



Weekly learning pack

Year 3

English

Short Story

Task 1 Read the short story WAGOLL and write down any writing features you may identify from the list below giving an example of them. Challenge: think of a title for this story.

It was a hot, summer's day and Charlie was bored. Charlie's grandad came into the garden and gave him a box of chalk.

"This is a special box of chalk that I had when I was a small boy. You can play with them if you like but only if you draw something nice," he explained kindly.

Charlie wasn't very excited. He was an eight-year-old boy, who was far too cool and grown up to play with chalk. He stuffed the chalk into his backpack politely.

"Thanks Grandad," said Charlie half-heartedly as he set off out of the door for summer school.

Charlie spotted his best friend Amy as soon as he arrived. Charlie thought Amy was cool even though she was a girl. She liked doing fun things like playing football and telling jokes.

"Hey Charlie! I have been waiting for you. Let's play outside because it's not raining for once!" she excitedly announced as she bounced off towards the door without even waiting for Charlie to reply.

Charlie smiled. He knew Amy was bossy but playing outside sounded like an excellent idea so he couldn't disagree with her.

"What shall we do then?" asked Amy.

"My grandad gave me some chalk and said we could draw something nice," mumbled Charlie as he rolled his eyes.

Amy looked excited. She snatched the chinks and drew a cat on the hard playground.

“Do you think that’s nice enough for your grandad?” she smirked as she got back on her feet but Charlie didn’t smile back. He blinked, rubbed his eyes and stared with his mouth wide open. Amy was completely confused and was about to give him a friendly punch in the arm when she heard a tiny, gentle miow from behind her. She span around to see that her drawing of a cat had come to life! The cat brushed softly between Amy’s legs as she stood there amazed. Charlie picked up the magical pack of chalk and looked mischievously at Amy.

Charlie began drawing furiously all over the floor while Amy stroked the cat and waited for him to finish. Charlie proudly looked down at his chalk picture after a few minutes. He had drawn a pink and purple spotted monster with three green eyes, big claws on its hands and a yellow, wiggly mouth. Amy chuckled and Charlie looked hurt.

“He will scare all of the little kids when he comes alive. He likes to eat small children!”

Suddenly, Charlie’s creature popped up off the floor like a bouncy spring. It looked around the playground and then hungrily started walking towards Amy.

“No! Don’t eat her!” Charlie yelled but the monster kept shuffling towards his best friend. “Run, Amy! Ruuuuuun!” Charlie screamed.

The monster started to run after them both. They dived quickly into one of the climbing frame tunnels because they knew that it was too big to fit inside. The horrible creature stayed at the end of the tunnel growling and trying to reach for the children with his pointed, sharp claws. The children were stuck and they didn't know what to do. It seemed impossible so Amy began to cry.



“Oh I wish it was rainy and we’d played inside today!” sniffled Amy.

“That’s it!” shouted Charlie. He had an amazing idea.

Amy looked confused as Charlie began to draw something else on the wall of the tunnel. Speedily, he handed Amy a water gun.

“We can wash him away! He’s only made of chalk, ” Charlie explained.

The revolting beast was still at the end of the tunnel so Charlie and Amy climbed to the top of the tunnel. They stood on the platform at the top next to the slide and pumped up their water guns ready to go. Next, they blasted the monster with water. The strange creature roared so loudly that the platform shook. It jumped to try to get them but the children kept squirting until all that remained was a soggy, multi-coloured puddle. The children flopped down onto the floor. They were totally exhausted.

Amy picked up the box of chinks and stuffed them into her bag when they had finally got their breath back. They promised to never use the chinks again unless they were going to draw something nice like Grandad had said. After summer school, Charlie, Amy and her new cat walked back to Amy’s house. Amy’s annoying, little brother started pestering her as soon as they walked through the door.

“I know we said we would only draw nice things but maybe one little brother-eating monster wouldn’t hurt!” she giggled as she ran off with the mysterious chalk in her hand. Quickly, Charlie’s face turned white as he dashed after her.

“Nooooooooooooo!” he screeched.

Task 2

On the next page is a selection of writing features with definitions and some examples to support your task.

Use the writing checklist to write 2 examples of the features that you can see.



How to be a superstar Year 3 writer!



Paragraphs	Paragraphs should have 4 or 5 sentences in them about the same thing. They help us to section our work and make it easy to follow and read. Leave a line in between each one.
Headings and sub-headings in non-fiction	Headings in non-fiction are used to tell the reader what the whole text is about. Sub-headings are used to tell the reader what each section of a text is about. The sentences under each sub-heading should be about the same thing.
Sentences with more than one clause	Agatha decides to take the yetis back to England, <u>because</u> she wants to look after them. Paddington loved to eat marmalade sandwiches, <u>while</u> Mr Brown loved beans on toast.
Conjunctions (when, if, because, although, before, since, after)	when, if, before, after, while, so, because
Adverbs	then, next, soon, therefore
Prepositions	before, after, during, in, because of
Expanded noun phrases	The <u>crystal blue sea</u> sparkled in the <u>bright sunshine</u> . At the station were lots of <u>noisy passengers</u> and <u>colourful trains</u> .
Fronted adverbials	<u>Later that day</u> , Ug returned to his cave for a well-deserved sleep. <u>Just then</u> , Grace spotted something unusual in the sea. <u>Quickly</u> , Paddington followed Mr Brown off the platform and met the family.
Inverted commas	“Where have you come from?” shouted Mr Brown. Paddington answered, “I have come all the way from deepest, darkest Peru.”
Apostrophes for possession	Grace had to go and stay at her <u>Granny’s house</u> on a quiet island in the Hebrides. An apostrophe for possession is used to show that something belongs to someone.
Commas in a list	<u>In the Brazilian rainforest live</u> parrots, monkeys, snakes, tree-frogs and jaguars
a and an correct	Grace wanted <u>an</u> ice cream after her delicious tea. In the Himalayas Agatha wore <u>a</u> thick coat to keep warm. If a word starts with a vowel (a, e, i, o, u) – use an; otherwise use a
Year 3/4 words spelt correctly and words with the prefix anti-, auto-, super-, in-, un-, dis-, mis-	Use the word cards in the classroom to spell the Year 3 words correctly and words with prefixes

Task 2

Write 2 examples of each feature from this list that you can see in the WAGOLL.

Success Criteria for Year 3 writing

- Paragraphs
- Headings and sub-headings in non-fiction
 - Sentences with more than one clause
 - Conjunctions
 - Adverbs
 - Prepositions
 - Expanded noun phrases
 - Fronted adverbials
 - Inverted commas
 - Apostrophes for possession
 - Commas in a list
 - a and an correct
 - Year 3/4 words spelt correctly
- Words with the prefix anti-, auto-, super-, in-, un-, dis-, mis-
 - Legible, consistent and joined handwriting

Task 3 / 4

Today you are going to become authors. Write your own short story using your imagination and try to include as many writing features as possible.

Here are some key ones to remember when writing a story:

Fronted adverbials

Inverted commas

Paragraphs

Expanded noun phrase

Alliteration

Powerful adjectives

A range of conjunctions

adverbs

Maths

Place Value

Task 1 Place Value: Numbers to 1000

1 How many balloons are there?



There are balloons.

2 How many sweets are there?



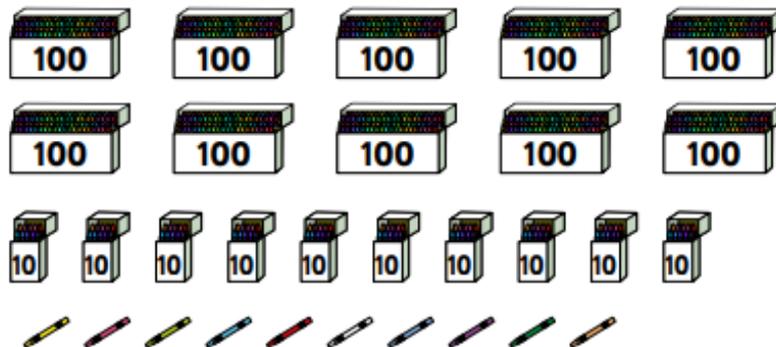
There are sweets.



There are sweets.

c) What is the same and what is different about a) and b)?
Talk to a partner about your answer.

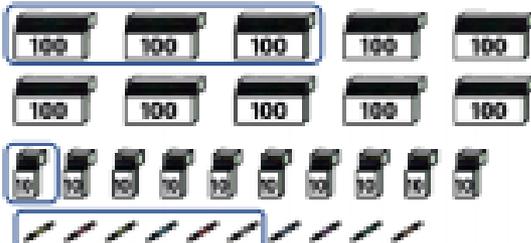
3 Circle 316 crayons.



4 What numbers are represented?

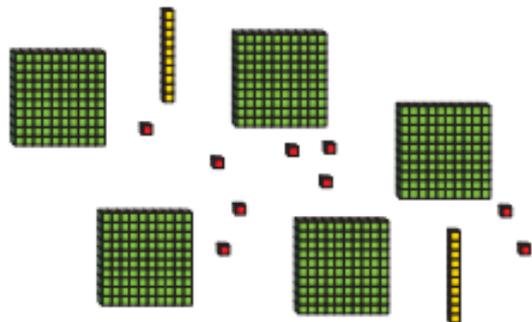


Check your answers

Question	Answer
1	There are 431 balloons.
2	a) There are 270 sweets. b) There are 270 sweets. c) Children may explain that there are the same number of sweets but they are laid out in a different order.
3	Children circle three 100 boxes, one 10 box and six pencils. Possible answer: 
4	a) 452 b) 716

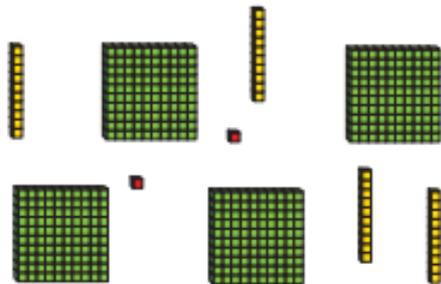
Task 2 Place Value: Numbers to 1000

6 What number has Alex made?



Alex has made

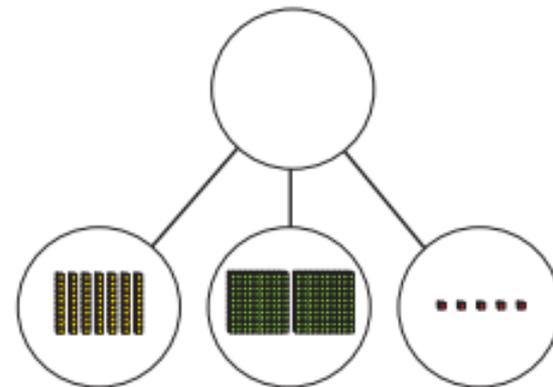
7 Dexter is making the number 573 with base 10



Draw the missing pieces of base 10



8 Write a numeral to complete the part-whole model.



9 Dora and Eva have each made a number.



Dora and Eva have made the same number.

Is this true or false? _____

How do you know?

Check your answers

6	Alex has made 529
7	Children draw 1 hundred, 3 tens and 1 one.
8	275
9	True, Eva has used 10 tens instead of 1 hundred. $200 + 20 + 2 = 100 + 120 + 2$

Task 3 Place value: 100s, 10s and 1s part 1



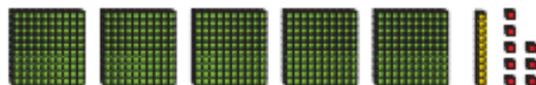
100s, 10s and 1s (1)

1 What numbers are represented?

a)



b)



c)

Hundreds	Tens	Ones

2 Make each number using base 10

a) 426

b) 150

c) five hundred and thirty-two



3 Write each number in numerals.

a) four hundred and sixty-nine

b) three hundred and thirty-seven

c) nine hundred and fifty

d) eight hundred and three

4 Complete the sentences.

a) 348 is equal to 3 hundreds, tens and ones.

b) 673 is equal to hundreds, tens and ones.

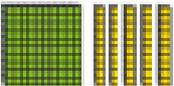
c) 792 is equal to hundreds, 9 _____ and 2 _____.

d) 308 is equal to 3 _____ and 8 _____.

e) is equal to 7 hundreds, 5 tens and 1 one.

f) is equal to 8 hundreds and 2 ones.

Check your answers

Question	Answer
1	a) 345 b) 518 c) 203
2	a)  b)  c) 
3	a) 469 b) 337 c) 950 d) 803
4	a) 348 is equal to 3 hundreds, 4 tens and 8 ones. b) 673 is equal to 6 hundreds, 7 tens and 3 ones. c) 792 is equal to 7 hundreds, 9 tens and 2 ones. d) 308 is equal to 3 hundreds and 8 ones. e) 751 is equal to 7 hundreds, 5 tens and 1 one. f) 802 is equal to 8 hundreds and 2 ones.

Task 4 place value: 100s, 10s and 1s part 1

5 Complete the number sentences.

a) $432 = 400 + 30 + \square$

$435 = 400 + \square + \square$

$437 = \square + \square + \square$

b) $520 = 500 + \square$

$502 = 500 + \square$

c) $392 = 300 + 90 + \square$

$392 = 92 + \square$

$392 = 2 + \square$

6 What is the value of the 3 in each number?

a) 137 _____

b) 390 _____

c) 213 _____

d) 375 _____

7 a) Mo has 3 digit cards.



He makes a 3-digit number.

His number has 9 tens.

What numbers could Mo have made?

or

b) Aisha has some different digit cards.



Aisha makes a 3-digit number.

Write all the numbers that Aisha could make.

8 Ron is thinking of a number.



My number has an even number of tens. There are 2 more hundreds than there are ones. One of the digits is a 6

Circle the numbers that Ron could be thinking of.

286

462

385

614

604

328

Check your answers

5	<p>a) $432 = 400 + 30 + 2$ $435 = 400 + 30 + 5$ $437 = 400 + 30 + 7$</p> <p>b) $520 = 500 + 20$ $502 = 500 + 2$</p> <p>c) $392 = 300 + 90 + 2$ $392 = 92 + 300$ $392 = 2 + 390$</p>
6	<p>a) 30 - 3 tens b) 300 - 3 hundreds c) 3 - 3 ones d) 300 - 3 hundreds</p>
7	<p>a) 194 or 491 b) 304, 340, 403 or 430</p>
8	462 or 604

Curriculum

(History)

Attention Year 3!!!!

We have a big task on our hands.

You are learning little bits about Hull's famous fishing industry and this is a very tough subject to learn about.

We desperately need your help to create resources that our future year 3's could use next year when studying this subject.

Can you do this?



The task:

Archives are organised pieces of information that historians use to help them learn all about the past.

You are going to start learning about key knowledge about Hull's amazing fishing industry.

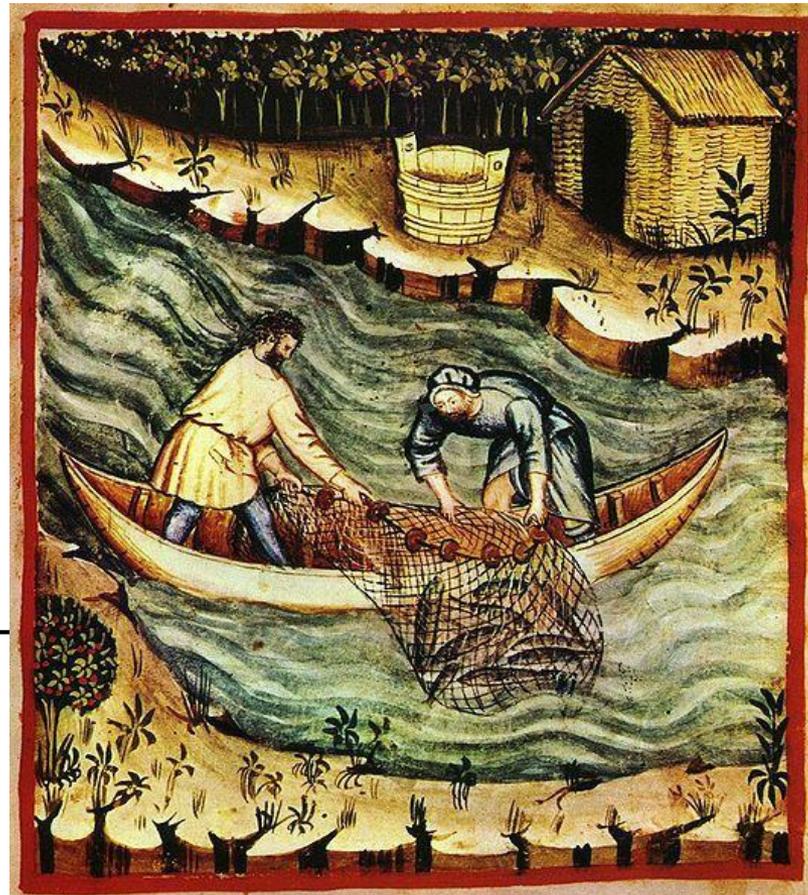
This week you are going to start at the very beginning and create your own secondary source all about Hull's fishing industry in medieval times.



Task 1.

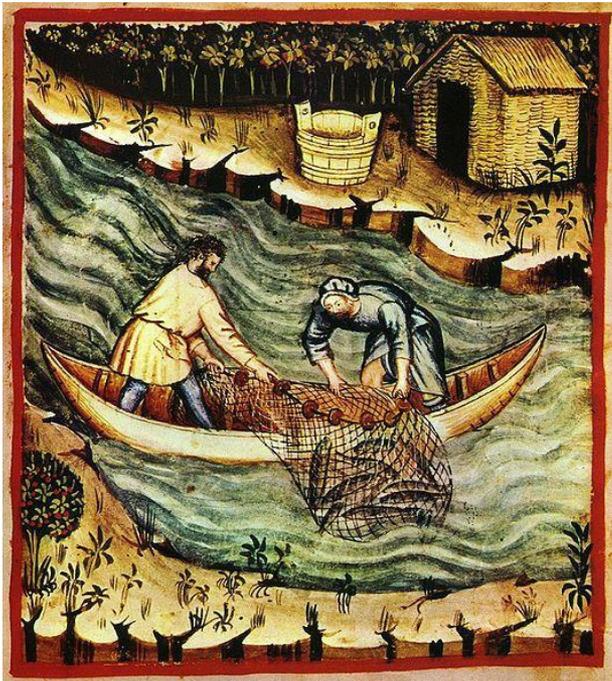
Read the information found on my learning.

<https://www.mylearning.org/stories/local-heroes-hulls-trawlermen/306>



Task 2.

You are going to create your own drawing like this to show how people fished and who fished in medieval times.



In your picture you **must** have the following:

Draw where these people would live e.g near the sea or rich people who live near their pond.

Label what fish they would catch.

Draw what they would have traded the fish for.

Draw how they would transport the fish and what did this look like.

Science

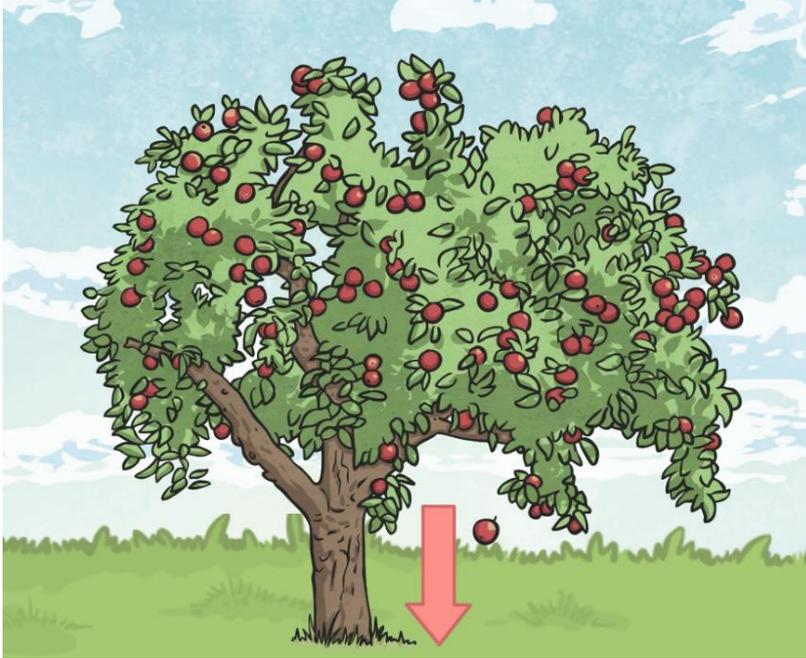
Task 1

You are going to learn all about magnets and force and this week you are going to look at forces and what are the different types of forces we see and use in everyday life.

Lets see if you know the names of these forces.

Can you choose the right word for each picture, don't worry if you don't know. This is new and you will get there.

Which force is this picture showing?



Gravity

Water resistance

Magnetism

Which force is this picture showing?



Air resistance

Friction

Magnetism

Which force is this picture showing?



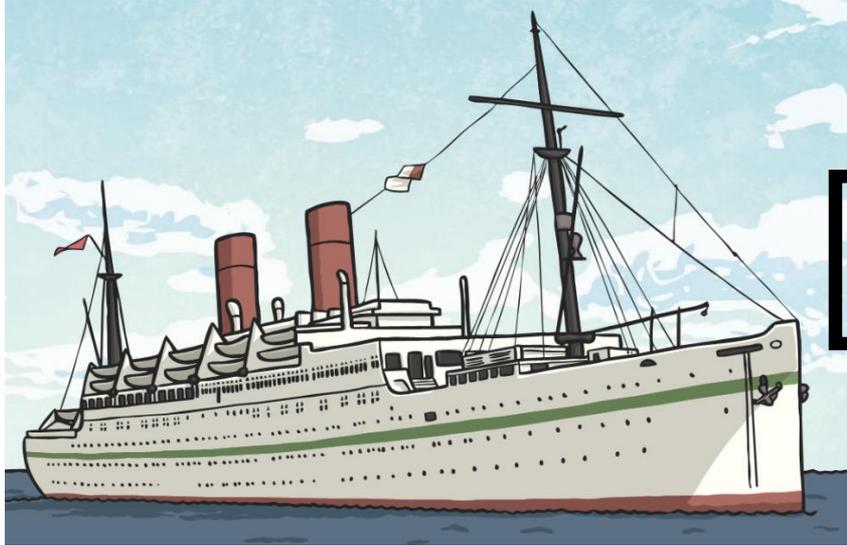
Gravity

Water resistance

Air resistance

Which force is this picture showing?

Gravity



Water resistance

Magnetism

Which force is this picture showing?

Friction



Water resistance

Magnetism

Task 2

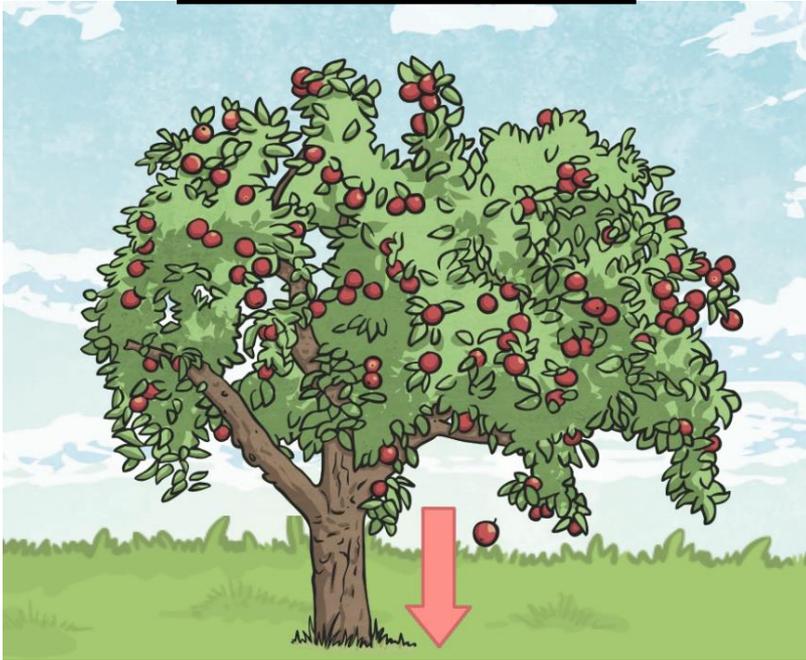
Can you now choose the right definition for each force?

Write your answers down.

For example, write the 5 forces down and then you can write the definition that you think matches it next to name.

Which force is this picture showing?

Gravity



_____ is the force that pulls objects downwards towards the centre of the Earth.

_____ is the resistance between two surfaces that are in contact with each other.

_____ resistance pushes against moving objects.

Which force is this picture showing?

Friction



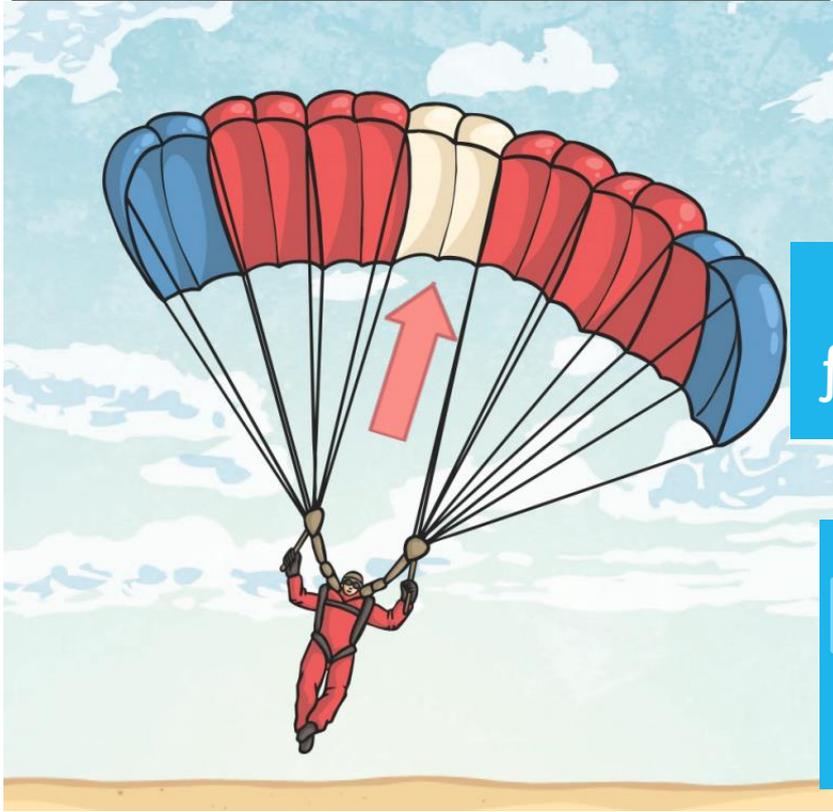
_____ is a force that attracts (pulls towards) or repels (pushes away) magnetic objects, often without direct contact. Iron, nickel and cobalt are magnetic metals so they are attracted to magnets. However, not all metals are magnetic.

_____ is the resistance between two surfaces that are in contact with each other.

_____ is the force that pushes an object upwards.

Which force is this picture showing?

Air resistance



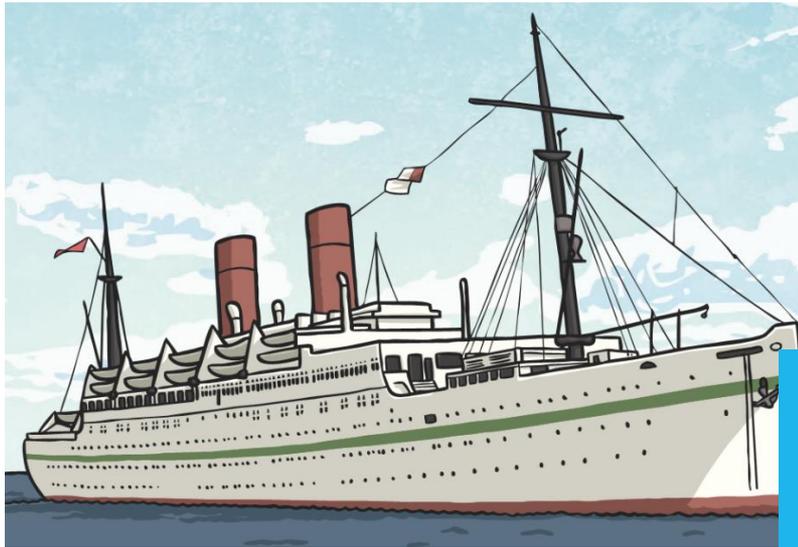
Gravity is the force that pulls objects downwards towards the centre of the Earth.

Upthrust is the force that pushes an object upwards.

Air resistance pushes against moving objects.

Which force is this picture showing?

Water resistance



_____ is the force that pulls objects downwards towards the centre of the Earth.

_____ resistance pushes against moving objects.

_____ is the force that pushes an object upwards.

Which force is this picture showing?

Magnetism

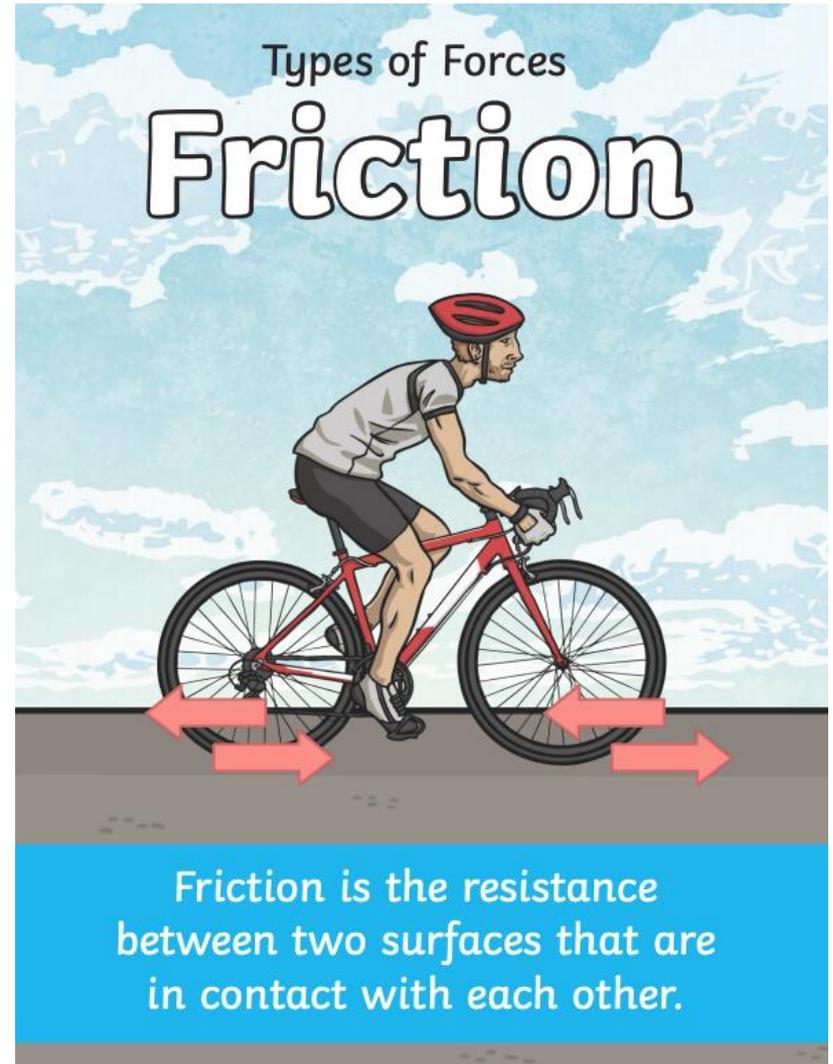
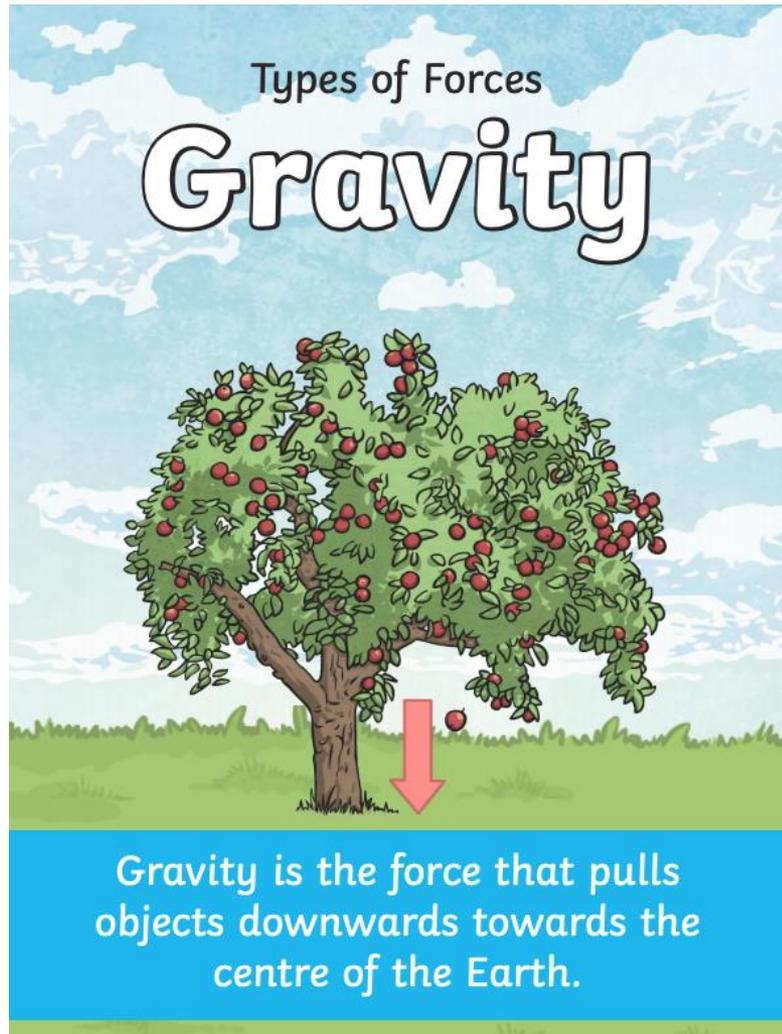


_____ is a force that attracts (pulls towards) or repels (pushes away) magnetic objects, often without direct contact. Iron, nickel and cobalt are magnetic metals so they are attracted to magnets. However, not all metals are magnetic.

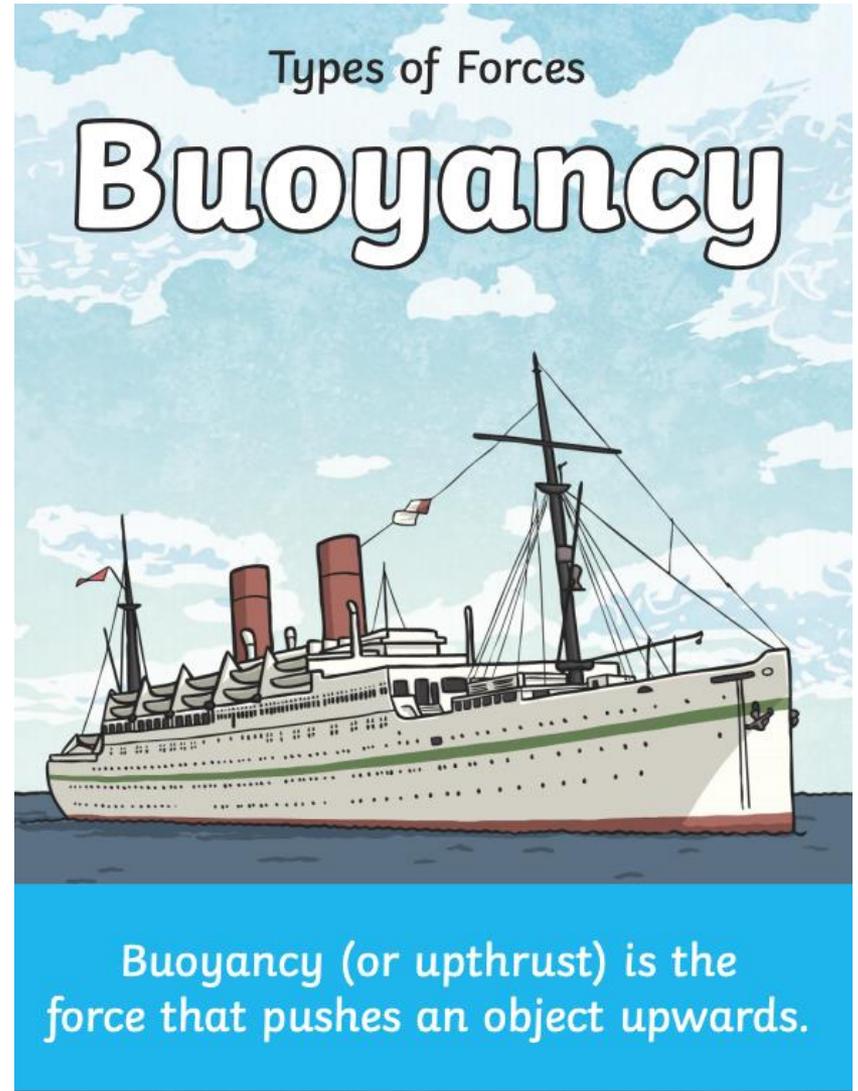
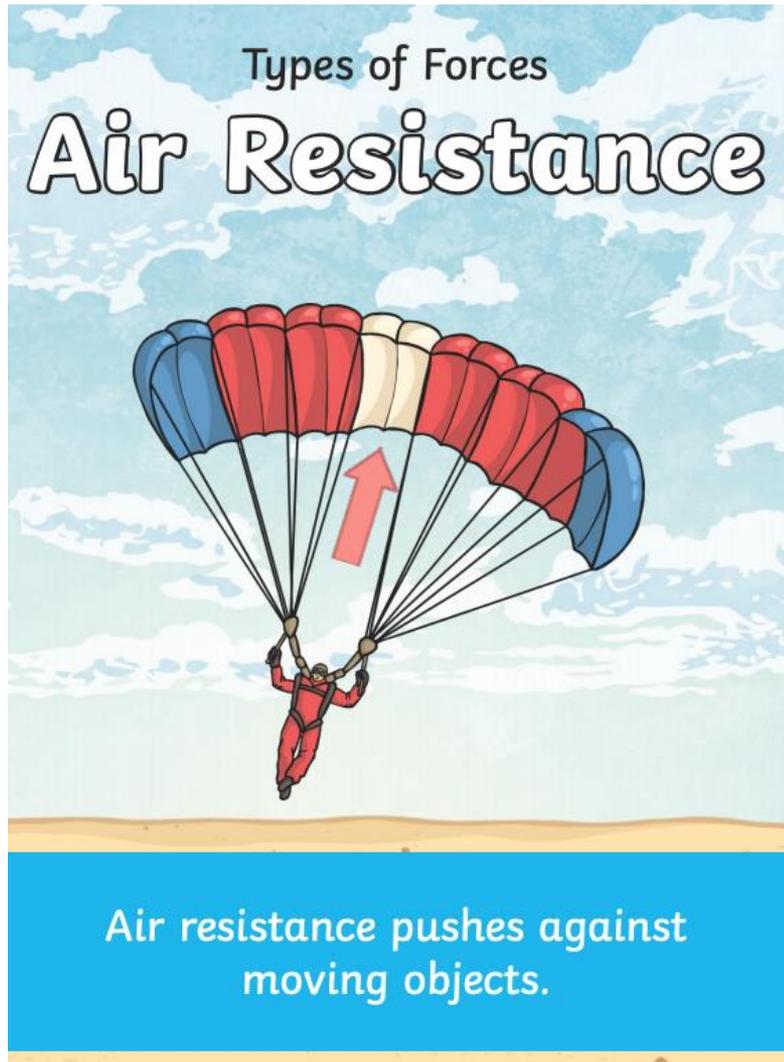
_____ is the resistance between two surfaces that are in contact with each other.

_____ is the force that pushes an object upwards.

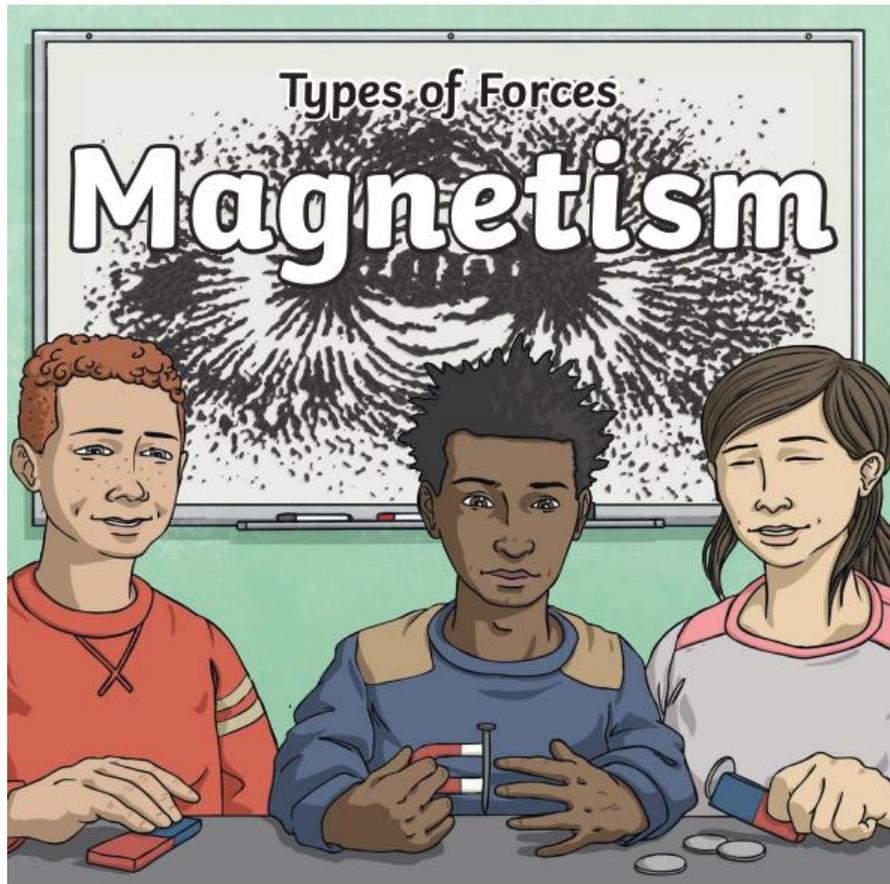
Did you get them right? Lets have a look....



Did you get them right? Lets have a look....



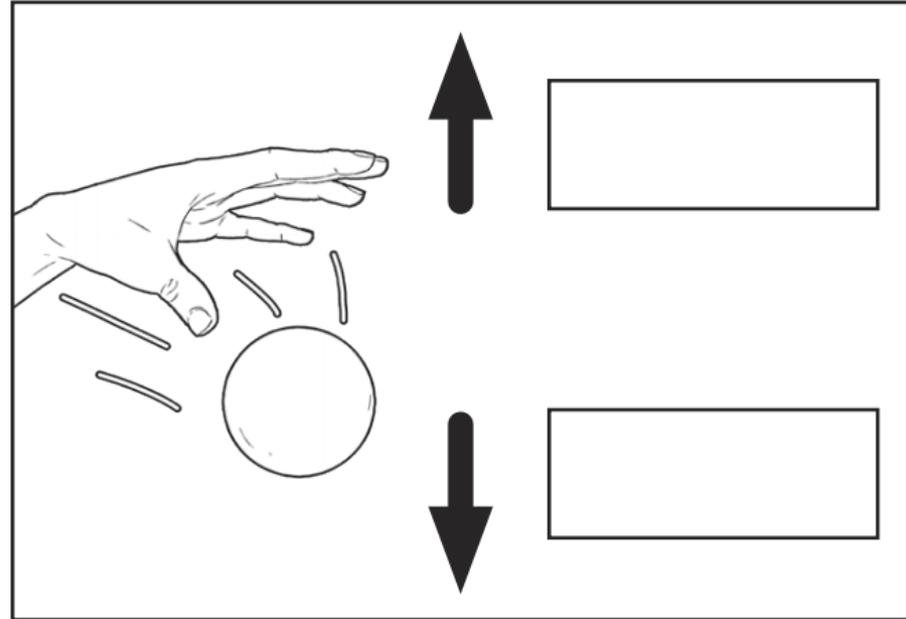
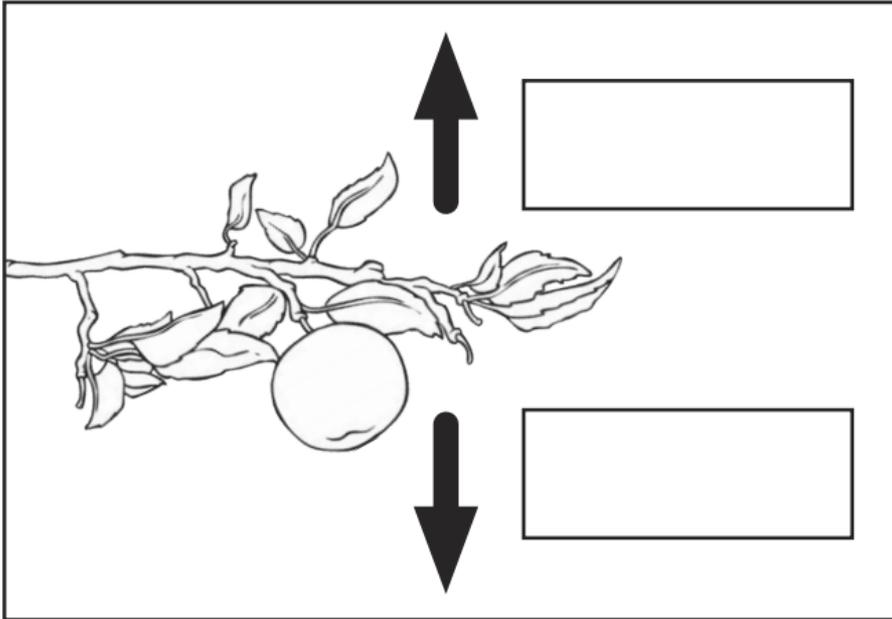
Did you get them right? Lets have a look....



Magnetism is a force that attracts (pulls towards) or repels (pushes away) magnetic objects, often without direct contact. Iron, nickel and cobalt are magnetic metals so they are attracted to magnets. However, not all metals are magnetic.

Test

What type of forces are being used here?



Word bank:

Air resistance

gravity

Push

Air resistance

Answers

What type of forces are being used here?

