Year 3 1.3.21

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:

Morning problem:

I'm thinking of a number between 1 and 50.
It has a 4 in the tens column.
It is odd.
It is smaller than 43.
My number is _____

Times tables – answer the following problems:

1.	8 x 7 =		
2.	4 x 7 =		
3.	2 x 3 =		
4.	11 x 8 =		
5.	4 x 12 =		
6.	1 x 3 =		
7.	8 x 4 =		
8.	4 x 10 =		
9.	8 x 3 =		
10.	3 x 8 =		
11.	4 x 6 =		
12.	3 x 9 =		

13.	64 ÷ 8 =		
14.	12 ÷ 4 =		
15.	33 ÷ 3 =		
16.	16 ÷ 8 =		
17.	20 ÷ 4 =		
18.	24 ÷ 3 =		
19.	8 ÷ 8 =		
20.	48 ÷ 4 =		
21.	21 ÷ 3 =		
22.	40 ÷ 8 =		
23.	40 ÷ 4 =		
24.	27 ÷ 3 =		

Learning:

This week in maths, we will be looking at graphs. Have a think about what you already know about graphs.

1. Can you name any graphs?
2. Have you used a graph before?
3. Why are graphs useful?

We will be continuing to use Oak National Academy for our maths lessons. Remember to follow the teacher's instructions and complete the tasks when they tell you to.

LO: Can I read and understand pictograms?

In this lesson, you will consider what data is and how this can be represented using pictograms, including where pictures represent more than 1.

https://classroom.thenational.academy/lessons/reading-and-understanding-pictograms-6xj62c

Complete the following tasks and the online quiz:

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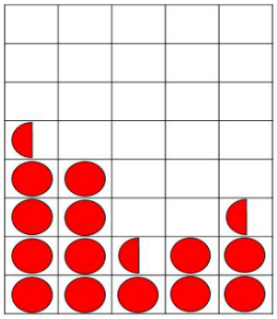
Main task Part A

Modes of transport used by pupils to travel from school on Tuesday afternoon



Each symbol ● represents 2 pupils.

True or false?

1. 3 people travelled by car
2. Bus is the least popular mode of transport
3. 6 people travelled by train
4. 1 more person walked than went by bike
5. 2 more people went by train than by bus
6. Double the number of people went by bike than by bus

Challenge -

How many people were surveyed?

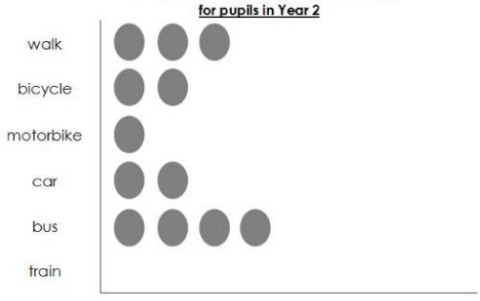
Why do you think most people walk to this school?

2

For the true or false questions, try to explain your answer too.

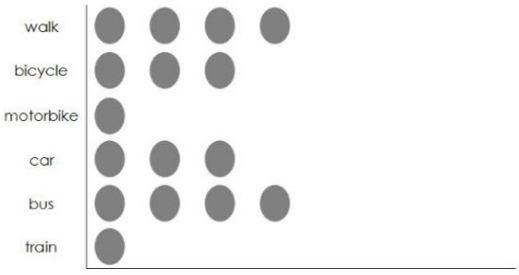
Main task part B

Transport to school on Tuesday morning for pupils in Year 2



Each ● stands for 4 pupils.

Transport to school on Tuesday morning for pupils in Year 3



Each ● stands for 3 pupils.

3

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Main task part B

Questions

1. How many pupils in total came by bus?
2. Did more pupils walk from year 2 or year 3?
3. How many pupils in year 2 took the train?
4. The same number of pupils from each year came by motorbike, true or false?
5. How many more went by bike in Year 3 than in Year 2?

Challenge -

2 children from year 2 got a taxi. How would you represent this?

4

If you go out for maths with Mrs Warnes, please follow these instructions:

LO: Can I represent and interpret data using pictograms?

In this lesson, you will be creating a pictogram and interpreting data from this pictogram.

https://classroom.thenational.academy/lessons/representing-and-interpreting-data-using-a-pictogram-64r66c

Complete the following task and the online quiz:

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<table>
<tr>
<td></td>
<td>
Complete these sentences.

1. There are ☐ aliens with 4 eyes.
2. There are ☐ aliens with 2 eyes.
3. There are ☐ aliens altogether.
4. There are _____ (more/fewer) aliens with 3 eyes than aliens with 5 eyes.
5. There are _____ (more/fewer) aliens with 2 eyes than aliens with 4 eyes.
6. The most common number of eyes is ☐.
7. The least common number of eyes is ☐.
</td>
</tr>
<tr>
<td>English</td>
<td>
This week, we are going to spend a couple of days learning some writing techniques, then we will have a day of planning, and then a couple of days creating a profile for your mythical beast.

The Substitution Game

In this sentence from The River Unicorn text, the writer has picked three parts of the unicorn to describe in detail.

It has a sandy-brown coat, a mane like sea foam, and a transparent horn that seems to ripple and flow when the light catches it.

Extra detail has been added in three different ways:

1. two colours have been grouped together into a compound adjective (by using a hyphen) to make a more accurate description: sandy-brown;
2. a simile with 'like' is used to describe the mane: like sea foam;
3. the phrase 'that seems to' is used to add a relative clause for extra detail.

Today, we are going to be focussing on creating compound adjectives. This is when two or more adjectives are joined together to add extra detail to the noun. They have a hyphen to join the two words together.

Here are some videos about adjectives and nouns, in case you need a refresh:
https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc
https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpd8ng8
</td>
</tr>
</table>

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<table>
<tr>
<td></td>
<td>
1. Colour mixing with compound adjectives

Below you will find a word bank related to colours and texture. Try creating more vivid colour descriptions by combining words on the left with words on the right and joining them with a hyphen to make a compound adjective. Play around with different combinations and see which ones sound good. I have done two examples for you: burnt-orange; cloudy-white
<table>
<tr><td>rusty</td><td>pink</td></tr>
<tr><td>sea</td><td>black</td></tr>
<tr><td>dusty</td><td>grey</td></tr>
<tr><td>creamy</td><td>turquoise</td></tr>
<tr><td>misty</td><td>blue</td></tr>
<tr><td>midnight</td><td>green</td></tr>
<tr><td>smoky</td><td>red</td></tr>
<tr><td>murky</td><td>purple</td></tr>
</table>

You can use the ideas above, or you can come up with your own ones. Try to create some compound adjectives about your mythical beast, and include them within a sentence. Underline them to identify them.

E.g. The <u>smoky-grey</u> fur of the centaur stood on end, when he heard the enemy coming.

If you are in Miss Dorr's English group, your task is to just create the compound adjectives. As a challenge, you can try and include them within a sentence.
</td>
</tr>
<tr>
<td>Reading</td>
<td>
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. <u>https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</u>

Oak National Academy also have an online library which may be of use: <u>https://library.thenational.academy/</u>

Continue to fill in your reading records and completing the activities in your reading records.
</td>
</tr>
</table>

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Spellings

LO: Can I look, say, cover, write and check my spellings?

Spelling – 'super-'	**Miss Dorr's group - /u/ spelt as 'o'**
superman	other
superstar	brother
supermarket	nothing
supercar	money
superglue	cover
superheo	honey
superpower	discover
supersonic	wonder

Read all of your spellings aloud. Do you recognise any of them? Which ones don't you know?
Once you have done this, complete a 'look, say, cover, write, check' task.
You look at the word.
Say the word aloud.
Cover up the word so you can't see it!
Write the word, trying to spell it correctly.
Check to see if you got it correct!
Send me what you have learnt on the class email.

Afternoon lessons:

LO: Can I compare a human and animal anatomy?

In this lesson, you will learn about the differences between humans and other animals. You will first learn about vertebrates and invertebrates, followed by the differences of animals who use lungs and gills to breathe. Then, you will briefly compare brains of animals. Finally, you will complete some application questions.

https://classroom.thenational.academy/lessons/how-does-human-anatomy-compare-to-other-animals-6rvk4e

Complete the tasks below and the online quizzes too:

Think back to previous knowledge. Draw a line to match the terms:

Endoskeleton

Vertebrate

Exoskeleton

Invertebrate

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Thinking Task:

Do all invertebrates have an exoskeleton?

Vertebrates and invertebrates are divided into smaller groups. Sort these groups to show which are vertebrates and which are invertebrates.

insects reptiles crustaceans mammals arachnids fish birds amphibians

Vertebrates	Invertebrates

4

Recap Task: For each of the animal groups below, describe the organs they use to breathe.

Mammals 

Reptiles 

Birds 

Fish 

Amphibians 

5

Thinking Task:

What are some of the similarities between gills and lungs? What are some of the differences?

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Write whether each statement describes the gills or lungs:

Descriptions	Lungs or gills?
Takes in oxygen from air	
Takes in oxygen from water	
Organs of fish	
Organs of mammals (and other animals)	
Located in chest of animal	
Located in head of animal	

Answer these questions:

1. What animal has an olfactory bulb that is five times the size of humans?
2. Name two animals that have a larger brain than humans.

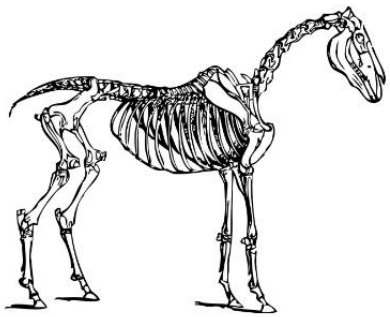
Look at the two skeletons below. Add the following labels to each:

Skull

Spine

Ribcage

Foot bones



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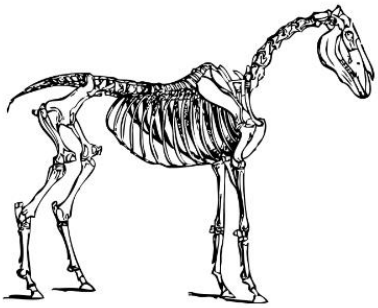
Now, with the help of those keywords, write at least one similarity and difference between humans and horses.

Skull

Spine

Ribcage

Foot bones



10

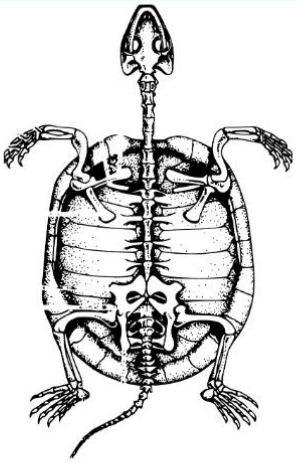
Look at the two skeletons below. Add the following labels:

Skull

Spine

Ribcage

Foot bones



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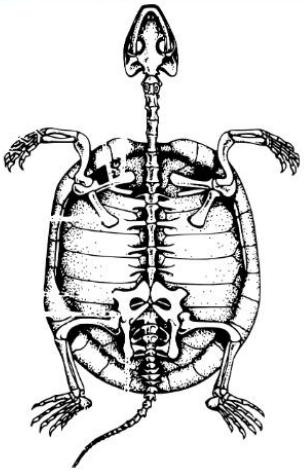
	Now, with the help of those keywords, write at least one similarity and difference between birds and turtles. Skull Spine Ribcage Foot bones   12

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.