

Ashfield Junior School
Year 3 Home Learning Tasks
Summer 2 Term Week 3

Tuesday 16th June

English

Daily Practice:
Spellingframe

Chapters 19 and 20

Read chapters 19 and 20

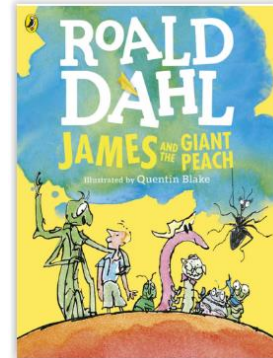
Youtube: <https://www.youtube.com/watch?v=gFoYBO5ZFwo>
(1:08:39)

Can you remember?

Check your understanding with these questions.

- 1) What was the threat to the peach?
- 2) Which of the creatures can make string?
- 3) How does James plan to rescue the peach?
- 4) What role do you think James plays in the group?
- 5) Do you think James's plan will work? Why?/Why not?

If you were James and the creatures were all relying on you to think of a way to save the peach, what would you do?



Characters' feelings

Using information from the text, think about how each of the characters is feeling. You could complete the information in a table like the one below (we have put some information in already to set you off) or just write a short paragraph explaining your thinking.

When does Roald Dahl reveal that the characters are frightened, nervous, panicking, desperate or relieved?

Character	How are they feeling?	Evidence from the text
Spider		She says 'And what about me may I ask?'
Centipede	Feels desperate	He says 'We'll try anything'

Spelling activity

Each sentence below has one word that is incorrect. Write each sentence out again and correct the spelling error.

1. Lily's birthday is in Februry.
2. The doctor gave the girl some medicin to make her feel better.
3. The class really enjoyed the science experimint.
4. What hight is Dad compared to Mike?
5. 100 years is the same as a sentuary.
6. That scarf is diferent to that one!
7. Kim went to the librarie and got four books out.

Maths: MONEY

Daily Practice: TTrockstars

Give Change

Notes and Guidance

Children use a number line and a part-whole model to subtract to find change.

Teachers use coins to practically model giving change.

Encourage role-play to give children a context of giving and receiving change.

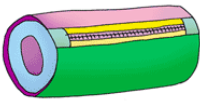





Mathematical Talk

What do we mean by 'change' in the context of money?

Which method do you find most effective?

How does the part-whole model help to solve the problem?

Finding change: Word problems

					
Pencil case	Coloured pencils	Ruler	Rubber	Pack of pens	Sharpener
£5.99	£3.25	£1.15	48p	£4.35	64p

Challenge: Can you write your answers in both £ and pence?

- 1) James buys a rubber and a sharpener. He pays with a £2.00 coin. How much change does he receive?
- 2) Ellen buys a packet of coloured pencils and a ruler. She pays with a £5.00 note. How much change is she given?
- 3) Tom has £5.00. He buys a pack of pens and a rubber. How much money does he have left over?
- 4) Sophie buys a packet of coloured pencils and a sharpener. She pays using 5 £1 coins. How much change is she given?
- 5) Joe buys a packet of coloured pencils, a rubber and a sharpener. He pays with a £5.00 note. How much change is he given?
- 6) Amy has saved up £10.00. She buys a pencil case and a ruler. How much money does she have left over?
- 7) Amy wants to buy **two more items** with her change. What could she buy? Can you find more than one answer?
- 8) Can you write and solve your own word problem, involving adding together the cost of two items and finding change?

Dora spends £7 and 76p on a birthday cake.



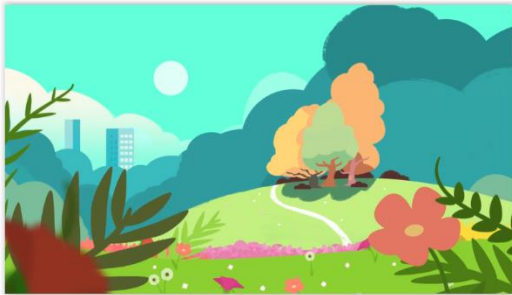
She pays with a £10 note.
How much change does she get?

The shopkeeper gives her six coins for her change.
What coins could they be?

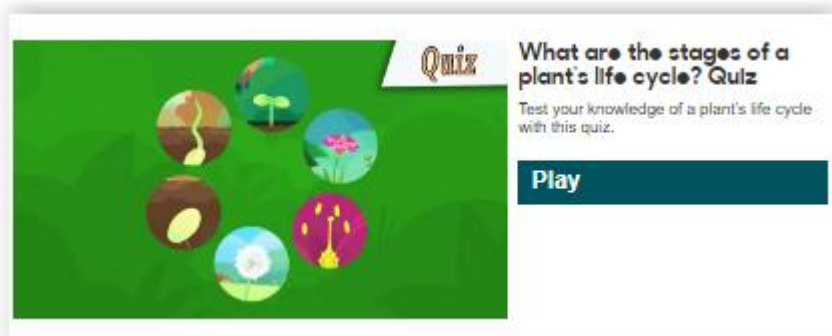
Topic: Plants

Pupils should be taught to:

- ✚ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



<https://vimeo.com/218127170>



<https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zyv3jty>

Can you create your own model of the life cycle of a flowering plant?

Use the example below to design your own poster/model and use the descriptions below to add to your work

GET CREATIVE!

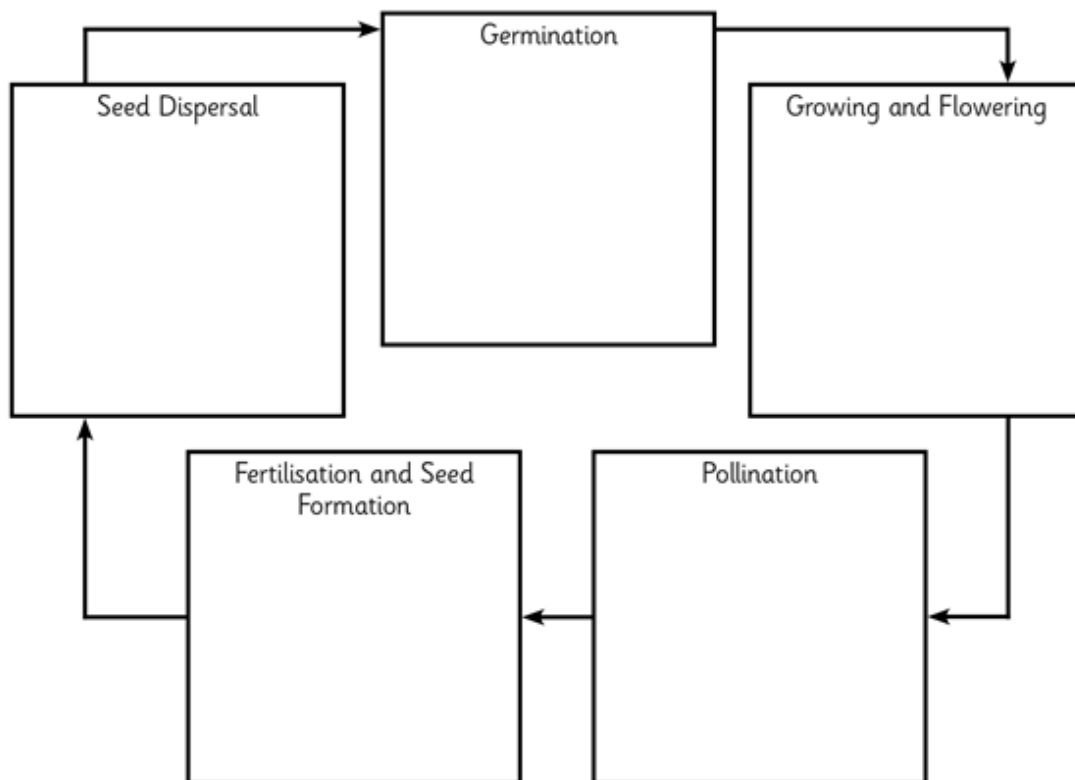


Life Cycle of a Flowering Plant

I can understand and order the stages of the life cycle of a flowering plant.



Can you cut and stick the descriptions and pictures to the correct stage of the life cycle?



The plant grows bigger and forms a flower.	The fully formed seeds are moved away from the parent plant.	The seed starts to grow.	The pollen joins with an ovule and a seed starts to form.	Pollen from the anther lands on the stigma and travels down the style.
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