



HILL WEST *Primary*

FOUR OAKS

Year 3

Autumn 1 Week 5



Home Learning Links

World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%3D%3D>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

Twinkl

Twinkl literally have 10s of thousands of quality resources for all areas of the curriculum. What's better is they are offering a month's free access (with no subscription) for all families. Just search for a topic, e-book, spellings, arithmetic, science – the possibilities are endless.

www.twinkl.co.uk/offer

Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

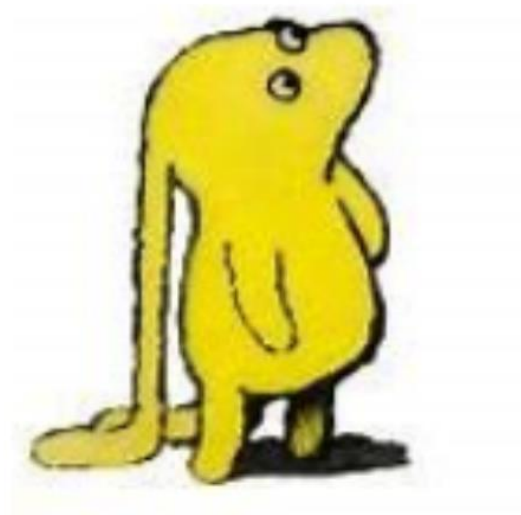
<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

To infer Beegu's feelings

Inference is where we read a text and use clues from the text to guess (or infer) meaning.

Read from the start to 'she needed to find some friends', discuss the inferences we can make from each page.

Around your picture of Beegu, write words and phrases to describe how she is feeling.



To infer Beegu's feelings

Read from 'she needed to find some friends' to the end, discuss the inferences we can make from each page.

In your books, Write down Beagu's thoughts and feelings for the following headings.

Beegu in the box of puppies

Beegu playing with the children

Beegu being rejected by the man and woman

Beegu when her parents came to her

To evaluate a characters appearance and personality.

We made lots of inferences about Beegu's thoughts and feelings, but what do we know about her personality from this?

What about the way she looks? How can we describe the way she looks?



On your picture of Beegu, write words and phrases inside her that describe her personality. On the outside write words and phrases that describe her appearance

To use commas to separate adjectives.

When we use more than one adjective to describe something, we need to use commas to separate these adjectives.

It was a cold, dark night.

Beegu has long, cream, floppy ears.

Yesterday we wrote some words and phrases to describe Beegu.

Today we are going to use those words to describe Beegu in sentences, making sure we use adjectives to separate the adjectives.

To write a character description.

Now we are going to use all the things we learnt about Beegu this week to write a character description.

Example

Mr Simmons is the caretaker at Dillon Road Primary School. He is a small man, with white-grey hair and bright brown eyes. He wears round spectacles and the same blue overalls every day. He has been at Dillon Road for as long as anybody can remember.


Mr Simmons can often be found with his old yellow bucket and mop cleaning the corridors. When the children run in from play time, leaving shoe marks and muddy footprints behind them, Mr Simmons will tut, roll his eyes and clean up the mess. Although he's always hard at work, if he ever sees anyone who looks sad or upset, he'll pull funny faces in order to make them smile.

At the end of the day, when everyone has gone home, he cleans the classrooms and leaves happy messages on the whiteboards for the children and teachers to find in the morning. If ever he finds a missing jumper, a lost toy or some hidden sweets (which are strictly forbidden) he always finds out who they belong to (and won't tell you off!).

Task

Now write your own character description. Make sure you tell me about her appearance, personality, thoughts and feelings. Don't forget to show me and not tell me some details!

Spelling and Grammar

Etymology:	Prefix:	Root word:	Suffix:
	Word: Ecstatic	Opposite:	
Definition:			
Put it in a sentence: Remember ABC  ●			

To understand homophones

Eight
there
were
maid
plain
gate
waste

ate
their
wear
made
plane
gait
waist

they're
where

Lesson	Year 3, block 1, lesson 12
Lesson type	Teach
Lesson focus	Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)
Resources needed	Supporting Resource 3.8 (/et/ sound and homophones list)
Teaching activity	<p>Explain that a homophone is a word that sounds the same but is spelt differently and means something different. 'Homo' means 'same' and 'phone' means 'sound'.</p> <p>Show some homophones and pupils orally compose sentences to use them in context.</p> <p>Use homophones that are unfamiliar to the class, for example: <i>where/wear</i> as well as <i>there/their/they're, break/brake, son/sun</i> and <i>eight/ate</i>.</p> <p>Teach the difference in meaning and link to something that might make them memorable.</p> <p>Notes: <i>There</i> means 'over there' like 'over here'. <i>Their</i> means it belongs to someone. <i>They're</i> is a contraction for 'they are'.</p>

To choose the correct homophone

Lesson	Year 3, block 1, lesson 13
Lesson type	Practise
Lesson focus	Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)
Resources needed	Supporting Resource 3.10 (homophone sentences)
Teaching activity	Display the sentences with missing words from the Supporting Resource. Pupils choose the correct homophone to go in them. For homework, pupils could take the homophones home and create their own sentences.

The playground is over_____.

It was_____dog that bit the postman.

_____sleeping over at a friend's house tonight.

The_____was shining brightly.

My_____is in the army.

I have_____sweets and four bags of crisps.

I_____my pizza really quickly.

Why won't you_____your coat?

_____is your coat?

The glass will_____if you throw the ball.

The bike_____didn't work.

To identify the correct homophone

Lesson	Year 3, block 1, lesson 14
Lesson type	Assess
Lesson focus	Homophones (/break/break, grate/grate, eight/eat, weight/wait, son/sun/)
Resources needed	Supporting Resource 3.11 (six homophone pictures)
Teaching activity	Hand out sheets with the images on. Ask pupils to write down the correct homophone under each image. They are: break, eight, there, where, break, son, son, wear In pairs, pupils proofread their own writing to see if the correct version of homophones studied is used.

Maths

There are strawberries.

There are in each group

There are equal groups.



$$5 \times 3 = \square$$



$$4 \times \square = \square$$

Draw an array for 6×4

Day 1: Revise the 5x times table, including division facts. Understand commutativity.

$$5 \times 7$$

5 multiplied by 7
or 5 lots of 7

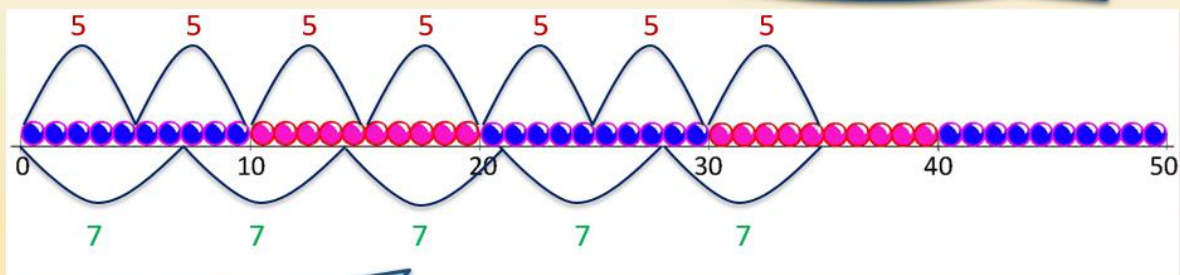
We haven't learnt
our 7s yet....

But we know
our 5s!

Let's count seven 5s.

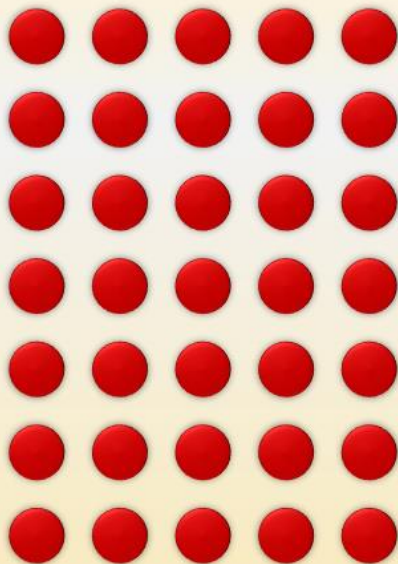
What do you notice
about 7 lots of 5 and
5 lots of 7?

?



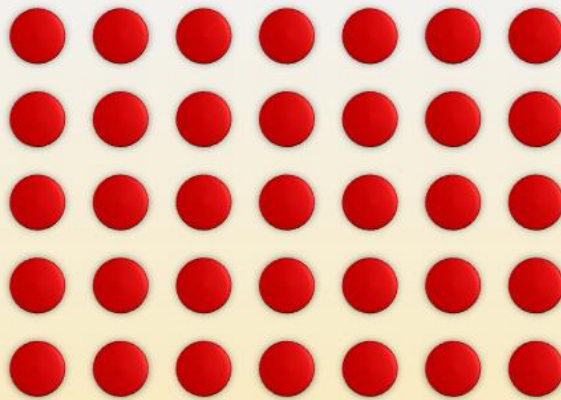
Now five 7s.

Day 1: Revise the 5x times table, including division facts. Understand commutativity.



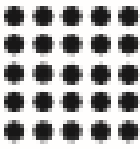
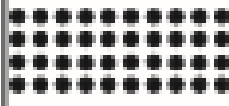
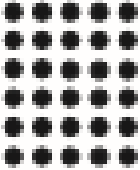
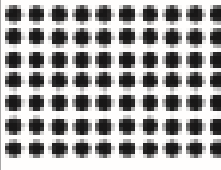
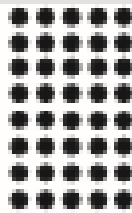

7 rows of 5

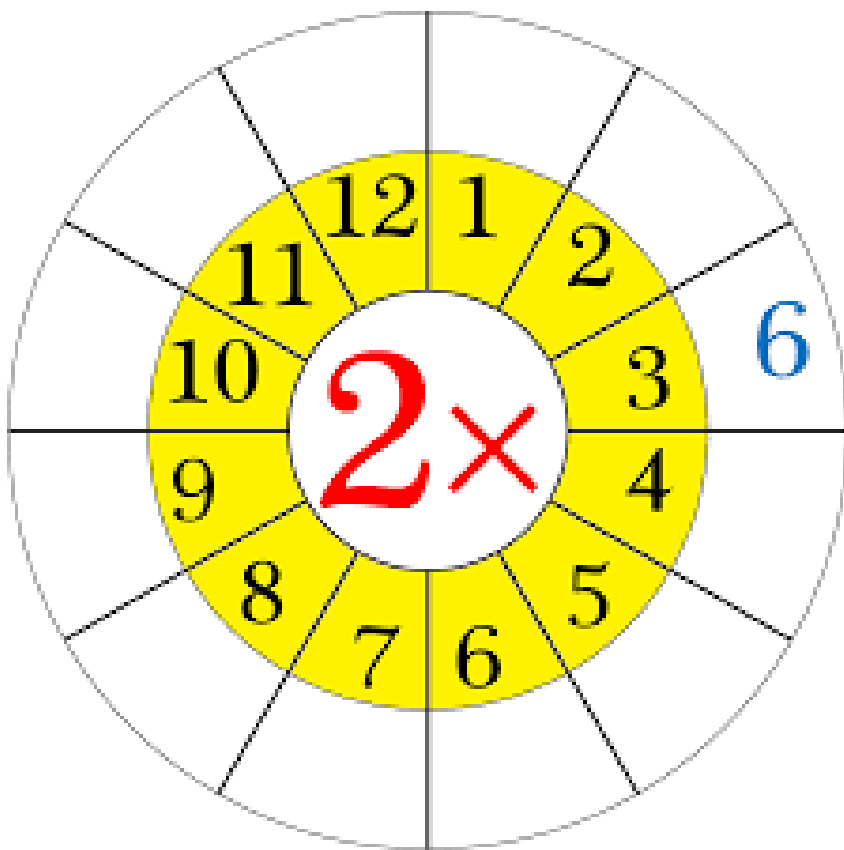
We can rotate the array.



5 rows of 7

Both have 35 counters!

Array	Multiplication sentence 1	Multiplication sentence 2	Division sentence 1	Division sentence 2
				
				
				
				
				
				



Day 2: **Revise the 2x times table, focusing on division facts. Understand the inverse relation between division and multiplication.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Let's count in
2s to 50.

What do you
notice?

If we
continued on
in 2s will
**94 or 97 will be
highlighted?**

All the numbers highlighted
are **multiples of 2.**

Let's see!

Shade multiples of 2.

Draw a circle around multiples of 5.

Draw a cross on multiples of 10.

24

11

45

25

35

33

62

20

33

14

28

15

12

16

50

44

30

56

60

Circle the multiples of 5 and 10.

8	55	71	82
90	45	9	5
91	20	30	50

If I multiply a number by 2, it always ends in a 2 or a 0.
True or false?

Which multiples of 5 are higher than 20 but lower than 40?

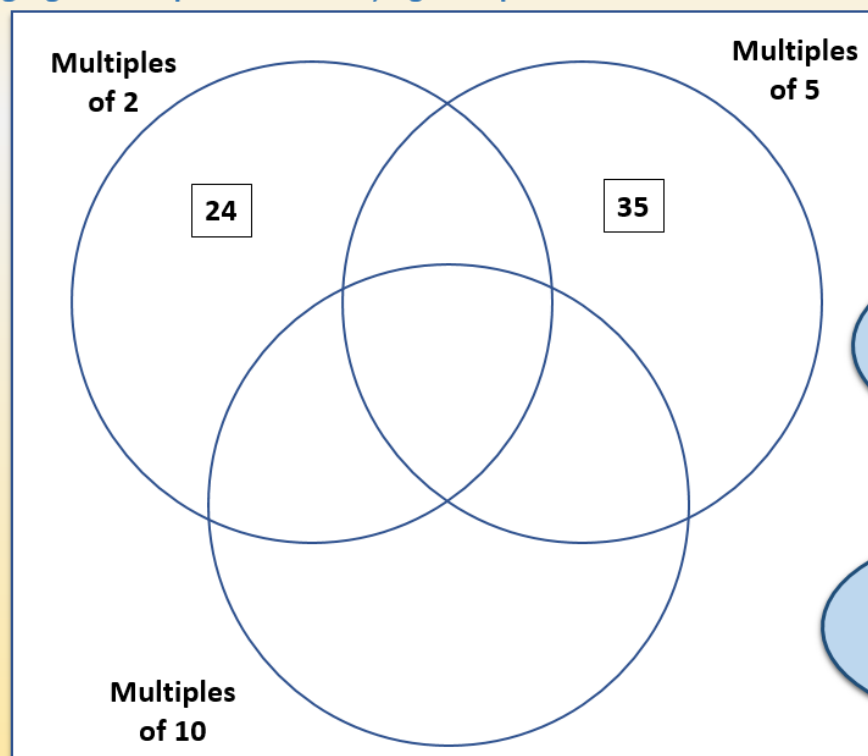
$$7 \times 10 = \dots\dots$$

$$8 \times 10 = \dots\dots$$

$$\dots\dots \times 10 = 50$$

$$\dots\dots \times 10 = 90$$

Day 3: Revise and know the 2x, 5x and 10x times tables, including division facts. Understand the language of multiples of a number, e.g. multiples of 10.

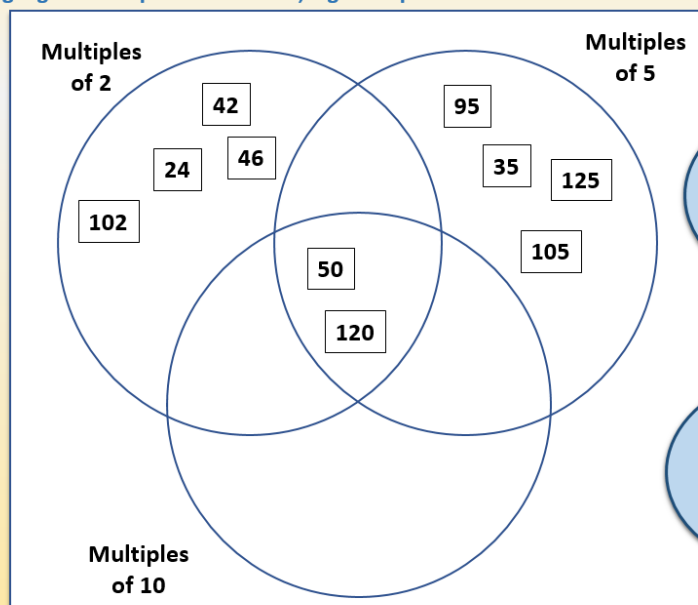


24	42	95
46	50	102
105	120	125

Is 24 a multiple of 2, 5 or 10?
How do you know?

Let's put it on the diagram.

Day 3: **Revise and know the 2x, 5x and 10x times tables, including division facts. Understand the language of multiples of a number, e.g. multiples of 10.**



Can you think of another multiple of 2 bigger than 100?

Can you think of some multiples of 5 and 10 bigger than 100?

You are given the first digit of a number. Write the second digit so that...

- the number is a multiple of 2
- the number is a multiple of 5
- the number is a multiple of 10

1. a)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	b)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	c)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>
2. a)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">3</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	b)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">3</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	c)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">3</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>
3. a)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	b)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	c)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>
4. a)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">6</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	b)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">6</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	c)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">6</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>
5. a)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	b)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>	c)	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; width: 40px; text-align: center;"></div>

Circle the multiples of 3

8 22 3 12
31 6 9 5
20 30 7

Three friends have six sweets each,
how many sweets do they have
altogether?



Count in 3's from 0 to 30.

True or false. All multiples of
3 are odd numbers?

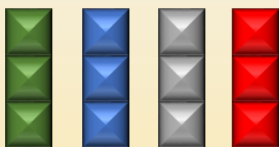
Day 1: Know the 3x table, including division facts. Solve missing number problems.

How many 3s in **12**?

Write the answers to
these on your
whiteboards...



We can always check with
cubes. Put 12 cubes into 3s.



We can write that as
 $\square \times 3 = 12$ or $12 \div 3 = ?$

How many 3s in **15**?

How many 3s in **21**?

How many 3s in **30**?

How many 3s in **18**?

3 x table

Sheet 1

Work against the clock to complete these calculations.

Bronze	Silver	Gold
$1 \times 3 =$	$6 \times 3 =$	$1 \times 3 =$
$2 \times 3 =$	$2 \times 3 =$	$3 \times 5 =$
$3 \times 3 =$	$10 \times 3 =$	$3 \times 3 =$
$4 \times 3 =$	$9 \times 3 =$	$12 \times 3 =$
$5 \times 3 =$	$12 \times 3 =$	$3 \times 2 =$
$6 \times 3 =$	$1 \times 3 =$	$6 \times 3 =$
$7 \times 3 =$	$7 \times 3 =$	$3 \times 10 =$
$8 \times 3 =$	$8 \times 3 =$	$11 \times 3 =$
$9 \times 3 =$	$4 \times 3 =$	$9 \times 3 =$
$10 \times 3 =$	$3 \times 3 =$	$3 \times 4 =$
$11 \times 3 =$	$11 \times 3 =$	$8 \times 3 =$
$12 \times 3 =$	$5 \times 3 =$	$3 \times 7 =$

Day 2: Know the 4x table, including division facts. Solve missing number problems.

What are five 4s?

$$5 \times 4 = ?$$

What are nine 4s?

$$9 \times 4 = ?$$

How many 4s in 36?

We can write that as:
 $[\] \times 4 = 36$ or $36 \div 4 = ?$

$$9 \times 4 = 36 \text{ and } 36 \div 4 = 9$$

How many 4s in 24?

Write the pair of
number sentences on
your whiteboard.

$$6 \times 4 = 24 \text{ and } 24 \div 4 = 6$$

How many 4s in 44?

Write the pair of
number sentences on
your whiteboard.

$$11 \times 4 = 44 \text{ and } 44 \div 4 = 11$$



4 x table

Sheet 1

Work against the clock to complete these calculations.

Bronze	Silver	Gold
$1 \times 4 =$	$6 \times 4 =$	$1 \times 4 =$
$2 \times 4 =$	$2 \times 4 =$	$4 \times 5 =$
$3 \times 4 =$	$10 \times 4 =$	$4 \times 4 =$
$4 \times 4 =$	$9 \times 4 =$	$12 \times 4 =$
$5 \times 4 =$	$12 \times 4 =$	$4 \times 2 =$
$6 \times 4 =$	$1 \times 4 =$	$6 \times 4 =$
$7 \times 4 =$	$7 \times 4 =$	$4 \times 10 =$
$8 \times 4 =$	$8 \times 4 =$	$11 \times 4 =$
$9 \times 4 =$	$4 \times 4 =$	$9 \times 4 =$
$10 \times 4 =$	$3 \times 4 =$	$4 \times 3 =$
$11 \times 4 =$	$11 \times 4 =$	$8 \times 4 =$
$12 \times 4 =$	$5 \times 4 =$	$4 \times 7 =$

Science

Task: Revise what our Earth is made from. Research and produce a piece of work to show what you know.

<https://www.youtube.com/watch?v=eXiVGEEPQ6c>

Task: Who is Mary Anning? Find out about the incredible impact she made on history and science. What questions would you ask her?

<https://www.natgeokids.com/uk/discover/history/general-history/mary-anning-facts/>

Task: How are fossils formed? In class we will be performing an oral report on the process, could you record one at home?

<https://www.nhm.ac.uk/discover/how-are-fossils-formed.html>

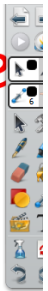
R.E

You are going to hear a story about Prince Lapio.

What sort of person would you hope him to be?



Listen and discuss.



<https://freestoriesforkids.com/children/stories-and-tales/prince-lapio>

What can we learn from Prince Lapio?

Art

Task: Explore the work of illustrator Alexis Deacon .

Artist

Alexis Deacon



Alexis Deacon was one of the ten Best New Illustrators selected by Booktrust's *Big Picture* campaign in 2008. He has always loved to draw and has been keeping sketchbooks since he was a small child, when he would often move from playing games with toys into drawing stories about them.

Alexis started work on his first picture book, *Slow Loris*, while studying illustration at the University of Brighton. He spent many hours in a zoo sketching a slow loris (an animal similar to a sloth) and then created the story of the creature's secret life after the visitors had gone home. Alexis' second book, *Beegu*, about a lonely baby alien trying to find its mother on Earth, was created when he moved to London after art college. *Beegu* was shortlisted for the Kate Greenaway Medal.

Alexis wrote and illustrated a fantastic new version of *The Selfish Giant*, and more recently he has illustrated Russell Hoban's story called *Jim's Lion*, published in 2015 and *I am Henry Finch* illustrated by Viviane Schwarz. His latest picture book, *Ergo* is also illustrated by Viviane Schwarz and will be published by Candlewick Press in August 2021.

What words come to mind to describe his style?

What do you like about them?

Are they all similar?

What would you change?

<http://www.alisoneldred.com/alexis-deacon/illustration-1/>



I think....

Geography

To locate Stonehenge on a map.

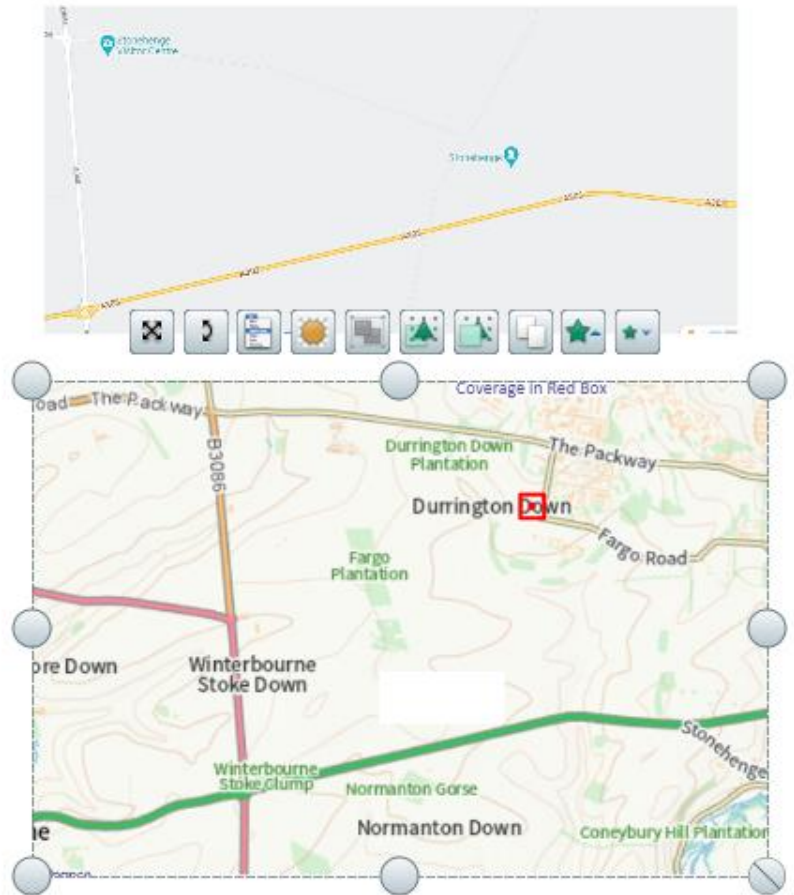
**Lets explore the Stonehenge site
before it was built, during and after.**

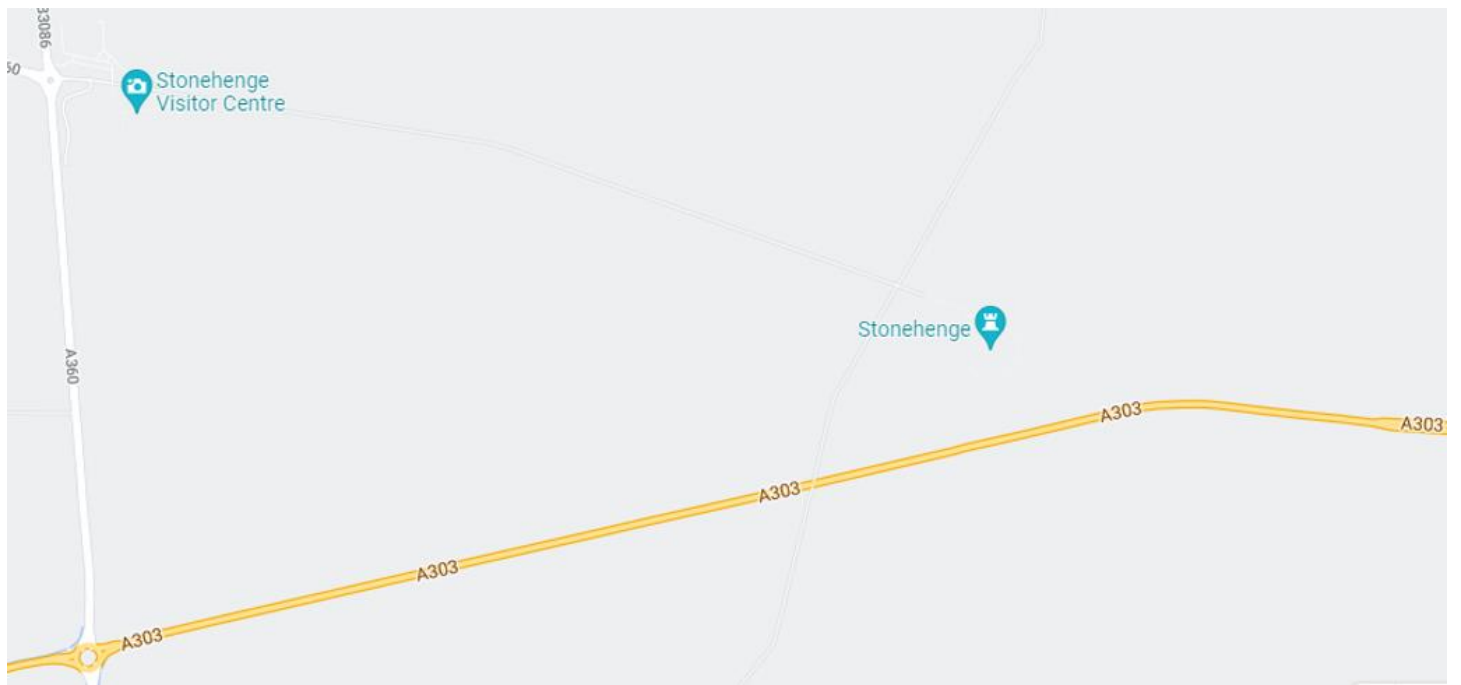
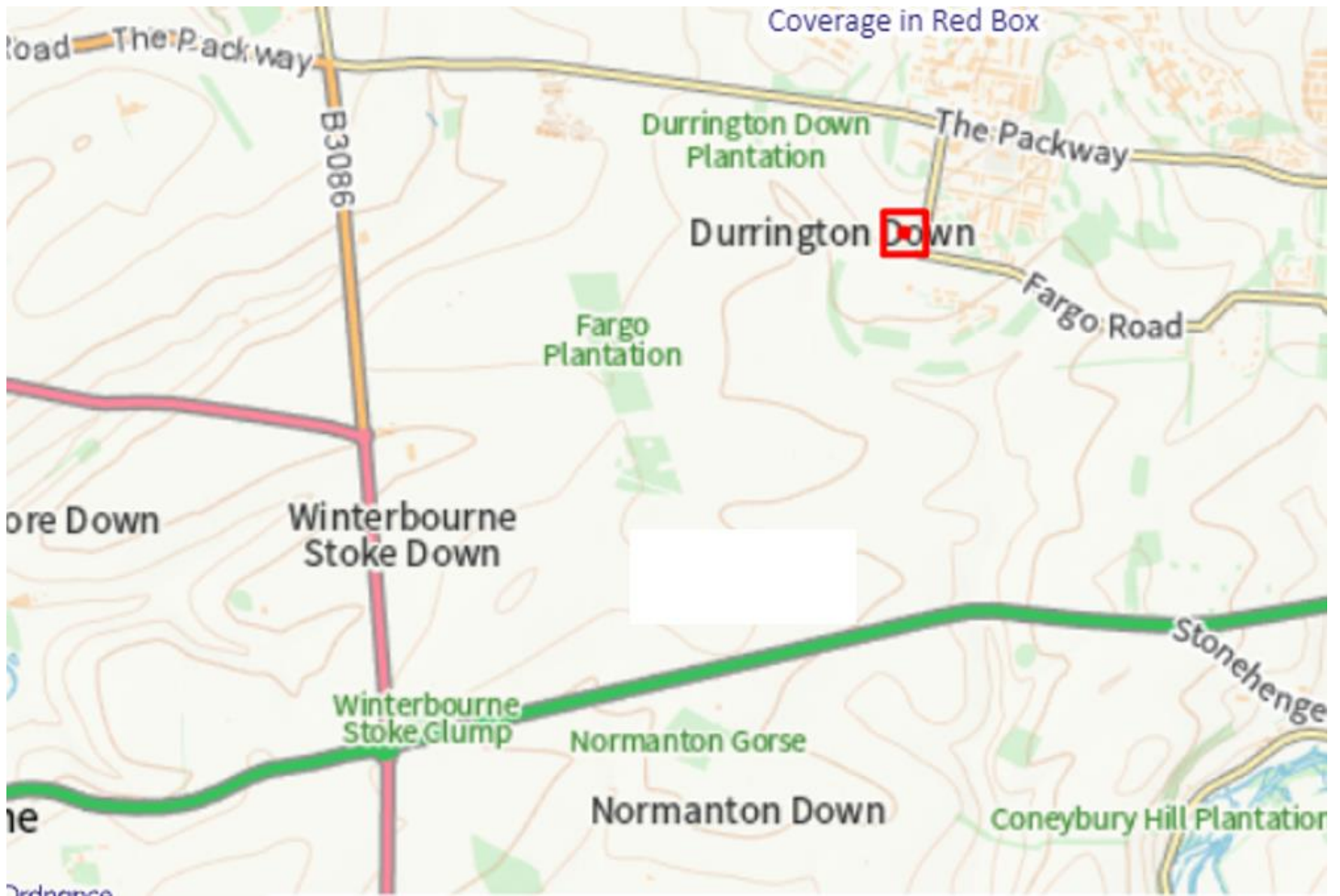
<https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge-landscape/>

Explore Stonehenge on google maps

Use your google map

To locate
stone henge
on this
ordanace
survey map





PDW

To know how to help others feel welcome.

Read Beegu

What behaviours did we see in the book that made Beegu feel unwelcome?

The adults in the book rejected Beegu because she was different. This is known as discrimination.

Discrimination is unfair treatment of a person, or a group of people, because they are different in some way. Often this is because of religion, gender, race, nationality or other personal traits.

Why did they discriminate against Beegu?

Why did Beegu like the puppies and the children?

How did they make her feel welcome?

Activity - write down some ways you could help a new starter feel welcome in our class.

To draw conclusions based on evidence.

Stonehenge is a phenomenon that still baffles experts today. Watch the video and think about why you think it was built.

<https://www.bing.com/videos/search?q=astone+henge+ks2&cvid=1872836eda544b5ab9c7b4920880380c&aqs=edge..69i57.4845j0j1&pglt=43&DAF0=1&PC=U531&isRef=1&showTw=1&isAutoP=1&ru=%2fsearch%3fq%3dastone%2bhenge%2bks2%26cvid%3d1872836eda544b5ab9c7b4920880380c%26aqs%3dedge..69i57.4845j0j1%26pglt%3d43%26FORM%3dGEOTRI%26DAF0%3d1%26PC%3dU531%26isRef%3d1%26showTw%3d1%26isAutoP%3d1&view=detail&mmscn=vwrc&mid=0B61B68434F5C68953040B61B68434F5C6895304&FORM=WRVORC>

Stonehenge is one of the world's most famous monuments. It stands on **Salisbury Plain**, in Wiltshire, and its giant stones can be seen from miles around.

Stonehenge was built over many hundreds of years. Work began in the late Neolithic Age, around 3000 BC. Over the next thousand years, people made many changes to the monument. The last changes were made in the early Bronze Age, around 1500 BC.

It is amazing to think that some of these stones came from Wales which is around 140 miles away from Stonehenge! Remember they didn't have cars or machines to help transport them!

Some people think that Stonehenge was built as a burial ground, some think it was a place of worship, some think that it was a place to study the sun and moon and some think it was a place of healing.

The stones are positioned very carefully to align with sunrise at midsummer and sunset at midwinter at opposite ends of the circle.



Why do you think Stonehenge was built?

In your books write a few sentences explaining why you think stone henge was built and give reasons based on the evidence we have looked at today.

I think Stonehenge was built for because