



# Davington Weekly Overview

## YEAR 3

Week beginning: 29th June 2020

Teachers: Ms Preston, Miss Reynolds and Mrs Cunningham

You may want to consider doing the following **English** activities with your child:

### Reading tasks

- Make sure you are reading every day with an adult (10 minutes or more).
- Ask them to quiz you about your book.
- Answer one question beginning with each of these question words: **Who, Where, Why, How**
- Practise these spellings: strange, strength, suppose, surprise, therefore, though, although, thought
- Can you put your spellings in alphabetical order?

- **Ways to practise your spelling:**

Write each word in large letters on a piece of card.

Stick each spelling word on the upward part of your step, like this:

Say the word aloud and say each letter as you spell it.



Type your spelling word into an online dictionary- or look them up in a real dictionary. You'll have to get the spelling right to be able to do this properly.

<https://kids.wordsmyth.net/we/>

This will not only help with spellings but also knowing the definitions of words. It will also either practise word processing skills or alphabetical order.

Make a spelling word origami fortune teller, build your spelling word from scrabble letters and see how many points each word scores, write the words in the sand on the beach or in wet soil, play hangman, paint your spellings on the wall using food colouring in water, spell them in flowers or pebbles or sticks on the ground, write them with a sparkler in the air (with adult supervision), use the playdough you made - however you do it, make it fun! It really doesn't have to be on paper. The more fun you have with it, the more the spellings will stick!

### Reading for Purpose- Inference 2

Look carefully at the picture. Answer the questions about it. Take a photo of your answers to show us.

# EVACUATION



1. Why are all of these people on the boat?
2. What has happened? Explain your answer.
3. How are they feeling about it?
4. How did they manage to get so much onto the boat, including the house?
5. Where do you think this is? Why? Explain your answer.
6. Why aren't there any other boats?
7. Do you think the water is safe to swim in? Give reasons to explain your answer.
8. What is inside the floating bottle?

## **Writing task- Message in a bottle**

Imagine you find this message in the bottle. Why would someone send it? How would they be feeling? What would it say?

Write the letter you think would be inside the bottle.

Try and use fronted adverbials and expanded noun phrases.

Expanded noun phrase = adjective before the noun (eg. **Enormous, frightening** wave ) **red- adjective** **green- noun**

Try and use **fronted adverbials** to start your sentences. (blue) eg: **Suddenly**, an enormous, terrifying wall of water swept by my window.

Remind yourself about these by watching this short video.

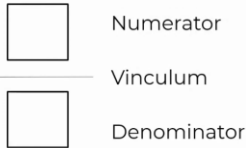
<https://www.youtube.com/watch?v=I8sXFjb0TFc>

**You may want to consider doing the following Maths activities with your child:**

### **Fractions**

- Fractions is a tricky area of maths to understand so we have attached some lessons from the Oak Academy for you to try. You will need a pencil and paper and some lego (or search for online Cuisenaire rods).
- <https://classroom.thenational.academy/subjects-by-year/year-3/subjects/maths/>
- For those of you without a computer, I have snipped some images from the fractions lessons for you to use. It is better to access the videos if you can.

- We will use some language you are familiar with: whole, part, numerator (top number), denominator (bottom number) and vinculum (the little line in between the numerator and denominator) and fraction names.



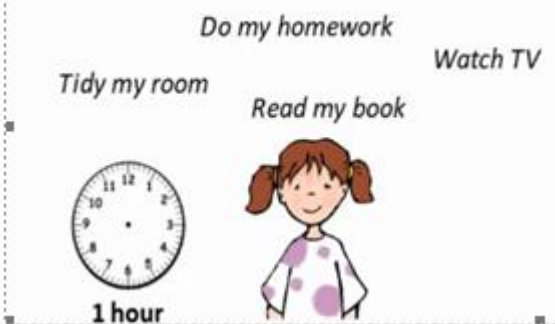
- Remember the rule: Divide by the bottom, multiply by the top**



An easy one to start your brain off...

- How many biscuits are there? (the whole)
- Into how many groups are we sharing them? (the part)
- How many biscuits would each person get?
- How can we write that as a fraction?

Lucy spends an equal amount of time doing each



- What is the whole? (What are you trying to share out- think about how many minutes are in one hour)
- What is the part? (How many tasks does Lucy need to do within this time?)
- What do we call it when we divide an amount into 4 equal parts?
- How much time does each task get?
- Can you write this a fraction?


### Activity 1

Write the shaded part as a fraction.

### Activity 2

Draw your own shapes or objects to represent the following unit fractions:

- One seventh
- One eighth
- One sixth



### Activity 3

What would the fractions be if all sections of each shape were coloured?

What do we call it if we have all parts of a whole?

Write your fractions using a numerator, vinculum and denominator.

- **Times tables**

- Keep practising your times tables- Remember that in year 3 you should know your 2, 5, 10, 3, 4 and 8s.
- Time yourself with an online speed test. (see below)
- <http://www.timestables.me.uk/>
- Click 'clear all' and select the times tables you'd like to test. So, if you've been working hard on your 3s, select 3. It will tell you how many you get right and how quickly you did it. Try and beat your score and your time.
  
- Don't forget, you can always use the games on T T rockstars or Hit the button. You can also sing along to our times tables songs on youtube.
- 3x <https://www.youtube.com/watch?v=9XzfQUXqiYY>
- 4x [https://www.youtube.com/watch?v=UJYI\\_fzM6Y](https://www.youtube.com/watch?v=UJYI_fzM6Y)
- And try the 8x <https://www.youtube.com/watch?v=0X620leUkYE>
- more 8x <https://www.youtube.com/watch?v=CEbHJU6v2DM>

**You may want to consider doing the following **Topic** activities with your child:**

**Speech and Language activities**

**1) Read a story (with pictures) for younger children to your child.**

Ask **Who** questions, Who ate all the porridge? Who did the medium sized chair belong to? (make sure they answer with a person or character)

Ask **What** questions. What was broken? What was eaten? (make sure they answer with an object/item)

Ask **Where** questions, Where were the bears? Where did Goldilocks find the bed? (make sure they answer with a place, such as: in the woods or in the bedroom)

**2) What am I?** Find 4-6 everyday items that are familiar to your child. Don't show your child what you have but give 'clues' so they can guess your item; eg. You can eat it, it is crunchy, you can buy it in a shop but it does grow on a tree, it is fruit, it has pips etc....Apple. Give the child time to think in between each clue, you may need to repeat.

**3) Ask your child to repeat the task, this time reverse the roles, with them describing the object to you or you can ask them the questions; *where* would I find it? *what* does it look like, *who* would have one, *what* does it do/used for? and *When* would you see it/use it?**

- **History- Romans – Roman Biscuits**

This is a very quick and tasty recipe from Lazio (The region of Rome)

This recipe originally was made with no eggs and with red or white wine. These cookies are perfect for breakfast with a glass of milk or for a snack. They are also lovely with jam, fruit or cream!

**INGREDIENTS**

Serves: 25-30

METRIC 

200 grams flour

100 grams sugar

4 tablespoons olive oil

3 eggs (or 4 tablespoons of red or white wine)

1 tablespoon lemon peel (grated)

15 grams baking powder

- Preheat oven to 200°C.
- Mix the flour, baking powder and sugar. Add olive oil, lemon peel and eggs (or wine) and mix energetically with a fork for two minutes. The mixture must be homogeneous and a bit liquid.
- Take 3/4 of a tablespoon and place the mixture in a baking pan (help yourself with another tablespoon). Pay attention to leave enough space between cookies for let them rise during baking.
- Put in the oven from 10 to 20 minutes (it depends from oven and from the cookies size) or when the cookies' border will be a bit golden.
- Cookies will be crunchy and a bit hard externally and soft inside. Enjoy the lemon-cookies scent in your house!

## Music

Practise signing and learning the words from 'Like a Roman' song and the Roman numerals song.

- <https://www.youtube.com/watch?v=IYdoqFmjf6o>
- <https://www.youtube.com/watch?v=zIUmAgekzbs>

## Science- Sun safety

What is the sun? Find out!

Is the sun good or bad? Look at these statements and decide whether the sun is the hero or the villain.

Causes sunburn.	Helps people make Vitamin D.	Provides warmth.
Causes wrinkles.	Helps plants make food.	Makes people feel happier.
Damages the eyes.	Can cause skin cancer.	Is a source of light.

- **Read the following information and answer the questions below.**

## UV Light

The sun emits (gives out) rays of light.

We can't see all the types of light that come from the sun.

The visible spectrum is the name for the light that we can see, and is made up of the colours of the rainbow:



Another type of light that the sun emits is called UV light.

UV light is invisible to humans, but we can see and feel its effects.

Some UV rays are blocked by the ozone layer, but most of the UV light from the sun reaches us on earth.

The amount of UV light that reaches us depends on different things.

It is stronger at midday and in the summer.

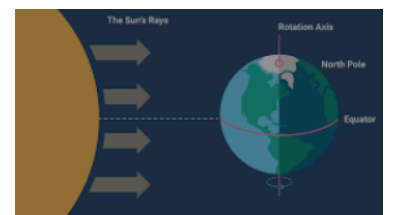
If there are no clouds there is more UV light.

It also gets stronger nearer to the equator.

The location can make a difference too - water, sand and snow all reflect UV light, making it stronger.

UV light causes sun burn, wrinkles and skin cancer, damages the eyes and can change the colour of some materials.

1. What is the name of the light we can see?
2. What blocks UV light?
3. At what time of day is UV light at its strongest?
4. Do you think UV light is good? Give reasons for your answer.
5. Why do you think UV light is stronger at the equator? (pic. will help)



**We can protect ourselves from too much UV light by wearing sun cream, a sun hat and**

sunglasses with a high UV rating. (Some sunglasses don't have a UV rating, just dark lenses- which damage your eyes by letting more light in!)

- **Task:**

- Design a sun safety poster or an outfit for wearing to protect you from the sun. Don't forget to label your picture or add captions.

- **French**

- Practise your French alphabet- some sounds are very different in French

- [https://www.youtube.com/watch?v=\\_LYy3P2okyw](https://www.youtube.com/watch?v=_LYy3P2okyw)

- Practise the days of the week in French

- <https://www.youtube.com/watch?v=Lpwf5N0rfVE>

- Practise numbers to 20

- <https://www.youtube.com/watch?v=UsEz58BbIMY>

- Practise your colours

- <https://www.youtube.com/watch?v=trsEbj9L3E>

- **ART**

- **Perspective- vanishing point**

- You will need a plain piece of paper, a 30cm ruler, a pencil, a rubber and a black felt pen/sharpie to go over the lines you'd like to keep at the end.

- [https://www.youtube.com/watch?v=Tk\\_ErpwL4Tk](https://www.youtube.com/watch?v=Tk_ErpwL4Tk)

- **Fabulous Faversham**

- Try and copy one of these beautiful images taken of our wonderful town by the fabulous Mike Rogers. (Permission kindly given) Mike has asked if I could send him pictures of your lovely artwork.





## Outdoor Learning opportunities:

- Continue your plant diary, noting any changes and growth that you see.
- 



### Have a twig boat race

On your marks, get set, go! Why not have a go at making your very own raft out of twigs and challenge another member of your family to a boat race? Simply gather some twigs from your garden, line them up and fasten them together with string. Slot an upright stick into your raft to make a mast and thread a leaf or two onto it for the sails.

Once you've made them, try your boats out in a paddling pool or in your bath. Have a race and see who can blow their boat from one side to the other first! For an extra challenge add some cargo, such as small pebbles, nuts or berries.

It is incredibly hot at the moment and many creatures will struggle to get water. Keep an eye open for drowning bees in your swimming pool and help them to safety with a twig.

- Be a friend to wildlife, place a **shallow** bowl of water outside for thirsty hedgehogs, foxes and other creatures. Keep it fresh and filled up.
- If you have a 'Ring' doorbell (other systems are available!), put the water outside in range of the camera and it will act like a nature cam! We have seen a gorgeous fox visit our water bowl many times!

### Stag Beetle watch!

These marvellous creatures spend almost their entire life underground. They emerge in mid-May and June and are only in this adult form for a few weeks before they die. They are harmless and need your help!



Male (left) and female (right) stag beetles.  
Img: Michelle Rickards

- ground so the wood will rot.
- If you see a stag beetle, note what it was doing, the length of the stag beetle was and whether it was male or female. Log the details here:

<https://ptes.org/campaigns/stag-beetles-2/stag-beetle-facts/>



## How to help stag beetles:



### Retain stumps

The single most important action for stag beetles is to keep stumps in place when trees or woody shrubs die or are cut down. This provides essential decaying wood underground for stag beetles.

### Escape route from ponds

This isn't just important for stag beetles - all animals need a way out of ponds. If you're planning a pond, ensure it has some shallow edges. If you already have a pond, a well-placed pile of stones or a log will help.

### Minimise use of weed matting

It can trap beetles underground. Use wood chip or bark instead to suppress weeds (and provide habitat for stag beetles!).

### Build a log pyramid

If you don't already have stumps or mature trees and shrubs, you can provide a home for stag beetles by building a log pyramid. Bury logs from a broadleaved tree upright in the soil, with up to 50cm under the ground.

### Cover water butts

Stag beetles can drown in water butts. If you do find one in a water butt, take it out and let it dry. Once recovered, they often fly off.

### Leave a wild corner

Great for so many species, leaving a small patch of your garden to go wild provides an undisturbed space where invertebrates and small mammals can shelter, nest or feed.

### Don't use chemicals

Festicides and insecticides can be toxic to non-target species - it's best not to use them.

### Be careful when digging

Stag beetle larvae live underground. If you do dig some up, please re-bury them straight away with as much of the surrounding dead wood and soil as possible.

### Tell us about stag beetles

Record your sighting at [www.ptes.org/gsb](http://www.ptes.org/gsb) or go one-step further and carry out a garden stag beetle survey.

You can find out more about stag beetles, their life cycle, how to identify them and details for building a log pyramid by visiting [www.ptes.org/stagbeetles](http://www.ptes.org/stagbeetles)



people's trust for  
outdoor  
species

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## Ideas for keeping fit and healthy:

- Joe Wicks Mon, Wed and Sat PE lesson 9:00 – 9:30
- <https://www.kentschoolgames.com/my-active-rainbow> Kent School Games have put together a seven day a week physical challenge. See how many you can do.

## This week's dinner table conversation questions:

- What would you do with a million pounds?
- What would you like to learn to do?