



THE DEAN TRUST

Partington Central Academy

Year 3

Week 1 - Home Learning

Wednesday - Spelling

Complete the worksheet onto paper 😊

Challenge- Can you add the words into sentences?

Spelling patterns *y* (not at the end of words), *ou*, prefix *un*



Spellings	Write	Write	Cover and Write	Cover and Write
crystal				
hymn				
couple				
courage				
uncover				
unknown				
syrup				
touch				
complete				
decide				



Total /10

Wednesday - Spelling/Phonics

Say the sound:



ar

Read the words:

car

start

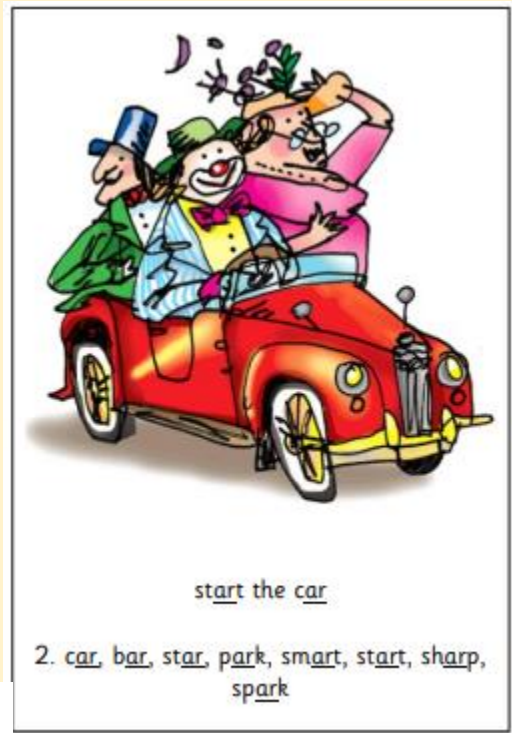
part

star

hard

sharp

Challenge- Can you add the words into sentences?



Wednesday - Guided Reading

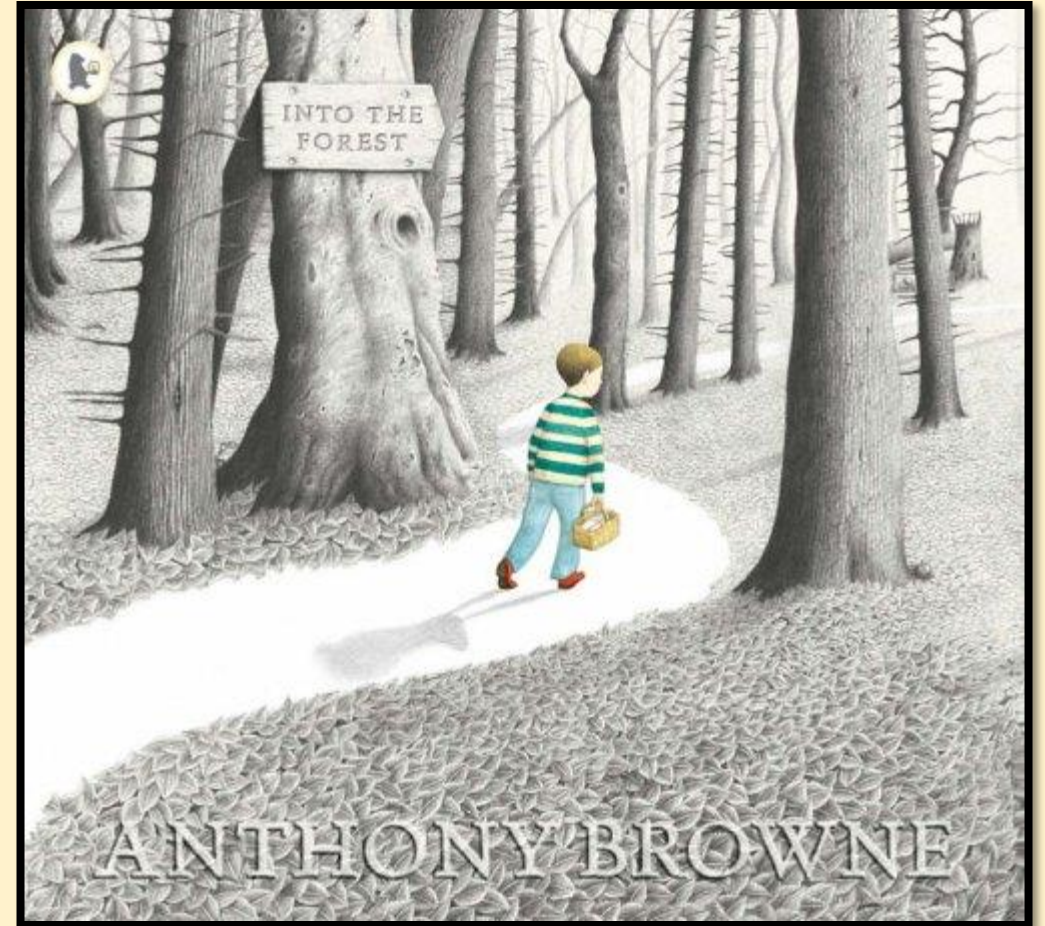
L- To engage with a text.

Lesson 1

Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-engage-with-a-text-6tj3jd?activity=video&step=1>

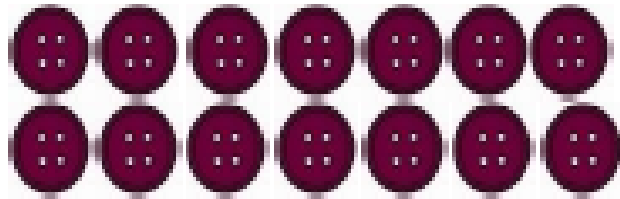


Maths Wednesday

L- To write and calculate mathematical statements for division using the 4x table.

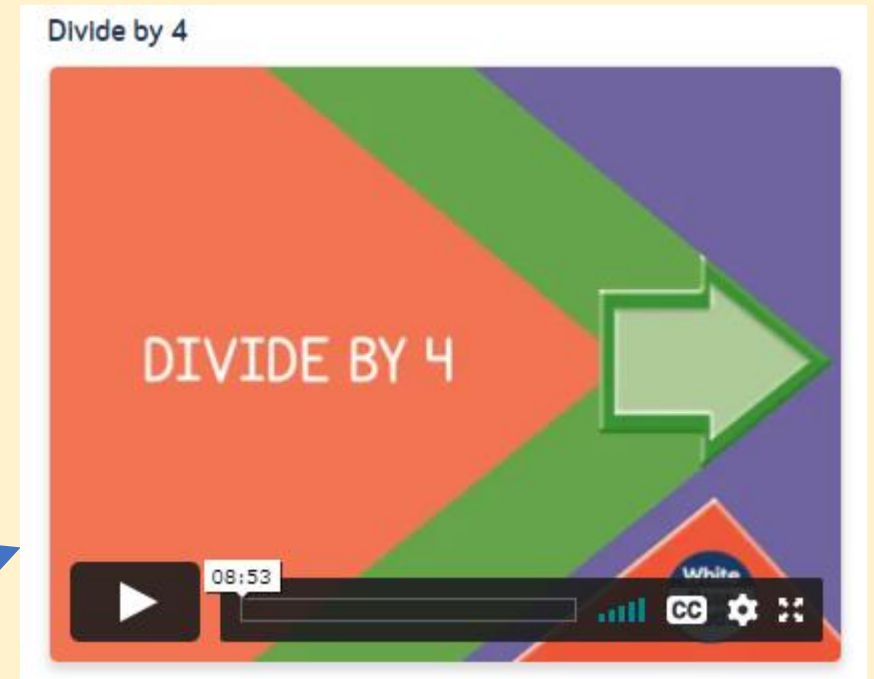
Warm up

Circle the buttons in groups of 4



Can you also split the buttons into 4 equal groups?
How is it different? How is it the same?

Click on the link below to access the learning for today
<https://whiterosemaths.com/homelearning/year-3/week-11-number-multiplication-division/>



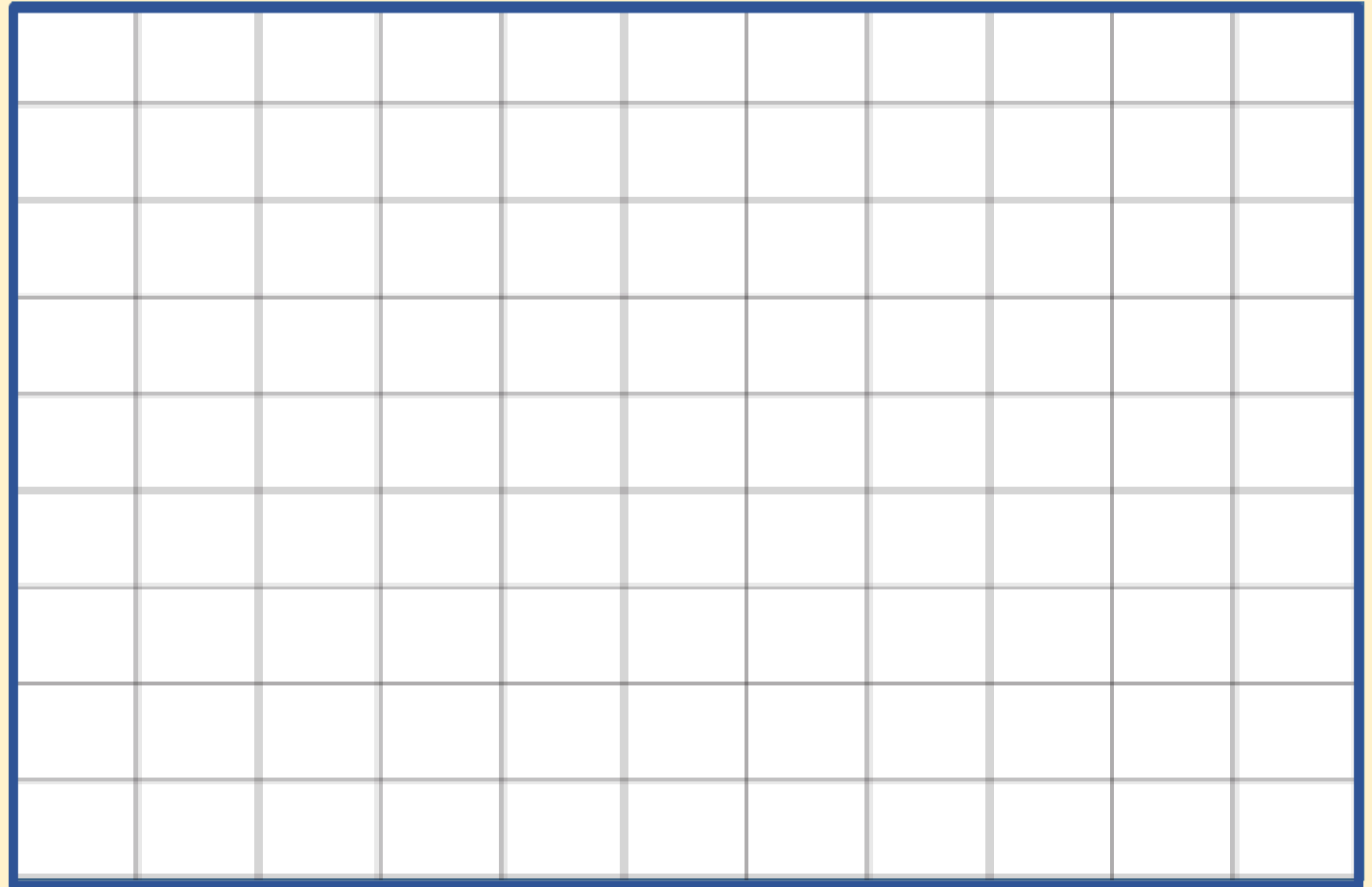
Maths Wednesday

L-To write and calculate mathematical statements for division using the 4x table.

1.) How many altogether?
Can we group the number of wheels into fours?
How can we represent this as a bar model?
What would the number sentence be to show this calculation?

There are some cars in a car park.
Each car has 4 wheels.
In the car park there are 32 wheels altogether.
How many cars are there?

After you have watched the video have a go at the questions record your answers on a piece of paper.

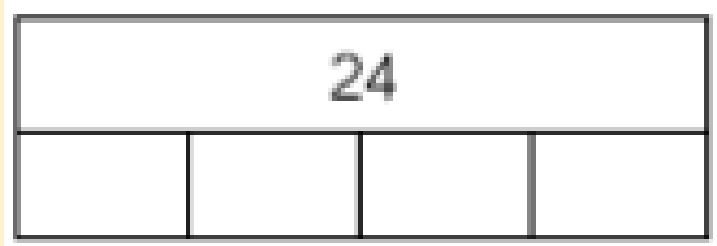


Maths Wednesday

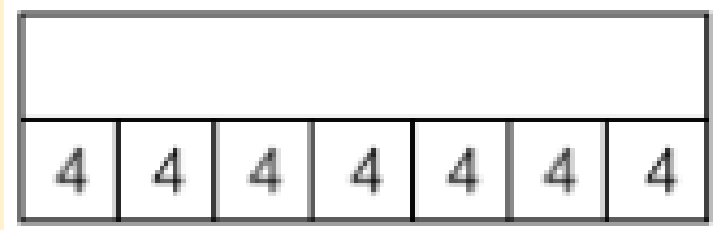
L-To write and calculate mathematical statements for division using the 4x table.

After you have watched the video have a go at the questions record your answers on a piece of paper.

Complete the bar models and complete the calculations.



$$24 \div 4 = \square$$



$$\square \div 4 = \square$$

Maths Wednesday

L-To write and calculate mathematical statements for division using the 4x table.

Which of the word problems can be solved using $12 \div 4$?

There are 12 bags of sweets with 4 sweets in each.

How many altogether?

A rollercoaster carriage holds 4 people.

How many carriages are needed for 12 people?

I have 12 crayons and share them out so people have 4 crayons each.

How many people did I share them between?

I have 12 buns and I give 4 to my brother.

How many do I have left?

Explain your reasoning for each.

After you have watched the video have a go at the questions record your answers on a piece of paper.

Maths Wednesday

L-To write and calculate mathematical statements for division using the 4x table

1.) $8 \times 4 = 32$

32							
4	4	4	4	4	4	4	4

Mark your work. How did you do?

Make sure you check your corrections.
Can you work out where you went wrong?

2.)

Complete the bar models and complete the calculations.

24			
6	6	6	6

$$24 \div 4 = \boxed{6}$$

28						
4	4	4	4	4	4	4

$$\boxed{28} \div 4 = \boxed{7}$$

Which of the word problems can be solved using $12 \div 4$?

There are 12 bags of sweets with 4 sweets in each.
How many altogether?

A rollercoaster carriage holds 4 people.
How many carriages are needed for 12 people? ✓

I have 12 crayons and share them out so people have 4 crayons each.
How many people did I share them between? ✓

3.)

I have 12 buns and I give 4 to my brother.
How many do I have left?

Explain your reasoning for each.

Wednesday - English

L- To explore simple sentences.

Lesson 1
Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-explore-simple-sentences-cmwp8r>


Find the **simple sentence**.

A We **watched** a movie.


B When he **fell**,

C I **ate** lunch **and** I **slept**.

D the crooked houses




Write a **simple sentence** for each picture



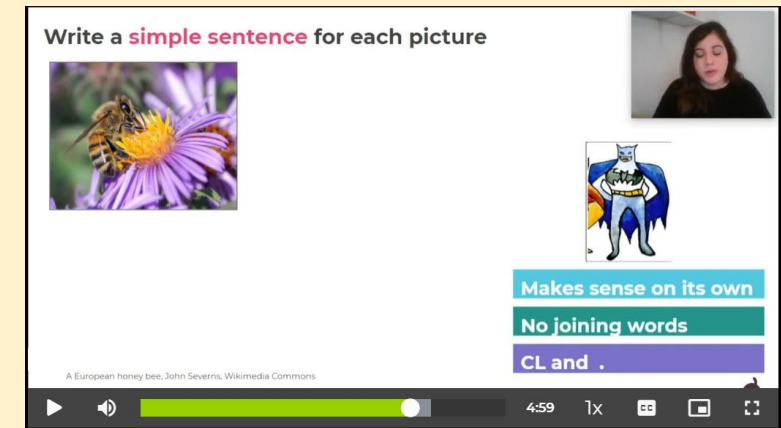
Makes sense on its own

No joining words


CL and .




A European honey bee, John Severnis, Wikimedia Commons



Write a **simple sentence** for each picture



Ronaldo _____



The dogs _____

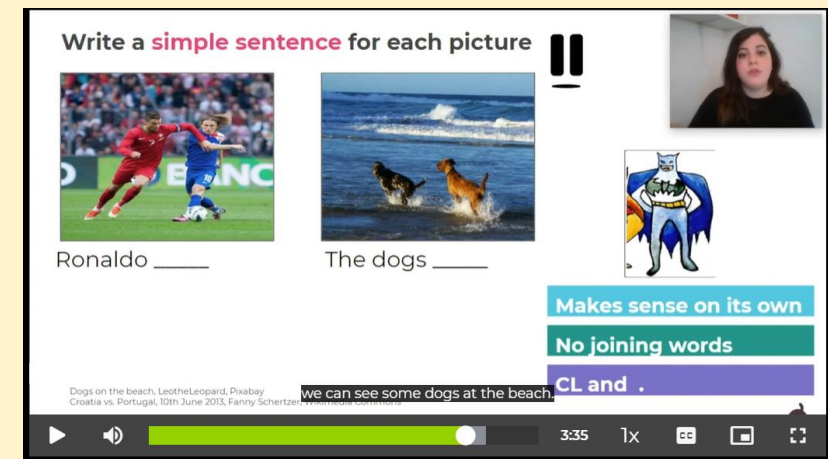
Makes sense on its own

No joining words

CL and .

Dogs on the beach, LeotheLeopard, Pixabay
Croatia vs. Portugal, 10th June 2013, Fanny Schertzer, Wikimedia Commons

we can see some dogs at the beach.



Wednesday – PE

L- Agility, Balance and Co-ordination

ABC Gol

After warming up/an active playtime, take the children through these three activities to develop agility, balance and co-ordination. It may help to split the class into three groups, or complete the activity within small groups that have additional adult support.

Agility

Lay four cones out on the floor – three in a row, approx. 5m apart, and one approx. 5m behind Cone 2 (as below). Have the children work in pairs – one is the caller, the other is the mover.

Mover starts on the “Back” cone, they await an instruction from the caller as to which numbered cone they should run to next. When they run, they should do so quickly, with ‘fast feet’, ready to change direction as soon as the next number is called. The caller should call numbers quickly, before the ‘mover’ has a chance to stop running. At any time, the ‘caller’ can shout “Back”, prompting the ‘mover’ to track their way back to the start cone and then onto the next number. This should continue for 30 seconds – one minute before the children swap roles. They should do each role twice or three times. If you want to really challenge the children, have the ‘caller’ throw a tennis ball to the mover while they are moving. They should keep moving, and return the ball to the ‘caller.’



Resources

Cones – numbered

**Children will need a partner to do parts of this activity for example instruction calling in the first activity and to check posture in the second activity.*

ABC Gol cont.

Resources

Balance

Ask children to stand with their feet side by side and their right arm stretched above their head. They're going to lift their right foot just off the floor, so they're balancing on their left foot. They should take their right hand and attempt to touch their left ankle without placing their back foot on the floor. They won't just be hinging at the hip for this one, they'll be squatting down towards the floor (bending the knees as well). They should repeat this five times on each side, replacing their foot to the ground in-between if they need to.



Repeat
5 times on
each side

Co-ordination

Ask children to pair up. One child will get onto 'all-fours'. The other child should look at the side profile of their partner, and check whether their knees are under their hips, and their hands under their shoulders – both from the side and the front. They should help their partner to adjust until they're in this position. The child on 'all-fours' should keep their neck elongated, in line with their spine, and their weight dispersed between hands and knees.

From here the child should lift their right hand off the floor at the same time as their left knee. They will extend their arm straight ahead, and their heel straight behind. Their partner is going to watch at the side to check they are not 'twisting' too much, and that their lower back is not over-arched. They should prompt their partner with "pull your tummy button in" if they are struggling with this. The child on 'all-fours' should repeat the movement on the other side, alternating until they have done 10 in total. Partners can then swap over.

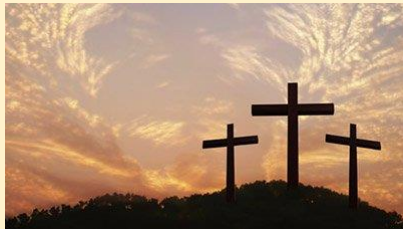


Repeat
5 times on
each side

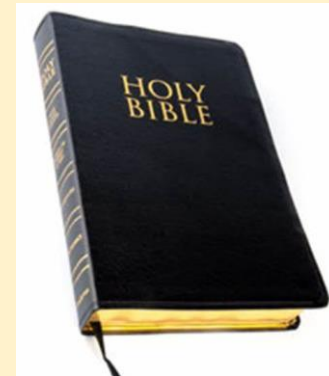
***Cones can be swapped for house hold items e.g. cushions.*

Wednesday - RE - Lesson 1

L- To explain what Christmas means to me.



Christianity



Wednesday - RE

Christmas 2020

Discussion/ think about...

Did you celebrate Christmas?

If so, what did you do?

Who did you spend it with?

What did you eat?

Did you exchange gifts?

What was the best moment of the day?

Freeze-frame your Christmas experience or experience during the holidays if you did not celebrate Christmas.



Wednesday - RE

Gifts

Are presents the most important part of Christmas day?

Why might people say yes, why might people say no?

What does the word materialistic mean?



Wednesday - RE

What does Christmas mean to me?

Independent task

Complete the sentences on your paper.

I think Christmas is a time for....

I think this because....

When you have completed the sentences, draw a freeze frame picture of the best part of the day/ holiday period.

I enjoyed having my Christmas dinner! Miss Jones.



I enjoyed watching a movie at home! Mis Ifon.



Thursday - Spelling

Complete the worksheet onto paper 😊



Challenge- Can you create a scribble using these spellings?

The letters are muddled up. Put them in the right order to make words. The children have given you clues.

busy centre complete describe calendar circle
decide difficult

A round shape.



riccel

A table of the months, weeks and days of the year.



radencal

.....

.....

This means hard to do.



cluffidit

Another word for middle.



tre cen

.....

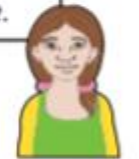
.....

To have all the necessary parts.



mopclete

When you have no time to do anything else.



suby

.....

.....

To explain what something looks like.



bedcrise

This means to make your mind up.



eddice

.....

.....

Thursday - Guided Reading

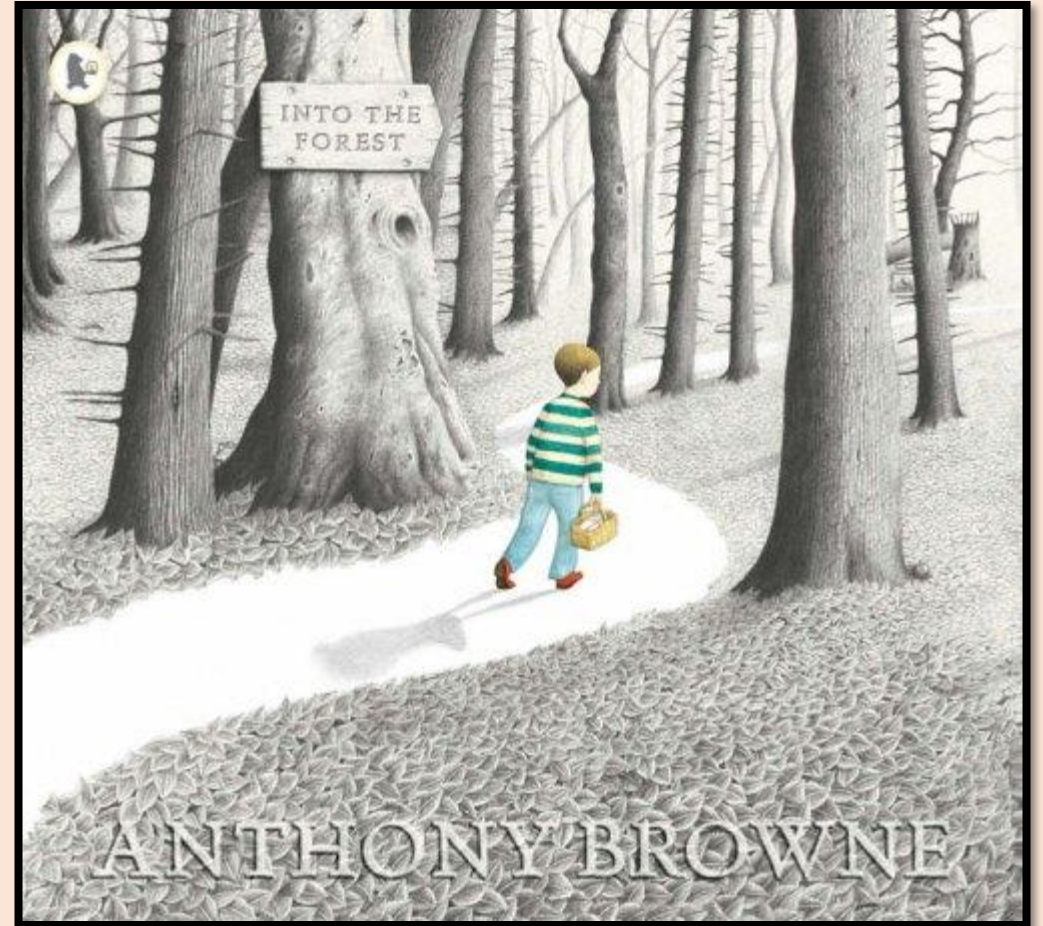
L- To answer questions on a text.

Lesson 2

Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-c8tp2t>



Maths Thursday

L-To write and calculate mathematical statements for the 8x table

Warm up



How many legs altogether do four spiders have?

There are ___ legs on each spider.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

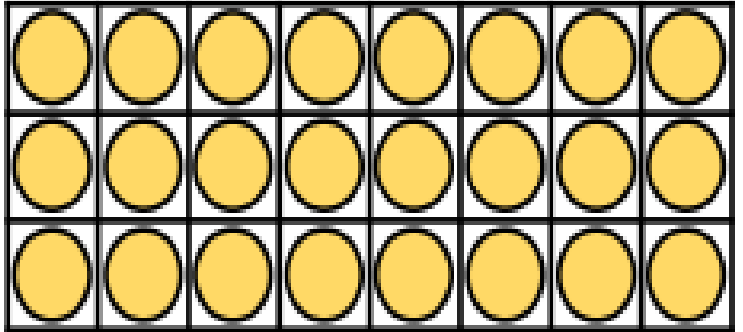
$$\underline{\quad} \times 8 = \underline{\quad}$$

If there are ___ spiders, there will be ___ legs altogether.

Click on the link below to access the learning for today

<https://whiterosemaths.com/homelearning/year-3/week-12-number-multiplication-division/>





Arrange 24 counters in an array as shown and complete the calculations.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

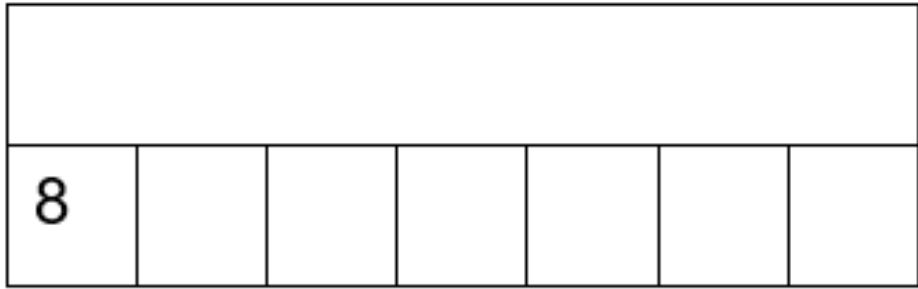
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

After you have watched the video have a go at the questions record your answers on a piece of paper.

Maths Thursday

L-To write and calculate mathematical statements for the 8x table

- 2.) There are 7 octopuses in the sea park. How many legs are there altogether?
Complete the bar model to find the answer.



3.)

Rosie has some packs of cola which are in a box.

Some packs have 4 cans in them, and some packs have 8 cans in them.



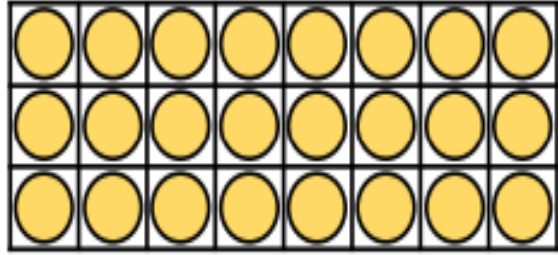
Rosie's box contains 64 cans of pop.

How many packs of 4 cans and how many packs of 8 cans could there be?

Find all the possibilities.

After you have watched the video have a go at the questions record your answers on a piece of paper.

L-To write and calculate mathematical statements for the 8x table



Arrange 24 counters in an array as shown and complete the calculations.

$$\underline{8} + \underline{8} + \underline{8} = \underline{3} \times \underline{8}$$

$$\underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3} = \underline{8} \times \underline{3}$$

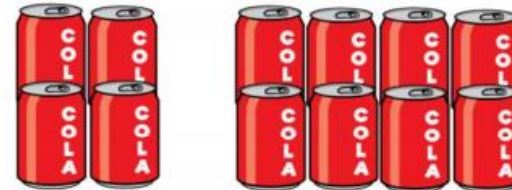
56						
8	8	8	8	8	8	8

Mark your work. How did you do?

Make sure you check your corrections.
Can you work out where you went wrong?

Rosie has some packs of cola which are in a box.

Some packs have 4 cans in them, and some packs have 8 cans in them.



Rosie's box contains 64 cans of pop.

How many packs of 4 cans and how many packs of 8 cans could there be?

Find all the possibilities.

Possible answers:

- 2 packs of 4, 7 packs of 8
- 4 packs of 4, 6 packs of 8
- 6 packs of 4, 5 packs of 8
- 8 packs of 4, 4 packs of 8
- 10 packs of 4, 3 packs of 8
- 12 packs of 4, 2 packs of 8
- 14 packs of 4, 1 pack of 8

Thursday - English

L- To use apostrophes for singular possession.

Lesson 2

Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-introduce-apostrophes-for-singular-possession-6wr66d?activity=video&step=1>

the ruby of the Prince

the Princes' ruby


the Prince's ruby

to the correctly-used apostrophe or possession here?

10:27 1x

This screenshot shows a video player with a purple background. At the top, a white box contains the text "the ruby of the Prince". Below it, two boxes are shown: a pink one with "the Princes' ruby" and a blue one with "the Prince's ruby". A text box at the bottom asks "to the correctly-used apostrophe or possession here?". The video player controls at the bottom show a progress bar, a play button, a volume icon, and a timestamp of 10:27 at 1x speed.

Write these with a possessive apostrophe

the wings of the bird		
the tear of the Prince		
the kindness of the Swallow		

Want to go further?

Write a full sentence for each example.

8:37 1x

This screenshot shows a video player with a purple background. At the top, a white box contains the text "Write these with a possessive apostrophe". Below it is a table with three rows. The first row has "the wings of the bird", the second row has "the tear of the Prince", and the third row has "the kindness of the Swallow". To the right of the table is an illustration of two hands. Below the table, a green box says "Want to go further?" and a text box says "Write a full sentence for each example.". The video player controls at the bottom show a progress bar, a play button, a volume icon, and a timestamp of 8:37 at 1x speed.

Thursday - PE

L- Creative Movement

**Children will need a partner to do this activity who can prompt movements and if you want to complete the 'dance off' at the end.*

Bird vs. You

Start the session by asking the children to identify words that describe how a bird moves. Allow the children to watch out of the window/go onto the playground to watch the birds in the sky. Children may suggest verbs/adjectives/adverbs. Record all ideas on flip chart paper/a whiteboard in the hall.

Put some music on and allow the children time to explore the space moving as birds. Prompt changes in their movement by calling out some of the words they had suggested. Continue this exploration for around five minutes.

Regroup to reflect on humans/people this time: how do they move? What amazing things can their bodies do? Ask the children to consider things they've done themselves, movements they've seen etc. Allow the conversation to move from the arms/legs, to facial expressions, and less noticeable area such as the fingers, the toes, the ears and the hair.

Repeat the exploration time – children move around the hall for several minutes, with you prompting their movement as 'people'. It may help the children to think they are 'aliens' pretending to act as 'people' – what would they do? Focus on the movements being exaggerated and creative – not just walking/jogging/dapping etc.

Ask the children to spend some time in pairs, creating a 'dance-off!' Facing each other, one child moves as if they are a bird, demonstrating to the human their incredible movement patterns, and how skilled they are in-flight. They do this for 10 seconds, creating a motif of movement. They then freeze, to watch the 'human' motif for 10 seconds – the other child demonstrating their own impressive movements and showing evidence of how proud they are of what their body can do. Repeat this again, before one of the partners moves to another partner and the motifs begin again.

Resources

Flip chart/

Whiteboard
and pen

Music with a
fast tempo

Thursday - Science



What Is a Force?



- Forces are just pushes and pulls acting on an object in a particular direction.
- They are the result of the object's interaction with another object.
- Forces can make objects stop or start moving.

Forces are shown by arrows in diagrams. The direction of the arrow shows the direction in which the force is acting. The bigger the arrow, the bigger the force.

What Is a Force?



Balanced forces

- If two forces are balanced, it means the forces are the same size but are acting in opposite directions.
- If two balanced forces are acting on an object, that object will not change its motion. If it is still, the object will stay still or if it is moving, it will continue moving in the same direction and at the same speed.

Unbalanced forces

- When two forces acting on an object are not equal in size, we say that they are unbalanced forces. Unbalanced forces do change the way something is moving.
- They can make objects start to move, speed up, slow down or change direction.

What Is a Force?



Click the hockey player to watch a clip showing the effects of forces on different objects.

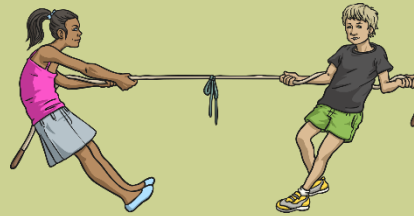
While you are watching, note down any examples of pushes or pulls that you see.

Pushes and Pulls

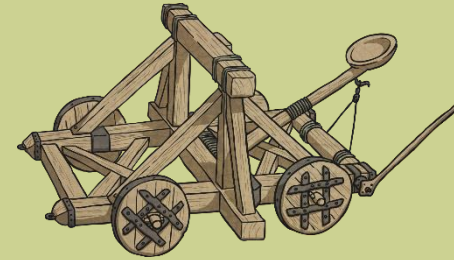
Did you spot these examples of pulling forces?



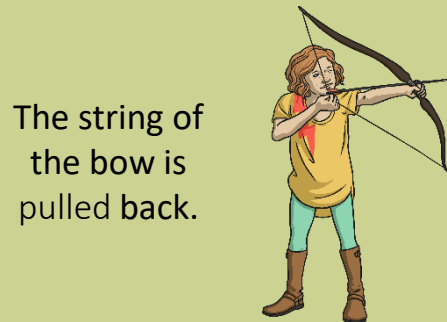
The rower pulls the oar.



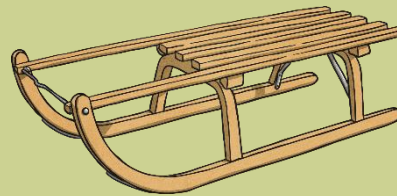
The tug of war teams pull the rope.



A catapult is pulled back.



The string of the bow is pulled back.



Pulling the sledge.



The bell ringers pull the ropes.

Pushes and Pulls

Did you notice these examples of pushing forces?

The runner's feet push off the ground.



A person pushes the piano keys down.



The hockey stick pushes the ball.



The golf club pushes the golf ball.



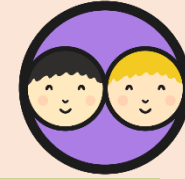
The bat pushes the ball.



The woman pushes the pram.



Forces in Action



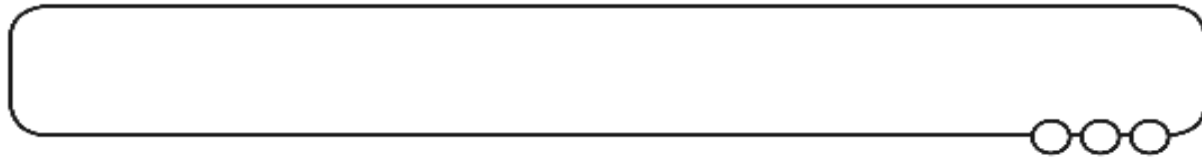
Think of an action that shows how forces move objects. You could choose an action from the clips you watched earlier or think of your own.



Do a freeze frame of the action you have chosen.

Show your freeze frames to someone at home. Can they decide if you are demonstrating a pushing force or a pulling force?

Pushing and Pulling Forces



Pushes and pulls are forces. You can make something start or stop moving when you push or pull it.

Activity

Below are some pictures of children using pushing and pulling forces. Write down push or pull in the force box. Does the force cause something to start or stop moving? In the second box write start or stop.

1. Force:

Start or Stop?



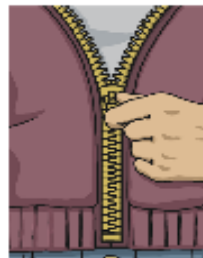
4. Force:

Start or Stop?



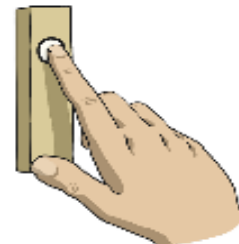
2. Force:

Start or Stop?



5. Force:

Start or Stop?



3. Force:

Start or Stop?



When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?



Complete the following Activity Sheet to identify the pushing and pulling forces acting on the different objects. Write your answers on a piece of paper.

Thursday - PSHE

Laughter



This is an activity you can do any day of the week - (remember laughing makes us feel good!)

Try this with your parents/siblings at the dinner table or going for a walk in the fresh air - it's important to spread the laughter.

Ask someone and get someone to ask you the questions on the next slide. Answer and make sure you give your reasoning. No-one's allowed to say they're not sure - make a commitment to an answer. Have fun!

Thursday - PSHE

Laughter



Would you rather eat a bowl full of crickets or a bowl full of worms?

Would you rather have a foot long nose or a foot long tongue?

Would you rather have a rat's tale, or a unicorn's horn?

Would you rather have hands instead of feet or feet instead of hands?

Would you rather wear a clown's red nose every day for a year or wear a tutu every day for a year?

Would you rather own a dangerous fire-breathing dragon, or be a dangerous fire-breathing dragon?

Would you rather eat everything with chop sticks or everything with your bare hands?

Would you rather your bedroom was filled with 500 spiders, or your car was filled with 1000 worms?

Would you rather have bright blue hair, or bright blue teeth?

Would you rather you could only ever whisper, or only ever shout?

Would you rather have a head the size of a grape or the size of an exercise ball?

Would you rather be a foot tall or 10 feet tall?

Would you rather have bananas for fingers, or bananas for toes?

Would rather have the ability to fly, or be invisible?

Friday - Spelling

Complete the worksheet
onto paper 😊

Example:

snail = s

s n

s n a

s n a i

s n a i l

Challenge- Can you create
a pyramid using these
spellings?

Write your own sentences using the words in the boxes.



circle



difficult



busy



calendar



complete



centre

Friday - Guided Reading

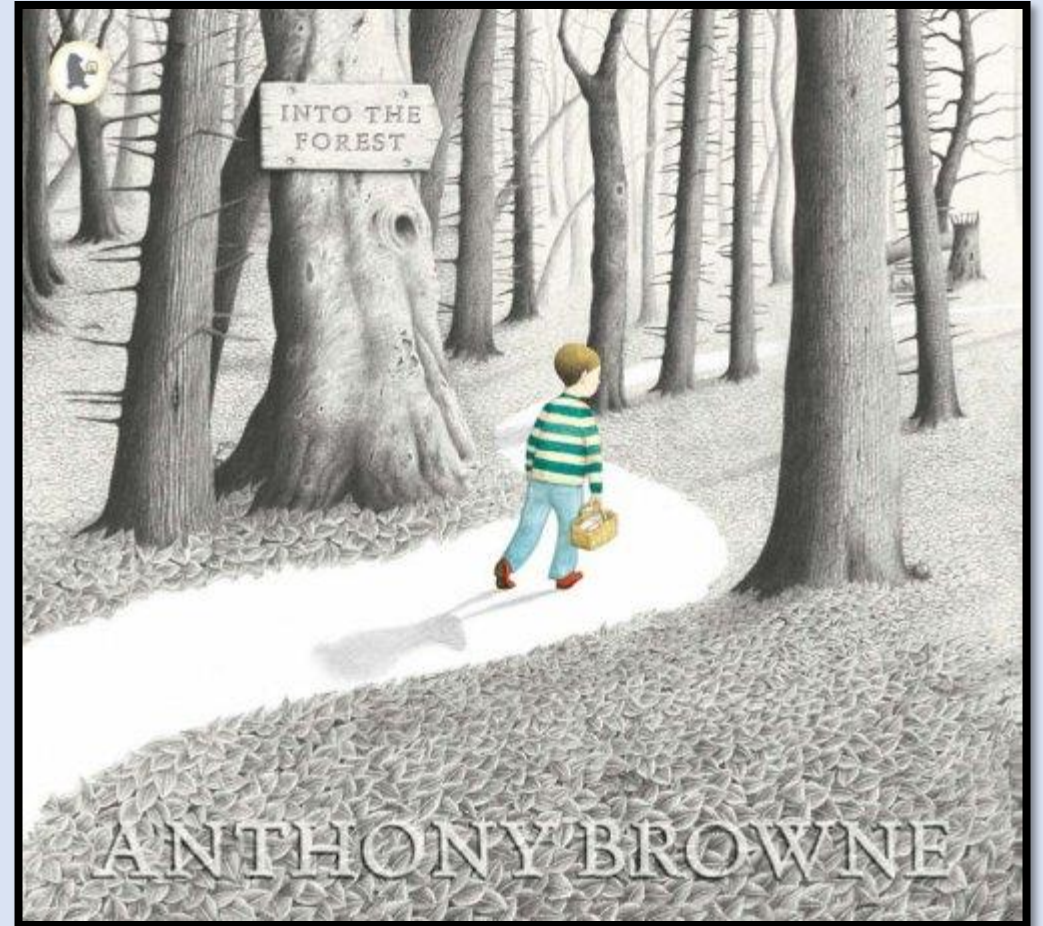
L- To answer questions on a text.

Lesson 3

Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-6lk66r>



Friday - Maths

L- To write and calculate mathematical statements for division using the 8x table.

Warm up



There are 32 children in a PE lesson.
They are shared into 8 teams for a relay race.
How many children are in each team?
Use counters or multi-link to represent each child.
There are ___ teams and ___ children in each team.

Click on the link below to access the learning for today

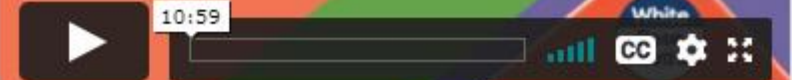
<https://whiterosemaths.com/homelearning/year-3/week-12-number-multiplication-division/>

Divide by 8

DIVIDE BY 8

10:59

White



Friday - Maths

L- To write and calculate mathematical statements for division using the 8x table.

1.) Can we group the number in eights?

How can you show me?

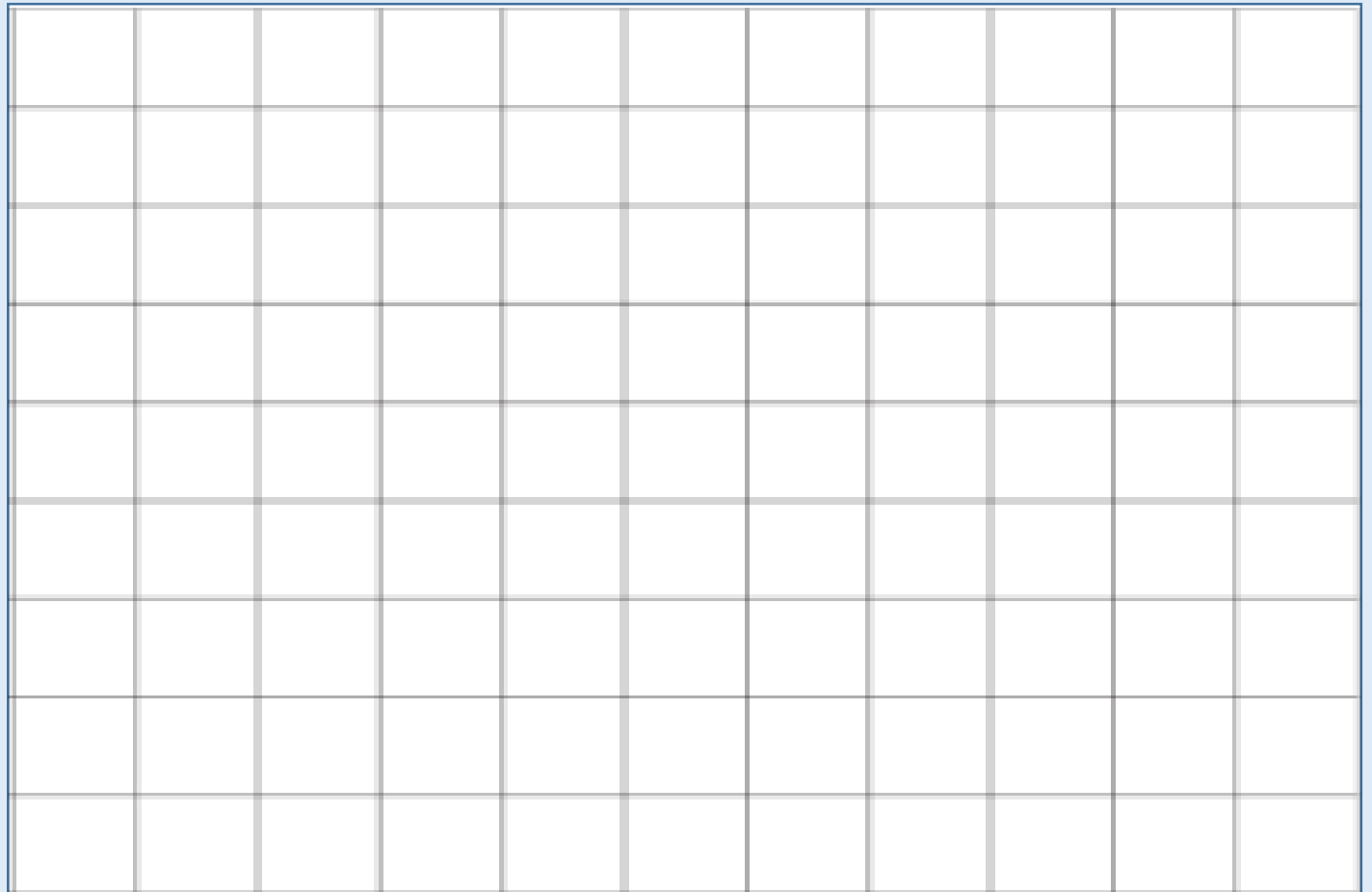
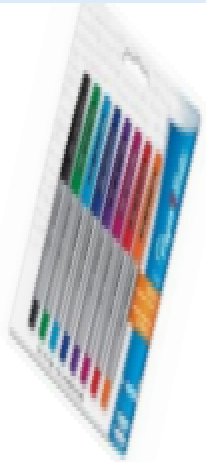
How many groups do we have?

How could we check our answer?

Pens are sold in packs of 8.

Year 3 need 48 pens.

How many packs should be ordered?

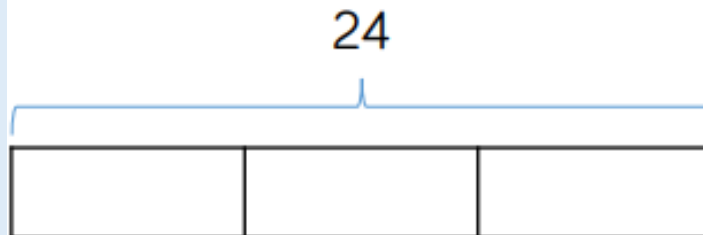
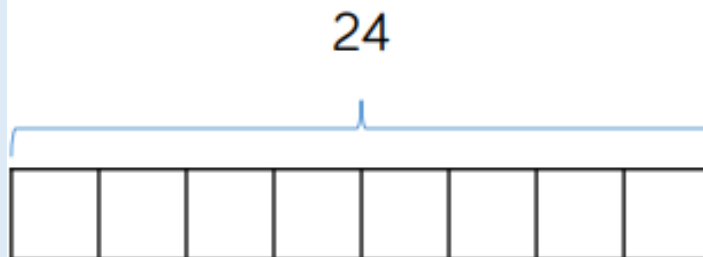


Friday - Maths

L- To write and calculate mathematical statements for division using the 8x table.

2.)

Rohan shares 24 sweets equally between 8 friends.
How many do they get each?
Which bar model would you use to represent this problem? Why?



3.)

After you have watched the video have a go at the questions record your answers on a piece of paper.

Complete the missing numbers.

$$80 \div 8 = \square$$

$$24 \div \square = 8$$

$$64 \div 8 = \square$$

$$8 \times \square = 40$$


$$\square \times 8 = 16$$

$$\square \div 8 = 4$$

Friday - Maths

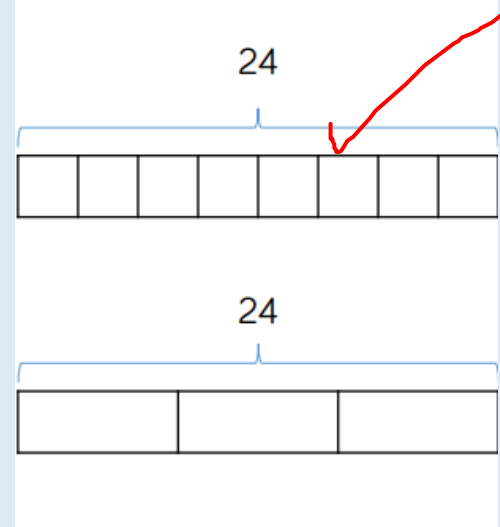
L- I can use inverse operations

Pens are sold in packs of 8.
Year 3 need 48 pens.
How many packs should be ordered?



= 6

Rohan shares 24 sweets equally between 8 friends.
How many do they get each?
Which bar model would you use to represent this problem? Why?



24 divided into 8 equal groups is 3

Mark your work. How did you do?
Make sure you check your corrections.
Can you work out where you went wrong?
If you had a wobble access this link to further support your learning.
<https://www.bbc.co.uk/bitesize/articles/zvvsy9q>

Complete the missing numbers.

$80 \div 8 = 10$	$24 \div 3 = 8$
$64 \div 8 = 8$	$8 \times 5 = 40$
$2 \times 8 = 16$	$32 \div 8 = 4$

Friday - English

L- To use apostrophes for singular possession.

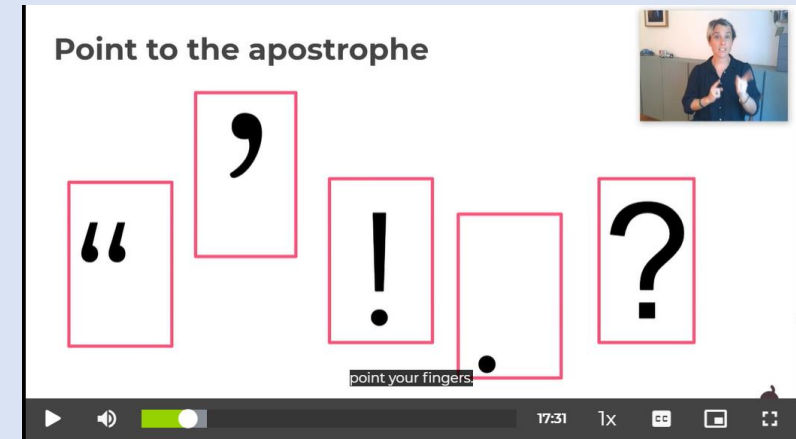
Lesson 3

Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-revise-apostrophes-for-contraction-and-singular-possession-c9j64c?activity=video&step=1>

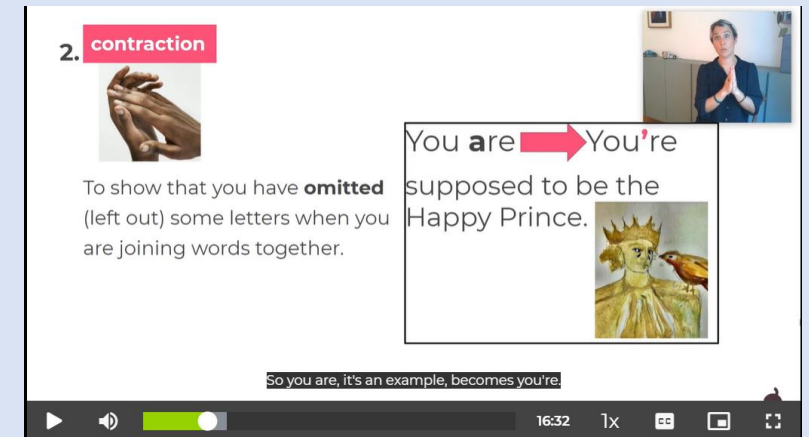
Point to the apostrophe



“ ’ ! . ?

point your fingers


2. contraction



To show that you have **omitted** (left out) some letters when you are joining words together.

You are → You're
supposed to be the Happy Prince.

So you are, it's an example, becomes you're.

Spot the apostrophes 

- The tired, old woman's hands were rough and worn.
- She couldn't keep her exhausted eyes open.
- I'm so happy that you agree to help.
- The boy's smile stretched from ear to ear.

Is it the one after tired or is it somewhere else?

Friday – PE

L- Play

**Children will need space preferably outside weather permitting.*

**Children will need a partner.*

** A net can be created using two chairs as goal posts.*

Basketball Tennis

Resources

This activity really requires the children to work their core muscles – especially those that manage rotation.

Set up a basic tennis court – this could be some traffic tape attached to two chairs across the playground, a row of chairs, or you may have a net you can use. Ideally, this will need to be played outside, as children will need plenty of space.

Teach the children two basic moves – the right side pass, and the left side pass.

A right side pass involves simply taking a basketball down to their right hip, stepping forward with their left foot and twisting to pass the ball over the 'net' towards their partner. (NB – This looks almost like a rugby pass, and in fact, if it was done with a rugby ball, would challenge them more when they receive the ball, so something to move onto after children get the hang of this game). Their partner allows the ball to bounce once before picking it up, and making a right side pass back across the net.

The left side pass is similar – take the basketball down to their left hip, step forwards with their right foot and twist to pass the ball over the 'net'.

Both passes should be practiced without a net first of all, with the distance increasing as the children find success with their passes. The game could lead onto them playing in pairs, 2v2.

Challenge in this game lies in the pupils:

- generating enough rotational force to pass the ball from one side of their body
- sending the ball through the air so it goes over the 'net'
- allowing the ball to bounce just once before receiving the ball
- positioning themselves in order to receive the ball, with consideration of which side of the body the ball has been passed from
- finding enough energy and stamina in the muscles to play a moderate – vigorous game for 10 minutes or so

Space

Traffic tape /
row of chairs
/ netting
(something
to create a
tennis net)

A basketball
between
two pupils

Friday - History- lesson 1

L- To be able to understand that people who lived in Stone Age Britain, would not have communicated or have eaten as we do.



Friday - History

Discuss/ think about these questions...

- What are your favourite foods?
- What is it like where you live?
- What animals are in Britain?
- What clothes do you wear?
- How do you communicate with your family and friends?

Friday - History

When was the Stone Age?

The Stone Age covers a huge period of time, over 3 million years!
The Stone Age starts from when the first human like animals came into existence.

The earliest evidence has been found in Africa.

Early humans arrived in Britain more than 800,000 years ago but Britain has not been constantly lived in since that time due to climate changes.

The ice and the cold temperatures during the last period of time known as the Ice Age meant that early humans left Britain in search of warmer climates.

At this time Britain was not an island so they could walk across the land into Europe and Africa.

Friday - History

Day in the
Life of a
10-year-old
in the
Stone Age



Copy and paste the website link into
internet browser to access

- <https://www.bbc.co.uk/programmes/p00dtrcn>

Friday - History

Write all work into your workbook or on a piece of paper.

Task- Write three differences between people living in Britain today compared to the Stone Age.

e.g. During the Stone Age, early Brits mostly ate animals although they did eat plants, seeds and nuts when they were in season. This is different compared to people today because...