**Weekly Maths Tasks (Aim to do 1 per day)**

<table>
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<tr>
<th>Measures: Time</th>
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<tr>
<td>1. Recap time: Using a watch or clock, write the times in analogue and digital.</td>
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<td>2. Use a watch or stopwatch and record how long it takes to do different activities. For example:</td>
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<td>a) Run all the way around the garden.</td>
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<td>b) Complete 10 mental maths questions.</td>
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<td>c) To do 20 star jumps.</td>
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<td>How long did each event take? Which took the longest? Would you record your time in seconds or minutes?</td>
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<td>3. How long do you think it would take you to run or walk a mile? Make an estimate and then do it, timed.</td>
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<td>4. Find and compare sporting world records. How much faster/slower was the athlete?</td>
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<td>5. Using a stopwatch, estimate how long a second, 30 seconds, a minute etc. are. Start the stopwatch and without looking press it when you think the time is up.</td>
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[https://whiterosemaths.com/homelearning/year-3/](https://whiterosemaths.com/homelearning/year-3/)  
Summer Term Week 3

**Weekly Reading Tasks (Aim to do 1 per day)**

1. Listen to your child read and discuss what they have read. (Make a list of any boring adjectives)
2. Watch Newsround and discuss what is happening in the wider world.
3. Get your child to read a book on Oxford Owl or one of their books. (Make a list of any boring adjectives)
4. Choose a character from a book you have read, create a list of adjectives to describe their appearance and personality.
5. Use the improved adjectives you wrote in yesterday’s spelling work to rewrite and improve part of the book you have read.

**Weekly Phonics/Spelling Tasks (Aim to do 1 per day)**

1. Practise on spelling shed (at least 20 minutes)
2. Practise spelling Year 3 and 4 common exception words (at least 20 of them)
3. Include a selection of your common exception words in your written work.
4. Using the list of boring adjectives you have written improve the adjectives so they are no longer boring.
5. Use the following words in sentences: surprise, suppose, strength, strange, straight, special and separate.

**Weekly Writing Tasks (Aim to do 1 per day)**

Watch: [https://www.literacyshed.com/the-rocketeer.html](https://www.literacyshed.com/the-rocketeer.html)

Using the work you completed the last week you will be creating a superhero comic this week:

1. Read through your story from last week and write some speech that the characters might say. Remember to use inverted commas around what is being said and add who said it (reporting clause).
2. Design some calligrams (see below boxes) that you could use within your comic strip. Remember a calligram is a word drawn to look like a word e.g. fire would be written in flames.
3. Begin to plan your comic strip, what speech would go where, think about some onomatopoeia words you could include.
4. Start to write and design your comic strip using your speech, calligrams, onomatopoeia words and pictures.
5. Finish you comic strip and see if you and some of your family members are able to act it out, why not share this on the school’s Twitter page.

Alternative work:
- Do the same tasks above but use the hero you invented.
Wider Learning project – to be done throughout the week

Research a famous mountain explorer/climber and write a diary entry everyday about their climb.

Start from the build-up before the climb- what equipment did they need to get? How are they feeling? Why do they want to do this? How did they to travel to the mountain? What occurs during the ascent? What do they see? Do they ever reach the summit or does something terrible happen? What happens on the descent? What happens when they get home? Do they ever get home? Are people happy for them? Are they proud of themselves?

Additional learning Resources You May Wish to Engage with:

- TT Rock stars
- Spelling Shed
- Literacy Shed
- Oxford Owl Reading
- Top marks/hit the button
- Once Upon a Picture

- https://whiterosemaths.com/homelearning/year-3/

A calligram is text arranged in such a way that it forms a thematically related image. It can be a poem, a phrase, a portion of scripture, or a single word; the visual arrangement can rely on certain use of the 

   - typeface, calligraphy or handwriting,

   for instance along non-parallel and curved text lines, or in shaped paragraphs. The image created by the words illustrates the text by expressing visually what it says, or something closely associated; it can also, on purpose, show something contradictory with the text or otherwise be misleading.