



HILL WEST *Primary*

FOUR OAKS

Year 3

Spring Term Week 2



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/>

English

To use apostrophes to show possession.

We use apostrophes to show possession. When it is a singular noun the apostrophe goes before the s. e.g. Hannah's coat was brand new! If it is a plural noun, the apostrophe goes after the s. e.g. The girls' coats were brand new! If the singular noun already has an s, the apostrophe goes after the s. e.g. Chris' coat was brand new!

Task

Copy these sentences into your books, adding in the apostrophes to show possession in the correct places.

1. Sarahs hamster was very sweet.
2. Lewis wanted to play with Garys toys.
3. Marcy was supposed to steal Ras eye.
4. The two dogs water bowl was empty.
5. The childrens work blew away in the wind.
6. The cat scatched its scratching post.

Now create your own sentences using these.

- | | |
|---------------|----------------------|
| 1. Marcys dad | 2. The Sphinxs traps |
| 3. Jamies hat | 4. Anns bag |

Day 2

To understand how to use inverted commas.

Inverted commas (""") (also known as speech marks) are used to show someone is speaking.

- The inverted commas only go around what is being said aloud.
- The speech starts with a capital letter and ends with punctuation before the closing inverted commas.
- We then need to say who said it.
- When a new speaker begins, we need a new line.

E.g. "I had a lovely time at school today." Said Ross.

"That's great!" Replied Mum.

Task

Copy these sentences, adding in the inverted commas and punctuation.

1. I'm really scared of the dark dad cried Marcy

2. Lets go on an adventure Marcy exclaimed Dad

3. Marcy hesitated I'm not going in that scary cave

4. Get me Ra's moon eye and I will release your father.

Now create your own sentences with speech.

Day 3

To use inverted commas in a piece of writing.

Recap the lesson on inverted commas from yesterday.

Now write the section of the story where Marcy speaks to Thoth and then Ra. You must include narrative in between the speech (Model).

Day 4

To understand character development.

How does Marcy's character develop over the story?

Lets analyse the evidence in the text.

But at night, everything changed. The creatures from her father's amazing tales turned into terrifying monsters in the shadows. Marcy felt utterly lost and alone in the dark. All she could do was close her eyes tight and wait for sunrise.

Finally, they reached the entrance of a cave and Marcy froze in fear. Evil-looking shadows climbed the walls and she refused to go any further.

On the walk home, Arthur was very quiet and Marcy was sure he was disappointed in her.

It showed that her father must have gone to Egypt to find an old book trapped in the belly of the Sphinx. Oh no! Her father had trouble just bending over when he dropped his glasses. Marcy would have to help him ... somehow.

She felt her chest tighten as they swooped into the air and began the long journey towards Egypt...



Marcy was far too scared to enter the dark tomb and begged Thoth to release her father.

With Thoth's words ringing in her ears, Marcy wandered through the desert towards the horizon. Suddenly, she saw what looked like a shooting star.

Marcy had to act quickly.



She bravely climbed down the rigging and walked slowly up behind him. She was very small so she had to clear her throat as she gave a big tug on his cape.

36
Marcy was filled with excitement.
Maybe she was a real Brownstone after all?

With the eye of Ra lighting her way, she vaulted
straight into the snake's mouth!

45
In that moment, Arthur realised the book would not help Marcy. She had
already overcome her fear. He dropped it and they escaped together.

When they were finally home, Marcy couldn't wait to tell her parents
every single detail about her adventure in the land of Egypt.

And when it was time for Marcy to go to sleep,
for the first time, she didn't feel scared at all.

What inferences does the author use to show us she is getting braver rather than just telling us?

Day 5

To develop a character over time.

Your turn! Write the section of the story from Marcy being scared of the cave to Marcy being brave enough to enter the sphinx's mouth. Remember show me don't tell me that she is getting braver!

Spellings

To use the suffix -ness and -ful following a consonant.

Lesson	Year 3, block 3, lesson 1
Lesson type	Revise/Teach
Lesson focus	From Year 2: suffixes '-ness' and '-ful' following a consonant
Resources needed	Supporting Resource 3.15 ('-ness' and '-ful')
Teaching activity	<p>Choose a few words from the resource that end in a consonant and display on the board.</p> <p>Add the correct suffix.</p> <p>What do pupils notice about the spelling and meaning?</p> <p>Which other words in the list would work in the same way?</p> <p>What if they end in a 'y' or an 'e'?</p> <p>Pupils make notes in their spelling journal to help remember these words.</p>

ful	ness	wish	fair
ful	ness	hope	kind
ful	ness	forget	lovely
ful	ness	pity	nasty
ful	ness	hate	fit
ful	ness	beauty	foolish
ful	ness	pain	tidy
ful	ness	success	happy

To use the suffix -ness and -ful following a consonant.

Lesson	Year 3, block 3, lesson 2
Lesson type	Practise/Apply
Lesson focus	From Year 2: suffixes '-ness' and '-ful' following a consonant
Resources needed	Supporting Resource 3.15 ('-ness' and '-ful' word cards)
Teaching activity	<p>Pupils look at their journals and remind each other how to add '-ful' and '-ness' to words. They try out one of each and write it in their journals.</p> <p>Make word cards from the resource and place the words around the classroom. Pupils use cards with '-ful' and '-ness' on. They move around and add their cards to the root words. They decide which words are correct and add them to their journals.</p>

ful	ness	wish	fair
ful	ness	hope	kind
ful	ness	forget	lovely
ful	ness	pity	nasty
ful	ness	hate	fit
ful	ness	beauty	foolish
ful	ness	pain	tidy
ful	ness	success	happy

To use the prefixes sub- and tele-

Lesson	Year 3, block 3, lesson 3
Lesson type	Teach
Lesson focus	Prefixes 'sub-' and 'tele-'
Resources needed	Supporting Resource 3.16 ('sub-' and 'tele-' word cards), spelling journals
Teaching activity	<p>Pupils work in pairs. Give them a range of the words and prefixes on cards. They put them together to make words. They list the words in their spelling journals.</p> <p>Create a class list and discuss the possible meanings of each prefix.</p> <p>Notes:</p> <ul style="list-style-type: none"> • 'Sub-' means 'underneath'. • 'Tele-' means 'at a distance' or 'long distance'.

tele	tele	tele	tele
sub	sub	sub	sub
phone	graph	scope	vision
photo	marine	way	terranean
merge	ordinate		soil

Maths

1. List some 3 digit numbers who have a tens digit of 5.

2. Write the number which is 100 larger than these

645
298
197

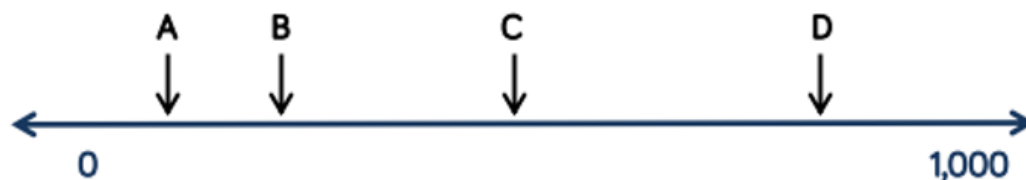
3. 4. Write the number which is 10 less than these

220
401
110

4.



Which letter is closest to 250?



Day 4: Use place value to compare and order 3-digit numbers; Find a number between two 3-digit numbers.

On your whiteboards write these numbers in order **biggest to smallest.**



100s	10s	1s
1	2	5
7	4	2
3	8	7

Let's check...

742, 387, 125

How can you decide?

Now try these three: **smallest to biggest.**



100s	10s	1s
6	7	3
9	5	8
7	2	7

Let's check...

673, 727, 958

Ordering numbers

Sheet 1

Put the numbers in each row in order from smallest to largest.

		Order from smallest to largest
1	400, 200, 800, 450, 201, 102	
2	199, 665, 595, 911, 605, 109	
3	111, 102, 210, 201, 101, 110,	
4	324, 516, 978, 388, 813, 999	
5	555, 454, 545, 444, 554, 455	
6	340, 403, 334, 333, 443, 343	
7	225, 1025, 255, 125, 1205, 522	

1. Find the mistake

50, 100, 105, 200, 250, 300.....

2. Recombine these numbers

7 40 800

2. Recombine these numbers

3. 30 1 600

4.

Estimate the value of A.



What is the **largest odd 3-digit number** that can be made using digits 0 to 9? **Each digit can only be used once.**



What is the **best digit to start with?**




What must the number **end in?**

Careful not use a digit **twice!**

Adele says that the answer must be **987**. Is she right? Who can explain why?

Counter place value

1. Draw a large place value grid like the one below with 100s, 10s and 1s columns.
2. Take six counters and place them in the grid to show a three-digit number.

100s	10s	1s
		
2	3	1

3. Using all six counters...
 - What is the biggest number you can make?
 - What is the biggest number you can make where there is at least one counter in every space?
 - What is the smallest number you can make?
 - What is the smallest number you can make where there is at least one counter in every space?
 4. How many three-digit numbers can you make? How can you be sure you have found them all?
-

Creating 3-digit numbers

Sheet 1

Complete the following challenges. You can use digit cards to support you in making the numbers.

Challenge 1

Write at least 10 even three-digit numbers, using the digits 0-9. You can only use each digit once in a number.

Challenge 2

Write at least 10 three-digit numbers that are multiples of 5, using the digits 0-9. You can only use each digit once in a number.

Super challenge!

Choose one of your sets of numbers and put them in order smallest to largest.

Problem solving and reasoning questions

Sketch a line 0-1000 and mark 500 on it.

Mark 350, 700 and 990 on the line.

How can you demonstrate that you have marked these accurately?

True or false

- Between any pair of next-door multiples of 100, there are always 98 whole numbers.
- The middle of a 500-1000 line is 800.
- There are ten numbers ending in 3 between 300 and 400.
- The digit 0 is used 18 times between 600 and 700.

Write numbers to make the sentences true:

a) $100 < \square < 110$

b) $304 > \square > 302$

c) $999 > \square > 888$

d) $0 < 101 < \square$

e) $459 < \square < 461$

Write the value of the 5 digit in these numbers:

(i) 652

(ii) 591

(iii) 905

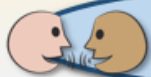
1. Count in tens starting from 11, 21, ?,?

2. If $43 \times 10 = 430$
What is
 $430 \div 10 =$
 $430 \div 43 =$

3. I have 40 pencils, how many would my 4 friends get each if I shared them equally?

4. True or false?
 $75 \times 10 = 7500$

Day 1: Multiply and divide by 10.



How could you solve
 34×10 ?

Put 34 on the grid...

What has happened to
the digits?

The **3** and **4** have each
moved **one place value**
column to the left....

100s	10s	1s
3	3 4	40

..... And multiply by 10.

.... and a **0** is put in the
1s column as a
placeholder.

Multiplying by and dividing by 10

Sheet 2

Multiply the green numbers by 10 and divide the purple numbers by 10.

Set 1

16, 43, 27, 98, 40, 81, 72, 34, 69, 155
130, 460, 880, 690, 910, 350, 740, 220, 570, 900

Set 2

516, 403, 62, 999, 700, 88, 127, 45, 610, 355
830, 4260, 3890, 990, 8010, 550, 7120, 140, 2070, 1000

Challenge

Each week Harry gets £2 spending money. He spends $\frac{1}{2}$ of the money each week and saves the rest of the money.
How much money will Harry have saved after 10 weeks?
Now try making up another word problem that uses either $\times 10$ or $\div 10$.

Challenge



1. Count **backwards** in tens starting from 145

2. If $77 \times 10 = 770$

What is

$$770 \div 10 =$$

$$770 \div 77 =$$

3. What is the greatest and smallest number you can make with these digits?

5 2 9

4. What am I? I am a multiple of ten and 2 but not 5. I am greater than 110, but less than 145. My digits add up to 3 in total.

Day 2: **Multiply and divide by 10 and 100.**

Draw a **place value** grid like this on your whiteboard.



100s	10s	1s
4	0	0

Write the number **4** on the grid.

The digits move 2 place value columns to the **left** when we multiply by 100.

What is 4×10 ?
Show the answer on your whiteboard.

What has happened to the digits?

What is 4×100 ?
Show the answer on your whiteboard.

What has happened to the digits?

Section 1

$$6 \times ? = 600$$

$$2 \times ? = 200$$

$$900 = 90 \times ?$$

$$? \times 10 = 250$$

Section 2

$$340 \div ? = 34$$

$$200 \div ? = 2$$

Section 3

$$600 = 6 \times 100$$

$$78 \times 10 = 780$$

challenge

$$550 = 55 \times ?$$

$$? \times 100 = 300$$

$$? \times 100 = 700$$

$$100 = ? \times 100$$

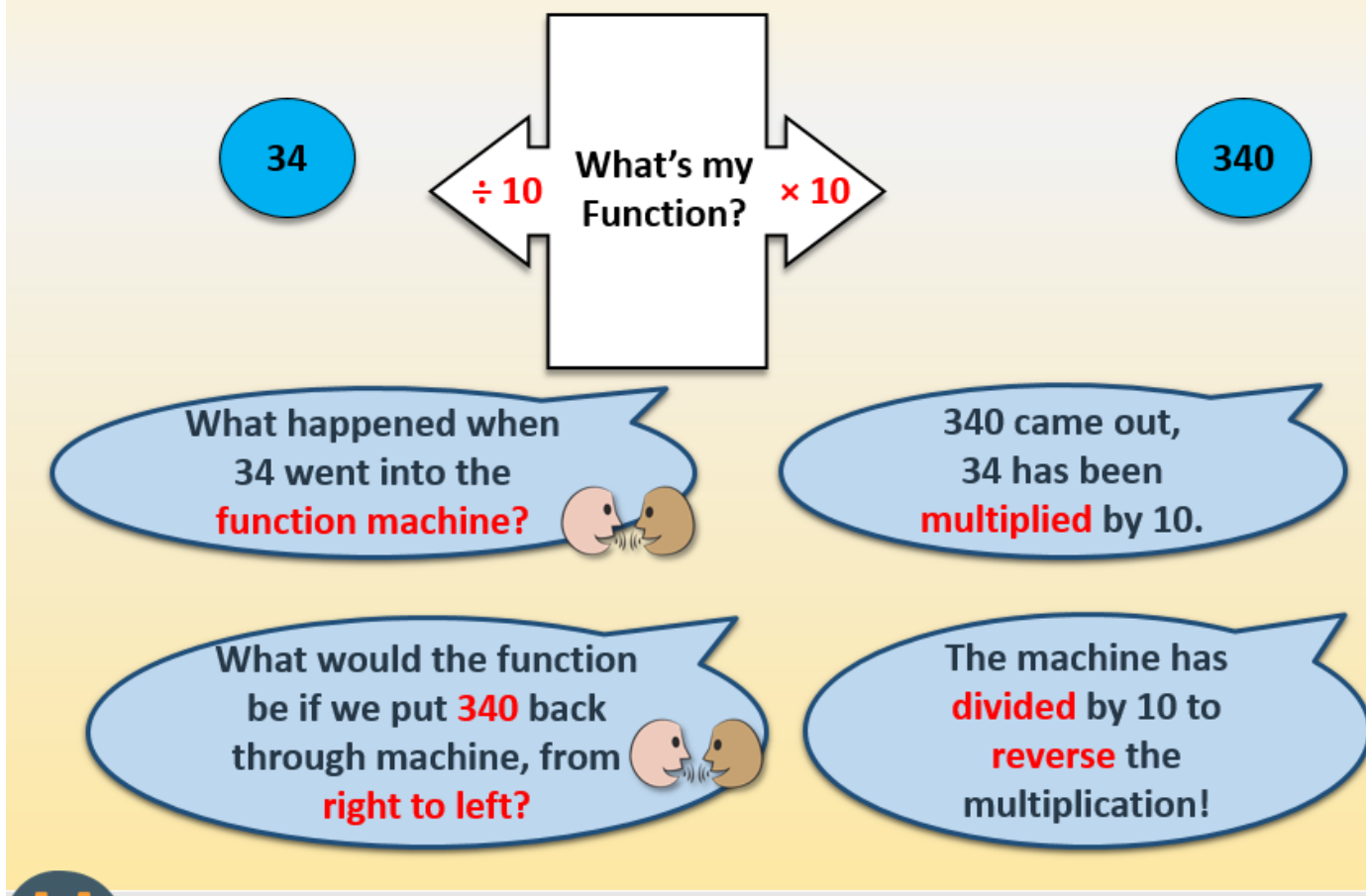
$$22 = 220 \div ?$$

$$390 \div ? = 39$$

$$340 \div 10 = 34$$

$$320 \div 10 = 32$$

Day 3: Understand that division is the inverse of multiplication.



Put the cards in the middle of your group.

Roll a dice to make a 2 or 3 digit number.

Choose a card from the pile and then answer the question using your number.

Ask your group to check your answer.

$\times 10$	$\times 10$	$\times 10$
$\times 10$	$\times 10$	$\times 10$
$\times 100$	$\times 100$	$\times 100$

$\div 10$	$\div 10$	$\div 10$
$\div 10$	$\div 10$	$\div 10$
$\div 100$	$\div 100$	$\div 100$

Science

Revise push and pull forces

<https://www.youtube.com/watch?v=mEg5GOVpUIE>

De-code It!

WORD:

Force



DRAW IT:

1. Write your own definition of the word.



2. Write a sentence of your own which uses this word.

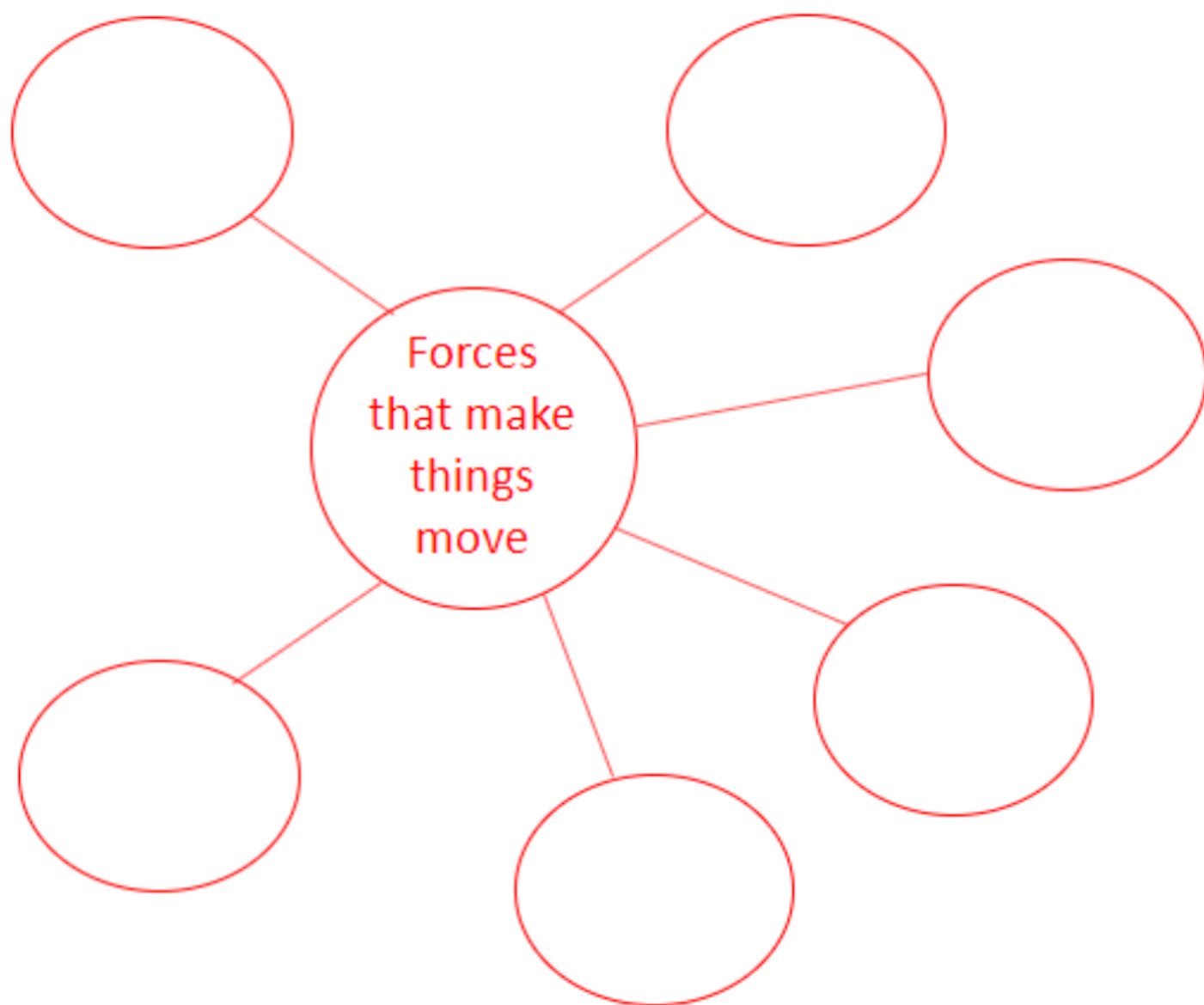


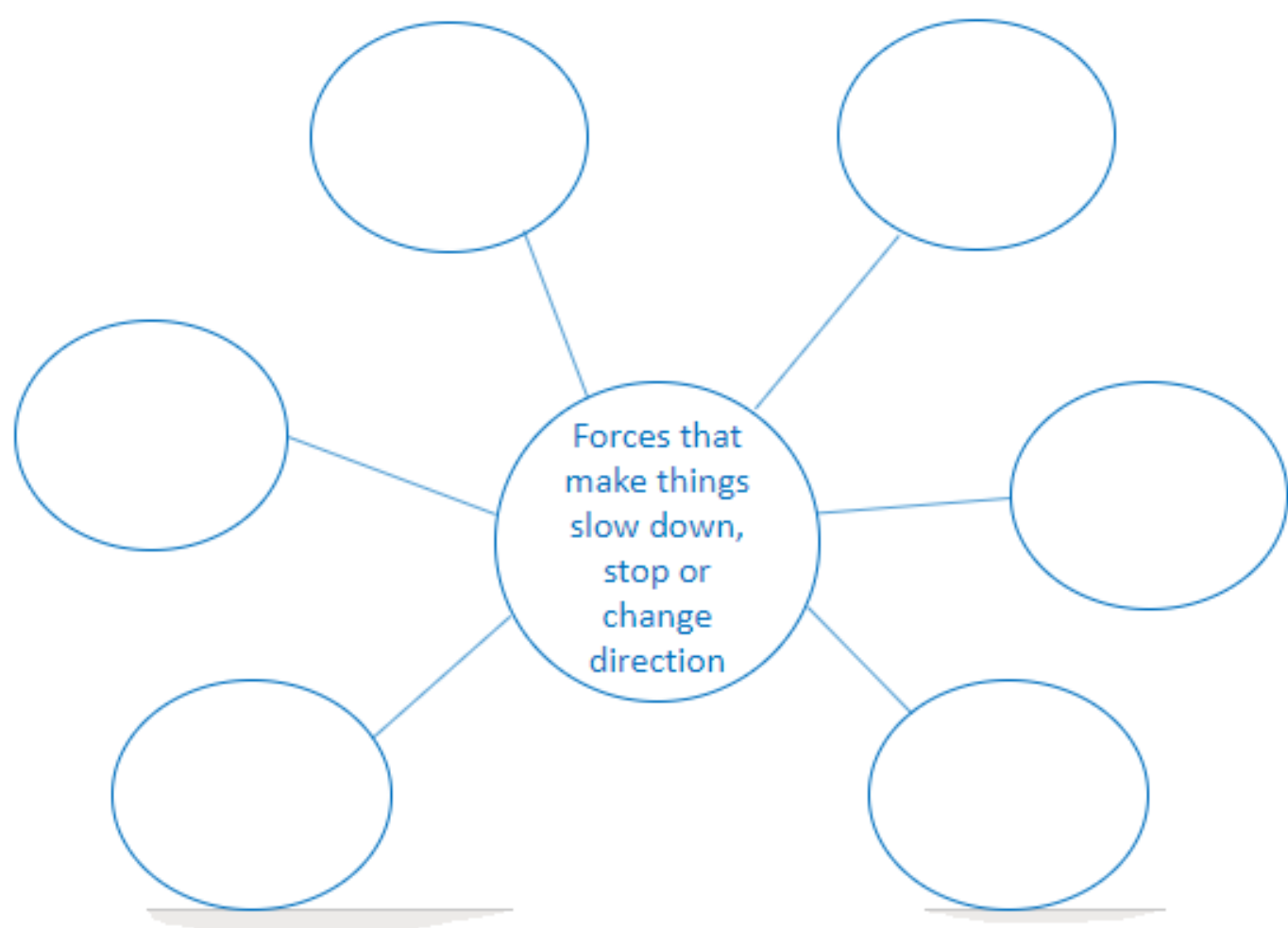
3. Are there any other meanings?

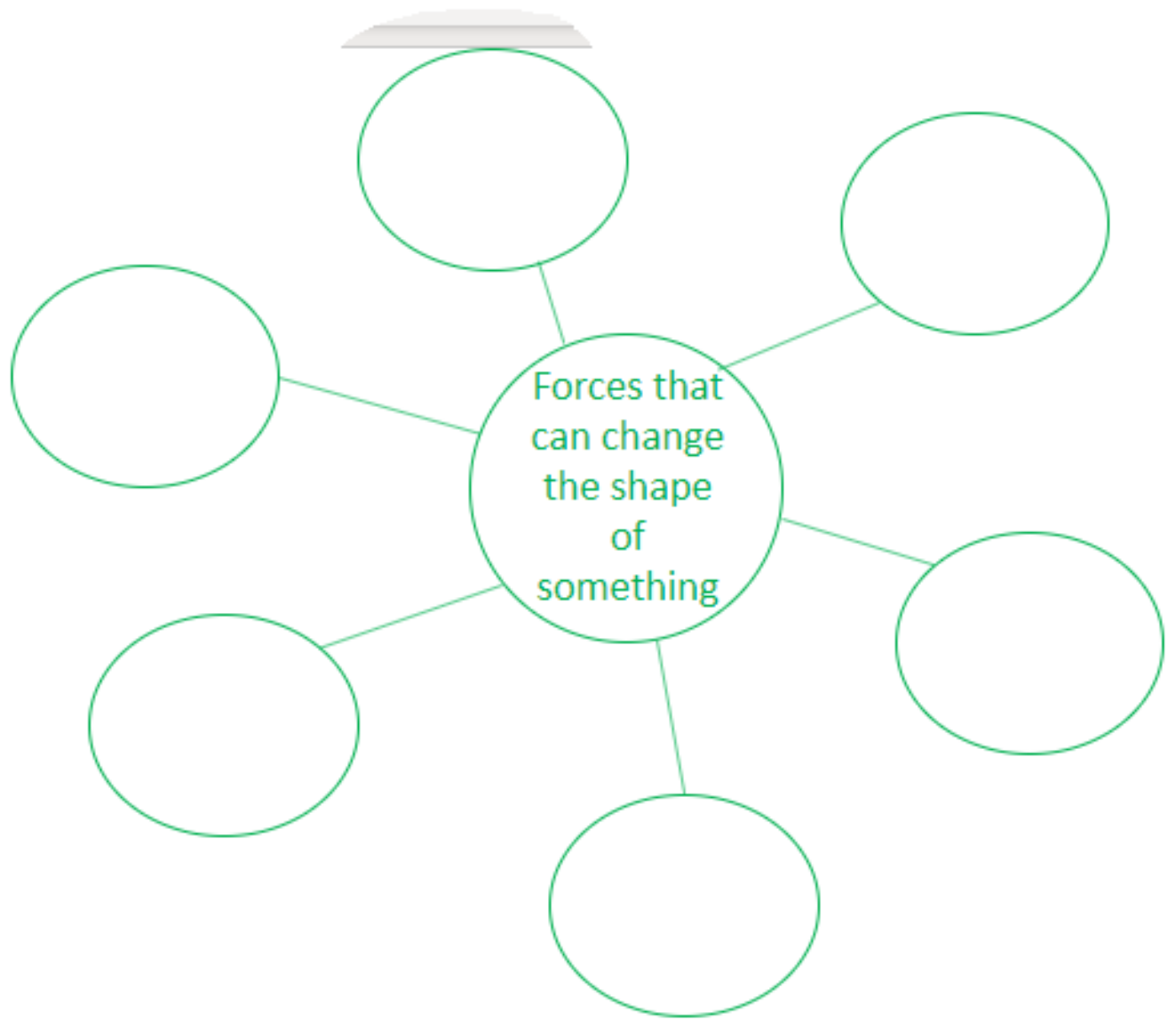


4. How might this word be applied in another subject?

Can you complete these bubbles?







Create a chart and find real life examples of push and pull forces

Task	Object	Force

Go around school and find examples.

Eg. toilet door - push to open

football - kick to move it forward

History

Research how important the river Nile was to Ancient Egyptians, why did they live on its banks?

What uses did it have? How was it linked to their calendar?

Task: Draw a river Nile down your page.

On either side list and draw all of the ways the Nile was essential for life.



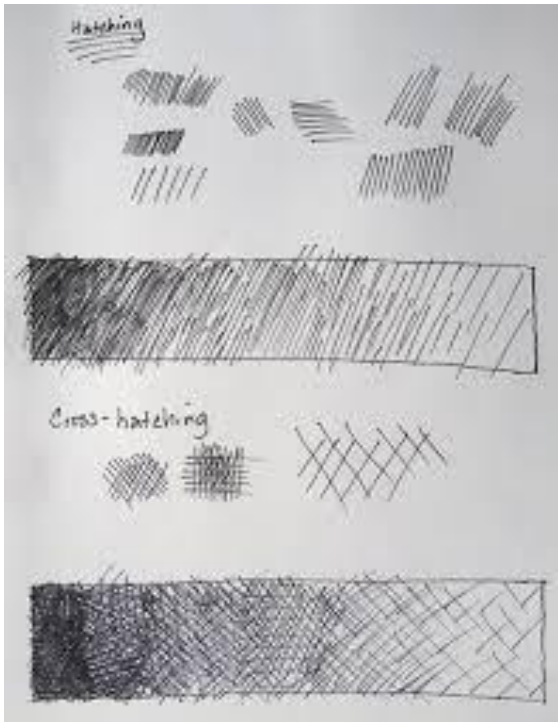
Art



Where is the light source coming from?

Practise the skill of cross hatching

<https://www.youtube.com/watch?v=117AN3MQuVs>



Can you create a cross hatched sunflower?



Geography

To understand which seas boarder the UK.



The North Sea

The North sea is a young sea that washes across the shores of 8 countries. The North sea is part of the Atlantic Ocean and is seen as a shallow sea. The North sea has a lot of mammals in it. Some of which can be dolphins, seals, and even whales of different species.

The Irish Sea

The Irish Sea (sometimes called the Manx Sea) is a body of water that separates Ireland and Great Britain. It is known to be one of the most polluted seas in the world including the North Sea and the Mediterranean Sea. The sea is important to regional trade, shipping and fishing. It is a source of power generation in the form of wind power and nuclear plants.

At least thirty species of shark can be found in the Irish Sea at different times. These include the basking, thresher, blue, mako and porbeagle sharks. There are about 12 species of Dolphin, porpoise and whales in the Irish Sea.

The Atlantic Ocean

The Atlantic Ocean is one of the world's five oceans. It is divided into two parts, the North Atlantic Ocean and the South Atlantic Ocean. It borders four continents, Africa, Europe, North America and South America. It is the second largest of all five oceans.

The Atlantic Ocean is home to many different types of marine life, including whales, penguins, seals, sharks, turtles, sea lions, starfish, crabs, dolphins, sharks and various other fish species.

Environmental issues, such as oil spills, toxic chemicals, coastal pollution, overfishing and climate change are having a serious effect on marine life in our oceans.

English Channel

The English Channel is a body of water that separates the island of Great Britain from the rest of Europe. People who live in the UK and want to visit Europe, or people from Europe who want to visit the UK, can take a ferry across or ride a train under the channel in a special tunnel called the Channel Tunnel. It is 563 km long, 246 km wide, and its narrowest part (34 km) is the Strait of Dover. On a clear day, it is possible to see the cliffs of Dover from Calais on the French side.

People have been known to swim the English Channel. The fastest time was achieved by Bulgarian swimmer Peter Stoychev in 2007, who managed it in 7 hours.

Task

Research some facts about these seas. How big are they? How deep? Any cool facts?

PDW

To understand the importance of mental wellbeing.

Your mental wellbeing is about your thoughts and feelings and how you cope with the ups and downs of everyday life. It's not the same thing as mental health, although the two can influence each other. Long periods of low mental wellbeing can lead to the development of diagnosable mental health conditions such as anxiety or depression.

Read to page 11 of Marcy and the Riddle of the Sphinx. Do you think Marcy's mental well being here is good? Discuss.

Read page 51. What about here? Discuss.

What changed for Marcy? How do you think this improved her mental well being?

Are there any times you have felt down and low? You might not have even known why you feel that way, or there could be an obvious reason for it.

What did you do to help yourself feel better?

It is very important that we look after our mental wellbeing. We need to ensure we allow ourselves time to do things that make us feel good.

This could be resting, playing, doing hobbies, sports or talking about it.

What do you do that makes you happy?

We can also try to change the way we think about things to help our mental well being. Like looking for the good things in different situations. E.g. Rather than getting frustrated that you don't know something, be happy that you can improve yourself by learning.

In your books

Tell me about a time when you have felt down. How did you feel happy again? Did you tell anyone how you are feeling?

**Tell me what strategies you are going to use in the future to look after your mental well being.
Don't forget to think about who you could talk to.**

Computing

Explore a programme called scratch, there are many tutorials on youtube if you feel like you need any extra support. Have a play around to programme your sprite.

scratch.mit.edu

Make your own project

From the 'File' menu in Scratch, click on 'New'

1. Add at least two new sprite objects to your project
2. Add at least two new backdrops to the stage object
3. Add move commands to each sprite

Tick when you finish each task

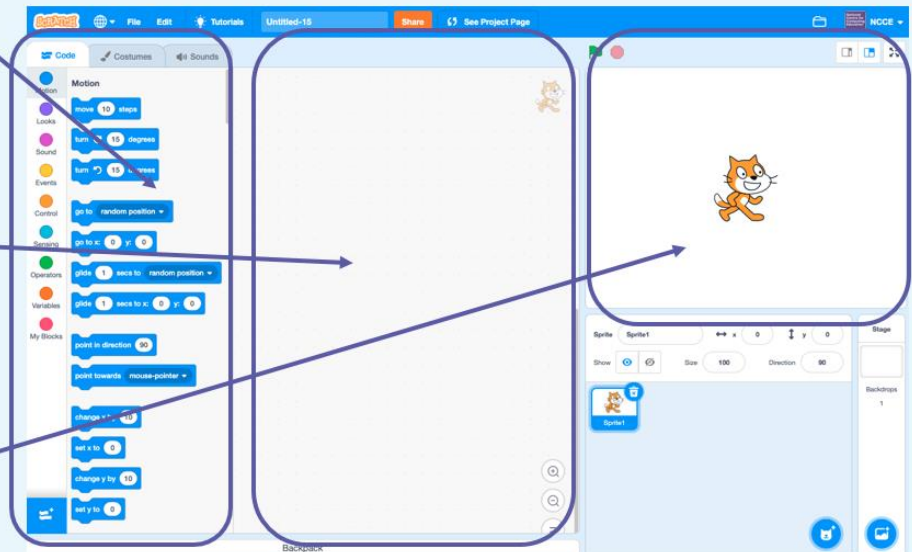
Add at least two new sprites	
Add at least two new backdrops	
Add 'move commands' to each sprite	

This is Scratch

Programming blocks

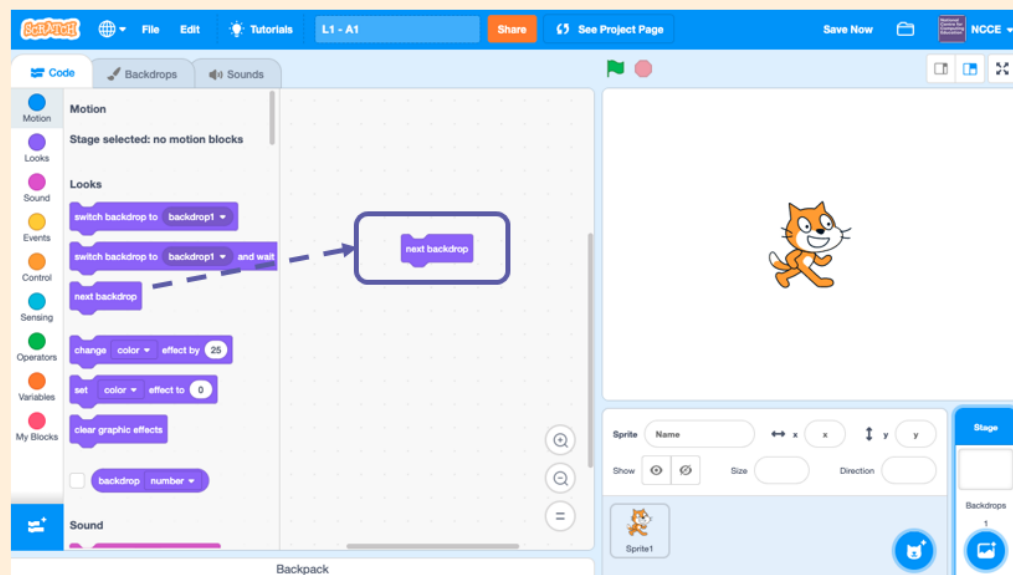
Programming area

Stage with sprite



Can you change the back drop?

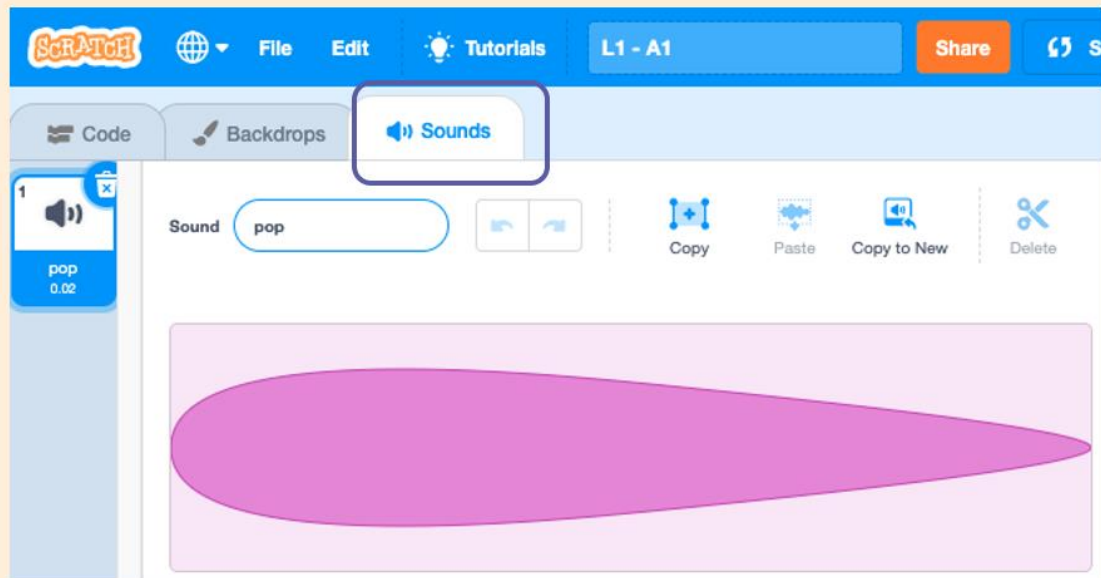
Code



The blocks you have added

Can you add sounds?

Sounds



The sounds you can add to your stage