

# Year 3 Homel..

work

Spring 2nd Half

Civilisations: Main concept focus: Geography Volcanoes and

## Earthquakes

Each week the children choose one learning activity from below and record into your home learning books. How the children research or present their findings is entirely up to them. They can use computers, books, observation, questioning or experimenting; draw, paint, write or build. The only requests are that the work be carefully and attractively presented and that children don't copy out screens from books or the internet.

Throughout the week we set aside some class time for sharing the homework. Your support while your child is doing their homework is greatly appreciated but **please do not be tempted to do it for them**. The important things are that your child enjoys what they are doing, discovers something new and practises learning independently.

Your child should also read daily, practise spellings within their homework book and learn the statutory list for Y3/4 (some may still be working on Y1 and 2 spellings). They need to learn multiplication / division tables for their Around the World Maths Assessments. Thank you for your continued support. TTRockstars can also be complete as a piece of math homework. Passwords for J2E and TTRockstars inside of homework book. Year 3/ 4 spelling also inside of HW book.

**Please bring homework books in for a Wednesday to be marked and returned by Friday. Larger homework projects/ computer based project can be brought in at any time and will be shared at the end of a day with the class.**

1 Dojo Home Learning Point You have completed your home learning and made some effort. We would like to see more consideration over the content and /or presentation of your learning.

2 Dojo Home Learning Points This is good home learning; you've clearly put some thought into it and put a sensible amount of time into your learning

3 Dojo Home Learning Points Very impressive learning! You must have put lots of thought and effort into this learning and it's clear that you enjoyed doing this.

<p><b>Maths</b> <b>LI = (Learning Intention)</b></p>	<p><b>LI: to use money to add and subtract.</b> Choose 3 to 5 items of your choice from a catalogue of your choice and find the total. Show your calculations. What coins and notes could you use to pay with? If you paid with a note (e.g.£20) How much change would you receive?</p>	<p>LI To recognise the value of coins. How many different methods and coins can you use to make the total of £5? Show your calculations</p>	<p><b>LI: To draw bar charts.</b>  <b>Go on a minibeast hunt and draw your results as a bar chart.</b></p>	<p><b>LI To draw a pictogram to show results.</b> <b>Can you design a transport survey for the traffic that passes your house and show your results in a pictogram?</b></p>	<p><b>LI: To measure length.</b> Can you measure the length of your house in two different ways e.g meters, steps, hands, broom sticks etc  What is the length of the perimeter of your bedroom? (can measure in different ways)</p>	
<p><b>English</b></p>	<p><b>LI: To write a book review.</b> <b>Can you write a book review or a recommendation for a book that you have recently read. What did you like and not like about the book? What star rating would you give it and why?</b></p>	<p>LI: To write a fact file about Mary Anning. Mary Anning was a famous palaeontologist. Can you find out about her discoveries and create a fact file?</p>	<p><b>LI: To be able to apply spellings (including topic words)</b> <b>Choose at least 5 words that you are learning at the moment and use them each in a sentence.</b></p>	<p>LI To follow a set of instructions.  Follow a recipe to make a meal or cake. Take a photo of your meal.</p>	<p><b>LI: TO be able to apply spellings (including topic words)</b> <b>Design a word search or a crossword using the words that you are learning at the moment, topic words or a mixture of both.</b></p>	<p><b>LI: to be able to apply poetry features to your own writing.</b> Can you write a poem inspired by our topic of environment? This can be any style of poetry and may be about environment from animals, plants, earthquakes, volcanoes to seasons of the year.</p>
<p><b>Topic</b> <b>Volcanoes and Earthquakes</b></p>	<p><b>LI To label a volcano.</b> <b>Can you make a simple cardboard (2d) volcano and label with key vocabulary and useful facts.</b></p>	<p>LI To recognise the impact of a volcano. Can you write a list of items that you would pack if you had to leave your house due to a possible volcano eruption and tell me why you chose the items.</p>	<p>LI To research volcanoes and earthquakes.  Can you research when and where the last volcano eruption took place? How long did it last? Where did it take place? What are the dangers of living near a volcano? What are the positives for living near a volcano?</p>	<p>LI To research how Earthquakes are monitored and measured. How are earthquakes measured? How are they monitored? How do scientist inform the population that a earthquake is predicted? How do eathquakes effect people?  LI To research the best structure for a house to survive an earthquake. There are lots of new designs for houses to be build on known weak spots for earthquakes. Can you design and make and test the best structure for a house to withhold the force of an earthquake?</p>		

<p><b>Science, PSHE, ICT, French</b></p>	<p><b>LI To make your own fossil.</b> Using salt dough, play dough, clay, mud, chocolate or what ever inspires you and helps you to create your very own fossil.</p>	<p>ICT: LI To collect data and analyse results. Join in with the RSPB Birdwatch. Can you make a chart to show your findings? What else can you do to entice wildlife into your garden?</p>	<p>Science: LI To make a water filter. Using natural items, layer them in a cut bottle to make a water filter. Collect or make some dirty water and try out your water filter. What materials and resources worked best? What could you do to improve your filter?</p>	<p>French: LI To know the french words for popular animals. Can you list all the pets that you have or wish to have. Can you write them in french?</p>	<p>PSHE: LI The right to be safe. Draw a picture of yourself in a place of choice with someone who keeps you safe. How and why do they keep you safe? What might they say? E.G lollipop person crossing road. "I help you by stopping the traffic"</p>
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**Essential Home Learning:**

- Know your multiplication facts for 2/3/4/5/8/10
- Be able to spell in words numbers to 100
- Be able to spell all the words from the Year One and Two list
- Read every day, on some days complete a reading menu activity and record in your yellow reading record or your home learning book.

**Enjoy!**