

Year 3 Home School Provision Daily Pack

The following slides will be split into 4 separate activities.

They will consist of Maths, English, Reading and one other subject.

Each slide will be daily activities for you and your child to do at home.

We as a Year 3 team, will update these slides daily to the website – please keep an eye out!

Please email NJS.Year3@taw.org.uk with any queries to share any work and one of the Year 3 teachers will get back to you as soon as possible!

Thank you for your understanding and on going support during these times.

Maths

To add and subtract lengths using reasoning to solve problems.

Introduction

- 1 Olivia travelled 250 m to the bakery, then went to a concert 75 m away and finally travelled back home the exact same way that she came. What was the total distance she travelled?



How did you add the distances travelled by Olivia?
Can you think of a different way?
Which way do you think is the most efficient?

- 3 Miss Nicholson measured the height of four children in her class. What is their total height?



95cm

1m and 11cm

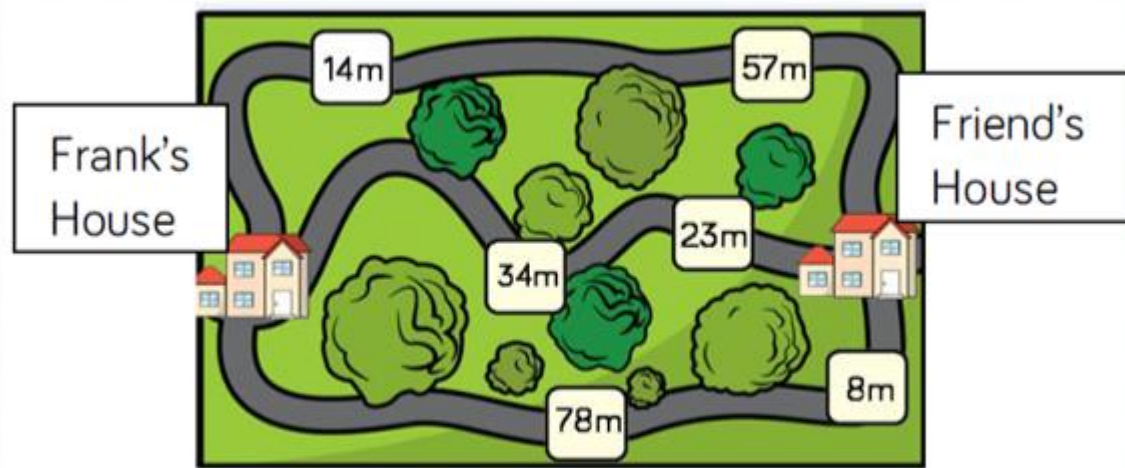
1m and 50mm

89cm

How did you add the lengths?

(Did you convert the measurements to the same units first?)

- 2 Frank needs to travel to his friend's house. He wants to take the shortest possible route. Which way should Frank go?

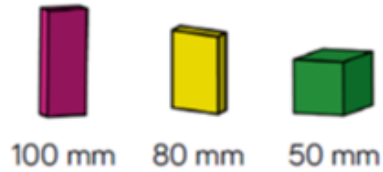


How did you find the total of their heights?
Was there a more efficient way of doing this?

1 star:

Solve Millie's problem. Can you make a tower measuring 56cm tall, just using the blocks shown? (There is more than one solution).

Millie is building a tower using these blocks.



How many different ways can she build a tower measuring 56 cm?

Can you write your calculations in mm and cm?

TASK: 2 Star and 3 star:

Working in groups of 4 (at school) or with your family (at home), measure your height and the height of partners/family.

1. Can you add up the total height of your group?
2. Can you put the heights in order in your books?
3. Can you write your height in cm, m, and mm?

Plenary

Jenny and her brother Alex measured the height of their family.



Jenny thinks their total height is 5 m and 50 cm

Alex thinks their total height is 6 m and 84 cm

Who is correct? Prove it.

English:

Objective: To write imaginatively and creatively for an explanation text.

Today, any idea you write is great!

There are no wrong or silly ideas. Be as fun and creative as you can be!

You need to think of an imaginative explanation as to how animals got their specific and recognisable traits!

You could write about and explain:

1. How did an elephant get its trunk?
2. How did a giraffe get its long neck?
3. How did a leopard get its spots?
4. How did the salt get into the sea?
5. How did the rabbit get long ears?
6. How did a zebra get its stripes?

English support resources:

Explanations

Title should explain what the explanation is for
e.g. 'What causes a tsunami?'

An opening statement about the subject
e.g. 'A tsunami is a giant powerful wave...'

Clear, simple key points about the subject
and why or how it occurs.

Use technical words where appropriate.

Use 'cause and effect' conjunctions e.g.
because, resulting in.

Use time conjunctions e.g.
Firstly, then, finally.

Write in the present tense.

End with a summary paragraph for the
explanation. Tell the reader something
interesting about the subject if possible.



Time Connectives
Help the reader to understand the order

Diagrams
Make sure your diagrams are clear and accurately

Technical Vocabulary
Remember, when using subject specific vocabulary, to put it in bold and in a glossary

Present Tense
These things are happening now

Introduction
Should introduce your main ideas, as well as giving some brief description

Text boxes
Interesting facts/ "Did you know?" boxes can help engage the reader

Title
Making your title a question can help guide your writing

HOW TO WRITE AN: EXPLANATION TEXT

Mr Parker's English example.

How did an elephant get its trunk?

This explanation text will explain to you how an elephant got its trunk.

There are many different rumours and many scientists have tried to find the answer to this long pondered question. Today, you will discover **the truth.**

Elephants are part of the same family that pigs belong to. Just like pigs, they used to have short noses and these noses are used to smell.

However, as elephants grow, they use their noses for more and more jobs to help them get food or to aid in doing other jobs.



Did you know?

Did you know that an elephant's trunk is able walk under water? They use their trunks by holding them in the air and use it to breathe whilst walking along the riverbed!



- When elephants are 10 months old, they begin to use their noses for these jobs as they learn. However, if they lift too much their noses eventually start to become longer and longer. Eventually, having used their noses for so much and lifting heavy objects they begin to get longer and not shrink back to its original size. The nose is now up to 15x larger now and is called a trunk.
- In conclusion, if the elephant never lifted anything with its nose then they would still be short- just like when they are young!



Reading - Thursday 21st January

To identify new
vocabulary and
understand its meaning

Re-read the chapter before you attempt the work. Practice reading aloud with an adult listening, if possible, recording it in your reading diary.

Chapter 1 A Brighter Tomorrow

“When I was your age, Finn, life wasn't so easy,” said Grandad. “Our InstaBreakfast took 30 seconds to make porridge.”

Finn sighed. Grandad was always talking about how things

were different when he was a boy, back in the 24th century. Spaceships weren't as fast. Robots were more polite. Animal translators weren't invented. You had to guess what your cat was meowing about!

The InstaBreakfast pinged. A plate filled with toast, eggs and beans appeared. Finn wolfed it down. Grandad tutted. Then he leaned back on his hoverchair and

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The InstaBreakfast pinged. A plate filled with toast, eggs and beans appeared. Finn wolfed it down. Grandad tutted. Then he leaned back on his hoverchair and

took his *Daily News* with his coffee. (The *Daily News* was all the news from around the world made into one easy-to-swallow pill.)

“Are you excited?” said Grandad.

“A bit,” said Finn, without excitement.

“It's not every day you get to see The Source. It's very exciting.”

“I guess.”

* * *

It wasn't that Finn didn't want to see The Source, but he was feeling a little down. It was hard to explain, but he felt everything was... too easy. Anything he wanted, he got. Immediately. He wondered what life was like in the past, before even his grandfather's time. Before InstaBreakfast and news pills, when people cooked meals and read newspapers.

A loud beeping noise interrupted his thoughts. A hologram of his teacher, Mr Newton, appeared.

“Finn Wells! You have three minutes to get here!”

Finn sighed. He pressed the Quik-Clean button on his plate and jumped into the teleporter. In a flash, he was standing outside a tall building with his class. Mr Newton was looking flustered.

"Nice of you to join us, Finn."

"Sorry, Mr Newton."

"Is everyone here?" Mr Newton quickly counted. Satisfied that there were 30 kids in front of him, he moved on.

Finn looked around at the group. He saw a girl he didn't recognise. She looked at him for a second and hid her face with her hand. *She must be shy*, Finn thought. He forgot about her as he

followed everyone into the building.

* * *

"Behold," said Mr Newton. "This is The Source, the energy that powers our society and all our wonderful inventions."

They stood in awe. There was a large machine to store it, but The Source itself wasn't big. It was a bright ball of energy bouncing

around in a glowing glass box the size of a building block. So small, yet it powered the entire world. It was astounding.

“Thanks to this, children, we will have constant power for at least a million years.”

And at that moment, all the lights went out. There was panic. For many, this was the first time they had ever seen the dark. But in a few moments, the lights came

back on. Then everyone panicked more. The Source was gone!

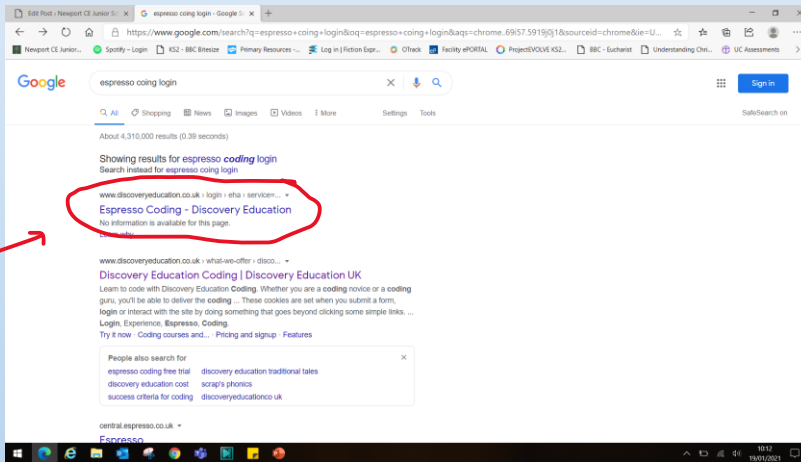
“ALERT! ALERT!” screamed an alarm. Finn looked at the chaos – guards running, workers hiding. Finn noticed that the girl he saw earlier was missing. She never would have...

“Don't worry, kids! Everything is safe! This isn't the end of the world!” said Mr Newton, clearly worried. But Finn wasn't worried.

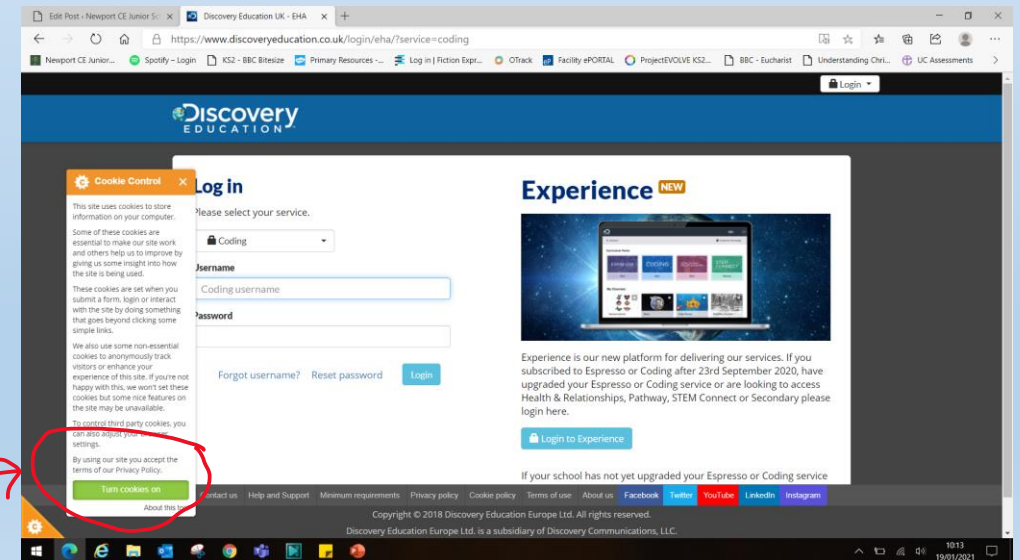
Computing – Conditional programming using Espresso Coding.

To use 'if' statements when programming.

Children have already accessed Espresso Coding in school, so should be familiar with this software program. Open up google and type in 'Espresso Coding Login' and it should take you to...



...this page. Click the first link down, shown above and it should open...



...this page. Turn cookies 'ON'.

Log in to the website using the username below. The password is newport (all lower case).

Log in

Please select your service.

 Coding ▾

Username

student26976

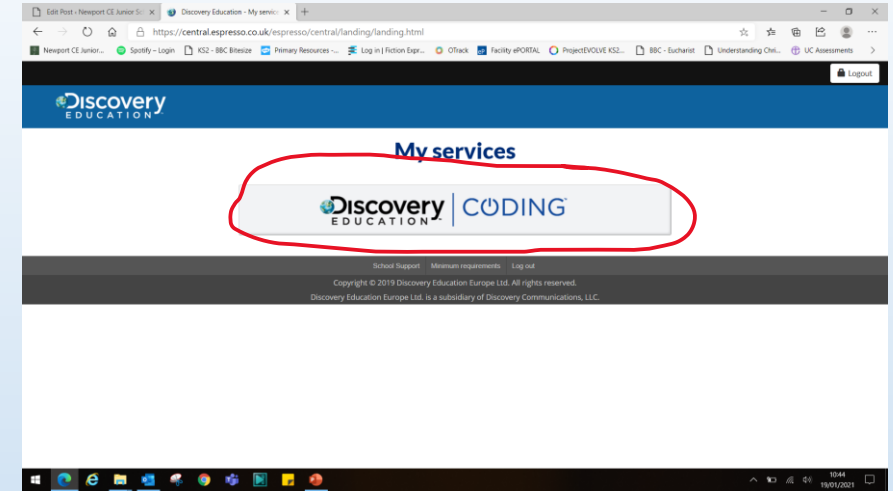
Password

•••••••• 

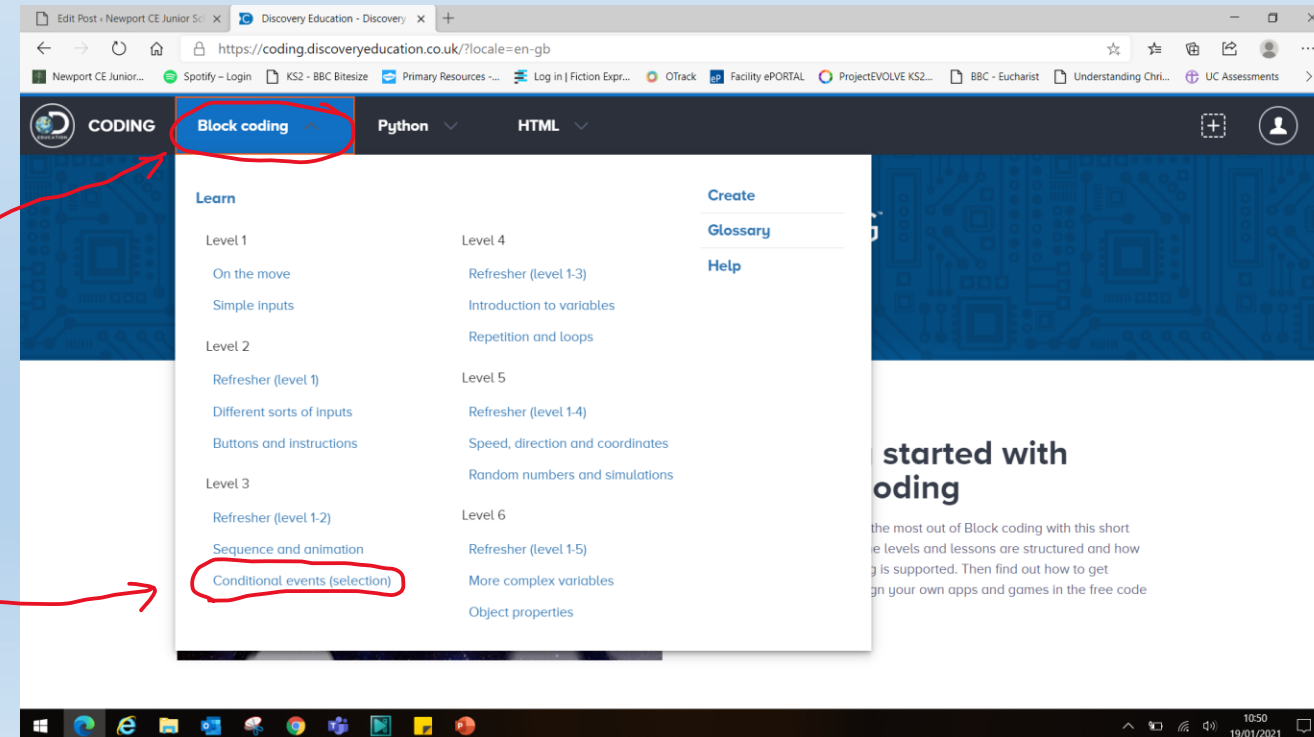
[Forgot username?](#) [Reset password](#)

Login

Click on the Coding link...



Once you land on this page, click the 'Block Coding' drop down arrow, and the options shown here will be presented to you.
Click the 'Level 3 – Conditional events (selection)' link.



Finally, you should arrive at the main page for level 3 (Y3) lessons.

Have a go at the first lesson, 'Space Maze'

Before you start, read the 'Student guide', so you know what the lesson should be about. The following slides show the student guide for this lesson. Enjoy!

The screenshot shows the Discovery Education website interface. At the top, there is a navigation bar with 'CODING', 'Block coding', 'Python', and 'HTML'. Below this is a secondary navigation bar with 'Learn', 'Create', 'Glossary', and 'Help'. The main content area features a sidebar on the left with a list of levels: Level 1, Level 2, Level 3 (highlighted), Refresher (level 1-2), Sequence and animation, Conditional events (selection) (highlighted), Level 4, Level 5, and Level 6. The main content area displays the 'Conditional events (selection)' lesson page. It includes a large illustration of a green snake with a question mark icon. Below the illustration is a 'Student guide' button, which is circled in red. The lesson description reads: 'Learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects.' Below the description are two lesson cards. The first card is for 'Space maze' and is also circled in red. It includes a 'Help video' button. The second card is for 'Self-driving car'. The Windows taskbar is visible at the bottom of the screen, showing the time as 10:54 on 19/01/2021.

Conditional events (selection)

What is selection?

Sometimes we need the computer to make a decision about whether or not to carry out an instruction. We can do this by telling it to execute code **if**, or **when**, a certain **condition** is met. For example, we can write code which will only execute if one **object** hits another, or if the object is touching a certain colour. This is known as **selection**.

What you'll build

In *Level 3- Conditional events*, you'll learn to code using hit events, which allow us to set conditions for the code inside it.



Program a spaceship through a maze so that it stops at walls.



Keep a car on track by changing its direction if it hits a colour.



Make eggs disappear and reappear in random places.

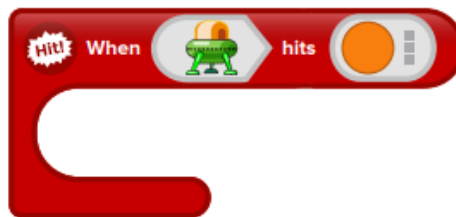


Use a hit event to control more than one object at a time.

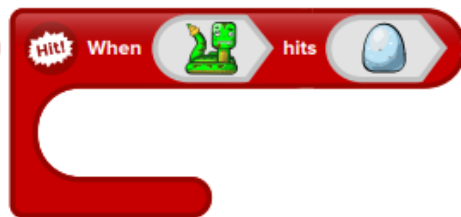
Your blocks

You'll use **hit events** to add selection to your code. Code will execute as a result of -

an object hitting a certain colour.



an object hitting another object.



Conditional events (selection)

Match each term to its meaning

Hit event

Something on screen, such as a picture, a button or a piece of text.

Object

This code will execute when an object hits something.

Condition

Something that must be true in order for something to happen.

Selection

A way of telling a computer to execute code if a specific condition is met.

Free Code Challenge

Choose a character and design a maze for your character to navigate. Add some items which they need to pick up along the way, and include some obstacles which will make them stop, change direction or disappear altogether! Use hit events to say what should happen when your character hits the walls or the objects you've included.

