

**YEAR 3  
DISTANCE LEARNING  
WEEK 10**

# Weekly Summary

Hi everyone!

Hope you had a good week! It was so amazing to have most of the class in for our video call and being able to see everyone!

Congrats for last weeks Star – Isaiah!

Star of the week video for this week should be out soon so keep an eye out for it.

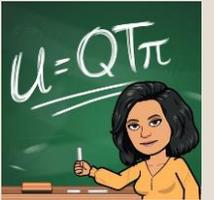
Take a look at the next page to see some of the fabulous work we've been seeing.

We will continue on with Fractions this week and hopefully finish our adventure stories! I'm really excited to read some of your writing, it's a bit tricky for me to mark and feedback to you as normally I would write in your book and discuss it with you individually but that's a bit hard online. I'm pleased that you're all still trying your best though!

Don't forget to email me your work at [Pine@newvalleyprimary.com](mailto:Pine@newvalleyprimary.com) and remember that I am still here for you all, my workload has just shuffled a little but I still want to see all the amazing things you are doing!

I'll see you in your video meetings this week and you may be seeing a bit more of Mr Martin in some other sessions!

Miss Weckmann





# Weekly Timetable

Day 1 – Maths, English, VIPERS and Art.

Day 2 – Maths, English, VIPERS and Spelling.

Day 3 – Wellbeing Wednesday and Maths

Day 4 – Maths, English, VIPERS, Handwriting and Discovery.

Day 5 – Maths, English, Spelling and Science.

Discovery Menu – Some extra activities to do with Earth and Space

Suggested Daily Activities – Things you could do each day on top of the set daily work.

Recommended Websites – Educational websites that could support home learning.

DAY 1

HANG IN  
THERE



# Day 1 – Monday 15<sup>th</sup> of June 2020

Maths: I've finally figured out how to get you a link to the video instead of just sending you to the website. Make sure you still check for any internet blockers! Questions are still on the next few slides but I've put the link to the video you want to print.

Watch today's video here: <https://vimeo.com/402856835>

If you want to print the work, you can find it here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-1-Y3-Summer-Block-1-WO2-Equivalent-fractions-2-2020.pdf>

Answers to mark yourself (after you have finished!) can be found here:

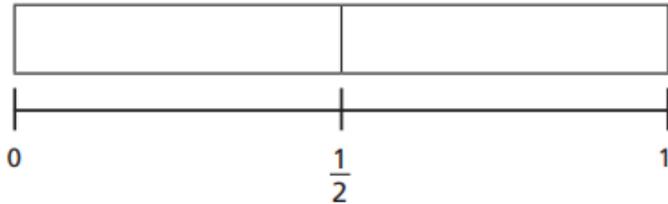
<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-1-Y3-Summer-Block-1-ANS2-Equivalent-fractions-2-2020.pdf>

If you can't watch the videos, please still have a go at the questions. You just may need an adult to explain some things!

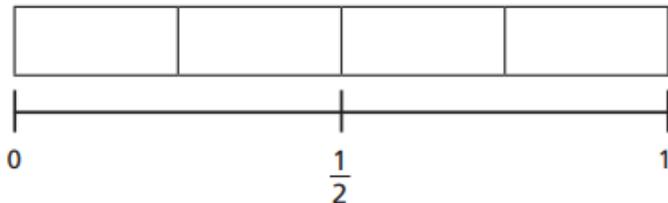


**1** Shade the bar models to represent the fractions.

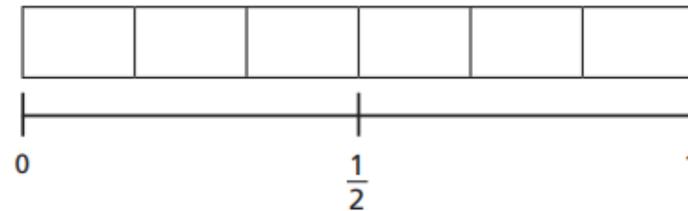
a) Shade  $\frac{1}{2}$  of the bar model.



b) Shade  $\frac{2}{4}$  of the bar model.



c) Shade  $\frac{3}{6}$  of the bar model.



d) What do you notice?

e) Write another fraction that is equivalent to  $\frac{1}{2}$



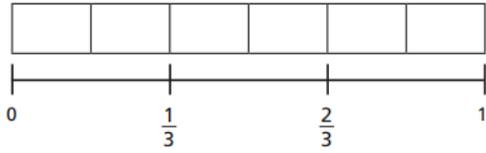
You'll have to draw the models

# Day 1 – Continue

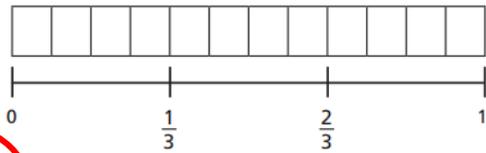
## Maths:

2 Shade  $\frac{2}{3}$  of each bar model.

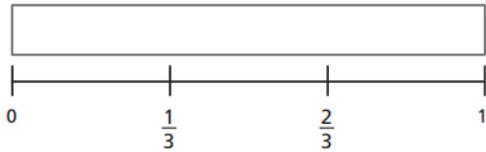
a)



b)



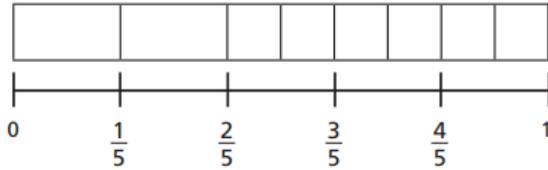
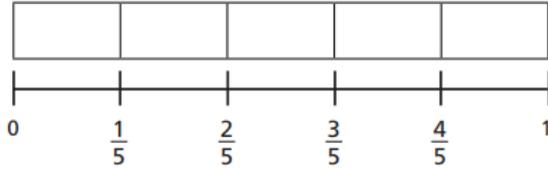
c)



d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

3 Mo is finding equivalent fractions.

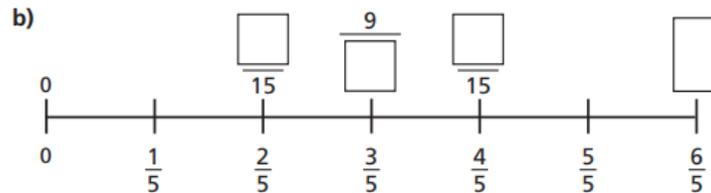
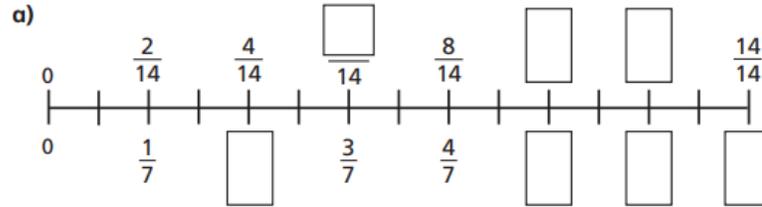


$\frac{6}{8}$  is equivalent to  $\frac{4}{5}$

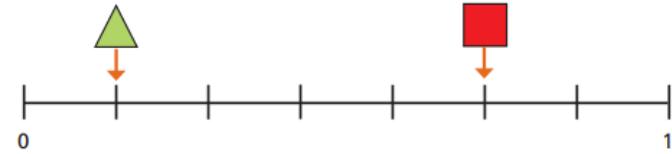
Do you agree with Mo? \_\_\_\_\_

Explain your answer.

4 Find the missing numbers.



5 Here is a number line.



a) What fraction is each shape pointing to?

=  $\square$       =  $\square$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)

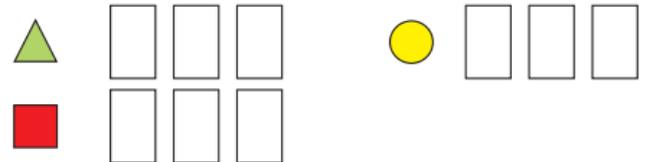
The circle is pointing to  $\frac{9}{21}$



Do you agree with Eva? \_\_\_\_\_

Show how you worked this out.

d) Write three equivalent fractions for each shape.



You'll have to draw the models



# Day 1 – Continued

VIPERS:

We are continuing the story 'Voices in the Park' by Anthony Browne. You can find it here:

<https://coxdragons.weebly.com/uploads/5/8/8/0/58800499/voices-in-the-park-story.pdf>

Questions: Vocabulary, Inference, Predict, Explain, Retrieve, Summarise

Reread pages 1-21 to remind yourself what happened.

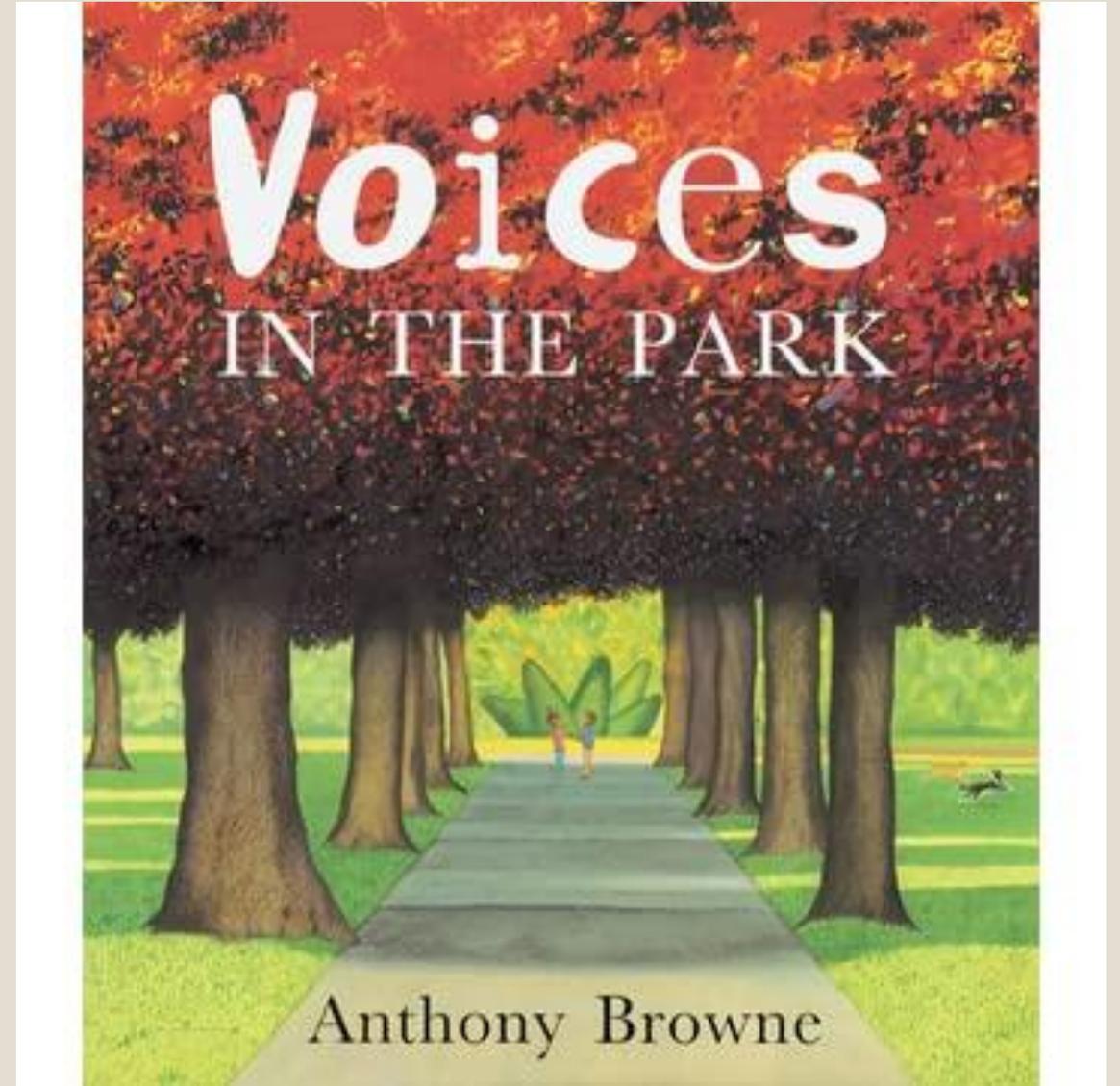
Read pages 22 and 23.

R – Who is Albert?

E – Why is the owner really angry?

V – What is a twit?

E – What is your first impression of Voice four and why?



# Day 1 - Continued

English: Below is an example of an adventure story. I'm not expecting you to write this much but this is just to show you what some of the writing could look like.

## Charlie's Magical Chalk

It was a hot, summer's day and Charlie was bored. Charlie's grandad came into the garden and gave him a box of chalk.

"This is a special box of chalk that I had when I was a small boy. You can play with them if you like but only if you draw something nice," he explained kindly.

Charlie wasn't very excited. He was an eight-year-old boy, who was far too cool and grown up to play with chalk. He stuffed the chalk into his backpack politely.

"Thanks Grandad," said Charlie half-heartedly as he set off out of the door for summer school.

Charlie spotted his best friend Amy as soon as he arrived. Charlie thought that Amy was funny and he looked forward to playing football and telling jokes with her.

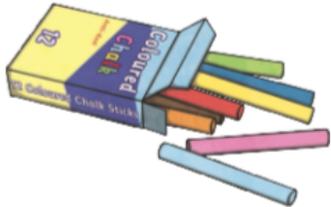
"Hey Charlie! I have been waiting for you. Let's play outside because it's not raining for once!" she excitedly announced as she bounced off towards the door without even waiting for Charlie to reply.

Charlie smiled. He knew Amy was impulsive but playing outside sounded like an excellent idea so he couldn't disagree with her.

"What shall we do then?" asked Amy.

"My grandad gave me some chalk and said we could draw something nice," mumbled Charlie as he rolled his eyes.

Amy looked excited. She snatched the chinks and drew a cat on the hard playground.



"Do you think that's nice enough for your grandad?" she smirked as she got back on her feet but Charlie didn't smile back.

He blinked, rubbed his eyes and stared with his mouth wide open. Amy was completely confused and was about to give him a friendly punch in the arm when she heard a tiny, gentle miow from behind her. She span around to see that her drawing of a cat had come to life! The cat brushed softly between Amy's legs as she stood there amazed. Charlie picked up the magical pack of chalk and looked mischievously at Amy.

Charlie began drawing furiously all over the floor while Amy stroked the cat and waited for him to finish. Charlie proudly looked down at his chalk picture after a few minutes. He had drawn a pink and purple spotted monster with three green eyes, big claws on its hands and a yellow, wiggly mouth. Amy chuckled and Charlie looked hurt.

"He will scare all of the little kids when he comes alive. He likes to eat small children!"

Suddenly, Charlie's creature popped up off the floor like a bouncy spring. It looked around the playground and then hungrily started walking towards Amy.

"No! Don't eat her!" Charlie yelled but the monster kept shuffling towards his best friend. "Run, Amy! Ruuuuuun!" Charlie screamed.

The monster started to run after them both. They dived quickly into one of the climbing frame tunnels because they knew that it was too big to fit inside. The horrible creature stayed at the end of the tunnel growling and trying to reach for the children with his pointed, sharp claws. The children were stuck and they didn't know what to do. It seemed impossible so Amy began to cry.



"Oh I wish it was rainy and we'd played inside today!" sniffled Amy.

"That's it!" shouted Charlie. He had an amazing idea.

Amy looked confused as Charlie began to draw something else on the wall of the tunnel. Speedily, he handed Amy a water gun.

"We can wash him away! He's only made of chalk," Charlie explained.

The revolting beast was still at the end of the tunnel so Charlie and Amy climbed to the top of the tunnel. They stood on the platform at the top next to the slide and pumped up their water guns ready to go. Next, they blasted the monster with water. The strange creature roared so loudly that the platform shook. It jumped to try to get them but the children kept squirting until all that remained was a soggy, multi-coloured puddle. The children flopped down onto the floor. They were totally exhausted.

Amy picked up the box of chinks and stuffed them into her bag when they had finally got their breath back. They promised to never use the chinks again unless they were going to draw something nice like Grandad had said. After summer school, Charlie, Amy and her new cat walked back to Amy's house. Amy's annoying, little brother started pestering her as soon as they walked through the door.

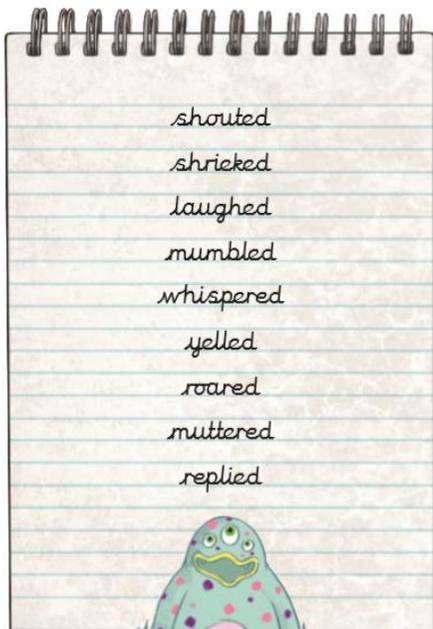
"I know we said we would only draw nice things but maybe one little brother-eating monster wouldn't hurt!" she giggled as she ran off with the mysterious chalk in her hand. Quickly, Charlie's face turned white as he dashed after her.

"Noooooooooooo!" he screeched.

# Day 1 - Continued

English: Today you need to try and finish your adventure story. You should have your opening paragraph which introduces the setting and your character in it, and also another 2 paragraphs written for the build-up of your story. You now need to write down the conflict, resolution and ending, down for your story. It should be at least another 4-5 paragraphs total but you could write longer if you want. I've included a checklist and an adventure word bank that will help you check your writing.

## Year 3 Story Writing Adventure Story Word Mat



dangerous	quickly	because	hero
beastly	slowly	when	beast
evil	suddenly	if	creature
magical	finally	as	adventure
mysterious	furiously	after	journey
weird	bravely	while	enemy
strange	boldly	before	danger
terrifying	rapidly	so	attack
wonderful		but	discover
			escape



## Y3 Story Writing: Adventure Story Genre Features Checklist

Did I...	✓ Child	✓ Friend	✓ Teacher
<b>Structure and Language</b>			
include a title?			
include a beginning?			
include a build-up?			
include a dilemma?			
include a resolution?			
include an ending?			

Dilemma is another word for conflict



# Day 1 – Continued

## Art:

Olafur Eliasson is an Icelandic-Danish artist who often uses colour and light to make his artwork. He likes using reflections and shadows to play with the way we perceive and interact with the world.

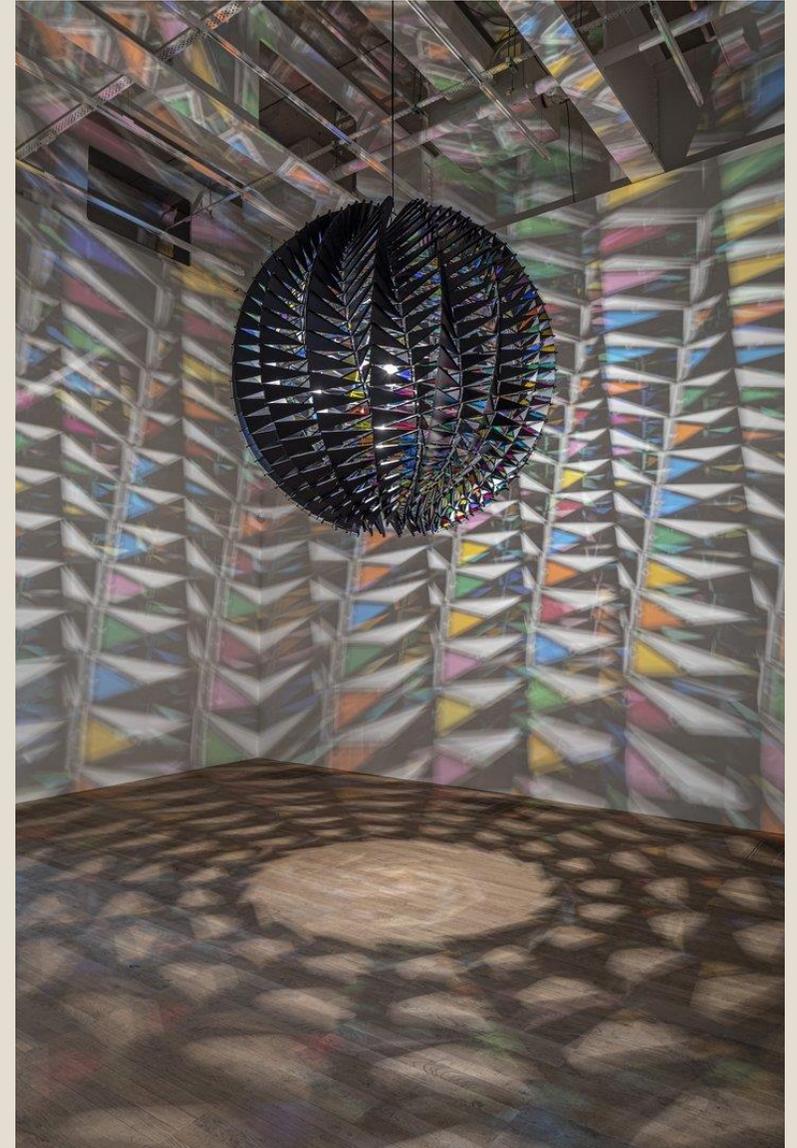
Can you imagine being under this sculpture and being covered in a spectrum of colour?

Eliasson wants people to experience and make art together.

This week you could have a go at making a kaleidoscope. Make sure you grab a friend or a family member to make your kaleidoscope.

Visit the Tate website for instructions on how to do so:

<https://www.tate.org.uk/kids/make/cut-paste/make-kaleidoscope>



## End of Day 1

DAY 2



# Day 2- Tuesday 16<sup>th</sup> of June 2020

Maths:

Watch today's video here:

<https://vimeo.com/402856971>

If you want to print the work, you can find it here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-2-Y3-Summer-Block-1-WO3-Equivalent-fractions-3-2020.pdf>

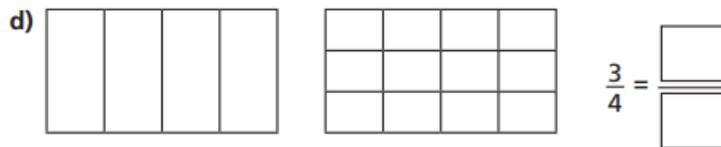
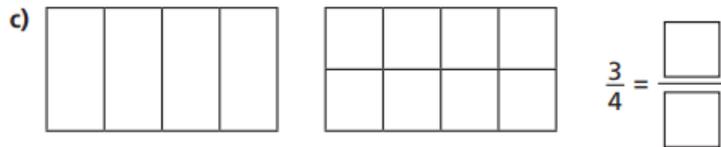
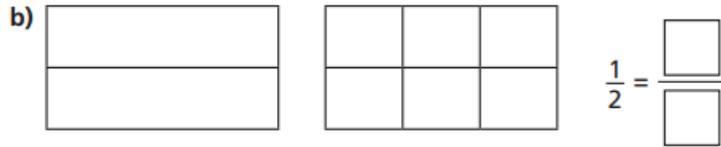
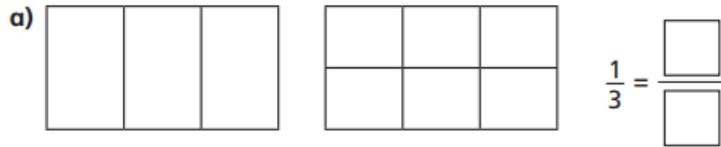
Answers to mark yourself (after you have finished!) can be found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-2-Y3-Summer-Block-1-ANS3-Equivalent-fractions-3-2020.pdf>

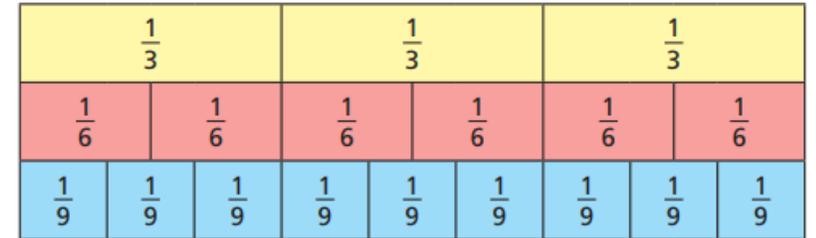


Just draw these out!

1 Shade the shapes to help you complete the equivalent fractions.



2 Use the fraction wall to complete the equivalent fractions.



a)  $\frac{1}{3} = \frac{\square}{6}$

d)  $\frac{2}{3} = \frac{6}{\square}$

b)  $\frac{1}{3} = \frac{\square}{9}$

e)  $\frac{4}{6} = \frac{6}{\square}$

c)  $\frac{2}{3} = \frac{4}{\square}$

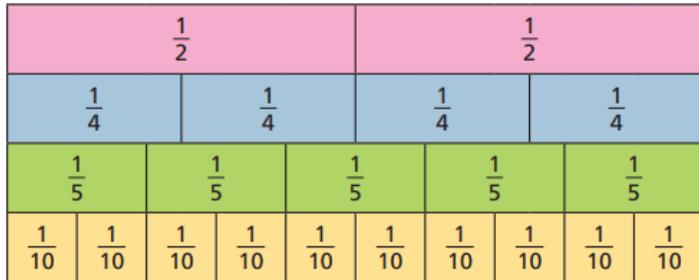
f)  $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

# Day 2- Continued

Maths:

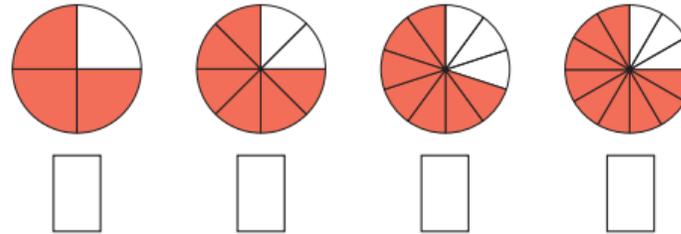
- 4 Use the fraction wall to decide whether the fractions are equivalent or not.



Complete the sentences using is or is not.

- a)  $\frac{1}{2}$  \_\_\_\_\_ equivalent to  $\frac{2}{4}$
- b)  $\frac{1}{4}$  \_\_\_\_\_ equivalent to  $\frac{2}{10}$
- c)  $\frac{1}{2}$  \_\_\_\_\_ equivalent to  $\frac{5}{10}$
- d)  $\frac{3}{10}$  \_\_\_\_\_ equivalent to  $\frac{2}{5}$
- e)  $\frac{4}{5}$  \_\_\_\_\_ equivalent to  $\frac{8}{10}$
- f)  $\frac{3}{4}$  \_\_\_\_\_ equivalent to  $\frac{4}{5}$

- 5 a) What fraction of each shape is shaded?



- b) Use the fractions in part a) to complete the sentences.

is equivalent to

is equivalent to

is not equivalent to

is not equivalent to

Compare answers with a partner.

- 6 The bar model represents  $\frac{1}{2}$

Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?

# Day 2- Continued

VIPERS:

We are reading the story 'Voices in the Park' by Anthony Browne. You can find it here:

<https://coxdragons.weebly.com/uploads/5/8/8/0/58800499/voices-in-the-park-story.pdf>

Questions: Vocabulary, Inference, Predict, Explain, Retrieve, Summarise

Reread pages 22-23

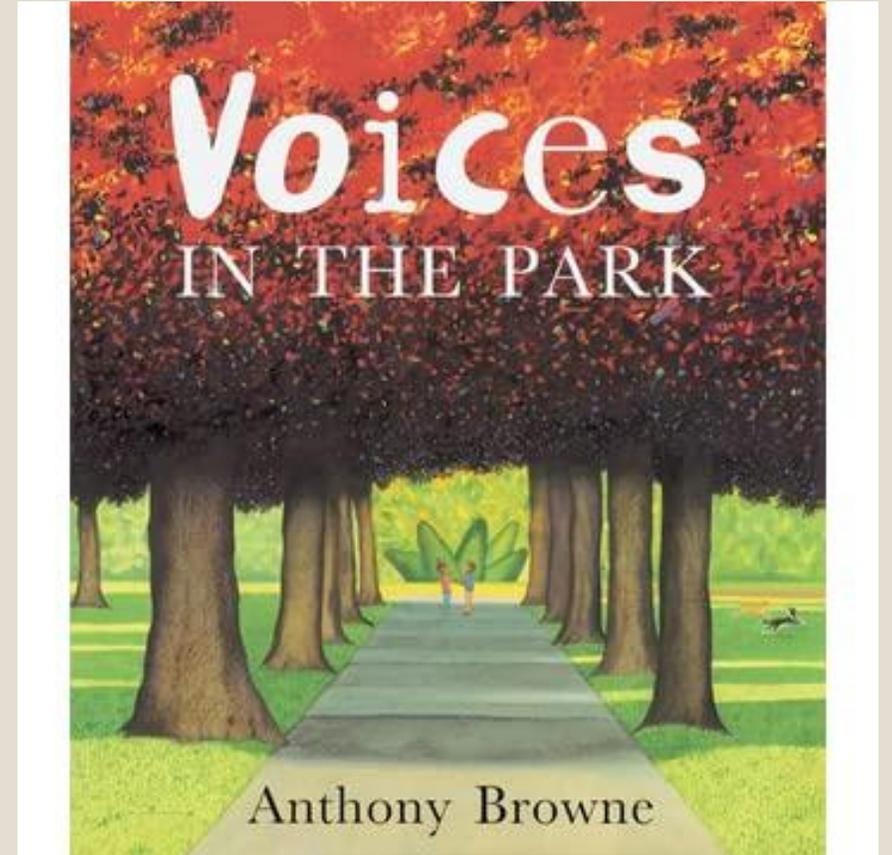
Read pages 24-27

V – What is a wimp?

I – How is the first voice represented here?

E – Why did they both burst out laughing?

E – Why did the boy not say much to begin with?



# Day 2- Continued

## Spelling:

The spelling mistakes in these sentences have been circled. Rewrite the sentences with the correct spelling.

It was an incredible expeeryense!

Do you beleev the earth is flat?

Cora's favourite type of froot is melons.

What did you lern at scouts today?" asked Dad.

The bowling ball went strate into the pins!

Tia jumped out from in the tree as a surprize.

The orange juice tasted straynj.

A sirkl is round with one side.



# Day 2- Continued

English: Use today's English to go over the following.

- Finish off any of your story writing that you have not completed yet. You should have around 7+ paragraphs start to finish so you may need to add some more writing if you don't.
- Reread the whole story to make sure it makes sense
- Check for capital letters, commas, exclamation marks, question marks, speech marks and full stops to make sure your writing is grammatically correct.

## What is a paragraph?

A paragraph is a section of writing which consists of one or more sentences grouped together, which deal with one subject or element of the writing as a whole.

Paragraphs provide a structure to a piece of text and make it easier to read rather than a large piece of text with no spacing.

End of Day 2

DAY 3



# Day 3 – Wednesday 17<sup>th</sup> of June 2020

Wellbeing Wednesday:

## My Voice

Write or draw (or both) about a time when you've had to show kindness.

## Votes For Schools

Go to the Votes For Schools Pack in the Year 3 Distance Learning section on the school website.

## PSHE

Write about all the different types of weather and see how many positive things you can find to say about each one. For example, a windy day might give you the chance to wear your favourite jumper knitted by your granny, or a rainy day means there are lots of puddles to splash in.

## Music

Login to Charanga and see the work Mrs Bird has uploaded:

<http://www.croydonmusicandarts-soundworks.co.uk/yumu/login>

The lessons are designed so you can do them without having your instrument at home.

You should have a Charanga login sent to you from me, if you don't have one please let me know and I will send it. Email any work to me and I will forward it to Mrs Bird.

## Yoga

<https://www.youtube.com/watch?v=9vLpwN-DGw>

## Mindful Art

<https://lol.disney.com/games/coloring-pages/fear-coloring-page>

## Singing Assembly

Happy

<https://www.youtube.com/watch?v=jv-pYB0Qw9A>

How Far I'll Go

<https://www.youtube.com/watch?v=i66p0wZ9F0>

Lost Boy

[https://www.youtube.com/watch?v=5usQ44zs\\_4](https://www.youtube.com/watch?v=5usQ44zs_4)

See the next slides for your Maths.

# Day 3- Continued

Maths:

Watch today's video here:

<https://vimeo.com/402857057>

If you want to print the work, you can find it here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-3-Y3-Summer-Block-1-WO4-Compare-fractions-2020.pdf>

Answers to mark yourself (after you have finished!) can be found here:

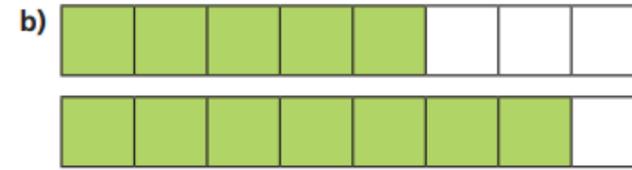
<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-3-Y3-Summer-Block-1-ANS4-Compare-fractions-2020.pdf>

1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

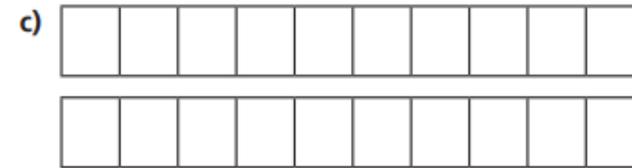
Use the bar models to help you.



$$\frac{5}{8} \bigcirc \frac{3}{8}$$



$$\frac{5}{8} \bigcirc \frac{7}{8}$$



$$\frac{5}{10} \bigcirc \frac{7}{10}$$

# Day 3 – Continued

2 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

a)  $\frac{1}{5}$  ○  $\frac{3}{5}$

d)  $\frac{6}{7}$  ○  $\frac{2}{7}$

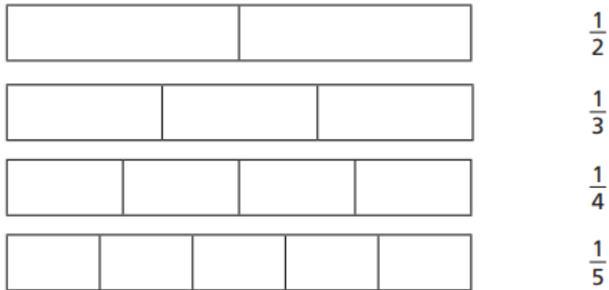
b)  $\frac{2}{5}$  ○  $\frac{2}{5}$

e)  $\frac{6}{13}$  ○  $\frac{12}{13}$

c)  $\frac{2}{7}$  ○  $\frac{6}{7}$

f)  $\frac{13}{15}$  ○  $\frac{13}{15}$

3 Here are some bar models.



a) Shade the bar models to represent the fractions.

b) Write  $<$  or  $>$  to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$  ○  $\frac{1}{3}$      $\frac{1}{4}$  ○  $\frac{1}{3}$      $\frac{1}{5}$  ○  $\frac{1}{3}$

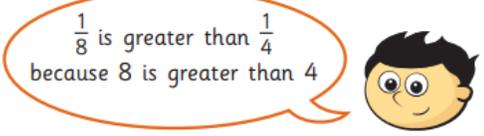
$\frac{1}{3}$  ○  $\frac{1}{2}$      $\frac{1}{4}$  ○  $\frac{1}{5}$      $\frac{1}{5}$  ○  $\frac{1}{2}$

4 What could the missing numerators and denominators be?  
Give three examples for each.

a)  $\frac{1}{5} < \frac{\square}{5}$      $\frac{1}{5} < \frac{\square}{5}$      $\frac{1}{5} < \frac{\square}{5}$

b)  $\frac{1}{5} < \frac{1}{\square}$      $\frac{1}{5} < \frac{1}{\square}$      $\frac{1}{5} < \frac{1}{\square}$

5 Jack is comparing fractions.



Draw bar models to show that Jack is wrong.

6 Sort the fractions into the circles.

$\frac{5}{6}$	$\frac{1}{8}$	$\frac{1}{2}$	$\frac{2}{6}$	$\frac{1}{12}$	$\frac{3}{6}$
---------------	---------------	---------------	---------------	----------------	---------------

greater than  $\frac{1}{6}$

less than  $\frac{1}{6}$

7 Complete the sentences using the word bank.

- |           |             |         |         |
|-----------|-------------|---------|---------|
| numerator | denominator | greater | smaller |
|-----------|-------------|---------|---------|

- a) When fractions have the same denominator, the greater the \_\_\_\_\_, the \_\_\_\_\_ the fraction.
- b) When fractions have the same numerator, the greater the \_\_\_\_\_, the \_\_\_\_\_ the fraction.

DAY 4

GENIUS!



# Day 4- Thursday 18<sup>th</sup> of June 2020

Maths:

Watch today's video here:

<https://vimeo.com/402857164>

If you want to print the work, you can find it here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-4-Y3-Summer-Block-1-WO5-Order-fractions-2020.pdf>

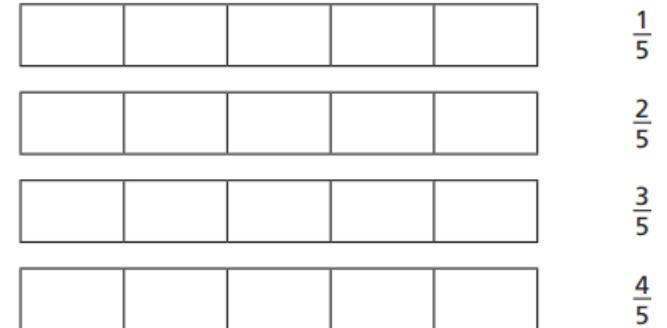
Answers to mark yourself (after you have finished!) can be found here:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-4-Y3-Summer-Block-1-ANS5-Order-fractions-2020.pdf>



Just draw these out!

1 a) Shade the bar models to represent the fractions.



b) What do you notice?

c) Complete the sentence.

numerator

denominator

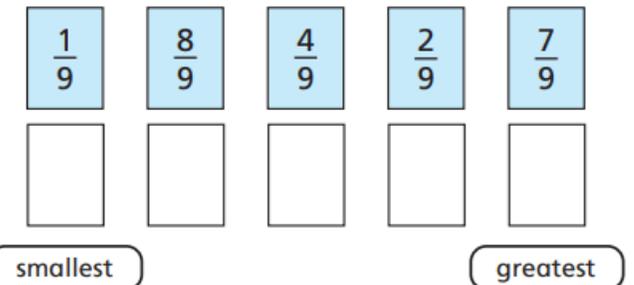
greater

smaller

When fractions have the same \_\_\_\_\_, the

\_\_\_\_\_ the \_\_\_\_\_ the \_\_\_\_\_  
the fraction.

2 Write the fractions in order, starting with the smallest.



# Day 4 – Continued

3 a) Shade the bar models to represent the fractions.



$\frac{1}{2}$



$\frac{1}{3}$



$\frac{1}{4}$



$\frac{1}{5}$

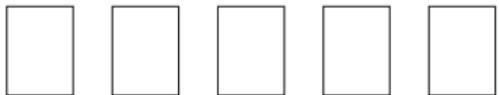
b) What do you notice?

c) Complete the sentence.

When fractions have the same \_\_\_\_\_, the \_\_\_\_\_ the \_\_\_\_\_ the \_\_\_\_\_ the fraction.



4 Write the fractions in order, starting with the greatest.



5 Tommy and Dora are ordering fractions.



Tommy

I cannot order these fractions because the numerators and denominators are different.

I think I can use equivalent fractions to help me.



Dora

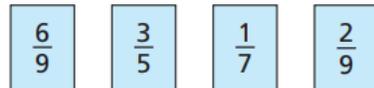
Who do you agree with? \_\_\_\_\_

Talk about it with a partner.

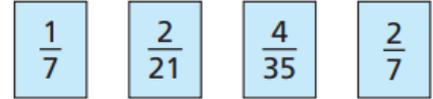
6 a) Complete the equivalent fractions.

$$\frac{3}{5} = \frac{6}{\square} \quad \frac{2}{9} = \frac{6}{\square} \quad \frac{1}{7} = \frac{6}{\square}$$

b) Write the fractions in order, starting with the greatest.



7 Dexter and Alex are ordering fractions from smallest to greatest.



a)



Dexter

I am going to make the numerators the same.

Use Dexter's method to put the fractions in order.

b)

I am going to make the denominators the same.



Alex

Use Alex's method to put the fractions in order.

# Day 4- Continued

VIPERS:

We are reading the story 'Voices in the Park' by Anthony Browne. You can find it here:

<https://coxdragons.weebly.com/uploads/5/8/8/0/58800499/voices-in-the-park-story.pdf>

Questions: Vocabulary, Inference, Predict, Explain, Retrieve, Summarise

Read the whole story from start to finish.

R – What did Charlie pick?

I – Why is the boy sad to leave?

P – What could happen if there was a sequel of this book?

S – Write a review of this book.

Handwriting:

Do one full line for each word/letter.

h

ha

he

hi

ho

th

help

high

higher

highest

# Day 4- Continued

English: Today we are continuing to edit our story. I want you to look and edit in some fronted adverbials and some adjectives into your work. I've included a fronted adverbial mat and some space vocabulary that might help you edit. Remember that an adjective describes a noun and a fronted adverbial describes an action.

## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



## Earth and Space Vocabulary

A	D	G	L	O	S	T
Alhazen	dark	galaxy	light	orbit	satellite	telescope
astronomer	day	geocentric	lunar		Saturn	third quarter
astronomical		gibbous		p	shadow clock	tide
astronomy	E	gravity	M	phase	sky	
atmosphere	Earth		Mars	planet	solar	U
axis	eclipse	H	Mercury	Ptolemy	solar system	universe
		heat	moon		sphere	Uranus
B	F	heliocentric	movement	R	spherical	V
bodies	first quarter			rotate	star	
	full moon	I	N		sun	Venus
C		illuminate	Neptune		sundial	
celestial body			new moon			W
constellations		J	night			waning
Copernicus		Jupiter				waxing
crescent						

# Day 4- Continued

Discovery: This week we are learning about mountain tourism. Mountain tourism impacts many things including the economy, the environment and has a social impact.

Below is a table and a list of statements that can impact mountain tourism. Can you place each statement in whether you think it has a negative or positive impact on mountain tourism.

Positive Impacts	Negative Impacts

Increased pollution from cars, buses and planes.

Money spent by tourists may go into the local economy – e.g. money spent in locally owned cafes and hotels.

Increased employment opportunities for those living in the area.

Increased numbers of visitors may cause damage to ecosystems through erosion.

More buildings, such as restaurants and hotels, which can destroy habitats.

Tourism can help educate people about the risks facing our planet.

Tourism may help keep alive traditions and crafts through heritage centres and local businesses.

Improved recreational facilities for those living in the area.

Some tourist attractions, such as nature reserves, may help protect wildlife and ecosystems.

Improved infrastructure, such as travel and communication links, for those living in the area.

Increased property prices may make buying a house unaffordable for local people.

Changes to employment opportunities in an area may lead to a decline in the uptake of traditional jobs.

Increased numbers of visitors may bring increased noise and disruption for locals.

Money spent by tourists may not go into the local economy but to the owners of larger hotel and restaurant chains.

End of Day 4

DAY 5



# Day 5- Friday 19<sup>th</sup> of June 2020

Maths: Friday is Maths Challenge day! Have a go at a few of these different challenges!

## Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

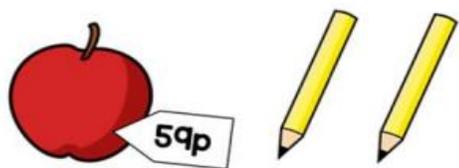
$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

## Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



## Challenge 3

Here are some digit cards.



Amir and Donna each make a three-digit number using all the cards.

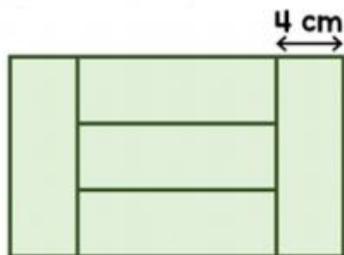
Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

What numbers did they make?

## Challenge 4

Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4cm. Work out the perimeter of the large rectangle.



# Day 5- Continued

Science:

Explore BBC Bitesize to learn about the sun:

<https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/zqn7y4j>

Did you know that the sun was a star? Have a go at doing a bit of research and then write a paragraph on why we need the sun. Use the words in the box to help you!

heat	light	plants	energy	life	animals
growing	happy	weather	sunshine	warm	holiday

You could also try to find out:

- how much of our energy comes from the Sun;
- what would happen if all buildings were painted white;
- how solar power works;
- how big the Earth is, compared to the Sun.

Spelling:

Each sentence below has one word that is incorrect. Write the correct spelling of the word in your book.

I'm surtin of the way!

Can you rimemmer what our topic was last week?

The cat walked throo the cat flap.

What pozishun do you play in football?

Jack had a reglar pizza with pineapple.

That dog is difrent to that one!

"Dizcribe what the robber looked like," said the police officer.

I ate a tub of natchrul yoghurt.

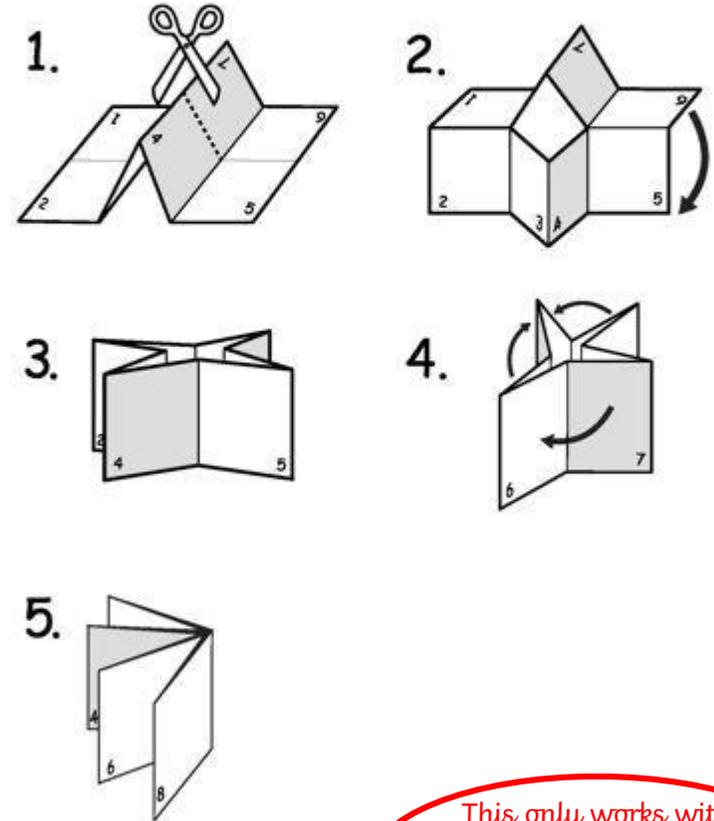
# Day 5- Continued

English: It's publishing day!

You've finished your story and now is your chance to publish your final edited piece! You could rewrite the story into your book or perhaps type it out on a computer. You could even take the time to try and make your own mini book that you could write into (use a ruler to make your writing lines). See the instructions on the left for how to do that or you could google some ideas. Or just fold some blank pieces of paper together

It's up to you how you publish your final piece, just as long as you publish it. And remember to be proud of all the work you've accomplished writing the past few weeks!

## FOLD-A-BOOK Instructions



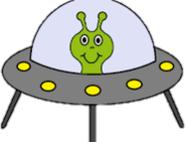
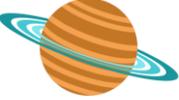
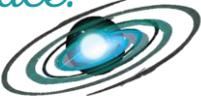
This only works with A3 paper otherwise your book is too small!

# End of Day 5



# Discovery Menu

This is your new Discovery Menu that includes lots of activities that relate to our Earth and Space topic. Try to complete at least 1 task a week.

<p>Find out facts about the space missions. What was the first creature sent into space? Who was the first astronaut? What other interesting facts can you find? </p>	<p>Keep a sky at night journal for a whole week. Write about everything you can see in the sky. Draw a picture of the moon every night. Does it change? </p>	<p>You are going to meet some aliens on another planet. What ten things will you take as a present for them? Draw them in a gift box. </p>	<p>Write an acrostic poem for one of the planets.  Marvellous Mars Above in the sky Red and glowing Surrounded by stars</p>
<p>Write a newspaper report about the moon landing. </p>	<p>Find and make a space themed recipe. </p>	<p>Create a timeline of space travel and exploration events. </p>	<p>Find and write down 10 facts about space travel. </p>
<p>Create a junk model rocket. </p>	<p>Create a workout timetable for an astronaut in space. </p>	<p>Design a space suit. Research what kind of materials would work best in space. </p>	<p>Create a space themed board or card game and teach it to someone. </p>

# Daily Activities

- Reading: you should be reading one of the books you brought home for 10 - 20 minutes a day.
- PE with Joe Wicks: Daily 9am streamed work out <https://www.youtube.com/user/thebodycoach1>
- Typing Jungle: Practice your touch typing if you have a computer at home <https://www.typingclub.com/sportal/program-3.game>
- Athletics: Try and do 10-20 minutes a day <https://www.mathletics.com/uk/>
- Hit the Button: Times Tables Practice. In year 3, you need to know 2, 3, 4, 5, 8 and 10 times tables <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Duolingo: Have a go at learning a new language <https://www.duolingo.com/learn>
- You can also look at the Science, Discovery, Music, PE and Practical tasks documents that are in the Year 3 Section of the Distance Learning part of the school website. Any of those tasks could help you pass the time and give me a chance to see more of your learning beyond Maths, English and VIPERS.

# Recommended Websites

## General

BBC Bitesize Different Subjects:

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

Internet Legends:

[https://beinternetlegends.withgoogle.com/en\\_uk/interland](https://beinternetlegends.withgoogle.com/en_uk/interland)

Touch Typing: <https://www.typingclub.com/sportal/program-3.game>

Code For Life – Rapid Router:

<https://www.codeforlife.education/rapidrouter/>

## Maths

Mathletics: <https://www.mathletics.com/uk/>

Top Marks maths games: <https://www.topmarks.co.uk/maths-games>

BBC Bitesize maths KS2:

<https://www.bbc.co.uk/bitesize/subjects/z826n39>

NRICH: <https://nrich.maths.org/14536>

Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily 10: <https://www.topmarks.co.uk/maths-games/daily10>

Oxford Owl: <https://www.oxfordowl.co.uk/for-home/kids-activities/kids-activities-age-7-9/>

Math Exercises: <http://www.math-exercises-for-kids.com/math-4.htm>

IXL – 10 free questions a day: <https://uk.ixl.com/math/year-3>

CBeebies Number blocks:

<https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks>

## English

Top Marks English Games:

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

Oxford Owl: <https://www.oxfordowl.co.uk/for-home/kids-activities/kids-activities-age-7-9/>

Pobble – Daily Activities: <http://www.pobble365.com/>

IXL – 10 free questions a day: <https://uk.ixl.com/ela/>

## Reading

Oxford Owl Free E-Books:

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Storyline Online – Online stories read by celebrities:

<https://www.storylineonline.net/>

## Science

Dr Binocs:

<https://www.youtube.com/user/Peekaboo/videos>

Simple Science Experiments:

<https://www.noguiltmom.com/very-simple-science-experiments/>

Science Bob:

<https://sciencebob.com/category/experiments/>

Science Kids:

<http://www.sciencekids.co.nz/experiments.html>