

# Year 3 Special Projects

## Reading

Please read with your child for at least 20 minutes every day. This can be any material they like: fiction, non-fiction, recipes etc. When you have read together, please initial your child's reading record. If your child reads to themselves, they can fill in their own reading record, but please initial to say that this has happened.

## SPaG

### Expanded noun phrases

We have been looking at describing nouns using expanded noun phrases. These take the form of:

adjective, adjective noun prepositional phrase

describing word comma describing word name tells you where

e.g.: The abandoned, dilapidated castle beyond the forest.

Write about some of your favourite places using expanded noun phrases.

### Fronted adverbials

We have been varying the openers we use in our writing to include more detail. A fronted adverbial goes at the beginning of a sentence and gives you more information about the verb (doing word). They tell you when, where or how the action happens and always have a comma after them.

e.g.: Last week, we went to the park.

At Grandma's, we went to the park.

Laughing happily, we went to the park.

Write about what you have been doing in your time off using fronted adverbials. Don't forget the comma!

## Writing

We have been looking at warning tales and learning how they involve a character being given a warning which they ignore. Write your own warning tale. Challenge yourself to use:

- ☺ Expanded noun phrases
- ☺ Fronted adverbials
- ☺ Speech punctuation

## Maths

Practise your times tables. Try taking a different one each day and saying it out loud and writing it down. Make sure you learn the following: 2, 3, 4, 5, 8 and 10. If you can do your 6 times table too, that would be great. Use TT Rockstars to test your times table knowledge.

Visit BBC Teach Supermovers for dance moves and songs for all the times tables. This link will give you access to one of the songs. <https://www.bbc.co.uk/teach/supermovers/ks2-maths-multiples-mash-up-march-with-mr-p/zkdy2sg>

We have been learning about money, the value of coins and how to calculate change. Try these activities to consolidate your child's learning:



### Deepen Activities

- 1 I have six different coins in my purse. How much money could I have?  
Write down all the different amounts.



I will work systematically to find all the solutions.

- 2 Using only 5p and 2p coins, which amounts, up to 20p, can you make?

For example,  $4p = 2p + 2p$ .



I'm sure there is more than one way to make some of these amounts.









- 3 I buy a book that costs between £8 and £10. I hand over a whole number of pounds. The change I get is three different silver coins.

We have also been learning how to collect and interpret data in bar charts and pictograms. These activities will help your child apply their new learning:



## Deepen Activities

- 1 Make up at least four questions about this pictogram. Use **total**, **difference**, **more than** or **less than** in your questions.

Favourite football position	
Position	Number of children
goalkeeper	
midfield	
defender	
forward	
striker	
Key: Each  represents 2 children.	

Find the answers to your questions.

- 2 In a survey, children look at colours of 100 cars. They see five different colours. Draw a possible bar chart of this.

Don't forget a title and to use axis labels.



I will go up in 10s on the vertical axis.

We are currently studying measurement in metres, centimetres and millimetres. If any activities at home occur using measurement, please involve your child in calculating accurately. Real practical situations are a great way to understand a topic like this. Below are some challenging problems you could try:



## Deepen Activities

- 1 Olivia says '4 equal lengths of wood that each measure between 23 cm and 27 cm will have a total length that is greater than 1 m.'

Is Olivia correct? How do you know?

I can use multiplication to find the lengths of 4 equal parts.



- 2 The perimeter of a rectangular field is 264 m. All the sides are measured in whole metres.

What could the lengths of the sides be?

How many different rectangular field measurements can you find?

- 3 Adam has three pieces of ribbon that have been cut into whole centimetre lengths.

All three pieces add up to 2 m and 46 cm. Two pieces of ribbon are the same length. One piece of ribbon is a whole number of centimetres, longer than 91 cm and shorter than 95 cm.

What could the length of each piece of ribbon be?

I can work systematically to find all the solutions.



## Topic

Please find below some challenges for our current topic (tremors) and our next topic (predator).

# What will you choose to do?

- With a parent or carer, create a mini erupting volcano using baking soda and vinegar. Wow! Take photographs to show how you made it.
- Design a poster to show a volcano's main features. Make sure you label its important parts.
- Research a volcanic eruption of your choice (not one you've studied in class). Produce a fact file about the eruption, including:
  - a. a sketch map to show its location
  - b. a description of the eruption
  - c. an explanation of why it erupted
  - d. details about the eruption's impact (both short and long-term).
- Find out why people still live close to volcanoes despite the risks. Think about soil, new land, building materials, mineral deposits, hot springs and spas, electricity and tourism. Be ready to share your ideas in class.
- What is the Richter scale?
- Imagine you have just survived an earthquake. Write a short story about what happened. Make sure you include factual information such as the earthquake's strength. Use geographical words in your account such as tremor, seismic isolator, aftershock and epicentre.
- Design an earthquake-proof house. How could you prevent the building from collapsing during an earthquake?
- Create a project dictionary that explains key volcano vocabulary in your own words.

## What will you choose to do?

- Visit the local library to find non-fiction books about predators. Look for information using contents, glossaries and index pages. Write down any new facts you have learnt and bring them in to share with the class.
- Learn how to spell the names of some of the weird and wonderful predators of the world – the weirder the better!
- Research and record a predator from each of the subgroups: mammals, birds, insects, arachnids, reptiles, fish and plants.
- Make a mini fact file or short digital presentation about your favourite predators and bring it to school to share with the class.
- Make a non-fiction book about a predatory animal – maybe your pet cat?
- Make a predator glossary to explain all the specialist vocabulary from this topic.
- If you could be a predator for the day, what kind of predator would you be, and why? Where would you live? What features would help you hunt, catch and kill your prey? Record your ideas on paper and bring them in to share with the class.
- Use the web to research what different predators eat. Create food chains for a variety of different predators using materials and tools of your choice.
- Devise a 'What am I?' quiz about predators and try it out on your friends and family. How many questions does it take for them to get to the right answer?
- Write a short, imaginative story or poem from the point of view of either a predator or its prey.
- Write a set of instructions (a program) for how to care for your ultimate predator!

