









## The Rookeries Year 3: Home Learning Schedule

| W/C 22 <sup>nd</sup> June                                                                                                                                                                                                                                                                                                                                                                                                                                  | Monday                                                                                                                                                                                                                                     | Tuesday                                                                                                                                                                                                                                                                      | Wednesday                                                                                                                                                                                                                                                                                                          | Thursday                                                                                                                                                                                                                                                                                                                                                   | Friday                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Maths</b></p> <p><i>Suggested timing: 45 mins per lesson</i></p> <p style="text-align: center;"><b>This week we will be focussing upon:</b></p> <p style="text-align: center;"><b>Addition and Subtraction</b></p> <p>We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing Lesson 1. Please click <a href="#">here</a> to view this.</p>   | <p><b>Lesson 1: Adding three-digit numbers.</b></p> <p>Learn how to add three-digit numbers together by clicking on the link <a href="#">here</a>.</p> <p><i>You will find two videos, one online activity and one activity sheet.</i></p> | <p><b>Lesson 2: Subtracting three-digit numbers.</b></p> <p>Learn how to subtract three-digit numbers by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes two videos, two online activities and one activity sheet.</i></p>                         | <p><b>Lesson 3: Efficient addition and subtraction methods.</b></p> <p>Learn some efficient methods for solving addition and subtraction problems using three-digit numbers by clicking on the link <a href="#">here</a>.</p> <p><i>You will find two videos, one online activity and two activity sheets.</i></p> | <p><b>Lesson 4: Mixed addition and subtraction problems.</b></p> <p>Learn how to solve addition and subtraction problems by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes two learning summary slideshows and two activity sheets.</i></p>  | <p><b>Lesson 5: Consolidation</b></p> <p>Apply your learning from across the previous sessions by undertaking the weekly maths challenges! Click <a href="#">here</a>.</p> <p><i>These are designed to test your problem solving skills. See how many you and your family can do together!</i></p> |
|  <p><b>Remember to share your learning on Class Dojo!</b></p> <p><i>Take a photo of your work and upload it to the Portfolio section for your teacher to see.</i></p>                                                                                                                   |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                    |
| <p style="text-align: center;"><b>English</b></p> <p><i>Suggested timing: 45 mins per lesson</i></p> <p style="text-align: center;"><b>This week our text type is a:</b></p> <p style="text-align: center;"><b>Villain character description</b></p> <p>We have produced a 'pre-teach' video to introduce this week's learning in English. We recommend watching the video before commencing Lesson 1. Please click <a href="#">here</a> to view this.</p> | <p><b>Lesson 1: Character Description: Reading Comprehension – Word meaning.</b></p> <p>In this lesson, explore the meaning of words using character descriptions by clicking <a href="#">here</a>.</p>                                    | <p><b>Lesson 2: Character Description: Reading Comprehension - Comparison.</b></p> <p>Explore comparison questions using character descriptions. By clicking <a href="#">here</a>.</p>  | <p><b>Lesson 3: Character Description: Identifying the features of a text.</b></p> <p>Learn how to identify the key aspects of a character description by clicking <a href="#">here</a>.</p>                                                                                                                       | <p><b>Lesson 4: Character Description: SPaG focus – Similes.</b></p> <p>Learn how to use similes effectively by clicking <a href="#">here</a>.</p>                                                                                                                                                                                                         | <p><b>Lesson 5: Character Description: Write a Character Description.</b></p> <p>Apply your understanding from throughout the week by planning and writing a detailed character description. Click <a href="#">here</a>.</p>                                                                       |
| <p><b>Weekly Spellings:</b> forgetting – forgotten – beginning – beginner - preferring - preferred</p>                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                    |
|  <p><b>Having any problems with the tasks?</b></p> <p><i>Feel free to pop any questions or issues onto our class Padlet <a href="#">here</a>!</i></p>                                                                                                                               |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                    |
| <p><b>Starting on the 22<sup>nd</sup> June - every afternoon, Monday to Friday, at 1pm click <a href="#">here</a> to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.</b></p>                                                                                                                                                                                                             |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                    |





## Maths Lesson 2 – Activity 1



### Subtracting 3-Digit Numbers from 3-Digit Numbers - With Exchanging



LO: to use column subtraction  
Calculate the answer to the following:

|                                                                 |                                                                 |                                                                 |                                                                 |
|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
| $\begin{array}{r} 451 \\ - 218 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 840 \\ - 525 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 472 \\ - 238 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 481 \\ - 323 \\ \hline \\ \hline \end{array}$ |
| $\begin{array}{r} 690 \\ - 526 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 726 \\ - 419 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 427 \\ - 233 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 519 \\ - 450 \\ \hline \\ \hline \end{array}$ |
| $\begin{array}{r} 353 \\ - 136 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 627 \\ - 258 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 622 \\ - 394 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 951 \\ - 652 \\ \hline \\ \hline \end{array}$ |

Challenge: Complete the following calculations:

|                                                                        |                                                                        |                                                                        |
|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|
| $\begin{array}{r} 73\_ \\ - 4\_7 \\ \hline \\ \hline \_81 \end{array}$ | $\begin{array}{r} \_70 \\ - 29\_ \\ \hline \\ \hline 1\_6 \end{array}$ | $\begin{array}{r} \_01 \\ - 4\_8 \\ \hline \\ \hline 33\_ \end{array}$ |
|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|

All answers to the questions are included on the webpage for this lesson.



## Maths Lesson 3 – Activity 1

# Adding and subtracting a 3-digit number and 10s

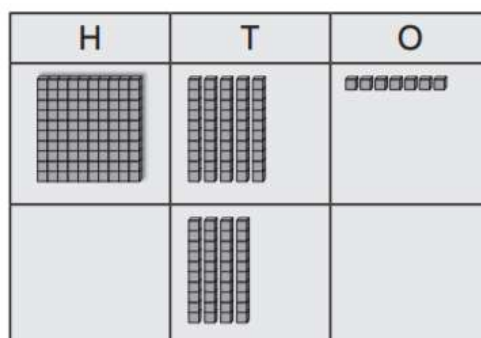
|   | Air team | Fire team | Water team | Earth team |
|---|----------|-----------|------------|------------|
| 1 | 245      | 157       | 180        |            |

- a) Fire team had 157 points.  
They have won 40 more points.

How many points do they have now?

$$157 + 40 = \square$$

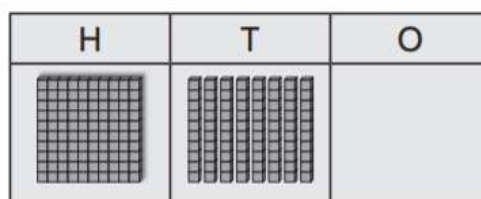
They have  points now.



- b) Earth team have 50 fewer points than Water team.

$$\square - 50 = \square$$

Earth team has  points.



- c) A week later, each team is awarded 30 points for singing in assembly. Complete the table to show the new scores.

| Air team | Fire team | Water team | Earth team |
|----------|-----------|------------|------------|
| 525      | 417       | 310        | 201        |
|          |           |            |            |

I will add 30 to each score.  
I will use equipment to check my answers.

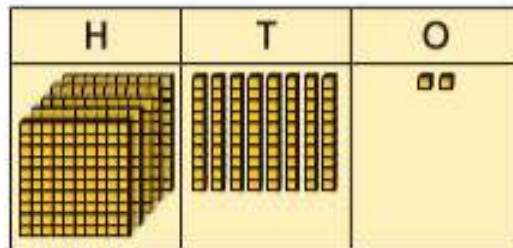


All answers to the questions are included on the webpage for this lesson.

## Maths Lesson 3 – Activity 2

### Think together

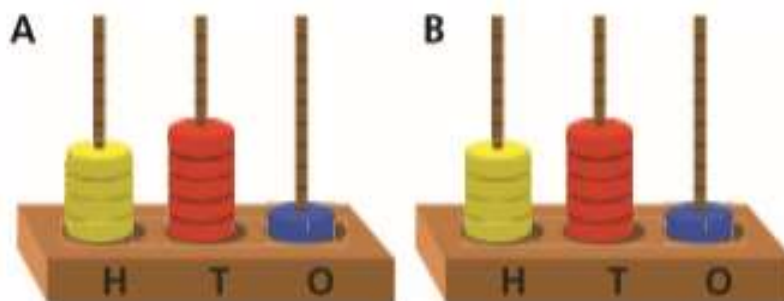
- 1 Ana takes 5 beads from the 10s pole. Show this as a subtraction.



$$8 \text{ tens} - \square \text{ tens} = \square \text{ tens}$$

$$582 - \square = \square$$

- 2 Shawn makes the same number on each abacus.



He takes 4 beads from the 10s pole of abacus A.

Then he places them on the 10s pole of abacus B.

What number does each abacus show now?

A  $\square \bigcirc \square = \square$

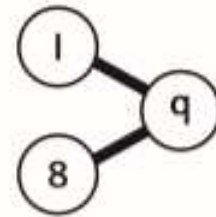
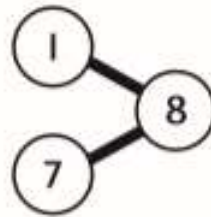
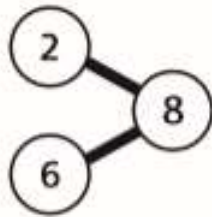
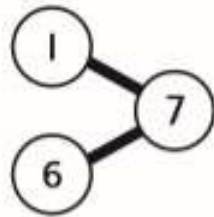
Abacus A shows  $\square$ .

B  $\square \bigcirc \square = \square$

Abacus B shows  $\square$ .

## Maths Lesson 3 – Activity 2 continued

- 3** Match each calculation to the part-whole model that helps solve it.



$414 + 70$

$124 + 60$

$280 - 10$

$575 - 60$

$382 + 10$

$990 - 80$



Some of these numbers have a 0 in the ones column. Does that affect the method?



We are adding and subtracting 10s. I don't think the 1s will be affected.

All answers to the questions are included on the webpage for this lesson.



## Maths Lesson 4 – Activity 1

If you are feeling confident, challenge yourself on the three star worksheet.



### Solving Problems

Your task is to create and solve your own one-step problems.

A one-step problem is a calculation that requires you to use one operation, e.g. Molly had 45 apples and Maaria had 32 bananas. How many pieces of fruit are there altogether?

Present your ideas in an interesting way, for example:

- a poster;
- a quiz;
- a game;
- crossword;
- or an activity of your choice.



### Solving Problems

Your task is to create and solve your own one- and two-step problems.

A one-step problem is a calculation that requires you to use one operation to solve the problem, e.g. Molly had 45 apples and Maaria had 32 bananas. How many pieces of fruit are there altogether?

A two-step problem is a calculation that requires you to use two operations to solve the problem, e.g. Mahir has 13 writing pencils and 54 coloured pencils. He gives his friend 27 pencils. How many pencils does he have left?

Present your ideas in an interesting way, for example:

- a poster;
- a quiz;
- a game;
- crossword;
- or an activity of your choice.



## Maths Lesson 4 – Activity 2



# Subtraction Word Problems

Aim: I can solve subtraction word problems.

1. A shop has 76 pairs of socks. 33 pairs are white sport socks. How many other pairs are there?



\_\_\_\_\_

2. There are 189 children in a school. 114 are in Key Stage 2, the rest are in the Foundation Stage and Key Stage 1. How many children are in the Foundation Stage and Key Stage 1 altogether?

\_\_\_\_\_

3. There are 115 pencils in the cupboard. 82 are given out to the children. How many are left in the cupboard?



\_\_\_\_\_

4. Edward buys a drink for 82p. He pays with a £1 coin. What change does he receive?

\_\_\_\_\_

5. A flower market has 132 tulips. A florist buys 80 tulips. How many are left?

\_\_\_\_\_

6. A sweet shop has 127 boiled sweets in a jar. One jar containing 64 sweets is sold. How many are left?



\_\_\_\_\_

7. A farmer has 184 cows. He takes 97 to a new field. How many are left behind?

\_\_\_\_\_

8. A school has a target of raising £175 for a local charity. So far they have raised £110. How much more is there to raise to reach the target?

\_\_\_\_\_



All answers to the questions are included on the webpage for this lesson.

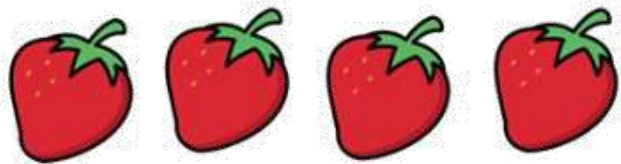




## Maths Lesson 5 – Challenges

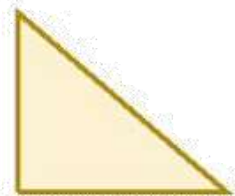
### Challenge 1

This is half of Lee's strawberries.



How many strawberries does Lee have?

This is half of Lee's shape.



What could the whole shape look like?

### Challenge 2

Tim buys a lolly and a chew.



The lolly costs 12p more than the chew.

The total cost of the two items is 82p.

How much does the lolly cost?

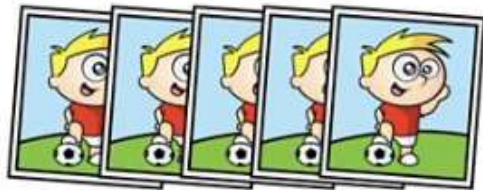


## Maths Lesson 5 – Challenges

### Challenge 3

Stickers come in packs of 5.

Max buys 12 packs.



He gives his three friends some stickers.

They each receive the same number.

He has 27 stickers left.

How many stickers did Max give each of his friends?

### Challenge 4

Here are 3 containers.



- The jug can hold **1500 ml**.
- The bucket can hold **2 litres**.
- The barrel can hold **15 litres**.

Anisa wants to fill the barrel with water.

Find 2 ways that Anisa can fill the barrel using the jug and bucket.

All answers to the questions are included on the webpage for this lesson.



## Weekly Spellings

The spelling focus this week is adding suffixes beginning with vowels (-ing, -en, -er, -ed) to words of more than one syllable.

| <b>Spellings</b> | <b>Cover and write</b> | <b>Cover and write</b> |
|------------------|------------------------|------------------------|
| forgetting       |                        |                        |
| forgotten        |                        |                        |
| beginning        |                        |                        |
| beginner         |                        |                        |
| preferring       |                        |                        |
| preferred        |                        |                        |



## English Lesson 1 – Reading Comprehension

### Comprehension - Word Meaning

Green Goblin is a grotesque, greedy super villain, but many people do not realise that his true identity is Norman Osborn.

1) Tick the word that is a synonym for **greedy**. (1 mark)

grotesque ( ) caring ( ) gluttonous ( ) generous ( )

2) What does the word **rapid** mean in the text?

Tick the correct definition. (1 mark)

| Definition                                   | Tick 1 |
|----------------------------------------------|--------|
| Happening at a slow rate without speed.      |        |
| Happening in a short time or at great speed. |        |
| Moving at a normal pace.                     |        |

His whole body is **covered** in a skintight, scaly suit that is as green as an emerald.

3) Which word could replace **covered** in the sentence above?

Tick one. (1 mark)

revealed ( ) protected ( ) heightened ( ) erased ( )

Usually, the Green Goblin flies around standing on his Goblin Glider, which looks like a large, metallic bat. He is the arch enemy of Spider Man and pursues Spider Man like a tiger hunting his prey.

4) Which word could the writer have used to replace **enemy**?

(1 mark)

nemesis ( ) friend ( ) hero ( ) partner ( )

*All answers to the above questions are covered in the lesson video on the website link.*



## English Lesson 2 – Reading Comprehension

### Comprehension - Compare



Green Goblin is a grotesque, greedy super villain, but many people do not realise that his true identity is Norman Osborn. To many people's surprise, Norman is the father of Peter Parker's best friend Harry. He possesses a rapid healing factor and superhuman strength because of the Goblin Formula he created.

Spider Man is a compassionate and intelligent superhero, but not everybody knows he is the alias of Peter Parker. After following his Uncle's advice, he decided to create his Spider Man costume to protect his identity and use his powers to fight crimes.

1. Find a similarity between Green Goblin and Spider Man. (1 mark)

- A) They are similar in age.
- B) They both took advice from their uncle.
- C) They both have hidden identities.

He is the arch enemy of Spider Man and pursues Spider Man like a tiger hunting his prey. He is as cunning as a fox and has cleverly developed a gas, so Spider Man's 'spider sense' can be slowed down. Green Goblin is a cowardly bully and his behaviour is due to jealousy.

After following his Uncle's advice, he decided to create his Spider Man costume to protect his identity and use his powers to fight crimes. Selflessly, he chooses to use his abilities to protect the people of New York from crime and evil.

2. Find a difference between Green Goblin and Spider Man. (1 mark)

- A) Green Goblin is weak, but Spider Man is strong.
- B) Spider Man uses his powers for good, but Green Goblin uses them for evil.
- C) Spider Man is weak, but Green Goblin is strong.

The face of the suit is a vile, evil goblin. It has pointy ears, piercing eyes and a large, nasty grin. Usually, the Green Goblin flies around standing on his Goblin Glider, which looks like a large, metallic bat.

Spider Man's costume is a lightweight, red and blue full body suit that provides protection. To many people's surprise, Spider Man does not have a specific weakness, but if he is given Ethyl Chloride pesticide it could dull his reflexes, speed and spider-sense.

3. Compare the appearance of the two characters. Are they similar or different? (2 marks)

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*All answers to the above questions are covered in the lesson video on the website link.*



## English Lesson 3 – Identifying Features

Ares is a selfish, sinister super villain and the most fearsome son of Zeus. He is Wonder Woman's number one rival even though he is her half-brother. As an enemy of the Justice League, he has an unquenchable thirst for conflict. It is not a surprise that he is unpopular and disliked by many because of his bad temper. He is incredibly skilled in all forms of combat and fighting as he is the God of War.

- 1) **Find and copy** an expanded noun phrase in the first sentence. (1 mark)

---

He is incredibly skilled in all forms of combat and fighting as he is the God of War. Ares has numerous powerful, destructible weapons including a war hammer that spits fire out like a dragon. He is notably stronger than Wonder Woman, but she is known to be faster. His whole body is covered in a steel-plated suit that is as black as the night's sky.

- 2) **Find and copy** one simile in the passage above. (1 mark)

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In addition to this, he wears a helmet with horns that are as sharp as knives. One of his main aims is to try and prevent Wonder Woman's mission of peace and equality. As the God of War, he is extremely blood-thirsty and violent and therefore is willing to wipe out anybody who stands in the way of his lethal plans. To many people's surprise, Ares' greatest weakness is his arrogance and overconfidence. This is his downfall as Wonder Woman is able to use her emotions of love and compassion to overpower and defeat him.

- 3) 'As the God of War,' is an example of which feature? (1 mark)

Simile ( ) Co-ordinating conjunction ( ) Fronted adverbial phrase ( )

- 4) The word 'extremely' in the text above is an example of which feature? (1 mark)

Adverb ( ) Co-ordinating conjunction ( ) Subordinating conjunction ( )

- 5) The apostrophes in this extract are used to show what? (1 mark)

Contraction ( ) Possession ( ) Co-ordination ( ) Subordination ( )

*All answers to the above questions are covered in the lesson video on the website link.*



## English Lesson 4 – Similes

### Answer the following questions:

1. Which of these similes are the most appropriate to describe a villain? (Choose 2)

- a) He is as cunning as a fox.
- b) He wears a helmet with horns as sharp as cotton wool.
- c) She has a grin like an evil clown.
- d) She is as strong as a mouse.



2. Look at the picture above. What could you compare the spikes on their costume to?

'The spikes on his costume are as sharp as \_\_\_\_\_.'

- a) spoons
- b) pillows
- c) thorns
- d) feathers

3. Look at the picture above. What could you compare the colour of their costume to?

'His full body suit is dark like \_\_\_\_\_.'

- a) the night's sky.
- b) the shining sun.
- c) a clear sky.
- d) a colourful rainbow.





## English Lesson 4 – Similes Continued

Have a go at creating appropriate similes, using “like” or “as”. Use the example to help you.

| Simile                      |                                                                                                                        |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------|
| Sparks shoot from her wrist | Sparks shoot from her wrist <b>like</b> fireworks.<br>Sparks shoot <b>as</b> fast <b>as</b> fireworks from her wrists. |
| His voice is loud           |                                                                                                                        |
| He is tall                  |                                                                                                                        |
| She is strong               |                                                                                                                        |

*All answers to the above questions are covered in the lesson video on the website link.*





## Key Features of a Character Description

- Adjectives/expanded noun phrases
- Fronted adverbial phrases
- Adverbs
- Apostrophe for possession
- Conjunctions
  - Co-ordinating (and, but, yet, so...)
  - Subordinating (because, that, when)
- Similes
- Commas in a list



## English Lesson 5 – Planning a Character Description

What is the name of your villain and what is their mission?

What costume does your villain wear?  
What do they look like?



What special powers does your villain have and why?

Which weakness does your villain have?

Which superhero does your villain try to defeat?



Now it's time to put all of your ideas into a paragraph to write a character description based on the villain you have created!

Remember to include the features of a character description, especially similes.



## To be successful...

| Feature                                | Example                                                                                                                                                          |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adjectives/expanded noun phrase</b> | selfish, sinister, unpopular, powerful, destructible...<br>cowardly bully, grotesque, greedy super villain, skintight, scaly suit, extremely blood-thirsty...    |
| <b>Fronted adverbial phrase</b>        | On her wrists, To many people's surprise, When supplies run low, As a member of...                                                                               |
| <b>Adverbs</b>                         | unfortunately, amazingly, quickly, efficiently, rapidly...                                                                                                       |
| <b>Apostrophe for possession</b>       | Mighty Mood Hoover's, Super Mac's...                                                                                                                             |
| <b>Conjunctions</b>                    | Co-ordinating (and, but, yet, so, nor, for...)<br>Subordinating (because, that, when, if, although...)                                                           |
| <b>Similes</b>                         | As quick as a flash, propel like a rocket, as tall as a towering building, as fast as a cheetah, as weak as a kitten, as long as a python, as sharp as knives... |
| <b>Commas in a list</b>                | ...skintight, scaly and green suit.<br>...of dust, crumbs or hairballs.                                                                                          |