

## Age Range: YEAR 3

## Weekly Maths Tasks

**Weekly focus 1: Recognise and understand unit and non-unit fractions**

- Watch the following lesson video by searching: White Rose Maths Year 3 Lesson 1 - Unit and non-unit fractions  
OR follow the link:  
<https://whiterosemaths.com/homelearning/year-3/>  
(If you have no printer just write the answers on some paper and keep hold of them or snap a photo and upload to Dojo to your teacher)

- Make a list of unit and non-unit fractions, draw some.
- Create a poster to show your understanding of unit and non-unit fractions – take a photo and send it via Dojo.
- Watch the following video and complete the tasks below:  
<https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/zxcfjty>

**Weekly focus 2: Add and subtract fractions to make a whole**

- Watch the following lesson video by searching: White Rose Maths Year 3 Lesson 2 - Making the whole  
OR follow the link:

<https://whiterosemaths.com/homelearning/year-3/>

- List some addition calculations of fractions with the same denominator that make a whole, for example:  $\frac{1}{4} + \frac{3}{4} = 1$  whole
- Use IXL <https://uk.ixl.com/signin/reasideacademy>  
Understand fractions: Tasks W16 and W17

**Weekly focus 3 (arithmetic): To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables**

- TTRockstars practice
- Create your own board game/ card game (e.g. snap/pairs) to practice your 3, 4 and 8 multiplication tables

## Weekly Reading Tasks

**Weekly focus: To develop retrieval skills based on a character**

- **Serial Mash** (this can be found on the home page of Purple Mash) and select 'Emerald' and you will find Alien Hotel.

Suggested daily tasks (this can be completed however suits them throughout the week):

**Monday:** Read text: Alien Hotel, Chapter 1

**Tuesday:** Chapter 1 Quiz

**Wednesday:** Describing aliens

**Thursday:** Sally Space

**Friday:** Complete any incomplete tasks

- If you have no computer to complete tasks, read your favourite book and create a fact file of the main character using information in the text about them.

Additional tasks/reading fluency practice:

- Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.
- Watch [Newsround](#) and discuss what is happening in the wider world.

**Remember to complete any quizzes for books you read on Accelerated Reader (link on website)**

## Weekly Writing Tasks

**Weekly focus: Develop research skills by presenting information using simple organisational devices** - (for example, headings and sub-headings).

- Present information of chosen animal using any resources they can in an interesting way such as a poster/leaflet/book. Resources could be books, the internet or documentaries on Youtube, Netflix or BBC iPlayer.
- Write a description of a fictional animal that has just been discovered. Think about what it looks like, where it lives and what it eats. Draw a picture to show what this new creature is like. Use <https://www.pobble365.com/a-dangerous-pet/> to help guide you.

**Weekly focus (spelling and grammar):**

**Spell further homophones**

- Watch: BBC Bitesize video 'What are homophones?'  
<https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/zc84cwx>
- Complete the tasks on the same webpage (below the video)
- Design a poster of homophone pairs

**Conjunctions to extend sentences:**

- Watch the videos and complete the tasks on the webpages below

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv>

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3>

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

- **Let's Wonder:**

Create fact files about deadly predators. Draw pictures of the predators and label them with information they find out. Where does the predator live? Why does it live there? What does it eat? How does it capture its prey? What special qualities do these predators have? Make a [food chain](#) to demonstrate why a predator is at the top of the chain. They could make a set of [top trump cards](#) using the information they found out.



- **Let's Create:**

Explore the artist [Franz Marc](#). Find out who he was and what type of artist he was. What did he like to create pictures? Look at some of his paintings online. Then choose an animal to draw and add colour to, in a similar style to his. What do they think of his paintings? Did they like their finished piece of artwork? Why?/Why not?



- **Be Active:**

Get out into the garden and make a [bug hotel](#). Go on a mini beast hunt and record what they find. If they find any minibeasts they haven't seen before they could always look it up online. What can they find out about these amazing creatures?  
**Recommendation at least 2 hours of exercise a week.**



- **Time to Talk:**

Find out which animals are their family members' favourites and why. Have a family debate about whether zoos should exist? Discuss whether they agree/disagree and why? Do their family members have a different opinion to them? Why not debate whether animals should be kept as pets?



- **Understanding Others and Appreciating Differences:**

Which animals are considered to be sacred around the world and why? [Sacred Animals](#)  
Who admires cows? Lions? Wolves? Which animals were important to the Egyptians and why?



### Additional learning resources parents may wish to engage with

[Classroom Secrets 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.

**#TheLearningProjects**