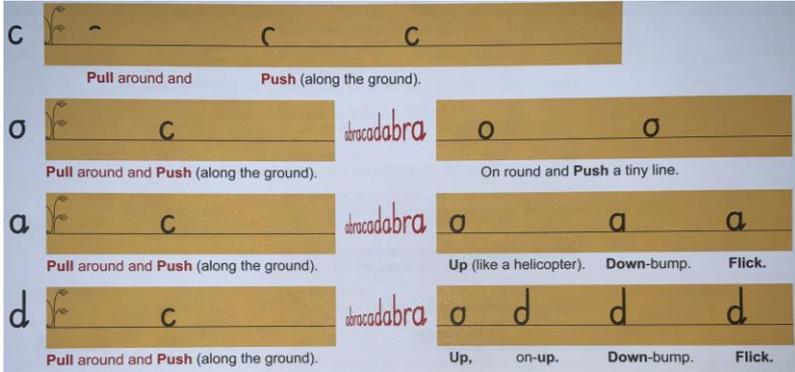


Year 3 Home Learning Letter – 22.04.20

Gooooood morning! So many of you sent me emails yesterday – thank you! I love seeing all your pictures and videos of what you get up to. Keep your eyes peeled for a blog post later in the week with some of the pictures. I know lots of you are FaceTiming each other too which is lovely, make sure you keep in touch with each other. Send an email to year3teacher@kingsapps.co.uk to say hi, show me your work or ask any questions and I'll reply when I can. If you want to chat to Mrs Sellars, you can email thehaven@kingsapps.co.uk. Have a great day!

Love Miss MacMaster xx

Spelling	<p>Rule: Suffixes. –ing, -ed, -s, -es, -ness, -ful, -less, -ly.</p> <p>If you haven't spotted them yet, there are 2 rules:</p> <ul style="list-style-type: none"> ○ When the word makes a short vowel sound, you should double the consonant. So, slip becomes slipped ○ When the root word ends in -e, you should take the -e off before adding a suffix. So, like becomes liking <p>Using these rules, give these words a go. (Remember: vowels are a, e, i, o, u)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Root Word</th> <th>-ing</th> <th>-ed</th> <th>-s</th> <th>-es</th> <th>-ness</th> <th>-ful</th> <th>-less</th> <th>-ly</th> </tr> </thead> <tbody> <tr> <td><i>like</i></td> <td><i>liking</i></td> <td><i>liked</i></td> <td><i>likes</i></td> <td>-</td> <td><i>likeness</i></td> <td>-</td> <td>-</td> <td><i>likely</i></td> </tr> <tr> <td>stop</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>smile</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>clap</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>As always in spelling, there are lots of exceptions to the rules. If you're not sure of a spelling, write it out 3 different ways and choose the one that looks right to you. Like this: likly – <u>likely</u> – likkly <u>likely</u> is the spelling that looks correct</p> <p>Check with an adult if you're still not sure.</p> <p><i>You could... use the pyramid word strategy to practise spelling a few of these words.</i></p>	Root Word	-ing	-ed	-s	-es	-ness	-ful	-less	-ly	<i>like</i>	<i>liking</i>	<i>liked</i>	<i>likes</i>	-	<i>likeness</i>	-	-	<i>likely</i>	stop									smile									clap								
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Reading	<p>Spend at least 20 minutes reading any book you like.</p> <p>Complete a 'Tell Me Square' for the book. Section your page into 4 (likes, dislikes, questions, connections). Make sure you explain your reasons why.</p> <div style="background-color: #e0f0ff; padding: 5px; margin: 5px 0;"> <p>I like... because... Why did you decide to...? Who is...?</p> <p>This story links to... because they are both about friendship.</p> </div> <p><i>You could... consider how your connections link to you, the world around you, and other stories you know.</i></p> <div style="float: right; border: 1px solid black; padding: 5px; width: 150px;"> <p>What do you like? What do you dislike?</p> <hr/> <p>What questions do you have? What connections are there... ...to other texts you have read?</p> <hr/> <p>...in the world around you?</p> <hr/> <p>...do you want?</p> </div>																																													
Writing	<p style="text-align: center;">Solitary Existence</p> <p>You came up with some great adjectives and expanded noun phrases yesterday! This week, we're going to use those ideas to write an advert to try and sell this house.</p> <p>Today, you need to come up with some ideas for:</p> <ul style="list-style-type: none"> ▪ Who do you want to be buying this house? Do you want it to be an adult, a child, a vampire, a dog, a fisherman, a policewoman, a teacher, an ant, Superman, anyone else? ▪ Then, think carefully about what would make this house appealing to them – why would they want to come and live there? Because it's far away from anyone else? Because it's really small? Because it actually has a tunnel that goes deep below the lake into a huge underground mansion? ▪ Finally, write some sentences using fronted adverbials to describe the house to your audience (the person who you want to buy it). Remember that fronted adverbials add extra information to the <u>front</u> of your main sentence. <ul style="list-style-type: none"> You could start with a preposition: On top of the rock,... Inside the cabin,... You could start with because: Because the house is so small,... You could start with a time conjunction: After you walk through the narrow door,... <p style="text-align: center; background-color: #e0f0ff; padding: 5px;">Don't forget to use Kinetic Letters and correct spelling in your writing!</p> <div style="float: right; text-align: center;">  </div>																																													

Handwriting	<p>We're going to remind ourselves of your favourite family! The Abracadabra Family! Stand up in penguin position, and practise moving and saying these letters:</p>  <p>In lizard position, draw trees in your margin and practice these letters. Do 3 for fluency and then 3 for formation (3 individually, then 3 in a row). For example:</p> 
Maths	<p>You came up with some great games yesterday! I reckon we'll have to play some of them when we get back to school!</p> <p>Today, I'd like you to make a poster for your favourite number. You can choose any number you like but you must completely fill your page with different ways of representing the number in pictures, in words, in number sentences, in fractions, in facts. The more exciting and creative the better!</p> <p>For example, my favourite number is 12. I could draw 2 circles with 6 dots in each. I could draw a fraction wall split into 2, 3, 4 and 6 equal parts. I could write that it is an even number in a big thought bubble and then explain that I know I can divide it by 2. I could write different number sentences like $13-1=12$ $20-8=12$ $30-18=12$.</p>
Wider Curriculum	
Choose from these jobs:	<ul style="list-style-type: none"> • History: We're going to start looking at mythological monsters in History this term. There are some very famous ones that are said to live in the UK! See if you can find out what they are and then choose one of them to make a fact file or research report about. • Science: Rainbows have been used a lot to symbolise the NHS and how amazing they are. I'd like you to make a rainbow. Not a coloured in one on paper or using Lego or paint. An actual rainbow. <ul style="list-style-type: none"> - There are lots of ways to do this: experiment with different types of light and water. - You could also mix water, washing up liquid and some dyes (some foods and flowers will make a dye or you could use food dye) together. - You might be able to make one by dripping some dye into some vegetable oil too! - See how many different ways you can make one! I'm excited to see how you manage to do it!
Question of the day	<p><i>Do you think a firework looks the same no matter which way you look at it? Think carefully about what a firework usually looks like. Do you think it would look different from the back? From the side? Underneath? Why do you think that? I'll let you know what I think tomorrow. I'd love to hear your ideas in an email!</i></p> <p>Yesterday's thoughts from Miss M: <i>I don't think you can make a shadow in a dark room because a shadow is made when something is in the way of light. When a room is dark, there isn't any light in it so nothing can get in the way of it.</i></p>