

## Week 1 of Home Learning - Year 3

Suggested reading/ writing activities for children in Y3 based around the new book 'Be a Landmark Explorer' Rising Stars KS2 – Stars – Lime.

The book introduces landmarks and some skills needed to be an explorer. It then looks at a range of different natural and human-made landmarks around the UK, including coastal and countryside landmarks, buildings and city landmarks. It

includes a wide range of non-fiction features to develop the children's understanding of how information texts work. It provides different ways of presenting and retrieving information, including: a contents page, captions, maps, checklists, bulleted lists, labels, 'Amazing fact!' boxes, a glossary and index



### Before Reading

Introduce the children to the idea of being an explorer and how non-fiction or information texts can help us to explore places.

Ask: What does it mean to be an explorer? Discuss their ideas about explorers and exploring. The children may think of explorers as people who visit wild and dangerous places. What do we do when we explore? We are really trying to find out information about a place or topic.

### While Reading

- **Chapter 1** :Point out the different ways that information is organised on pages 2–3, including main text, captions, lists and a map. Ask: Can you find out what a landmark is on these pages?
- **Chapter 2** : Ask: Can you find some different types of text that give information in this chapter? Direct the children's attention to the checklist on page 7, the postcard on page 8 and the newspaper report on page 11.
- *What could you use a checklist for? This gives information in very simple form. You could use it to record observations as on page 7.*
- *What information does the postcard text include? Discuss what can be found out from the postcard. Explain that postcards are usually more personal – written for friends to read – than information texts, e.g. using 'I' and 'we'.*
- *What is the purpose of the newspaper report about Grace Darling? This text is a recount; it gives information but also tells a story about something that happened.*
- **The chapters 'Discovering countryside landmarks' and 'Discovering landmark buildings'** suggest a number of activities that you could attempt , maybe by researching or talking about local buildings etc in Liverpool . These include: drawing a sketch of a tree and noting what's special about it (page 13), describing the content of photos (page 14), discussing features of buildings (page 20).
- Discuss the content of these chapters and, if possible, make links to landmarks in Liverpool.

- Again , reinforce : What types of headings and sub-headings can you find in these chapters? Use these chapters to explore the way that headings and sub-headings are used to organise information. Each chapter has a heading, such as 'Discovering landmark buildings'. Sub-headings within the chapter introduce different topics, such as 'Exploring Conwy Castle'. Boxes and other features may also have headings to guide the reader, e.g. 'Did you know?'
- Remind the children about the different sentence types that appear in a text. Ask: How can you identify the four types of sentence: **statements, questions, commands and exclamations?**

### **Suggested Follow up Activities**

- Look at Aiesha's postcard on page 8. Now imagine you visit one of the landmarks mentioned in the book. Write a postcard to Aiesha about your trip to the landmark .
- Look at the Kelpie Horse statues on page 25. Design and draw a statue about a special event, creature, place or person in Liverpool .
- The final pages of this book give ideas for exploring your own local landmarks, e.g. a famous site or simply a place that the children like to visit locally. The children could create attractive posters to tell people about their favourite landmarks, including photos or drawings, reasons why you should visit and stories about the history of the landmark, it could be Everton or Stanley Park etc .
- There's a good story about a local landmark, like the legend about Hound Tor (page 17), can you find a story about the Liver Birds (there are a few) and write that in a similar way .

**Don't forget to complete the on line quiz to test you understanding when you have finished !**

**Thanks for all the hard work, if your parents or carers could take a photo and email it to us on the Y3 emails , we'd love to see it ! Mrs Burns and Miss Hughes**

## Pirate vs Explorer

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Kit list

- 1 If you decided to become a pirate or an explorer, what are the things you would need to take with you on your voyage? Use the book to help you put together a list of the things you would take.

If you were a pirate, you might need a black and white flag. An explorer could take a curly white wig.

_____	_____
_____	_____
_____	_____
_____	_____

- 2 Write some sentences to explain why you would need these items. Be as descriptive as you can!

*I would need to take some good earplugs because of the loud blast from the cannons.*

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