



Learning Project WEEK 1 - My Family

Year Group: 3

| Weekly Maths Tasks (Aim to do 1 per day) | Weekly Reading Tasks (Aim to do 1 per day) |
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| <ul style="list-style-type: none"> Working on Times Table Rockstars. Your child will have an individual login to access this (20 mins on SOUND CHECK). Play on Hit the Button - focus on number bonds to 20. Daily arithmetic revision for different areas of maths. This week, your child should work on level 3 with the focus of digit values and partitioning (select this from drop down menus at the top). Get your child to work on their place value understanding by completing the work on digit values (HTU) and drawing numbers (up to 999) which have been emailed to you. Complete Arithmetic Test. | <ul style="list-style-type: none"> Ask your child to read about making honey. Following this, ask your child to create an infographic/poster which explains how honey is made. Ask your child to read a section of their book and summarise the key events. Encourage your child to note down any unfamiliar words from the section they have read. Explore the meanings of these words by using a dictionary or using the vocabulary STS: read around the word; check word class; substitute the word. Read the sentences and choose the correct adverb to complete the sentence. |
| Weekly Spelling/GPS Tasks (Aim to do 1 per day) | Weekly Writing Tasks (Aim to do 1 per day) |
| <ul style="list-style-type: none"> Encourage your child to practise these Year 3/4 Common Exception Words over the week. Words to practise: appear, arrive, build, busy, decide, different, disappear, early, eight and heard. Using the Common Exception Words for this week, put each word into a sentence. Practise –adding the ‘ly’ suffix on Spelling Frame website. Play the games to help practise and use the word lists to test. Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence. Complete Grammar activity. | <ul style="list-style-type: none"> Draw a picture of a member of your family. Write a character description of this person which describes both appearance and personality. (Focus on including expanded noun phrases-T1 and commas in a list-T5) Write about a day which was special to you. (Remember to write in the first person, use adverbs of time-T3 and include thoughts and feelings). Write a set of family rules. They could begin with ‘We always.....’ rather than ‘We do not’ Write a letter/email/ text message to a member of your family that they have not seen this week (Try to include contractions and possessive apostrophes – T6). “Your friends are more important than your family”. Do you agree? Write your response to this statement |



including compound (T4) and complex sentences (T7).

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on the different makeup of families, what traditions your family has, stories linked to your family etc.

Let's Wonder:

Who is in your immediate family? What other relatives do you have? How does your family link together? How many people do you have in your family? Create a family tree adding as much as you can about each family member.

Let's Create:

Create a piece of artwork entitled 'Family'. This could be a drawing, a self-portrait, a sculpture or collage. Could you copy another artist's style? Which materials have you chosen to use and why? How do you feel about your piece of artwork? What would they change or not? [Family portraits.](#)

Be Active:

[Go Noodle](#) with the family or have a family workout. Fancy a dance? There are lots of dance videos they could try. [Dance.](#) Maybe try some [Yoga.](#) You could even do a [Joe Wick's workout!](#)
Recommendation at least 2 hours of exercise a week.

Time to Talk:

Play a board game with your family!

Reflect:

What are your family's favourite musicals? Do they all like the same musical? What is their favourite song from the musical? Listen to different pieces of music together with their family. Can you identify the instruments you can hear and describe how the music makes you feel?

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

<https://code.org/> - This has a really great range of lessons on coding. Each has videos and tutorials and is based on current trending apps and games too. Pupils can explore these themselves and start a course which is progressive.



<https://hourofcode.com/uk> - This has a huge range of one hour coding projects which the children can use and at different levels

<http://www.sciencefun.org/kidszone/experiments/> - for some fun science experiments

<https://mommypoppins.com/kids/50-easy-science-experiments-for-kids-fun-educational-activities-using-household-stuff> - for some fun science experiments

<https://whiterosemaths.com/> - lots of home-learning activities linked to all areas of maths