


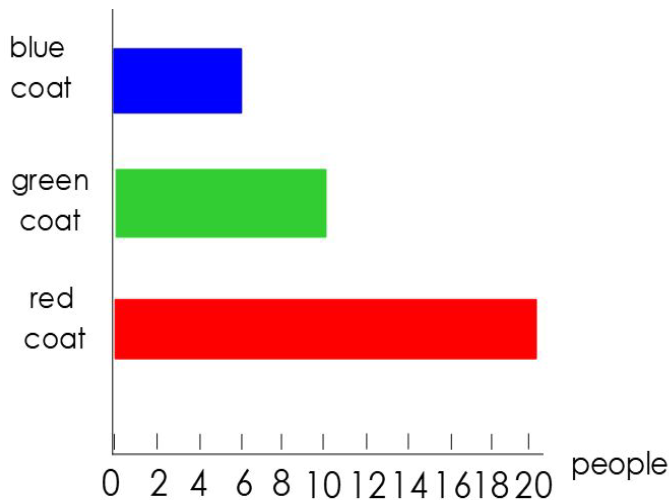
Year 3 5.3.21

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)

Maths:	<p>Morning problem: <i>Have a go at making up your own 'I am thinking of a number' problems. Get a family member or a friend to solve it. Can you talk them through the answer?</i></p>																		
	<p>Times tables - answer the following problems:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>$16 = 8 \times \underline{\quad}$</td> <td>$8 \times \underline{\quad} = 80$</td> <td>$7 \times 7 = \underline{\quad}$</td> <td>$\underline{\quad} \times 9 = 63$</td> <td>$\underline{\quad} \times 9 = 27$</td> <td>$9 \times \underline{\quad} = 36$</td> </tr> <tr> <td>$5 \times 3 = \underline{\quad}$</td> <td>$\underline{\quad} \times 2 = 12$</td> <td>$\underline{\quad} \times 1 = 8$</td> <td>$\underline{\quad} \times 10 = 30$</td> <td>$24 = 4 \times \underline{\quad}$</td> <td>$2 \times \underline{\quad} = 14$</td> </tr> <tr> <td>$\underline{\quad} \times 3 = 30$</td> <td>$20 = \underline{\quad} \times 5$</td> <td>$\underline{\quad} \times 9 = 81$</td> <td>$9 \times \underline{\quad} = 54$</td> <td>$\underline{\quad} \times 7 = 49$</td> <td>$8 \times 5 = \underline{\quad}$</td> </tr> </table>	$16 = 8 \times \underline{\quad}$	$8 \times \underline{\quad} = 80$	$7 \times 7 = \underline{\quad}$	$\underline{\quad} \times 9 = 63$	$\underline{\quad} \times 9 = 27$	$9 \times \underline{\quad} = 36$	$5 \times 3 = \underline{\quad}$	$\underline{\quad} \times 2 = 12$	$\underline{\quad} \times 1 = 8$	$\underline{\quad} \times 10 = 30$	$24 = 4 \times \underline{\quad}$	$2 \times \underline{\quad} = 14$	$\underline{\quad} \times 3 = 30$	$20 = \underline{\quad} \times 5$	$\underline{\quad} \times 9 = 81$	$9 \times \underline{\quad} = 54$	$\underline{\quad} \times 7 = 49$	$8 \times 5 = \underline{\quad}$
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	<p>Learning: <u>LO: Can I interpret and present data using bar graphs and pictograms?</u></p> <p>This lesson will include completing pictograms and bar charts from given data, as well as looking at the limitations of graphs.</p> <p>Follow the teacher's instructions and complete all tasks and quizzes.</p> <p>https://classroom.thenational.academy/lessons/interpreting-and-presenting-data-in-pictograms-and-bar-charts-6tk3ar</p> <p style="text-align: center;">Part 1</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Monday</th> <th style="padding: 5px;">Tuesday</th> <th style="padding: 5px;">Wednesday</th> <th style="padding: 5px;">Thursday</th> <th style="padding: 5px;">Friday</th> <th style="padding: 5px;">Saturday</th> <th style="padding: 5px;">Sunday</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">25</td> <td style="padding: 5px;">30</td> <td style="padding: 5px;">55</td> <td style="padding: 5px;">50</td> <td style="padding: 5px;">100</td> <td style="padding: 5px;">70</td> <td style="padding: 5px;">85</td> </tr> </tbody> </table> <p>Create a graph (pictogram or bar chart) using the data above.</p> <p>Title -</p> <p>Number of people who bought ice-creams in a week</p> <p>Challenge -</p> <p>Make up 3 questions for chart, one which can't be answered</p> <div style="text-align: right; margin-top: 20px;">  </div>	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	25	30	55	50	100	70	85				
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Part 2



Answer these answers with **true**, **false** or **can't say**

- 10 more have red coats than green
- Girls prefer green coats
- 12 people have blue coats
- Blue is the least popular choice of coat?
- Double the number of people prefer green over blue coats?
- It was a rainy week

If you are in Mrs Warnes' group, please follow these instructions:

LO: Can I interpret data from graphs?
















In this lesson, you will be comparing block diagrams and pictograms and interpreting data from them.

<https://classroom.thenational.academy/lessons/interpreting-data-from-scaled-pictograms-and-block-diagrams-c9h3gc>

Please complete all tasks and quizzes.

Question 1

How many people want to travel to Mercury?	What planet would my teacher prefer to visit?
How many people would want to go to Mars and Mercury?	Which planet is the least popular?
What time of year will each person visit a planet?	What is the total number of people asked?
How many people would want to go to Venus and Saturn?	How many people want to travel to the Moon?
What is the difference between the most popular and least popular planet?	How many more people want to go to Saturn than Neptune?
How many of the planets do aliens live on?	How many people chose Earth and Uranus?

 Mercury	
 Venus	
 Earth	
 Mars	
 Jupiter	
 Saturn	
 Uranus	
 Neptune	

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English	<p><u>LO: Can I create a mythical beast profile?</u></p> <p>You are in the middle of creating your mythical beast profile. Make sure that you include all of the information you need to, so the reader can learn more about your beast. Make sure you have included some detailed illustrations to go with your beast. You need to include:</p> <ul style="list-style-type: none">Full stops and capital lettersInteresting vocabCompound adjectivesSimilesRelative clauses <p>Aim to write the final two boxes today:</p> <p>SPECIAL FEATURE</p> <p>What magical powers does it have?</p> <p>INTERESTING FACT</p> <p>Extra, fascinating information</p>																		
Reading	<p>Spend some time reading your book. You can read in your head, but please also read to an adult. 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. 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>																		
Spellings	<p><u>LO: Can I complete a spelling test?</u></p> <table border="1" data-bbox="280 1738 1506 2101"><thead><tr><th data-bbox="280 1738 895 1783">Spelling - 'super-'</th><th data-bbox="895 1738 1506 1783">Miss Dorr's group - /u/ spelt as 'o'</th></tr></thead><tbody><tr><td data-bbox="280 1783 895 1827">superman</td><td data-bbox="895 1783 1506 1827">other</td></tr><tr><td data-bbox="280 1827 895 1872">superstar</td><td data-bbox="895 1827 1506 1872">brother</td></tr><tr><td data-bbox="280 1872 895 1917">supermarket</td><td data-bbox="895 1872 1506 1917">nothing</td></tr><tr><td data-bbox="280 1917 895 1962">supercar</td><td data-bbox="895 1917 1506 1962">money</td></tr><tr><td data-bbox="280 1962 895 2007">superglue</td><td data-bbox="895 1962 1506 2007">cover</td></tr><tr><td data-bbox="280 2007 895 2051">superhero</td><td data-bbox="895 2007 1506 2051">honey</td></tr><tr><td data-bbox="280 2051 895 2096">superpower</td><td data-bbox="895 2051 1506 2096">discover</td></tr><tr><td data-bbox="280 2096 895 2141">supersonic</td><td data-bbox="895 2096 1506 2141">wonder</td></tr></tbody></table>	Spelling - 'super-'	Miss Dorr's group - /u/ spelt as 'o'	superman	other	superstar	brother	supermarket	nothing	supercar	money	superglue	cover	superhero	honey	superpower	discover	supersonic	wonder
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	<p>Parents - do a spelling test with your child! How many did they get correct? Go over corrections.</p>														
<p>Afternoon lessons:</p>	<p>DT <u>LO: Can I develop a design for a packed lunch?</u> Today we are going to be having a think about what to put in our packed lunches:</p> <p>Your first task is to think about what your favourite and least favourite things are in a packed lunch:</p> <p>Analyse and make notes for two packed lunches</p> <table border="0" data-bbox="288 882 1422 1234"><thead><tr><th data-bbox="288 882 687 913">Favourite packed lunch</th><th data-bbox="938 882 1422 913">Least favourite packed lunch</th></tr></thead><tbody><tr><td data-bbox="288 958 309 987">•</td><td data-bbox="938 958 959 987">•</td></tr><tr><td data-bbox="288 1010 309 1039">•</td><td data-bbox="938 1010 959 1039">•</td></tr><tr><td data-bbox="288 1061 309 1090">•</td><td data-bbox="938 1061 959 1090">•</td></tr><tr><td data-bbox="288 1113 309 1142">•</td><td data-bbox="938 1113 959 1142">•</td></tr><tr><td data-bbox="288 1164 309 1193">•</td><td data-bbox="938 1164 959 1193">•</td></tr><tr><td data-bbox="288 1216 309 1245">•</td><td data-bbox="938 1216 959 1245">•</td></tr></tbody></table> <p>Then, I want you to have a think about these questions. You don't have to write down your answers, jus have a think or a discussion about them:</p> <ol style="list-style-type: none">1) What kind of lunchtime snacks do you think are healthy?2) What healthy fillings would you eat in a sandwich?3) What types of fruit would you like me to use in my healthy lunch?	Favourite packed lunch	Least favourite packed lunch	•	•	•	•	•	•	•	•	•	•	•	•
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4) What types of vegetables would you like me to use in my healthy lunch?

5) What foods that are high in salt and sugar should I avoid?

6) What could I use or do to make my healthy lunch more appealing for a child to eat?

Once you have done this, you can get designing your lunch! You could draw it or just write down in a list what you would include.

PE

LO: Can I complete dynamic balance activities?

Go to www.jasmineactive.com and log in using your log in details.

Go to KS2

Click on the link that says 'dynamic balance. It looks like this:



Work through the tasks, try to do as many as you can!



Dynamic Balance



3 Limb Race (PB Challenge)



Training Circuit (Personal)



Follow the Leader (Social)

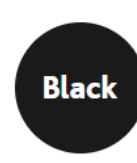


Mirror, Match, Contrast (Cognitive)



Original Sequence (Creative)

Remember to choose your challenge:



And to follow these for videos, instructions and top tips!

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Remember, it's important to stay active, so even if you can't access Real PE, try to complete some form of exercise such as a YouTube workout, some yoga or get outside!

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.