



THE DEAN TRUST

Partington Central Academy

Year 3
Week 2 - Home Learning



Remember
to email
photos of
your work
to your
teacher
each week.

Monday - Spelling

You V family member!

Pick 3 words from last weeks learning.

Hide these spellings once you have reminded yourselves of them but **NO** cheating!

Challenge your sibling/ carer/ family member/ adult to a race to write 3 of the picked words - record results.

hymn
courage
cover
uncover
busy
centre
circle
difficult

Monday - Guided Reading

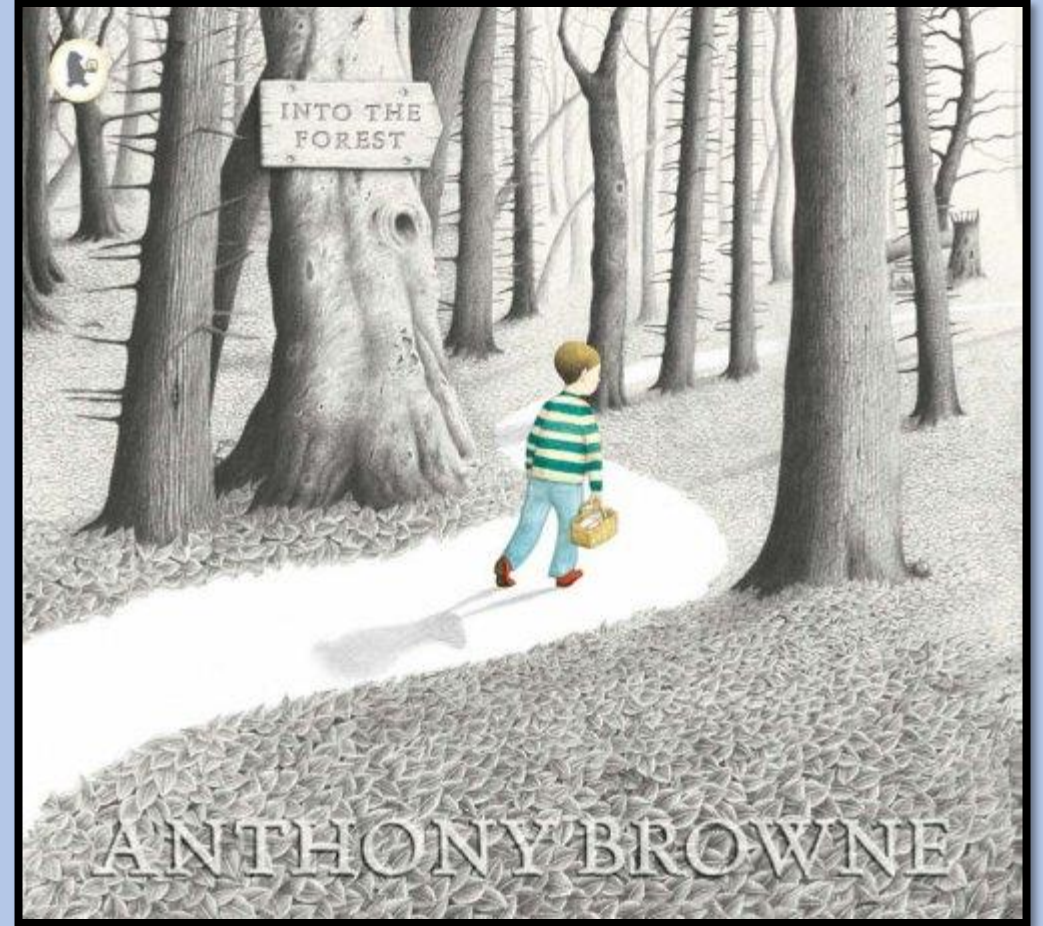
L- To answer questions on a text.

Lesson 4 (following on from last weeks text)

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-6mv3cr?activity=video&step=1>



Monday - English

L- To use preposition


Lesson 4

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-prepositions-74t66r?activity=video&step=1>

Write the preposition to show where Scruff is in each picture.



to show where Scruff is in each picture.

11:50 1x

Scruff's present
Fill in the gaps in my sentences using a preposition of place.


In the morning, Scruff jumped _____ of bed and walked _____ the stairs to eat breakfast. She poured milk _____ her cereal and sat _____ to eat. There was a knock at the door and she leapt _____ her coffee table and ran to answer it. _____ the door was a parcel! She brought the box _____ and put it _____ the sofa and the armchair. She sat _____ the box. Excitedly she opened it and _____ was a present from her friend who lived far away. Hidden _____ the present was a note. It said "I hope you like this gift, maybe we can play this together." There was another knock _____ the door. Scruff opened it and _____ the door stood her friend. What a surprise!

inside
between
out
under
in front of
over
beside
next to
on
down

Excitedly she opened it and hmmm was a present

8:15 1x

Prepositions of time



at on in

at	on	in
Used for precise times	Days and dates	months, years, decades, seasons, time periods
3 o'clock	Friday	the morning
dinner time	20th July	July
bed time	Saturday	spring

seasons and time periods.

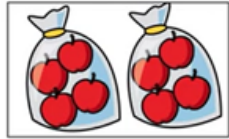
2:44 1x

Maths Monday

L- To consolidate 2, 4 and 8 times tables

Warm up

- 1) Write a multiplication equation to represent each image.



- 2) Complete the calculations

$$6 \times 2 = \square \quad 6 \times 4 = \square \quad 6 \times 8 = \square$$

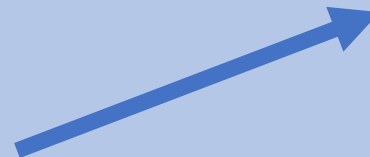
- 3) Complete the calculations

$$\square \times 2 = 16 \quad \square \times 4 = 16 \quad \square \times 8 = 16$$



Click on the link below to access the learning for today

<https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/>



Maths Monday Group A and B

L- To consolidate 2, 4 and 8 times tables

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

1 How many legs are there altogether?

Complete the multiplications



$$\square \times \square = \square$$



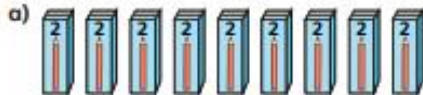
$$\square \times \square = \square$$



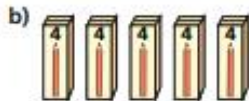
$$\square \times \square = \square$$

2 How many pencils are there?

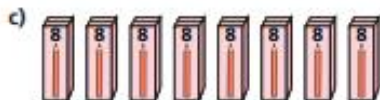
Complete the multiplications.



$$\square \times \square = \square$$

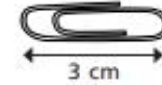


$$\square \times \square = \square$$



$$\square \times \square = \square$$

3 A paper clip is 3 cm long.



a) What is the total length of 2 paper clips?

b) What is the total length of 4 paper clips?

c) What is the total length of 8 paper clips?

4 Work out the multiplications.

a) 1×2

2×2

3×2

4×2

5×2

b) 1×4

2×4

3×4

4×4

5×4

c) 1×8

2×8

3×8

4×8

5×8

What do you notice?

5 Work out the multiplications.

a) 6×4

b) 2×10

c) 7×8

d) 12×2

e) 8×4

f) 2×11

g) 4×9

h) 10×8

Maths Monday Group A and B

L- To consolidate 2, 4 and 8 times tables

Question	Answer
1	a) $5 \times 2 = 10$ or $2 \times 5 = 10$ b) $3 \times 4 = 12$ or $4 \times 3 = 12$ c) $4 \times 8 = 32$ or $8 \times 4 = 32$
2	a) $9 \times 2 = 18$ or $2 \times 9 = 18$ b) $5 \times 4 = 20$ or $4 \times 5 = 20$ c) $8 \times 8 = 64$
3	a) 6 cm b) 12 cm c) 24 cm
4	a) 2 4 6 8 10 b) 4 8 12 16 20 c) 8 16 24 32 40 <p>The values in the 4 times-table are all twice the corresponding value in the 2 times-table. The values in the 8 times-table are all twice the corresponding value in the 4 times-table.</p>
5	a) 24 b) 20 c) 56 d) 24 e) 32 f) 22 g) 36 h) 80

Mark your work. How did you do?

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

Monday - PE

L- Fitness and agility


Wacky Races

Home Physical Education

Can you create your own Wacky race ideas?

How to play:

- Mark out a start and finish line using an object to mark out these points.
- Think of different ways you could move from the start to finish.
- Can you move on your hands and feet?
Can you move backwards?
- What is the quickest way of moving?
What is the slowest way of moving?
- Can you race against a partner using the different ways of moving?



Can you challenge yourself to always try your hardest?

Copy and paste the website link into internet browser to access

<https://www.youtube.com/watch?v=juEOiVZgW84&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=35&t=0s>

Save the Treasure

Home Physical Education

Can you play by the rules and if you touch the floor start again?

How to play:

- Agree a starting point. Spread treasure across the floor. Use toys and socks as treasure.
- Using two objects can you move without touching the floor, picking up the treasure and returning it to your starting point.
- If you touch the floor you must drop the treasure and start again.
- Create a scoring system so that shoe = 1 point and socks = 2 points. How many points can you score?



Can you keep trying to think of the best ways to use the objects to move?

Top Tips

Do not carry too much treasure in one go!
If you carry too much treasure then you risk falling and losing your treasure.

Let's Reflect

What tactic did you use for collecting treasure?
How did you use your two objects to move around safely and efficiently?

Monday - PE

L-Street Dance! -Optional

Do you still have lots of energy?

Have a go at this street dance.

Can you remember all 3 sections of the dance?

You could even add some of your own moves/ routines like you did in our Jess Glynne- Rather Be dances in September. 😊

You could show your family the end result!



Copy and paste the website link into internet browser to access

<https://www.youtube.com/watch?v=agezOTZIRZ8>

Monday - PSHE

Positivity

Look at the pictures of these humans overcoming challenges, demonstrating enthusiasm and winning competitions.



What do you notice about their posture? Is it big or small? Wide or narrow? Open or closed? Jot your ideas on paper.

Monday - PSHE

Positivity

Create a power pose, one that makes you feel strong, happy and positive.

Look at yourself in the mirror performing this pose and remember it!

Adopt this pose for a week. Each morning before getting ready for your home learning you should spend two minutes in your 'Power Pose', breathing slowly and deeply. You can do this at any point in the day that you may want to feel calm or positive.

If you want to, you can combine this with a positive affirmation (positive statement). Choose from one below, learn it off by heart and say it with conviction whilst you strike your pose.

I am a calm person
I am clever and work hard
I try again if I struggle
I am persistent

My body is strong
I am powerful when I move
I make good choices
I am grateful for everything I have

Today, I feel confident
I am a good friend to others
I take care of my friends and family
I trust my instincts

Please email me photos of your poses or even a video with your positivity affirmations if you can. I can't wait to see them! 😊



Tuesday - Spelling

Write these words
onto paper 😊

Challenge- Can you add the words into sentences? Can you draw pictures to match some of the words?

-What picture could you draw for the word 'uneven'?

-What picture could you draw for double?

trouble

double

uneven

unwelcome

difficult

Tuesday - Guided Reading

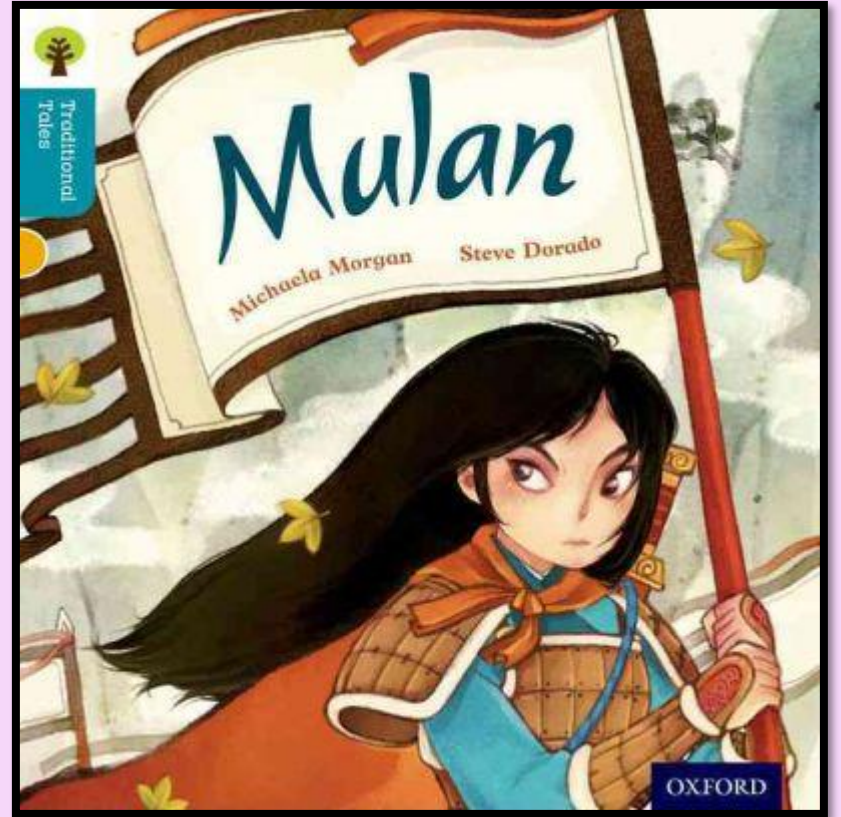
L- To engage with a text.

Lesson 1 (new text)

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-cnh62c?activity=video&step=1>



Tuesday - English

L- To use conjunctions.

Lesson 5

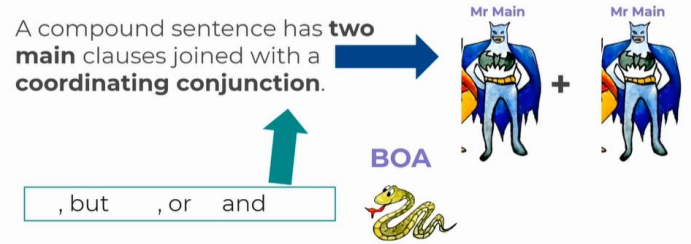
Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/t-o-explore-conjunctions-c4wkee?activity=video&step=1>

Compound

A compound sentence has **two** main clauses joined with a **coordinating conjunction**.



Mr Main + Mr Main

BOA

, but , or and

13:26 1x

Compound

Can you identify each main clause in the compound sentence below?

⏮ ⏪

We are going to the park, **but** we can't stay for long.

BOA

, but , or and

Remembering, my main clause

9:07 1x

Make these compound sentences by adding a coordinating conjunction and another main clause.

⏮ ⏪

I don't like coffee.

Would you like to go to the park?

I want to go swimming.

You can have an ice lolly.

↔ ,or
👍👎 ,but
📄📄 and

Font Awesome 5 Solid Arrows, Font Awesome, Wikimedia Commons

or, but, and

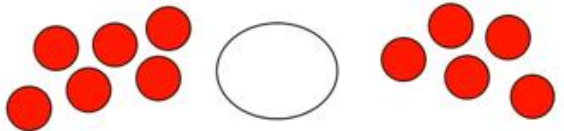
2:50 1x

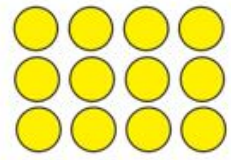
Tuesday Maths

L- To be able to compare statements

Warm up

Use $<$, $>$ or $=$ to complete the comparisons

1) 

2) 15 

3) 12×0 $12 + 0$
50 12×4

Click on the link below to access the learning for today

<https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/>



Tuesday Maths Group A and B

L-To be able to compare statements

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

1 Complete the number sentences to describe the pictures.



$4 \times 5 = \square$ $20 \div 5 = \square$



$5 \times 4 = \square$ $20 \div 4 = \square$

What is the same and what is different in parts a) and b)?



2 Write $<$, $>$ or $=$ to compare the arrays.



$5 \times 6 \bigcirc 6 \times 4$



$3 \times 6 \bigcirc 6 \times 3$



$8 \times 3 \bigcirc 3 \times 8$

3 Rosie and Tommy each have 12 slices of melon.

a) Rosie shares her slices between 4 bowls.



How many slices are in each bowl?

b) Tommy shares his slices between 3 plates.



How many slices are on each plate?

c) Are there more slices of melon in a bowl or on a plate?

Explain your answer.

4 Write $<$, $>$ or $=$ to compare the calculations.

a) $4 \times 3 \bigcirc 2 \times 6$ c) $5 \times 3 \bigcirc 3 \times 4$

b) $8 \times 3 \bigcirc 4 \times 6$ d) $3 \times 4 \bigcirc 4 \times 5$

e) $20 \div 4 \bigcirc 20 \div 5$ g) $30 \div 10 \bigcirc 30 \div 6$

f) $24 \div 2 \bigcirc 36 \div 3$ h) $18 \div 2 \bigcirc 18 \div 3$

Tuesday Maths Group A and B


L-To be able to compare statements

Comparing statements

White Rose Maths


1 Complete the number sentences to describe the pictures.

a)




$4 \times 5 = 20$
 $20 \div 5 = 4$

b)



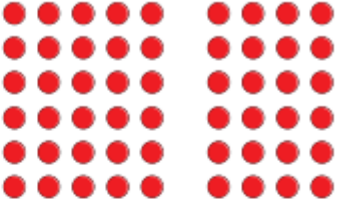
$5 \times 4 = 20$
 $20 \div 4 = 5$

What is the same and what is different in parts a) and b)?




2 Write $<$, $>$ or $=$ to compare the arrays.

a)



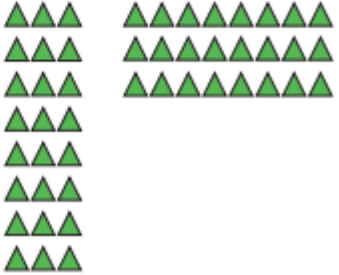
$5 \times 6 > 6 \times 4$

b)



$3 \times 6 = 6 \times 3$

c)



$8 \times 3 = 3 \times 8$

Mark your work. How did you do?

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

Tuesday Maths Group A and B

L-To be able to compare statements

3 Rosie and Tommy each have 12 slices of melon.

a) Rosie shares her slices between 4 bowls.



How many slices are in each bowl?

3

b) Tommy shares his slices between 3 plates.



How many slices are on each plate?

4

c) Are there more slices of melon in a bowl or on a plate?

Explain your answer.

On a plate because 4 is greater than 3

4 Write $<$, $>$ or $=$ to compare the calculations.

a) $4 \times 3 = 2 \times 6$ c) $5 \times 3 > 3 \times 4$

b) $8 \times 3 = 4 \times 6$ d) $3 \times 4 < 4 \times 5$

e) $20 \div 4 > 20 \div 5$ g) $30 \div 10 < 30 \div 6$

f) $24 \div 2 = 36 \div 3$ h) $18 \div 2 > 18 \div 3$

How did you work this out? Talk about it with a partner.

Mark your work. How did you do?

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

Tuesday - PSHE

Gratitude and Relaxation



Read, reflect then answer the following questions on a piece of paper.

- How does it feel when someone says 'Thank you' for something you've done?
- Does being grateful mean saying 'thank you' only? What else could it involve?
- Do you know people who 'take' more than they 'give' in life?
- How can spending time with negative people who are not grateful affect you?
- How might we show gratitude?



Tuesday - PSHE

Write 3 or 4 of the following topic words on small bits of paper fold them up and place them in a cup.

Friends, Family, Home, Taste, Bones, Play, School, Technology, Books, Touch, The Future, Hearing, Holidays, Music, Taste, Muscles, Siblings, Sight, Sports, Science, Birthdays, Festivals, Role Models, Health, Food, Nature, Teeth, Sleep, Emotions, Challenges

Ask someone at home to choose one out of the cup and give them a moment to reflect on the topic word then ask them two things....

- What is it about that topic they are grateful for?
- How can they show their gratitude today?

 Remember even when times are difficult we should always be grateful for what we do have there may always be someone less fortunate than we are. 

Tuesday - PE

L- Fitness and coordination

<https://www.youtube.com/watch?v=xp5ClsXs-b8&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=8&t=0s>


Target Treasure: Level 2

Home Physical Education

Can you think tactically and decide which targets to aim for and why?

How to play:

- Place a selection of targets 5 large steps away from your starting line.
- Decide how many points each piece of treasure is worth E.g. Toys = 1 point and shoes = 2 points.
- Players take turns to throw an object towards the treasure targets from behind the starting line.
- The winner is the player to score the most points when all of the treasure is gone.



Can you focus on the target to help you be accurate?

Top Tips

Throwing Underarm

Step forwards with one foot, releasing the object from low to high using your opposite hand.

Let's Reflect

What was the difference between your throws that were accurate and your throws that missed?

Did you use the correct throwing technique?

Cross the River

Home Physical Education

Can you work out a method for successfully crossing the river?

How to play:

- Agree a start point (one side of a big river) and a finish point (the opposite side of the river).
- Using two objects (cushions, pillows, or other flat objects) can you cross the river without touching the floor?
- You are only allowed two objects to cross the river with.
- Can you complete the challenge and cross the river without touching the floor!



If you fall in, can you keep trying to cross successfully?

Copy and paste the website links into internet browser to access

<https://www.youtube.com/watch?v=N9XU5YKLbx8>

Tuesday - PE

L- Go Noodle



<https://www.youtube.com/watch?v=aZru-M3TUII>



<https://www.youtube.com/watch?v=JU0ETGd5d9k>

Copy and paste the website links into internet browser to access

Wednesday - Guided Reading

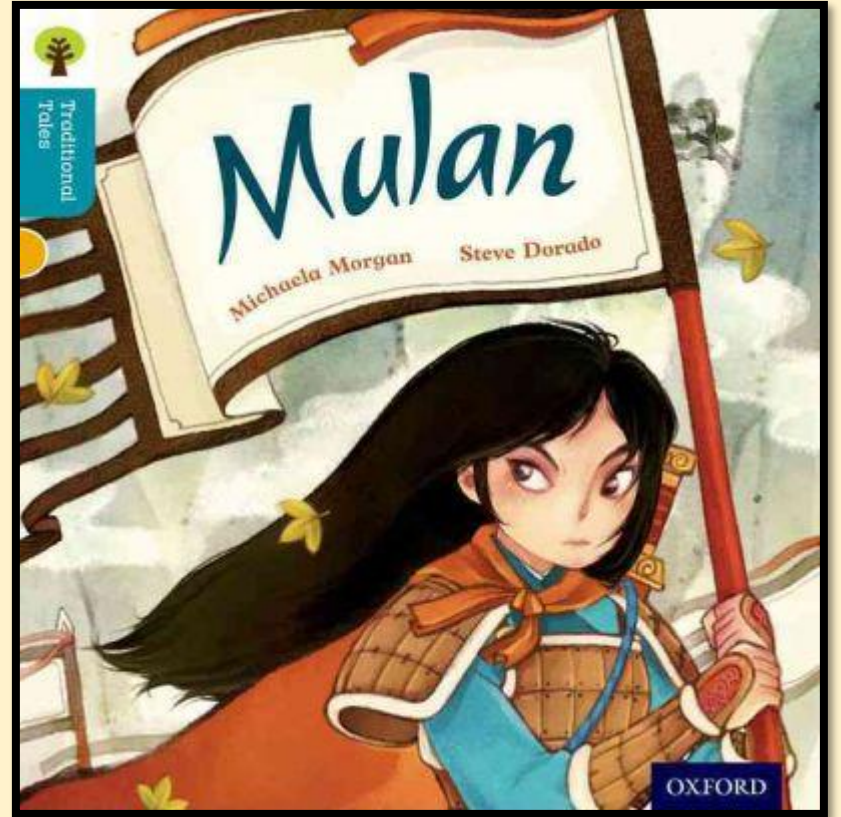
L- To answer questions on a text.

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-part-1-6thkac?activity=video&step=1>



Wednesday - English

L- To explore punctuating speech.

Lesson 6

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-punctuating-speech-first-c9j30c?activity=video&step=1>

Writing warm up: Match the **verbs** to the most appropriate **adverbs**

muttered	softly
exclaimed	grumpily
whispered	angrily
snapped	enthusiastically

18:50 1x

What **punctuation** can you see?

opening inverted commas capital letter closing inverted commas

“Hello, my son,” his father exclaimed joyfully.

That's our capital letter.

17:22 1x

I'm so relieved you're back

Speech first

“I'm so relieved you're back!” the old man cried gleefully.

Speech second

The old man cried gleefully, “I'm so relieved you're back!”

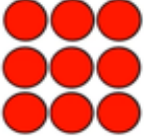
So you've got three sentences to write.

4:26 1x

Maths Wednesday

L- To understand related calculations

Warm up

- 1) Here is an array. 

Write a multiplication and a division equation to represent the array.

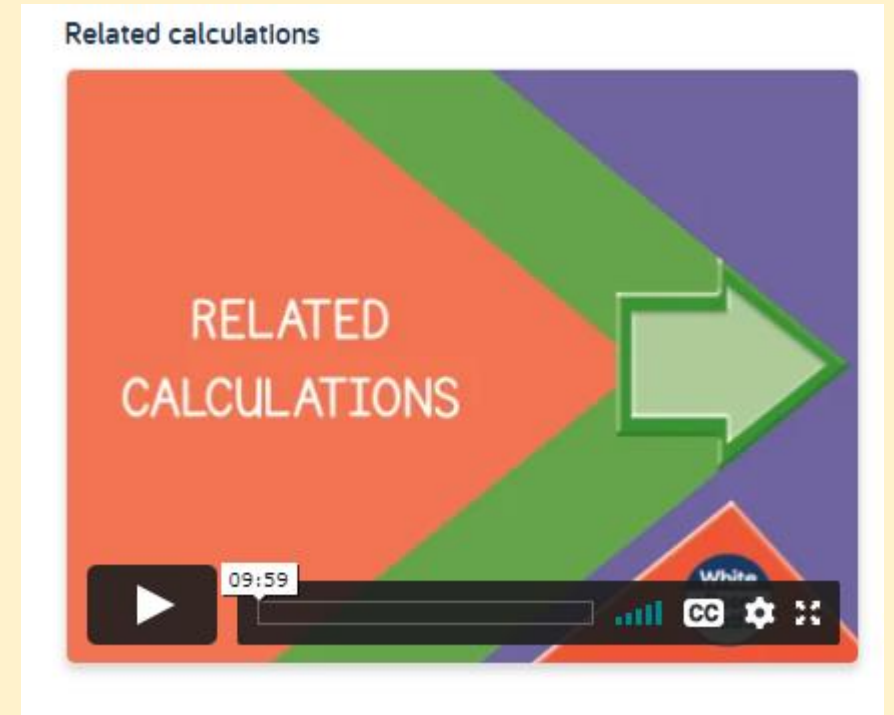
- 2) Here are some cookies. 

Write 2 multiplication and 2 division equations to represent the cookies.

- 3) Use $6 \times 8 = 48$ to complete the equations below.

$$8 \times 6 = \square$$

$$48 \div \square = \square$$



Click on the link below to access the learning for today

<https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/>




Maths Wednesday Group A and B

L- To understand related calculations

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

1 Complete the number sentences.

a) 
 $3 \times 2 \text{ ones} = \square \text{ ones}$ $3 \times 2 = \square$

b) 
 $3 \times 2 \text{ tens} = \square \text{ tens}$ $3 \times 20 = \square$

2 Use base 10 to represent the multiplications.
Complete the calculations.

- a) 2×4 b) 5×3 c) 5×2 d) 2×8
 2×40 5×30 5×20 80×2

3 Nijah makes these arrays.



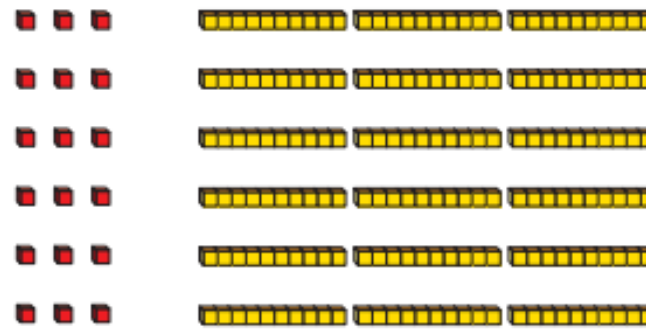
Complete the number sentences.

$4 \times 3 = \square$ $4 \times 30 = \square$

What is the same about the arrays? What is different?

4 Scott uses base 10 to make two related calculations.

Use the base 10 to complete Scott's calculations.



$6 \times 3 = \square$

$6 \times 30 = \square$

How does the answer to the first calculation help you work out the second calculation?

5 Use base 10 to complete the divisions.

$14 \div 2 = \square$

$140 \div 2 = \square$

6



Use Dora's fact to complete the calculations.

a) 5×70

c) 50×7

e) $350 \div 5$

b) 7×5

d) $35 \div 5$

f) $350 \div 7$

Maths Wednesday Group A and B

L- To understand related calculations

Related calculations



1 Complete the number sentences.



$$3 \times 2 \text{ ones} = \boxed{6} \text{ ones}$$

$$3 \times 2 = \boxed{6}$$



$$3 \times 2 \text{ tens} = \boxed{6} \text{ tens}$$

$$3 \times 20 = \boxed{60}$$

2 Use base 10 to represent the multiplications.

Complete the number sentences.

a) $2 \times 4 = \boxed{8}$

$$2 \times 40 = \boxed{80}$$

b) $5 \times 3 = \boxed{15}$

$$5 \times 30 = \boxed{150}$$

c) $5 \times 2 = \boxed{10}$

$$5 \times 20 = \boxed{100}$$

d) $2 \times 8 = \boxed{16}$

$$80 \times 2 = \boxed{160}$$

3 Nijah makes these arrays.



Complete the number sentences.

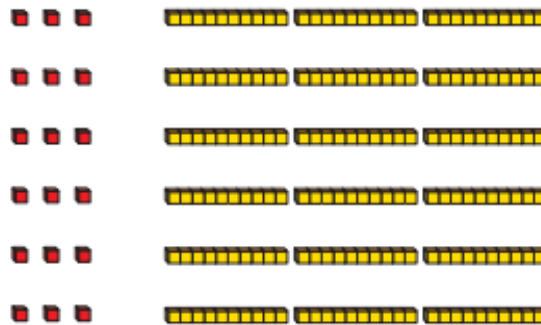
$$4 \times 3 = \boxed{12}$$

$$4 \times 30 = \boxed{120}$$

What is the same about the arrays? What is different?

4 Scott uses base 10 to make two related calculations.

Use the base 10 to complete Scott's calculations.



$$6 \times 3 = \boxed{18}$$

$$6 \times 30 = \boxed{180}$$

How does the answer to the first calculation help you work out the second calculation?

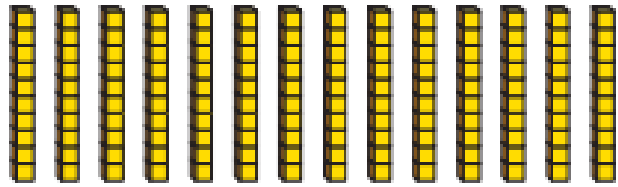
Mark your work. How did you do?

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

Maths Wednesday Group A and B

L- To understand related calculations

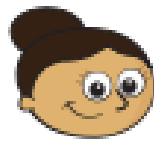
5 Use these pieces of base 10 to complete the divisions.



$$14 \div 2 = \boxed{7}$$

$$140 \div 2 = \boxed{70}$$

6



I know
 $5 \times 7 = 35$

Use Dora's fact to complete the calculations.

$$\text{a) } 5 \times 70 = \boxed{350}$$

$$\text{d) } 35 \div 5 = \boxed{7}$$

$$\text{b) } 7 \times 5 = \boxed{35}$$

$$\text{e) } 350 \div 5 = \boxed{70}$$

$$\text{c) } 50 \times 7 = \boxed{350}$$

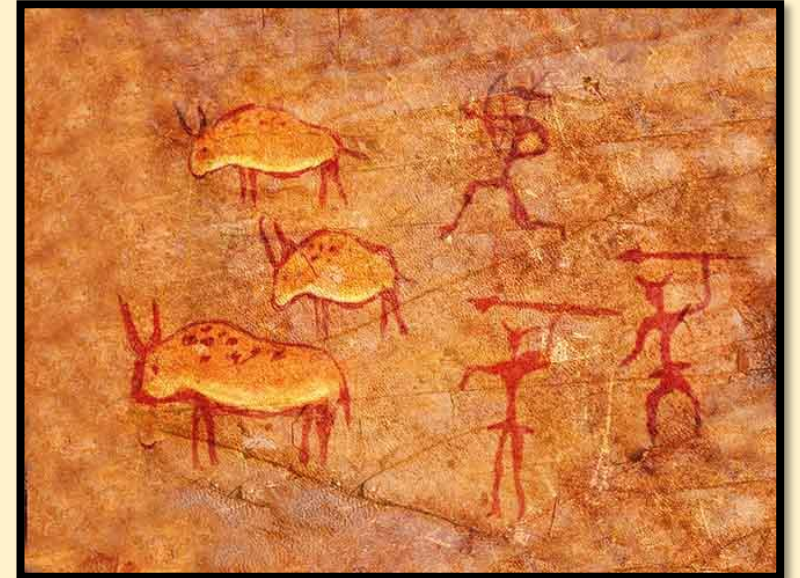
$$\text{f) } 350 \div 7 = \boxed{50}$$

Mark your work. How did you do?

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

Wednesday - Art

L- To be able to create a Stone Age painting or drawing.



Wednesday - Art

- *What are the images of?*
- *Why are they there?*
- *Are they important?*
- *What colours have been used and why?*



Wednesday - Art

Cave Paintings

They used natural colours from mineral pigments.

Most cave paintings were of animals or hunters.

A cave could be full of many paintings by many different painters.

Many hand stencils have also been discovered.



Some of the most impressive cave paintings have only been found in the last 100 years. There could be more out there we don't know about!

Wednesday - Art



Wednesday - Art

Paintings have been found in caves all over the world. It is thought that they were painted as long ago as the Stone Age. Most of these cave paintings were of animals or hunters. Sometimes cave paintings had symbols, as a way of communicating a message.

Sometimes people made paintings of the outline of their hands. One cave could be full of lots of different paintings by several different painters.

You are going to paint your own cave paintings.

The colours in the paintings were made from mineral pigments, so you are going to use natural colours, such as red, brown, black and white.



Wednesday - Art

Task

Your task is to create a stone age drawing/painting.

If you do not have access to paint, you can use a black/brown pencil or black pen.

Use the images on this PowerPoint to help you.

Are you going to draw handprints?

Are you going to draw an animal?

You may want your painting or drawing to include **both** of the above! You're the artist!

Take your time, use the images to help you.



Please ask your adult to send Miss Jones and Miss Ifon an email with your completed picture as we can't wait to see the end result!



**Background wash

If you have an adults permission use a cold and soggy teabag to wipe over the paper until it is brown and soggy. Squeeze the tea bag in certain places on the paper to make darker patches. This will make your work look like the real caves you have seen on this PowerPoint! The page will need time to dry before drawing/painting on it!

Wednesday - PE

L- PE: Stamina and Endurance

Playground Pacing

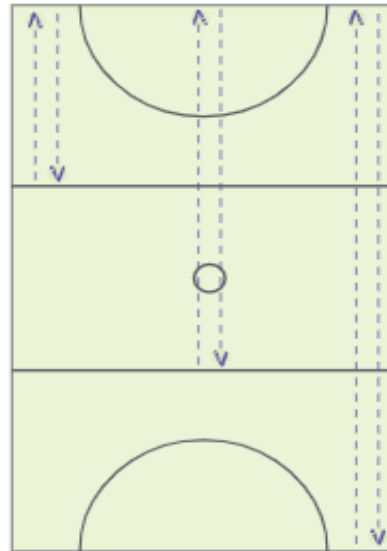
Using the lines on a netball court (or extend to three lines marked by cones on the field for a greater challenge, or if you don't have a netball court, simply mark the lines out with cones/spots), children are going to make their way up and down the court, travelling to the furthest line first (then back), then the second furthest line (and back), then the closest line (and back).

Each time the children head towards the line, they will be jogging.

Each time the children make their way back to their start position, they will be doing one of the following actions:

1. **Bear Crawls** – Children travel forwards on their hands and feet, 'crawling' like a bear, without resting their knees on the floor.
2. **Long Lunges** – Children take a long step forwards, put their weight through their front heel, drop their back knee down towards the floor, keeping their body upright, then push up and through back to standing. Alternate legs.
3. **Bunny Jumps** – Children squat down, reach their hands ahead of them, then jump their feet in towards their hands. Repeat to move forwards.
4. **High Skips** – Children skip high into the air, with their arms swinging high and their knees lifting towards their chest.
5. **Bounding** – Children take the longest strides they can manage. They should use their arms to propel them forward, and lift both legs each time they bound forward.
6. **Backward Bear Crawls** – The same as Bear Crawls, but travelling backwards instead of forwards. Children should focus on pushing back with their arms and let their legs work with them.

Start with one set of the course, then challenge the children to see if they can complete two sets, if not three sets! The children rest either when they really need to (by walking), or when they've completed the full course.



Resources

Cones/spots if necessary

**Children will need a large space for this activity - outdoors preferably weather permitting.*

**Mark lines with objects e.g. balls of socks as cones (just to mark line length.)*

Thursday - Spelling

Alphabetical Order
Write the spellings down on your paper in alphabetical order.

There is a time limit! Your adult will decide the time!



double
trouble
tough
couple
hymn

Thursday - Guided Reading

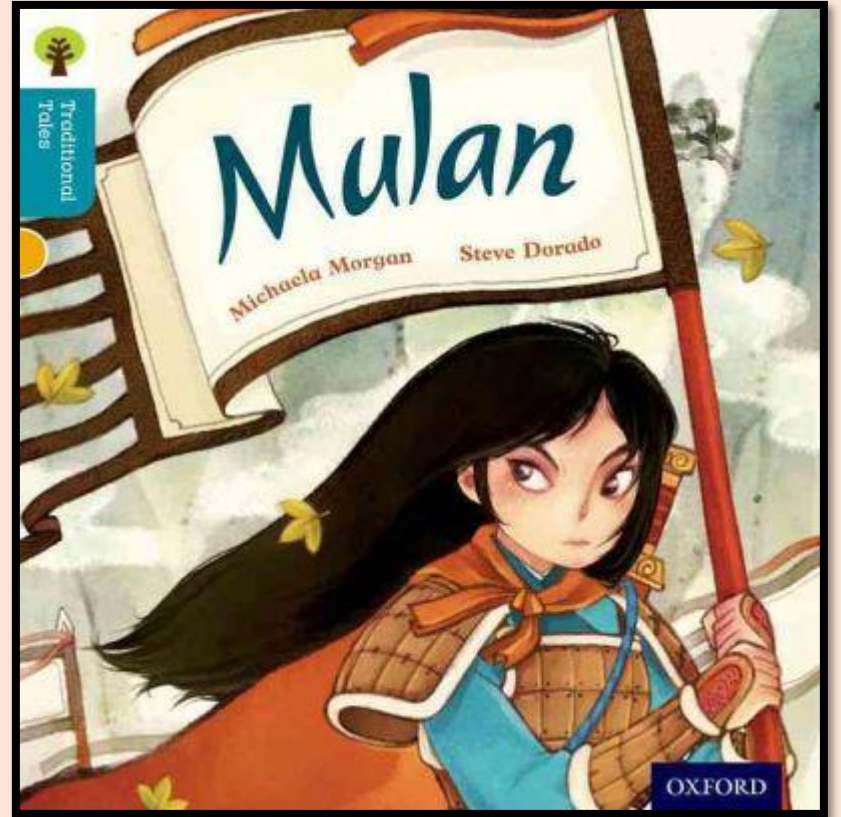
L- To answer questions on a text.

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-part-2-74u3jd>



Thursday - English

L- To explore punctuating speech.

Lesson 7

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/t-o-revise-speech-punctuation-cnqp8t?activity=video&step=1>



Speech Punctuation

What are the key components of speech punctuation?

"Who are you?" asked Red.

 _____

our inverted commas, or our speech marks.

Speech First

Can you punctuate these sentences?

is everything OK asked Red

come on in replied Wolf

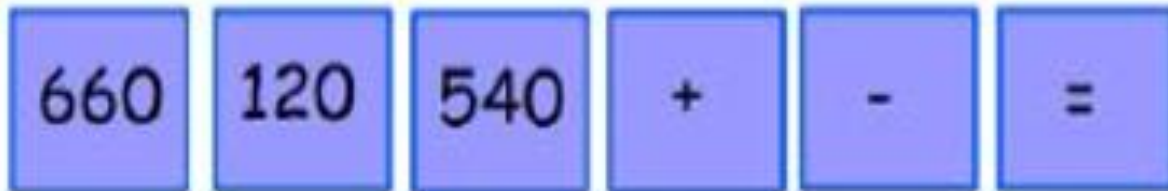
is going to come in really handy.

Maths Thursday

L- To be able to use inverse operations to check answers

Warm up

Write all the calculations you could make using these cards.



Click on the link below to access the learning for today

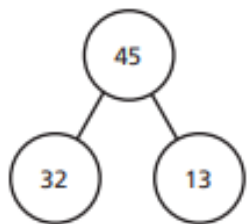
<https://whiterosemaths.com/homelearning/year-3/week-8-number-addition-subtraction/>

L- To be able to use inverse operations to check answers

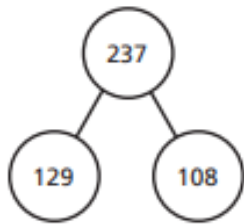
After you have watched the video have a go at the questions record your answers on a piece of paper.

1 Complete a fact family for each model.

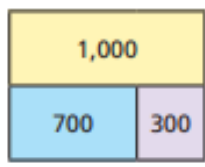
a)



b)



c)



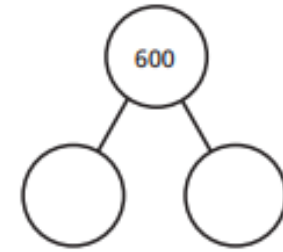
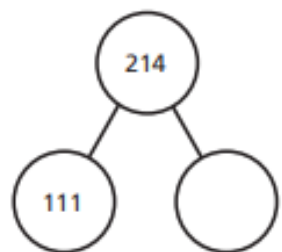
2 There is a mistake in each subtraction.

Use an addition to check each subtraction.

Complete the part-whole models.

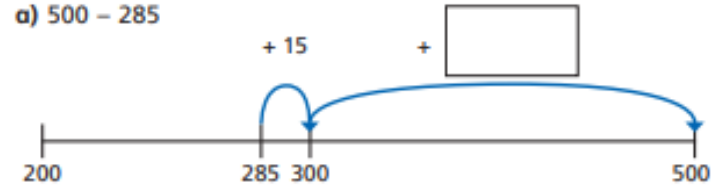
a) $214 - 111 = 113$

b) $425 = 600 - 185$



3 Show an addition on the number line that could be used to work out the subtraction.

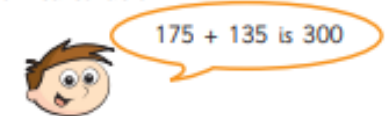
a) $500 - 285$



b) $750 - 683$



4 Teddy is working out an addition calculation.





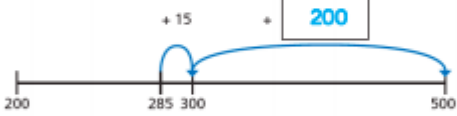
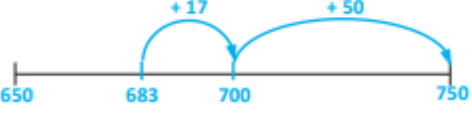
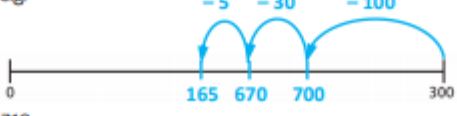
- a) What subtraction could Teddy do to check he is correct?
- b) Draw the subtraction on a number line to show that Teddy is wrong.
- c) What is the correct answer to Teddy's question?

5 Work out the problem and then check your calculation.

A crate contains 462 apples.
Some apples are used to make juice.
There are 187 apples left.
How many apples were used to make the juice?

Maths Thursday

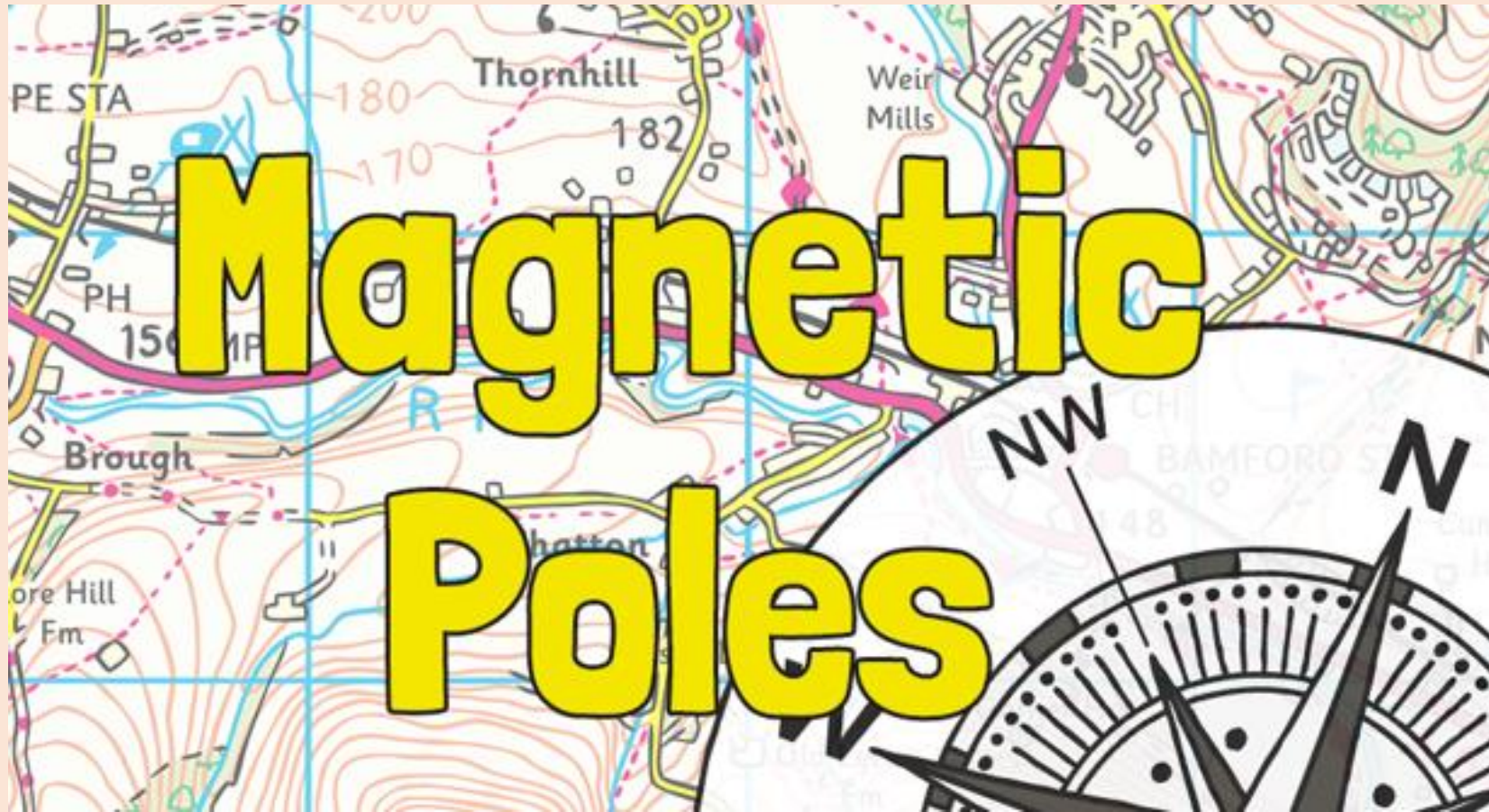
L-To be able to use inverse operations to check answers

Question	Answer
1	a) $32 + 13 = 45$ $13 + 32 = 45$ $45 - 32 = 13$ $45 - 13 = 32$ b) $129 + 108 = 237$ $108 + 129 = 237$ $237 - 129 = 108$ $237 - 108 = 129$ c) $700 + 300 = 1,000$ $300 + 700 = 1,000$ $1,000 - 700 = 300$ $1,000 - 300 = 700$
2	a)  b) 
3	a) $500 - 285 = 215$  b) $750 - 683 = 67$ 
4	a) $300 - 175$ or $300 - 135$ b) e.g.  c) 310
5	275

Mark your work. How did you do?

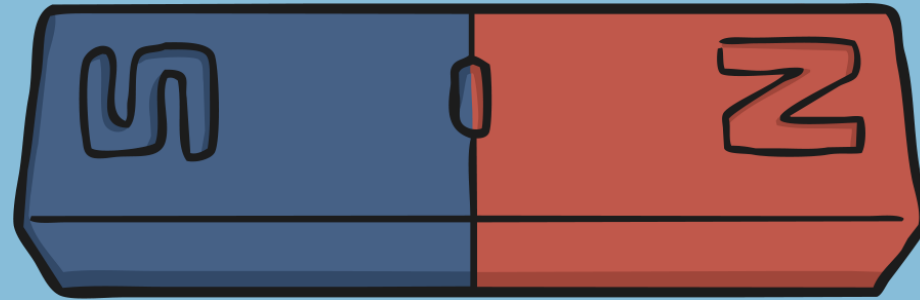
Make sure you check your corrections. Can you work out where you went wrong?

Thursday - Science



Magnets and Their Invisible Force

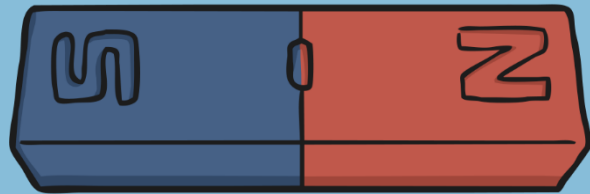
Look at this bar magnet.



It has two different sections, which are often coloured red and blue.
But what are these sections?

Magnets and Their Invisible Force

Click the magnet to find out.



If this doesn't work
copy and paste the link
below

[Magnets and their invisible force - KS2 Science
- BBC Bitesize](#)

While you are watching, can you listen for the answers to these questions?

Which three metals are attracted to magnets?

What happens when two magnets repel each other?

What are the different parts of a magnet called?

Which way will a compass always point?

Magnets and Their Invisible Force

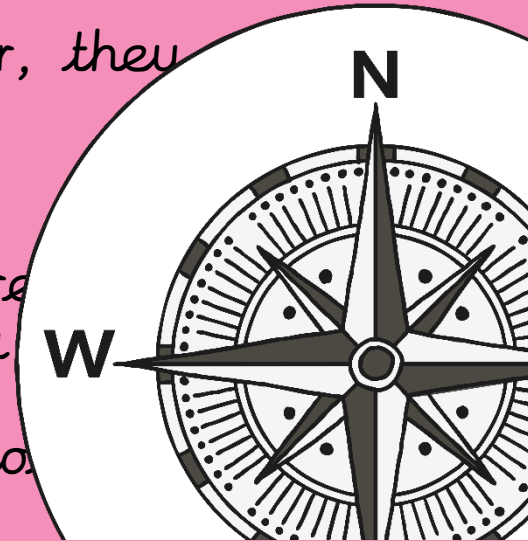
What did you find out?

The three metals that are attracted to magnets are iron, cobalt and nickel.

When two magnets repel each other, they move away from each other.

The different parts of a magnet are poles. There is a north pole and a south pole.

A compass always points north-south.



Attract and Repel

Two magnets will push pushing away from each other when like poles face- they are repelling each other.




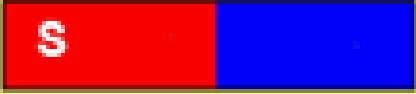


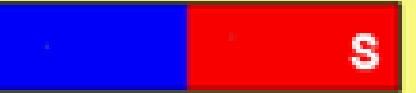
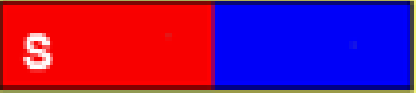
Two magnets will stick together if they are opposite poles face- they are attracted to each other.

Remember: Like poles repel, opposite poles attract.

Attract and Repel Group B

Complete the answers to the Magnetic Poles Activity Sheet on a piece of paper by deciding whether the magnets pictured will attract or repel each other. Write Attract or Repel in the gaps.

Attract or Repel?

		_____
		_____
		_____
		_____

Thursday - PE

L - Fitness

Rainforest Fitness

This fitness session will need to take place in a hall or on the playground where children can work from one side of the room to the other, and back again.

After a warm up, complete the following activities for one length of the hall, and then use the 'Vine Crossing' to return back to their starting positions.

So, the movements will look like this:

The Caterpillar

Vine Crossing

*

The Gorilla

Vine Crossing

*

The Tiger

Vine Crossing

*

The Monkey

Vine Crossing



Repeat
3 times

Rest for 1 - 2 minutes after completing all of these, then repeat twice more.

Use music from a soundtrack like The Jungle Book to bring authenticity to the atmosphere!

Rainforest Fitness cont.

Vine Crossing (each return journey)

Children make their way back to their starting positions, by moving as if they are going under then over vines that cover the rainforest floor. They should take huge giant steps to go 'over' them, and low crouching steps to go 'under' them.

The Caterpillar

One of the smaller animals in the rainforest. Start in a 'plank' position. Gradually work your feet forwards until your bottom is high in the air and you can't step any further. Keep your feet in that position, and walk your hands forward to resume a 'plank' position. Repeat this so that you 'inch' across the forest floor like a caterpillar.

The Gorilla

Large movements for the body now: start in a squat position, lean forwards and slap your hands onto the ground in front of you, jump your feet forwards so they land on the outside of your feet. Repeat all the way across the forest floor. Don't forget - gorillas move quickly!

The Tiger

Children get into a 'plank' position - they take a long, low step with their left leg at the same time as their right hand reaching forwards. Children move across the hall with left leg/right hand, then right leg/left hand. If you want to make it very tricky for the super-fit, ask them to move like a 'crouching tiger' - start them on their forearms and repeat the steps above, telling them to keep their hips low for each step. They make their way across on their feet and forearms.

The Monkey

Children put their hands on the floor, and keep their feet side-by-side. They jump forwards and to the side of their hands with their feet, turning their body as they jump. They then repeat this, but turn the other way. Alternate which side they jump each time they reach forward with their hands.

REST! Then go again!

**Children will not have access to the hall however this activity can be done in any room given safe space.*

Thursday - PE

L- Star Wars Yoga!



Copy and paste the website links into internet browser to access

<https://www.youtube.com/watch?v=coC0eUSm-pc>

Friday - Spelling

Complete the worksheet onto paper 😊

Correct any mistakes the children made.

What child achieved the highest score on their test?

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

The children have all done a spelling test. Mark their tests and correct any mistakes they have made. Some have one mistake, some have two and some don't have any at all.

<p>Name <u>Bean</u></p> <p>gym oxygen young courage unfold describe</p> <p>.....</p> <p>.....</p>	<p>Name <u>Petal</u></p> <p>myth jipsy cousin double unknown sircle</p> <p>.....</p> <p>.....</p>	<p>Name <u>Buddy</u></p> <p>mystery hymm couple country uncover difficult</p> <p>.....</p> <p>.....</p>
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Friday - Guided Reading

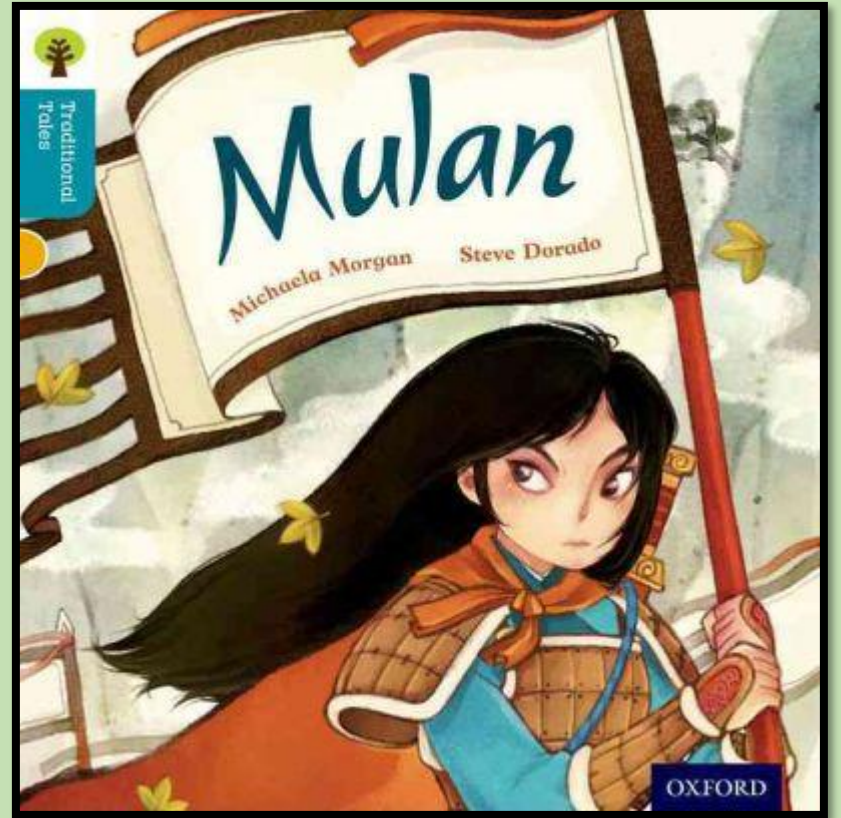
L- To explore a character.

Lesson 4

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-character-64tk4e>



Friday - English

L- To identify characters and the setting in a text.

The BFG

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-identify-the-main-characters-and-the-setting-in-a-visual-narrative-c8w68t?activity=video&step=1>



Use ambitious adjectives!

- crooked, ___ houses
- ___, ___ moonbeam
- ___, ___ bed
- ___, ___ sky

crooked house
tattered, dusty curtains

separated by a comma to describe the houses.

Friday Maths

L- To be able to solve problems (addition and subtraction)

Warm up

Here is part of a number grid.
Enter the missing numbers.

940		942
	951	952
	961	962

Mixed addition and subtraction problems

MIXED ADDITION
AND SUBTRACTION
PROBLEMS

09:04

White

CC

Click on the link below to access the learning for today

<https://whiterosemaths.com/homelearning/year-3/week-6-number-addition-subtraction/>



Friday Maths Group A and B

L- To be able to solve problems (addition and subtraction)

- 1 Mr Hall has these balloons.



- a) He buys these balloons.



How many does he have now?

- b) Then, Mr Hall buys some more balloons.



How many does he have now?

- c) Finally, he buys these balloons.



How many does Mr Hall have now?

- 2 Sam has 42 muffins.
She sells 6 muffins.



How many muffins does she have left?

- 3 A piece of string is 348 cm long.

Jack cuts off a piece 20 cm long.

- a) How much string does he have left?

Jack cuts off another piece of string.

Now he has 278 cm of string left.

- b) How long is the second piece of string?

- 4 Miss Rose buys a toaster and kettle.



The kettle costs £12 more than the toaster.

How much do the toaster and kettle cost altogether?

- 5 A jug contains 775 ml of juice.

Tommy pours two glasses of juice.

He pours 200 ml into one glass

He pours 50 ml into the other glass.

How much juice is left in the jug?



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

Friday Maths Group B

L-To be able to solve problems (addition and subtraction)

Question	Answer
1	a) $125 + 300 = 425$ b) $425 + 50 = 475$ c) $475 + 7 = 482$
2	36
3	a) 328 cm b) 50 cm
4	£118
5	525 ml

Mark your work. How did you do?

Make sure you check your corrections.

Can you work out where you went wrong?

Friday - History- lesson 2

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

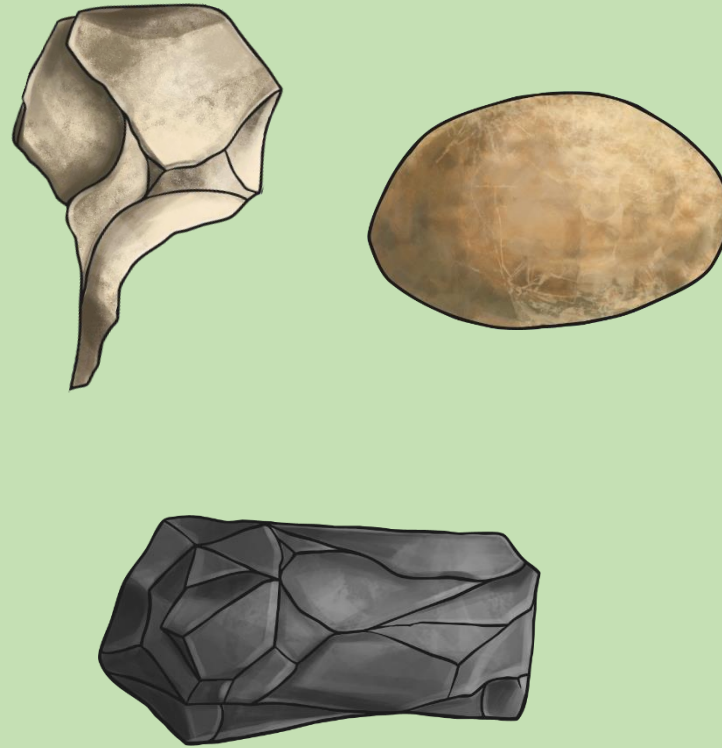


Friday - History- lesson 2

Why is it called the Stone Age?

The Stone Age is so called because the earliest humans used stone to make tools with a sharp edge or point.

Stone was the material predominantly used for tools throughout the Stone Age.

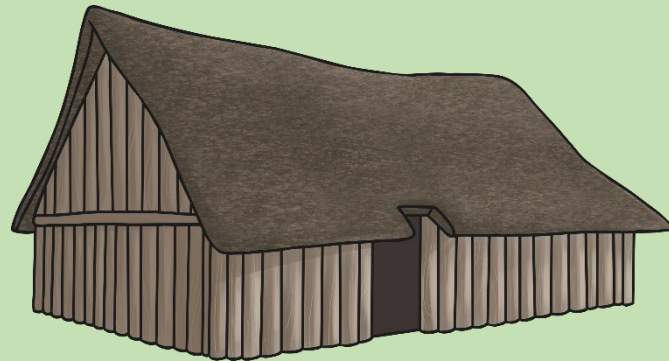


Friday - History- lesson 2

What type of houses did they live in?

This depended on the time, and the country.

In Britain, archaeologists have found evidence of four different types of dwelling.



Friday - History- lesson 2



During the Palaeolithic time period when the ice came, some early humans sheltered from the cold in caves.

Why build your own house when there's one already available?

Friday - History- lesson 2

Evidence found in Howick from Mesolithic times indicates a circular structure made from wooden posts.

There are no existing houses remaining but archaeologists have found marks in the ground that they believe were made from the timber poles.

The frame may have been round, or conical like a teepee.

They may have used animal skin, thatch or turf to cover the frame.

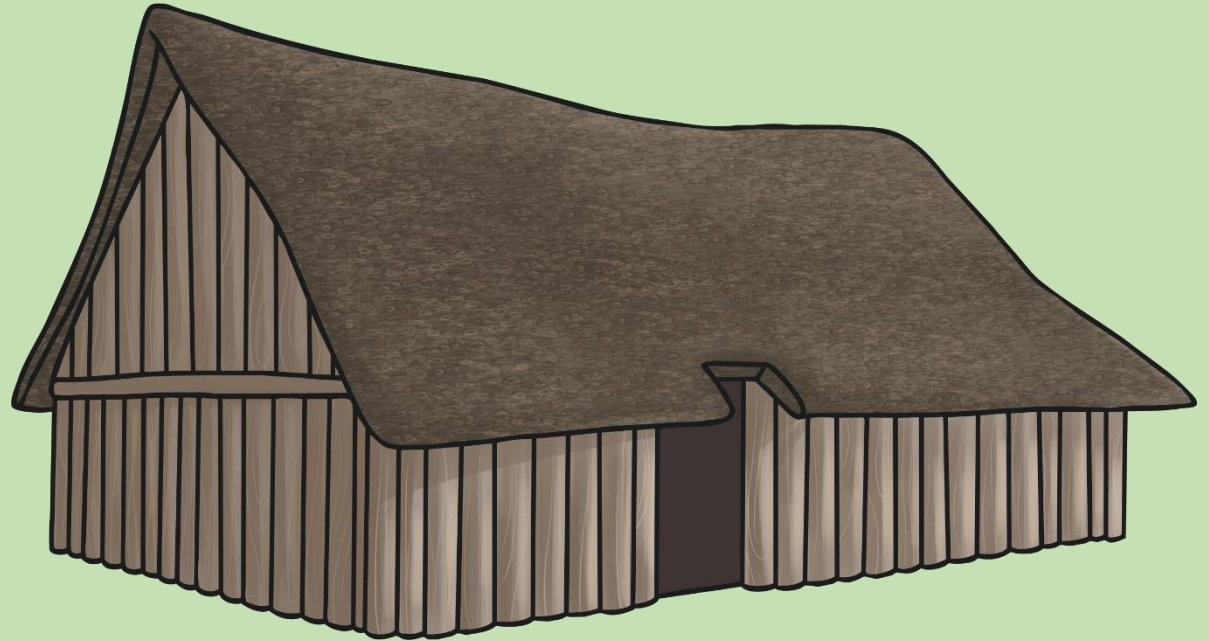
There was evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.



Friday - History- lesson 2

Evidence suggests that houses were usually rectangular and constructed from timber in the Neolithic period.

None of these houses remain but we can see the foundations.
Some houses used **wattle and daub** for walls and thatched roofs.



wattle and daub: a mixture of manure, clay, mud and hay stuck to sticks that have been woven in and out of the timber frame.

Friday - History- lesson 2

Some houses in the Neolithic period, like those uncovered at Skara Brae, were built from stones.

They were built into mounds of rubbish known as midden. This could include small stones, shells, mud and animal bones.

It would provide some stability as well as insulation.

These houses were usually round.



They had beds and storage shelves, and a hearth in the middle.

Friday - History- lesson 2

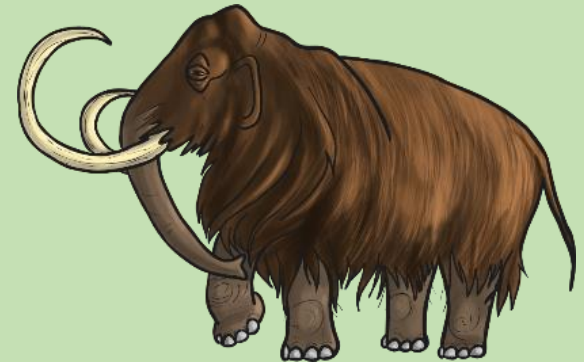
What food did they eat?

People from the early Stone Age period were called hunter-gatherers because they had to hunt animals and fish and gather wild food, such as berries, leaves, nuts and seeds.

People in the Stone Age would hunt whatever animals they could find, including deer, hares, rhino, hyena and even mammoths.

They would also hunt for seabirds, fish and seals. Every part of the animal was used, including the blood, brain and feet!!

There is evidence that Stone Age people started using fire in Britain about 400,000 years ago. Before this, meat would have been eaten raw!



Friday - History- lesson 2

It was not until near the end of the Stone Age that people discovered how to grow and produce their own food.

Crops could now be grown because the climate had changed and there was more rain. Stone Age people also started to keep sheep and goats.

It meant that they did not need to move about any more to look for food and could stay in one place to form settlements.



Copy and paste the website links into internet browser to access

<https://youtu.be/5AoOh7wXgnY>



Friday - History- lesson 2

How did they communicate?

Symbols have been found alongside cave paintings in Europe, used repeatedly in the same clusters in different caves.

Similar symbols have also been found on jewellery, suggesting that there was possibly a communication system in existence 30,000 years ago.



Friday - History- lesson 2

How did they communicate?

Many cave paintings, which were made during the Stone Age, have been found. They're really useful clues for us to work out what it was like to be alive in Stone Age times.

Most cave paintings were of animals, people hunting or handprints.

Fingers, twigs, mosses and even horsehair brushes were used to create these paintings.

Prehistoric cave paintings can be found in caves in different countries around the world, including Bulgaria, Argentina, Somalia, France and India.



Friday - History- lesson 2

What clothes did they wear?

People wore animal skins to keep them warm, sewn together using bone needles.

The fine bone needles that have been found were probably used for embroidery as well. The bodies of a boy and a girl buried around 28,000 years ago in Russia were found with thousands of ivory beads and fox teeth covering them, work that would have taken years to complete.



We also know that people were weaving fabric back then (which could have been used for clothes) and dyeing spun plant fibres different colours, so maybe fashion started a lot earlier than you might think!

Friday - History- lesson 2

Create a mind map or draw pictures on the following...

- What did early Brits eat?
- What were homes made out of during the Stone Age?
- What clothes did Brits wear?
- How did people communicate during the Stone Age?

Friday - PE

L- Fitness

Feeling Flexible? Home Physical Education

How to play:

- Layout 5 markers in a space around your area. These are your 5 flexibility circuit activities
- **Station 1:** Perform 10 extended tucks.
- **Station 2:** Perform 10 roll and release.
- **Station 3:** Perform 10 lunges.
- **Station 4:** Perform 10 arches, holding each one for 5 seconds.
- **Station 5:** Perform 10 extended leg raises.
- How many times can you repeat the circuit?



Can you complete the circuit with a partner, encouraging each other?

Can you keep trying even if you feel tired?

Healthy Hearts Home Physical Education

How to play:

- Layout 5 markers in a space around your area. These are your 5 cardio circuit activities.
- **Station 1:** Perform 10 star jumps.
- **Station 2:** Perform 10 mountain climbers.
- **Station 3:** Skip or jump for 10 seconds.
- **Station 4:** Perform 10 burpees.
- **Station 5:** Jog on the spot for 10 seconds.
- How many times can you repeat the circuit?



Can you complete the circuit with a partner, encouraging each other?

Can you keep trying even if you feel tired?

<https://www.youtube.com/watch?v=Uj4ytgX77bM>

Copy and paste the website links into internet browser to access

<https://www.youtube.com/watch?v=J7ymsKEgKtw&list=PLnw0Pgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=36&t=0s>

Friday - PE

L- Masked Singer Yoga to end the week!



Copy and paste the website links into internet browser to access

https://www.youtube.com/watch?v=_hB7yYxX0Ag

Well done Year 3

We know the children in school have been working super hard this week and we are sure you have too!

 We have loved seeing all of the work you have been completing at home.



Have a great weekend!

Miss Jones & Miss Ifon

