Dear adults,

Next week is the two week Easter holiday for the children and teachers.

We will upload well-being slides on Monday the 6th of April. However, there will be no daily learning slides and Purple Mash ‘to-dos’.

Phone calls home from teachers and daily slides will begin again on Monday the 20th of April.

Have a lovely Easter break and we look forward to speaking to you very soon.

Kind regards, Miss Liddicoat
Thursday 2\textsuperscript{nd} April 2020

Learning From Home
Year 3

- **Reading**
- **Writing**
- **Arithmetic**
- **Spelling, Punctuation and Grammar**
- **Maths**
- **Handwriting**
- **Additional Learning**
- **Websites**
Information

- There is an expectation that all our children will continue with their learning at home and teachers will keep in contact with families to offer support.
- Details will be uploaded on onto the Academy website by 5pm for following day’s learning but will include:

  https://www.harrisprimarymerton.org.uk/

- Teachers will contact pupils on a weekly basis to ensure they are keeping up with their learning at home and to answer any questions about the work they may have.
Max is a young hedgehog. He hears his Ma and Pa talking about how dangerous the road is. Max is sure there must be a safe way to cross the road. He decides to find out how to do it.

He slipped out of the garden at dusk, ambled along the path by the side wall of number 5A, and crept under the front gate. Immediately, he found himself in a sea of noise.

It was evening rush-hour and the home-going traffic was at its heaviest. Cars and motorbikes, buses and lorries thundered past, terrifyingly close it seemed to him, as he crouched outside the gate, and he was confused and dazzled by their lights. The street lamps too lit up the place like day, and Max, nocturnal by nature, made for the darkest spot he could find, in the shadow of a tall litterbin, and crouched there with a hammering heart.

Gradually he grew a little more accustomed to the din and the glare, and, though he dared not move, he began to observe the humans, for numbers of pedestrians passed close by him. They were all walking on the narrow road on which he sat, a road raised above the level of the street itself by about the height of a hedgehog.

‘They’re safe,’ said Max to himself, ‘because the noisy monsters aren’t allowed up here.’

He looked across the street and could see that, at the far side of it, there were other humans also walking safely on a similar raised road. He did not, however, happen to see any cross the street.

‘But they must cross somewhere,’ said Max. ‘There must be a place further along the street.’

A part of him, for he was very young, said that he would find out about that another time and that it would be nice to creep back under the gate to his family. But then another part of him determined to set off to see if he could find this human crossing-place.

Dick King-Smith
Answer these questions in your workbook

1. What is the setting for this part of the story?
2. Max found himself in a ‘sea of noise’. Explain this phrase in your own words.
3. Why was it so light in the street?
4. Was the scene busy or quiet? Give reasons for your answer.
5. How do you think you would feel if you were in Max’s situation?

Challenge- can you find synonyms (words that have the same meaning) for these tricky words in the text.

ambled  determined  din
Today I would like you to write your own story based on the idea of a single character.

It could be playing a game like Geri. You could play teacher/pupil or waiter/customer.

You could write your own script then act it out to your family members.

You could film it and send it into school.
LO: I can write my own story based on a single character.

Guys please remember when writing a story you need a beginning, middle and end.

*Problem*

This is the climax of the story

*Opening*

Where we meet your characters and setting.

*Build up setting the scene*

*Resolution*

This is solving the problem.

*Ending*

What happens at the end?

If you use speech then remember to use inverted commas and start a new line every time a new person is speaking.
We can use **adjectives** to describe the **difference between two things**.

- a **tall** tower  
- a **taller** tower

We can use **adjectives** to describe the **difference between three or more things**.

- a small flower  
- a **smaller** flower  
- the **smallest** flower

Remember! Adjectives that:

- have **one syllable** and end in **vowel – consonant**
  - = **double** the last letter + **er**
  - hot hotter flat flatter

- end in **e**
  - = **just add r**
  - safe safer large larger

- end in **y**
  - = **change the y to i and add er**
  - merry merrier windy windier

**Taller** is a comparative adjective.

**Smallest** is a superlative adjective.
<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>big</td>
<td></td>
<td></td>
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<tr>
<td>Sad</td>
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<tr>
<td>happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>simple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>busy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please copy this table into your book and complete it with the comparative and superlative.
Spelling

‘al’ and ‘all’

Key Words

fall
tall
small
stall
also
always
already
almost
although
altogether
usual
capital
sandal
pedal
signal
hospital
occasional
special
accidental

Using your spelling words to play a game of hangman with your family.

Choose a word and see if you can beat your family member.

_ a _ _ a _
We are going to continue with the diagonal join.

**REMEMBER!**

To sit with the correct posture.

You must always start on the line.
Arithmetic

Remember to practise your 3, 4 and 8 times tables!

You can practise these by clicking the picture above or on purple mash!
Today we are going to look at fractions on a number line. Click on the following video to remember how to do this: (Week 2 – lesson 1)
In your book write the short date **02.04.20** and have a go at the questions:

1) Draw these number lines in your book and then try to place the fraction correctly on it.

a) \( \frac{1}{2} \)

\[ \begin{array}{c}
0 & \quad & \frac{1}{2} & \quad & 1 \\
\hline
0 & \quad & 1
\end{array} \]

b) \( \frac{1}{3} \)

\[ \begin{array}{c}
0 & \quad & \frac{1}{3} & \quad & 1 \\
\hline
0 & \quad & 1
\end{array} \]

c) \( \frac{1}{4} \)

\[ \begin{array}{c}
0 & \quad & \frac{1}{4} & \quad & 1 \\
\hline
0 & \quad & 1
\end{array} \]

2) Write \(< = >\) to compare the fractions.

a) \( \frac{1}{2} \) \( > \) \( \frac{1}{4} \)

b) \( \frac{1}{4} \) \( < \) \( \frac{1}{3} \)

c) \( \frac{1}{3} \) \( > \) \( \frac{1}{2} \)
3) Copy these number lines into your book- make sure you use a ruler and squares to help you! Write in the missing fractions.

a) 0 1 2 3
   0 1/2 3/2 4/2

b) 0 1
   0 1/3 4/3

c) 0 1
   0 1/4 5/4

D) Write three fractions that are equivalent to one whole. Use the number lines to help you.

What do you notice?
4) Write three fractions that are equivalent to one whole. Use the number lines to help you.

What do you notice?

__________________________________________________________

__________________________________________________________
Maths Challenge

One eighth is greater than one quarter.

Do you agree with Teddy? ____________

Use the number line to show why.
Now check your answers:

Maths

1. Draw an arrow to show the fractions on the number lines.
   a) $\frac{1}{2} \quad \frac{1}{2}$
   b) $\frac{1}{3} \quad \frac{1}{3}$
   c) $\frac{1}{4} \quad \frac{1}{4}$

2. Write $<$, $>$ or $=$ to compare the fractions.
   a) $\frac{1}{2} \quad > \quad \frac{1}{4}$
   b) $\frac{1}{4} \quad < \quad \frac{1}{3}$
   c) $\frac{1}{3} \quad < \quad \frac{1}{2}$

3. Write the missing fractions on the number lines.

   a) 0 $\quad \frac{1}{2} \quad \frac{2}{2} \quad \frac{3}{2} \quad \frac{4}{2} \quad \frac{5}{2} \quad \frac{6}{2}$
   b) 0 $\quad \frac{1}{3} \quad \frac{2}{3} \quad \frac{3}{3} \quad \frac{4}{3} \quad \frac{5}{3} \quad \frac{6}{3}$
   c) 0 $\quad \frac{1}{4} \quad \frac{2}{4} \quad \frac{3}{4} \quad \frac{4}{4} \quad \frac{5}{4} \quad \frac{6}{4} \quad \frac{7}{4}$
   d) Write three fractions that are equivalent to one whole.
      Use the number lines to help you.
      $\frac{3}{3} \quad \frac{2}{2}$

   What do you notice?
   The numerator is equal to the denominator.
Additional Learning

- Students will have their overview from their History and Geography units this Spring term and can choose a unit to further research.
- Please see the list of popular learning websites that you may also choose to use to further your child’s education.
Websites

- GoNoodle
- BrainPOP jr
- Times Tables Rocks Stars
- CBeebies
- Bitesize
- BookTrust