

Dear Parents and Carers,

We hope that you and your families are continuing to keep well. We would like the children to complete the following this week and, where possible, share their work with us on Google classroom. In addition, we would be delighted if the children could bring their completed English Task (My Best Piece of Writing) and Self-Portrait with them to the transition sessions during week commencing 13th July 2020. Thank you.

- **20-30 mins of reading.** When your child completes a book, they can take a quiz on our Accelerated Reader platform to test their knowledge and understanding of what they have read. They can use the website <https://readon.myon.co.uk/library/browse.html> to read books online or visit Plymouth libraries (<https://www.plymouth.gov.uk/libraries/libraryapps>) to access thousands of eBooks and audiobooks.
- If appropriate, take part in the **daily phonics** lesson (you will have been notified about this already if it applies to your child). Please see the website and Facebook for links.
- **We are continuing to access our Maths lessons from BBC Bitesize.** Please complete the daily tasks from the BBC Bitesize website (<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>). In addition to worksheets and activities that can be completed in your books or on paper, there are also now regular interactive activities for you to complete. Try to keep up to date with the learning but if you fall behind for any reason, please continue from wherever you left off.
Please Note: Those of you who are receiving printed paper packs will continue to use White Rose Maths resources as the interactive nature of the Bitesize work cannot be replicated on paper. For those who are able to access the White Rose Videos, please use this link: <https://whiterosemaths.com/homelearning/year-3/>
- Please keep practising your times tables on **Times Table Rock Stars**.
- See pages 2-7 for **daily English activities**, designed to encourage you to reflect on your time at home, with your families, and consider your thoughts and feelings about lockdown and the Covid-19 pandemic. It is suggested that children spend up to an hour on the range of activities provided, completing the tasks to the best of their ability, including the extension tasks, where this is possible.
- Please continue to encourage children to practise their **weekly spellings**. The summer term lists were sent home at the end of last term and are also available on the school website. This week, please focus on: Summer 2, Wk 6 (w.c. 06.07.20).

Other ideas we would like you to try this week:

- **ART - self-portrait task.** Follow the step by step guide on p8 and complete a self-portrait for your Record of Achievement file and Y4 teacher. Don't forget that, if you are looking for other tasks and activities to complete, there are a range of optional tasks that we would have been completing in school this Half Term which you can find on our **SCIENCE activity grid** or you could complete an activity from the **RAINFORESTS topic grid**, which can both be accessed on our LVPS website: <https://www.lvps.co.uk/>

Please do not hesitate to contact us via Google Classroom or the school office if you have any queries or if you would like any further support.

Thank you and best wishes to you all from the Year 3 Team.

ENGLISH: Year 3 Reference Grid for Writing

Use this grid to help you edit and improve your best piece of writing by colouring in each aspect you have used.

Punctuation Power!	
A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.
""	Inverted commas to show direct speech.

Fantastic Ways to Show Time, Place and Cause in Your Sentences		
Subordinating Conjunctions		
when	before	because
after	while	
Prepositions		
in	during	because of
over	near	until
above	behind	
Adverbs		
next	soon	then
therefore		

Can you squeeze in some co-ordinating conjunctions?	
F	for
A	and
N	nor
B	but
O	or
Y	yet
S	so

Know your Prefixes
un- means not
pre- means before
mis- means wrong
super- means above
re- means again
sub- means under
inter- means between
anti- means against
auto- means self
im/ir/in/il- mean not

Which is Witch? Don't Muddle Your Homophones
there/their/they're
our/are
two/too/to
your/you're
here/hear

Writing Mat Expected Year 3

Super Spellings... I need to know most of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Don't forget to organise your writing into **paragraphs**. Each one needs a few sentences linked to the same theme.



Monday 6th July 2020

LO: Can I plan a short story?

This week, we would like you to work on your 'Best Piece of Writing' to share with us and your Year 4 teacher. Each day, you will work on a different aspect of the writing task, completing a final draft of your work on Friday, in preparation for your transition session in school next week. The Year 4 team are looking forward to seeing what you can produce just as much as we are, so we would encourage you to work hard and show your very best writing and presentation skills during this week. In order to help you, we have included a Year3 grammar checklist on p2. Use this as much as you can during the week, highlighting the different skills/ elements you have effectively used in your writing.

Your task is to write a short story about your time at home during the Covid-19 lockdown and school closures.

Your story will focus on how this time has affected you, your family and your life in general. It could also build upon some of the previous tasks you may have completed, such as lockdown poems, entries for The Book of Hopes or Picture News reflections.

Today's task is to plan your short story in paragraphs, considering the main ideas you wish to include and the relevant vocabulary you will use.

My Best Piece of Writing: A Covid-19 Short Story (PLAN)

P1) Introduction to your Covid-19 journey as a family. When did Covid-19 first change your life? What was your first reaction to lockdown and how did you react as a family to the pandemic? Tell the reader about your family and who was with you in your home at the start of lockdown.

E.g. brother's school closed Wed 18th, mum worked from home, my school closed Fri 20th. Dad went to work, made a rota for walking the dog...

P2) Describe your Covid-19 journey. Include how you and your family adapted to life at home and home schooling. What challenges did you face, if any, and how did you overcome them?

E.g. couldn't see grandparents and friends or go to clubs and football training. Called nanny every day to read a story. Started a journal...

<p>P3) Describe your Covid-19 achievements and successes. Include new discoveries and new skills/ different things that you have experienced and achieved individually and as a family.</p>	<p><i>E.g. helped with shopping lists and meal planners and learnt to cook different things. Helped to paint the kitchen and make scrapbooks...</i></p>
<p>P4) Describe your lockdown highlights, what you have enjoyed and any special moments that you and your family have shared.</p>	<p><i>E.g. virtual parties, like Easter Sunday and the VE-75 yrs celebration and online family quizzes, birthdays and surprise letters in the post...</i></p>
<p>P5) <u>Conclusion.</u> What are your final reflections about Covid-19, lockdown and the pandemic? Do you have any hopes and dreams for the future, or plans for what you hope to do/ what happens after lockdown? Do you have any unanswered questions or further reflections for your reader to consider?</p>	<p><i>E.g. didn't expect it to go on for this long, that so many people would die or become ill and that we would have measures in place like social distancing. When can I see my friends again and play football? Will things like shopping and going on a day trip ever be the same again?...</i></p>

Now that you have your plan, have a look at the Year 3 Reference Grid for Writing on page 2 and note in the box below a range of vocabulary you are going to try and include in your writing. Challenge yourself to include a word/ words from each different coloured section.

Tuesday 7th July 2020

LO: Can I write a short story?

My Best Piece of Writing: A Covid-19 Short Story (draft)

Today, you are going to use your plan to write the opening and beginning paragraphs of your Covid-19 short story.

Starting with your notes for the introduction (P1), think about different ways that you can begin your short story to engage the reader in your story, from the very beginning. For example, using a conjunction, preposition or adverb at the start of your very first sentence, would be very powerful and engaging. You will also need to decide whether you are writing in the first person (I, me, my family, etc) or in the third person (he, she, they - you will become a 'character' of your story).

Using your planning and the writing reference grid on p2, focus on writing paragraphs 1, 2 and 3 today, ensuring that you use a range of sentence openers and rich, ambitious, exciting and relevant vocabulary as well as accurate punctuation, including capital letters and full stops in the correct place.

Some example openings:

As I walked out of school, with my home learning pack under my arm and PE kit stuffed inside my rucksack, I considered what the next few weeks at home would be like. It didn't really make sense and I had no idea how long my school would be closed for, or if my mum would even be able to go to work.

For Jack and his family, the announcement of the Covid-19 pandemic and the school closures that immediately followed, turned their world upside down.

It all started on the 15th March when the rumours started spreading, just like the virus. Hearing that thousands of people were dying, I knew that this was serious. All I could think about was what if there really was to be no more school? What would life be like?



Wednesday 8th July 2020

LO: Can I write a short story?

My Best Piece of Writing: A Covid-19 Short Story (draft)

Today, you are going to use your plan to complete the final paragraphs of your Covid-19 short story.

Starting with what you have written so far, re-read your short story and refer back to your notes, checking that you are happy that you have included all of the elements from your planning document, initial ideas and included aspects of the Reference Grid for Writing on page 2.

You will then be ready to write the remaining paragraphs of your short story, paragraph 4 and paragraph 5, ensuring that the writing flows from what you wrote yesterday, particularly paragraph 3 to paragraph 4. Think about different ways that you can engage the reader, such as including rich and powerful vocabulary, varying sentence starters, asking questions and offering your thoughts and reflections.

The Reference Grid for Writing will continue to help you include and demonstrate a wide range of Year 3 grammar skills, so remember to refer to this grid throughout your writing. You might find it helpful to colour in/ highlight any words or skills in the grid that you know you have included in your writing. This will help you identify other areas of focus when you come to edit and improve your writing.

Some example conclusion starters:

As lockdown begins to ease, I feel relieved that I can start to see my family and friends again.

My Covid-19 story has been a roller coaster of highs and lows; some great memories of spending time with my family and huge changes that have been hard to get used to.

Talking about the latest announcement from the Prime Minister, Jack and his family reflected on the past 3 months and asked themselves if anyone would remember the Covid-19 pandemic in 100 years time?



Thursday 9th July 2020

LO: Can I edit and improve a short story?

My Best Piece of Writing: A Covid-19 Short Story (edit & improve)

Today, you are going to spend some time editing and improving your Covid-19 short story.

Carefully re-read all five paragraphs and refer back to your plan to ensure that you have included every detail you had intended to. As you read, check for spelling and punctuation errors and anything that doesn't quite make sense, underlining anything you notice so that you can come back to it. It is also a good idea to re-read all the way through again, checking for just for capital letters and full stops.

Using a different coloured pen or pencil, use a dictionary, thesaurus or ask an adult to help you with any spellings you are unsure of or alternative words/ synonyms you would like to include or change. Read sentences aloud to see if they make sense and make changes where necessary. Refer to the reference grid on page p2 and consider where you could include different conjunctions, prepositions and adverbs, particularly as interesting sentence openers (use ISACE) and show a wide variety of spelling skills from the examples given or your own.

When you think your short story has been carefully edited and is complete, read it aloud to a member of your family, if you can.

Friday 10th July 2020

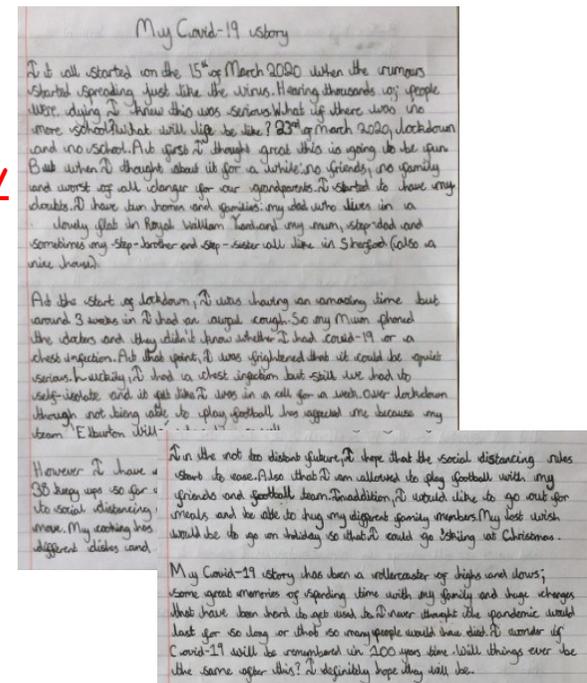
LO: Can I write a short story?

My Best Piece of Writing: A Covid-19 Short Story

Today, you are going to present the final draft your Covid-19 short story.

Think very carefully about the presentation of your writing, ensuring that you write and underline a title and leave a line between each paragraph. Remember to use a sharp pencil, rub out and correct mistakes carefully, writing on the lines accurately. Can you join your handwriting?

Good Luck Year 3: we are all looking forward to seeing your best pieces of writing.



How to Draw a Self-Portrait

