

Year 3 Home School Provision

Daily Pack-03/02/21

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.



YEAR THREE TTRS CHALLENGE

Between now and Sunday, I am going to be sending you all a personal TTRS Rockslam challenge. Here's what you need to do:



Keep checking your challenge requests on the 'Rockslam' area of TTRS over the next few days.



When you see a challenge from me, click 'Play' and try your best! (Top Tip: It may be worth playing a few warm-up games on 'Garage' first!)



If you respond to my challenge before 7pm on Sun 7th Feb, there will be housepoints on offer! I will keep a log and remind you to add them to your housepoints total when we all fully return to school.



Have fun and Good Luck!
Mrs Naylor x



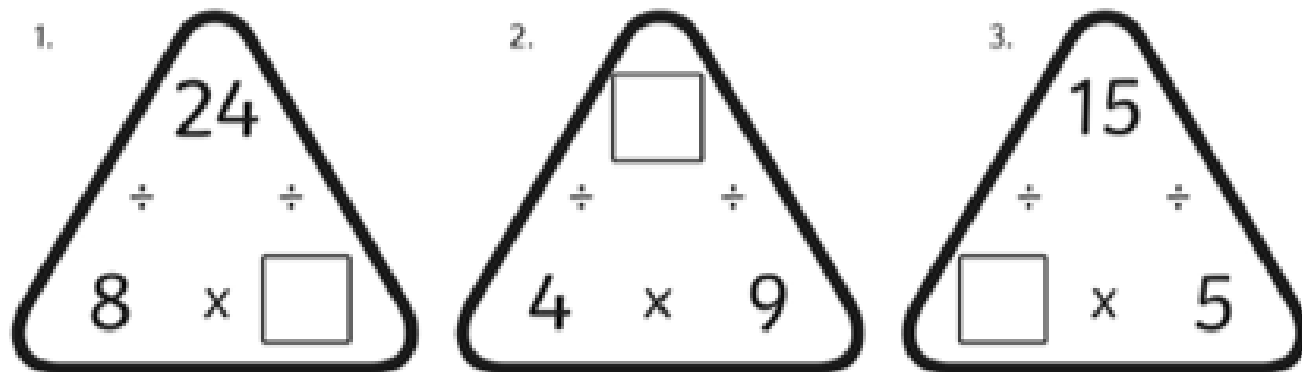
Certificates for fantastic effort
and best score!



Maths

To find simple fractions of amounts.

Introduction



Parent support

<https://www.youtube.com/watch?v=TXJOIs7vXMs>

To find fractions of amounts we must:

Divide by the denominator.

Multiply by the numerator.

EG: to find $\frac{1}{2}$, we divide by 2 and multiply

by 1.

Find $\frac{1}{5}$

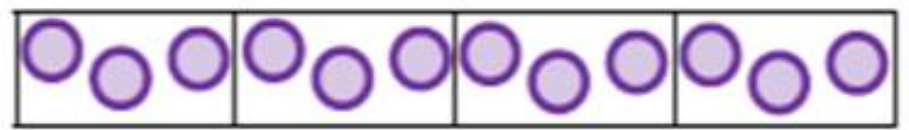
1 Find $\frac{1}{5}$ of Joe's marbles. 

I have divided the marbles into equal groups.

There are marbles in each group.

$\frac{1}{5}$ of Joe's marbles is marbles.

2 Sam has used a bar model and counters to find $\frac{1}{4}$ of 12



Use Sam's method to calculate:

- $\frac{1}{6}$ of 12 $\frac{1}{3}$ of 12 $\frac{1}{3}$ of 18 $\frac{1}{9}$ of 18

3 Faye uses a bar model and place value counters to find one quarter of 84



Use Faye's method to find:

- $\frac{1}{3}$ of 36 $\frac{1}{3}$ of 45 $\frac{1}{5}$ of 65

You can find fractions of numbers or groups of objects.
 On this page, you'll practice doing it with fractions that have 1 on top (unit fractions).

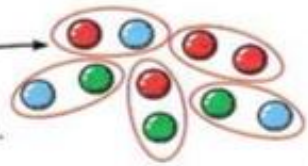
Example

What is $\frac{1}{5}$ of a set of 10 marbles?

Tues all

Split the 10 marbles into 5 equal groups.

Each group has 2 marbles, so $\frac{1}{5}$ of 10 = 2.



You can also use division:
 $\frac{1}{5}$ of 10 marbles = $10 \div 5 = 2$ marbles

When the fraction has 1 on top, just divide by the bottom number.

Set A

Copy out the eight dots for each question below.



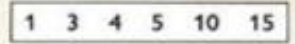
Circle:

- 1 $\frac{1}{2}$ of the dots.
- 2 $\frac{1}{8}$ of the dots.
- 3 $\frac{1}{4}$ of the dots.

What is:

- 4 $\frac{1}{2}$ of 6?
- 5 $\frac{1}{4}$ of 8?
- 6 $\frac{1}{3}$ of 9?
- 7 $\frac{1}{10}$ of 10?
- 8 $\frac{1}{2}$ of 100?

Use a number from the box to answer each question below.



Zara has fifteen paper cups.
 One third of her cups are green.
 One fifth of her cups are red.

- How many paper cups are:
- 9 green?
 - 10 red?

Set B

Use the picture to help you answer the questions below.



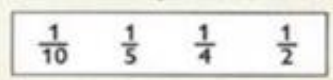
What is:

- 1 $\frac{1}{6}$ of 12?
- 2 $\frac{1}{3}$ of 12?
- 3 $\frac{1}{4}$ of 12?

What is:

- 4 $\frac{1}{4}$ of 20?
- 5 $\frac{1}{5}$ of 30?
- 6 $\frac{1}{10}$ of 20?
- 7 one half of twelve?
- 8 one quarter of eight?
- 9 one eighth of eight?

Use a fraction from the box to answer each question below.



Find the missing fraction:

- 10 of 20 = 10
- 11 of 20 = 4

Set C

Work out:

- 1 $\frac{1}{4}$ of 12
- 2 $\frac{1}{8}$ of 16
- 3 $\frac{1}{5}$ of 40
- 4 $\frac{1}{10}$ of 30
- 5 $\frac{1}{3}$ of 24

Find the missing values:

- 6 $\frac{1}{\square}$ of 10 = 5
- 7 $\frac{1}{\square}$ of 21 = 7
- 8 $\frac{1}{\square}$ of 30 = 6
- 9 $\frac{1}{\square}$ of 50 = 5

Matt starts with 40 sweets.

He gives one half of his sweets to Anil.

Anil gives one quarter of his sweets to Isla.

How many sweets does:

- 10 Matt have left?
- 11 Isla have?

Set A – 1*

Set B – 2*

Set C – 3*

EXT:

Kayleigh has 12 chocolates.

On Friday, she ate $\frac{1}{4}$ of her chocolates and gave one to her mum.

On Saturday, she ate $\frac{1}{2}$ of her remaining chocolates, and gave one to her brother.

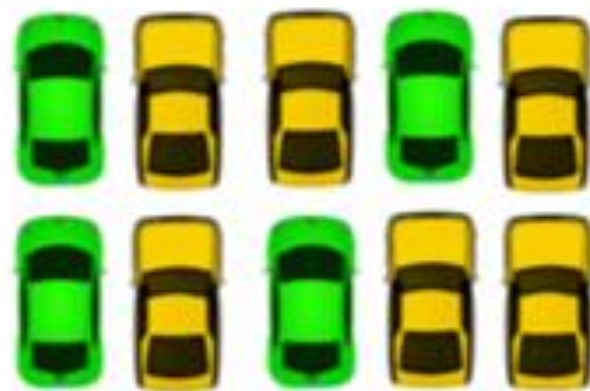
On Sunday, she ate $\frac{1}{3}$ of her remaining chocolates.

How many chocolates does Kayleigh have left?

Plenary

Convince me:

$\frac{4}{8}$ of the cars are green.



English

- To use our plan and research to write the middle part of a diary extract.
- To remember and use features of a diary.

<p>How are you going to introduce each section of your diary? Give 2 examples.</p>	<p>What person are you going to write your diary in? What words should you use to do this?</p>	<p>What tense are you going to write your diary in? What words should you use?</p>	<p>What time connectives can you use in your diary?</p>
<p>Think about a day as a Roman soldier in Britain. What are the three or four main parts of your day that you're going to write in your diary about?</p> <ol style="list-style-type: none">1. _____ _____2. _____ _____3. _____ _____4. _____ _____	<p><u>A Roman Soldier's</u> <u>Diary: A day in the life</u> <u>of.</u> <u>My Diary Plan</u></p>	<p>Will you be able to include any doodles? If yes, what will they be of?</p>	<p>Will you be able to include any informal/chatty language? If yes, what?</p>
	<p>Can you think of any exciting vocabulary that you can use in your diary entry? Think of words that might make me think 'WOW'!</p>		
	<p>Thinking about the different things you are going to write in your diary, can you think of any emotive language to describe your thoughts and feelings?</p>		

Make sure that you have your plan from Friday.

Reread the start of the diary that you wrote on Monday.

What features did you use?

Did you get all of these?

Diary Writing Helpful Hints



Include the date and/or time.



Write in the past tense.

Use the words 'I', 'we', 'my' and 'our'.



Write about the most important events.



Tell the events in order.

Talk about where events happened.



Describe your feelings.



Use time words (first, next, before).



Now lets write the middle part of our diary...

After a few hours working on the road, the generals stopped us, and made us start our battle training. We marched for 20 miles, whilst we carried all our spare clothes, swords, shields, cooking equipment...even our tent! Next, we practised attacking and learnt more sword fighting skills. It sounds like fun, but my arms really ached by the end! I was so happy at the end of the day when we returned to our camp. All the men in our century needed to eat. The food is good, but of course, we had to pay for it.

Now it is late, and I am about to climb back into my tent with all the other soldiers in my tent party. All eight of us sleeping in there together becomes very crowded and hot, although it does keep us warm. I quietly whispered to my friend, "At night, when I can't sleep, I think of my family back in Rome." I hope that this helped him, as I could hear that he was upset.

Remember that YOU are the Roman soldier.

- Write in time order- talk about the middle of your day.
- Use time words.
- Use 'I', 'me', 'my', 'our', 'we' etc.
- Talk about your feelings.
- Write about important events.
- Include some direct speech that you wrote in your SPaG lessons.

Reading – Online lesson

To make a prediction, retrieve information, infer conclusions and explain my ideas.



Read Chapter 2 of '*Takeover*'.
Then vote for the next chapter, make a prediction and do the online quiz.
Complete the additional activities for further challenge.

1

Recap on the events so far. Ask: Who are the main characters? (Samir, Poppy, Victor, Miss Deeds) Read to the break. Ask: Why does Samir take so long to recognise his spider? (He has been hypnotised.) Which verbs/adjectives describe the spider? (*tickled, crawled, crept, monster, clinging*)

2

Ask: How do the hypnotised children behave? Look for vocabulary. (*behaving perfectly, like statues, obeyed, stared ahead, glassy-eyed, marched robotically*) Allow children to pretend to be hypnotised. Find words that tell you Poppy and Samir are not friends. (*protested, hissed, suspiciously*)

3

Read to the break. Ask: What does *gulped* tell us? (Samir is shocked.) Ask: Could any of Samir's other tricks be helpful? (The stink bomb or exploding carrot might cause a distraction or wake the children up.) Why does Poppy call Samir a *wombat*? (She thinks he's being stupid.)

4

What does Samir mean by *I'll show her*? Who is *her* in this sentence? (Poppy) Agree that he is cross about being bossed around by Poppy. Ask: Why doesn't Mr Black sort out the problem? (He doesn't look at the children for long enough to see the problem; he falls into Miss Deeds' trap.)

5

Read to the end. Ask: Which words tell you that Samir is trying to be secretive? (*slipped, whispered*) What insult does Poppy use here? (*peabrain*) How does she talk? (*snarled*) Which phrases tell you that the minibus is being driven fast? (*a squeal of tyres, screeched to a halt*)

6

Ask: What questions do you have? Create a list, such as: Why has Miss Deeds only taken six children? What does Miss Deeds want? Where are the children going to be taken? How can Samir persuade the police that he is telling the truth? Can Poppy and Samir work together?

Parent / teacher Guided reading notes.

Use this selection of ideas as a reading prompt when reading the chapter with your child / class.

You don't have to ask every question, or get an answer – adjust as necessary.

Chapter 2

Kidnapped

Samir stared dumbly at the screen. He felt like he was falling into the spiral.

Something tickled his ankle. He ignored it. Something crawled up his leg. He ignored it. The thing crept over

his knees and onto the table. Suddenly Samir couldn't see the spiral any more. He woke up with a start. There was a monster spider clinging to the tablet. It was blocking the spiral. Then he realised it was his monster spider!

Samir looked round in shock. *What was going on?* Everyone was behaving perfectly – even Victor. That had never happened before!

They all sat like statues – except for Poppy. She swept his spider away and turned off his tablet.

“What are you doing?” protested Samir.

“Miss Deeds has hypnotised the class,” hissed Poppy.

“Why weren’t you zapped?” Samir asked suspiciously.

“I didn’t look at my screen,” said Poppy. “I was spying on you and your stupid spider.”

“Put down your tablets!” ordered Miss Deeds. The students obeyed immediately.

“Copy them, Samir,” whispered Poppy. “We could be in trouble if we disobey – and I don’t mean detention.”

Samir opened his mouth to argue.

But he knew Poppy was right. They put down their tablets and stared ahead, glassy-eyed.

Miss Deeds called out some names.

Poppy, Victor and four other students marched robotically to the front. She led them out of the door without even glancing backwards.

* * *

Samir gulped. His classmates were being taken away – and his best friend with them. He had to do something! He thought about the tricks in his pocket. The Super Stink Bomb. The Plastic Eyeballs. The Exploding Carrot. None of them would help now.

He dashed after the captives.

“Go back, you wombat,” hissed Poppy as he crept up. “Miss Deeds knows there’s only six of us. You’ll put us all in danger.”

I’ll show her, thought Samir. They were passing the cleaners’ cupboard. Ben was the last in line. Samir steered

him in and turned the key. He heard Ben clattering about among the buckets and brooms.

“Sorry, Ben,” he muttered. “I’ll let you out later.” He took Ben’s place behind Poppy.

At that moment, the head teacher came up.

Phew! thought Samir. Mr Black will sort this out.

“You’ve lost most of your class, Miss Deeds,” said Mr Black in surprise. “I hope they haven’t run away.”

“They’re in the classroom, Mr Black,” said Miss Deeds smoothly. “They’re working on their new tablets.”

She thrust hers under his nose. “Take a look.”

Mr Black stared at the screen. He marched away like a robot.

* * *

Miss Deeds led them into the playground. A minibus stood at the gate.

Samir slipped out his phone. He knew what to do. He dialled the police.

“Help!” he whispered. “Mr Simpkin got superglued to the table and Miss Deeds has zapped my class and ...”

“Is this a joke?” said the operator. “I’ll report you for wasting police time.”

Samir hung up quickly.

“Give me that phone, peabrain,” snarled Poppy. “I’ll make them listen!”

It was too late.

“Everyone onto the minibus,” ordered Miss Deeds.

They obeyed. With a squeal of tyres, Miss Deeds drove away from school.

Soon the minibus screeched to a halt in a field, where a small plane was waiting.

Samir had the feeling he wasn't going to enjoy this trip.

7



Vote

Now it's time to vote for the next chapter, but first, go to the next slide and make your prediction!...

Discuss the options

Discuss in class which of the three options you find most interesting to continue the story and why. Here's a reminder of the options and some key points for each one:

Where does the plane take them?

A

To a snow-covered mountain top

We don't know what Miss Deeds is planning. Think about the environment of a snowy mountain setting. Would it be hard for the children to escape from there? Why or why not?

B

To a remote island in a stormy sea

A remote island could be an exciting setting for the next chapter. What challenges would this setting bring for our characters? Why might Miss Deeds choose a place far from other people?

C

To a deserted, old castle

A deserted, old castle sounds like a scary setting for the next chapter. Would this be easier to escape from than the other two settings? What other challenges might a deserted castle involve?

To make a prediction

First, discuss the questions presented here for each option. Then **write** a response to the question, '**What happens next?**'

E.g.:

I predict that Miss Deeds will take them to a remote island, because she wants to do whatever she wants, without being seen by other people. This setting is surrounded by sea, so harder to get to, for any potential rescuers. It would force the characters to be more resourceful, and there may be other dangers there, such as cliffs or animals.

To retrieve and infer answers and draw conclusions.

1 How did Samir come out of his trance?

- The spider covered the spiral
- He controlled his mind
- He closed his eyes

2 Why isn't Poppy hypnotised?

- She wasn't in the classroom
- She is working for the teacher
- She wasn't looking at her screen

3 How do Poppy and Samir stop Miss Deeds noticing them?

- They pretend to be hypnotised
- They hide in the cupboard
- They climb out of the window

4 Why does Samir think about carrying out a trick?

- To make everyone laugh
- To make the lesson less boring
- To help rescue Victor

5 Why does Samir follow Poppy and Victor?

- So he can find out what Miss Deeds is doing
- Because Victor is Samir's best friend
- So he can find a way out of the classroom

6 Why does Samir lock Ben in the cupboard?

- So he can take Ben's place
- To keep Ben safe from Miss Deeds
- To stop him being hypnotised

To retrieve and infer answers and draw conclusions.

7 Why does Poppy tell Samir to stop following her?

- He is annoying her
- She always follows the rules
- Miss Deeds will know if there are too many children

8 Why does Miss Deeds hypnotise the head teacher?

- He came into the classroom
- He was asking questions
- She needs him to help her

9 Why can't Samir speak to the police?

- The operator has been hypnotised
- The operator thinks it is a prank call
- Miss Deeds has taken away his phone

10 Where is Miss Deeds taking the children?

- To a strange building
- To a train
- To a plane

Put them in order

Put the following statements in the order of when they happened in the chapter. Number each statement, then copy out in the correct order in your books.



- Poppy switched off Samir's tablet.
- Samir put Ben in the cleaners' cupboard and followed the line of children.
- Miss Deeds hypnotised the head teacher.
- The spider crawled up Samir's leg.
- Miss Deeds drove the children to a field where a plane was waiting.
- The spider blocked Samir's view of the spiral.

To summarise a text.

EXTENSION Activity:

Create a picture storyboard of what each event might look like. Use ideas from these statements and from the text in the chapter to create your storyboard, making sure you have them in the correct order.

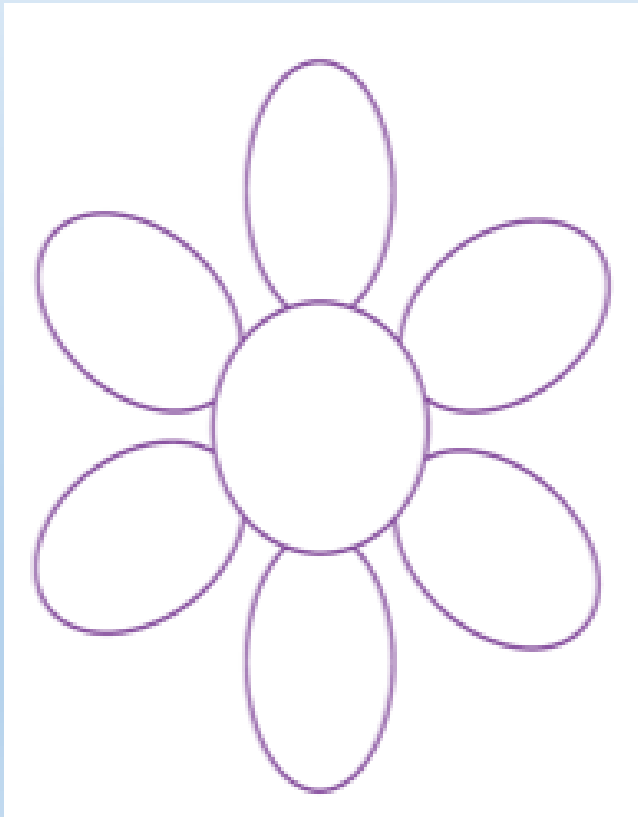
PSHE:

Piece 2 Outcomes;

Please teach me to...

Identify a dream/ambition that is important to me

Imagine how I will feel when I achieve my dream/ambition



Let me learn:

Each child has a flower template. Ask the children what a flower template has to do with dreams and goals? Draw out that plants grow from tiny seeds, so we can imagine that our dreams and goals are seeds that we can plant now and watch them grow into the future.

Invite the children to think carefully about their own dreams and goals and draw or write these dreams on the petals of their flower.

In the centre of the flower they can draw a picture of themselves when they have achieved one of their dreams.