

Year 3 Learning Log

13th July 2020

For those of you that will be attending school this week, some of the activities that we complete will link to the Learning Log. We will be carrying out a range of catch up tasks in class, but each day will cover one English and one Maths activity.

This Week's Learning Log

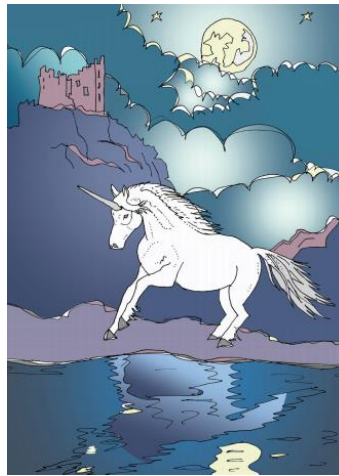
- 5 English activities (1 school based)
- 5 Maths activities (1 school based)
- 1 Spelling and handwriting activity
 - 1 Welsh activity
 - 1 RE activity
- Ongoing science project



English

Our unit is called 'Unicorns Uncovered'. Remember to re-read the text every day.

Use the links throughout the text to listen to poems and instructions.



We are going to spend weeks working through this unit so you can complete the activities next week. These are my suggested sessions for week 1:

Session 1- pg 15: Short burst writing Poetry (SCHOOL BASED TASK)

Session 2- pg 16&17: Short burst writing Potion Instructions

Session 3 - pg 18: Fun with Dens

Session 4 - pg 19&20: Innovation and Boxing up

Session 5 - pg 22 + Plan and complete the Information page

All the Talk for Writing home learning booklets, with more information about them, can be found here:

<https://mailchi.mp/talk4writing/batch5>

The first page asks for a donation, this has already been done by the school.



Maths

We are following the Home Learning work from White Rose Maths. This is an excellent resource which breaks learning down into two parts. There is a daily video clip to watch online. This introduces a concept and gives examples for you to do. The video is then followed up by a daily activity sheet. Another file gives you all the answers.

The video and activities can be done independently or if you prefer, you can watch and work through them with someone at home. The activities can be printed out but if you don't have access to a printer or if you prefer not to print, you can look at the activity on screen and write the answers down on paper.

We have subscribed to the White Rose Maths site as a school so all the activity and answer sheets have been downloaded and saved to the Christ the King website with this Learning Log. There is also a file with all the links to the videos for the week. The link here will take you to the video links as well.

This week's theme is fractions and problem solving.

Week: Summer term Week 12

Session 1 - Compare Capacity

Session 2 - Add and subtract capacity

Session 3 - Pictograms

Session 4 - Bar charts

Session 5 - Friday Maths Challenge

You can, if you wish, post pictures of work you have done from here on Seesaw, but don't feel that you need to photograph everything. It might be useful to use a notebook or a file to keep your work together. Please also feel free to get in touch if you would like me to explain anything from here.

Spelling and Handwriting

Here are the spelling words for this week. You can choose whether you want to work on just the 'must', the 'must' and the 'should' or all three lists. The handwriting task is to write sentences using these words in them in accurately sized and joined handwriting.

MUST	SHOULD	COULD
plane	grate	road
peace	great	steel
piece	grown	steal
rain	groan	waist
reign	plain	waste

Reading

****REMEMBER 10 minutes every day!!****

BUG CLUB READING

Remember you must answer all the questions and then click close book in order to open a new book.

Create a prayer of thanks for all the special people in your life. This is my prayer for all of you:

God of wisdom,

At the end of this school year we give thanks to God:

For all the teaching and learning that has taken place

both in and out of the classroom;

For the talents and gifts that have been shared

and the challenges that have been faced;

For the respect and care that has been given;

For the hope that has lifted our hearts on the dark days

And for the love that has kept us going.

Bless our families as we take our holidays,

may our time together leave us with memories to cherish.

Pour out your love on use that we may return renewed

and refreshed to continue our journey in

Christ the King together.

I make this prayer through Christ our Lord.

Amen.





Remember to try and complete ONE science activity each week. Share your video on FLIPGRID not Seesaw.

We are asking pupils to carry out a science enquiry of their choice. Once the enquiry has been completed, we would then like each pupil who takes part to record a short video (1m 30s max) outlining what they have investigated and what they have found out and post the video on Flipgrid.

We have provided some examples of scientific enquiry questions for each of the 5 types of scientific enquiry in the table below. You are welcome to choose one of these or one of your own, but no matter what science enquiry you decide to undertake, we would like you to follow the proposed steps:

- Make a **prediction** of what you think before you begin and why.
- **Carry out** your enquiry.
- **Record** your findings.
- Make a video of your enquiry and post it on Flipgrid.

Flipgrid access:

1. Before you decide what to enquire about, watch Mr Mussa's Flipgrid video by scanning the QR code or using this link flipgrid.com/scienceenquiry



2. Once you have carried out your enquiry, post your own video by clicking the Flipgrid icon:



We hope that by the end of the project we will have a collection of videos from pupils throughout the school as fantastic evidence of our school collaborating remotely.

Enjoy enquiring scientifically!!

Please do not hesitate to contact Mr Mussa for any further assistance:

Mussal@hwbcymru.net

Science enquiry ideas		
Type of enquiry	Examples of what you could enquire about	Things to consider
Fair testing /Comparative tests	How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals?	• <i>Recognising and understanding that one thing (a variable) influences another</i> • <i>If you are comparing, how will you make sure the comparisons are fair?</i> • <i>How will you record and present your findings?</i>
	How does the distance between the shadow puppet and the screen affect the size of the shadow?	
	How does the surface area of an object affect the time it takes to sink?	
	How does age affect a human's reaction time?	
	What is the best sun cream to use?	
Identifying and classifying	Which materials are magnetic?	• <i>What characteristics are you going to use to sort and classify?</i> • <i>What features or characteristics will you use to compare and contrast?</i> • <i>How will you record and present your findings?</i>
	How would you make a classification key for vertebrates/invertebrates or microorganisms?	
	Can you use a classification key to identify all of the organisms caught when pond dipping/bug collection in the garden?	
	How would you group plants and animals based on what habitat you would find them in?	
Observing over time	What happens to celery when it is left in a glass of coloured water?	• <i>How long do you need to carry out the observation for?</i> • <i>What changes are you going to look for?</i> • <i>Are you going to make a prediction about the process over time, or the outcome at the end, or both?</i> • <i>How will you record changes?</i> • <i>How do you make sure the information (data) you collect is accurate and reliable?</i>
	How does an eggshell change when it is left in a glass of coke/milk?	
	How does the level of water change when it is left on a windowsill?	
	How does your heart rate change over the course of the day?	
	How does your shadow change over the day?	
	How do our skeletons change over time (birth-old age)?	
Pattern seeking	What colour flowers do bees and butterflies prefer?	• <i>How will you know if the variables can't be easily controlled?</i> • <i>How many examples should you look at to ensure reliable results?</i> • <i>Can you draw accurate conclusions from the patterns you see?</i> • <i>What is the best way to present your findings?</i>
	Are foods that are high in energy always high in sugar?	
	How does the amount of bicarbonate of soda, washing up liquid and vinegar affect the reaction?	
	Does the temperature of a light bulb go up the longer it remains on?	
	Is there a pattern between the size of a bird's beak and the food it eats?	
	Is there a relationship between a mammal's size and its gestation period?	
Research	How do dentists fix broken teeth?	• <i>How reliable is the source of information?</i> • <i>How do you tell what is fact or opinion?</i> • <i>How can you tell if the information is up to date?</i> • <i>How many sources of information should you look at to get an accurate picture?</i>
	Why are people cutting down the rainforest and what effect does it have?	
	How does a light bulb work?	
	How do submarines sink if they are full of air?	
	How do our eyes adapt to different conditions?	
	Why do people get grey/white hair when they get older?	
	Do boys and girls reach puberty at the same age?	
	What are drugs and how can they be used to heal/harm?	

Cymraeg



Have a go at using 'Flipgrid' to record your sentences using this link <https://flipgrid.com/cymraegctk>



Ymadrodd o'r Wythnos

Ble wyt ti'n mynd?

(Blair oyt teen min-d ?)

Where are you going?

Dw i'n mynd i'r parc gyda fy tad a chwaer.

(Dween min-d ear park gud-ar fuh tar-d ah choir.)

I'm going to the park with my dad and sister.



**Dw i'n mynd i'r parc gyda fy tad a chwaer achos mae hi'n braf heddiw.
Es i i traeth ddoe achos roedd hi'n heulog, es i yn y mor - roedd hi'n wych!**

Dween min-d ear park gud-ah fuh tar-d ah choir ack-os my heen brav heth-oo. Air-see-ee try-th thoy
ack-os roy-th heen hey-log, airsee un-er more- roy-th heen weak!

I am going to the park with my Dad and sister because it's fine today. Yesterday I went to the beach because it was sunny, I went in the sea - it was great!

