

## Class 3 home learning 11.02.2022

### English

LO: Can I use a subordinating clause?

A **clause** is a **group of words**, containing a **subject (noun)** and **action (verb)**.

We use them to create sentences. There are different types of clause.

In today's learning you need to be aware of; a **main clause** and a **subordinating clause**.

Watch this video about subordinate clauses and conjunctions:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3>

Examples of main clauses include:

- The boy walked to the shop.
- The girl rode her pony.
- The clouds drifted through the sky.

A main clause makes sense by itself. A subordinate clause **does not**.

We can use **subordinate conjunctions** to add more detail into the sentence.

Examples of subordinate conjunctions					
<b>as</b>	<b>wherever</b>	<b>whenever</b>	<b>despite</b>	<b>even though</b>	<b>although</b>

**As the wind began to ease**, the boy walked to the shop.

**Whenever her family went to the dales**, the girl rode her pony.

**Although the breeze seemed gentle**, the clouds drifted through the sky.

Try saying the subordinate clause without the main clause. It sounds strange! It leaves you asking "What?". Remember, a subordinate clause **ALWAYS** needs a main clause to work.

### Task 1:

Think of subordinate clauses you can add to the main clauses below. Use the conjunctions above:

- He explored the lush forest.
- She ran from the strange sound in her house.
- The setting sun painted the sky red.
- The gentle waves lapped against the shore.

Example: **As the catch of the day was hauled in,** the gentle waves lapped against the shore.

### Task 2:

Use the image to create a small paragraph of descriptive writing. Include add at least 2 sentences which include a subordinate clause.



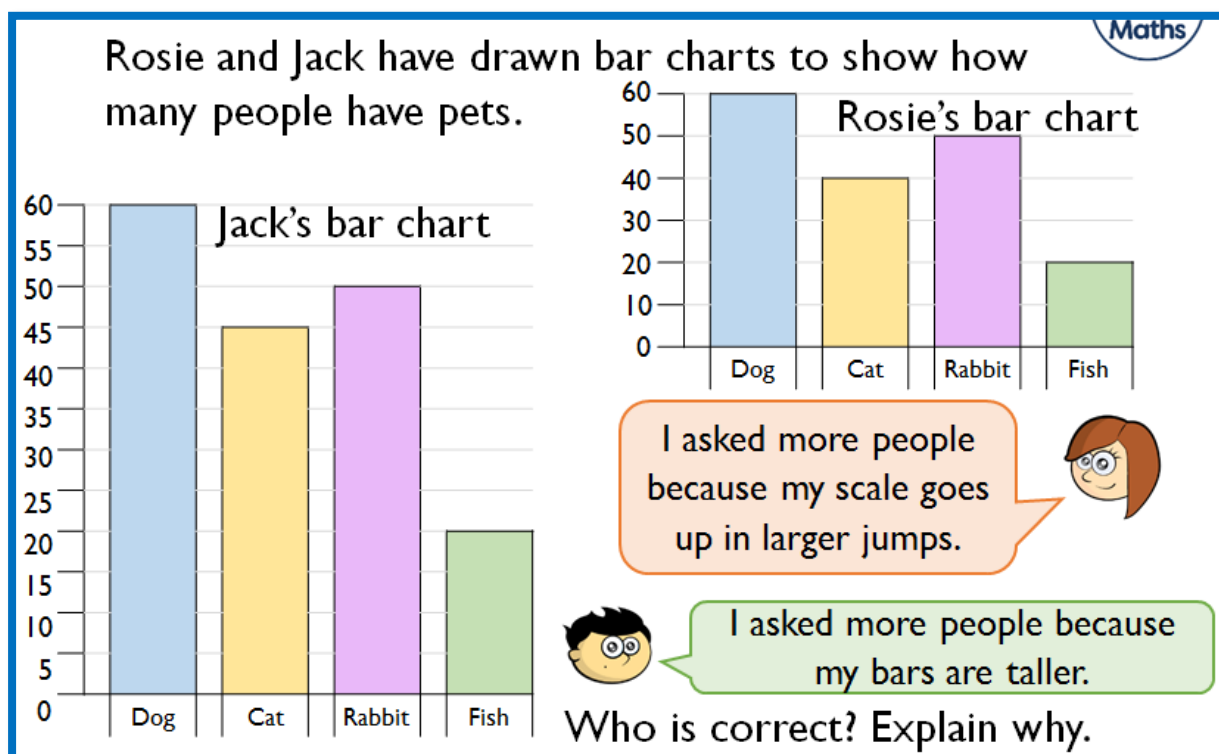
## Maths

LO: Can I solve problems involving statistics, tally charts and bar charts?

At year 3 and 4 level, we can think about **statistics** (sta-tis-tics) as "how we handle data" - or how we make data easier to understand. Data is information and often, in mathematics, it is in the form of numbers. We can use data to make tally charts, bar charts, line graphs, pie charts and more.

These visual representations make it easier for the someone to understand what the data is showing.

Work your way through the problems and analyse (study) the vsual representations carefully. The answers and solutions to the questions are located in front of you...



Ron, Amir and Alex record the scores of six football matches. Unfortunately, Ron spilt paint on them. Record the results based on what the children remember.



Match 1 had 3 more goals than match 3

Match 6 had 1 less goal than match 2



Match 4 had twice as many goals as match 3

Match	Number of goals  = 2 goals
1	
2	
3	
4	
5	
6	

Whitney and Teddy are making pictograms to show how many chocolate eggs each class won at the fair.

KEY: = 5 eggs

KEY: = 10 eggs



Class	Number of eggs	Class	Number of eggs
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	

What's the same and what's different about them?  
Whose pictogram do you prefer and why?

How many questions can you create about this table?

Day	Number of hours shop is open
Monday	8
Tuesday	8
Wednesday	4
Thursday	10
Friday	7
Saturday	12

Examples:

True or false, the shop is open longer on Fridays than Mondays.

Which day is the shop open for the longest period of time?

**Try to think of at least 5 questions.**

Reading

LO: Can I understand authorial intent (why a writer chose to write something in a certain way?)

Read the text and answer the questions.

*It was as fine a day as could be hoped for when Pip and Theo **ambled** along to their favourite spot by the lake side. Tourist season had come, and people from all across the country (and all across the world) had flocked to the tiny village, as they always did, like a swarm of flies. The summer sun beat down across the leafy streets and hundred-year-old tiled rooves, flooding into every nook and*

*cranny so that the shops fans were like soldiers fighting a losing battle. Cars whirred through, barking their rumbling moans and grumbling sputters, drowning out the sound of nature which should have been everywhere to hear.*

*The boys didn't like it at all. Yet, they had grown **accustomed** to it. To Pip though, it didn't matter too much. It would be only a very short while until he and Theo were strolling through the cool, mossy shade of the woodlands and only a few minutes more than that before he could run and leap into the refreshing waters of his favourite lake. Surely, nobody would have found their secret spot. For years it was theirs and theirs alone. Today, however, as the boys drew near, there came the faint and awful sound of other voices.*

**Task 1:** Use a dictionary to find the meaning of the bold words.

Write 2 sentences including them.

**Task 2:**

- 1) Why do you think the author describes the tourists as a swarm of flies?
- 2) "The summer sun beat down...", what does this phrase imply (tell you) about the sun?
- 3) How does the author feel about tourists in the country? Use evidence to support your conclusion.
- 4) What does the phrase "...*the shops fans were like soldiers fighting a losing battle...*" tell you about the weather? Why do you think the author has used this phrase?



## Science

### LO: Do I understand the link between habitat and adaptation?

#### Adaptation: research task

In Science, we have been looking at living things in their habitat. We looked at how animals are suited to their homes. For example, a bird's habitat is a nest high up in a tree; this will help stop other animals (predators) from being able to reach them!

**Adaptation** means: 'something that changes to become suitable to a new or special situation.'

Your task is to conduct research on each of the following animals and list 2-3 ways in which it has adapted to its habitat or environment.



#### A stick insect in a tree.

A stick insect is adapted to a tree because it is thin and brown like a twig, which helps it to blend in and hide from bigger animals.



#### A polar bear in the Arctic.



#### A parrot in the rainforest.



A camel in the desert.



A fish in the ocean.

### Habitat research task

For each habitat below, answer three key questions:

- What is the habitat like?
- Where in the world can these habitats be found? (Which countries and continents?)
- What animals live in these habitats?



### Explanation task

In your own words, explain what you think the link is between a habitat and adaptation.

Key vocabulary you can use:

**change    adapt    survive    live    environment    evolve**



### **Whale example**

*Despite a whale being a mammal, it has changed and adapted to live in its habitat which is the sea. Its body has become more like a fish and it has evolved flippers and a tail. It can also hold its breath for a long period of time. These adaptations mean that the whale can survive more effectively in the sea.*