

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.

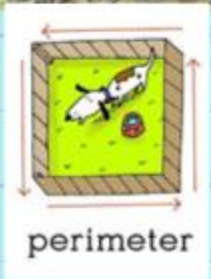
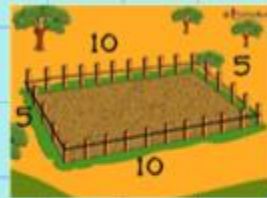
Maths

To understand and measure perimeter.

Introduction

Look at these images.

What could the question be?



Can you find the perimeter of your table/desk? Use your finger to trace it.

Stand up.

Move to the edge of the room you are in.

Walk around the perimeter.

Show me the perimeter of your book (closed).

Can you describe in a sentence what perimeter is now?

Which shapes can you find the perimeter of?

Which shapes can't you find the perimeter of?

Why not?

2

Tick the images where you can find the perimeter.



Explain why you can't find the perimeter of some of the shapes.

3 Predict then measure the perimeter of the shapes.

Mon all
In books

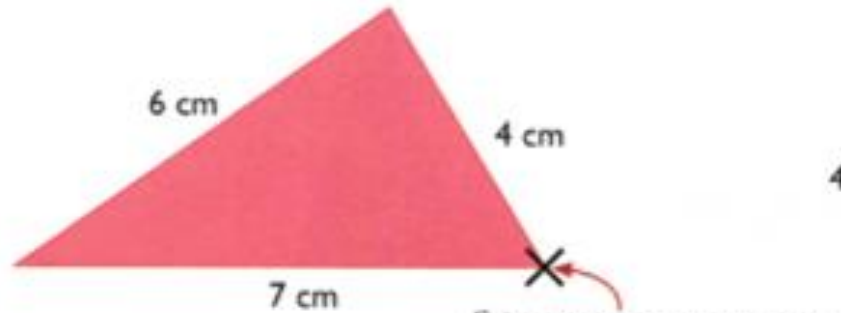


Support/method:

The perimeter is the distance all the way around the outside of a 2D shape. To find it, you just add up the lengths of every side of the shape — sometimes you'll have to measure them first.

Examples

Work out the perimeter of this triangle.

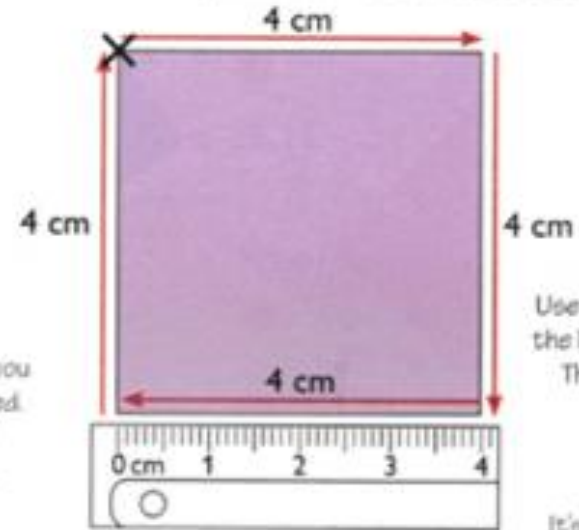


Put a cross on one corner so you don't forget where you started. Then go around the shape adding all the side lengths.

$$7 + 6 + 4 = 17$$

So the triangle's perimeter is **17 cm**.

Measure the perimeter of the shape below.



Use a ruler to measure the length of each side. Then add them up.

It's the same as 4×4 because the shape is a square.

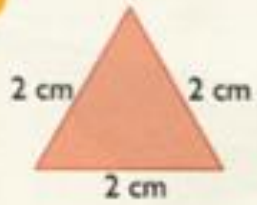
$$4 + 4 + 4 + 4 = 16$$

So the shape's perimeter is **16 cm**.

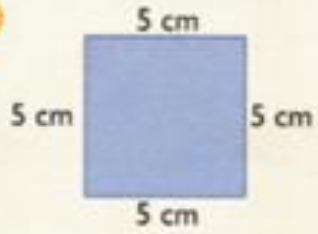
Set A

Work out the perimeter of these shapes:

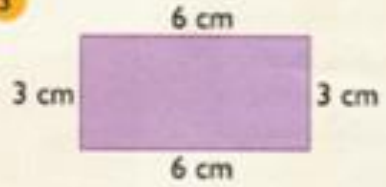
1



2



3



4



Use a ruler to measure the perimeter of these rectangles in centimetres:

5



6



7



Use a ruler to measure the perimeter of these triangles in centimetres:

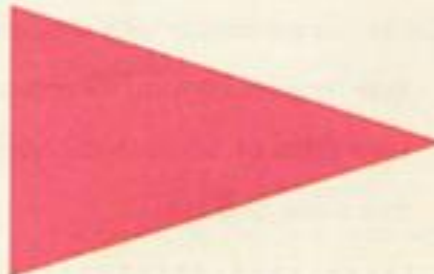
8



9



10



Set A – 1 *

Set B

Use a ruler to measure the perimeter of these shapes in centimetres:

1



2



3



Use a ruler to measure the perimeter of these shapes in millimetres:

4



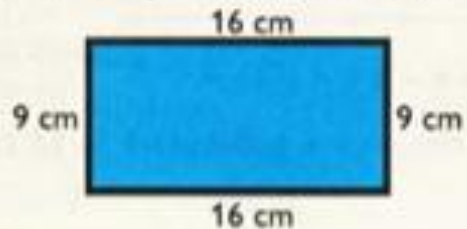
5



6



7 Work out the perimeter of this screen.



What is the perimeter of a shape with:

- 8 side lengths 7 cm, 5 cm and 4 cm?
- 9 side lengths 10 cm, 8 cm, 10 cm and 8 cm?
- 10 four 6 cm sides?

Set B – 2 *

Set C

Use a ruler to measure the perimeter of these shapes in centimetres:

1



2



3



Use a ruler to measure the perimeter of these shapes in millimetres:

4



5



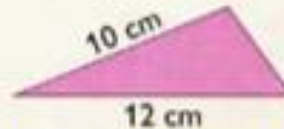
6



What is the perimeter of a shape with:

- 7 side lengths 20 mm, 48 mm and 35 mm?
- 8 two sides of 17 cm and two sides of 21 cm?
- 9 five sides of 8 cm?

- 10 The triangle below has a perimeter of 26 cm.
What is the length of the missing side?



Set C – 3 *

Plenary

Convince me:

When measuring the perimeter of a shape, you always have to start at the top on left hand side.

English- Objective: To participate in discussion about both books that are read to them and those they can read for themselves.

On Thursday 14th January, Mr Parker read chapter 2 of Harry Potter and the Chamber of Secrets- Dobby's Warning. (if you haven't seen it yet, it is on the Newport CE Junior School Facebook page).

Today, you will be completing various activities related to that chapter. Please see on the slides below your English activities.

If you would prefer, you can also read chapter 2 yourself or with a grown up.

Also, yesterday, Mr Parker read Chapter 4 of Harry Potter and the Chamber of Secrets – At Flourish and Blotts.

Activities

- Dobby the house-elf appears in Harry's bedroom in Privet Drive in Chapter 2, 'Dobby's Warning', and tries to stop him returning to Hogwarts. Why? What is Dobby's role in this story? Discuss the humorous aspects of his nature too.
- Take part in the online quiz about Chapter 2
https://www.sparknotes.com/lit/potter2/section2/?quickquiz_id=593
2

Reading – Friday 22nd January

To discuss and write words and phrases that capture the reader's imagination.

TASK – ALL

Using the chapter text that I have highlighted on the next few slides, find words, phrases and sentences to describe the setting in the story.

Reading - Tuesday

19th January

To retrieve, infer and explain information about a text.

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

Remember that if you need to listen to it being read, usually the

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

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

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.

In fact, he felt something he couldn't remember feeling before. He had no idea what was going to happen next. And well, it was exciting!

Noun phrases to describe the setting

Use the post-it notes below to write noun phrases to describe the setting, such as: a **bouncing ball of energy**. You can use information from the chapter or your own ideas! Use the headings to write noun phrases that describe Finn's world in the 25th century.

Several examples have been done for you.

What you feel

.....Everything is.....
too easy.....

What you see

.....Spaceships, robots.....

What you eat

.....

What you hear

.....

Who lives there

.....

Topic

To understand the terms 'invade' and 'settle' and to place the Romans on a timeline.



Have you ever moved to a new house?

Or maybe to a new country?

People move to new places for lots of different reasons and have been doing so for thousands of years.



Some people move to look for work or because of a new job.



Some move to be closer to other family members.

Some people have to move to get away from areas that are unsafe due to war or famine.



What do you think these words might mean?

INVADE

SETTLE



Underline the words to do with INVADING.

Circle the words to do with SETTLING.

battle

build

remain

farm

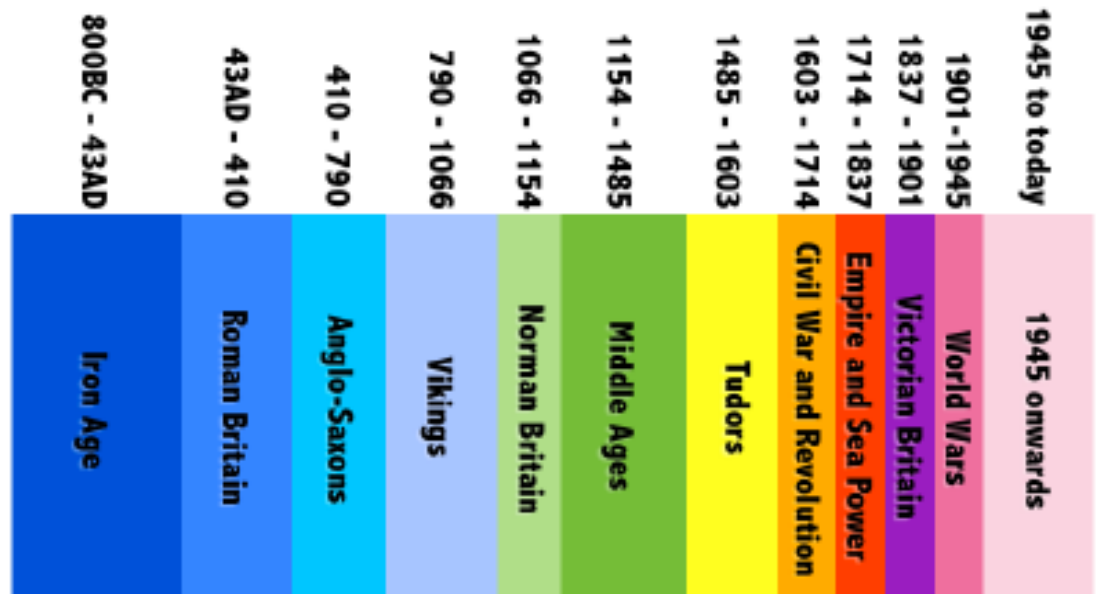
stay

visit

conquer

fight

Timeline of British History





Hi! I'm a Roman soldier.
How can you tell from
what I'm wearing that I
lived a long time in the
past?

NEXT

Name: _____

Date: _____



Which of these words would you associate
with 'invade' and which would you
associate with 'settle'? Write them out in
the correct column.



attack	fight	remain	combat
stay	battle	conquer	peace
occupy	live	farm	conflict
inhabit	raid	colonise	visit

Invade

Settle

Draw a Roman invasion picture:

Draw a Roman settlement picture:



Activity: