



Dashwood Banbury Academy

an Aspirations Academy

Growing together; succeeding together

Working from home plans for Year Three

We hope you're all enjoying time at home! We're so proud of you all for keeping safe at this challenging time and we will stay positive that we'll see you all again in the near future and share some of the fantastic things you have achieved in your time at home! Remember you can now do this on Seesaw, which we will be checking every day in the week. Aim to upload something everyday if you can - or a least once a week to show us all you have achieved! Keep smiling :) From Mr Shaw and Mrs Rogers

Staff have been working hard to create a proposed plan for you to work on with your child(ren) at home whilst the school is shut. Here is a suggested plan for spreading out learning over the period of closure. You will also find additional activities and ideas on our website under the news tab, letters to parents and your child's year group. Thank you for your support and understanding. We hope you stay safe and are able to continue to develop your child's knowledge and understanding.

Accelerated Reader Information - Pupils can log on at home to complete quizzes on the books they're reading, when finished. To do this they will need to go to <https://ukhosted44.renlearn.co.uk/6702756/>

Here they can use their log in details and click the orange box titled 'accelerated reader' and find their book through the quiz pages. There may also be a linked vocabulary quiz they can complete too. If your child finishes their book / wants to complete more reading activities they can click on the second orange box titled 'accelerated reader articles' and find short pieces of text with linked quizzes too. They'll need to take note of the ATOS BL (book level), which will indicate how difficult the quiz is (The higher the number, the harder the quiz) If you look in the front of your child's book it should give you a rough indication on an appropriate level for them

	Day 1 (22.06)	Day 2 (23.06)	Day 3 (24.06)	Day 4 (25.06)	Day 5 (26.06)
Spellings	continue	decide	describe	different	difficult
English / Reading <i>(Please read for at least 20 minutes a day -</i>	Lesson 1 - formal report https://www.bbc.co.uk/bitesize/articles/zkttpg8	Lesson 2 - Reading https://www.bbc.co.uk/bitesize/articles/zmg6pg8	Lesson 3 - similes and metaphors https://www.bbc.co.uk/bitesize/articles/zkttpg8	Lesson 4 - Fronted adverbials https://www.bbc.co.uk/bitesize/articles/zkttpg8	Lesson 5 - Apostrophes in contractions https://www.bbc.co.uk/bitesize/articles/zkttpg8

accelerated reader book, library bus book or a book from home)

[tesize/articles/znc26v4](https://www.tesize.com/articles/znc26v4)

Or you could: Write a formal report all about badgers (or anything else you're interested in).

Rules: You should provide the audience with lots of **facts** and **evidence** rather than personal opinions.

- Reports must be set out clearly with a **title, introduction, paragraphs, subheadings** and **images**. (Subheadings are little titles for each paragraph, or group of paragraphs, to explain what they are about.)
- They should be written in a **formal tone** (like how you would speak to your head teacher).
- They should be written in the **present tense** (as if the actions are happening now).

Or you could: read this extract and answer the questions:
Mr Gum's bedroom was absolutely grimsters. The wardrobe contained so much mould and old cheese that there was hardly any room for his moth-eaten clothes, and the bed was never made. (I don't mean that the duvet was never put back on the bed, I mean the bed had never even been MADE. Mr Gum hadn't gone to the bother of assembling it. He had just chucked all the bits of wood on the floor and dumped a mattress on top.) There was broken glass in the windows and the ancient carpet was the colour of unhappiness and smelt like a toilet.

Anyway, I could be here all day going on about Mr Gum's house but I think you've got the idea. Mr Gum was an absolute lazer who couldn't be bothered with niceness and tidying and brushing his teeth, or anyone else's teeth for that matter.

Or you could: Lots of poets use **similes** and **metaphors** in their poetry. Here's an example of a poem about a tiger, written entirely using **similes** and **metaphors**.

Tiger

Claws as sharp as daggers,

A mouth of deadly pearls.

Orange fur like fire,

Sneaking silently, a ninja.

Write your own poem about an animal using only **similes** and **metaphors**. You could also draw a picture to illustrate your poem.

Top tip! A **simile** uses the words **like** or **as** to compare something to something else.

- For example: **The owl was as white as snow.**

A **metaphor** says

[tesize/articles/z62ckmn](https://www.tesize.com/articles/z62ckmn)

Or you could: Copy the sentences down on paper and underline all the **fronted adverbials**.

Remember

- Adverbials explain **how**, **where** or **when** something happened.

For example: **On top of the sunflower, the bee landed.**

1. Above the bees, the butterfly fluttered gracefully.
2. Greedily, the owl gobbled down the fresh, slimy worm.
3. In the afternoon, all the people sunbathed on the warm grass.
4. Out of breath, the man ran past the wicket and won the cricket match.

Or you could: Read the sentences below and then write them out. Contract the words in **bold** using an apostrophe.

For example:

Marie Curie **did not** listen to people who said science was only for men.

Marie Curie didn't listen to people who said science was only for men.

Top tip!

Think carefully about your spelling and punctuation. The apostrophe shows where the letters have been taken out.

1. People thought that women **could not** be scientists.
2. Luckily this **is not** the case today!
3. Girls **were not** allowed to go to university so Marie's parents sent her in

		<p><i>BUT (and as you can see, it's a big but) he was always extremely careful to keep his garden tidy. In fact, Mr Gum kept his garden so tidy that it was the prettiest, greeniest, floweriest, garden in the whole of Lamonica Bibber.</i></p> <p>The writer tells us lots of information about Mr Gum.</p> <p>If you could only tell your friend three things about Mr Gum, what would they be?</p>	<p>something is something else.</p> <ul style="list-style-type: none"> For example: A <u>blanket of snow</u> covered the ground. 		<p>secret.</p> <p>4. She would later receive two Nobel prizes for her work in physics and chemistry.</p> <p>5. She will be remembered for being an inspiration and showing girls they can do anything.</p>
Maths	<p>Lesson 1 - Months of the year</p> <p>Video: https://www.youtube.com/watch?v=zhjG8fHxB2I</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO1-Months-and-years-2020.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/ANS2-Hours-in-a-day-2020.pdf</p>	<p>Lesson 2 - Hours in a day</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO2-Hours-in-a-day-2020.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-ANS2-Hours-in-a-day-2020.pdf</p>	<p>Lesson 3 - Telling the time to 5 minutes</p> <p>Video: https://www.bbc.co.uk/bitesize/clips/zqkwmp3</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO3-Telling-the-time-to-5-minutes-2020.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/ANS5-Using-am-and-pm-2020.pdf</p>	<p>Lesson 4 - Telling the time to the minute</p> <p>Video: https://www.youtube.com/watch?v=3eBIDlvDggQ</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO4-Telling-the-time-to-the-minute-2020.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y3-Summer-Block-2-ANS5-Using-am-and-pm-2020.pdf</p>	<p>Lesson 5 - Using a.m. and p.m.</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y3-Summer-Block-2-WO5-Using-am-and-pm-2020.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y3-Summer-Block-2-ANS5-Using-am-and-pm-2020.pdf</p>

	<p>/Y3-Summer-Block-2-ANS1-Months-and-years-2020.pdf</p> <p>Or make a poster showing the months of the year and how many days are in each month.</p>	<p>Or answer the following missing number problems:</p> <p>1 day = 24 hours</p> <p>___ = 48 hours</p> <p>4 days = ___ hours</p> <p>___ days = 960 hours</p> <p>41 days = ___ hours</p>	<p>/Y3-Summer-Block-2-ANS3-Telling-the-time-to-5-minutes-2020.pdf</p> <p>Or write the time shown on the clocks below:</p> <div style="text-align: center;">  _____ </div> <div style="text-align: center;">  _____ </div> <div style="text-align: center;">  _____ </div>	<p>content/uploads/2020/03/Y3-Summer-Block-2-ANS4-Telling-the-time-to-the-minute-2020.pdf</p> <p>Or show the time given below each clock by drawing the hands or making the time on your own analogue clock:</p> <div style="text-align: center;">  8:17 </div> <div style="text-align: center;">  2:43 </div>	<p>Or circle to show which time is the earliest:</p> <p>9:13 am or 6:18 am</p> <p>7:59 am or 10:11 am</p> <p>9:21 pm or 1:45 pm</p> <p>11:03 am or 3:39 pm</p> <p>Now circle to show which time is the latest:</p> <p>9:16 am or 11:16 pm</p> <p>4:53 pm or 2:00 pm</p> <p>6:47 pm or 10:28 am</p> <p>7:36 pm or 9:50 am</p>
<p>Creative Curriculum/topic</p>	<p>Science - Renewable and non-renewable energy</p> <p>https://www.bbc.co.uk/bitesize/articles/zhvc86f</p> <p>Or you could: Research</p>	<p>Computing - What makes a good computer game?</p> <p>https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/zw96tfr</p>	<p>PE - Follow the link and complete the 'lava zone' video at home:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-lets-</p>	<p>Spanish - Family and pets</p> <p>https://www.bbc.co.uk/bitesize/articles/zgvs2v4</p> <p>Or you could: Learn these words:</p>	<p>Designing - Boat</p> <p>https://www.bbc.co.uk/bitesize/articles/z6nkwt</p> <p>Or you could: Design and build your own boat using materials around your house. Have a</p>

	and then create a poster on renewable and non-renewable energy.	Design your own computer game. Things to consider: Who is it for? What is the objective? What are the rules? How are you going to make it challenging? Who are the characters? What is the storyline?	get-active-lava-zone-balance-agility-coordination-skills/zdgqvk7 Or create a sequence of three balances. How long will you hold each balance? How will you move between your balances? How will you make sure each balance is different? Perform your balance sequence to a family member or film yourself and put it on seesaw!	En mi familia hay - In my family there is.. Mi madre - My mum Mi padre - my dad Mi hermano - my brother Mi hermana - my sister Mi abuelo - My grandad Mi abuela - My grandma Mi tio - My uncle Mi tia - My aunt	think about what you know about boats already, eg their shape and how they might float. What type of material will float best? What materials might be a problem to use? Then test your boat! Did it float? Why/why not?
PHSE/ E-safety	<p>PHSE: Make a list of people that make you feel happy. Draw them and write something special about them.</p> <p>E-safety: Follow the link and read the e-book all about Digiduck: https://www.childnet.com/ufiles/DIGIDUCK'S-FAMOUS-FRIEND-2019-FINAL-PDF.pdf Or explain what your personal information is and why it is important not to share this online.</p>				

	Day 6 (29.06)	Day 7 (30.06)	Day 8 (01.07)	Day 9 (02.07)	Day 10 (03.07)
Spellings	disappear	early	earth	Eight / eighth	enough
English / Reading (Please read for at least	Lesson 1 - Apostrophes for possession https://www.bbc.co.uk/bi	Lesson 2 - Using inference https://www.bbc.co.uk/bi	Lesson 3 - Inverted	Lesson 4 - Using a dictionary	Lesson 5 - Using a thesaurus

<p>20 minutes a day - accelerated reader book, library bus book or a book from home)</p>	<p>tesize/articles/zvnxhbk</p> <p>Or you could: Read the sentences below to make them flow better. You need to change the words in bold to words that use an apostrophe for possession. For example: The rays that belonged to the sun shone across the sky. --> The sun's rays shone across the sky.</p> <ol style="list-style-type: none"> 1.The mother that belonged to Jim was exhausted. 2.The pony tail that belonged to the man hung low on his back. 3.The chest that belonged to the captain was very heavy. 4.The missing fingers that belonged to Black Dog made him very memorable. 	<p>tesize/articles/zfn6pg8</p> <p>Or you could: Read the sentences and fill in the blanks.</p> <p>For example: Tiddalik drank up all the water in the stream and didn't care that there was no water left. This shows that Tiddalik does not think about anyone else but himself as he took all the water. He's selfish and was just happy that he felt better.</p> <p>Tiddalik would 'gobble up all the flies before the other frogs had a chance'. This shows that Tiddalik is.....</p> <p>The stream was 'a welcome sight' to Kookaburra. This shows that Kookaburra was.....</p> <p>Tiddalik said, 'Out of my way. I'm thirsty!' to the other animals. This shows that Tiddalik is.....</p> <p>Kangaroo and Koala share where they can find more water with the other animals, rather</p>	<p>commas</p> <p>https://www.bbc.co.uk/te/size/articles/zjm6pg8</p> <p>Or you could: Rewrite this conversation between Dani and her father, adding in the missing inverted commas.</p> <p>Remember: Whenever a new person starts talking, you must move onto a new line.</p> <p><i>How did you get mud all the way up to your knees? Dani's father asked, with a frown. I met a dragon in the wood on the way home exclaimed Dani. We went on a big adventure! I suppose you'll tell me you were fighting giants next! her father said, with a wink. And wizards and witches said Dani smiling. We won!</i></p> <p>Remember:</p> <ul style="list-style-type: none"> ● When you are writing, inverted commas (also called speech marks) go 	<p>https://www.bbc.co.uk/te/size/articles/zmy3rj6</p> <p>Or you could: Look at the list of words below. You might know some of them already.</p> <p>Write down each word then look up what they mean using a dictionary or online dictionary. Copy out the definition.</p> <p>Top tip!</p> <p>There may be more than one definition for each word. Choose the one that makes most sense to you.</p> <ol style="list-style-type: none"> 1. Century 2. Consider 3. Occasion 4. Possess 5. Reign 6. Various <p>Now choose three of the words and use each one correctly in a sentence.</p> <p>For example: The castle had been standing for well over a <u>century</u>.</p>	<p>https://www.bbc.co.uk/te/size/articles/zh2xhbk</p> <p>Or you could: Write the sentences down, adding a word into the missing gap so the sentence makes sense.</p> <ol style="list-style-type: none"> 1. The lambs run 2. The bird found the hole for a nest. 3. Some birds are and steal twigs from other birds' nests. 4. The birds keep the eggs using the heat from their tummies. 5. Eider duck mums do not eat for four weeks to keep their eggs safe and are after all that time. 6. Baby Blue Tits eating caterpillars. <p>Now use a thesaurus to find a synonym for each of your underlined words. If you don't have</p>
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		<p>than keeping it a secret and going by themselves. This shows that Kangaroo and Koala are.....</p>	<p><i>before and after any words that a character says (known as direct speech).</i></p> <p><i>For example: "I'm hungry," complained Goldilocks.</i></p> <ul style="list-style-type: none"> ● <i>If another character replies, the rule is to use another set of inverted commas and put the new person speaking on a new line.</i> <p><i>For example:</i></p> <p><i>"There's some porridge on the stove," said her mum.</i></p> <p><i>"But I've already had some porridge today!" exclaimed Goldilocks.</i></p> <ul style="list-style-type: none"> ● <i>Any punctuation goes inside the inverted commas at the end of what the character is saying.</i> 		<p>a thesaurus at home, there are lots online - just search for one to help you.</p> <p>Write the word in a different colour above or below your original word.</p> <p>For example:</p> <p>The birds sang <u>nicely.</u></p> <p>The birds sang <u>beautifully.</u></p>
Maths	Lesson 1 - 24-hour clock	Lesson 2 - Finding the	Lesson 3 - Comparing	Lesson 4 - Start and end	Lesson 5 - Measuring

	<p>Video: https://www.youtube.com/watch?v=EapsfSfqeWA</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO6-24-hour-clock-2020-1.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-ANS6-24-hour-clock-2020.pdf</p> <p>Or match the 12 hour clock times (yellow) to the 24 hour clock times (purple) below:</p> <p><input type="text" value="6:15 am"/></p> <p><input type="text" value="6:15 pm"/></p> <p><input type="text" value="4:15 pm"/></p> <p><input type="text" value="2:15 pm"/></p> <p><input type="text" value="2:15 am"/></p>	<p>duration</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO7-Finding-the-duration-2020-1.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-ANS7-Finding-the-duration-2020.pdf</p> <p>Or solve the following problems:</p> <p>1. Teddy got on the bus at 15:27.</p> <p>He got off the bus at 16:33.</p> <p>How long was his bus journey?</p> <p>___ hour ___ minutes</p> <p>2. A film starts at 18:35 and finishes at 20:56.</p> <p>How long does the film last?</p> <p>___ hours ___ minutes</p>	<p>durations</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO8-Comparing-durations-2020.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-ANS8-Comparing-durations-2020.pdf</p> <p>Or write <, > or = to compare the durations:</p> <p>08:56 – 09:15 <input type="radio"/> 08:36 – 08:55</p> <p>17:51 – 18:34 <input type="radio"/> 17:43 – 18:20</p> <p>13:05 – 14:22 <input type="radio"/> 07:16 – 08:09</p> <p>12:21 – 15:16 <input type="radio"/> 14:01 – 17:01</p>	<p>times</p> <p>Video: https://www.bbc.co.uk/bitsize/clips/z3rkq6f</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO9-Start-and-end-times-2020.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-ANS9-Start-and-end-times-2020.pdf</p> <p>Or answer the following problems:</p> <p>1. Nijah has football practice at 16:10.</p> <p>It lasts for 45 minutes.</p> <p>What time will it finish?</p> <p>_____</p> <p>2. A maths lesson ends at 10:15.</p> <p>It lasted for 50 minutes.</p> <p>What time did the maths</p>	<p>time in seconds</p> <p>Video: https://www.bbc.co.uk/iplayer/episode/p08cb3rp/bitesize-79-year-olds-week-4-6-teacher-talks-measuring-time?seriesId=p08b2wn1</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-WO10-Measuring-time-in-seconds-2020.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y3-Summer-Block-2-ANS10-Measuring-time-in-seconds-2020.pdf</p> <p>Or make up your own time quiz, work out the answers and then test your family or friends.</p>
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	<p>02:15</p> <p>16:15</p> <p>18:15</p> <p>14:15</p> <p>06:15</p>			<p>lesson start?</p> <hr/>	
<p>Creative Curriculum/topic</p>	<p>Science - Food chains https://www.bbc.co.uk/bitesize/articles/zrjw7nb</p> <p>Or you could: Read this passage then write a definition for the words producer, consumer, predator and prey:</p> <p>A food chain always starts with a producer. This is an organism that makes its own food. Most food chains start with a green plant, because plants can make their food by photosynthesis.</p> <p>A living thing that eats other plants and animals is called a consumer.</p> <p>A predator is an animal that eats other animals. Predators are found at</p>	<p>History - What was it like to live in the Bronze Age?</p> <p>https://www.bbc.co.uk/bitesize/articles/zh3qmf</p> <p>Or you could: Research and create a poster to show your knowledge of the Bronze Age.</p>	<p>PE - Follow the link and complete the indoor track and field challenges:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-lets-get-active-simple-indoor-track-and-field-challenges/z4c2bdm</p> <p>Or hold your own track and field event by practicing yourself and then challenging a member of your household.</p> <p>Events you could try:</p> <p>Standing long and high jump</p> <p>Throwing a pair of socks for distance and accuracy</p>	<p>Music - Dynamics</p> <p>https://www.bbc.co.uk/bitesize/articles/z4gmt39</p> <p>Or you could: Learn these words:</p> <ul style="list-style-type: none"> ● Pianissimo - very quiet ● Forte - loud ● Fortissimo - very loud ● Diminuendo - gradually getting quieter ● Crescendo - gradually getting louder <p>Now listen to some music. Can you notice when it is pianissimo/forte/fortissimo/diminuendo or crescendo?</p>	<p>Art - Create a piece of artwork on an animal of your choice.</p> <p>You could research an artist and complete your work in their style for example Pointillism by Seurat and Signac.</p> <p>Extension: Discuss how the artist you have looked at has used colour, pattern and shape.</p>

	<p>the top of a food chain.</p> <p>The animals that predators eat are called prey.</p>		<p>Running a lap of your garden or the park</p> <p>Speed bounce over a cushion or soft toy</p>		
PHSE/ E-safety	<p>PHSE: Write down the best and worst parts of lockdown and how you can help yourself cope with the things you aren't enjoying.</p> <p>E-safety: Follow the link and read the e-book all about Digiduck: https://www.childnet.com/ufiles/DigiDuck-eBook.pdf Or explain what you should do if you see something online that makes you worried.</p>				

You could complete some learning activities on the following websites:

- You could also visit www.discoveryeducation.co.uk with the login ID as student26108 and the password is Dashwood. Choose KS1 activities and there are loads there!
- BBC has also launched an education package with loads of learning activities for all ages, here's the link: <https://www.bbc.co.uk/bitesize>
- Here are more resources you could try: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>