

# Home Learning Year 3

Please find enclosed your child's home learning pack. These activities have been selected to mirror the learning which would be taking place if your child was in school with us at the moment. Please remember that we are still here to help should you need any advice, support or have any questions. We would also like you to send us and photographs or examples of the work your child has been completing. We can't wait to see them!

The emails to use are:

Year 3 – [RTLYear3@LakesPrimary.co.uk](mailto:RTLYear3@LakesPrimary.co.uk)

Year 4 – [RTLYear4@LakesPrimary.co.uk](mailto:RTLYear4@LakesPrimary.co.uk)

While your child is at home, it is important to still keep in a routine and encourage your child to get up on a morning and get dressed for the day. Make sure they remember to eat regularly and, don't forget, breakfast is the most important meal of the day! It is also vital to fit in some daily exercise, even in the worst weather, we all know a healthy body helps us keep a healthy mind.

Finally, we hope you all stay safe and well during the next few weeks and please do not hesitate to contact us if you are worried about either your own or your child's mental health and well-being. We are always here to help and offer support to you and your family.

The Year 3/4 team

**WEDNESDAY**

**06.01.21**

## Literacy

|   | <u>Activity Description</u>   | <u>Resources</u>         |
|---|---|--------------------------|
| 1 | <p><b>Read the extracts from <i>Fantastic Mr Fox</i></b><br/>           You can listen to them read aloud here:<br/> <a href="https://www.youtube.com/watch?v=kJhmpYAzlRI">https://www.youtube.com/watch?v=kJhmpYAzlRI</a></p> <p>Read chapter one which introduces the three farmers, Boggis, Bunce and Bean.<br/>           Underline/write down any words in the text which describe the characters – you could use a different colour for each farmer.<br/>           Read chapter two which introduces Mr Fox. Underline any words in the text which describe him.</p> | Ch 1 & 2 (see next page) |
| 2 | <p><b>2. Characterisation</b><br/>           Draw a picture of each of the characters and label each one with the words and phrases which Roald Dahl uses to describe them.</p>   |                          |
| 3 | <p><b>3. Adverbs</b><br/>           There are not many adverbs in this writing. Watch the video below to find out about different adverbs and then add some of your own?<br/> <a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr</a></p>   |                          |

## Chapter One – The Three Farmers

Down in the valley there were three farms. The owners of these farms had done well. They were rich men. They were also nasty men. All three of them were about as nasty and mean as any men you could meet. Their names were Farmer Boggis, Farmer Bunce and Farmer Bean.

Boggis was a chicken farmer. He kept thousands of chickens. He was enormously fat. This was because he ate three boiled chickens smothered with dumplings every day for breakfast, lunch and supper.

Bunce was a duck-and-geese farmer. He kept thousands of ducks and geese. He was a kind of pot-bellied dwarf. He was so short his chin would have been underwater in the shallow end of any swimming-pool in the world. His food was doughnuts and goose-livers. He mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts. This diet gave him a tummy-ache and a beastly temper.

Bean was a turkey-and-apple farmer. He kept thousands of turkeys in an orchard full of apple trees. He never ate any food at all. Instead, he drank gallons of strong cider which he made from the apples in his orchard. He was as thin as a pencil and the cleverest of them all.

‘Boggis and Bunce and Bean

One fat, one short, one lean.

These horrible crooks

So different in looks

Were none the less equally mean.’

That is what the children round about used to sing when they saw them.

## Chapter 2 Mr Fox

On a hill above the valley there was a wood.

In the wood there was a huge tree.

Under the tree there was a hole.

In the hole lived Mr Fox and Mrs Fox and their four Small Foxes.

Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, 'Well, my darlings, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean' And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself.

Boggis and Bunce and Bean knew very well what was going on, and it made them wild with rage. They were not men who liked to give anything away. Less till did they like anything to be stolen from them. So every night each of them would take this shotgun and hide in a dark place somewhere on his own farm, hoping to catch the robber.

But Mr Fox was too clever for them. He always approached a farm with the wind blowing in his face, and this meant that if any man were lurking in the shadows ahead, the wind would carry the smell of that man to Mr Fox's nose from far away. Thus, if Mr Boggis was hiding behind his Chicken House Number One, Mr Fox would smell him out from fifty yards off and quickly change direction, heading for Chicken House Number Four at the other end of the farm.

'Dang and blast that lousy beast!' cried Boggis.

'I'd like to rip his guts out!' said Bunce.

'He must be killed!' cried Bean.


'But how?' said Boggis. 'How on earth can we catch the blighter?'

## Curriculum Activities

|   | <u>Activity Description</u>  | <u>Resources</u>  |
|---|--|---|
| 1 | <p><b>PE</b></p> <p><a href="https://www.youtube.com/watch?v=Wj0RwCe2uxM">https://www.youtube.com/watch?v=Wj0RwCe2uxM</a></p> <p>Click on the blue link to see how to play Space Monsters. You will need two markers, teddies or cones to represent space monsters and an opponent.</p>  |   |
| 2 | <p><b>Romans</b></p> <p>Maps have changed over time. If you look at a Roman map of Europe, the boundaries for each country look very different to the boundaries today.</p> <p>Read the PPT, 'How The Roman Empire Spread'.</p> <p>Using the, 'Map Worksheet', can you colour the parts of Modern Day Europe which were part of the Roman Empire? Remember to label the key to show what each different colour means.</p> <p>EXTENSION: Can you label 6 different countries in Europe?</p> | <p>PPT – How the Roman Empire Spread (sent as an attachment)</p> <p>Map – See below</p> |

### The Roman Empire on a modern day map of Europe



| Maths |  |   |
|-------|--|---|
|       | Activity Description   | Resources   |
| 1     | <p><b>5 a Day</b></p> <p>Don't forget you can rewrite the calculations vertically and use column addition or subtraction.</p> <ol style="list-style-type: none"> <li>1. <math>456 + 382 =</math></li> <li>2. <math>726 - 345 =</math></li> <li>3. <math>26 \times 5 =</math></li> <li>4. <math>68 \div 2 =</math></li> <li>5. What fraction is shaded?</li> </ol>  |   |
| 2     | <p><b>Adding multiples of 10</b></p> <p>Write down the multiples of 10.</p> <p>Choose two multiples of 10 and add them together.</p> <p>Remember if you know <math>2 + 3 = 5</math> then you know that <math>20 + 30 = 50</math>.</p>  | <p>A worksheet can be found</p> <p><a href="https://www.math-salamanders.com/image-files/1st-grade-math-worksheets-adding-tens-2.gif">https://www.math-salamanders.com/image-files/1st-grade-math-worksheets-adding-tens-2.gif</a></p>            |
| 3     | <p><b>Extension Activities</b></p> <p>Try finding the missing multiple of 10.</p> <p>E.g. <math>40 + \underline{\quad} = 60</math></p> <p>or <math>\underline{\quad} + 30 = 70</math></p>  | <p>A worksheet can be found at</p> <p><a href="https://www.math-salamanders.com/image-files/addition-worksheets-1st-grade-adding-tens-5.gif">https://www.math-salamanders.com/image-files/addition-worksheets-1st-grade-adding-tens-5.gif</a></p> |



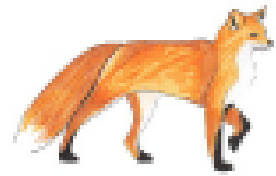
**THURSDAY**

**07.01.21**

## Literacy

| <u>Activity Description</u>   | <u>Resources</u>                       |
|---|--|
| <b>1. Reading <i>Fantastic Mr Fox</i></b><br>Read the summary of events in the story so far.<br>Read chapter 16 which describes what happens in Bean's cider cellar.  | <b>Chapter 16 – see next page</b>      |
| <b>2. Verbs – Present Perfect Form</b><br>Watch this video introducing the Present Perfect Form:<br><a href="https://www.grammar-monster.com/glossary/present_perfect_tense.htm">https://www.grammar-monster.com/glossary/present_perfect_tense.htm</a><br><br>Look back at chapter 16 and find some past tense verbs (hint – look for doing words with <i>-ed</i> endings). Practise changing them into the present perfect form by adding <i>has</i> or <i>have</i> . |  |
| Complete the present perfect forms activities. Start with activity one, challenge yourself to see if you can complete both!   | <b>Activity sheets – see next page</b> |

## Chapter 16 The Woman



'Quick!' said Mr Fox. 'Hide!' He and Badger and the Smallest Fox jumped up on to a shelf and crouched behind a big row of cider jars. Peering around the jars, they saw a huge woman coming down into the cellar. At the foot of the steps, the woman paused, looking to right and left. Then she turned and headed straight for the place where Mr Fox and Badger and the Smallest Fox were hiding. She stopped right in front of them. The only thing between her and them was a row of cider jars. She was so close, Mr Fox could hear the sound of her breathing. Peeping through the crack between two bottles, he noticed that she carried a big rolling-pin in one hand.

'How many will he want this time, Mrs Bean?' the woman shouted. And from the top of the steps the other voice called back, 'Bring up two or three jars.'

'He drank four yesterday, Mrs Bean.'

'Yes, but he won't want that many today because he's not going to be up there more than a few hours longer. He says the fox is bound to make a run for it this morning. It can't possible stay down that hole another day without food.'

The woman in the cellar reached out and lifted a jar of cider from the shelf. The jar she took was next but one to the jar behind which Mr Fox was crouching.

'I'll be glad when the rotten brute is killed and strung up on the front porch,' she called out. 'And by the way, Mrs Bean, your husband promised I could have the tail as a souvenir.'

'The tail's been shot to pieces,' said the voice from upstairs. 'Didn't you know that?'

'You mean it's *ruined*?'

'Of course it's ruined. They shot the tail but missed the fox.'

'Oh heck!' said the big woman. 'I did so want that tail!'

'You can have the head instead, Mabel. You can get it stuffed and hang it on your bedroom wall. Hurry up now with that cider!'

'Yes. Ma'am, I'm coming,' said the big woman, and she took down a second jar from the shelf.

*If she takes one more, she'll see us,* thought Mr Fox. He could feel the Smallest Fox's body pressed tightly against his own, quivering with excitement.

'Will two be enough, Mrs Bean, or shall I take three?'

'My goodness, Mabel, I don't care so long as you get a move on!'

'Then two it is,' said the huge woman, speaking to herself now. 'He drinks too much anyway.'

Carrying a jar in each hand and with the rolling-pin tucked under one arm, she walked away across the cellar. At the foot of the steps she paused and looked around, sniffing the air. 'There's rats down here again, Mrs Bean. I can smell 'em.'

'Then poison them, woman, poison them! You know where the poison's kept.'

'Yes, Ma'am,' Mabel said. She climbed slowly out of sight up the steps. The door slammed.

'Quick!' said Mr Fox. 'Grab a jar each and run for it!'

Rat stood on his high shelf and shrieked. 'What did I tell you! You nearly got nabbed, didn't you? You nearly gave the game away! You keep out of here from now on! I don't want you around! This is my place!'

'You,' said Mr Fox, 'are going to be poisoned.'

'Poppycock!' said Rat. 'I sit up here and watch her putting the stuff down. She'll never get me.'

Mr Fox and Badger and the Smallest Fox ran across the cellar clutching a gallon jar each. 'Goodbye, Rat!' they called out as they disappeared through the hole in the wall. 'Thanks for the lovely cider!'

'Thieves!' shrieked Rat. 'Robbers! Bandits! Burglars!'



Underline as many verbs as you can find in this chapter.

### Activity 1: Sentences to sort

Cut out the sentences and sort them into two groups: simple past tense and present perfect tense. Use the learning reminder cards to help you.

|  |   |
|--|---|
| <b>She has stopped right in front of them.</b> | <b>They have shot the tail but have missed the fox.</b> |
| <b>They have hidden behind the jars.</b>       | <b>She walked away across the cellar.</b>               |
| <b>The woman shouted to Mrs Boggis.</b>        | <b>They have scampered across the cellar floor.</b>     |
| <b>She has brought a rolling pin with her.</b> | <b>She hesitated at the third jar.</b>                  |
| <b>The little fox has held his breath.</b>     | <b>Mr Fox's whiskers twitched.</b>                      |

## Activity 2: Sentence pairs.

Present Perfect Form  
has/have + verb

Draw a line to match the sentences and then underline the present perfect form

|  |   |
|--|---|
| Mr Fox put the last brick back in place. | Badger has raised his glass.                  |
| They grabbed their jars of cider.        | Mrs Fox has hugged the smallest fox.          |
| Mrs Fox hugged the smallest fox.         | The animals have attacked the succulent food. |
| The animals attacked the succulent food. | Mr Fox has put the last brick back in place.  |
| Badger raised his glass.                 | They have grabbed their jars of cider.        |



## Curriculum Activities

|   | <u>Activity Description</u>   | <u>Resources</u>                   |
|---|---|------------------------------------|
| 1 | <b>PE:</b><br><br>Click on the blue link to see how to play Treasure Chest.<br>You will need 10 items of treasure e.g. socks, shoes, small toys and an opponent.<br><a href="https://www.youtube.com/watch?v=xFrgTzhAahw&amp;list=PLnwoPgo24bhmQV8Y76iXnwYw9T9AlxbqJ&amp;index=34&amp;t=0s">https://www.youtube.com/watch?v=xFrgTzhAahw&amp;list=PLnwoPgo24bhmQV8Y76iXnwYw9T9AlxbqJ&amp;index=34&amp;t=0s</a> |                                    |
| 2 | <b>Grammar</b><br>Complete your weekly grammar revision mat. You don't need to print this off. You could type out the answers or write them down.   | <b>Grammar Mat – see next page</b> |

# Spring Term 1 SPaG Mat 1

1

**a**  
Mr Whoops has made TWO clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Yesterday during my grammer lesson, I learned how to discribe nouns using expanded noun phrases.

\_\_\_\_\_

\_\_\_\_\_



**b**  
Write 'a' or 'an' correctly before the items on the recipe:

- \_\_\_\_\_ egg
- \_\_\_\_\_ cupful of flour
- \_\_\_\_\_ teaspoon of vanilla extract

**c**  
Can you add an appropriate preposition to complete the sentence?

After preparing her diving equipment, Polly investigated the coral \_\_\_\_\_ the Red Sea.

**d**  
Can you underline the conjunction in this sentence?

After the celebrations had finished, the balloons drifted off into the distance.



**e**  
Tick the sentence that is a command.

Get in the bath.

Would you like to wash your hands?


How amazing that would be!

**f**  
Can you think of a silent letter word to match the picture?



\_\_\_\_\_



| Maths |   |  |
|-------|---|--|
|       | Activity Description  | Resources  |
| 1     | <p><b>5 a Day</b></p> <p>Don't forget you can rewrite the calculations vertically and use column addition or subtraction.</p> <ol style="list-style-type: none"> <li>1. <math>521 + 284 =</math></li> <li>2. <math>653 - 425 =</math></li> <li>3. <math>24 \times 3 =</math></li> <li>4. <math>93 \div 3 =</math></li> <li>5. What fraction is shaded?</li> </ol>  |  |
| 2     | <p><b>Finding the difference between multiples of 10 up to 100.</b></p> <p>Write down the multiples of ten.</p> <p>Choose two multiples of 10 to create a subtraction calculations.</p> <p>Remember the largest number needs to go first!</p> <p>E.g. <math>70 - 30 =</math></p> <p>Don't forget, if you know <math>7 + 3 = 4</math> then you know that <math>70 + 30 = 40</math>.</p>  | <p><a href="https://www.math-salamanders.com/image-files/1st-grade-subtraction-worksheets-subtract-tens-2.gif">https://www.math-salamanders.com/image-files/1st-grade-subtraction-worksheets-subtract-tens-2.gif</a></p> |
| 3     | <p><b>Extension Activities</b></p> <p>Increase the recall of your number bonds (multiples of 10) to 100 by using the Hit the Button game.</p>   | <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p>Select make 100 (tens)</p>   |

**FRIDAY**


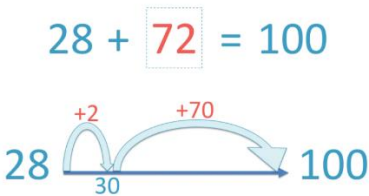
**07.01.21**

## Literacy

|   | <u>Activity Description</u>  | <u>Resources</u>  |
|---|--|---|
| 1 | <p><b>1. Reading <i>Fantastic Mr Fox</i></b><br/>Read Chapter 1 and 2 from your home learning on Wednesday.</p> <p>Remember you can listen to the story here too:</p> <p><a href="https://www.youtube.com/watch?v=kJhmpYAzIRI">https://www.youtube.com/watch?v=kJhmpYAzIRI</a></p>   | <p><b>Chapter 1 &amp; 2 – Wednesday's Resources</b></p> |
| 2 | <p>Write / Type out the questions below and answer them in full sentences:</p> <ol style="list-style-type: none"> <li>1. What were the farmers' names?</li> <li>2. Which sentence tells you about Boggis' appearance?</li> <li>3. Which paragraph tells you a lot about Bunce?</li> <li>4. Where are Bean's turkeys kept?</li> <li>5. What did the local children do?</li> <li>6. What happened every evening as soon as it got dark?</li> <li>7. Which phrases on p. 8 tells you that the farmers were angry with Mr. Fox?</li> <li>8. Why did Mr. Fox steal food from the farmers?</li> <li>9. Why do you think each of the men live on their own?</li> <li>10. What ideas are we given about Mr. Fox?</li> </ol> <p>Challenge: Which farmer would you rather work for? Explain your answer.</p> |   |

## Curriculum Activities

|   | <u>Activity Description</u>  | <u>Resources</u> |
|---|--|------------------|
| 1 | <p><b>PSHE:</b></p> <p>Different things have different age restrictions. Work with an adult to think of everything in your house which has an age restriction e.g. movies.</p> <p>Look at this link together:</p> <p><a href="https://www.net-aware.org.uk/networks/?order=title">https://www.net-aware.org.uk/networks/?order=title</a></p> <p>Why do these apps and websites have age restrictions?</p> <p>Make a poster to inform other people about the age restrictions for different apps.</p> |                  |
| 2 | <p><b>RE:</b></p> <p>Watch <a href="https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-christian-prayer/zbjv92p">https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-christian-prayer/zbjv92p</a> for Christian prayer examples.</p> <p>Can you write your own prayer and illustrate it with a picture?</p> <p><b>EXTENSION:</b></p> <p>You could type it on a computer and illustrate it using pictures from the internet.</p>   |                  |

|   | Activity Description  | Resources  |
|---|---|--|
| 1 | <p><b>5 a Day</b></p> <p>Don't forget you can rewrite the calculations vertically and use column addition or subtraction.</p> <ol style="list-style-type: none"> <li>1. <math>537 + 326 =</math></li> <li>2. <math>835 - 273 =</math></li> <li>3. <math>34 \times 2 =</math></li> <li>4. <math>48 \div 4 =</math></li> <li>5. What fraction is shaded?</li> </ol>    |  |
| 2 | <p><b>Finding pairs of numbers that equal 100</b></p> <p>Number bonds to 100 are pairs of number that add together to make 100.</p> <p>To find the number bond that pairs with 28 to make 100, we think of the number that we add to 28 to make 100.</p> <p>We can add 2 to 28 to make the next multiple of 10, which is 30.</p> <p>Now from 30, we just add to make 100.</p> <p>In total, we have added <math>70 + 2</math>.</p> <p>28 and 72 are number bond pairs that add to make 100.</p>  <p>Either choose your own two-digit number and see how many you need to add to make 100 or use the questions on the worksheet.</p> | <p>Click on the link to support your learning.</p> <p><a href="https://www.mathswithmum.com/number-bonds-to-100/">https://www.mathswithmum.com/number-bonds-to-100/</a></p> <p>Watch the second video (Number bonds to 100)</p> <p><i>Activity sheet is on the following page.</i></p> |

3

### Extension Activities

Increase the recall of your number bonds to 100 by using the Hit the Button game.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Select make 100