

# Year 3 Home learning Packs

## Red Pack

### Spring - Week 7

<u>Monday 1<sup>st</sup> March</u>	
First	Joe Wicks - <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">The Body Coach TV - YouTube</a> <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a>
Second	Reading Fluency - Session 1
Third	English - Session 1
Fourth	Maths - Session 1
Fifth	Learning question - Session 1
Sixth	Daily Read - MPJS Youtube channel <a href="https://youtube.com/channel/UCR2TSYOOTb5TIJSK0LOpKkg/videos">https://youtube.com/channel/UCR2TSYOOTb5TIJSK0LOpKkg/videos</a>

#### 1. First - Joe Wicks



Get active this morning with Joe Wicks. Find his session from today on his youtube channel. <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

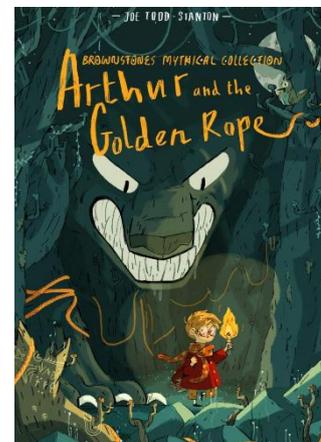
#### 2. Second - Reading Fluency

w/b Monday 1<sup>st</sup> March 2021.

**L.O.** I am learning to read fluently and accurately, developing my comprehension.

**Text:** Arthur and the Golden Rope.

**Author:** Joe Todd-Stanton.



But before all that, there was the first adventure a Brownstone ever had. This is the tale of Arthur, the unlikeliest of heroes.

Born long ago in a small Icelandic town, it was clear from an early age that Arthur was always going to be a bit different. As soon as he was old enough to explore the forest, he showed a great interest in the strange creatures that lived there.

At night, while the townsfolk would gather around the safety of the great fire, Arthur would sit and listen to Atrix, the town's wise woman. She would tell him wondrous and frightening tales about distant lands and ancient magic.

Arthur soon began to journey into the forest in search of adventures. He even started to carry with him some of the more unusual items he had found.

Monday 1<sup>st</sup> March 2021.

Read along with Miss Smith.

*Watch the video Year 3 Reading Fluency - Arthur and the Golden Rope on our MPJS YouTube channel.* Read along with Miss Smith - make sure you are using your reading finger to follow along.

We are going to look at some of the vocabulary together. Can you match a definition to these words from the text?

Unlikeliest
Icelandic
Townfolk
Wondrous
Distant

The people living in a particular city or town.
Not a high chance of happening or to be true.
Inspiring a feeling of delight or wonder.
Far away or a long time ago in the past.
Relating to Iceland. A term used to describe people who live in Iceland.

### 3. Third - English

This week we will be writing our own Non -Fiction text about the Rainforest.

Today you will need to read the research about the Amazon rainforest and then you will need to write this into the non-fiction template.

Think about the sub- headings:

Where is the Amazon rainforest?

What is the climate like in the rainforest?

How much rain falls in the Amazon?

Where is the Amazon

The Amazon is a vast region that spans across eight rapidly developing countries: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname and French Guiana, an overseas territory of France.

The landscape contains:

- One in ten known species on Earth
- 1.4 billion acres of dense forests, half of the planet's remaining tropical forests

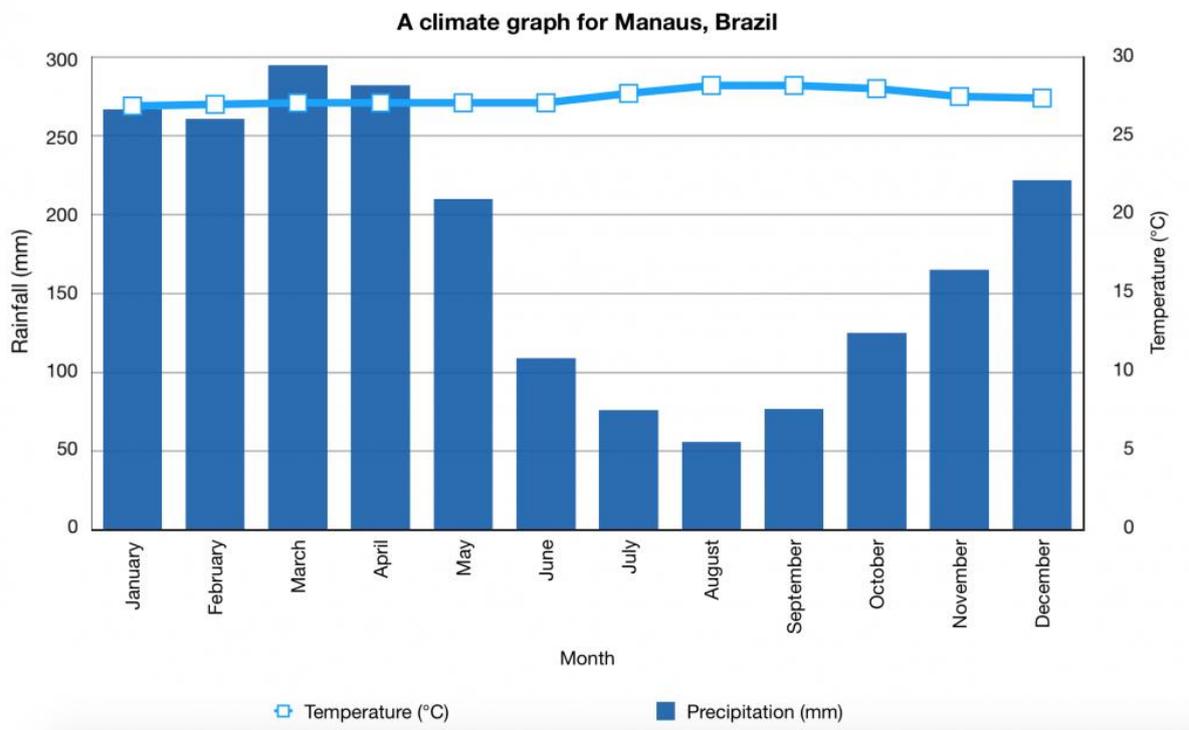
- 4,100 miles of winding rivers
  - 2.6 million square miles in the Amazon basin, about 40% of South America
- There is a clear link between the health of the Amazon and the health of the planet. The rain forests, which contain 90-140 billion metric tons of carbon, help stabilize local and global climate. Deforestation may release significant amounts of this carbon, which could have catastrophic consequences around the world.



What is the climate like in the rainforest?

## WHAT IS THE CLIMATE OF THE RAINFOREST?

As tropical rainforests are located on or close to the Equator, the climate is typically warm and wet. The high rainfall and year-round high temperatures are ideal conditions for vegetation growth. The wide range of plants encourages a huge variety of insects, birds and animals. Temperatures in the tropical rainforest are high throughout the year. Annual temperatures usually average around 28°C and show little variation from day to day. The range in temperature throughout the year is low. The temperature never drops below 20°C and rarely exceeds 35°C. Rainfall levels are high, typically over 2000mm per year. This significant amount of rainfall supplies huge rivers such as the Amazon in Brazil and the Congo in Central America. Most afternoons experience a heavy downpour, which helps to keep the rainforest moist. The atmosphere in the tropical rainforest is hot and humid as the result of high temperatures and abundance of water.



Empty rectangular box for drawing or writing.

Rectangular box containing 20 horizontal lines for writing.

Large empty rectangular box for drawing or writing.

Empty rectangular box for drawing or writing.

Rectangular box containing 12 horizontal lines for writing.

## 4. Fourth - Maths

### Unit and non-unit fractions

1 Complete the sentences.



There are  birds altogether.

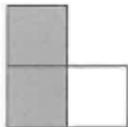
The denominator is .

birds are flying to the right.

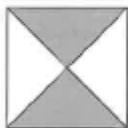
The numerator is .

of the birds are flying to the right.

2 Match each shape to the fraction that shows how much of the shape is shaded.



$\frac{1}{4}$

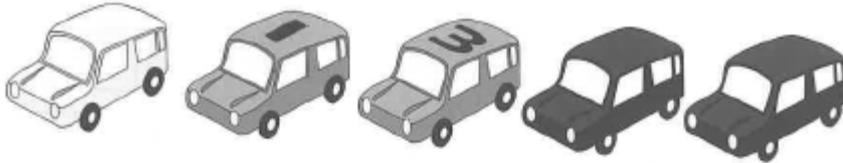


$\frac{2}{3}$



$\frac{1}{2}$

3 Complete the sentences.

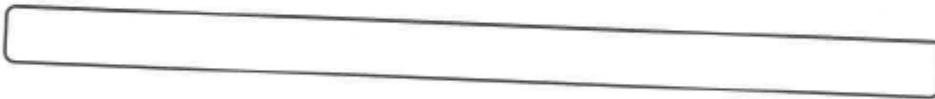


$\frac{1}{5}$  of the cars are \_\_\_\_\_.

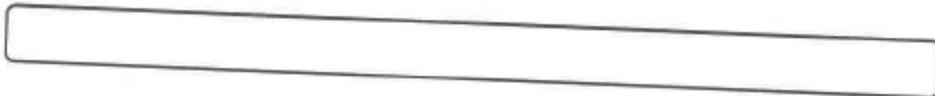
have numbers on the roof.

are \_\_\_\_\_.

4 a) Divide the bar into 2 equal parts. Shade in  $\frac{1}{2}$ .



b) Divide the bar into 3 equal parts. Shade in  $\frac{1}{3}$ .



c) Use your answers to a) and b) to help complete the following expressions. Use the <, = or > sign for each expression.

$\frac{1}{2}$  ○  $\frac{1}{3}$

$\frac{1}{3}$  ○  $\frac{1}{2}$

5. Fifth - Learning Question

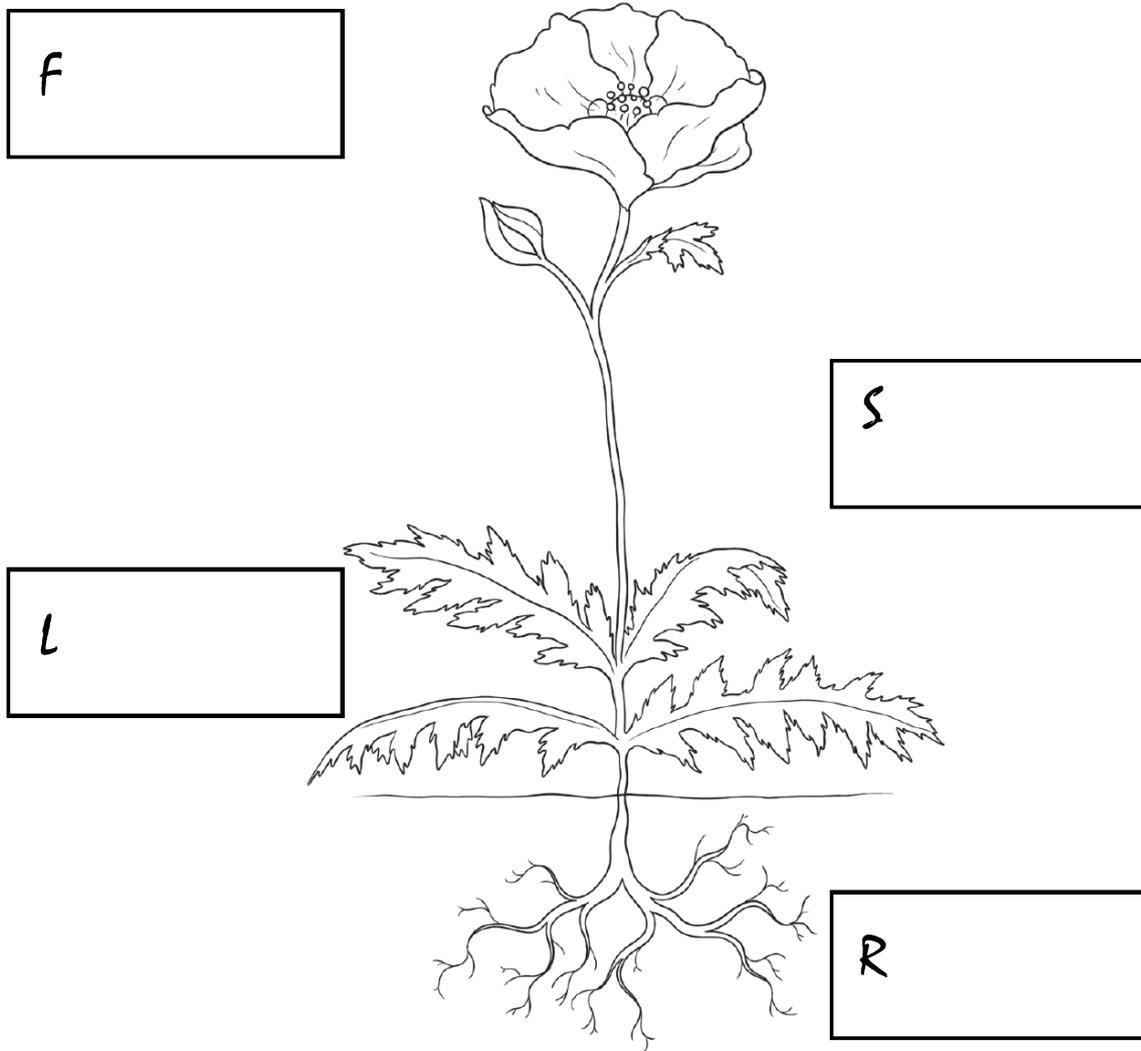
Monday 1<sup>st</sup> March 2021.

Macro Question: What do plants need to live and grow?

Micro Question 1: What is a plant?

This week we are going to look at plants. Can you remember what the different parts of the plant are called?

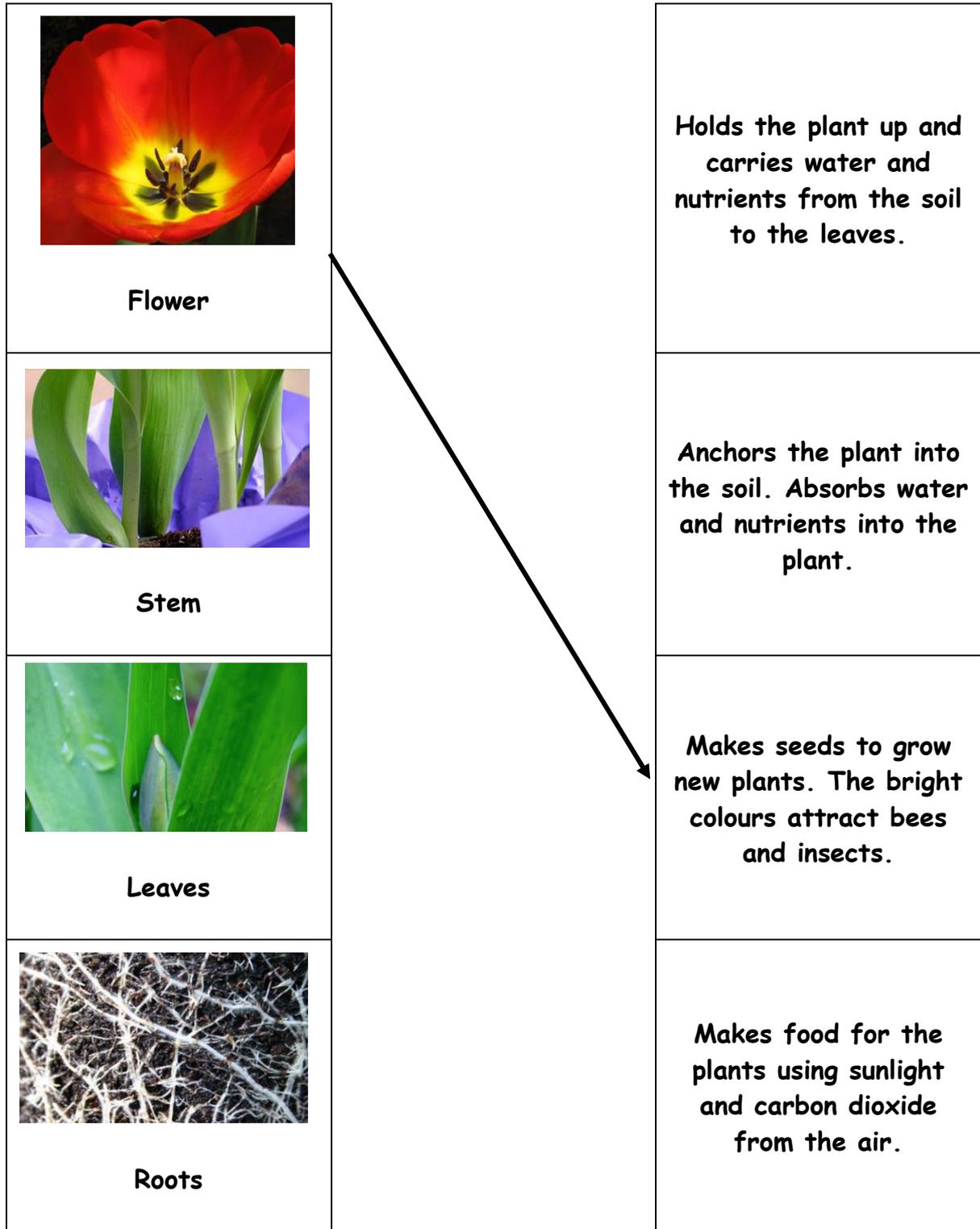
Label the plant.



Match the part of the flower to its function.

Word bank.

Stem    Root    Leaves    Flower



Watch the video:

<https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zcjnp39>

Read the information.

## **What are plants?**

Plants are living things that cover much of the land of planet Earth. They include grass, trees, flowers, bushes, ferns, mosses, and more.

### **The different parts of a plant have different functions.**

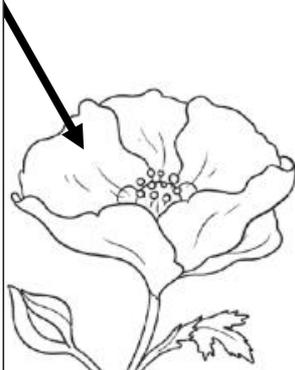
- The roots of a plant take up water and nutrients from the soil. The roots also keep the plant steady and upright in the soil.
- The stem carries water and nutrients to different parts of the plant.
- The leaves use light from the sun, along with carbon dioxide from the air and water to make food for the plant. This process is called photosynthesis.
- Some plants have flowers. These are involved in reproduction and produce seeds from which new plants grow.

**Using the picture below, create a fact file to recap your understanding of plants. You can also do your own research or include any facts that you can remember from the last time we looked at plants.**

**You could write about each part of the plant and tell us about its function. You can also add some colour!**

# Plants.

Flowers.



Stem.

Leaves.



Roots.



<u>Tuesday 2<sup>nd</sup> March</u>	
First	Cosmic yoga - <a href="https://www.youtube.com/user/CosmicKidsYoga">Cosmic Kids Yoga - YouTube</a> <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>
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Third	English - Session 2
Fourth	Writing fluency - Session 1
Fifth	Maths - Session 2
Sixth	Learning question - Session 2
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Eighth	Daily Read - MPJS Youtube channel <a href="https://youtube.com/channel/UCR2TSYOOTb5TIJSK0LOpKkg/videos">https://youtube.com/channel/UCR2TSYOOTb5TIJSK0LOpKkg/videos</a>

### 1. First - Cosmic Yoga



Cosmic yoga - [Cosmic Kids Yoga - YouTube](https://www.youtube.com/user/CosmicKidsYoga)

<https://www.youtube.com/user/CosmicKidsYoga>

### 2. Second - Reading Fluency

Tuesday 2<sup>nd</sup> March 2021.

Read along with Miss Smith.

*Watch the video Year 3 Reading Fluency - Arthur and the Golden Rope on our MPJS YouTube channel.* Read along with Miss Smith - make sure you are using your reading finger to follow along.

**We are going to look at some of the phrases together. Can you choose the correct meaning of these phrases from the text?**

*This is the tale of Arthur, the unlikeliest of heroes.*

- a. Arthur was born to be a hero.
- b. People did not think Arthur was very brave.
- c. Arthur did not look like a hero but he proved that he was one.

***At night, while the townsfolk would gather around the safety of the great fire.***

- a. People were scared of the great fire.
- b. People came together around the great fire to feel safe.
- c. The great fire was out of control and damaging the town.

***He even started to carry with him some of the more unusual items he had found.***

- a. Arthur collected unusual things and took them on his adventures.
- b. Arthur didn't take anything with him.

### **3. Third - English**

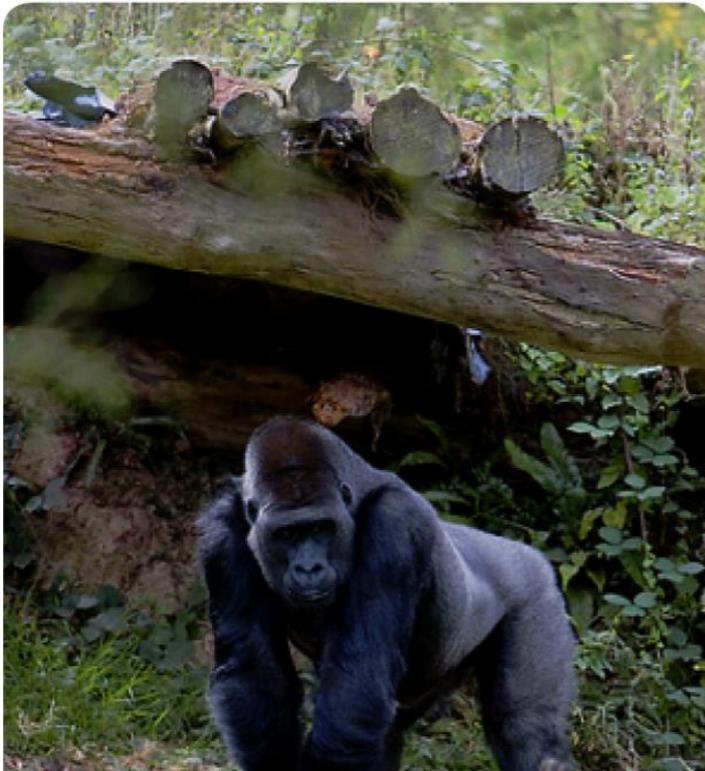
Today you will be writing the information page about animals in the rainforest. Use the research below to help you to write a non fiction page about the animals who live there.

**Chimpanzees** like to eat flowers, leaves, fruits and nuts, high up in the trees. Chimpanzees are very acrobatic and love to play in the branches, and even sleep on trees, in nests they build. Chimpanzees have very strong arms – even though they are smaller than humans they have a pull 5-6 times stronger!



### Rainforest Fact

Chimpanzees, followed by gorillas, are the next closest living relative to humans. Their DNA is 97 – 98% identical to that of humans. Like humans, they have individual fingerprints too!



**Gorillas**, the largest primate species, range from 165 – 175cm in height (5ft 5in to 5ft 9in) – are you taller or shorter than the average gorilla? Gorillas are mainly vegetarian, eating fruits, leaves, and shoots, and sometimes insects. Each group of gorillas has a mature male 'troop leader'. Each troop has 5 to 30 gorillas. The leader makes all the decisions, guiding the troop to feeding sites and taking responsibility for the safety of the group.

## Birds

Over 300 bird species are found in the Congo Basin Rainforest, such as the Congo African Grey parrot.

Some of these bird species are very rare and over one third are **endemic**, meaning they can only be found in the Congo Basin rainforest.



Mousebirds are species of small bird that lives in the forest. They are **frugivores** which means that they survive on fruits, berries, seeds and nectar, which they scurry through the leaves in search of like a mouse! Mousebirds live in groups of about 20, they take dust baths and roost together. They are noisy creatures, making a warbling tsu-tsu call while in flight. They have an alarm call described as tisk-tisk.

## Insects

The rainforest is also teeming with creepy-crawlies! There are thousands of species of **insects** to be found, including **dragon flies, moths, stick insects, termites, ants, grasshoppers, dung beetles** and **spiders**. Some interesting insects include **Stalk-eyed Flies** which have their eyes at the end of stalks like antennae!



### Rainforest Fact

There are more species of insect in the world than any other group, representing about 80 percent of the world's species, with nearly a million different species recorded!

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#### 4. Fourth - Writing fluency

This week in writing fluency, we will be recapping some of our learning from the last 7 weeks. We will be getting ready to come back to school having learnt these skills. Spelling is really important in your writing so the focus will be spelling words correctly.

Today we will be looking at prefixes and root words.

Root word- is a word that make sense on their own.

Prefixes are added to the beginning of a root word to change it to another word.

For example:

Misunderstand

understand is the root word

**Mis** is the prefix. By adding this to understand, it has changed the meaning of the word to show that you do not understand.

them with your adult and make sure you understand

To the side there are 5 prefixes - mis- over- re- de- dis-

Remember:

**dis** means 'lack of' or 'removal of'

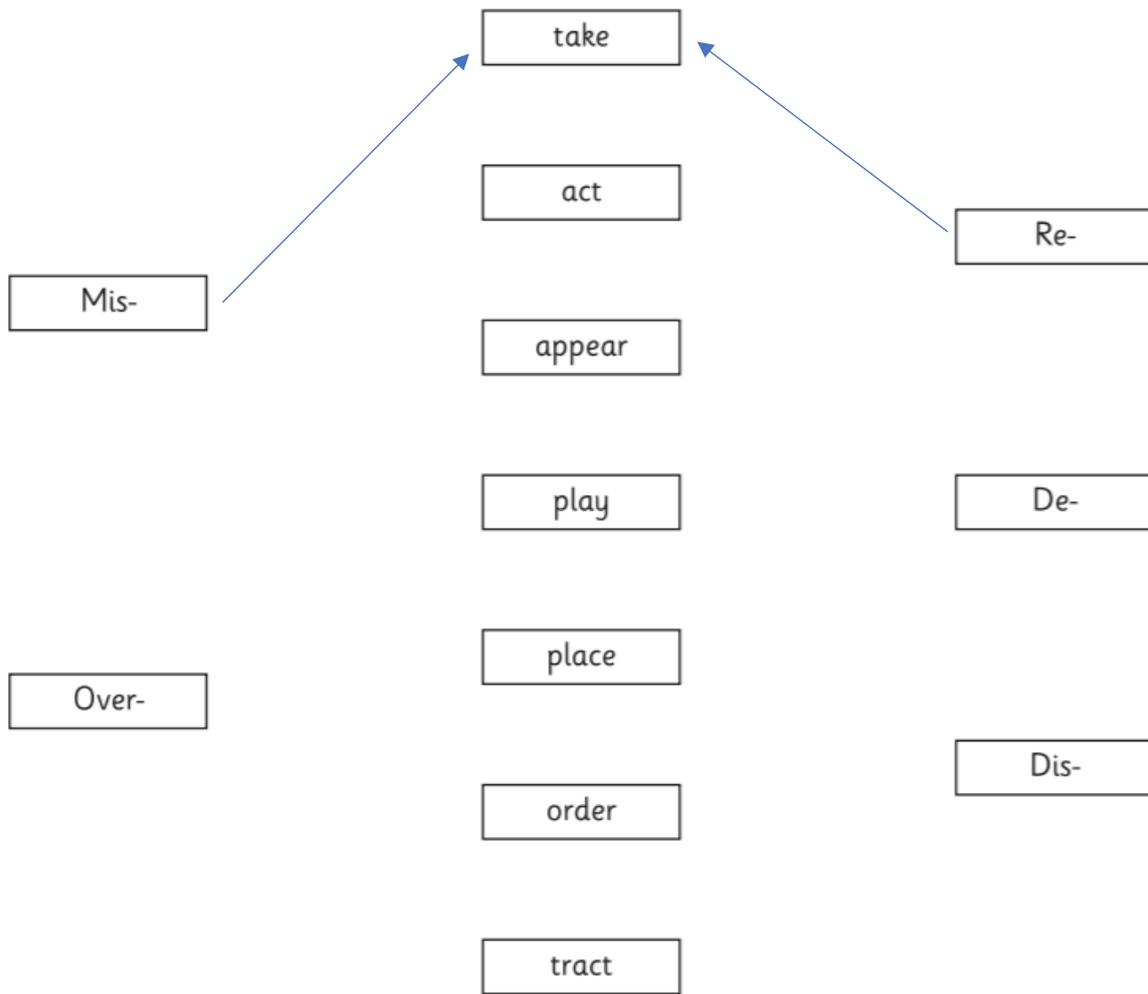
**re** means again

**de** means from

**un** means 'not' so makes the root word have the opposite meaning.

**mis** generally means wrong

Can you draw a line to match the correct prefix and root word? Can you then write them in a sentence to show you understand what the word means? One example is completed for you. Some root words may have two prefixes that it can match with.



I made a **mistake** and I need to change the writing.

Can I **retake** the test so I can try and improve my score?

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5. Fifth - Maths

## Making the whole

1 Complete the missing information.

a)  out of the 6 eggs are in the box.

This is  $\frac{\text{}}{\text{}}$  of the whole.

out of the 6 eggs have been used.

This is  $\frac{\text{}}{\text{}}$  of the whole.

$$\frac{\text{}}{\text{}} + \frac{\text{}}{\text{}} = 1$$



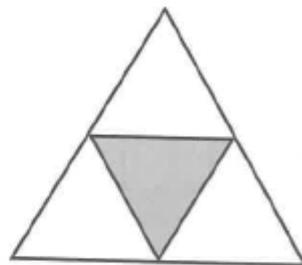
b)  out of the  parts is shaded.

This is  $\frac{\text{}}{\text{}}$  of the whole.

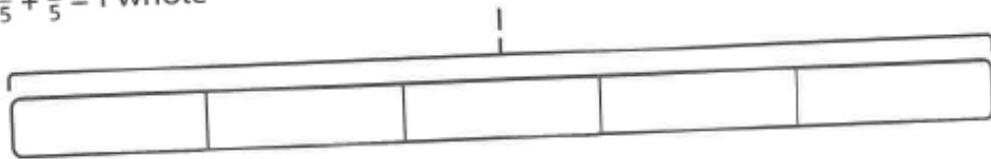
out of the  parts are not shaded.

This is  $\frac{\text{}}{\text{}}$  of the whole.

$$\frac{\text{}}{\text{}} + \frac{\text{}}{\text{}} = 1$$

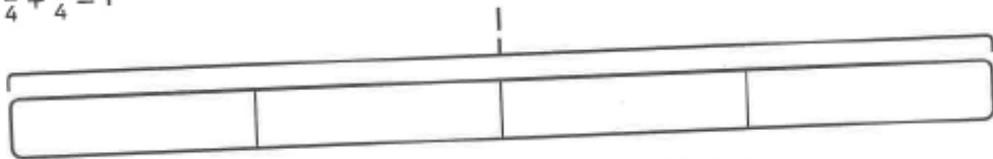


2 a)  $\frac{3}{5} + \frac{2}{5} = 1$  whole



Use the bar model to show how you know this is true.

b)  $\frac{1}{4} + \frac{3}{4} = 1$



Use the bar model to show how you know this is true.

3 Complete these number sentences.

a)  $\frac{5}{8} + \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} = 1$

d)  $\frac{7}{7} = \frac{3}{7} + \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

b)  $\frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} = \frac{2}{5} + \frac{3}{5}$

e)  $1 = \frac{1}{6} + \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

c)  $\frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} + \frac{1}{4} = \frac{9}{4}$

f)  $\frac{4}{4} + \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} = 1$

4 In a group,  $\frac{4}{7}$  of the children are sitting down.

What fraction of the group are standing up?

$\frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$  of the group are standing up.

## 6. Sixth - Learning question

Tuesday 2<sup>nd</sup> March 2021.

Macro Question: What do plants need to live and grow?

Micro Question 2: Why do some plants need soil?

Watch the video:

<https://www.bbc.co.uk/bitesize/clips/z9f87hv>

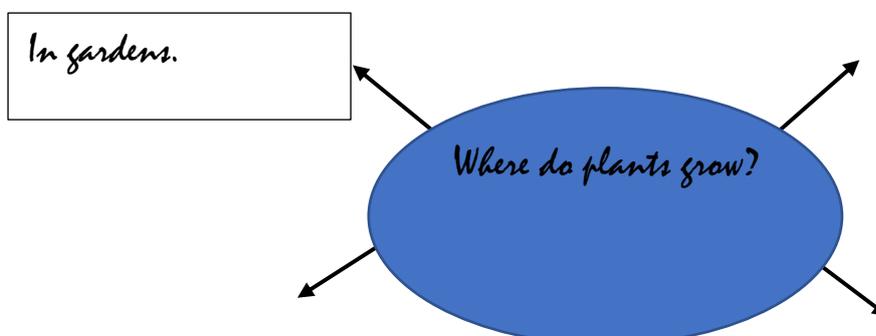
Soil is a mixture of tiny particles of **rock**, **dead plants and animals**, **air** and **water**. There are different types of soil.

- Sandy soil is pale coloured and has large particles. These create lots of small air gaps. Water drains through them easily so it usually feels dry.
- Clay soil is usually sticky and has small particles. They contain very few air gaps and water does not drain through it easily.
- Chalky soil is a light brown soil. Water drains through it quickly.
- Peat does not contain any rock particles. It's made from very old dead plants and is dark, crumbly and rich in nutrients.



Let's have a think about where plants grow.

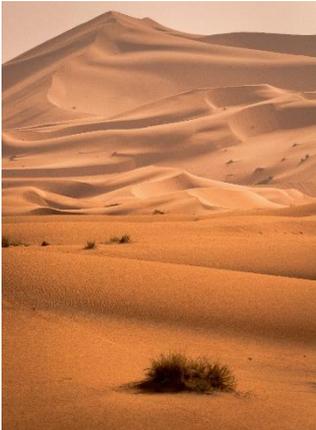
Write down some of the place that you have seen plants growing.



A habitat is the place where a living thing lives. A habitat must have the **food**, **water** and **space** that a living thing needs.

Did you know that plants have different habitats too?

## Deserts.



A desert is a hot dry place where not many plants can grow. The ground is sandy.

Cacti can survive in the desert because they have a lot of shallow roots which collect any small amount of water in the ground. Their stems can store this water for a long time.

## By the sea.



Plants that live at the seaside need to be able to survive in strong winds, bright sunshine, salty air and shallow sandy soil. These are plants such as beach grass.

## In water.



Plants can even grow in water. The water provides minerals and nutrients, and an indoor location provides the right temperature.

Plants need oxygen to survive too, they can also get this from the water.

Read the information on the last page and answer these questions.



**Can plants grow in sandy places like the desert or beaches?**



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**Can plants grow in water like ponds or lakes?**

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**Can plants grow in a peat soil, like we find in the garden?**

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**So, do you think plants need soil to grow? Can they grow anywhere without soil such as pond?**

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## **7. Seventh - Maths fluency**

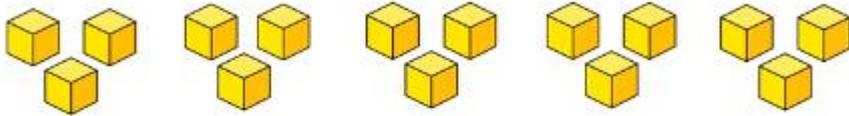
Today we will be recapping our learning of division.

Getting started:

1) Circle the multiples of 5

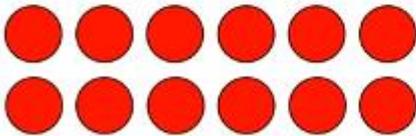
12   35   40   57   95   70

2) Here are 15 cubes.



How many groups of 3 are there?

3) Here is an array.



How many groups of 4 are there?

Alex has 11 flowers. If she plants 2 flowers in a pot, how many pots will she fill?



Use the space below to draw the pots, or use an array.

What if Alex grouped her flowers into pots of 4?



How many pots will she fill?

How many flowers will be remaining?

<u>Wednesday 3<sup>rd</sup> March</u>	
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### 1. First - Joe Wicks



Get active this morning with Joe Wicks. Find his session from today on his youtube channel. <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

### 2. Second - Reading Fluency

Wednesday 3<sup>rd</sup> March 2021.

Read along with Miss Smith.

*Watch the video Year 3 Reading Fluency - Arthur and the Golden Rope on our MPJS YouTube channel.* Read along with Miss Smith - make sure you are using your reading finger to follow along.

 Getting started.

What is the name of the character in this extract?

- a. Bob
- b. Arthur
- c. Harold

**True or false: The townsfolk didn't think Arthur had what it takes to be a hero.**

*Tick the correct answer.*

True

False

### 3. Third - English

**Today's non-fiction writing is about deforestation. We have already learnt a lot about de-forestation. This is your opportunity to include everything you have learnt so far. I have also included some more information for you to use in your piece.**

#### What is deforestation?

Deforestation is when trees are cut down to clear land and make room for something other than forests, like farmland for animals or crops. Trees that are cut down are often sold as building materials, firewood or charcoal.

But without new trees being planted, the land can suffer. With no trees to stabilise the soil, the land is rapidly degrading and essential nutrients that help crops grow are being lost.

From the air we breathe to the wood we use, forests are essential to our lives. They're home to more than half of the world's land-based species, and globally, over 1 billion people live in and around forests and rely on it for food, shelter and livelihoods. After oceans, forests are the largest storehouses of carbon. But we're losing

forests at an alarming rate.

Two-thirds of global forest cover loss is occurring mainly in the tropics and sub-tropics, where vast clusters of deforestation hotspots are destroying the important ecosystem services forests provide.

Over 43 million hectares, an area roughly the size of Morocco, was lost in these 'deforestation fronts' between 2004 and 2017.

Deforestation puts human health and the health of our planet at risk. From policymakers to companies to consumers, urgent action is needed to halt forest loss.

# Deforestation

The biggest threat to the Amazon Rainforest is deforestation, a process in which trees are cleared, leaving nowhere for the wildlife to live. The forest is being cut down for logging, road building, and to make way for farms. If cleared, the rainforest will never grow back in the same way. Today, strict laws limit deforestation in some parts, although other areas continue to be cleared.



2002



2012

## Satellite surveillance

About a fifth of the Amazon Rainforest has been cut down in the last 40 years. The Brazilian government uses satellite images to monitor the rate at which the rainforest is being cleared. The satellites can see changes in the colour of the ground, which indicates where trees have been cut down. The images above track deforestation in a section of the rainforest between 2002 and 2012.

## Divisive road

The building of roads is one of the main causes of deforestation. Roads were first cut into the rainforest in the 1970s to help poor people from Brazil's cities to settle in the Amazon region to start a new life. The roads also divide up the forest, making it difficult for many animals to move around as much as they need.



Timber being transported from the rainforest

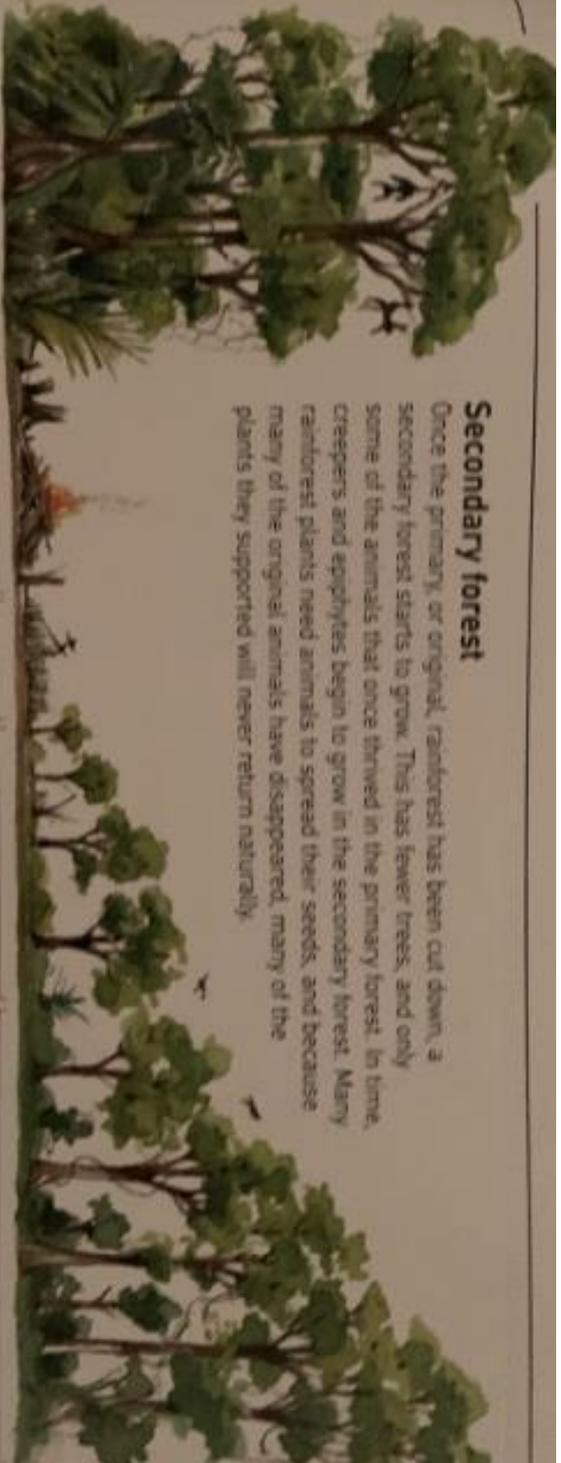


## Logging

Another major cause of deforestation is logging. The hardwood trees of the Amazon Rainforest are used for making furniture that is sold around the world. The loggers cut down a few of the largest trees and then move on to another area.

## Secondary forest

Once the primary, or original, rainforest has been cut down, a secondary forest starts to grow. This has fewer trees, and only some of the animals that once thrived in the primary forest. In time, creepers and epiphytes begin to grow in the secondary forest. Many rainforest plants need animals to spread their seeds, and because many of the original animals have disappeared, many of the plants they supported will never return naturally.



Primary forest has a thick canopy, an understory of bushes, and a diverse animal population

After deforestation, cut logs are burned to clear the ground

Grasses and other plants appear

Small trees and shrubs start to grow

Secondary forest has a thinner canopy and fewer plants growing underneath

## Slash and burn

A helicopter carrying environmental officers (right) is flying in to arrest thieves who have cleared trees illegally for farming. The main method of clearing the forest is called slash and burn, a process in which trees are cut up and burned. The ash makes the soil a little more fertile, but only for a few years.



Blank rectangular box for drawing or writing.

Rectangular box containing 20 horizontal lines for writing.

Large empty rectangular box for drawing or writing.

Large empty rectangular box for drawing or writing.

Rectangular box containing 12 horizontal lines for writing.

#### 4. Fourth - Writing fluency

Today we will continue our work with prefixes. We are going to be looking at

dis-                  un-                  mis-

Remember:

**dis** means 'lack of' or 'removal of'

**un** means 'not' so makes the root word have the opposite meaning.

**mis** generally means wrong

Can you add the correct prefix and put into the correct column?

able	hearten	behave	trained	own	appear
happy	inform	fortune	zip	well	like
count	infect	take	do	lucky	honest

Mis-	Dis-	Un-

Can you now write them in sentences?

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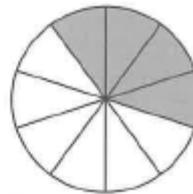
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## 5. Fifth - Maths

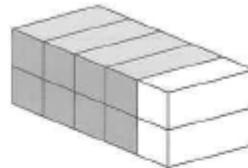
### Tenths 1

1 What fraction of each shape is shaded?

a)  $\frac{\square}{10}$  of the circle is shaded.



b)  $\frac{\square}{10}$  of the cuboid is shaded.

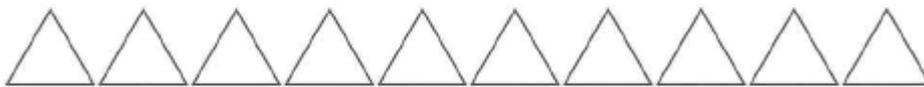


c)  $\frac{\square}{\square}$  of the smiley faces are shaded.



2 Colour the correct fractions.

a) Colour  $\frac{4}{10}$  of the triangles.



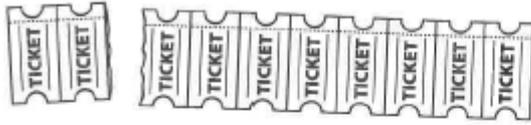
b) Colour  $\frac{7}{10}$  of the rectangle.



c) Colour the circles. Leave  $\frac{2}{10}$  of the circles white.

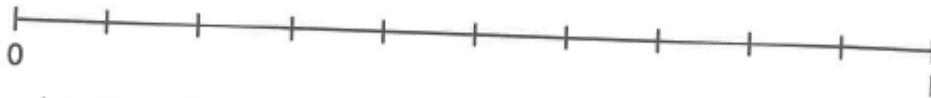


- 3 2 tickets have been taken off a strip of 10 tickets.



a) What fraction of the 10 tickets are left?  $\frac{\square}{\square}$  are left.

b) Use the number line to show the fraction of tickets that have been taken off and the fraction of tickets that are left.



- 4 Complete the calculations. Show each one on a number line.

a)  $1 = \frac{1}{10} + \frac{\square}{\square}$



b)  $\frac{\square}{\square} + \frac{3}{10} = \frac{10}{10}$



- 5 Richard and Jamilla are both counting in tenths. 

Richard starts at 0 and counts up. Jamilla starts at 1 and counts down.

If they both count at the same speed will they ever say the same fraction at the same time?

Explain your answer.

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6. Sixth - Learning question

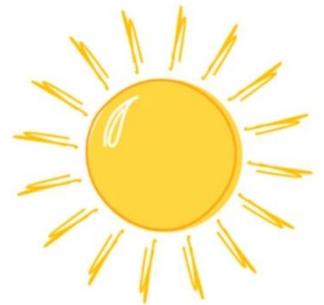
Wednesday 3<sup>rd</sup> March 2021.

**Macro Question: What do plants need to live and grow?**

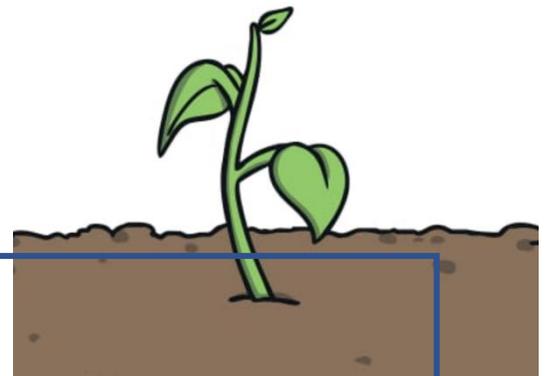
**Micro Question 3: Do plants need light? & Micro Question 4: Do plants need water?**

**Why do plants need light?**

Leaves turn sunlight into food for the whole plant. Without sunlight, a plant won't be healthy. If you put a plant in a very dark place you will notice some interesting things:



- As the plant grows, it will grow in the direction of any light, trying to find some sunlight.
- At first, the plant might grow taller, but it will be thinner than usual. This is because the plant is putting all its energy into finding light.
- The leaves of the plant will start to turn yellow. Leaves are green because of a chemical in them, which helps turn sunlight into food. Without light, this can't be made, so the leaves lose their green colour.
- Although the plant will continue to grow at first, it won't be healthy and will eventually die.



**I have a plant that I have shut inside a cupboard where it is dark and there is no sunlight.**

**I have another plant that is growing on by the window. The window lets in lots of sunshine and a nice breeze.**

**Which plant do you think will grow the most? Tick one.**

The plant in the cupboard.

The plant by the window.

Why?

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Do plants need water?

Watch the video:

<https://www.bbc.co.uk/bitesize/clips/zhqw2hv>

**How does the plant get water?**

The roots absorb water from the soil. The stem transports water to the leaves. Water evaporates from the leaves. This evaporation causes more water to be sucked up the stem. The water is sucked up the stem like water being sucked up through a straw.



**Can you draw the arrows on the flower to show how the water travels from the roots to the leaves?**

Remember it travels up the stem, and into the  where it evaporates into the air.

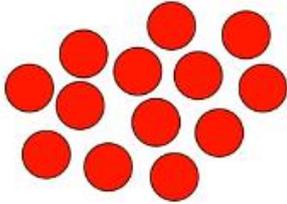


Dora has 13 counters.

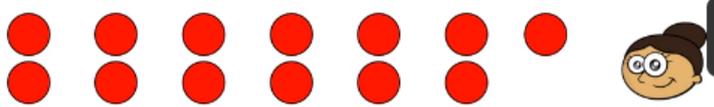
She arranges her counters into equal groups and has some counters remaining.



How could Dora have arranged her counters?



For example: arrange them into groups of 2.



6 groups of 2 and 1 remaining      $13 \div 2 = 6 \text{ r } 1$

Use the space below to use buttons or counters to help you.

Can you find the answer to these?

$21 \div 4 = 5 \text{ r } 1$  21 yellow circular counters are arranged in 5 groups of 4, with each group enclosed in a rectangular box. The boxes are arranged in a row. To the right of the last box is a single yellow counter.

$22 \div 4 =$

$23 \div 4 =$

$24 \div 4 =$

The children have some counters



There are fewer than 30 counters.

If I arrange the counters into groups of 5 there is 1 counter left over.



If I arrange the counters into groups of 8 there are 2 counters left over.

How many counters do they have?

Thursday 4 <sup>th</sup> March	
First	Cosmic yoga - <a href="https://www.youtube.com/user/CosmicKidsYoga">Cosmic Kids Yoga - YouTube</a> <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>
Second	Reading Fluency - Session 4
Third	English - Session 4
Fourth	Writing fluency - Session 3
Fifth	Maths - Session 4
Sixth	Learning question - Session 4
Seventh	Maths fluency - Session 3
Eighth	Daily Read - MPJS Youtube channel <a href="https://youtube.com/channel/UCR2TSYOOTb5TIJSK0LOpKkg/videos">https://youtube.com/channel/UCR2TSYOOTb5TIJSK0LOpKkg/videos</a>

### 1. First - Cosmic Yoga



Cosmic yoga - [Cosmic Kids Yoga - YouTube](https://www.youtube.com/user/CosmicKidsYoga)

<https://www.youtube.com/user/CosmicKidsYoga>

## 2. Second - Reading Fluency

Thursday 4<sup>th</sup> March 2021.

Read along with Miss Smith.

*Watch the video Year 3 Reading Fluency - Arthur and the Golden Rope on our MPJS YouTube channel. Read along with Miss Smith - make sure you are using your reading finger to follow along.*



Making headway.

*Do you think Arthur is brave if he is called an "unlikely hero"? Remember to look back at our vocabulary definitions to help you.*

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**Can you draw what an “unusual item” might look like?**



### **3. Third - English**

**Today you will be writing about 'Saving the Rainforest'.**

**You will need to include all the ways to help save the rainforest. Use the information below to help you.**

# Conservation



## Replanting

When a tall tree falls down in the forest, it leaves a gap that is filled up by other plants. Eventually a new tree fills the space in the canopy. Scientists have observed this process and are trying to recreate it. The plants being grown in the reforestation nursery above will be used to replenish the Atlantic Forest.

The Amazon Rainforest needs protection from the harm caused by human activities. Scientists try and figure out how wildlife survives so that animals can be looked after better. Conservationists work to repair and protect habitats, while lawyers and politicians set rules for people to live in the forest without causing damage to it.

## Applying science

The two scientists here – known as ecologists – are looking for plant samples during a research project in the Peruvian Amazon. Their important research shows the damage that is caused when humans alter the natural habitat.



## Product bans

These activists are protesting against illegal logging. In 1975, an international ban was introduced on buying and selling endangered species and rainforest products, including hardwood logs from the Amazon Rainforest. Sadly, many criminals continue to ignore the ban.



**WWF** has been working to **save rainforests** for more than 35 years. ... Assisting tropical countries to **save their rainforests** - through creating protected areas, exploring ways to use forests wisely and promoting purchasing of responsible forest products - is a priority for **WWF**.

South America's Amazon contains nearly a third of all the tropical rainforests left on Earth. Despite covering only around 1% of the planet's surface, the Amazon is home to 10% of all the wildlife species we know about – and probably a lot that we don't know yet.

Our research shows that, on average, a 'new' species of animal or plant is being discovered in the Amazon every 3 days. However, tragically, because huge parts of the forest are being destroyed so fast, we may never know all the riches it holds.

People around the world, as well as locally, depend on the Amazon. Not just for food, water, wood and medicines, but to help stabilise the climate, playing a critical role in global and regional carbon and water cycles.

**The Amazon is under siege like never before.** Deforestation and fire are once again on the increase, and protected areas and indigenous lands face increasing threats. It needs our help more than ever. We cannot tackle the climate crisis without the Amazon's vital life-sustaining role.

Empty rectangular box for drawing or writing.

Rectangular box containing 20 horizontal lines for writing.

Large empty rectangular box for drawing or writing.

Empty rectangular box for drawing or writing.

Rectangular box containing 12 horizontal lines for writing.

#### 4. Fourth - Writing fluency

Remember our previous learning about suffixes. A suffix is added to the end of a root word to change its meaning or tense form.

Previously we looked at **est** and **er**

Look at these sentences. Add the correct suffix to the root word (which is at the end of the line) so make it make sense.

Remember the rule for these root words. Drop the 'e' and add the suffix **est** or **er**.

1. My cat is \_\_\_\_\_ than your dog. **cute**
2. The sky is \_\_\_\_\_ than the sea. **blue**
3. My grandma has the \_\_\_\_\_ habits. **strange**
4. You will get \_\_\_\_\_ as you get older. **wise**
5. This is the \_\_\_\_\_ apple I've ever eaten. **ripe**
6. That is the \_\_\_\_\_ thing you've said. **true**
7. You're even \_\_\_\_\_ than usual. **late**
8. Francis has the \_\_\_\_\_ skin. **pale**
9. An elephant's feet are \_\_\_\_\_ than mine. **large**
10. The lion is the \_\_\_\_\_ animal. **fierce**

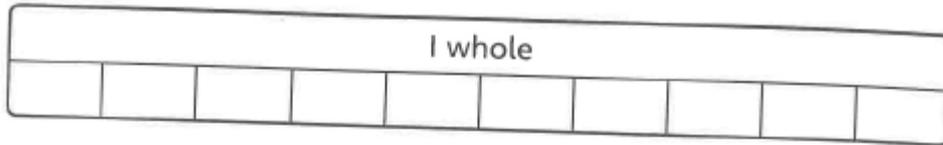
These words could use either suffix. Add them in the grid below and read them aloud.

<b>Base Word</b>	<b>Suffix 'er'</b>	<b>Suffix 'est'</b>
white		
brave		
nice		
gentle		
loose		
rude		

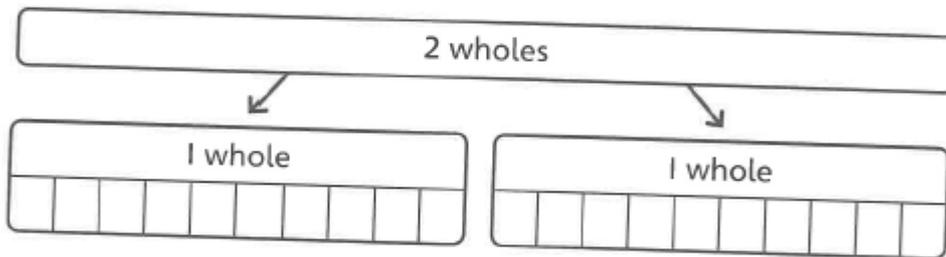
## **5. Fifth - Maths**

# Tenths 2

- 1 Shade  $\frac{1}{10}$  of each bar model and complete the calculations.

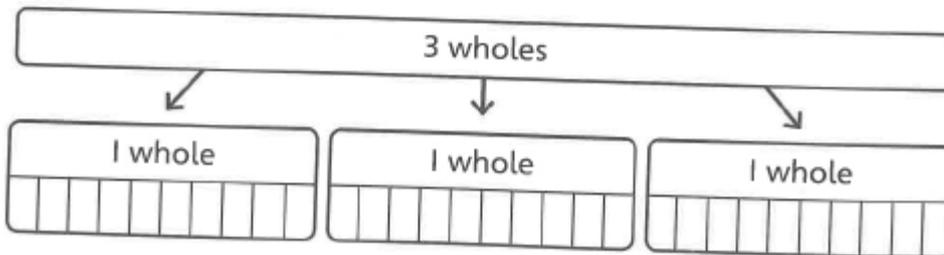


- a) 1 out of the 10 parts must be shaded.  $1 \div 10 = \frac{\square}{\square}$
- b) There are 2 wholes. 1 out of the 10 parts in each whole must be shaded.

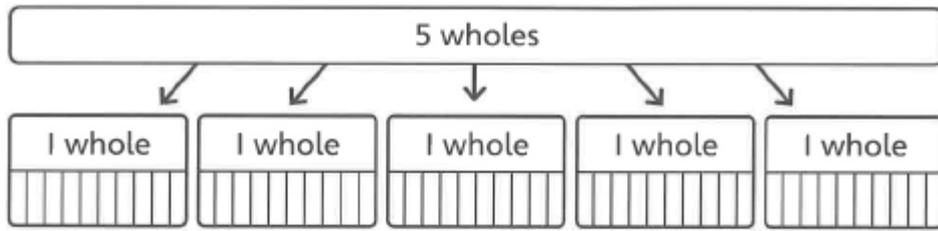


- Altogether  $\square$  tenths have been shaded.  $2 \div 10 = \frac{\square}{\square}$

c)  $3 \div 10 = \frac{\square}{\square}$



d)  $5 \div 10 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$



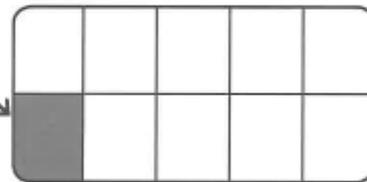
2 There are 30 grapes in a bag. Each child gets  $\frac{1}{10}$  of the bag of grapes.



How many grapes does each child get?

Each child gets  grapes.

amount  
1 child gets  
 $\frac{1}{10}$



3 Complete the calculations.

a)  $4 \div 10 = \frac{\boxed{\phantom{00}}}{10}$

b)  $5 \div 10 = \frac{\boxed{\phantom{00}}}{10}$

c)  $\frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} = 6 \div 10$

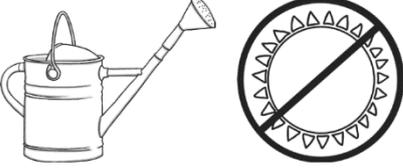
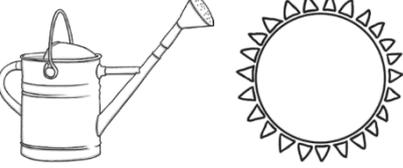
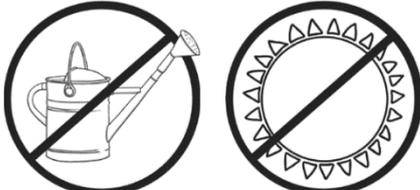
d)  $7 \div 10 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$

e)  $10 \div 10 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$

f)  $0 \div 10 = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$

## 6. Sixth - Learning question



Growing Conditions	Prediction - Will the plant grow? Circle yes or no.
<p>The</p>  <p>plant will have water but no sunlight.</p>	<p>Yes</p> <p>No</p>
<p>The</p>  <p>plant will have sunlight but no water.</p>	<p>Yes</p> <p>No</p>
<p>The</p>  <p>plant will have both sunlight and water.</p>	<p>Yes</p> <p>No</p>
<p>The plants won't have sunlight or</p>  <p>water.</p>	<p>Yes</p> <p>No</p>

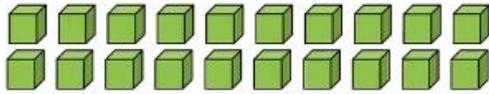
**7. Seventh - Maths fluency**

Get ready

1) Circle the multiples of 10

120    13    30    80    23    204

2) Here are 20 cubes.



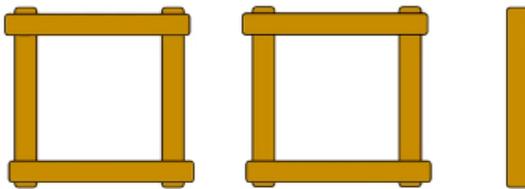
a) How many groups of 4 are there?

b) How many groups of 3 are there?  
How many cubes will be remaining?

Look at my example

Mo has 9 lolly sticks.

What if Mo used his sticks to make squares?



Each square uses 4 sticks.

Mo can make 2 squares with 9 sticks.

There is one stick remaining.

$$9 \div 4 = 2 \text{ remainder } 1$$

Now look at these.

What if Mo has 19 lolly sticks.

How many squares and triangles could he make?

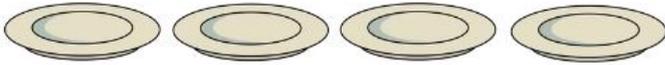
How many sticks will be remaining each time?



What would the number sentence be for this?

Your turn

Here are 13 cakes.  
They are shared equally between 4 plates.



Now look at this one:

$$13 \div \square = 6 \text{ r } 1$$



$$13 \div 2 = 6 \text{ r } 1$$



Can you have a go on your own?

$$13 \div \square = 2 \text{ r } 3$$



Friday 5 <sup>th</sup> March	
First	Joe Wicks - <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">The Body Coach TV - YouTube</a>
Second	Reading Fluency - Session 5
Third	English - Session 5
Fourth	Writing fluency - Session 4
Fifth	Maths - Session 5
Sixth	Learning question - Session 5
Seventh	Maths fluency - Session 4
Eighth	Daily Read - MPJS Youtube channel <a href="https://youtube.com/channel/UCR2TSYOOTb5TIJSK0LOpKkg/videos">https://youtube.com/channel/UCR2TSYOOTb5TIJSK0LOpKkg/videos</a>



**1. First - Joe Wicks**

Get active this morning with Joe Wicks. Find his session from today on his youtube channel. <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

**2. Second - Reading Fluency**

**Friday 5<sup>th</sup> March 2021.**

**Read along with Miss Smith.**

*Watch the video Year 3 Reading Fluency - Arthur and the Golden Rope on our MPJS YouTube channel. Read along with Miss Smith - make sure you are using your reading finger to follow along.*



**Aiming High.**

**Do you think this extract is from a fiction or non-fiction text? Remember fiction texts are stories that are made up, non-fiction is based on facts.**

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**Can you write a prediction for what might happen next in the story?**

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### **3. Third - English**

**Today you will need to create your glossary. I have included a glossary for the amazon book we have been looking at. You will need to look back over your non-fiction writing and you will need to select words that need to be explained.**

**Please write your glossary in the grid below.**

# Glossary

## AGROFORESTRY

The practice of cultivating agricultural crops among naturally growing trees. Agroforestry helps protect natural habitats.

## AMPHIBIAN

A class of vertebrate that generally spends part of its life in water and has to keep its skin moist at all times. Frogs and salamanders are amphibians.

## ARID

Describes an area that is dry all the time.

## ATLANTIC FOREST

An area of rainforest in Brazil near the coast of the Atlantic Ocean.

## BACTERIA

Tiny organisms that are far too small to see without a microscope. Most bacteria live in natural habitats and are harmless.

## BASIN

A hollow area of land surrounded by hills or mountains on at least three sides.

## BIOMASS

A measure of how much life is contained in an area. Biomass is calculated by adding up the combined weight of all life forms.

## CAATINGA

A type of dry forest found around the edges of the Amazon Rainforest. It has sandy soil and is filled with grasses, bushes, and small trees.

## CAECILIAN

An unusual amphibian that looks like a snake or worm. While most caecilians live on the forest floor, some swim in water.

## CERRADO

An area of mostly shrubs and grasses that grows around the edge of the Amazon Rainforest, where the rainfall is not sufficient for a full forest to grow.

## CLOUD FOREST

A type of tropical forest that grows on the slopes of mountains. The trees are smaller than those in a lowland jungle, and the area is often covered in fog or mist from low-lying clouds.

## DECIDUOUS

Describes a process in which something falls off a living body and then regrows later. It is often used to describe trees that



Strawberry poison dart frog, an amphibian

drop their leaves during harsh seasons. Most deciduous trees shed leaves before winter, but in the tropics they drop leaves in the hottest, driest time of the year.

## DEWLAP

A flap of skin that hangs down from the neck or throat.

## ENDANGERED

When an animal or other life form is in danger of becoming extinct.

## ENDEMIC

A species that occurs naturally in one place and is found nowhere else on Earth.

## EPIPHYTES

Plants that lack roots and grow on the branches and trunks of other, larger plants.

Inflated dewlap on an anole lizard



## EVERGREEN

A tree or other plant that is always covered in leaves. New leaves continue to grow even as old leaves fall off.

## EXTINCT

When all members of a species have died.

## FLOODED FOREST

A forest that is flooded with river water so the tree trunks and roots are submerged in water.

## FLOODWATER

Extra water from a river that overflows the river banks and covers nearby land.

## GEOGRAPHY

A field of science concerned with the study of the lands, features, inhabitants, and phenomena of Earth.

## HABITAT

A place where a plant or animal lives. Most species are adapted to live in one type of habitat, such as a rainforest.

## HIGHLANDS

An area of hills, mountains, and plateaus. Most highlands are mountains that have been worn down over millions of years.

## HUMID

Describes a climate in which the air is full of water vapour.

## INDIGENOUS

Originating in, or belonging to, a particular place.

## INVERTEBRATE

An animal without a backbone, such as an insect, snail, or worm. Of all the animal species known to science, at least 97 per cent are invertebrates.

## LIANA FOREST

A forest dominated by lianas - climbing plants that grow out of the ground and snake up around the trunks and branches of trees to reach the sunlight. Lianas use the host tree to support their own weight.

## LOGGER

Someone who cuts down trees, which are turned into timber products. Some loggers are criminals because they cut down trees that are protected by law.



Liana wrapped around tree trunk



#### 4. Fourth - Writing fluency

We are looking at suffixes **er** and **est** again today. Today we will be looking at root word that end in 'y'.

Remember the rule: drop the y and add an i before adding the suffix.

Read the sentences and add the correct suffix so that it makes sense.

1. Jenny is the \_\_\_\_\_ girl in the world. **pretty**
2. My dad makes the \_\_\_\_\_ jokes. **witty**
3. My pet rat is \_\_\_\_\_ than my cat. **tiny**
4. I'm \_\_\_\_\_ when I'm at home. **happy**
5. That man's voice is \_\_\_\_\_ than mine. **raspy**
6. The box was \_\_\_\_\_ than all the others. **heavy**
7. That was the \_\_\_\_\_ cake. **yummy**
8. The orange was \_\_\_\_\_ than the pear. **sticky**
9. That was the \_\_\_\_\_ ghost train. **creepy**
10. This branch is the \_\_\_\_\_! **prickly**

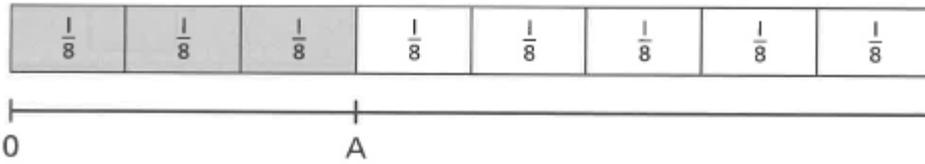
These words below can sue either suffix. Use the rule to ensure they are spelt correctly and read them aloud.

<b>Base Word</b>	<b>Suffix 'er'</b>	<b>Suffix 'est'</b>
feisty		
cuddly		
dirty		
dry		
fluffy		
scary		

## **5. Fifth - Maths**

# Fractions as numbers I

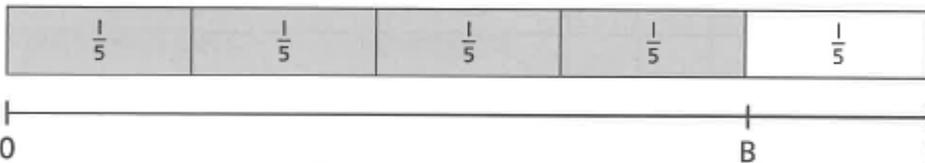
I Complete the sentences.



a) The whole has been split into  parts.

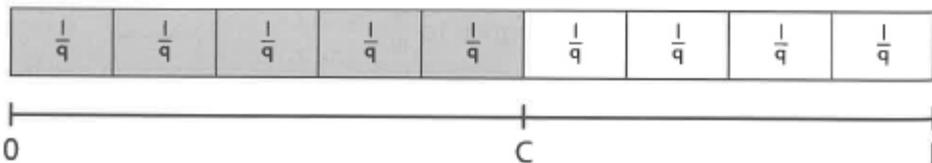
Each part is  $\frac{\text{□}}{\text{□}}$ . A represents the number  $\frac{\text{□}}{\text{□}}$ .

b) I has been split into  parts.



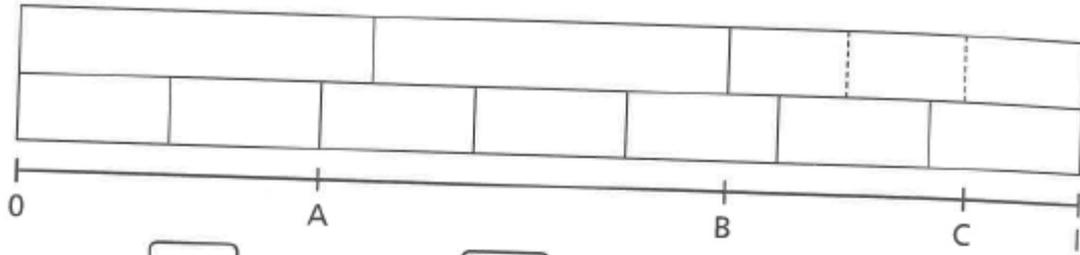
Each part is  $\frac{\text{□}}{\text{□}}$ . B represents the number  $\frac{\text{□}}{\text{□}}$ .

c) I has been split into  parts.



Each part is  $\frac{\text{□}}{\text{□}}$ . C represents the number  $\frac{\text{□}}{\text{□}}$ .

2 What fractions are shown at points A, B and C?



$$A = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$B = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$C = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

3 Mark these fractions in the correct positions on the number lines.

a)  $\frac{1}{3}$

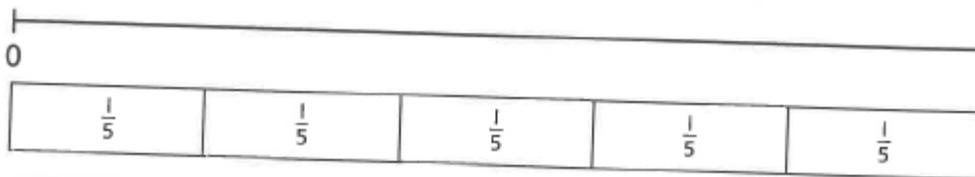


b)  $\frac{4}{8}$



4 Help Astrid position these fractions on the number line.

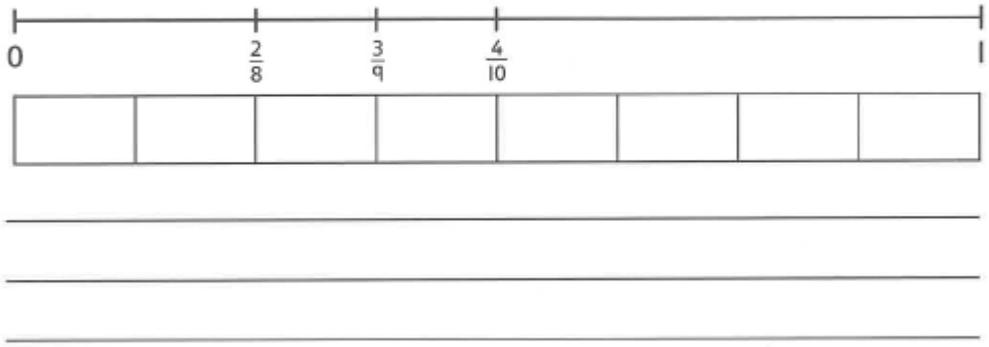
$\frac{3}{10}$      $\frac{5}{10}$      $\frac{9}{10}$



I do not think I can use the resource that I have been given to help me.



5 Explain the mistakes that have been made. 



6. Sixth - Learning question

Friday 5<sup>th</sup> March 2021.

Macro Question: What do plants need to live and grow?

Micro Question 5: Why do different plants have different needs?

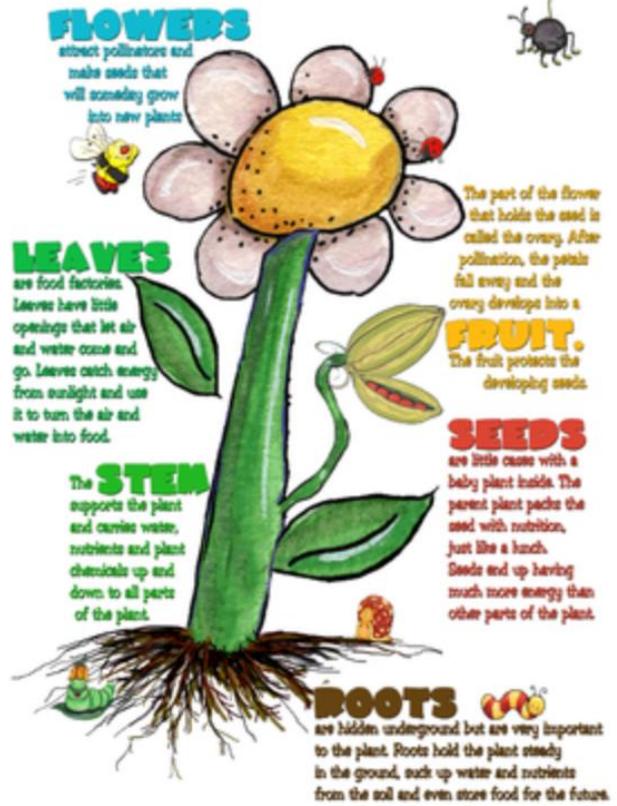
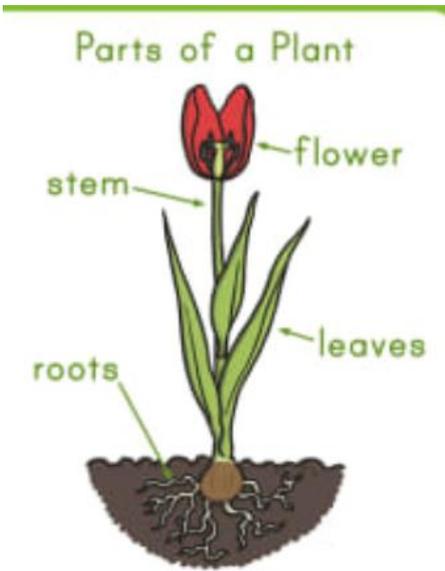
Watch the video:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-what-do-plants-need-to-survive/zkw2gwx>

Using the information you have learnt this week, create a poster on the different parts of a plant.

Here are a few examples for you.

# Parts of a Plant



## 7. Seventh - Maths fluency

Using what we have looked at this week, can you solve this problem?

How many counters do they have?

There are fewer than 30 counters.

If I arrange the counters into groups of 5 there is 1 counter left over.

If I arrange the counters into groups of 8 there are 2 counters left over.