

Year 3 Monday 22nd February

Daily time table - these don't need to be done in order, as long as all activities are completed by the end of the day (3:05)

Hi guys,
We hope you all had a lovely half term!
Just to give grown-ups a heads up for our DT lesson this Friday, as we will be looking at packed lunches. For the lesson you'll need some of the foods you eat for lunch.
Many thanks,
Miss Cartwright, Mrs. Warnes and Miss Dorr.

Maths:

LO: Can I understand that clocks have more than one scale?

Morning problem:

Amir has £2.40 in 10p coins.
How many coins does he have?



Mrs.

Warnes'

group:

LO: Can I identify the number of hours in a day?

Times tables:

I can complete 12 times table calculations.

$$0 \times 12 = \underline{\quad}$$

$$1 \times 12 = \underline{\quad}$$

$$2 \times 12 = \underline{\quad}$$

$$3 \times 12 = \underline{\quad}$$

$$4 \times 12 = \underline{\quad}$$

$$5 \times 12 = \underline{\quad}$$

$$6 \times 12 = \underline{\quad}$$

$$7 \times 12 = \underline{\quad}$$

$$8 \times 12 = \underline{\quad}$$

$$9 \times 12 = \underline{\quad}$$

$$10 \times 12 = \underline{\quad}$$

$$11 \times 12 = \underline{\quad}$$

$$12 \times 12 = \underline{\quad}$$

Daily:

- Listen to a times table song on YouTube
- Chant them forwards and backwards
- How do they link with other tables?
- Do you notice a pattern?

For the learning this week, all children in Y3 will be using Oak National Academy to learn about time. Mrs. Warnes' group will also have an Oak National Academy lesson to follow.

In addition to the Oak Academy lessons, please also complete time related activities on Mathletics. Do email if you need your child's log-in!

There are also plenty of games online to support learning with telling the time. I will link what I have found:

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

<https://www.topmarks.co.uk/time/teaching-clock>

<http://www.maths-games.org/time-games.html>

Monday time challenge:

Discuss time vocabulary with your child.

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- a quarter past
- It's a quarter past 4.
- half past
- It's half past 9.
- a quarter to
- It's a quarter to 12.
- AM
- It's 7:50 AM.
- PM
- It's 11:20 PM.
- noon
- midnight

Go through ways of saying each one (e.g. 10 to 8/7:50) and test them on what they've found.

Follow the teacher, and stop when they tell you to stop, so you can complete the independent work. They will tell you when to do this.

If you complete maths in the classroom (most children):

In this lesson, you will learn that there are two measuring scales on a clock.

<https://classroom.thenationalacademy/lessons/understanding-that-clocks-have-more-than-one-scale-64wpae>

Please complete the following independent task, as per the teacher's instructions.

Independent task

Look at each clock face on the task sheet.

Work out and write down what the minute hand is showing by reading the minute scale.

Then work out and write down what the hour hand is showing using the numbers.

Use these two pieces of information to write the correct time in words.

Check your answer makes sense.



The minute hand indicates

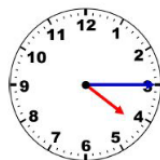
_____.

The hour hand indicates between

_____.

Therefore, I know the time is

_____.



The minute hand indicates

_____.

The hour hand indicates between

_____.

Therefore, I know the time is

_____.



The minute hand indicates

_____.

The hour hand indicates between

_____.

Therefore, I know the time is

_____.

Mrs Warnes' group (only complete this activity if you go out for maths with Mrs. Warnes').

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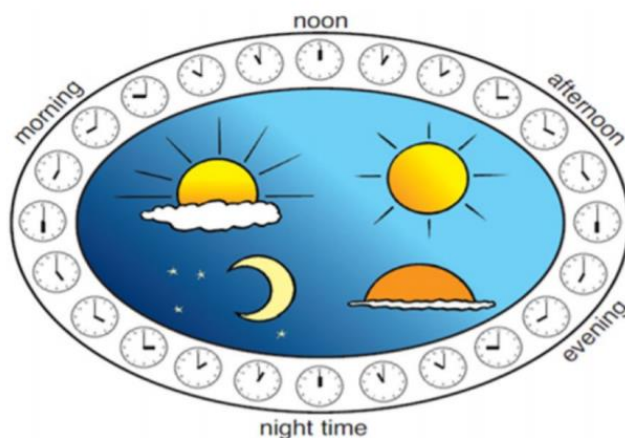
Follow the teacher, and stop when they tell you to stop, so you can complete the independent work. They will tell you when to do this.

In this lesson, you will learn that there are 24 hours in a day.

<https://classroom.thenational.academy/lessons/knowning-the-number-of-hours-in-one-day-69k30r>

Independent Task

- Roll a die.
- Move forward that many hours.
- Decide on an event that would match the time you have landed on.



English

LO: Can I design my own mythical creature?

We are starting a new unit! This time, we are going to be creating our own mythical animal and doing some accompanying writing.

For today, read the instructions and have a go at creating your own mythical beast!

Invent your own mythical beast

To start our unit of work, spend some time making up your own mythical beast. It could have different parts of interesting animals. Think about its legs, body and head. It might have a tail, wings or fins.

I had a go with some pencil crayons in my notebook. As you can see, I am not brilliant at drawing, but I had a lot of fun. My creature has the head and neck of a flamingo, the body and wings of a penguin, the legs of an elephant and a skunk's tail. I have called it the Flamenguin.

If you would like some help with your drawing, there are lots of really helpful artists and guides online for drawing animals. Google 'how to draw an elephant', for example, and you will be able to find some help. Make sure you tell an adult what you are doing. Draw yours here:



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	<p>I have linked a playlist of videos from YouTube below, which have lots of different videos showing you how to draw different animals.</p> <p>https://www.youtube.com/watch?v=jNawjZ40pOY&list=PLnoO3k54vcBTWDArEYxKGD BZXkVv7GM1F</p>
Reading	<p>Spend some time reading your book. You can read in your head, but please also read to an adult.</p> <p>Continue to use the list of questions that have been supplied on the previous daily plans. You can download the Libby app, which allows you to borrow books and e-books from your local library.</p> <p>Those children who are reading banded books - use the Oxford Owl website to find eBooks to read. https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</p> <p>Oak National Academy also have an online library which may be of use: https://library.thenational.academy/</p> <p>Continue to fill in your reading records and completing the activities in your reading records.</p> <p><i>If you can, please send in a video of your child reading aloud and answering questions. This will allow myself and the TAs to assess their reading and move them up to the next reading level, if appropriate.</i></p>
Spellings LO: Can I look, say, write, cover, check?	<p>Read all of your spellings aloud. Do you recognise any of them? Which ones don't you know?</p> <p>Once you have done this, complete a 'look, say, cover, write, check' task.</p> <p>You look at the word.</p> <p>Say the word aloud.</p> <p>Cover up the word so you can't see it!</p> <p>Write the word, trying to spell it correctly.</p> <p>Check to see if you got it correct!</p> <p>Send me what you have learnt on the class email.</p>
Afternoon lessons: Topic: Can I identify the importance and the function	<p>We are continuing our 'Healthy Me!' topic by having a look at the skeleton today.</p> <p>In this lesson, we will learn about the function of our skeleton as well as some of our major bones. We will also learn about different types of joints. Finally, we will discuss the differences between exoskeletons and endoskeletons.</p> <p>https://classroom.thenational.academy/lessons/what-are-the-major-bones-in-the-human-body-69gpac</p> <p>Complete the following tasks, as per the teacher's instructions (I will also upload a PDF of the tasks):</p>

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of the skeleton?

Answer this question:

1. What do you think an exoskeleton might mean?

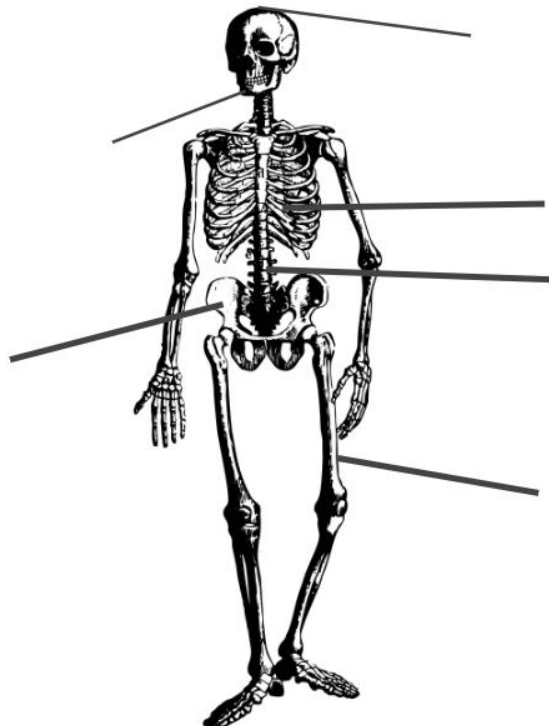
Answer these questions:

1. What are the three functions of the skeleton?

Answer these questions:

1. How do our bodies move?
2. What set of bones helps keep our body upright?
3. What bone structure helps protect our brain?
4. What bone structure helps protect our lungs and heart?

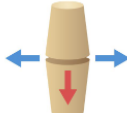
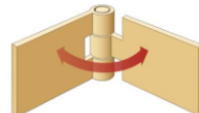

Can you label the bones we just discussed?



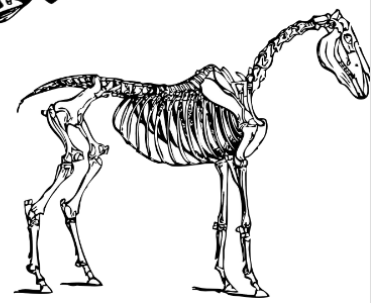
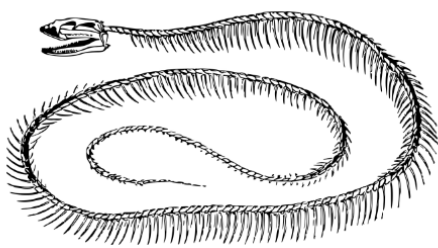
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Can you complete this table?

Type of joint	Image	Type of movement
		
		
		

Name the animals that these endoskeletons belong to:



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Label these animals as animals with exoskeletons or endoskeletons



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Finally, please watch this video. Make notes on the video and keep them safe:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-do-muscles-and-bones-work/zfgtscw>

Please ensure that you email completed work to rowan@lyng.norfolk.sch.uk so I can provide feedback on certain pieces to ensure progression.

I will provide feedback via the class email.

Y3	Y4	Miss Dorr's group
perhaps address guard material recent guide forward fruit	different exercise regular complete remember sentence separate special thought weight	child children wild climb most only even class grass class sure