

Home Learning Year 3 – Week 5

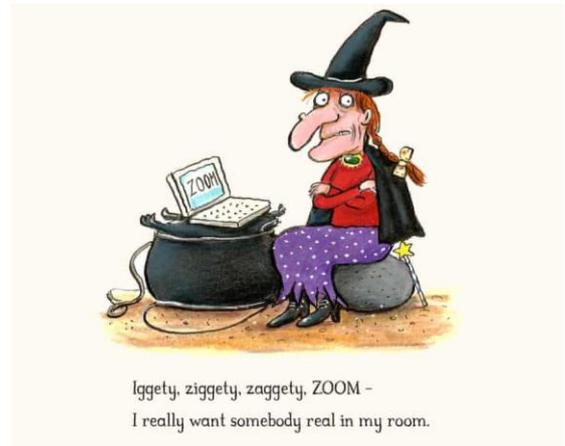
Once again, a huge thank you for all of the feedback and pictures of work that we have been receiving. We really are enjoying seeing the work. Please don't worry if every single task is not completed, that is very much like a real school day where we always seem to have work to complete!

For Year 3, Miss Muckian has set up online accounts for the children to access Tees Valley Music from home. Each week, she is posting videos for them to sing along with and for those who have a Ukulele at home, there are lessons for that too (I know there were a few on Christmas lists). For those children who collect work packs, you will find your log in letter inside your pack. For everyone else, we will send the letter via Marvellous Me. Please let us know if you do not receive it.

If there is anything we can help with, please let us know using the email addresses below:

Year 3 – Year3@LakesPrimary.co.uk

Year 4 – Year4@LakesPrimary.co.uk



The Year 3/4 team



Year 3 / 4 Hall of Fame



Mathletics Master

Megan M

Lexia Leader

Max A

*Super Star Home
Learner*

Jacob J

*Accelerated Reader
Achiever*

Mollie W

**Will you be in
the hall of
fame next
week?**

Kahoot Champion

Sadie J

Monday

01.02.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>						
1	<p>Using this link, listen to the story of, 'Escape From Pompeii,' again. You may want to use your cartoon strip to remind yourself of the key events in the story.</p>	<p>https://www.youtube.com/watch?v=K7aYNcv9uDI</p> <p>Story pg 5 & 6</p>						
2	<p>Today you are going to begin rewriting the story based on the section under the subheading, Monday. Just like we did with Spiro, you will rewrite a different bit each day.</p> <p>Read the section under the subheading, 'Monday'. What does this first section of the story do? It is a setting description. It describes where the story is taking place.</p> <p>Using the table in the resources, list all of the things which you can see, feel and smell in the beginning of the story.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">SEE</th> <th style="width: 33%; text-align: center;">FEEL</th> <th style="width: 33%; text-align: center;">SMELL</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> <td></td> </tr> </tbody> </table>	SEE	FEEL	SMELL			
SEE	FEEL	SMELL						
3	<p>Now you are going to rewrite the beginning of the story where you will write your own setting description. When writing your sentences, try to focus on:</p> <p>Adjectives: Include lots of describing words to help people picture where the story is taking place. Remember to use a comma to separate 2 adjectives. E.g. The winding, narrow streets were ...</p> <p>Prepositional openers: Use words which describe places to help you change the start of your sentences. There are some examples of prepositional openers on the next page.</p>	<p>Prepositional openers - pg 4</p>						

- Between
- Below
- Through
- On
- By
- Inside
- To
- During
- In
- Under

- Beside
- Off
- Beneath
- On top of
- Across from
- Underneath
- Far away from
- At the bottom of
- In the back of
- Amid

Preposition openers

Examples

- In the back of the van...
- Across from the shaded oak tree...
- On top of the giant hill...
- Under the stairs...
- Far away from any life...
- Between two monstrous men...
- Through the gap...

Escape from Pompeii

Monday

On a hillside overlooking the sparkling bay of Naples, the Roman city of Pompeii glimmered in the sunlight.

From his window, young Tranio listened to the noise humming from bars, taverns and shops around him, and to the busy tradesmen haggling in the streets below. Beyond the massive city walls, he could see Pompeii's greatest protector looming in the distance. They called it Vesuvius, the Gentle Mountain.

Could anyone feel safer than here, Tranio wondered? Was anything more beautiful?

Tuesday

Tranio was the son of Dion the actor and lived with his parents near the Theatre District of Pompeii. He'd often sneak to the harbour at the mouth of the River Sarnus and hide behind sacks of grain. There he'd watch pots of wine, oil and spices being carried to and from the ships or fishermen unloading their rich catches.

Wednesday

One hot August day, Dion took Tranio through a shady passage into one of Pompeii's two theatres on the edge of the city, where a pantomime was being rehearsed.

"Sit on the steps, son, and learn!" said Dion. "We'll be using you in small parts soon."

To begin with, Tranio enjoyed watching the sword fights and strutting clowns. The masked actors playing thieves and devils and the leaping acrobats quite took his breath away. But eventually his attention began to wander. Then something happened ...

The stone steps creaked, the flaps began to rattle and the building quivered. Props fell to the stage and scenery split. Tranio's father froze to the spot. Everyone fell silent.

One by one the actors began to relax. "Rumble down, tumble down, here we go again!" they chanted.

"Nothing to fear, everybody!" called Tranio's father. "Back to rehearsal, please." The actors fastened their masks and carried on as if nothing had happened. Meanwhile, Tranio wriggled through the awning and ran away down the street.

Thursday

He ran as fast as he could to Livia's house. Everyone was shouting, arguing, carrying belongings outside to safety.

"Livia!" he called. "Liv, where are you?" The bakery kitchen was empty. Loaves lay scattered on the floor, the oven blazed and the small donkey turning the corn mill brayed and jumped nervously against its chain.

"Tranio!" Livia leapt down the stairs. "Father's chasing our goat through the market! The poor old thing bolted when the ground began to grumble. You'd have died laughing. Come on!"

Flushed and excited, the two children ran off hand in hand into the dusty streets. As they ran, the sky began to darken and a thick cloud drifted slowly overhead.

Livia turned to Tranio. "Why are the seagulls flying towards the woods? They're going the wrong way." A small bird hanging in a cage chirped frantically, trapped behind its bars, as the air began to fill with ash.

Livia coughed. "Tranio ... perhaps we should go back." Tranio grabbed her hand. "We can't go back. The dust is too thick. Quick – the harbour! Run! Just run!"

Boats were bobbing on the choppy water as men began to untie the moorings and ropes. No one noticed two small children climb up the narrow plank of a small Greek cargo ship and hide beneath a pile of coloured rugs. Dusty and tired in their hiding-place, they soon fell asleep.

Friday

Many years passed ... and the mountain grew cool and still. At first its slopes were burnt and barren, but in time plants began to grow as the volcanic soil brought forth its riches once more. Most people had forgotten the buried city.

An old man and woman stood in the shade of an orange tree and laid a flower there. Long ago, they had been rescued by the kind captain of a Greek cargo ship and he had raised them as his own. They were Tranio and Livia, saying farewell to those buried under the ash beneath their feet.

"We won't forget you," they whispered.

Would anyone ever find their beloved Pompeii, they wondered? Would anyone ever see its splendid streets? Perhaps, perhaps not. Tranio and Livia walked back to their small house beside the orange grove.

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Science 1 Can shadows change size?</p> <p>We know you really enjoyed the science experiment in week 3 so here is another one to try! Using the same investigation sheet, we would like you to plan an investigation to find out if a shadow can change size and what causes it to change size.</p> <p>1-Fill in the prediction section of the investigation sheet</p> <p>2-Fill in the 'What to do' and 'Equipment' section. You could try placing an object on a table and then gradually moving the torch, measuring the shadow each time to see what happens.</p> <p>3-Now carry out your experiment and complete the table.</p> <p>4-Now you have finished your experiment, can you make a conclusion to answer your original question. It could sound something like this: I have found out that all shadows DO/DO NOT change size. I know this because in my experiment</p>	<p>Investigation sheet – pg 8</p>
2	<p>Science 2</p> <p>Now you know that shadows can change size, watch this video about the changes in shadows depending on the position of the sun.</p> <p>Today you are going to make a sun dial which is the same way that the Romans could work out the time of day. You will need a paper plate / piece of card, straw or stick, playdough or blue tac. Use the second video link to see how to make your dial. You don't need stickers like in the video, you can just write the numbers on with a pen! You might need to carry this project on through the day tomorrow ... remember to set your alarm to keep going out and checking the shadow!</p>	<p>https://www.bbc.co.uk/bitesize/clips/z6fnvcw</p> <p>https://www.youtube.com/watch?v=c2gWj48kxUE</p>

Science Investigation: Do all objects make shadows?

Prediction:

Equipment:

- ---
- ---
- ---
- ---
- ---

What to do:

1.

2.

3.

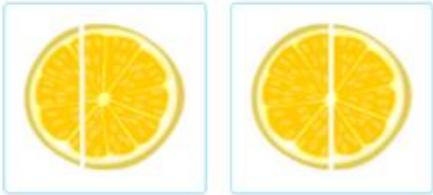
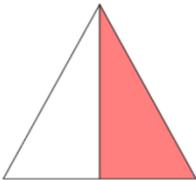
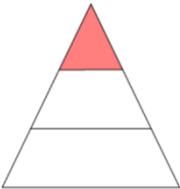
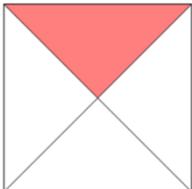
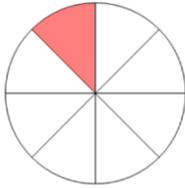
Results:

Distance from object (cm)	Shadow size (cm)

Conclusion:

Maths

Y3 children in Mrs Wallace's maths class will be sent alternative activities on Marvellous Me

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<ol style="list-style-type: none"> 1. £4.65 + £3.28 = 2. £8.56 - £3.29 = 3. 42 x 5 = 8 x 5 = 4. 87 ÷ 2 = 24 ÷ 2 = 5. What is 2:30pm in 24 hour time?
2	<p>Each Monday (this has moved from each Friday), children usually complete their times table quiz. Their aim is to complete as possible within 10 minutes. Please set a timer and see how many questions you can answer.</p>	<p>Times tables sheets :are attached below. Choose the one that best suits you.</p>
3	<p>This week we are going to be exploring fractions. Use the links in the resources box to remind yourself about fractions.</p> <p>Remember fractions need to have equal parts.</p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px; margin-top: 10px;"> <div style="text-align: center;"> <p>Not a</p> $\frac{1}{2}$ </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> $\frac{1}{2}$ </div> </div>	<p>https://eng.mathgames.com/skill/3.83-identify-fractions-up-to-tenths</p> <p>https://uk.ixl.com/math/year-3/halves-thirds-and-quarters</p> <p>http://www.snappymaths.com/counting/fractions/interactive/halfquartersimm/halfquartersimm.htm</p>
4	<p>Review – Use a tick for true and a cross for false.</p> <p style="text-align: center; font-weight: bold; margin-top: 10px;">True or False? </p> <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 10px;"> <div style="text-align: center;">  <p>$\frac{1}{2}$</p> </div> <div style="text-align: center;">  <p>$\frac{1}{3}$</p> </div> <div style="text-align: center;">  <p>$\frac{1}{4}$</p> </div> <div style="text-align: center;">  <p>$\frac{1}{6}$</p> </div> </div>	
5	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

The Ultimate Times Table Test - How fast can you do it ?

A	B	C	D
12 x 1	8 x 1	4 x 1	9 x 12
5 x 12	4 x 4	9 x 10	5 x 11
2 x 8	12 x 2	8 x 2	4 x 2
11 x 5	7 x 5	3 x 6	9 x 11
6 x 8	2 x 9	12 x 3	8 x 3
4 x 3	11 x 6	7 x 6	3 x 7
10 x 8	6 x 9	2 x 10	12 x 4
8 x 4	4 x 5	11 x 7	7 x 7
3 x 8	10 x 9	6 x 10	2 x 11
12 x 5	8 x 5	4 x 6	11 x 8
7 x 8	3 x 9	10 x 10	6 x 11
2 x 12	12 x 6	8 x 6	4 x 7
11 x 9	7 x 9	3 x 10	10 x 11
6 x 12	1 x 1	12 x 7	8 x 7
4 x 8	11 x 10	7 x 10	3 x 11
10 x 12	5 x 1	1 x 2	12 x 8
8 x 8	4 x 9	11 x 11	7 x 11
3 x 12	9 x 1	5 x 2	1 x 3
12 x 9	8 x 9	4 x 10	11 x 12
7 x 12	2 x 1	9 x 2	5 x 3
1 x 4	12 x 10	8 x 10	4 x 11
10 x 1	6 x 1	2 x 2	9 x 3
5 x 4	1 x 5	12 x 11	8 x 11
4 x 12	10 x 2	6 x 2	2 x 3
9 x 4	5 x 5	1 x 6	12 x 12
8 x 12	3 x 1	10 x 3	6 x 3
2 x 4	9 x 5	5 x 6	1 x 7
11 x 1	7 x 1	3 x 2	10 x 4
6 x 4	2 x 5	9 x 6	5 x 7
1 x 8	11 x 2	7 x 2	3 x 3
10 x 5	6 x 5	2 x 6	9 x 7
5 x 8	1 x 9	11 x 3	7 x 3
3 x 4	10 x 6	6 x 6	2 x 7
9 x 8	5 x 9	1 x 10	11 x 4
7 x 4	3 x 5	10 x 7	6 x 7
1 x 12	9 x 9	5 x 10	1 x 11

The Ultimate Times Tables Test

How fast can you do it?

3 X 2		7 X 2		6 X 5		8 X 10	
4 X 5		9 X 5		9 X 3		4 X 2	
10 X 4		2 X 4		1 X 10		6 X 5	
9 X 2		10 X 2		9 X 5		7 X 10	
7 X 5		0 X 5		6 X 3		6 X 4	
3 X 10		9 X 10		5 X 4		3 X 2	
2 X 3		3 X 4		10 X 10		7 X 5	
4 X 2		4 X 2		1 X 4		4 X 3	
7 X 3		10 X 5		3 X 3		10 X 2	
1 X 10		5 X 10		6 X 10		3 X 5	
5 X 2		9 X 2		8 X 3		8 X 10	
9 X 3		4 X 3		4 X 5		6 X 5	
7 X 10		7 X 10		6 X 2		3 X 3	
8 X 2		3 X 2		5 X 4		4 X 5	
2 X 2		8 X 3		6 X 3		0 X 10	
8 X 5		7 X 5		8 X 2		2 X 4	
4 X 10		0 X 10		2 X 5		6 X 5	
6 X 2		2 X 2		2 X 3		4 X 10	
3 X 5		9 X 4		3 X 5		3 X 2	
5 X 10		4 X 10		7 X 3		7 X 4	
1 X 5		9 X 4		10 X 5		8 X 5	
0 X 2		8 X 3		8 X 4		3 X 10	
5 X 5		2 X 4		2 X 5		0 X 3	
10 X 10		9 X 10		10 X 3		9 X 5	
1 X 2		5 X 3		7 X 4		6 X 10	
6 X 4		9 X 4		9 X 5		3 X 5	
8 X 10		6 X 10		4 X 4		7 X 10	
6 X 2		1 X 2		1 X 3		8 X 5	

Tuesday

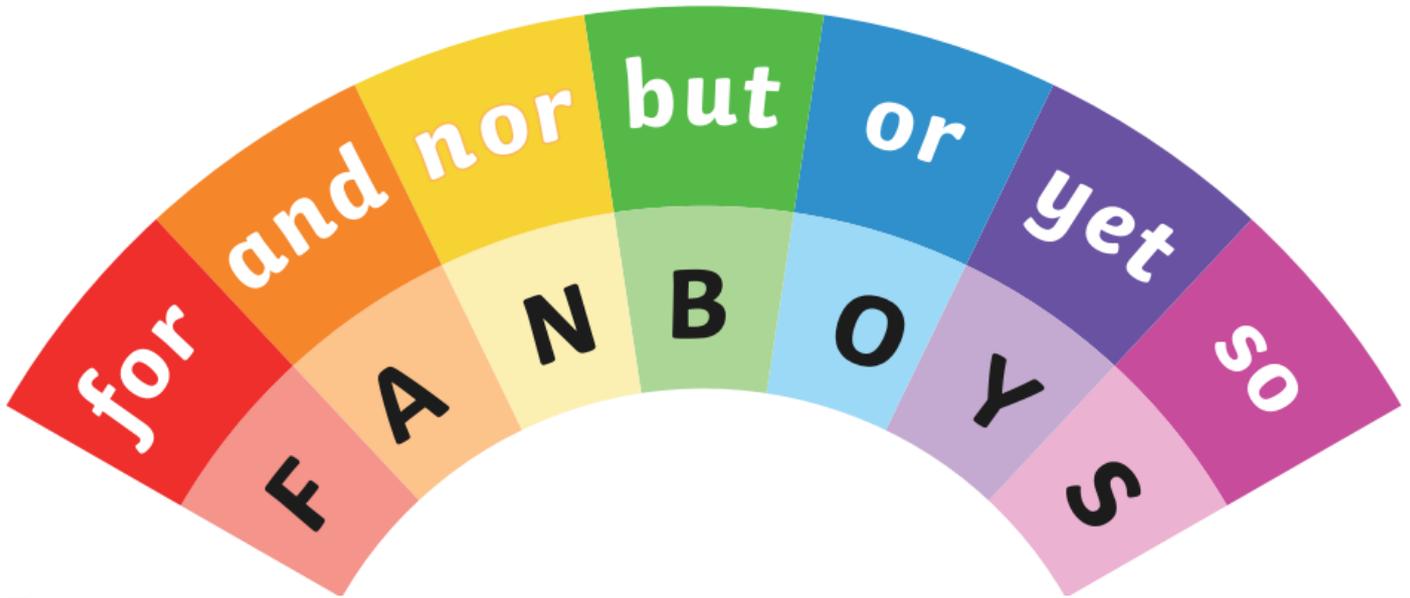
02.02.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Reread your opening setting description from yesterday. Can you count how many adjectives you used? Why is it important that we include adjectives?</p>	Yesterday's writing
2	<p>Now read the section under the subheading, 'Tuesday'. What does this section do?</p> <p>It introduces the main character, Tranio, and tells us what he does on a normal day in Pompeii. We think that this character description is too short? What do you think?</p> <p>To help you with your next paragraph, you may want to make a list about the following 3 questions:</p> <ul style="list-style-type: none"> -What does Tranio look like? -What is Tranio's personality like? -What does Tranio do on a normal day in Pompeii? 	Story – Pg 5 & 6
3	<p>Now you are going to write your character description of Tranio. (Just like you did for Spiro last week!)</p> <p>In your writing today, we would like you to try really hard with your coordinating and subordinating conjunctions. You can find examples of these on the next page.</p> <p>Conjunctions: Words which join 2 clauses or sentences together.</p> <p><i>Remember, coordinating conjunctions should only be used in the middle of sentences but subordinating can be used at the start or in the middle.</i></p>	Subordinating & Coordinating Conjunctions – pg14

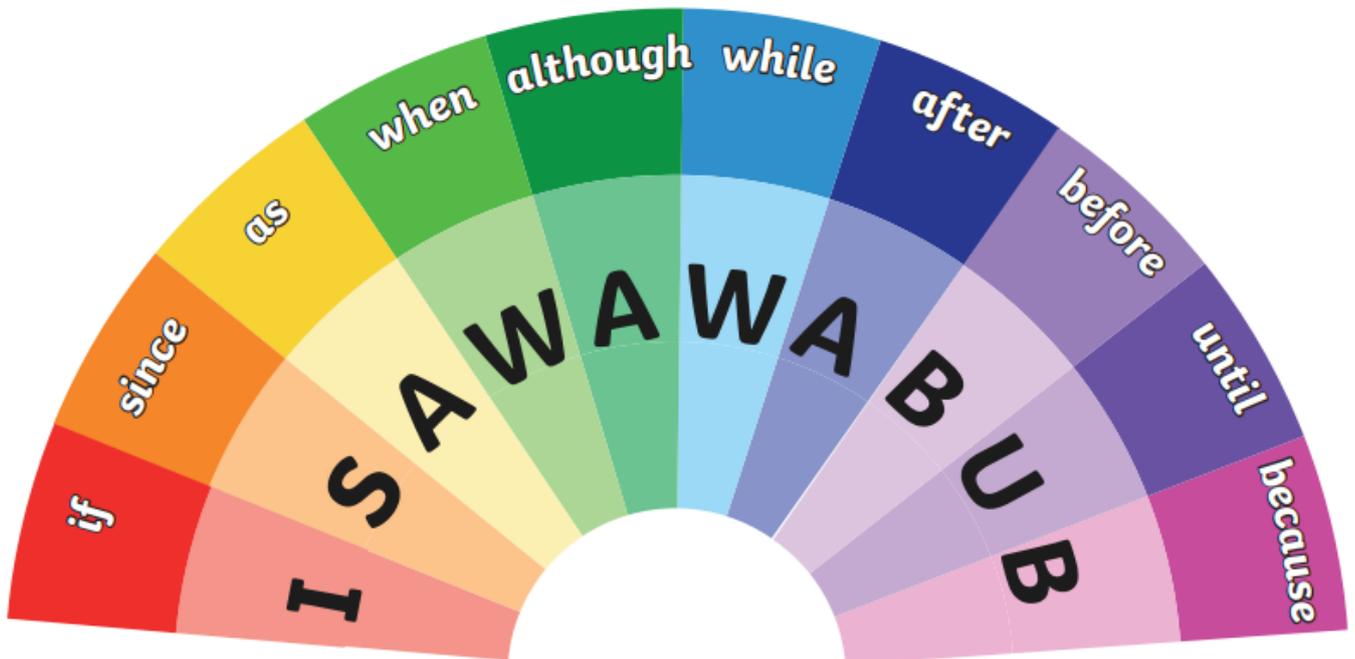
Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.

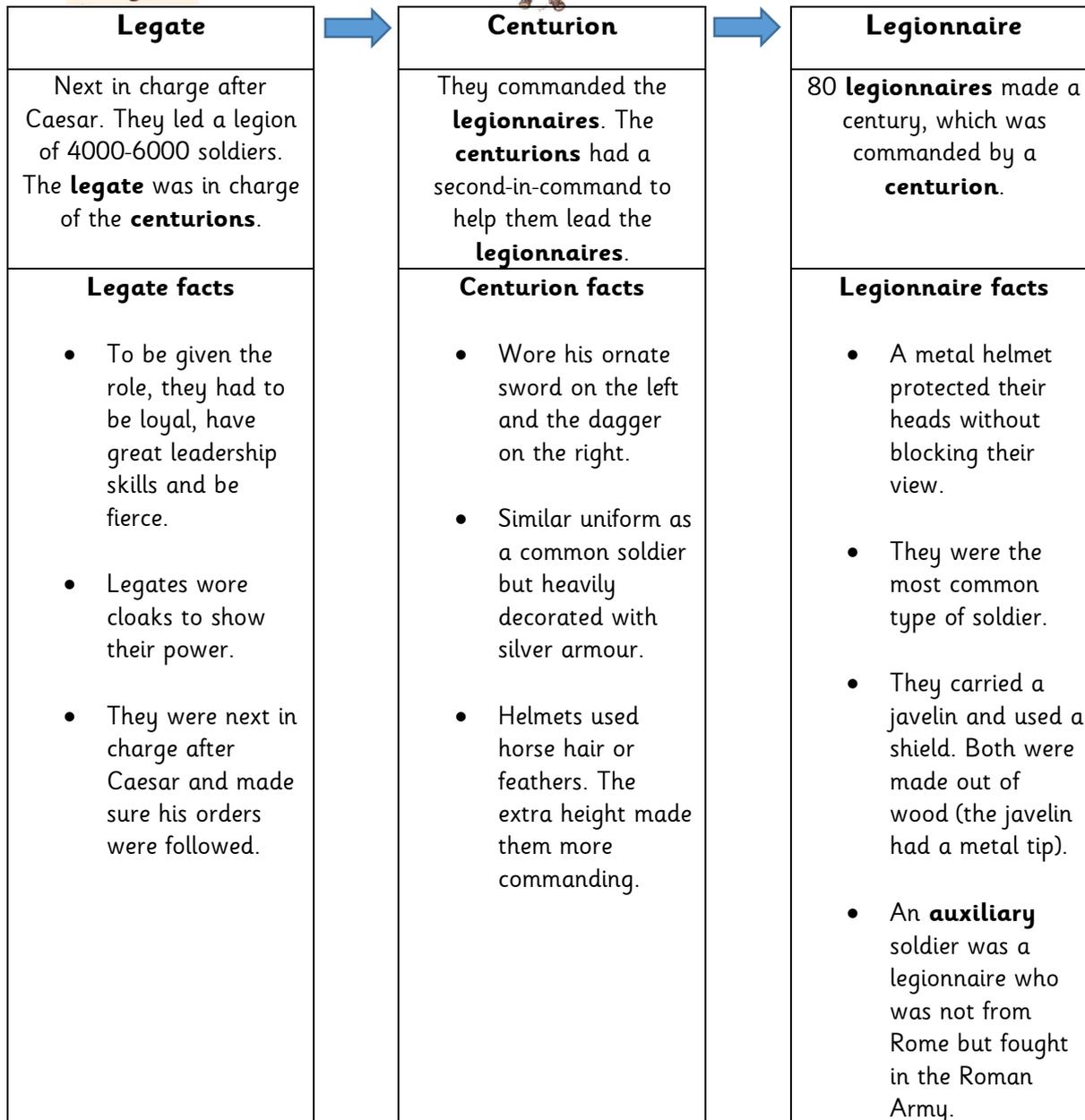


Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>History</p> <p>You previously learned about the Legate, Centurion and Legionnaire ranks in the Roman army. Answer these questions using the information on the attached sheet.</p> <ol style="list-style-type: none"> 1. How many soldiers are in a legion? 2. How many legionnaires made a century? 3. Who wore a sword and dagger? 4. Who carried a javelin and shield? 5. Who was in charge after Caesar? 6. Which was the most common type of soldier? 7. Which three skills did the Legate need? 8. Why do you think the Centurion wanted to look taller to the Legionnaires? 9. Which type of soldier was not a Roman citizen? 10. Rank the soldiers in order of importance. 	<p>Attached sheet (pg 15).</p>
2	<p>PE</p> <p>Complete the activity, Sequence Champions, on the page below.</p>	<p>Attached sheet (pg 16). A 1-6 dice</p>

The Roman Army

The **centurion** led a century (usually about 80 **legionnaires**). Six centuries made a cohort – this meant 480 soldiers. Ten cohorts made a legion, which was commanded by a **legate**.



The Roman Army structure

Legate commands Centurions. Centurion commands Legionnaires.



Sequence Champions PE Home Learning

Can you stay motivated and keep trying to improve your sequence?

Time to Learn:

- Use a dice to create a movement sequence.
- You are going to add three movements together. Roll the dice three times to see which three movements you will need to perform:

Roll a 1 = A star jump

Roll a 2 = A roll

Roll a 3 = A turn

Roll a 4 = A twist

Roll a 5 = A tuck jump

Roll a 6 = A balance

- Think of creative ways to link the movements.



Practise the movements on your own a few times before rolling the dice.

Create your own activities for each number. Then roll again to create a new sequence.

Perform your sequence! What was your feedback? Do you need to make any improvements?

Top Tips

Link your movements

- When you finish your first movement try and move into the next movement smoothly without pausing.

Let's Reflect

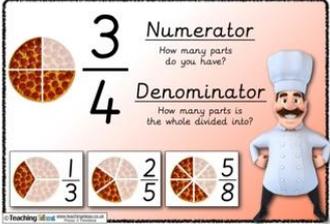
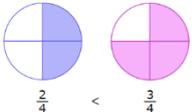
What did you find difficult about linking your movements together?

Did you manage to complete the sequence without stopping?



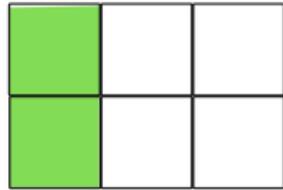
Maths

Y3 children in Mrs Wallace's maths class will be sent alternative activities on Marvellous Me

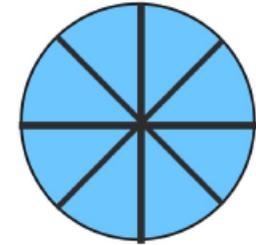
	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<ol style="list-style-type: none"> 1. £5.45 + £2.81 = 2. £9.84 - £3.37 = 3. 43 x 2 = 12 x 2 = 4. 65 ÷ 5 = 30 ÷ 5 = 5. What is 5:45am in 24 hour time?
2	<p>Use the first link to watch a video to learn about the numerator and the denominator. Then try the two short activities underneath the video.</p> <div style="display: flex; align-items: center; justify-content: space-between;"> <div style="text-align: center;">  <p>Numerator How many parts do you have?</p> <p>Denominator How many parts is the whole divided into?</p> </div> <div> <p>Use the next link to listen to a song about the numerator and the denominator.</p> </div> </div>	<p>https://www.bbc.co.uk/bitesize/topics/z9sycdm/articles/zh3xxyc</p> <p>https://www.youtube.com/watch?v=j7WhRMvIQwo</p>
3	<p>Cut out the fraction matching cards, mix them up and then see how quickly you can match them up.</p> <p>How long did it take you? Can you do it faster the second time?</p>	See sheet below – pg 19
4	<p>You are now going to compare fractions with the same denominator (the same number on the bottom of the fraction).</p> <p>You can use <, > or = to compare the fractions.</p> <p>For example:-</p> <div style="text-align: center;">  <p>$\frac{2}{4} < \frac{3}{4}$</p> </div>	See second sheet below – pg 20
5	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

Fraction Matching Cards

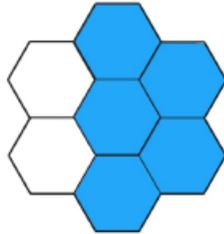
$$\frac{2}{6}$$



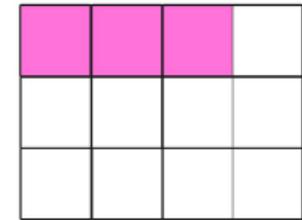
$$\frac{8}{8}$$



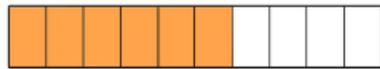
$$\frac{5}{7}$$



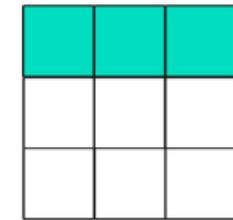
$$\frac{3}{12}$$



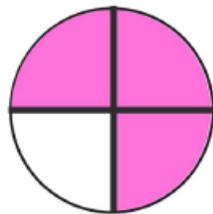
$$\frac{6}{10}$$



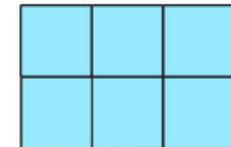
$$\frac{3}{9}$$



$$\frac{3}{4}$$



$$\frac{6}{6}$$



Name: - _____

Date: - 02.02.21

Comparing Fractions with the same denominator.

Write < (less than), > (more than) or = (equals) above the line to make the statement correct.

$$\frac{3}{5} \quad \underline{\hspace{1cm}} \quad \frac{1}{5}$$

$$\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{1}{3}$$

$$\frac{3}{4} \quad \underline{\hspace{1cm}} \quad \frac{1}{4}$$

$$\frac{2}{5} \quad \underline{\hspace{1cm}} \quad \frac{2}{5}$$

$$\frac{2}{5} \quad \underline{\hspace{1cm}} \quad \frac{1}{5}$$

$$\frac{2}{5} \quad \underline{\hspace{1cm}} \quad \frac{3}{5}$$

$$\frac{3}{4} \quad \underline{\hspace{1cm}} \quad \frac{1}{4}$$

$$\frac{1}{3} \quad \underline{\hspace{1cm}} \quad \frac{1}{3}$$

$$\frac{3}{5} \quad \underline{\hspace{1cm}} \quad \frac{2}{5}$$

$$\frac{2}{4} \quad \underline{\hspace{1cm}} \quad \frac{2}{4}$$

$$\frac{1}{4} \quad \underline{\hspace{1cm}} \quad \frac{2}{4}$$

$$\frac{2}{4} \quad \underline{\hspace{1cm}} \quad \frac{2}{4}$$

$$\frac{1}{4} \quad \underline{\hspace{1cm}} \quad \frac{3}{4}$$

$$\frac{1}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$$

$$\frac{1}{5} \quad \underline{\hspace{1cm}} \quad \frac{1}{5}$$

$$\frac{1}{4} \quad \underline{\hspace{1cm}} \quad \frac{1}{4}$$

$$\frac{1}{5} \quad \underline{\hspace{1cm}} \quad \frac{3}{5}$$

$$\frac{1}{4} \quad \underline{\hspace{1cm}} \quad \frac{2}{4}$$

$$\frac{1}{5} \quad \underline{\hspace{1cm}} \quad \frac{2}{5}$$

$$\frac{1}{5} \quad \underline{\hspace{1cm}} \quad \frac{1}{5}$$

Wednesday

03.02.21

Literacy

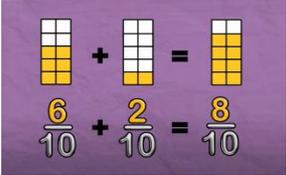
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Today you are going to write the build-up section of the story.</p> <p>Begin by reading the, ‘Wednesday’ section of the story and underline each key event that happens. You might find it useful to listen to the story on You Tube and then point to the words as you listen.</p>	<p>https://www.youtube.com/watch?v=K7aYNcv9uDI</p> <p>Story pg 5 & 6</p>
2	<p>Lots of things happen before Tranio realises that there is any danger. This is the, ‘build-up,’ to the main problem.</p> <p>Complete this list of events that happens in the Wednesday section (the build up).</p> <ul style="list-style-type: none"> - Dion & Tranio walk through shady streets - They go to a theatre - There is a pantomime rehearsal - Dion tells Tranio to sit and watch - Tranio enjoys the sword fights, clowns, actors and acrobats - Tranio gets bored - The steps creek and the building shakes - - - - - Can you carry on the key events? 	
3	<p>Use the list of events you have created to structure your writing today. For today’s writing, try to focus on the sentence openers you use. Try to use time adverbial openers to begin your sentences. Some examples are in the video in the resources. Remember to always use a comma after them.</p>	<p>https://www.youtube.com/watch?v=seaeluxlsqw – It’s a bit silly!</p>

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>PSHE</p> <p>Staying safe online.</p> <p>Watch Episode 1 on the website with an adult. After watching it, make a list of rules about what you should do if you see something that worries you on a website or an app.</p> <p>Talk with your adult about your favourite websites or apps and why you like them. Can you teach them how to use your website or app?</p>	<p>https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</p>
2	<p>History</p> <p>Watch the two videos about the Celtic warrior, Boudicca, who fought the Romans.</p> <p>https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zhn6cqt</p> <p>https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j</p> <p>Answer these two questions.</p> <p>Was Boudicca a hero or a villain?</p> <p>Why do you think she fought the Romans?</p> <p>Create a poster showing Boudicca and write some of the things she did on the poster. Have you drawn her as a hero or a villain?</p>	<p>https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zhn6cqt</p> <p>https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j</p>

Maths

Y3 children in Mrs Wallace's maths class will be sent alternative activities on Marvellous Me

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<ol style="list-style-type: none"> 1. £7.27 + £4.53 = 2. £9.48 - £4.62 = 3. 37 x 3 = <li style="padding-left: 20px;">6 x 10 = 4. 74 ÷ 2 = <li style="padding-left: 20px;">25 ÷ 5 = 5. What is 16:20 in 12 hour time?
2	<p>Today we are going to learn how to add two fractions with the same denominator.</p> <p>Use the link in the resources box to watch the video about how to add two fractions with the same denominator. You only need to watch to 1:11.</p> <div style="text-align: center;">  </div>	<p>https://www.youtube.com/watch?v=mO53rHElQr4</p>
3	<p>Add two fractions with like dominators together.</p> <p>Remember that the denominator stays the same.</p> <p>Challenge. Add three fractions together.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> $\frac{1}{6} + \frac{2}{6} + \frac{2}{6} =$ $\frac{1}{8} + \frac{3}{8} + \frac{2}{8} =$ $\frac{2}{7} + \frac{1}{7} + \frac{4}{7} =$ </div> <div style="text-align: center;"> $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$ $\frac{1}{5} + \frac{1}{5} + \frac{2}{5} =$ $\frac{2}{9} + \frac{2}{9} + \frac{3}{9} =$ </div> </div>	<p>See worksheet below. – pg 25</p>
4	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

Add two fractions together.

1) $\frac{3}{5} + \frac{1}{5} = \frac{\quad}{5}$

2) $\frac{1}{6} + \frac{4}{6} = \frac{\quad}{6}$

3) $\frac{2}{7} + \frac{3}{7} = \frac{\quad}{7}$

4) $\frac{3}{8} + \frac{5}{8} = \frac{\quad}{8}$

5) $\frac{2}{5} + \frac{2}{5} =$

6) $\frac{3}{10} + \frac{7}{10} =$

7) $\frac{2}{9} + \frac{5}{9} =$

8) $\frac{6}{11} + \frac{3}{11} =$

9) $\frac{7}{20} + \frac{13}{20} =$

10) $\frac{2}{7} + \frac{4}{7} =$

11) $\frac{11}{20} + \frac{3}{20} =$

12) $\frac{5}{12} + \frac{7}{12} =$

13) $\frac{4}{15} + \frac{4}{15} =$

14) $\frac{6}{25} + \frac{11}{25} =$

15) $\frac{7}{11} + \frac{3}{11} =$

16) $\frac{5}{13} + \frac{6}{13} =$

17) $\frac{8}{25} + \frac{9}{25} =$

18) $\frac{27}{100} + \frac{32}{100} =$

Thursday

04.02.21

Literacy

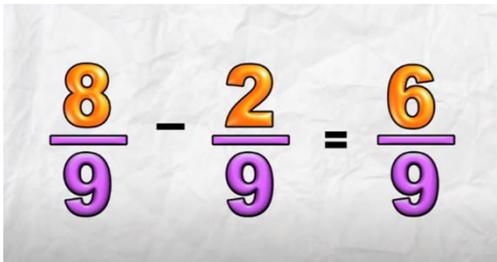
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Today you will write about the main problem: the volcanic eruption and the chaos it caused.</p> <p>Watch this video of a volcano erupting. Pompeii was right next to Mount Versuvius. The people of Pompeii didn't even know that this was a volcano so there was no way they could of expected this to happen to their city.</p> <p>As you watch the video, think about how it would feel to be stood next to the volcano. Think about the heat, the ash, the smoke, the destruction and the fear people would feel.</p>	<p>https://www.youtube.com/watch?v=R0Zbj7S22zs</p>
2	<p>Reread the Thursday section of the text from the story. This is the bit we are writing today:</p> <ul style="list-style-type: none"> -Tranio runs to Livia's house. -People in the town are scared and running around. -Tranio goes to the bakery but Livia is not there. -Livia finds Tranio and tells him it is really funny because her Dad is chasing their donkey. -They both run off to laugh at Livia's Dad -They notice the birds flying away from the town -The sky goes dark and cloudy -The air becomes filled with ash -Livia & Tranio get scared and decide to run towards the harbour to help them escape. -They sneak inside a boat & fall asleep 	<p>https://www.youtube.com/watch?v=K7aYNcv9uDI</p> <p>Story pg 5 & 6</p>
3	<p>Please write this section of your story. Try hard to include speech sentences which are punctuated with inverted commas. Don't forget about the extra punctuation which goes with the inverted commas. (. , ? !)</p>	

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Music Learn and sing the Boudicca song. https://www.youtube.com/watch?v=fL7YZVenxMI Can you think of some actions for each part of the song?</p> <p>OR – Year 3 can log in to their Tees Valley Music Charanga account using the username and password which has been given to you.</p>	<p>https://www.youtube.com/watch?v=fL7YZVenxMI</p>
2	<p>PE This is one of the challenges from Redcar and Eston School Sport Partnership’s Scrap Book Challenge.</p> <div style="background-color: #e6f2ff; padding: 10px; border: 1px solid #ccc;">  <p>Chatterbox</p> <p>Design your own!</p> <p>This challenge is to design and make your own chatterbox.</p> <p>Obviously the answers in the bottom layer MUST include healthy activity, healthy eating or wellbeing things to do or eat.</p> <p>See if you can get others in the house involved too.</p> <p>Once you have finished playing with your chatterbox, include it in your scrap book.</p> <p>If you need help to make a chatterbox, we found this great tutorial: https://www.youtube.com/watch/OGVkiVWJ0i8</p> </div> <p>As well as sharing it with school via our year group email, you ask your parents to share it on Redcar and Eston School Sport Partnership’s social media. Facebook@RedcarEstonSSP, Twitter@RedcarEston_SSP or Instagram@redcar-eston_ssp</p>	

Maths

Y3 children in Mrs Wallace's maths class will be sent alternative activities on Marvellous Me

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<ol style="list-style-type: none"> 1. £6.34 + £2.94 = 2. £8.46 - £4.83 = 3. 25 x 4 = 8 x 2 = 4. 75 ÷ 5 = 14 ÷ 2 = 5. What is 07:30 in 12 hour time?
2	<p>Today we are going to work on subtracting fractions.</p> <p>Use the link in the resources box to watch the video about how to add two fractions with the same denominator. You only need to watch to 1:18.</p> <div style="text-align: center; margin: 10px 0;">  </div>	<p>https://www.youtube.com/watch?v=c5dNa2TVHiQ</p>
3	<p>Complete the worksheet on subtracting fractions.</p> <p>Don't forget that the denominator stays the same.</p> <p>Challenge</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 10px;"> <div style="width: 45%;">1) $\frac{6}{7} - \frac{5}{7} = \text{---}$</div> <div style="width: 45%;">2) $\frac{4}{5} - \frac{2}{5} = \text{---}$</div> <div style="width: 45%;">3) $\frac{17}{20} - \frac{6}{20} = \text{---}$</div> <div style="width: 45%;">4) $\frac{10}{10} - \frac{\text{---}}{10} = \frac{3}{10}$</div> <div style="width: 45%;">5) $\frac{12}{16} - \frac{\text{---}}{16} = \frac{5}{16}$</div> <div style="width: 45%;">6) $\frac{9}{12} - \frac{\text{---}}{12} = \frac{5}{12}$</div> <div style="width: 45%;">7) $\text{---} - \frac{2}{4} = \frac{1}{4}$</div> <div style="width: 45%;">8) $\text{---} - \frac{3}{11} = \frac{5}{11}$</div> </div>	<p>See below for worksheet. – pg 30</p>
4	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

Subtracting

1) $\frac{3}{5} - \frac{1}{5} = \frac{\quad}{5}$

2) $\frac{2}{3} - \frac{1}{3} = \frac{\quad}{3}$

3) $\frac{5}{7} - \frac{3}{7} = \frac{\quad}{7}$

4) $\frac{5}{8} - \frac{4}{8} = \frac{\quad}{8}$

5) $\frac{4}{5} - \frac{2}{5} = \frac{\quad}{5}$

6) $\frac{8}{10} - \frac{7}{10} = \frac{\quad}{10}$

7) $\frac{7}{9} - \frac{5}{9} =$

8) $\frac{8}{11} - \frac{3}{11} =$

9) $\frac{16}{20} - \frac{13}{20} =$

10) $\frac{6}{7} - \frac{4}{7} =$

11) $\frac{11}{20} - \frac{4}{20} =$

12) $\frac{11}{12} - \frac{6}{12} =$

13) $\frac{13}{15} - \frac{9}{15} =$

14) $\frac{14}{25} - \frac{11}{25} =$

15) $\frac{7}{11} - \frac{3}{11} =$

16) $\frac{12}{13} - \frac{6}{13} =$

17) $\frac{16}{25} - \frac{9}{25} =$

18) $\frac{27}{50} - \frac{14}{50} =$

Friday
05.02.21

Literacy

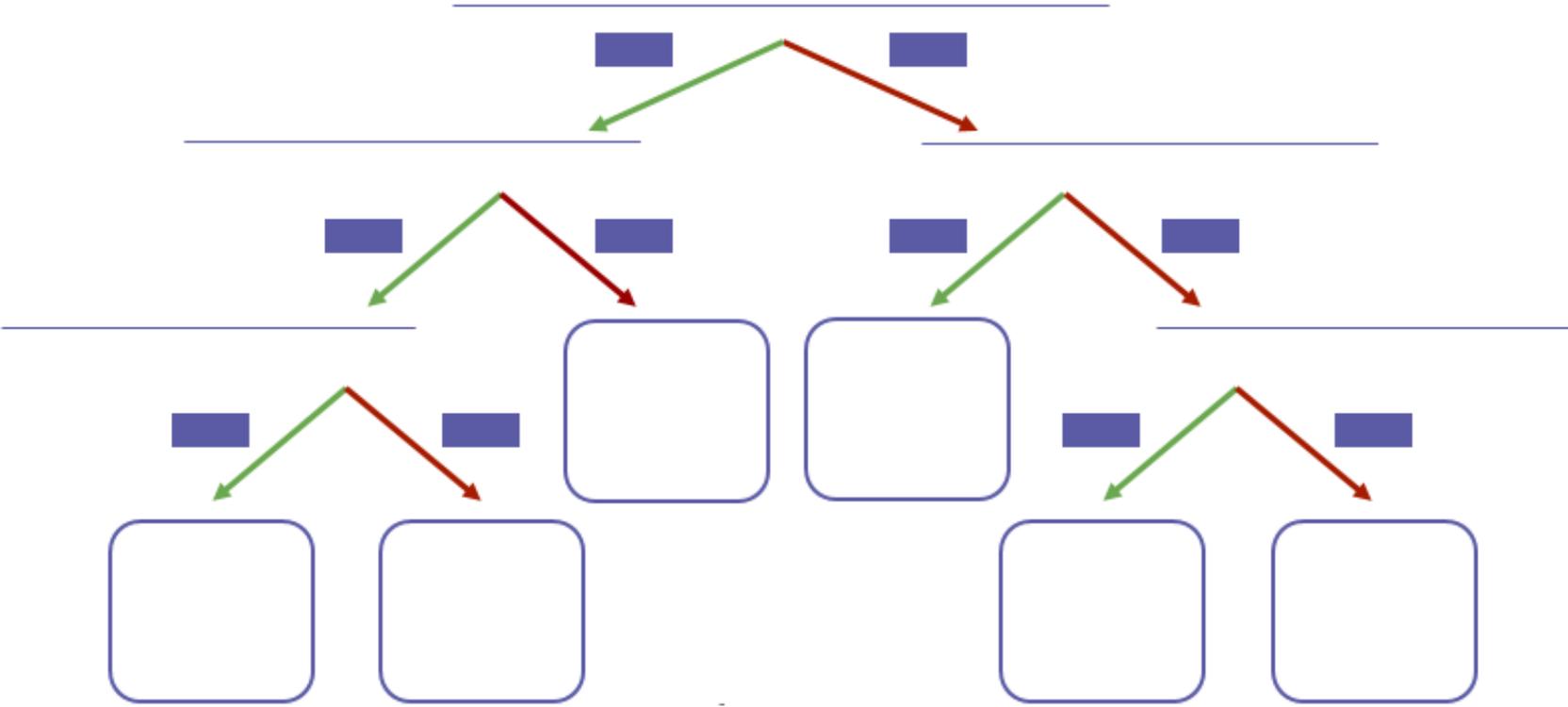
Literacy						
	<u>Activity Description</u>	<u>Resources</u>				
1	<p>Today is the final section of your story. Reread the Friday section of the text to remind yourself what happens. Do you think that the story has a happy ending? Why do you think that?</p>	<p>https://www.youtube.com/watch?v=K7aYNcv9uDI</p> <p>Story pg 5 & 6</p>				
2	<p>The ending of the story is set many years after the volcano exploded. The city of Pompeii is now buried under ground after the lava covered it. Tranio and Livia are grown up and they return to the land that was once Pompeii and think back to happy times.</p> <p>Think about the setting that Tranio and Livia will now be visiting. It will be very different to the busy city of Pompeii you described in your first paragraph on Monday. Complete the table again for this new setting where the story ends.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">SEE</td> <td style="width: 50%; text-align: center;">FEEL</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	SEE	FEEL		
SEE	FEEL					
3	<p>Write the final section of your story and try to use your work above to describe the silent, eerie setting which Tranio and Livia now find themselves in.</p> <p>Think about the work we did last week about ending your story with a rhetorical question. These leave the reader thinking about your story even when it is finished. Can you think of one to end your writing with today?</p>					

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>ICT</p> <p>You have been creating branching databases using technology. Today, can you create your own written version? Choose six animals, foods or sports. Think of questions you could ask to sort them (Does it have wings? Is it a fruit? Do you need a ball?) The use the attached sheet to write your questions and organise your answers.</p> <p>These question openers might help you think of your questions.</p> <p>Question openers:</p> <ul style="list-style-type: none"> ● Is it _____ ● Does it _____ ● Does it have _____ ● Does it have more than _____ 	Attached sheet (pg 34).
2	<p>On Friday afternoon at 1:30 we will have our LIVE Zoom PSHE / Reflection session. Please follow the link which you are sent on Marvellous Me to join in with this. We can't wait to see you.</p> <p>After the Zoom call, please complete the Kahoot quiz about this week's learning using the link you have been sent on Marvellous Me.</p>	

Your own branching database

Using the sheet provided, you need to create a branching database about a topic of your choosing. The database will need to have six drawn objects and five written questions.



Maths

Y3 children in Mrs Wallace's maths class will be sent alternative activities on Marvellous Me

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<ol style="list-style-type: none"> 1. £7.23 + £6.15 = 2. £7.63 - £4.72 = 3. 41 x 3 = 6 x 3 = 4. 47 ÷ 4 = 60 ÷ 10 = 5. What is 4:05pm in 24 hour time?
2	<p>Today we are going to see how much we can remember. Let's start with adding and subtracting fractions with like denominators. Make sure you look carefully at the symbol.</p> <div style="display: flex; flex-wrap: wrap; gap: 20px;"> <div style="width: 45%;">1) $\frac{2}{5} + \frac{1}{5} = \frac{\quad}{5}$</div> <div style="width: 45%;">2) $\frac{3}{6} - \frac{2}{6} = \frac{\quad}{6}$</div> <div style="width: 45%;">3) $\frac{2}{7} + \frac{4}{7} = \frac{\quad}{7}$</div> <div style="width: 45%;">4) $\frac{1}{8} + \frac{2}{8} = \frac{\quad}{8}$</div> <div style="width: 45%;">5) $\frac{3}{5} - \frac{1}{5} = \frac{\quad}{5}$</div> <div style="width: 45%;">6) $\frac{5}{10} - \frac{4}{10} = \frac{\quad}{10}$</div> <div style="width: 45%;">7) $\frac{2}{9} + \frac{3}{9} =$</div> <div style="width: 45%;">8) $\frac{6}{11} - \frac{3}{11} =$</div> <div style="width: 45%;">9) $\frac{9}{20} - \frac{2}{20} =$</div> <div style="width: 45%;">10) $\frac{1}{7} + \frac{4}{7} =$</div> <div style="width: 45%;">11) $\frac{8}{20} + \frac{3}{20} =$</div> <div style="width: 45%;">12) $\frac{8}{12} - \frac{3}{12} =$</div> </div>	
3	<p>Now complete the fractions quiz.</p> <p>What do you think you have done well this week?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>What do you need to practise?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>	<p>See sheet below. – pg 36</p>
4	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

Fractions Quiz

<p>Shade $\frac{1}{5}$ of the circle.</p> 	<p>Shade $\frac{3}{5}$ of the circle</p> 
<p>True or False?</p>  <p>$\frac{1}{3}$ of this shape is shaded.</p>	<hr/> <hr/> <hr/>
<p>Complete the sentences to describe the apples.</p>  <p><input type="text"/> of the apples are red. <input type="text"/> of the apples are green</p> <p><input type="text"/> and <input type="text"/> make one whole.</p>	
<p>Ted says,</p>  <p>I have one pizza cut into 6 equal pieces. I have eaten $\frac{2}{6}$ of the pizza.</p> <p>Does Ted have any pizza left? Explain your answer.</p>	<hr/> <hr/> <hr/> <hr/>
<p>Complete the sentence</p> <p>When a fraction is equal to a whole, the numerator and the denominator are _____</p>	<p>Use pictures to prove your answer.</p>
<p>Jack and Kira are solving $\frac{4}{5} - \frac{2}{5}$</p> <p>Jack's method: </p> <p>Kira's method: </p> <p>They both say the answer is two fifths. Can you explain how they have found their answers?</p>	

Return to school by Friday 5th February 2021 Focus - have the i sound spelt igh

Spellings	Monday	Tuesday	Wednesday	Thursday
might				
knight				
nightmare				
tightening				
brightest				
flightless				
lightening				
height				
higher				
delight				

Choose three of these words to make into sentences with these sentence starters:

As

When

If

u	g	e	a	b	a	l	r	m	e	j	z	p	m	f
x	e	d	e	l	i	g	h	t	g	w	t	e	y	l
b	h	g	o	c	t	n	e	n	a	c	i	g	j	i
y	j	e	a	t	r	n	i	a	t	e	c	j	t	g
o	y	v	i	q	b	n	i	h	n	s	a	j	f	h
t	l	y	i	g	e	r	g	g	a	q	q	n	p	t
f	i	o	b	t	h	i	i	z	h	f	a	i	a	l
i	v	g	h	o	n	t	m	g	z	t	j	h	d	e
w	a	g	h	k	s	f	i	w	h	m	m	x	k	s
b	i	b	h	t	j	b	g	q	x	t	h	a	g	s
l	i	k	y	i	e	u	h	e	g	l	e	m	r	p
f	o	e	u	c	g	n	t	m	j	t	p	s	c	e
c	q	t	s	o	l	h	i	j	l	t	a	m	t	f
r	u	u	m	g	y	d	e	n	y	e	v	q	s	h
g	k	w	w	p	f	o	l	r	g	a	j	u	e	a

brightest delight flightless
 height higher knight lightening
 might nightmare tightening