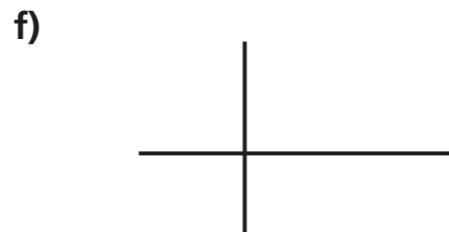
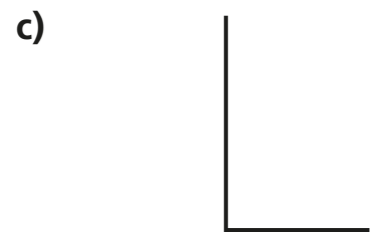
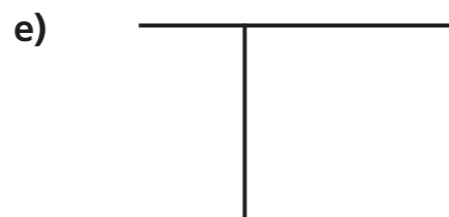
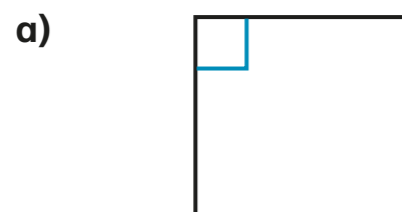


Year 3 Home Learning Summer 2		Ruby: Home Learning: Summer 1 - week 9			
WB22.8.06. 2020	Maths	English	Reading	Science	Foundation
Monday	https://whiterosemaths.com/homelearning/year-3/ Summer Term - Week 8 (w/c 22nd June) Lesson 1 - Right angles in shapes	Character Description: Reading Comprehension - Fact retrieval Lesson 1 https://classroom.thenational.academy/lessons/character-description-reading-comprehension-fact-retrieval-9ef2e7		Plants: Life cycle of a plant? This will be one lesson spread over the course of a week. The video has particular points where it is beneficial to pause and think carefully about what is being explored. You can do the entire lesson in one go or split over the week as set out below. https://classroom.thenational.academy/lessons/life-cycle-of-a-plant Learn spelling/actions for the parts of a plant. video ref: 3.13	
Tuesday	https://whiterosemaths.com/homelearning/year-3/ Summer Term - Week 8 (w/c 22nd June) Lesson 2 - Compare angles	Character Description: Reading Comprehension - Language Lesson 2 https://classroom.thenational.academy/lessons/character-description-reading-comprehension-language		Go to the time stamps for the specific learning tasks or watch the whole video through https://classroom.thenational.academy/lessons/life-cycle-of-a-plant	History revision Norman Conquest Lesson 3 Foundation Lesson 3
Wednesday	https://whiterosemaths.com/homelearning/year-3/ Summer Term - Week 8 (w/c 22nd June) Lesson 3 - Horizontal and vertical	Character Description: Identifying the features of a text Lesson 3 https://classroom.thenational.academy/lessons/character-description-identifying-the-features-of-a-text-9b99a8	VIPERS: Read a chapter from a book of your choice and summarize it in a) 50 words b) 10 words	Draw and label Life cycle of a plant - 8.44 Create a poster on one of the processes of the Life cycle of a plant Video ref 13.30	https://classroom.thenational.academy/lessons/the-norman-conquest-lesson-3
Thursday	https://whiterosemaths.com/homelearning/year-3/ Summer Term - Week 8 (w/c 22nd June) Lesson 4 - Parallel & perpendicular lines	GRAMMAR Character Description: SPaG focus - Conjunctions Lesson 4 https://classroom.thenational.academy/lessons/character-description-spag-focus-conjunctions	VIPERS: Using a dictionary (online is fine), can you define 3-5 words that you are unsure about or that are 5 letters and above..		MUSIC - Texture Treasure Hunt https://classroom.thenational.academy/lessons/texture-treasure-hunt-76b021
Friday	https://whiterosemaths.com/homelearning/year-3/ Summer Term - Week 8 (w/c 22nd June) Lesson 5 - Challenge	WRITING Character Description: Write a character description English Lesson 5 https://classroom.thenational.academy/lessons/character-description-write-a-character-description-722e66			PSHE PSHE Home Learning 2 - Coronavirus PSHE Home learning 3 - Belonging and feeling safe in school PSHE Home Learning 4 - Appreciation for friends and classmates
Optional extras Daily times tables and division facts practise - https://www.topmarks.co.uk/maths-games/7-11-years/times-tables Daily reading of a book, magazine, comic or newspaper Spellings: often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession Have a listen to a book - https://stories.audible.com/discovery					

Right angles in shapes

1 There is at least one right angle in each picture.
Mark the right angles on the pictures.
The first one has been done for you.

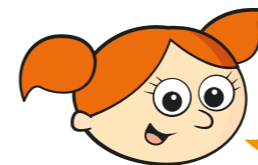


Compare answers with a partner.

2 A rectangle has four right angles.
Mark the right angles on the rectangle.

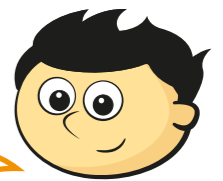


3 Alex and Jack are identifying right angles.



Alex

Both of the angles are right angles.



Jack

I disagree. The first one is a right angle but the second one is a left angle because it is on the left of the line.

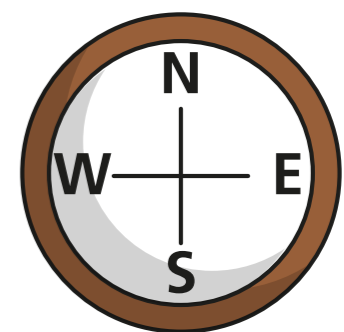
Who do you agree with? _____

Talk about it with a partner.

4 Dexter is facing north.
He turns a quarter turn.



This is the same as one right angle.



Do you agree with Dexter? _____

Talk about it with a partner.

5 Complete the sentences.

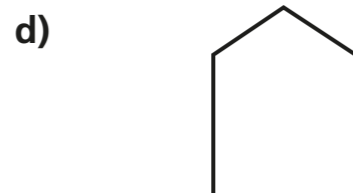
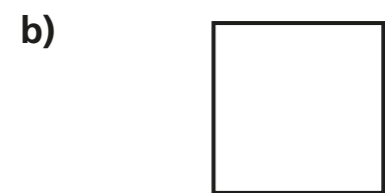
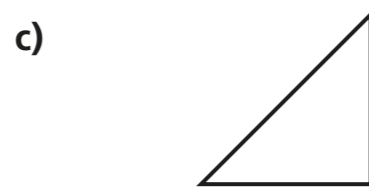
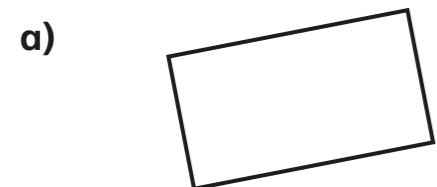
A quarter turn is equal to right angle.

A half turn is equal to right angles.

A three-quarter turn is equal to right angles.

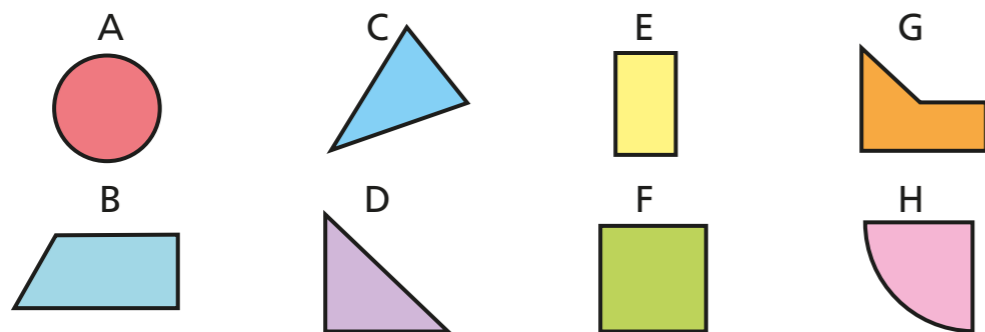
A full turn is equal to right angles.

6 Draw the right angles on each shape.



7 Look at the number of right angles in each shape.

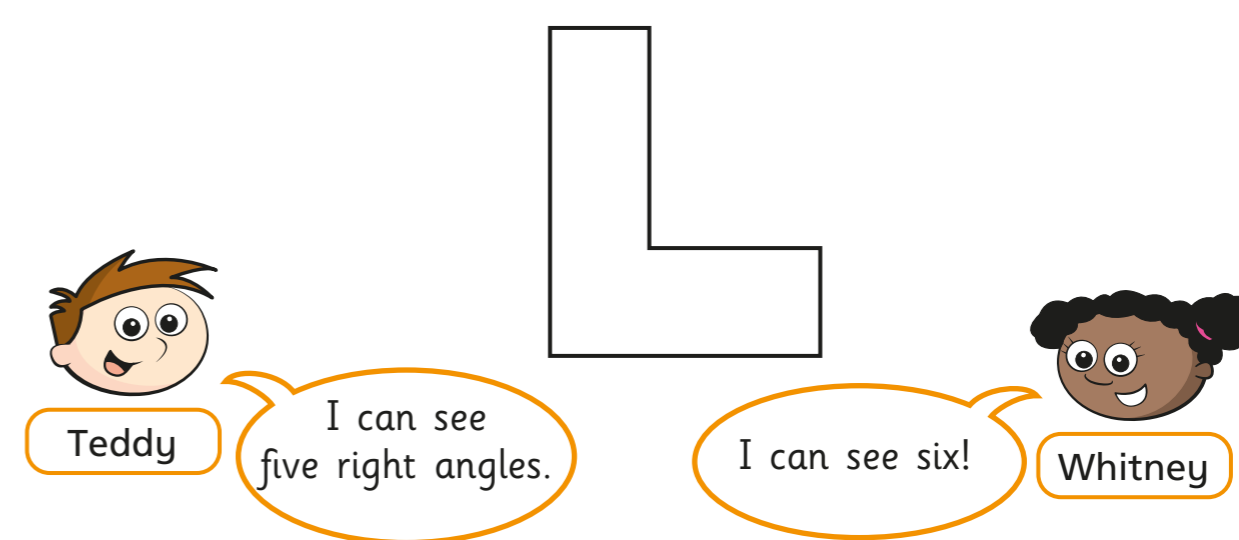
Sort the shapes into the table.



0 right angles	1 right angle	2 right angles	3 right angles	4 right angles



8 Teddy and Whitney are identifying right angles.

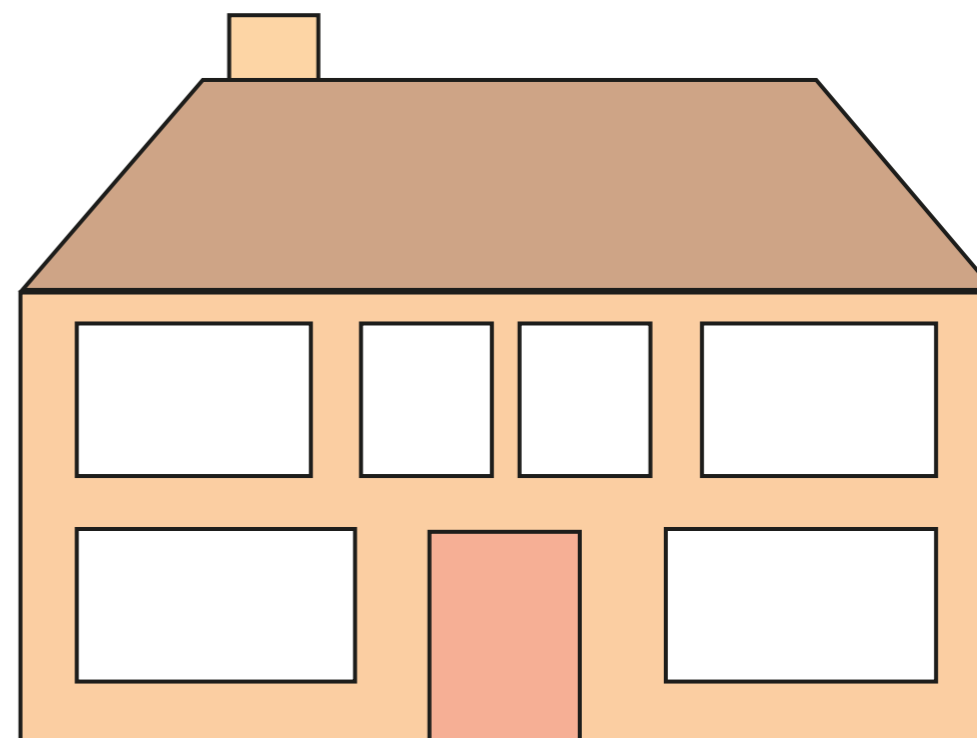


Who do you agree with? _____

Draw on the shape to show your thinking.

9 How many right angles can you find in the picture?

Mark them on the picture.



Create your own problem like this for a partner.



Compare angles

1 Here are some angles.

a) Circle the angle that is greater than a right angle.



b) Circle the angle that is less than 90 degrees.



2 Draw three different angles that are less than a right angle.

Compare answers with a partner.

Complete the sentence.

These are all examples of _____ angles.



3 Draw two different obtuse angles.

Compare answers with a partner.

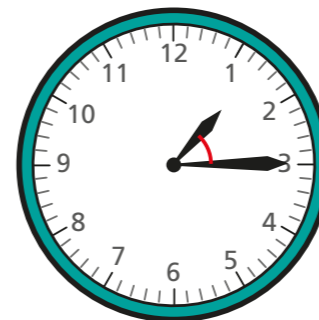
Complete the sentence.

Obtuse angles are greater than degrees

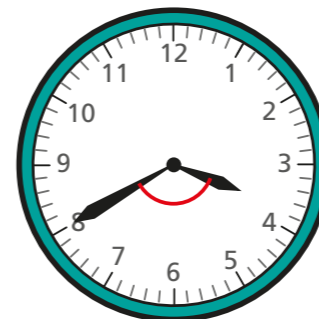
but less than degrees.

4 Is the angle between the hands of the clock acute or obtuse?

a)

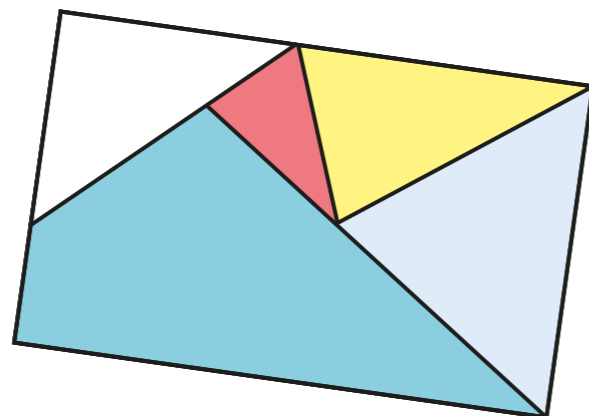


b)

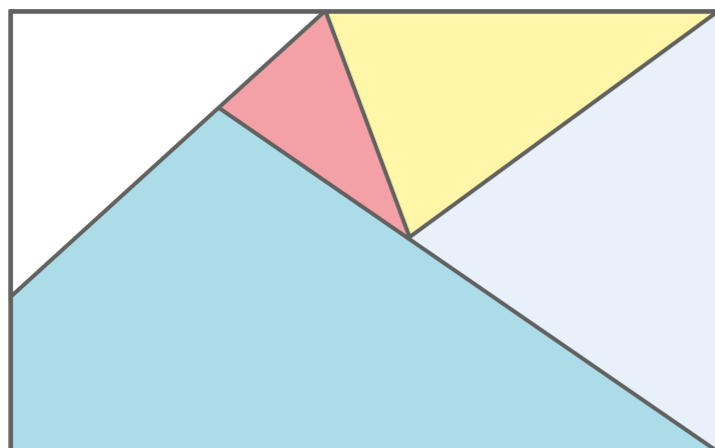




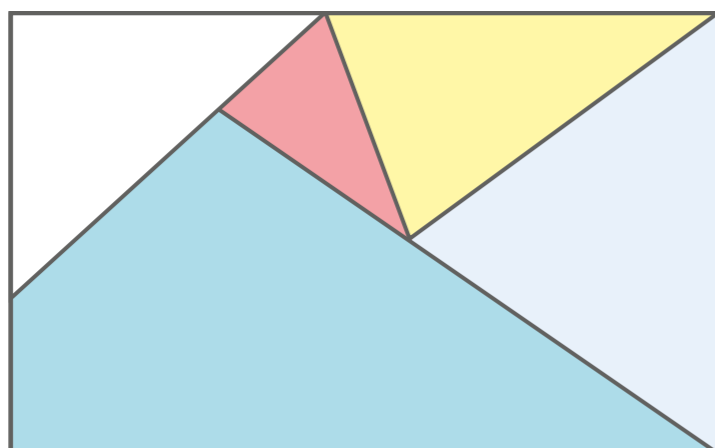
5 Here is a piece of wallpaper.



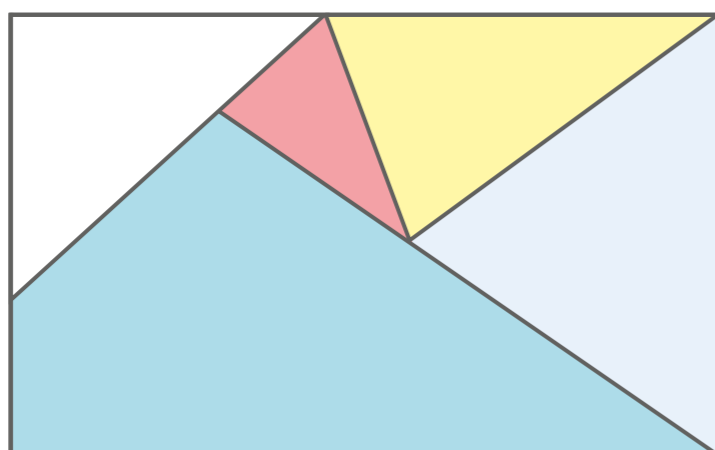
a) Mark two right angles on the wallpaper.



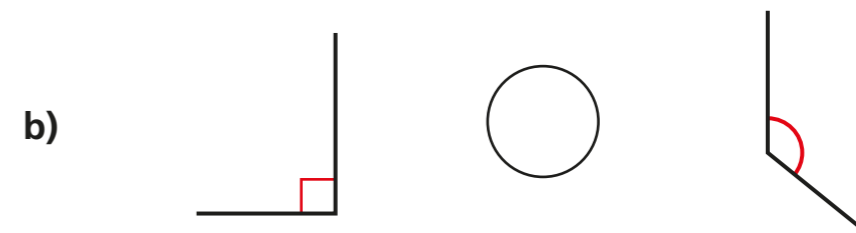
b) Mark four acute angles on the wallpaper.



c) Mark two obtuse angles on the wallpaper.



6 Write $<$, $>$ or $=$ to compare the sizes of the angles.



7 Draw a shape that has one right angle, two acute angles and one obtuse angle.



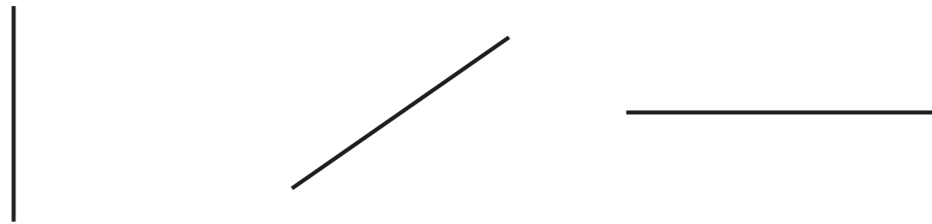
Compare answers with a partner.

What is the same and what is different about your shapes?

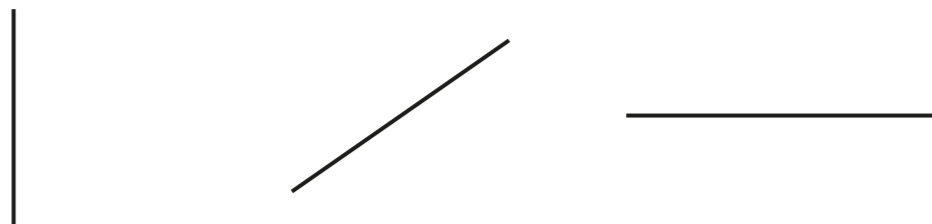


Horizontal and vertical

1 Circle the line that is horizontal.

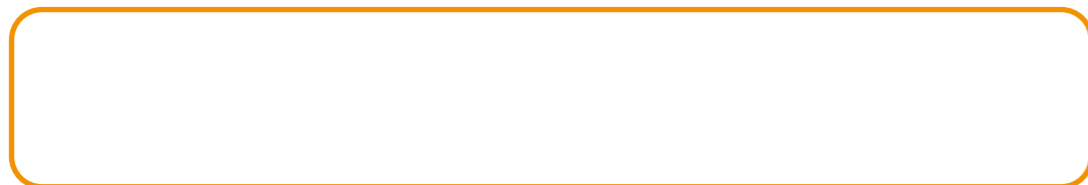


2 Circle the line that is vertical.



3 Use a ruler to draw the lines.

a) Draw a horizontal line 5 cm long.



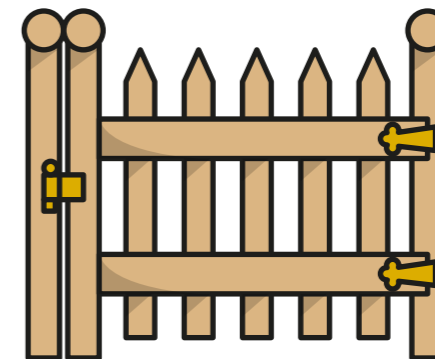
b) Draw a line that is not horizontal or vertical.



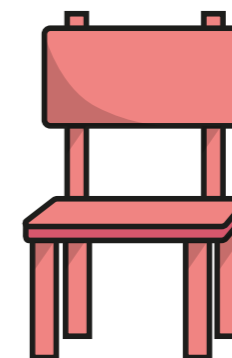
c) Draw a vertical line 5 cm long.



4 Tick two horizontal lines on the gate.



5 Tick three vertical lines on the chair.



6 Here are some flags.

a) Circle the flags that have horizontal stripes.



b) Circle the flags that have vertical stripes.

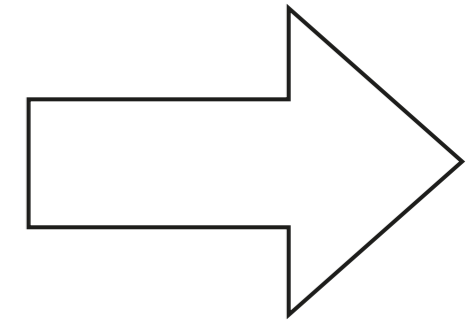
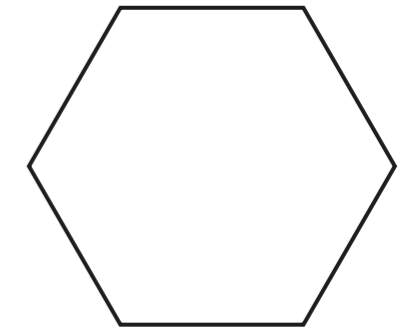
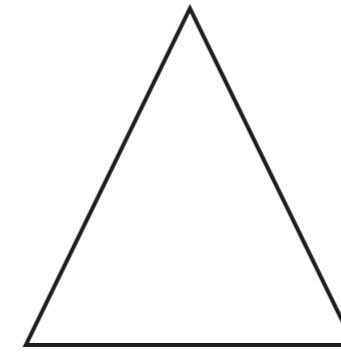


c) Is the statement true or false?

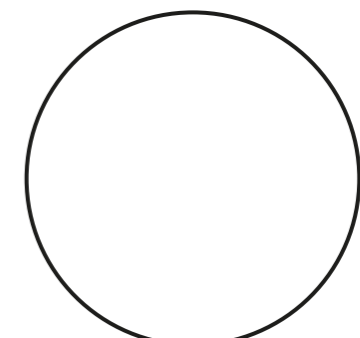
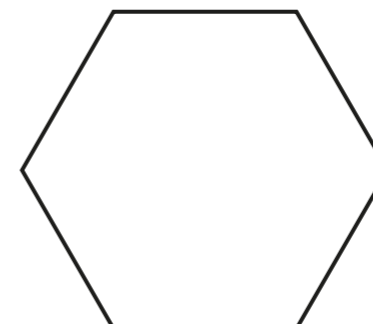
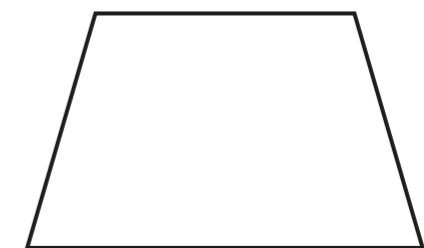
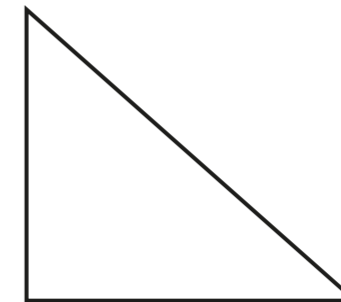
This flag has vertical and horizontal stripes.



7 Tick the shapes that have a vertical line of symmetry.
Draw on the shapes to show the line of symmetry.

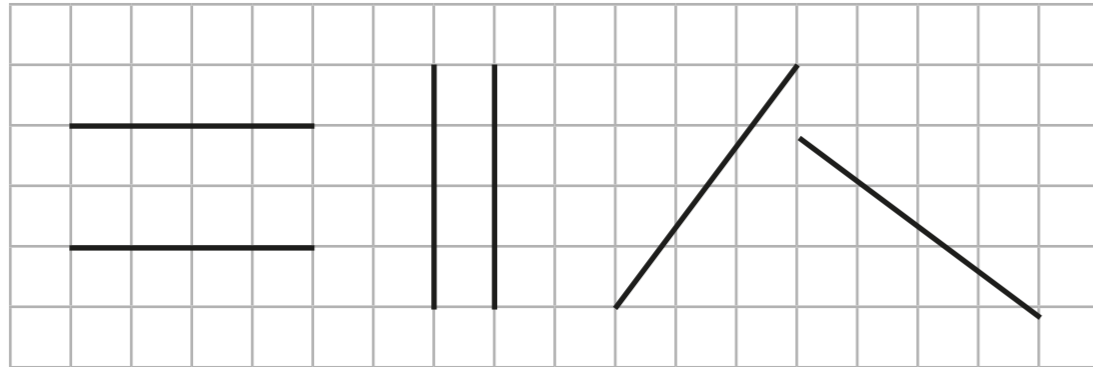


8 Tick the shapes that have a horizontal line of symmetry.
Draw on the shapes to show the line of symmetry.



Parallel and perpendicular

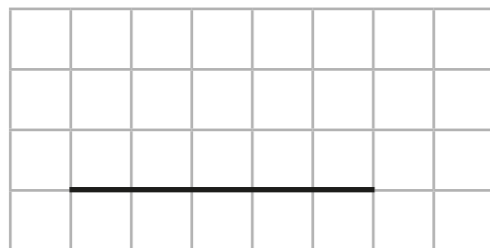
1 Tick the pairs of lines that are not parallel.



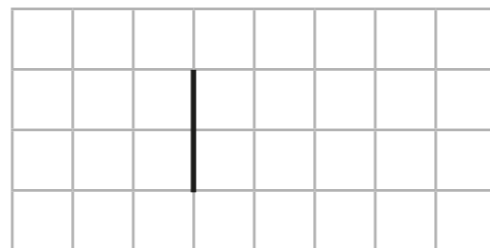
2 Here are two lines.

Draw a line that is parallel to each.

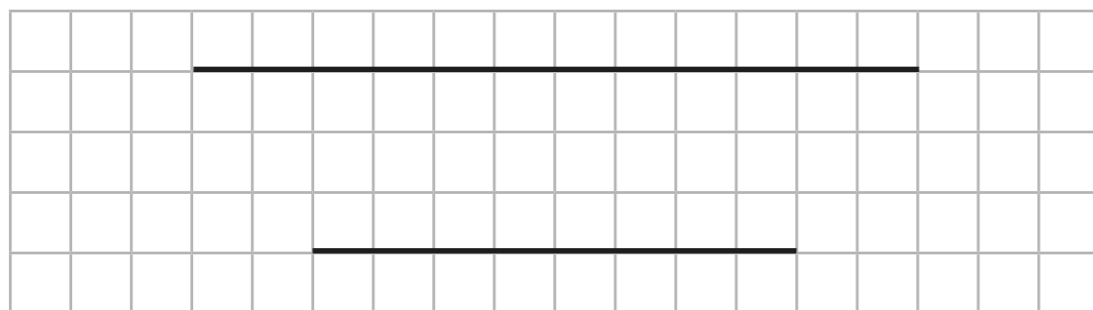
a)



b)



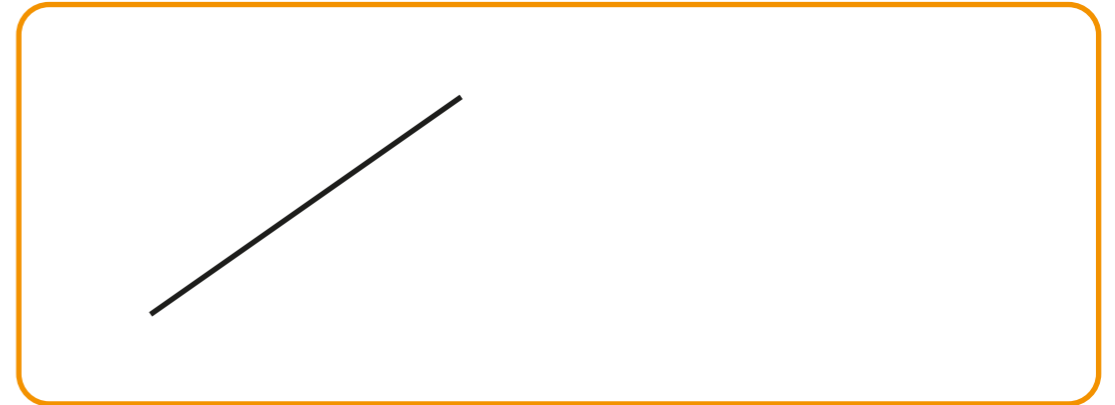
3 Amir says that the lines are not parallel because they are different lengths.



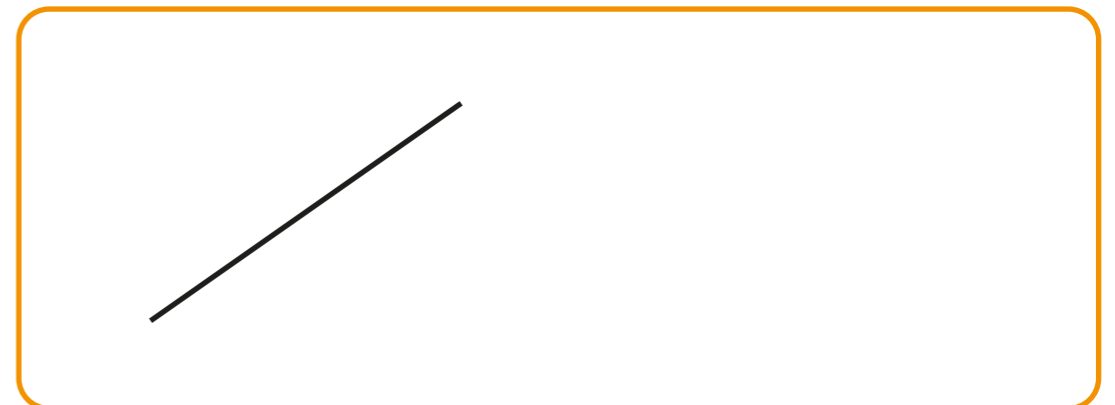
Is Amir correct? _____

Why?

4 a) Here is a line. Draw a line that is **not** parallel to it.



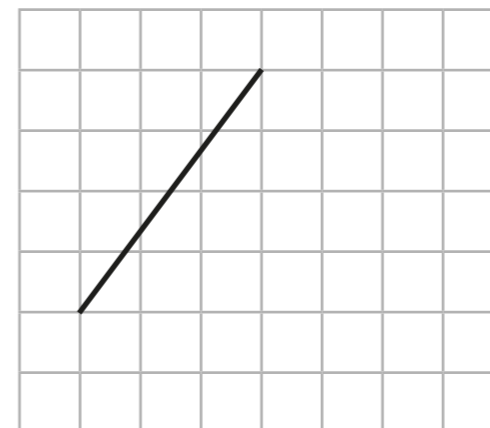
b) Here is a line. Draw a line that is parallel to it.



5 Here are two lines.

Draw a line that is parallel to each.

a)



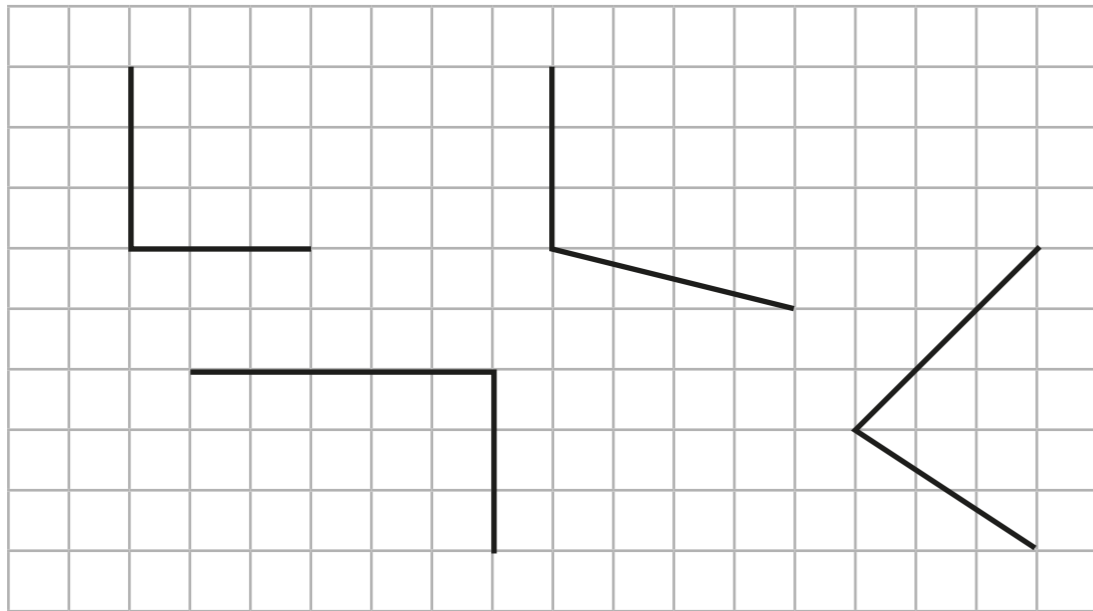
b)



Talk to a partner about how you did it.

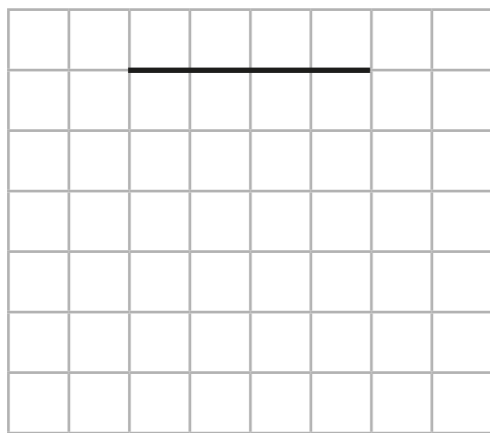


6 Tick the perpendicular lines.

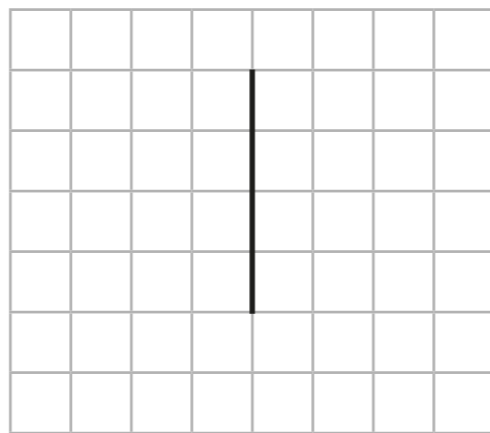


7 Here are two lines. Draw a line that is perpendicular to each.

a)

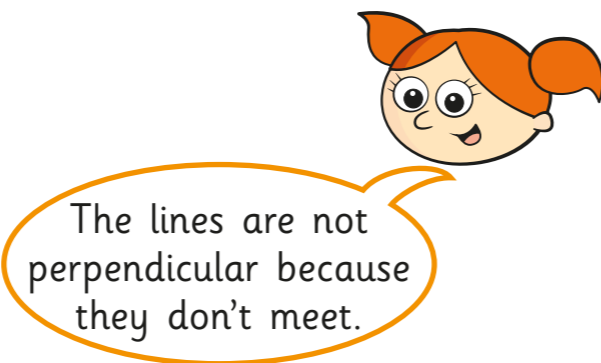
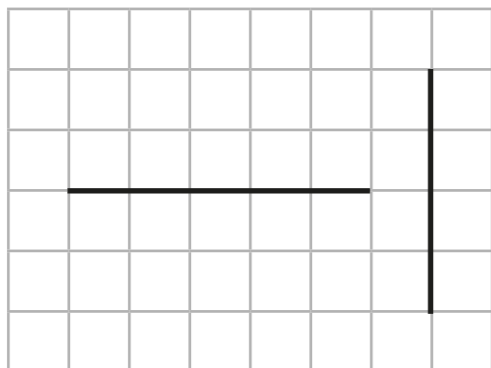


b)



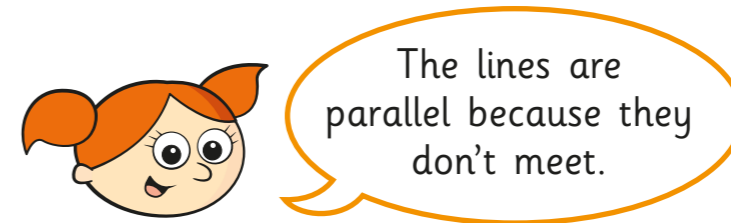
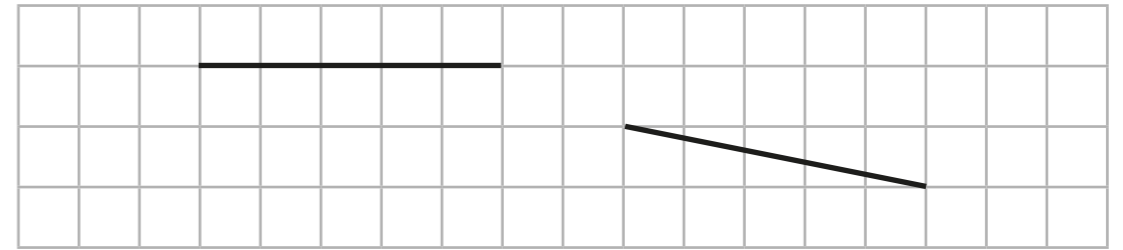
8 Alex has drawn some lines on grids.

a)



Do you agree with Alex? _____

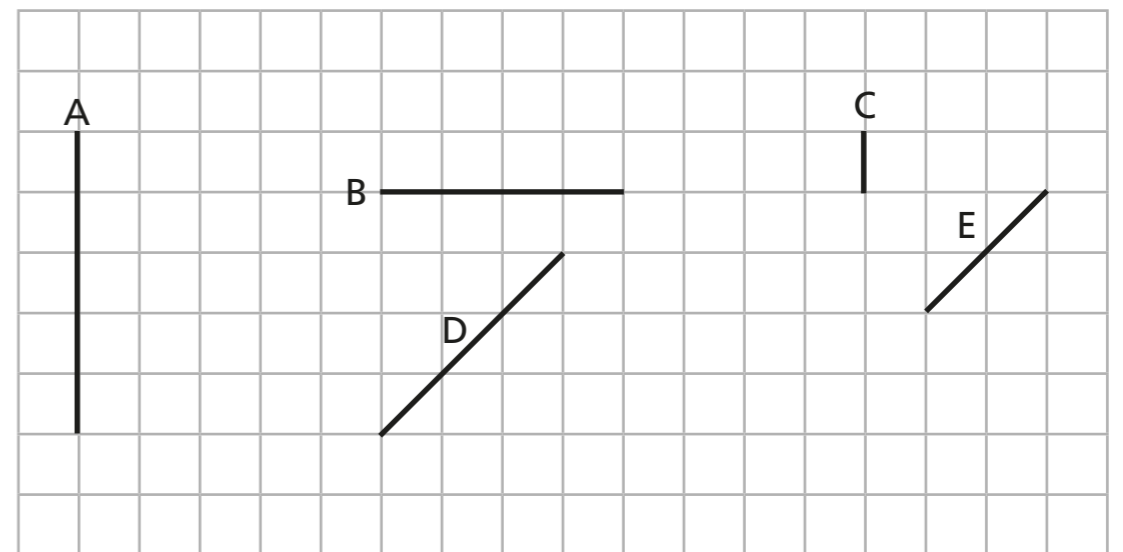
b)



Do you agree with Alex? _____

Talk about your answers with a partner.

9 Five lines are drawn on the grid.



a) Which two pairs of lines are parallel?

b) Which two pairs of lines are perpendicular?



WALT: understand that the Coronavirus is a new virus and the ways that it can be spread from person to person

Activity 1 – discuss with your families what things we are worried about coming back to school. How can we combat these worries?

Activity 2 – Read the information below.

What is a virus?

A virus is a tiny thing that we cannot see, that gets into our bodies and makes us unwell. There are viruses around us all the time, and our bodies are fantastic at fighting them off. Do you know of any other viruses? Explain that sometimes viruses make you very ill, and some make you feel just a little bit ill. Usually when we have a virus like a cold we still go to work and school unless we feel really bad and then we stay at home until we feel better. Sometimes people get more ill and need help from a doctor especially if their immune system was not very strong when they caught it. When a virus enters your body, your body has a special defence system called your immune system that springs into action to fight it off so you can stay healthy. It makes equally tiny special cells called antibodies to fight the virus and stop it from making your body ill. Your body is AMAZING as it does this all without you knowing. The better your body is at making those antibodies, the easier it is for you to get better. Usually healthier bodies have a stronger immune system, which is why it is always good to try and keep our bodies and minds as healthy as we can.

Normally when we get a virus like chickenpox, or flu we stay at home even if we don't feel bad as we don't want to spread it to some other people who might get very ill with it. The people who get very ill are usually grown-ups, or people with other illnesses that they have all the time. As these viruses have been around for a while, doctors know how to help people get better from them, or have vaccines which are special medicines that stop you getting the virus in the first place by giving you ready made antibodies. It means that everyone else can carry on going to school and work without worrying about catching it.

What is different about coronavirus?

The Coronavirus is a new virus, which has been very good at spreading across the world quickly, which is why we can use the word 'pandemic' to describe it. This took everyone by surprise, so we have had to stay apart from each other as much as possible to give doctors and scientists time to find out about it. They need to find ways to make people who have it better and discover how to stop it spreading, like they have with other viruses we already know about. We do now know much more about it, but not enough yet for everyone to be able to get as close to each other like we were before lockdown.

What are the symptoms?

Not everyone has all the same symptoms of this Coronavirus but it mainly gives people:

- A high temperature
- A dry cough that keeps on going
- Difficulty breathing
- Feeling tired and weak



Usually children have very mild symptoms, or do not know they have it all.

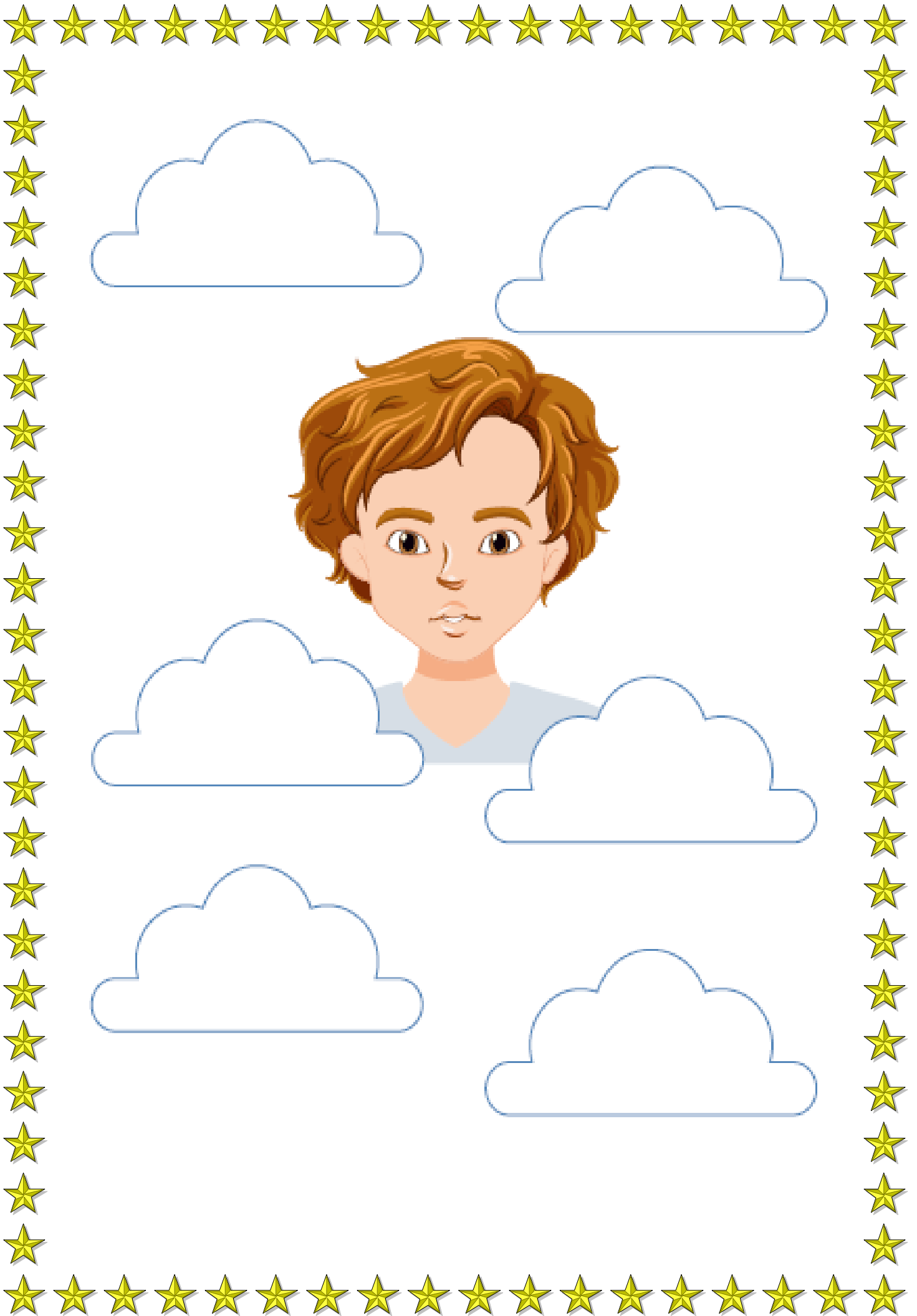
How does corona virus get into our bodies?

We do know that the Coronavirus gets into our bodies through our mouth, nose and eyes.

These are parts of the body that you need to keep particularly safe from droplets in the air, and to keep away from your hands or anything else that may have been touched by someone with Coronavirus. It is even better to stop any virus reaching our face at all, so that is why it is good to try not to touch your face. Explain that it is very easy to spread, and all we can do is be as careful as we can – it is not anyone’s fault if they catch Coronavirus, or someone they know catches it. All we can do is be as careful as possible and TRY not to catch it or pass it on.

Activity 3 - How can we stop the Corona Virus spreading? Fill in the clouds on the next page to come up with ideas.

Activity 4 – Design a poster or a leaflet informing people about the coronavirus and how to stop it from spreading.



WALT: identify ways that I can feel safe and that I belong at school

Activity 1 – Have a parent read out these statements out to you. If you agree, stand up. If you disagree, sit down. If you are feeling energetic, you can jump or hop for agree and crouch down for disagree.

- You have the letter A in your name
- You are wearing socks
- You like pizza
- You enjoy reading
- You have a favourite song
- You enjoy watching films
- You like playing noisy games
- You have a hobby
- You love playing computer games
- You enjoy being by yourself

Can you think of anymore? Maybe the whole family can play!

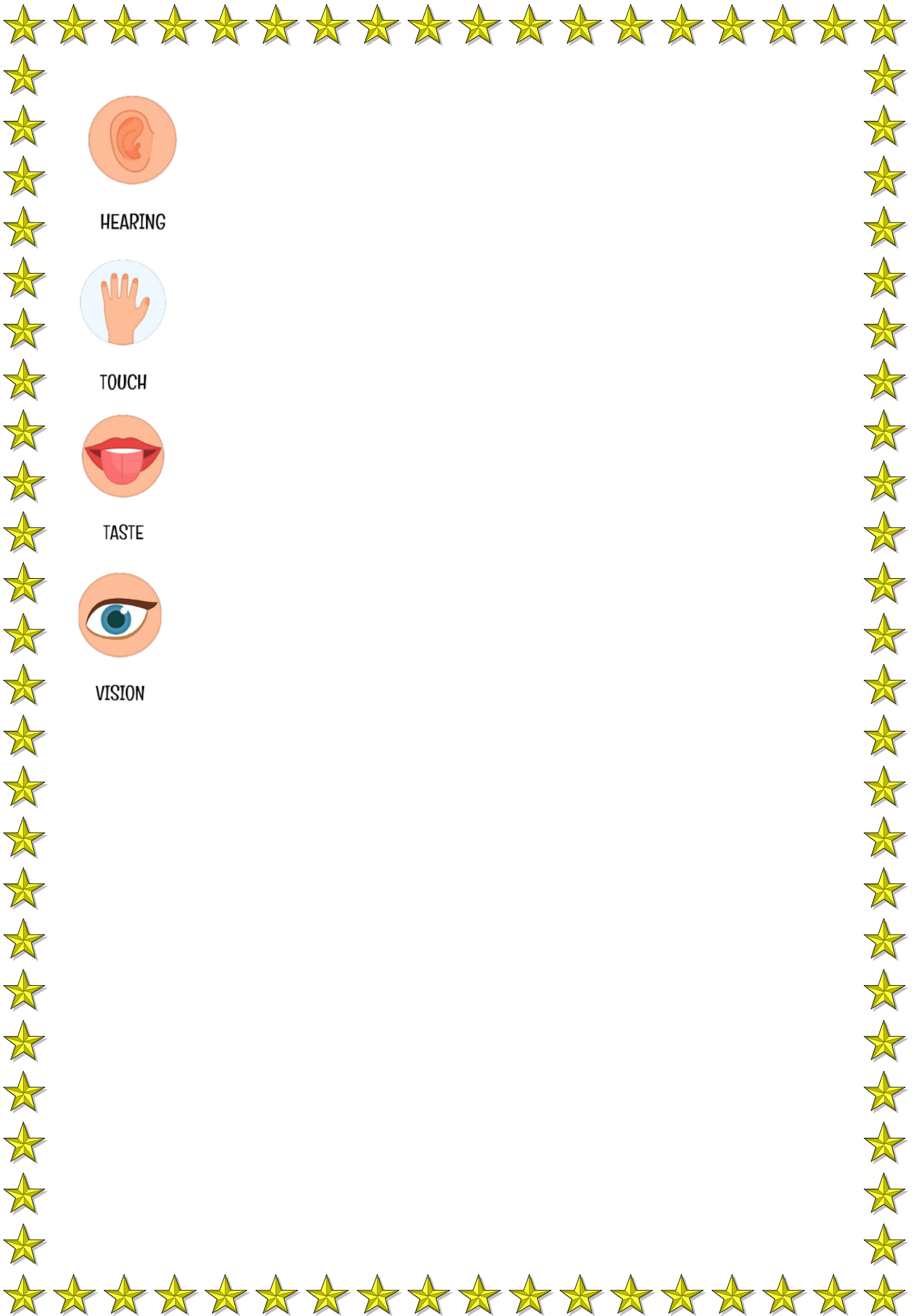
Activity 2: Write down the 5 senses on a piece of paper (smell, touch, sight, hearing, taste) or use the ones provided for you below. Against each one, record ways that help you to feel calm and safe. Some examples could be:

- Smelling lavender or another calming scent; deep breathing exercises
- Listening to relaxing music, a meditation, or singing
- Stroking a pet or cuddling a soft toy; doing their own hand or foot massage; dancing
- Eating something delicious
- Looking at photos, videos or pictures that help them feel better (something funny, something cute, or something beautiful)

You could draw pictures to match!



SMELL



HEARING



TOUCH



TASTE



VISION



WALT: identify different ways of showing appreciation for my friends and classmates

Activity 1 - Everyone has been doing a really good job of keeping each other safe from the virus, but it has been hard for us not to see our friends. Friends are very important for all of us and having happy friendships helps our mental health too. Why does friendship help us feel mentally OK? Discuss this with members of your family

Activity 2 - What makes a good friend? List some ideas Why is it important to have friends?
Look at your list. Which of these are affected by social distancing right now?
Does this mean that you are not friends if you can't do these things?

Activity 3 – Draw a picture of you and your friends. Can you create a poem expressing your friendship?