

## Weekly Learning for Year 3

### 23<sup>rd</sup> March – Weekly Learning

#### One week project: Dinosaurs

##### Spelling

###### Adding the suffix –ous

A **suffix** is a letter or a group of letters that can be added to a word to change its meaning.

Adding the suffix –ous turns a noun into an adjective. It means 'full of'.

'Dangerous' means 'full of danger'.

When you add –ous to a word ending with 'e', drop the 'e'.

'Adventure' becomes 'adventurous'.

When you add –ous to a word ending in 'y', replace the 'y' with 'i'.

'Fury' becomes 'furious'.

When you add –ous to a word that ends with 'our', 'our' becomes 'or', then add –ous.

'Humour' becomes 'humorous'.

Check out this website for more examples:

<https://www.bbc.co.uk/bitesize/topics/zqgsw6f/articles/zqcpv9q>

Practise these spellings and ask a parent or sibling to test you!

**Precious, Curious, Envious, Dangerous, Delicious, Hideous, Humorous, Enormous, Obvious, Serious**

##### Reading

Please log into your Read Theory accounts using the code either emailed to you or put on in your link book. Once you have logged in, go to the "My Teachers" page and enter your teacher's email address and click the "Send Invitation" button.

[VictoriaEdwards@lhaines.herts.sch.uk](mailto:VictoriaEdwards@lhaines.herts.sch.uk) or

[CorinneBygrave@lhaines.herts.sch.uk](mailto:CorinneBygrave@lhaines.herts.sch.uk)

Your teacher will then be able to track your progress!

##### Writing

This week, we have been writing our own class version of our dinosaur adventure stories. It is now your turn to write your own version of this story!

Make sure you have a clear plan for your opening, build up, dilemma, resolution and ending.

Then use the following features in your writing: fronted adverbials, expanded noun phrases to describe as well as adverbs to describe action. You can write this on paper or type it up and email it to your teacher!

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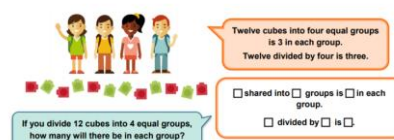
##### Maths

Last week in maths, we started working on using arrays to help us with our times tables. This week we will be using arrays for division.

Here is a link to help explain how to do it (I am aware that it says KS1 but the video is very helpful)

<https://www.bbc.co.uk/bitesize/topics/zqb/g87h/articles/z9pc8mn>

The picture below is how we would divide practically.



Then we can look at the inverse to help us, this is when we can use our multiplication facts to help us with our division facts. We have attached a sheet for you to complete.

- $3 \times 5 = 15$
- $5 \times 3 = 15$
- $15 \div 5 = 3$
- $15 \div 3 = 5$

##### Speaking Frame - Linking Multiplication and Division

□ groups of □ is □.  
 □ shared into □ groups is □ in each group.  
 There are □ groups of □ in □.  
 □ x □ = □    □ ÷ □ = □  
 □ x □ = □    □ ÷ □ = □

## **Art**

As our current project is dinosaurs, we would like you to draw your favourite dinosaur, or you could even create your own.

Use the link below to learn how to sketch a dinosaur:

<https://www.bing.com/videos/search?q=how+to+sketch+a+dinosaur&view=detail&mid=154F648EE46CF6B4858F154F648EE46CF6B4858F&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhow%2Bto%2Bsketch%2Ba%2Bdinosaur%26FORM%3DHDRSC3>

You may wish to watch the video through once before attempting your sketch. Remember to pause the video after each stage.

As a challenge, you may wish to shade your dinosaur in, either using your sketching pencil or colour pencils/pastels if you have them.

## **Blog:**

We understand that during this time, it can be difficult being away from your classmates and teachers. It is ok to feel worried or anxious – do remember to speak to someone at home about this. Please head over to our Twiducate blog to share your top tips for feeling good this week. This could include telling jokes, baking with your family or even creating an obstacle course!

## **Extra ideas for this week**

Read for 20 minutes every day, recording the names of the book with the number of pages read in your link book. Remember to use your bookmarks to support your understanding of the text.

You can also utilise accounts such as TTRockstars and Mathletics to support your learning your logins should be in your link books.

Here is a website with Maths, spelling and grammar games that you can use to practise skills

<https://www.topmarks.co.uk/english-games/7-11-years/>

We are really looking forward to keeping up to date with your learning. Feel free to share with us via email or on twitter (@MissEdwardsLHS or @MrsBygraveLHS)

## **Project**

Over the last term, we have been learning all about the period of history in which the dinosaurs roamed the Earth. We have not however learnt about how they became extinct.

There are several theories about why this happened, but no one knows the truth!

Your task is to have a look at the four theories in the handout provided and decide which one you think is the most convincing and why.

You may choose to create a poster, a lapbook, a leaflet, an informative video, a slideshow presentation or something else.

Please include:

- 1) Some key facts about each of the four theories.
- 2) Which theory you think is the most convincing and why linking to your own knowledge, facts on the hand outs and any research you choose to do either online or using non-fiction books.
- 3) How the world might be different if the dinosaurs hadn't have become extinct.

You can also check out this funny video explaining the theories for dinosaur extinction:

<https://www.youtube.com/watch?v=DGeOzi624-s>


## Spelling practise ous: Look, say, cover, write, check


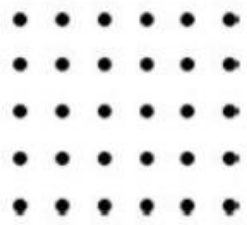

Look	Say	Cover	Write	Check	Write	Check	Write	Check
example			<i>example</i>	✗	<i>example</i>	✓	<i>example</i>	✓
Hideous								
Serious								
Obvious								
Enormous								
Humorous								
Precious								
Delicious								
Dangerous								
Curious								
Envious								

Now choose three of the words to write in a sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Representing Division

Grouping Model:	Repeated Subtraction:
<div style="border: 1px solid black; border-radius: 50%; width: 30%; margin: 0 auto; padding: 10px;">           Equation  <math>18 \div 3 =</math> </div>	
Array:	Number Line:
	

Grouping Model: 	Repeated Subtraction: $24 - 4 - 4 - 4 - 4 - 4 - 4 = 0$
Division Equation: _____	Division Equation: _____
Array: 	Number Line: 
Division Equation: _____	Division Equation: _____

Name \_\_\_\_\_




Date \_\_\_\_\_

# Division and Arrays

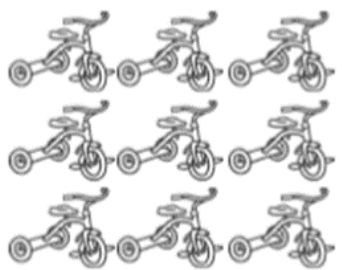







Represent each division problem with an array.

$18 \div 6 = \underline{\quad}$	$20 \div 5 = \underline{\quad}$	$24 \div 6 = \underline{\quad}$
$25 \div 5 = \underline{\quad}$	$28 \div 4 = \underline{\quad}$	$30 \div 6 = \underline{\quad}$

What division problem do the arrays represent?

		
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# Word Problems x3 x4 x8

<p>1. How many wheels would 9 tricycles have?</p>  <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>	<p>2. 24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?</p>  <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>	<p>3. Hanan is a keen archer. One day she shoots 5 arrows. Each arrow scores an 8. What is her total score?</p>  <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>
<p>4. Three judges award 27 marks overall. They each give the same score. What score did they each give?</p>  <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>	<p>5. Cinema tickets are £8. Six people go to see a film. How much will they pay altogether?</p>  <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>	<p>6. Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy?</p>  <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>
<p>7. Trish, Karen and Layla share equally a packet of nuts. There are 21 nuts in the pack. How many nuts do each get?</p>  <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>	<p>8. A machine making mango pieces puts 8 pieces in each snack packet. The machine makes 88 pieces in 1 minute. How many packets are filled every minute?</p> <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>	<p>9. A carpenter makes tables. Some have 3 legs and some have 4 legs. He plans to make 5 tables with 3 legs, and 4 tables with 4 legs. How many legs will he need?</p>  <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>

## Asteroid Impact - Theory 1

Theory 1 says that the dinosaurs were killed by a huge asteroid which collided with the Earth.

### How did it happen?

1. A 10km wide asteroid travelling at great speed struck the Earth. The blast and shockwave killed everything in its path.
2. Billions of tonnes of dust were thrown into the air and the sky turned black.
3. With no light, the plants died. Shortly after all the dinosaurs would have died, too.

- + Scientists think a huge crater, 65 million years old, near Mexico was caused by the asteroid.
- + A layer of metal, called iridium, is found in rocks that are 65 million years old. Iridium is rare on Earth but found in asteroids.
- Fossils show that dinosaurs died out over a long time and BEFORE 65 million years ago.



## Super Volcano - Theory 2

Theory 2 says that a series of enormous volcanic eruptions wiped out the dinosaurs.



- + Scientists have found ancient lava flows in India that are the size of France. They are 65 million years old.
- + Other extinctions in history have been caused by volcanoes.

- A layer of soot is found in rocks all over the world that are 65 million years old. Lava can start fires BUT not across oceans and seas.

### How did it happen?

1. A chain of volcanic eruptions made enough lava to fill an area the size of France.
2. Each volcano let out huge amounts of sulphur dioxide gas.
3. This made the Earth cold and over the next hundred or thousand years, the Earth was gripped by a terrible winter.
4. The dinosaurs could not survive such harsh conditions. They became extinct, along with many other animals.

## Radiation - Theory 3

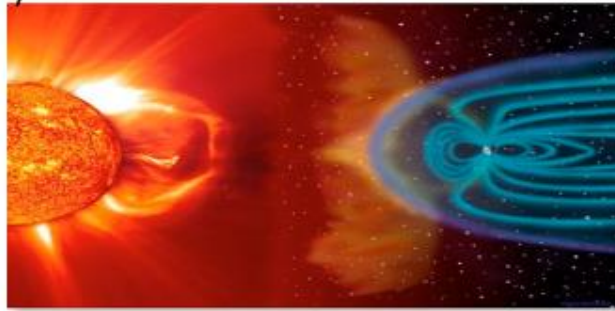
Theory 3 says a blast of deadly radiation from space destroyed the dinosaurs.

### How did it happen?

1. A nearby star exploded as a supernova. It produced a deadly wave of cosmic radiation. The radiation destroyed the Earth's atmosphere.
2. A lot of the vegetation and animals were 'fried'.
3. Most of the survivors were then wiped out by radiation sickness or cancer.

- + Dinosaur fossils from 65 million years ago all show high levels of radiation.
- + Some fossils are so good that scientists think that the radiation helped protect them by killing bacteria.

- There is no evidence that the radiation actually came from space



## Ice Age - Theory 4

Theory 4 says that the dinosaurs died off during a freezing winter that lasted for years

### How did it happen?

1. The Earth was plunged into winter by an unknown event that blocked the sun.
2. Plants could not grow and this would kill off many of the world's species, including the dinosaurs

- + Researchers in Holland have found fossils of cold water sea plankton in what would have been a warm sea near Africa
- + The fossils are 65 million years old and show a sudden drop in temperature
- Scientists cannot explain what caused the temperature to drop so suddenly

