided.

See attached Sheet TYM page 115 – Attached to this letter today.

Mild- section A in green. Copy the shapes in your maths home learning books. Follow the instructions at the top of the activity.

Hot- (in pink) section B for B copy the grid carefully 6 x4. Using your maths squared paper in your maths home learning.

Challenge – See picture by Mondrian here answer the question and have a go at the art work.

Have a look at your learning grid and have a go at an afternoon activity or choose one from the River project.

Take care and have a good day.

The year 3 Teaching Team

Horizontal

Horizon

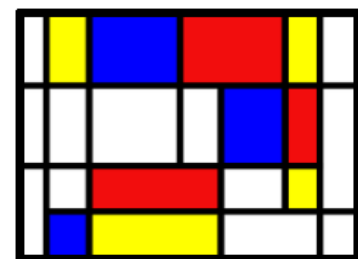


Horizon – the line where the earth's surface and the sky appear to meet.

Vertical



Vertical – a straight line where the top is directly above the bottom.



How many horizontal and vertical lines can you spot in this image by Mondrian?

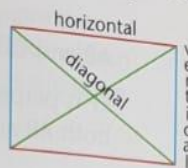
Create your own piece of art work using only horizontal and vertical lines.

HORIZONTAL AND VERTICAL LINES

115

TARGET To identify horizontal and vertical lines.

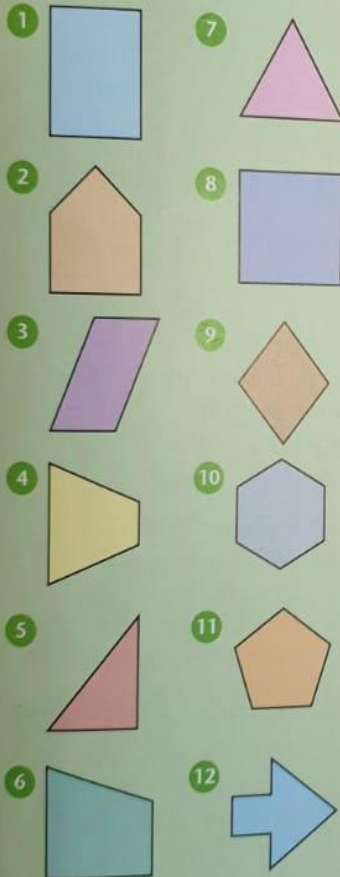
Example



In the diagram:
horizontal lines are red
vertical lines are blue
diagonal lines are green.

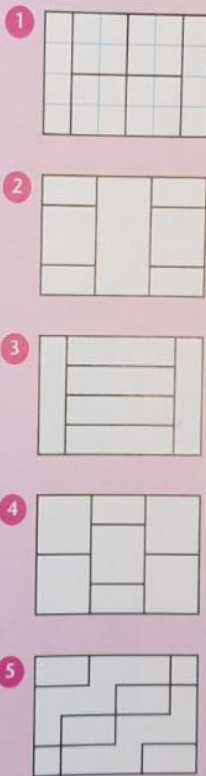
A

Copy the shapes.
Use one colour for all the horizontal lines.
Use a second colour for all the vertical lines.
Use a pencil for all other lines.



B

Use squared paper.
Copy each flag in a 6×4 grid. Use one colour pen to show all the horizontal lines.
Use a different colour pen for all the vertical lines.



C

Use squared paper.
Copy each flag in a 6×4 grid.
Use different colours to show:

- all the horizontal lines
- all the vertical lines
- all the diagonal lines.

