

Year 3's Home Learning Menu  
Weeks beginning: **11.5.20** and **18.5.20**



Hello Year Three! Just like the last menu, this one is for the next 2 weeks too.

Well done on reading so much at home; we are both so impressed with the totals. Remember to **keep looking back through the book** to find the answers to the questions. That way you don't have to remember or guess!!!

As well as the tasks below, we have also got another extra English resource which you can find if you click this link: <https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y3-Dean-Stone-Trolls.pdf>.

Good Luck ~ Keep Going!

Miss Brown and Mr. Jones

## English

The Greeks were famous for so many things: mathematicians, philosophers, architects, scientists and Gods & myths. For your English tasks, you are going to explore Greek myths and finally write a myth of your own all about a mythical creature that you will create. I am **SO** excited to see what you are all going to create.

### Task 1: What is a myth?

The dictionary describes a myth as: a traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events. The Greeks loved a good myth and there were lots written at the time. Click the link below to watch one of them:

<https://youtu.be/7RTdNnf6cgY>

And now watch this one:

<https://youtu.be/DLePx0dH2Tc>

Hope you enjoyed those. Now it's time for you to describe a mythical beast. Please read my description of the magical beast. Then create your own description for the Griffin. I've included a big word bank to give you some ideas and words you can use.



One horned horse.  
Magical properties.  
White or silver linked  
to the moon.  
Horn has medicinal  
properties.  
Spiral shaped horn.  
Live in forests and  
woodland.

## The Griffin



### **Phrases - Nouns and Adjectives**

Half-human, half hyena

Part ape, part scorpion

Slime green body of a lizard and the head of a badger

Hideous, red creature with eight legs, the head of a fly and a snake for a tail

Venomous, serpentine creature

Huge, rounded-bodied raven

Human above the waist, a leopard below and an enormous shell on its back

Colossal, eight-foot camel

Minute goblin

Narrow body of a wolf

## Descriptive Phrases

- The wasp's head was attached to a black, porcupine-like body.
- Scuttling towards him was a huge bronze scorpion.
- A hideous creature crawled out from behind the tree. It was part ape and part scorpion.
- It had the body of a lizard and the head of a badger.
- A winged creature, with a terrifying, demonic face, swooped down from the tree.
- The island was guarded by a fierce sea monster with an enormous, humped, serpentine body and a hideous cockroach head.
- The three-legged bird had the huge wings of an albatross, the claws of an eagle and hog's tusks.
- The vile creature was so terrifying that anyone who looked at it died instantly.
- It looked as if there were two creatures twisted together, but as it moved its huge slime green body, Robert could see that it was actually a two-headed monster, with a racoon head at the front and a beetle head at the back.



## Task 2: Draw and describe your own mythical creature.

The first thing you should do is to draw, colour and name your own mythical beast. Re-read the descriptive phrases above to give you an idea about what kind of creature you could imagine up. One way to do it is to pick two very different animals and put them together a bit like the Griffin. I came up with a horse and a cheetah (a horse's head and cheetah's body and legs). I was going to call it a Cheese (**chee**-ta, hor-**se**) but that wasn't very mythical so I went for Hamedes.

The second thing you should do is describe your new mythical beast. Please record this in full sentences remembering **Capital Letters** and **Full Stops** (can't believe I have to remind you about this!).

## Task 3: Story Plan.

Right, you've now drawn your amazing mythical creature. You've hopefully come up with a fantastic name too. You're also going to have a hero in your myth; it could be you! The hero and your beast will eventually have to clash (a fight?) but who will win? Your hero or your creature?

Hopefully you've got an interesting setting too. An INTERESTING setting: mountain village, desert oasis, temple in a jungle...something like that.

Enjoy watching another myth before you check out the checklist below (make sure you have each section in your story):

<https://youtu.be/z410TiEj9hM>

## Checklist of ingredients for a myth

### 1. An interesting setting

- When does it take place?
- Where does it take place?
- Does it provide details that catch your interest and set the mood for your story?

### 2. A fantastical beast

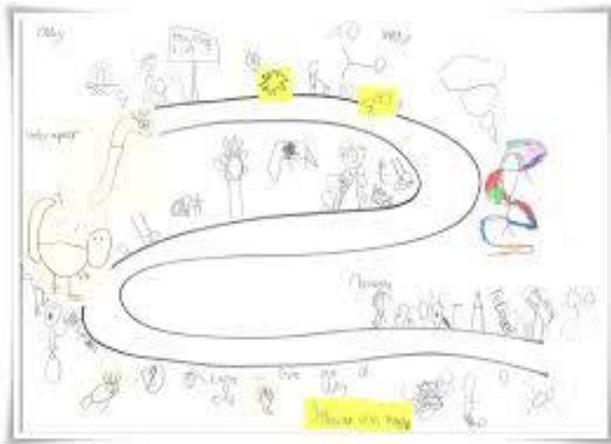
- What does it look like?
- How does it behave?
- Give a detailed description of it

### 3. A detailed description of the struggle to solve the problem

- How does the hero find the beast?
- Is there a journey involved?
- What does the beast do?
- Is there a conflict?
- Does the hero have any help in solving the problem? e.g. friends, special powers.

### 4. A good ending

- How is the problem solved?
- Who wins the struggle?
- Does the hero receive a reward?



Your story map should be easy for you to follow and read. To remind you, here's one that you've seen before. It's a great way to set out a story.

When you've drawn it out, you should write some names or

#### Task 4: Writing a Myth.

I hope you've enjoyed finding out about myths and mythical creatures. Today you are going to write your myth as a story. Myths are always written in the **3<sup>rd</sup> person** so imagine you are watching the story rather than being in it. Remember to follow your **plan** from yesterday, include as many **2A** (two adjectives) sentences as you can. I've included the **Verb** and **Adverb** word banks from the last menu. How many of these can you use?

### Verb Word Bank

stamp rampage shuffle leap tiptoe dance race trudge twirl  
zoom dart dash creep strike

## Adverb Word Bank

energetically gracefully rapidly quickly slowly loudly menacingly  
viciously ferociously carefully

**Maths: Adding Fractions**

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

Use the link above to learn about **Adding Fractions (Week 2 Lesson 1)**. Remember that the denominator doesn't change when you add fractions.

$$\frac{3}{8} + \frac{4}{8} = \frac{7}{8}$$

There are sheets you can work through with the presentation. You can use the fraction wall to help you.

**Maths: Adding Fractions**

Add these fractions, remembering not to change the denominator.

$$\frac{3}{7} + \frac{2}{7} =$$

$$\frac{2}{6} + \frac{3}{6} =$$

$$\frac{6}{9} + \frac{2}{9} =$$

Find more questions like these attached to the menu below.

**Maths: Adding Fractions**

Use the links below to find some interactive games that will help you practise adding fractions

[https://www.abcya.com/games/adding\\_fractions](https://www.abcya.com/games/adding_fractions)

<http://www.sheppardsoftware.com/mathgames/fractions/FruitShootFractionsAddition.htm>

[https://www.studyladder.co.uk/games/activity/adding-and-subtracting-fractions-with-same-denominators-21313?lc\\_set=](https://www.studyladder.co.uk/games/activity/adding-and-subtracting-fractions-with-same-denominators-21313?lc_set=)

**Maths: Subtracting Fractions**

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

Use the link above to learn about **Subtracting Fractions (Week 2 Lesson 2)**. Remember that the denominator doesn't change when you subtract fractions.

$$\frac{9}{59} - \frac{5}{59} = \frac{4}{59}$$

There are sheets you can work through with the presentation. You can use the fraction wall to help you.

**Maths: Subtracting Fractions**

Subtract these fractions, remembering not to change the denominator.

$$1) \frac{7}{8} - \frac{4}{8} = \quad 2) \frac{5}{6} - \frac{2}{6} = \quad 3) \frac{6}{7} - \frac{2}{7} =$$

Find more questions like these and an open ended problem attached to the menu below.

**Maths: Subtracting Fractions**

Use the links below to find some interactive games that will help you practise subtracting fractions.

<http://www.sheppardsoftware.com/mathgames/fractions/FruitShootFractionsSubtraction.htm>

<https://www.turtlediary.com/game/add-and-subtract-fractions.html>

[https://www.softschools.com/math/games/fractions\\_subtraction.jsp](https://www.softschools.com/math/games/fractions_subtraction.jsp)

<p><b>Maths: 3D shapes</b>          With permission and help from an adult, select some packets/tins of food from the cupboard. Can you draw and name the 3D shapes you have found? Can you find any unusual shapes? Count the edges, faces and vertices (corners) on each shape. Can you record your findings in a table?</p>	<p><b>Maths: Practising all four operations</b>          Using the numbers any numbers between 1-9 and +, -, <math>\div</math>, <math>\times</math>. Can you make the target number <b>931</b>? How many different ways can you make the target number? Choose a different target number and repeat.</p>	<p><b>Maths Time</b>          Use a paper plate or a circle of paper to design and make your own clock. What will you use to make the hands? Can you make them move? Use a clock or timer to measure the time it takes to do activities around the house or garden. Washing up? Brushing your teeth? Walking the dog? Record your findings in a table.</p>
<p><b>Maths: Multiplication/division facts</b>          How many multiplication and division facts can you write down linked to the fact <math>6 \times 9 = 54</math>?</p>	<p><b>Maths: Multiplication Maze</b>          Mazes were popular with the Ancient Greeks! Can you solve the <math>\times 6</math> multiplication maze below this menu? You could design your own maze for someone else to figure out!</p>	<p><b>Maths: Perimeter</b></p> <div data-bbox="1601 574 1892 694" data-label="Diagram"> <p>The perimeter is the distance all the way around the outside of a 2D shape, space or area.</p> </div> <p>Use a ruler or tape measure to measure the distance around a table or rug or another 2D shape in your home. Add each measurement together - you have found the perimeter of the object! What other perimeters can you measure around your home? Draw and write about your findings.</p>

Can you make it through the multiple maze? Start on the shapes. From the diamond you will need to COUNT ON in **multiples of six** and from the circle you will need to COUNT BACK in **multiples of six**. Good

$$6 \times 10 = 60$$

$$60 \div 10 = 6$$

23	43	58	9	10	44	16	11	7	10	19	28	40	46	56	58	32	42	41	19	45	44	35	22	18	17	3	12	
39	21	59	11	14	24	25	8	6	12	18	20	42	48	54	52	26	27	29	55	8	16	21	29	23	55	60	54	52
7	50	6	13	15	40	44	46	60	15	24	30	36	50	60	62	17	31	26	33	13	33	55	37	15	29	43	48	28
14	11	32	40	38	41	42	48	54	55	35	25	34	8	6	12	14	28	34	32	45	46	56	64	13	30	36	42	40
29	19	10	11	16	17	36	37	53	45	63	12	4	12	9	18	24	30	36	31	33	48	54	60	28	24	35	45	44
30	45	14	12	18	24	30	28	11	55	32	34	17	19	14	15	22	28	42	40	41	42	56	6	12	18	19	13	23
44	38	59	6	16	21	29	31	16	52	27	38	19	11	34	25	50	54	48	44	37	36	38	8	10	16	26	65	66
17	29	58	60	58	40	28	30	15	9	41	14						60	58	43	28	30	24	18	17	40	44	48	50
6	16	53	54	48	42	41	35	32	19	20	11						9	11	27	14	9	22	12	20	48	42	36	38
7	44	38	52	50	36	33	40	26	13	5	35						12	18	41	17	12	8	6	60	54	40	30	28
◇	11	13	19	34	30	24	22	23	17	15	19						57	65	23	42	56	62	10	59	52	26	24	25
6	12	14	16	35	28	18	17	16	18	12	6						34	23	44	56	62	64	40	9	6	12	18	20
8	18	24	30	32	10	12	6	14	24	22	8	7	13	45	31	16	28	50	48	54	60	59	41	46	60	58	11	12
7	16	22	36	37	62	58	60	50	30	36	24	19	6	15	22	40	43	44	42	40	6	7	42	48	54	52	32	30
15	52	40	42	40	38	40	54	62	40	42	34	36	29	35	40	37	28	30	36	34	12	13	36	46	52	23	54	53
32	50	54	48	49	36	42	48	44	46	48	54	45	30	36	42	41	14	24	22	20	18	24	30	45	7	17	56	58
9	58	60	11	19	30	32	42	41	19	45	60	15	24	33	48	46	12	18	29	31	16	52	27	38	45	29	26	24
41	9	6	12	18	24	26	27	29	55	8	6	12	18	52	54	60	6	16	28	30	15	9	41	14	14	34	18	20
8	13	7	14	15	23	17	31	26	33	13	9	10	16	19	52	58	4	23	41	35	32	19	20	11	34	16	9	10

## Adding Fractions

$$1) \quad \frac{5}{9} + \frac{4}{9} =$$

$$2) \quad \frac{5}{8} + \frac{2}{8} =$$

$$3) \quad \frac{3}{9} + \frac{5}{9} =$$

$$4) \quad \frac{5}{12} + \frac{6}{12} =$$

$$5) \quad \frac{8}{14} + \frac{5}{14} =$$

$$6) \quad \frac{7}{12} + \frac{4}{12} =$$

$$7) \quad \frac{9}{15} + \frac{4}{15} =$$

$$8) \quad \frac{7}{16} + \frac{8}{16} =$$

$$9) \quad \frac{3}{15} + \frac{5}{15} + \frac{4}{15} =$$

$$10) \quad \frac{3}{11} + \frac{4}{11} + \frac{2}{11} =$$

$$11) \quad \frac{3}{16} + \frac{7}{16} + \frac{5}{16} =$$

# Subtracting Fractions

Draw a bar to show each addition.

$$1) \frac{7}{8} - \frac{4}{8} = \quad 2) \frac{5}{6} - \frac{2}{6} = \quad 3) \frac{6}{7} - \frac{2}{7} = \quad 4) \frac{5}{5} - \frac{4}{5}$$

5. Jasmine has  $\frac{7}{10}$  of a chocolate bar. She gives  $\frac{3}{10}$  to Mollie. What fraction does Jasmine have left?

Fill in the missing fractions.

$$6. \frac{5}{8} - \square = \frac{4}{8} \quad 7. \square - \frac{3}{10} = \frac{3}{10}$$

$$8. \frac{6}{6} - \frac{2}{6} = \frac{4}{6} - \square \quad 9. \frac{5}{5} - \frac{1}{5} = \square + \frac{3}{5}$$

10. Find **three** ways to complete the calculation. Draw a bar to show each different subtraction.

$$\frac{\square}{\square} - \frac{\square}{\square} = \frac{2}{5}$$