

Year 3

Term 2 - Week 1

Mon 27.4.2020 - Fri 1.5.2020

Daily Home Learning Workbook

Name: _____

Class: _____



Year 3

Outline for the Term 2 Week 1

TIME	Monday 27.4.20	Tuesday 28.4.20	Wednesday 29.4.20	Thursday 30.4.20	Friday 1.5.20
Morning Session	PUPIL FREE DAY	PUPIL FREE DAY	<p>Writing Narrative Draft and plan your story ideas using dot points. Refer to the Narrative Tips for some ideas about drafting narrative writing..</p> <p>Journal Writing Write what you did during the holidays. Did you learn a new game, learn to cook, camp indoors, Write in detail providing lots of adjectives</p> <p>Spelling Write out list words each day. Complete the activity for the day.</p>	<p>Writing Narrative Using your plan from yesterday. Write your story. Refer to the Narrative Tips for some ideas about planning narrative writing</p> <p>Comprehension Tia's Tantrum Read Tia's Tantrum and then answer comprehension questions. Write your answers with detail.</p> <p>Spelling Write out list words each day. Complete the activity for the day.</p>	<p>Writing Narrative Read your story and edit it. Refer to the Narrative Tips for some ideas about editing and final draft of narrative writing</p> <p>Grammar Collective Nouns Watch videolink, read the information. Complete the activity by underlining the collective nouns. https://www.youtube.com/watch?v=xZPIK3ghyAs&t=54s</p> <p>Spelling SPELLING TEST TODAY</p> <p>Handwriting Lesson 1A Watch the videos and follow the instructions.</p>
Break	Break	Break	Break	Break	Break
Middle Session			<p>Mathematics Times Table Complete the Mad Math Grid</p> <p>Problem of the Day A daily mathematic challenge activity is attached with an explanation. Try 'Problem of the Day' DAY 1</p> <p>DATA Refer to DATA WEEK 1 Google Slides booklet complete LESSON 1</p> <p>Log into your Mathletics account and challenge others with your</p>	<p>Mathematics Times Table Complete the Mad Math Grid.</p> <p>Problem of the Day A daily mathematics challenge Complete DAY 2</p> <p>DATA Refer to DATA WEEK 1 Google Slides booklet complete LESSON 2</p> <p>Reading Read a chapter or a book that you have at home.</p>	<p>Mathematics Times Table Complete the Mad Math Grid.</p> <p>Problem of the Day A daily mathematics challenge Complete DAY 3</p> <p>DATA Refer to DATA WEEK 1 Google Slides booklet complete LESSON 3</p> <p>Game Play a card game Eg, Uno or Go Fish</p>

Break	Break	Break	Break	Break	Break
Afternoon Session			<p>calculation speed.</p> <p>TODAY IS INTERNATIONAL DANCE DAY!!</p> <p>For SPORT or Creative Arts find your favourite song and create a 2 minute dance routine OR follow the CHA CHA SLIDE steps https://www.youtube.com/watch?v=9JXH5mM8b0</p> <p>Share with your family and have a fitness session.</p> <p>GET HEALTHY AND HAVE SOME FUN ☺</p>	<p>KITCHEN GARDEN PROGRAM</p> <p>Go to Clairgate's Kitchen Garden Program Google Classroom</p> <p>Mrs Lindsay has a WELL BEING ACTIVITY GRID uploaded.</p> <p>Display the grid somewhere in the house.</p> <p>Choose any activity from the grid and then upload for Mrs Lindsay to see via the KITCHEN GARDEN PROGRAM Google Classroom</p>	<p>GEOGRAPHY EARTH'S ENVIRONMENT</p> <p>LESSON 1 What is an environment?</p> <p>We are learning about the environment this term.</p> <p>How do we categorise things into living and non-living? Watch the YouTube video for a better understanding https://www.youtube.com/watch?v=NG-FaXNiIfU</p> <p>Complete the worksheet about Living and Non-Living things and cloze passage.</p>
	PUPIL FREE DAY	PUPIL FREE DAY	END OF SCHOOL DAY	END OF SCHOOL DAY	END OF SCHOOL DAY

My Reward Chart



GOOD JOB

GOOD JOB							
Sunday	★	★	★	★	★	★	★
Saturday	★	★	★	★	★	★	★
Friday	★	★	★	★	★	★	★
Thursday	★	★	★	★	★	★	★
Wednesday	★	★	★	★	★	★	★
Tuesday	★	★	★	★	★	★	★
Monday	★	★	★	★	★	★	★

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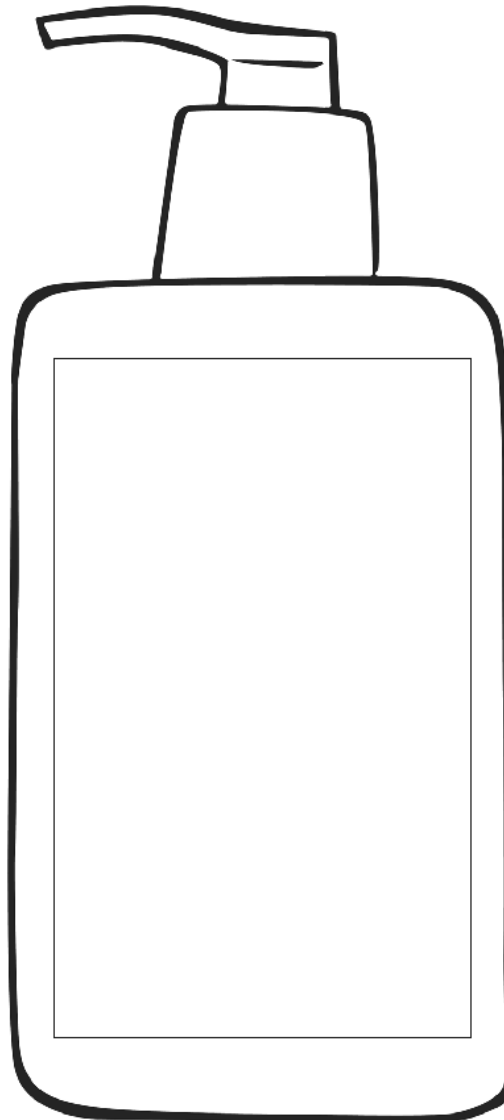
Washing your hands for 20 seconds with soap and water lathered up between your hands then rinsed off with water is the best way to keep germs away. If you were given the task to design a new soap and soap bottle, what would you create?

Design a Handwash Bottle

Design a fabulous handwash with a label that will encourage people to wash their hands!


Think about:

- What will it smell like?
- What will it look like?
- Make the bottle stand out, so that people want to buy it.
- Make it look fun, so that people want to use it.



Wednesday





Wednesday Morning Session

**Year 3
Term 2 / Week 1
29th April 2020**

Writing Week 1 Term 2 Wednesday

Today we want you to brainstorm some ideas for your story: You are not writing your story today. This is your planning day.



Story starter!

- ▶ Delicious. That was simply delicious. She very rarely came across a strawberry, but whenever she did she always made the most of it. Chewing through the sweet, juicy flesh, she savoured every mouthful.
- ▶ Now, though, she was full, and slowly eased herself (shell and all) out of the hole she had made in the side of the strawberry. It was time to explore another part of the garden...

Can you continue the story of the snail? Try to describe everything she might come across during her sloooooow journey!

You could even write it as a diary!

In dot points type your responses::

1/ Setting:

Where is your strawberry:

What time of the day?

When is the story taking place:

Who are your characters? Describe what they look like?

Use the ideas above in your story starter.

2/ Problem:

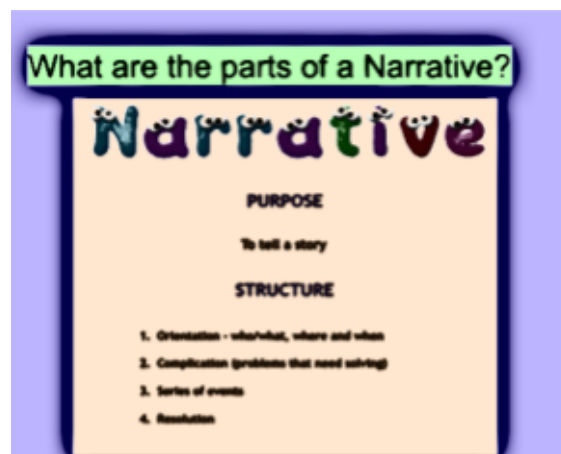
Think about your problem, then the series of events to solve or fix your problem.

Type your ideas here.

3/ Conclusion:

What happens in the end?

Please TURN IN your planning sheet. Keep it handy as tomorrow you will write your Narrative.



Narrative Checklist

I have included the...

- title
- orientation
 - who
 - when
 - where
- complication
- resolution
- ending

Journal Writing Template

Today's Date:

What I Found Challenging Today:

What I Learnt Today:

Ideas I Thought of Today:

A Picture That Captures Something from Today:

What I Would like to Learn about Next:

Parent/Adult/Tutor View:

Signed:

Quote of the Day

'It always seems impossible until it is done.'

Nelson Mandela

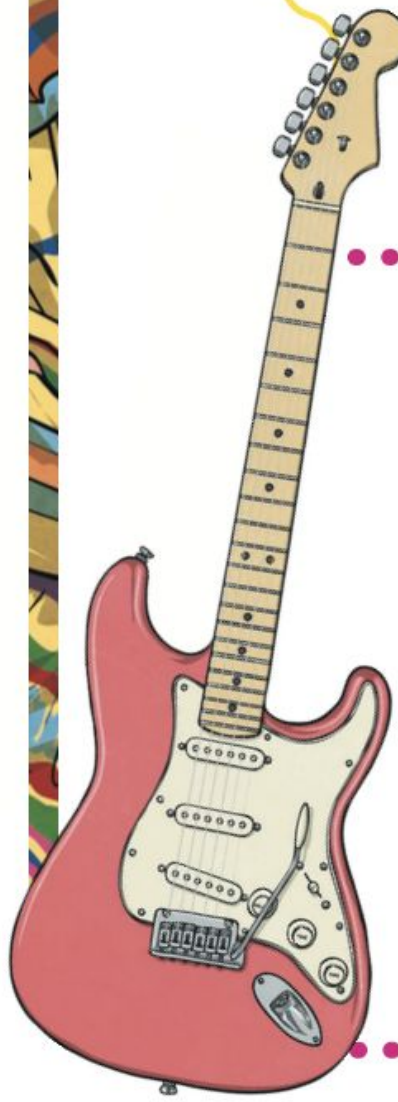
Wednesday

Date: _____

Goals for Today:

Write these at the start of each day. You do not need to come back to them and reflect on them at the end of the day.

1. _____
2. _____
3. _____
4. _____
5. _____



My Favourite Songs

What are your three favourite songs?

1. _____
2. _____
3. _____

Why do you like these songs?

How do they make you feel?



Copy your list words

Spelling Words	
1.	golfer
2.	felt
3.	farmer
4.	full
5.	feelings
6.	family
7.	cough
8.	enough
9.	roof
10.	rough
11.	forgetful
12.	fashion
13.	photograph
14.	tough
15.	phrase

Term 2 Week 1 - Wednesday

About Your Spelling Words

Each of this week's spelling words has the /f/ sound. You can hear this sound at the beginning of the word *friend*.

The /f/ sound can be spelled a few different ways:

- gh, as in *laugh*
- ph, as in *phone*
- f or ff, as in *fish* or *stuff*

► Read the words below. Which four have the /f/ sound?

laugh	elephant	print	jewel
table	bravery	faithful	shelf

❖ Review Words ❖
16. noise
17. destroy
18. voice

★ Challenge Words ★
19. paragraph
20. difference

- Fix The Misspelled Words**
- 1) I recently learned how to say a frase in German.
 - 2) The farmer has had a difficult season with his crops.
 - 3) Our dog Bruce tries to act really tuff, but he is gentle.
 - 4) Daisy has to carry her full glass of milk very carefully.
 - 5) Macy wants to be a fashion designer when she grows up.
 - 6) Let's get some felt from the craft store for our project.





Wednesday Middle Session

Year 3
Term 2 / Week 1
29th April 2020

Mad Math
How Fast Can You Solve?

X	5	2	10	11	0	3	4
12							
11							
10							
9							
8							
7							
6							
5							
4							

Wednesday
Week One



Time:

PROBLEM OF THE DAY

What is problem solving? It is the way you approach a question in order to find an answer - the steps you take or the procedures you follow to successfully solve the problem.

There are five steps to solve a problem.

1. Reading - read the question.
2. Comprehension - understand what the question is asking you to do.
3. Transformation - how you are going to find the answer.
4. Processing Skills - what to do to get the answer.
5. Encoding - writing down your answer.

How does this work? Let's try an example:

I have 22 pencils and Samantha has 18 pencils more than I have. **How many pencils** does Samantha have **in total**?

After reading the question I now understand it is about pencils. There are two numbers given and a question at the end. I'm going to **circle or underline or highlight the main parts and numbers** - and ignore all the other parts for now.

So now I'm going to work out how to solve the answer - there are words like more than and total - so this means it is an addition question.

I'm going to add $22 + 18 = 40$. **Now I have the answer I need to go back to the question and see how to answer the problem** - the question is talking about pencils: **who had the pencils (Samantha), and how many pencils were there in total.**

So when I write the answer I need to include that information. **Samantha has a total of 40 pencils.**

2

In the carpark there were 422 cars on Monday and 577 cars on Tuesday?

How many cars were there **altogether** on the two days?

Drag your plus, minus, multiply or division symbol here.

Answer: Not just a number, a number of what?

There were

4

At my shop I sold 123 less packets of plain chips than I sold of chicken chips? If I sold 356 packets of chicken chips, how many packets of plain chips were sold?

Remember to circle the numbers and underline WHAT the question is asking you to do - is it addition, subtraction, multiplication or division?

$+$ $-$
 \times \div

Answer: Remember to answer using the question. What is the question about?

There were

David has 126 marbles, Mark has 242 marbles and Jessica has 331 marbles.

How many marbles do they all have in total?

Hint: Use two of the numbers first, when you work that out then use the last number.

Answer:

$+$ $-$
 \times \div

$+$ $-$
 \times \div

They have



MATHS

Term 2 - Week 1

DATA lesson 1

To complete the Maths topic this week, you need to refer to the DATA WEEK 1 MATHS booklet.

Students using hardcopy booklets only

If you are completing only hardcopies of the Home Learning Lessons, then your DATA maths activities are in this hard copy booklet so you can write your answers in this booklet. Please take photos of completed work and email to your teacher for feedback before the next lesson. Hand in your completed work to school at the end of the week .

Google Classroom students

If you are completing your Home Learning Lessons through *Google Classrooms*, then your **DATA WEEK 1** booklet has been uploaded to you so you can complete each daily lesson assigned electronically.

You can type your answers directly into the booklet and **TURN IN the booklet** each day.



Data

Name:



Lesson One

Topic

- Data is the collection of information and the analysis of **what the data means**.
- Data can be collected using a survey or by conducting an experiment.
- We record data using tables, tally marks or pictures.
- We display our data using a graph.
- Once we have displayed our data, we **analyse** (look at) the results to see what they tell us about the topic we have surveyed.

Lesson One

Cars Parked				
Mon	Tues	Wed	Thurs	Fri
7	4	6	3	5

Cars Parked in the School's Car Park

Above is a table showing how many cars were parked in the school car park in Week 1. Use tally marks (lower case l) to record in the table below.

Day	Tally	Total
Mon		
Tue		
Wed		
Thur		
Fri		

Task: At home, go and check the pairs of shoes that are in your house. Record your findings (using tally marks) in the table below. When considering shoes with more than one colour, record the **main** colour.

Shoe Colour	Tally	Total



Wednesday Afternoon Session

**Year 3
Term 2 / Week 1
29th April 2020**



Today let's celebrate by keeping fit and having fun with a DANCE!

Find your favourite song and create a 2 minute dance routine, then teach your family the dance and record it.

OR

As a family or with your friends online, try dancing the *CHA CHA SLIDE*.

Go to this YouTube file to copy the dancers

<https://www.youtube.com/watch?v=9JXH5mM8b0>

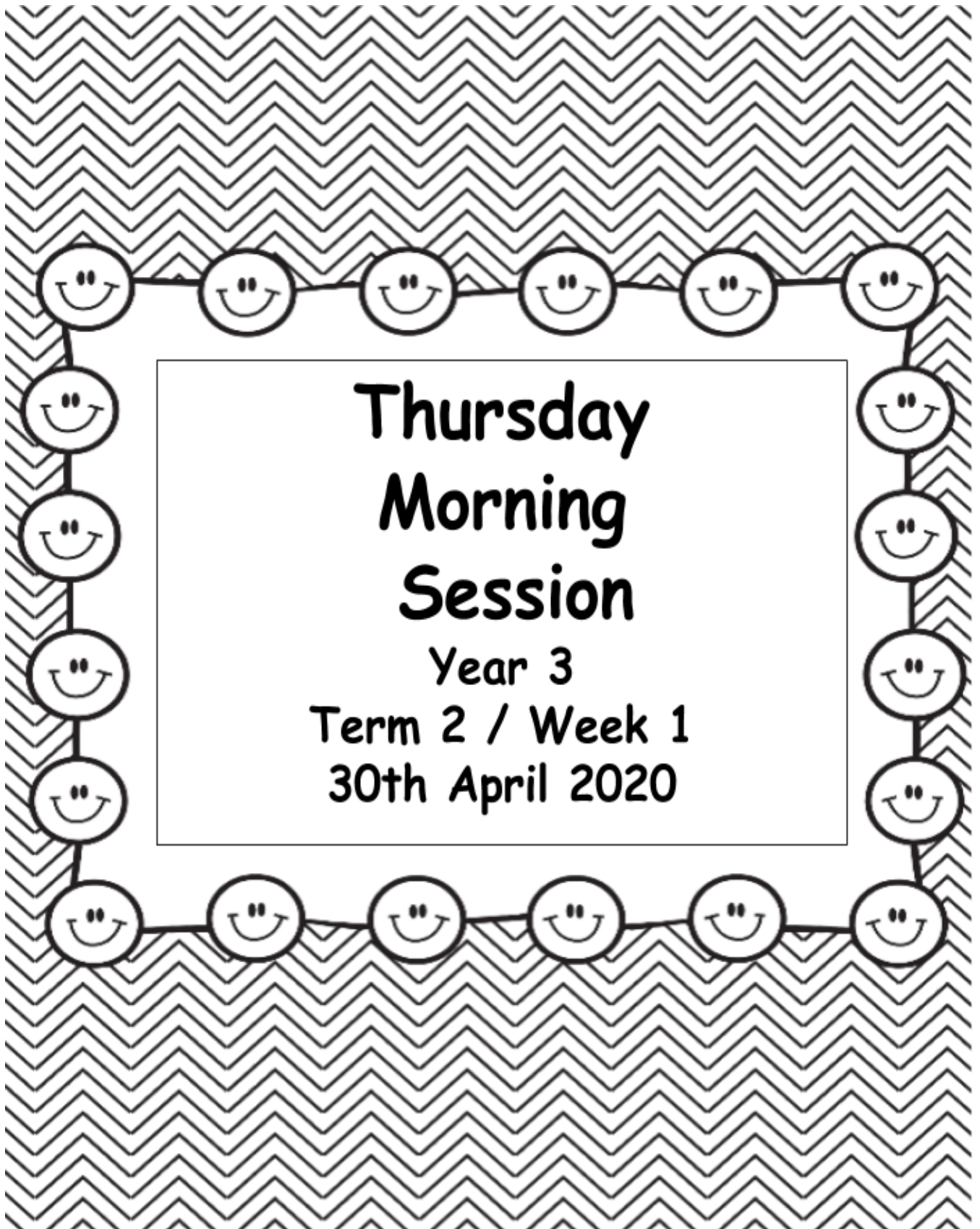


ENJOY THE FUN OF DANCING AND KEEP HEALTHY
Don't forget to drink water to stay hydrated.



Thursday





**Thursday
Morning
Session**

Year 3

**Term 2 / Week 1
30th April 2020**

Writing Week 1 Term 2 Thursday

Using your TURNED IN dot points from yesterday it is now your turn to write a Narrative. It must have a strawberry and a snail, you can have extra characters if you like. We look forward to reading about your creative adventure!

Don't forget to write in Paragraphs.



Story starter!

- ▶ Delicious. That was simply delicious. She very rarely came across a strawberry, but whenever she did she always made the most of it. Chewing through the sweet, juicy flesh, she savoured every mouthful.
- ▶ Now, though, she was full, and slowly eased herself (shell and all) out of the hole she had made in the side of the strawberry. It was time to explore another part of the garden...

Can you continue the story of the snail? Try to describe everything she might come across during her sloooooow journey!

You could even write it as a diary!

Start with your title:

Type your writing here:

TURN IN your draft. We will turn it back to you for Friday's activity.

TIA'S TANTRUM

"Get out!" Tia screamed at her little sister, Tessa. "I'm sick of you always coming into my room and going through my things. I wish you'd never been born! Go away and just leave me alone, will you!"

Tessa's lower lip trembled. Her eyes glassed over. Her mouth drooped. A few seconds later, tears were flowing uncontrollably down her four-year old face. She rushed from the room, leaving Tia standing in the midst of the mess she had created.

Tia was fuming. She looked around the natural disaster zone that was once her bedroom. Dresses laid strewn across the floor in all directions. Her make-up, lids removed and discarded, lay in a mess on her bedside table. Her necklaces and bracelets had been flung into all corners of the room. Her special art pencils, now blunt from his sister's careless usage, lay blunt on her desk. What had she done to deserve such treatment? Didn't Tessa understand that this stuff was important? Didn't she care?

At that moment, Tia's mother came into the bedroom. "Before you say a single thing," Tia said, "Look. Just look. This is what she did. And this. And this! I'm sick of her using my things. She wrecks them and breaks them. It's not fair. I just need her to leave my stuff alone!"

Tia's mother smiled gently. She took her daughter by the hand and sat her down on the bed. "Tia, my darling, you do understand why Tessa likes to come into your room and use your things, don't you?"

"Of course I do!" cried Tia. "She loves annoying me!"

Tia's mother chuckled. "No, my darling. She doesn't love annoying you. She just loves you. She adores you. That's why she comes into your room and uses your things. She wants to be like her big sister."

"She does? Really?" Tia was surprised. She'd never thought of anyone wanting to be like her before. Suddenly, she felt terrible for being so angry. "Mum? Can you ask Tessa to come back? Maybe she'd like to listen to some music with me. I think I need to give her a hug, too."

Tia's mother smiled. "Of course I'll ask her," she said. "And I'm sure she'll be happy to come."

TIA'S TANTRUM QUESTIONS

1. What made Tia so angry? How do you know she was angry? Give examples from the text.

2. Describe a time you were so angry that you screamed at your brother, sister or friend?

3. How do you think Tessa felt after Tia's tantrum? Use examples from the text to support your answer.

4. Explain why Tessa goes in and plays with Tia's things in her bedroom. Why do you think she enjoys it?

5. She looked around the natural disaster zone that was once her bedroom.

Explain.

Spelling Words

- golfer
- felt
- farmer
- full
- feelings
- family
- cough
- enough
- roof
- rough
- forgetful
- fashion
- photograph
- tough
- phrase

❖ **Review Words** ❖

- noise
- destroy
- voice

★ **Challenge Words** ★

- paragraph
- difference



Term 2 Week 1
Thursday

Type out your list words
in different colours.

Fill in the missing list words.

1. What helps you when you have a bad _____?
2. Theresa told Jack she was sorry for hurting his _____.
3. Gavin is not a great _____, but he still enjoys the game.
4. Why does it seem like I am so _____ these days?
5. The _____ of the hair dryer woke Chase up from sleep.



Thursday Middle Session

Year 3
Term 2 / Week 1
30th April 2020

Mad Math
How Fast Can You Solve?

X	5	2	10	11	0	3	4
2							
1							
0							
3							
5							
10							
4							
11							
9							

Thursday
Week One



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2

Thursday

In a survey, the most popular flavours of ice-cream were Chocolate 254, Vanilla 53, Strawberry 125, Rainbow 123, and other flavours 346.

- a) How many more people preferred Chocolate to Vanilla?
- b) Other flavours to Strawberry?

Answers:

$+$ $-$
 \times \div

a) more people preferred

$+$ $-$
 \times \div

b)

7



MATHS

Term 2 - Week 1



DATA lesson 2

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Data

Name:

Lesson Two

Graphs

- When we collect data, we record it using a graph.
- We use a graph to display our data so we can **analyse** it.

Favourite Ice Cream Flavour

In the graph below, record the results from the table. Use the fill colour button.

Chocolate	3
Strawberry	4
Vanilla	2
Other	5

Favourite Ice Cream Flavour

6				
5				
4				
3				
2				
1				
	Chocolate	Strawberry	Vanilla	Other



Thursday
Afternoon Session















Year 3
Term 2 / Week 1
30th April 2020

Are you ready to have a Healthy Body, Healthy Mind and Healthy Home?

Come and take the Challenge with Mrs Lindsay, your School Kitchen Garden Teacher!
Did you know that you know that anyone in your family can take the challenge?

Share your completed activities on Instagram by tagging @pleecschoolkitchen

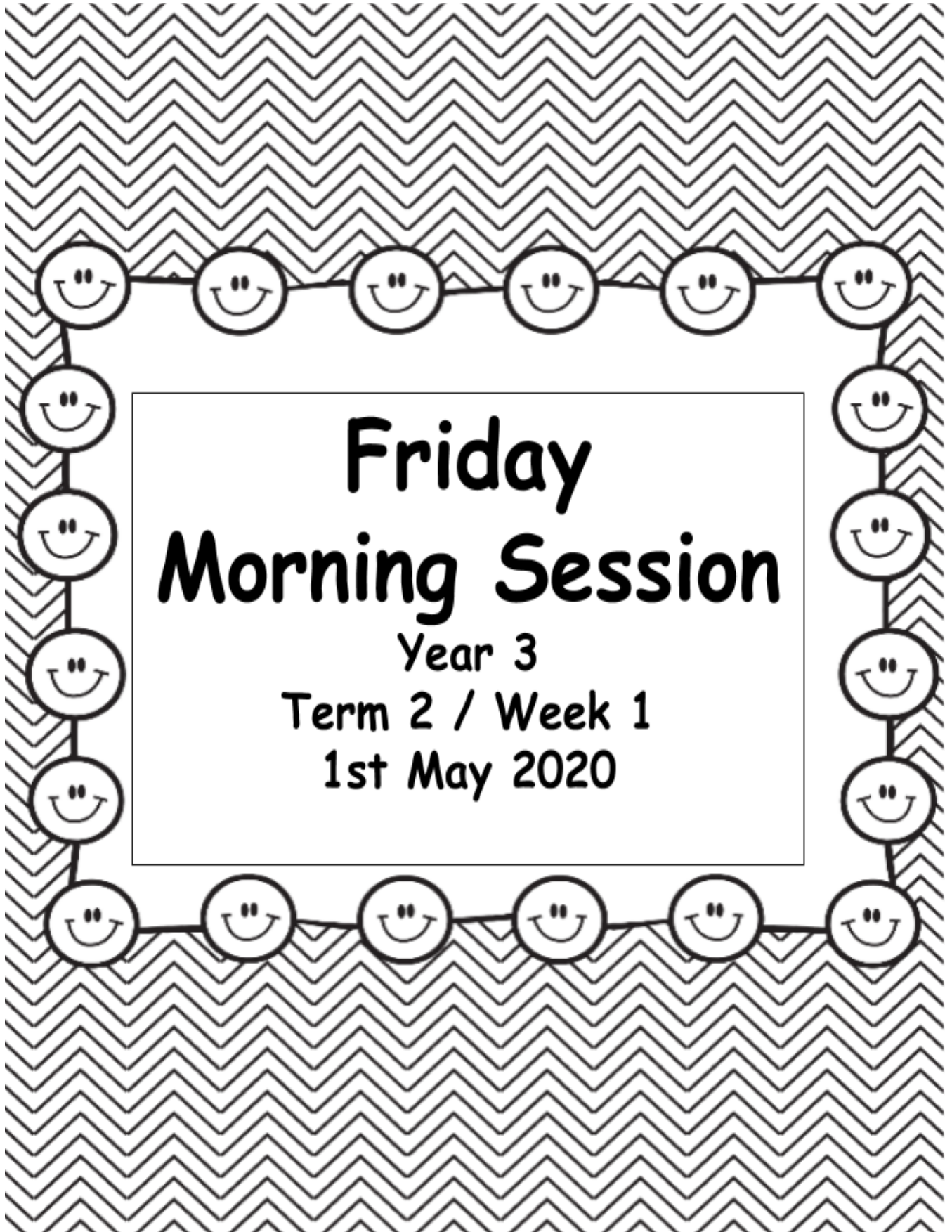


<p>Create Your own chill out zone, include books and all things that make you smile</p> 	<p>Food Journal Create a food journal with your family and evaluate your success of eating healthy</p> 	
<p>Healthy Lunchbox Design a healthy lunchbox menu for the week</p> 	<p>Healthy Choices Poster Create a poster promoting healthy food choices and share with your family</p> 	
<p>Eat Something New Try a new food and record in your food journal likes and dislikes</p> 	<p>FreeChoiceProject Create your own project at home about the Kitchen Garden Program</p> 	
<p>Wonderful Websites Create a list of websites that have great facts and ideas about growing your own food</p>	<p>Make your own Board Game Make your own vegetable themed board game</p> 	
	<p>Create An improved recycling system for your home</p> 	
	<p>Design an Ad Make your own ad, prompting Kitchen Garden Programs in schools -use Imovie</p>	
	<p>Did you knowthat? Create a list of interesting garden facts</p> 	
	<p>Make Recycling posters for your home</p>	
	<p>Song Lyrics Locate and learn a song about gardening or eating healthy food</p> 	
	<p>Garden Journal Create of written account of things you have done in the garden at home</p> 	
	<p>Cooking in the Kitchen Help out in the kitchen, learn a new recipe, make a meal for your family.</p>	
	<p>Pro&Con List Make a pro and con list about the health benefits of oil in food</p> 	
	<p>Science Conduct a science experiment to find out which soils hold the most water</p> 	
	<p>Design Design a garden that could feed your family</p>	
	<p>Science Conduct a kitchen food experiment - google ideas on the internet</p> 	

Friday



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Friday Morning Session

Year 3
Term 2 / Week 1
1st May 2020

Writing Week 2 Term 2 Friday

Today we want to look again at the Narrative you wrote yesterday.

It is your editing day. Please read through it again but look for spelling mistakes, capital letters, full stops and make sure that your sentences make sense. **Change any problems you find.** Share your story with someone. Read it aloud. Can you improve your story by adding better words?



Perfect picture!

Imagine you can see the pattern on the snail's shell. Can you draw or describe what you have imagined?

Finally draw below the perfect picture using the tools in Google Docs.

Well Done this is your final Turn In for writing this week.

GRAMMAR

COLLECTIVE NOUNS

COLLECTIVE NOUNS- WHOLE CLASS

CLASS

What is a Collective Noun?

A Collective Noun is the name for a collection or number of people or things.

flock



group



herd



COLLECTIVE NOUNS- WHOLE CLASS

These are examples of Collective Nouns in a sentence.

- a pack of thieves
- a pack of cards
- a packet of letters
- a wad of notes
- agenda of Tasks
- anthology of Poems
- anthology of Prose
- a hand of bananas
- a harvest of wheat
- a pack of cards
- a packet of letters
- a pair of shoes
- a quiver of arrows
- a range of mountains
- a ream of paper
- a reel of film
- a set of clubs
- herd of curlew
- mob of deer
- a bowl of rice
- battery of Artillery
- belt of Asteroids
- a bunch of keys
- a bundle of sticks
- a catalogue of prices
- a chest of drawers
- a cluster of coconuts
- a reel of film
- a set of clubs
- a string of pearls
- a tribe of goats
- a troop of lions

- a zoo of wild animals
- a crowd of people
- an anthology of poems
- a horde of savages
- a bale of cotton
- a basket of fruit
- a batch of bread
- a galaxy of stars
- a group of islands
- a fleet of ships
- a forest of trees
- a hail of bullets
- a hand of bananas
- a harvest of wheat
- a heap of rubbish
- a hedge of bushes
- a library of books
- an outfit of clothes
- a party of friends
- heap of rubbish
- A hedge of bushes
- a mob of rioters
- a pack of thieves
- party of friends
- patrol of policemen
- posse of policemen
- regiment of soldiers
- staff of employees
- team of players
- a body of men
- a bunch of crocks
- a caravan of gypsies



- atlas of Maps
- fitting of Sails
- fleet of Boats
- fleet of Cars
- quiver of Arrows
- range of Mountains
- roll of Coins
- rope of Onions
- rope of Pearls
- rouleau of Money
- round of Drinks
- serving of Spoons
- leet of Vehic
- a tribe of natives
- a troop of scouts
- a troupe of artistes
- a colony of gulls
- a drove of horses
- a flight of birds
- a flock of sheep
- a band of musicians
- a bevy of ladies
- a board of directors

COLLECTIVE NOUN POSTERS



2018 Learners of the World

GRAMMAR

COLLECTIVE NOUNS - ACTIVITY 1

Underline the collective noun in these sentences.

COLLECTIVE NOUNS- GUIDED

Underline the Collective Noun in these sentences

The flock of seagulls waited patiently on the sand for a hot chip.

The party of friends sang to the birthday girl happily.

The litter of kittens were tiny and cute.

The lion pride sat atop the rock in the jungle.

The pack of wolves howled in the night.

FRIDAY
SPELING TEST
DATE: _____



**Get someone
at home to
test you on
your spelling
words.**



Friday, 1st May 2020

a d h i k l m n t u v w

a d h i k l m n t u v w

The quick brown fox jumps over the
lazy dog.

Watch the uploaded video and follow the instructions as you commence your handwriting lesson. But before you start, remember the following:

Handwriting Rhyme



1 2 3 4

Are my feet flat on the floor?

5 6 7 8

My chair is in, my back is straight.

9 10 11 12

This is how my pencil is held.

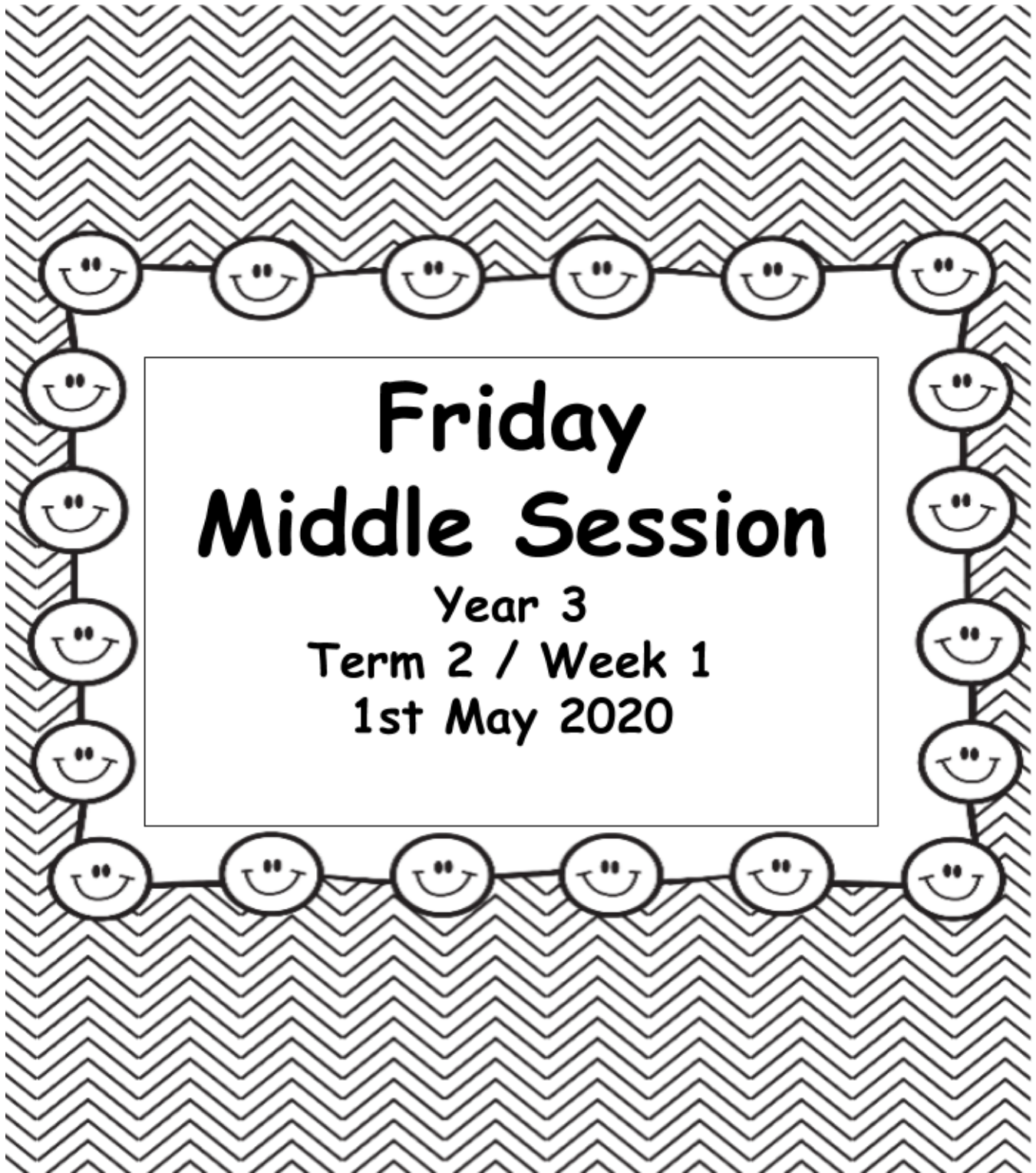
13 14 15 16

Now I am ready for my very best writing.

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Cursive Handwriting Template

The image shows a handwriting practice template consisting of ten rows. Each row is defined by four horizontal lines: a top pink dashed line, a middle blue solid line, a bottom blue solid line, and a bottom pink dashed line. This layout is designed to help students practice the consistent height and placement of cursive letters.



Friday Middle Session

Year 3
Term 2 / Week 1
1st May 2020

Mad Math
How Fast Can You Solve?

X	5	2	10	11	0	3	4
2							
3							
4							
5							
6							
7							
8							
9							
10							

**Friday
Week One**



Time:

PROBLEM OF THE DAY

What is problem solving? It is the way you approach a question in order to find an answer - the steps you take or the procedures you follow to successfully solve the problem.

There are five steps to solve a problem.

1. Reading - read the question.
2. Comprehension - understand what the question is asking you to do.
3. Transformation - how you are going to find the answer.
4. Processing Skills - what to do to get the answer.
5. Encoding - writing down your answer.

How does this work? Let's try an example:

I have 22 pencils and Samantha has 18 pencils more than I have. **How many pencils** does Samantha have **in total?**

After reading the question I now understand it is about pencils. There are two numbers given and a question at the end. I'm going to **circle or underline or highlight the main parts and numbers** - and ignore all the other parts for now.

So now I'm going to work out how to solve the answer - there are words like more than and total - so this means it is an addition question.

I'm going to add $22 + 18 = 40$. **Now I have the answer I need to go back to the question and see how to answer the problem** - the question is talking about pencils: **who had the pencils (Samantha), and how many pencils were there in total.**

So when I write the answer I need to include that information. **Samantha has a total of 40 pencils.**

2

Friday

In a beach shop they sell 199 towels in Summer, 90 towels in Autumn, 20 towels in Winter and 170 towels in Spring.

Which season is the most popular? Which season is the least popular? Why do you think this is the case?

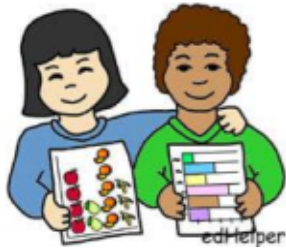
Answer:

Most popular season:

Least popular season:

Why:

8



MATHS

Term 2 - Week 1

DATA lesson 3

To complete the Maths topic this week, you need to refer to the **DATA WEEK 1 MATHS** booklet.

Students using hardcopy booklets only

If you are completing only hardcopies of the Home Learning Lessons, then your DATA maths activities are in this hard copy booklet so you can write your answers in this booklet. Please take photos of completed work and email to your teacher for feedback before the next lesson. Hand in your completed work to school at the end of the week .

Google Classroom students

*If you are completing your Home Learning Lessons through *Google Classrooms*, then your **DATA WEEK 1** booklet has been uploaded to you so you can complete each daily lesson assigned electronically. You can **type** your answers directly into the booklet and **TURN IN the booklet** each day.*

Data

Name:

Lesson Three

Analysing Data

- When we look at a graph, we consider what it tells us.
- This process is called analysing. Analysing is looking at something and commenting on it to see what the information is telling us.

This column graph (which you completed last lesson) has lots of information that we can see.

1. *Vanilla was least popular*
2. *Other was most popular*
3. *Strawberry was the second most popular.*

*Once we have made these observations, we consider **WHY** this might be.*

Eg: Other is the most popular because flavours like cookies and cream and weren't listed.

Favourite Ice Cream Flavour

6				
5				
4				
3				
2				
1				
	Chocolate	Strawberry	Vanilla	Other

Lesson Three

Complete this activity.

Task: Look at the following table and record your observations below.

Type what you think the title could be

Type here

6				
5				
4				
3				
2				
1				
	Blue	Yellow	Green	Red



Friday
Afternoon Session

Year 3
Term 2 / Week 1
1st May 2020

GEOGRAPHY

THE EARTH'S ENVIRONMENT



Read the following information.

Watch the video to complete the worksheet and cloze passage on the next page.

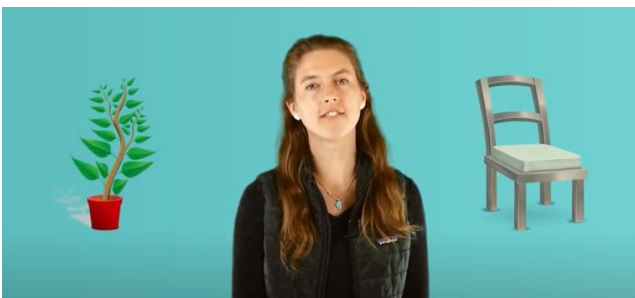
The world has many different environments. When we look at a map of the world, we can see the Equator, the Tropic of Capricorn and the Tropic of Cancer. These are invisible lines surrounding our earth and helps us to define the different environments around them.

Environments depend on the climate they are found in. For example, you won't find a rainforest in an area that doesn't receive any rainfall. Places closest to the Equator are generally hot. The further from the Equator, the cooler the climate, until it is freezing at the Polar regions. The Polar regions are located at the very top and at the very bottom of earth.

Because of Australia's size, we experience different climates in different areas and therefore have different environments. Depending on the environment, different living and non-living things appear there.

Watch the video on YouTube about 'Living and Non-living Things'.

<https://www.youtube.com/watch?v=NG-FaXNiIfU>



Go to WORLD BOOKS ONLINE and read about the Equator.

<https://www.worldbookonline.com/wbdiscover/article?id=ar830847>

GEOGRAPHY

THE EARTH'S ENVIRONMENT

Place a tick or cross in the boxes that match the things as living or non-living.

Name: _____

Date: _____

Comparing Living and Non-Living Things

Characteristics of Living Things	Kangaroo	Snake	Car	Whale	Rock	Rain
Move						
Reproduce						
Respond to Stimuli						
Take on Nutrients						
Excrete Waste						
Respire						
Grow						

Can non-living things have some of the characteristics of living things? (circle one) Yes No

Can non-living things have all of the characteristics of living things? (circle one) Yes No

Why is a car not a living thing? _____



twinkl.co.uk

Complete the Cloze passage.

The invisible lines that surround earth are the _____, The Tropic of Cancer and The Tropic of _____. These lines help us to define the different _____ on earth.

The further from the Equator an environment is the _____ it becomes.

The more freezing regions on earth are called the _____ regions located at the top and _____ of earth.

Living things usually need _____, _____ and _____ to survive in their environments..

Equator air
water bottom
colder

Capricorn
Polar food
environments

☆ 5 Star ☆ Writing



Do you have a capital letter at the beginning of your sentences?

A B C



Did you use punctuation?

. ? !



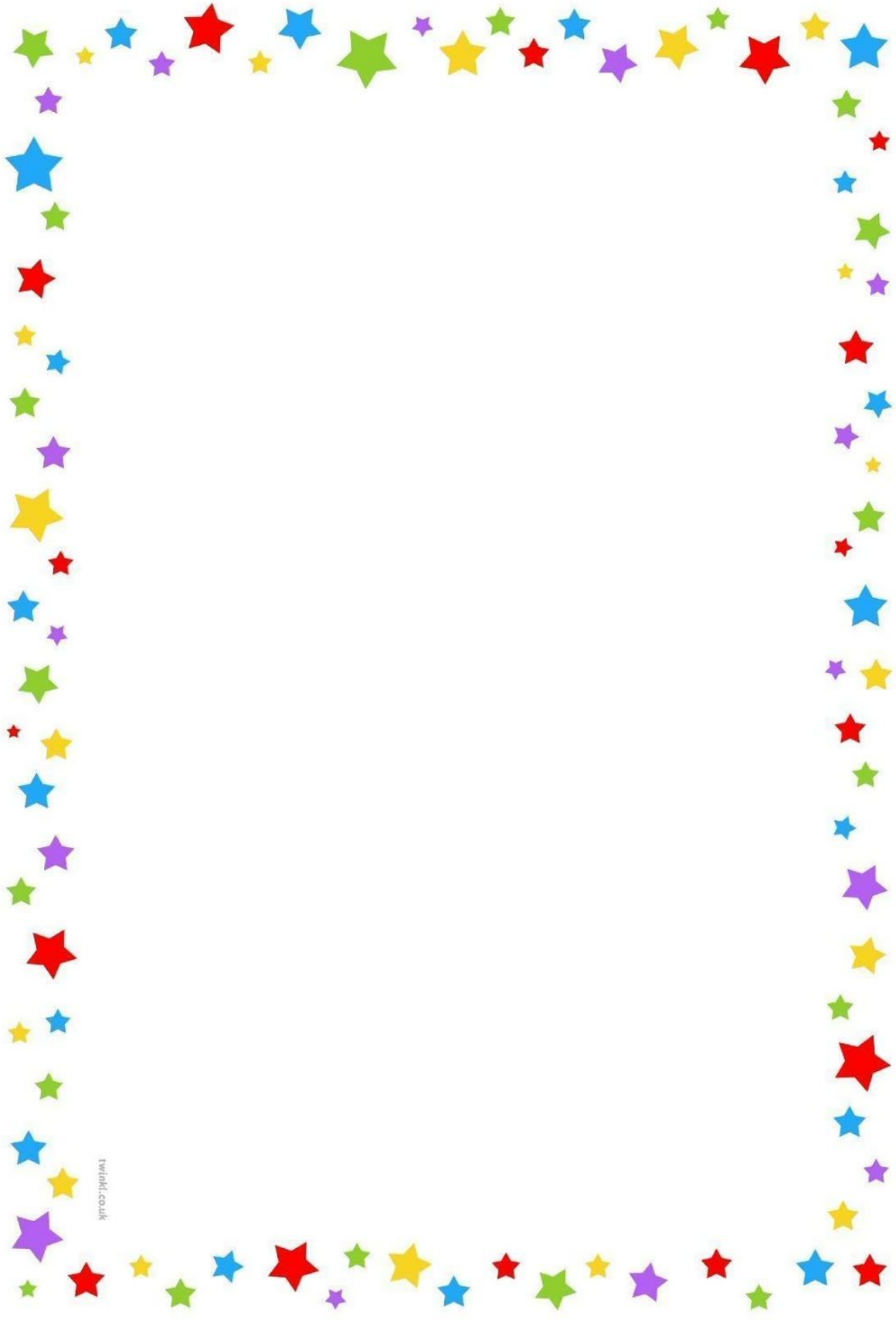
Did you use your finger to space your words?



Did you use your best handwriting?



Do your sentences make sense?



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