



CORE LEARNING TASK FOR ENGLISH

Grammar Focus: Watch the tutorial about proofreading skills. Can you correct the mistakes? Check your answers.

Writing Focus: Watch the tutorial. Today, we are writing up our non-chronological reports on our own mythical creatures.

Yesterday, you planned your writing, making notes of technical vocabulary, powerful verbs and extended phrases. You even thought of a shocking fact!

Remember to **rehearse** your sentence out loud first. **Write** your sentence and then **proofread** it. **Proofreading Checklist**

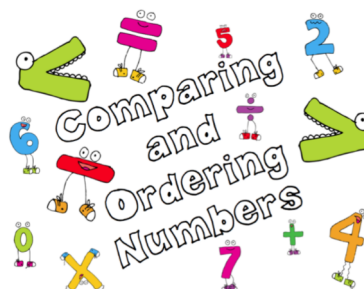
- ✓ Have you remembered capital letters and full stops?
- ✓ Have you used the present tense?
- ✓ Have you used a variety of nouns (creature, beast, wild animal) and pronouns (they, it) to vary your sentences?
- ✓ Have you used an apostrophe for possession? *The Cheezebog's claws*
- ✓ Have you spelt the possessive determiner *their* correctly? *Their sharp claws are used for clutching onto their prey.*
- ✓ Have you included a fact box and a photo or a drawing of your mythical creature?
- ✓ Have you presented your work neatly, using a ruler to underline subheadings?

CORE LEARNING TASK FOR MATHEMATICS

This week our focus is Multiplication using statistics and measurement.

This morning we would like you to start with ordering numbers to 1000.

Watch the beginning of the maths tutorial video to help guide you then complete the 'ordering numbers' activity on the Year 3 remote learning page.



Today, we will be working on solving measures problems involving multiplication. Please continue watching the tutorial video then complete the activity 'Scale Scalextric' available on the Year 3 remote learning page.

We would then like the children to complete the Arithmetic Spring Test 6 (available on the Year 3 remote learning page). The answers are also up on the remote learning page so you can go through them with your child at home. Please send in your scores through the Seesaw app.

KEY VOCABULARY

Key vocabulary you will come across this week include **partitioning, sharing, sequence, total, amount, eruption, active, dormant, extinct, magma, lava, noun, pronoun, determiner, possessive apostrophe**. If you are unsure about the meaning of any of these words use [Thesaurus and Word Tools](#) | [WordHippo](#) to check their definition or try and work out the meaning from the context in which they are used.

WIDER CURRICULUM TASK

P.E- LO: To practise tennis skills.

Please watch the link below and practise this skill, [Tennis skills at home - Pirate catch](#) If you do not have a racket you can use your hand, or anything with a flat surface like a book.



Geography – LO: To create a colourful poster all about volcanoes.

Recap on our learning in Volcanoes Lesson 3. Look at the two examples of volcanoes posters for layout ideas. There are also some photographs you could use of volcanoes. You may also combine with a drawing of the inside of a volcano. Choose subheadings from the following: (You do not need to cover all of these).

- What is a volcano?
- What are the different parts of a volcano called?
- Are all volcanoes the same? (active, dormant, extinct)
- Where are volcanoes found?
- What is good about living near a volcano?
- What is the difference between magma and lava?
- Where does the word 'volcano' come from?
- **Challenge** Case Study: The Eruption at Pompeii (see attached sheet about Mt Vesuvius)