Tuesday 31st March 2020

Learning From Home
Year 3

Reading
Writing
Spelling, Punctuation and Grammar
Handwriting
Arithmetic
Maths
Additional Learning
Websites
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.
The Hodgehog

Max is a young hedgehog. He hears his Ma and Pa talking about how dangerous the roads are, 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 3A, and crept under the front gate. Immediately, he found himself in a sea of noise. It was evening rush hour and the main road traffic was at its heaviest; cars and motorcycles, 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 lit up the place like day, and Max, returning by nature, made for the darkest spot he could find, in the shadow of a tall linden and crouched there with a thumping 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 numbers of pedestrians passed by him. They were all walking on the narrow road on which he saw 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 road.

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

As part of him, for he was very young, said that he would find out about that another time and that it would be a lot 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

Understanding the text

1. What time of day did Max leave the garden?
2. Where did Max make for?
3. Max saw lots of humans. What were they walking on?
4. Why were the pedestrians ‘safe’?
5. What was Max looking for?
LO: I can write a dialogue between the 'two' chess players.
Remember when you are punctuating direct speech to use inverted commas!

**Inverted Commas**

The most important rule in punctuating direct speech is that all words spoken must be enclosed by inverted commas.

All commas, full stops, question marks and exclamation marks must be enclosed by inverted commas.

**For example:**

“That grass looks delicious,” said the smallest Billy Goat Gruff.

“Hey, goat!” shouted the troll. “You are not allowed to cross my bridge”

‘How can we get to the other side?’ asked the Biggest Goat Gruff.

**NOT:** “Get off my bridge” shouted the troll.
If the direct speech in a text involves more than one speaker, a new line must be used for each new speaker. This helps the reader to follow what is being said.

For example:

“We can’t let him win! He’s just a grumpy troll!” exclaimed the smallest Billy Goat Gruff.

“You’re right,” agreed the biggest Billy Goat Gruff.

The medium-sized Billy Goat Gruff said, “So what shall we do?”
Using the images above, can you tell me what the two chess players are saying?

In your book write today’s date then the Learning Objective.
LO: I can write a dialogue between two players.
We can use **adjectives** to describe the **difference between two things.**

- A tall tower, a **taller** tower

We can use **adjectives** to describe the **difference between three or more things.**

- A small flower, a **smaller** flower, the **smallest** flower

Remember! Adjectives that:

- Have **one syllable** and end in **vowel – consonant**
  - Double the last letter + **er**
  - Hot, hotter, flat, flatter

- End in **e**
  - Just add **r**
  - Safe, safer, large, larger

- End in **y**
  - Change the **y** to **i** and add **er**
  - Merry, merrier, windy, windier
A Write these headings.

Comparative  Superlative

Make each of these adjectives into a **comparative adjective** and a **superlative adjective** under the correct heading.

1. cloudy  
2. brave  
3. fat
4. spooky  
5. wise  
6. red

B Use these **superlative adjectives** in sentences of your own.

1. plainest  
2. dullest  
3. largest
4. lowest  
5. wettest  
6. sharpest
‘al’ and ‘all’

Key Words

fall
all
down
enough
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.
Handwriting

- We are going to continue with the diagonal join.

```
  a a a
  aaa aaa
  am am
  an an
  as as
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REMEMBER!

- To sit with the correct posture.
- You must always start on the line.
Remember to practise your 3, 4 and 8 times tables!

You can practise these by clicking the picture above or on purple mash!
Maths

Today we are going to count in tenths. Click on the following video: (lesson 4)
Maths

In your book write the short date 31.03.20 and have a go at the questions.
3. Write the missing fractions in each sequence.

a) \[
\begin{array}{cccc}
\frac{1}{10} & \frac{2}{10} & & \frac{4}{10} \\
\frac{6}{10} & \frac{7}{10} & & \frac{9}{10} \\
\frac{10}{10} & \frac{9}{10} & & \frac{7}{10} \\
\frac{5}{10} & & & \frac{2}{10} \\
& & & \frac{1}{10}
\end{array}
\]

b) \[
\begin{array}{cccc}
\frac{6}{10} & \frac{7}{10} & & \frac{9}{10} \\
\frac{10}{10} & \frac{9}{10} & & \frac{7}{10} \\
\frac{5}{10} & & & \frac{2}{10} \\
& & & \frac{1}{10}
\end{array}
\]

4. What fraction is each arrow pointing to?

A = \[
\begin{array}{c}
\end{array}
\]

B = \[
\begin{array}{c}
\end{array}
\]

C = \[
\begin{array}{c}
\end{array}
\]
Maths

Challenge

Whitney is thinking of a fraction.

My fraction is more than one whole but less than 2
My fraction has an odd number as the numerator.

What could Whitney’s fraction be?
List all the possible fractions.
Maths

Now check your answers:

1. Continue the sequence.
   - For each row, the sequence increases by one.
   - The fractions given are the number of shaded circles divided by the total number of circles.

2. Continue the sequence.
   - The sequence of numbers increases by one for each row.
   - The fractions are based on the shaded circles.

3. Write the missing fractions in each sequence.
   - a) The fractions given complete the sequence.
   - b) The sequence is completed with the corresponding fractions.

4. What fraction is each arrow pointing to?
   - The fractions are determined by the position of the arrow and the total length of the line.
   - A = \(\frac{1}{10}\), B = \(\frac{5}{10}\), C = \(\frac{8}{10}\)
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.