

Year 3 2.3.21

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>I'm thinking of a number between 1 and 50.</i> <i>If I count up in 5s, I say this number.</i> <i>It is odd.</i> <i>It is bigger than 25 and smaller than 40.</i> <i>My number is _____</i></p>																																																																																																				
	<p>Times tables - answer the following problems:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;">1.</td><td style="width: 20%;">4 x 12 =</td><td style="width: 5%;"></td><td style="width: 5%;"></td></tr> <tr><td>2.</td><td>8 x 12 =</td><td></td><td></td></tr> <tr><td>3.</td><td>3 x 7 =</td><td></td><td></td></tr> <tr><td>4.</td><td>8 x 3 =</td><td></td><td></td></tr> <tr><td>5.</td><td>4 x 2 =</td><td></td><td></td></tr> <tr><td>6.</td><td>11 x 3 =</td><td></td><td></td></tr> <tr><td>7.</td><td>8 x 10 =</td><td></td><td></td></tr> <tr><td>8.</td><td>1 x 4 =</td><td></td><td></td></tr> <tr><td>9.</td><td>5 x 3 =</td><td></td><td></td></tr> <tr><td>10.</td><td>6 x 8 =</td><td></td><td></td></tr> <tr><td>11.</td><td>9 x 4 =</td><td></td><td></td></tr> <tr><td>12.</td><td>3 x 8 =</td><td></td><td></td></tr> </table> </td> <td style="width: 50%; vertical-align: top;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;">13.</td><td style="width: 20%;">32 ÷ 8 =</td><td style="width: 5%;"></td><td style="width: 5%;"></td></tr> <tr><td>14.</td><td>8 ÷ 4 =</td><td></td><td></td></tr> <tr><td>15.</td><td>18 ÷ 3 =</td><td></td><td></td></tr> <tr><td>16.</td><td>48 ÷ 8 =</td><td></td><td></td></tr> <tr><td>17.</td><td>44 ÷ 4 =</td><td></td><td></td></tr> <tr><td>18.</td><td>27 ÷ 3 =</td><td></td><td></td></tr> <tr><td>19.</td><td>8 ÷ 8 =</td><td></td><td></td></tr> <tr><td>20.</td><td>48 ÷ 4 =</td><td></td><td></td></tr> <tr><td>21.</td><td>9 ÷ 3 =</td><td></td><td></td></tr> <tr><td>22.</td><td>80 ÷ 8 =</td><td></td><td></td></tr> <tr><td>23.</td><td>28 ÷ 4 =</td><td></td><td></td></tr> <tr><td>24.</td><td>24 ÷ 3 =</td><td></td><td></td></tr> </table> </td> </tr> </table>				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;">1.</td><td style="width: 20%;">4 x 12 =</td><td style="width: 5%;"></td><td style="width: 5%;"></td></tr> <tr><td>2.</td><td>8 x 12 =</td><td></td><td></td></tr> <tr><td>3.</td><td>3 x 7 =</td><td></td><td></td></tr> <tr><td>4.</td><td>8 x 3 =</td><td></td><td></td></tr> <tr><td>5.</td><td>4 x 2 =</td><td></td><td></td></tr> <tr><td>6.</td><td>11 x 3 =</td><td></td><td></td></tr> <tr><td>7.</td><td>8 x 10 =</td><td></td><td></td></tr> <tr><td>8.</td><td>1 x 4 =</td><td></td><td></td></tr> <tr><td>9.</td><td>5 x 3 =</td><td></td><td></td></tr> <tr><td>10.</td><td>6 x 8 =</td><td></td><td></td></tr> <tr><td>11.</td><td>9 x 4 =</td><td></td><td></td></tr> <tr><td>12.</td><td>3 x 8 =</td><td></td><td></td></tr> </table>	1.	4 x 12 =			2.	8 x 12 =			3.	3 x 7 =			4.	8 x 3 =			5.	4 x 2 =			6.	11 x 3 =			7.	8 x 10 =			8.	1 x 4 =			9.	5 x 3 =			10.	6 x 8 =			11.	9 x 4 =			12.	3 x 8 =			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;">13.</td><td style="width: 20%;">32 ÷ 8 =</td><td style="width: 5%;"></td><td style="width: 5%;"></td></tr> <tr><td>14.</td><td>8 ÷ 4 =</td><td></td><td></td></tr> <tr><td>15.</td><td>18 ÷ 3 =</td><td></td><td></td></tr> <tr><td>16.</td><td>48 ÷ 8 =</td><td></td><td></td></tr> <tr><td>17.</td><td>44 ÷ 4 =</td><td></td><td></td></tr> <tr><td>18.</td><td>27 ÷ 3 =</td><td></td><td></td></tr> <tr><td>19.</td><td>8 ÷ 8 =</td><td></td><td></td></tr> <tr><td>20.</td><td>48 ÷ 4 =</td><td></td><td></td></tr> <tr><td>21.</td><td>9 ÷ 3 =</td><td></td><td></td></tr> <tr><td>22.</td><td>80 ÷ 8 =</td><td></td><td></td></tr> <tr><td>23.</td><td>28 ÷ 4 =</td><td></td><td></td></tr> <tr><td>24.</td><td>24 ÷ 3 =</td><td></td><td></td></tr> </table>	13.	32 ÷ 8 =			14.	8 ÷ 4 =			15.	18 ÷ 3 =			16.	48 ÷ 8 =			17.	44 ÷ 4 =			18.	27 ÷ 3 =			19.	8 ÷ 8 =			20.	48 ÷ 4 =			21.	9 ÷ 3 =			22.	80 ÷ 8 =			23.	28 ÷ 4 =			24.	24 ÷ 3 =	
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<p>Learning: <u>LO: Can I construct a pictogram?</u></p> <p>In this lesson, you will apply our knowledge of reading pictograms to edit, correct and construct your own.</p> <p>Remember to follow the teacher's instructions and complete the quizzes too.</p> <p>https://classroom.thenational.academy/lessons/constructing-pictograms-6rw6ar</p>																																																																																																					

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Task A

Lion	8
Rhino	8
Meerkat	14
Elephant	5
Antelope	3

Animal	Results
Lion	
Rhino	
Meerkat	
Elephant	
Antelope	

= 2 people

Jake has turned his data into a pictogram

How many mistake can you see?

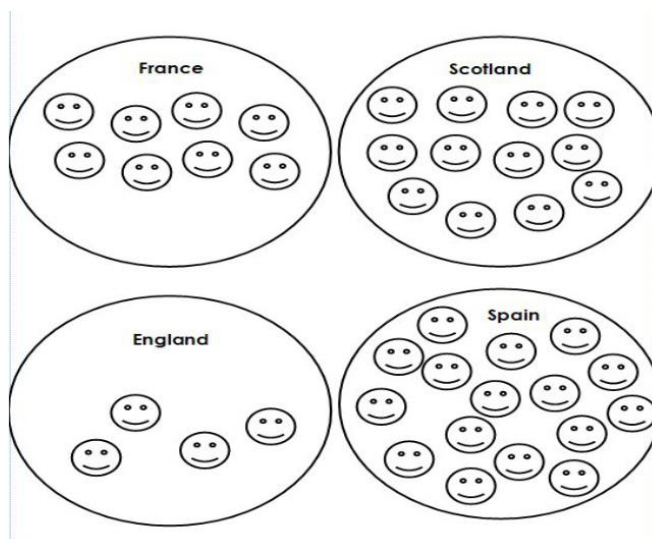
Can you correct them?

2

Task B

- This shows holiday choices.
- Here each face = 1.
- Turn this into a pictogram where one symbol = more than one

1. Rows or columns?
2. How many?
3. Decide on a scale (look for similarities with your numbers)



3

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

LO: Can use a block diagram and a table?

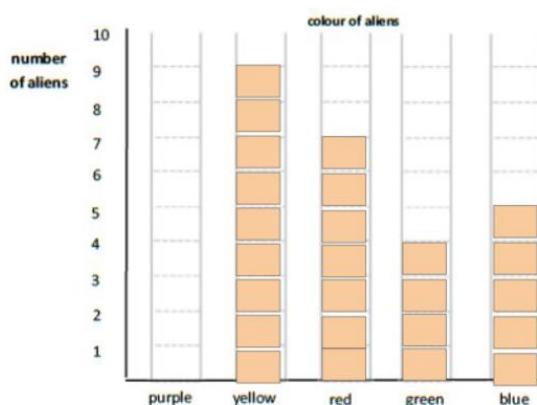
In this lesson, you will be interpreting data from a block diagram

<https://classroom.thenational.academy/lessons/representing-and-interpreting-data-on-a-block-diagram-and-a-table-cmt36d>

Please complete the tasks as the teacher tells you and the quizzes too.

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Question 1



Complete these sentences.

1. There are green aliens.
2. There are yellow aliens.
3. There are aliens altogether.
4. There are _____ (more/fewer) green aliens than yellow aliens.
5. There are _____ (more/fewer) blue aliens than purple aliens.
6. There are _____ (more/fewer) red aliens than purple aliens.
7. Which colour aliens are there the most of? _____
8. Which colour aliens are there the fewest of? _____



English

LO: Can I add further detail to my writing?

We are going to continue today to look at writing techniques.

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.

First of all, let's have a think about similes.

A simile is a piece of description that uses 'like' or 'as' to compare.

E.g. a tail like an emerald.

<https://www.twinkl.co.uk/teaching-wiki/simile> this website may help.

Your first task:

Try to come up with 5 similes to go with your mythical beast, as I did above.

Task 2...

Now we are going to bring all of our ideas together. Your task is to now write at least 3 sentences which contain:



1. A compound adjective
2. A simile

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	<p>3. And now a relative clause by adding 'that seems to...' you can use this video to help you: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt</p> <p>Have a look at the example below and have a go at creating your own:</p> <p>Using some of the ideas that we have been creating above, finish the sentences by writing the relative clause in the gap provided. You could explain how the horn moves, or what it seems to do when you look carefully.</p> <p>The River Unicorn has a sandy-brown coat, a mane like sea foam, and a transparent horn <u>that seems to ripple and flow when the light catches it.</u></p> <p>Using some of the ideas that we have been creating above, finish the sentences by writing the relative clause in the gap provided. You could explain how the horn moves, or what it seems to do when you look carefully.</p> <p>The River Unicorn has a sandy-brown coat, a mane like sea foam, and a transparent horn <u>that seems to ripple and flow when the light catches it.</u></p> <p>E.g. <i>The mermaid has ruby-red hair, a tail like an emerald and a singing voice that seems to hypnotise all the life around her.</i></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>																
Spellings	<p>LO: Can I check the meaning of words using an online dictionary?</p> <table border="1" data-bbox="280 1776 1506 2101"> <thead> <tr> <th data-bbox="280 1776 895 1821">Spelling - 'super-'</th> <th data-bbox="895 1776 1506 1821">Miss Dorr's group - /u/ spelt as 'o'</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1821 895 1865">superman</td> <td data-bbox="895 1821 1506 1865">other</td> </tr> <tr> <td data-bbox="280 1865 895 1910">superstar</td> <td data-bbox="895 1865 1506 1910">brother</td> </tr> <tr> <td data-bbox="280 1910 895 1955">supermarket</td> <td data-bbox="895 1910 1506 1955">nothing</td> </tr> <tr> <td data-bbox="280 1955 895 2000">supercar</td> <td data-bbox="895 1955 1506 2000">money</td> </tr> <tr> <td data-bbox="280 2000 895 2045">superglue</td> <td data-bbox="895 2000 1506 2045">cover</td> </tr> <tr> <td data-bbox="280 2045 895 2089">superhero</td> <td data-bbox="895 2045 1506 2089">honey</td> </tr> <tr> <td data-bbox="280 2089 895 2101">superpower</td> <td data-bbox="895 2089 1506 2101">discover</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
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supersonic	wonder		
<p>Afternoon lessons:</p>	<p>French</p> <p>LO: Can I describe animals?</p> <p>Today, we are going to be using our knowledge of French colours to describe animals. You can use this picture to help you:</p> <div style="text-align: center;"> <p><u>les couleurs</u></p>  </div> <p>You are going to use the animals we learnt last week and have a go at drawing and colouring them. Then, you will write a sentence describing the animal. Start your sentence with 'un', then followed by the animal and then the colour. E.g.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><i>Un poisson bleu.</i></p> </div> </div> <p>You can be as wild as you want with your colour choices!</p>		

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Music

LO: Can I find out about film scores?

We are going to continue to listen to some famous pieces of music from films. We will be looking at the composers, instruments, feelings and images.

Today, we are going to listen to 'You've got a Friend in Me' from the Toy Story films.

<https://www.youtube.com/watch?v=DNZUKm0ApEM>

Answer the following questions:

1. Who composed 'You've got a Friend in Me'?
2. Have they composed the music for any other films? Name three.
3. Name some of the instruments that you can hear in the piece.
4. What feelings do you have whilst listening to the music?
5. What images does this music make you think of? Draw them!

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.