Wednesday 1st April 2020

Learning From Home
Year 3

- Reading
- Writing
- Arithmetic
- Spelling, Punctuation and Grammar
- Handwriting
- Maths
- Additional Learning
- Websites
Information

- There is an expectation that all our children will continue with their learning at home and teachers will keep in contact with families to offer support.
- Details will be uploaded on onto the Academy website by 5pm for following day’s learning but will include:

  https://www.harrisprimarymerton.org.uk/

- Teachers will contact pupils on a weekly basis to ensure they are keeping up with their learning at home and to answer any questions about the work they may have.
Max is a young hedgehog. He hears his Ma and Pa talking about how dangerous the road is. Max is sure there must be a safe way to cross the road. He decides to find out how to do it.

He slipped out of the garden at dusk, ambled along the path by the side wall of number 5A, and crept under the front gate. Immediately, he found himself in a sea of noise.

It was evening rush-hour and the home-going traffic was at its heaviest. Cars and motorbikes, buses and lorries thundered past, terrifyingly close it seemed to him, as he crouched outside the gate, and he was confused and dazzled by their lights. The street lamps too lit up the place like day, and Max, nocturnal by nature, made for the darkest spot he could find, in the shadow of a tall litterbin, and crouched there with a hammering heart.

Gradually he grew a little more accustomed to the din and the glare, and, though he dared not move, he began to observe the humans, for hundreds of pedestrians passed close by him. They were all walking on the narrow road on which he sat, a road raised above the level of the street itself by about the height of a hedgehog.

‘They’re safe,’ said Max to himself, ‘because the noisy monsters aren’t allowed up here.’

He looked across the street and could see that, at the far side of it, there were other humans also walking safely on a similar raised road. He did not, however, happen to see any cross the street.

‘But they must cross somewhere,’ said Max. ‘There must be a place further along the street.’

A part of him, for he was very young, said that he would find out about that another time and that it would be nice to creep back under the gate to his family. But then another part of him determined to set off to see if he could find this human crossing-place.

Dick King-Smith
Reading: Looking at Language

1. The traffic ‘thundered past.’ Does this mean the traffic was:
   
   a. quiet?  b. noisy?

2. What does the phrase ‘crouched there with a hammering heart tell you about how Max was feeling?

3. Find and copy the word in the passage that tells you Max slept during the day.

4. What are the:
   
   a. noisy monsters?  b. raised roads?

5. A ‘part of’ Max wanted to go home.
   What words could you use to describe how this part of Max felt?

Challenge: Max is described as a nocturnal creature- can you find out what this word means? What other creatures are nocturnal?
Geri plays the game with himself, starting out as the "white" player who wears glasses. He then moves to the other side of the table as the "black" opponent who wears no glasses. The scenes go between moves that it looks as though there are two players. The "white" Geri is caught in a bind with his king piece and outsmarts "black" Geri by feigning a heart attack and turning the board around. The "black" Geri realises he has lost the game and hands over a set of false teeth as the prize. "White" Geri puts them in his mouth and grins real big as the shot zooms out, again showing us that there is only one Geri.
Spelling
‘al’ and ‘all’

Key Words
fall
tall
small
stall
also
always
already
almost
although
altogether
usual
capital
sandal
pedal
signal
hospital
occasional
special
accidental

We always love the small animals.

Remember, a prefix is a letter or letters added at the beginning of a word.

When we use all at the beginning of a word, we always drop one l.

\[ all + most = almost \]

A Make a new word with each of these words by adding the al prefix.

1 most 2 ready 3 together
4 so 5 mighty 6 though

B Write a sentence that includes at least three al words.
We are going to continue with the diagonal join.

Don’t forget!

Remember!

To sit with the correct posture.

You must always start on the line.
Arithmetic

Remember to practise your 3, 4 and 8 times tables!

You can practise these by clicking the picture above or on purple mash!
Today we are going to look at tenths as decimals. Click on the following video: (lesson 5)

Lesson 5 - Tenths as decimals

If we are using tenths, we need a new place value column.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
<th>Tenths</th>
</tr>
</thead>
</table>

The tenths column is to the right of the ones column.

We use a decimal point to write numbers containing tenths.
In your book write the short date 01.04.20 and have a go at the questions:

1. Complete the table.

<table>
<thead>
<tr>
<th>Representation</th>
<th>Words</th>
<th>Fraction</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Representation 1]</td>
<td>1 tenth</td>
<td></td>
<td>0.1</td>
</tr>
<tr>
<td>![Representation 2]</td>
<td>$\frac{7}{10}$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Representation 3]</td>
<td>0.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Representation 4]</td>
<td>5 tenths</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw these bar models in your book (use the grid paper to help you. Can you also match them to the correct equivalent decimal.

2. Match each bar model to the equivalent decimal.

- [Bar Model 1] $0.8$
- [Bar Model 2] $0.6$
- [Bar Model 3] $0.4$
Mo is using a place value chart to represent numbers.

Write each number as a decimal.

- **a)** 0.3
- **b)** 3
- **c)** 1.3

Copy these tables into your books - draw counters to represent the numbers.
### 5.
**Continue the pattern.**

<table>
<thead>
<tr>
<th>1/10</th>
<th>0.2</th>
<th>3 tenths</th>
<th>4/10</th>
<th>0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 tenths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6.
**What decimal is each arrow pointing to?**

- A = [ ]
- B = [ ]
- C = [ ]
Aisha places 6 counters onto this place value chart.

List all the possible numbers she could represent.
Maths

1. Complete the table.

<table>
<thead>
<tr>
<th>Representation</th>
<th>Words</th>
<th>Fraction</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 tenth</td>
<td>$\frac{1}{10}$</td>
<td>0.1</td>
</tr>
<tr>
<td></td>
<td>7 tenths</td>
<td>$\frac{7}{10}$</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td>3 tenths</td>
<td>$\frac{3}{10}$</td>
<td>0.3</td>
</tr>
<tr>
<td></td>
<td>5 tenths</td>
<td>$\frac{5}{10}$</td>
<td>0.5</td>
</tr>
</tbody>
</table>

2. Match each bar model to the equivalent decimal.

- 0.8
- 0.6
- 0.4

3. Mo is using a place value chart to represent numbers.

Write each number as a decimal.

- a)\[\begin{array}{c}
\text{Ones} \\
\text{Tenths}
\end{array}\]
- b)\[\begin{array}{c}
\text{Ones} \\
\text{Tenths}
\end{array}\]
- c)\[\begin{array}{c}
\text{Ones} \\
\text{Tenths}
\end{array}\]
- d)\[\begin{array}{c}
\text{Ones} \\
\text{Tenths}
\end{array}\]

4. Draw counters to represent the numbers.

- a) 0.3
- b) 3
- c) 1.3
- d) 3.1

5. Continue the pattern.

<table>
<thead>
<tr>
<th>fraction</th>
<th>decimal</th>
<th>tenths</th>
<th>fractional</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{1}{10}$</td>
<td>0.2</td>
<td>3 tenths</td>
<td>$\frac{4}{10}$</td>
</tr>
<tr>
<td>6 tenths</td>
<td>$\frac{6}{10}$</td>
<td>0.8</td>
<td>9 tenths</td>
</tr>
</tbody>
</table>

6. What decimal is each arrow pointing to?

- A = 0.2
- B = 0.5
- C = 0.9
Additional Learning

Students will have their overview from their History and Geography units this Spring term and can choose a unit to further research.

Please see the list of popular learning websites that you may also choose to use to further your child’s education.
Websites