

Year 3 Home School Provision

Daily Pack- 11/02/21

Today's slides have 4 separate activities,
consisting 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 solve problems involving fractions.

1. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

a) Complete the missing boxes in this sequence:

				$\frac{4}{10}$	$\frac{3}{10}$	$\frac{2}{10}$
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b) Ring $\frac{8}{10}$ of these apples.

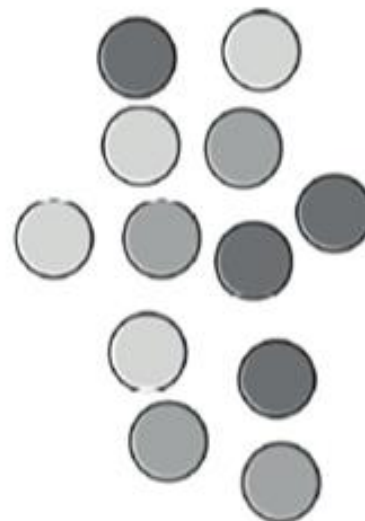


c) Write the answer to this calculation as a fraction.

$4 \div 10 =$

2. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

There are 12 counters on the table. Calculate:



$\frac{1}{2}$ of 12 =

$\frac{1}{4}$ of 12 =

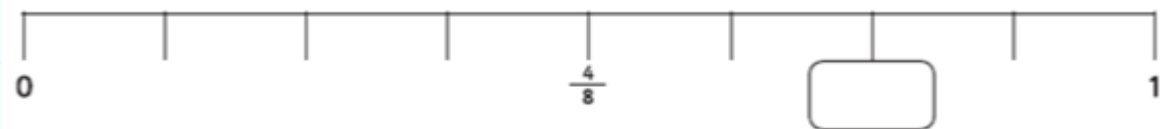
$\frac{3}{4}$ of 12 =

$\frac{1}{6}$ of 12 =

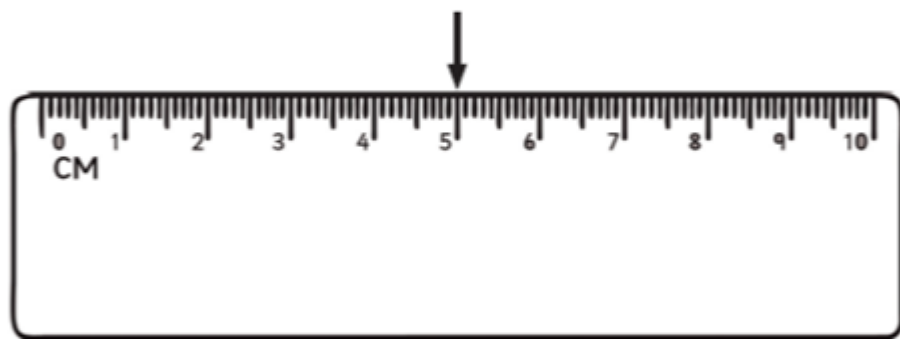
$\frac{2}{3}$ of 12 =

3. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

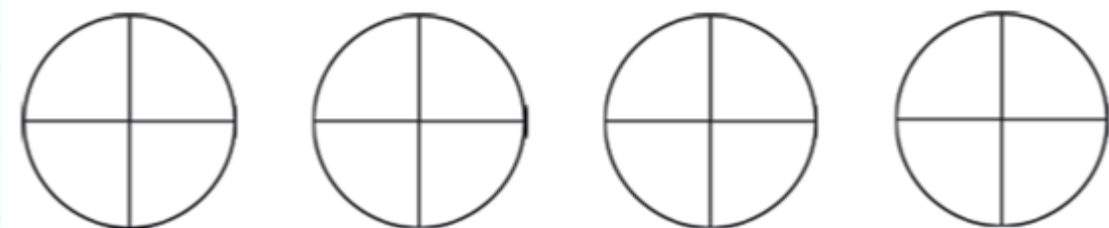
a) Write the missing fraction in the box on the number line.



b) The arrow on the ruler shows 5cm. Draw an arrow to show $8\frac{1}{2}$ cm.



c) Shade $2\frac{3}{4}$ of these shapes.



4. Recognise and show, using diagrams, equivalent fractions with small denominators.

a) Ring the fractions that are equivalent to $\frac{1}{2}$.

$$\frac{3}{6}$$

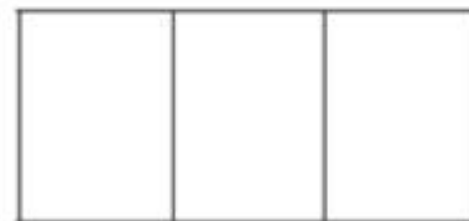
$$\frac{5}{8}$$

$$\frac{2}{4}$$

$$\frac{3}{7}$$

$$\frac{6}{12}$$

b) Shade the same fraction of these 2 shapes.



5. Add and subtract fractions with the same denominator within one whole.

$$\frac{2}{9} + \frac{5}{9} = \boxed{}$$

$$\frac{7}{8} - \frac{5}{8} = \boxed{}$$

6. Compare and order unit fractions, and fractions with the same denominators.

Write these fractions in order of size, smallest first:

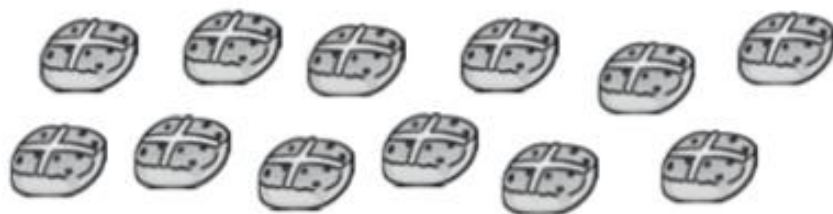
$$\frac{1}{3} \quad \frac{1}{5} \quad \frac{1}{2} \quad \frac{1}{8}$$

--	--	--	--

smallest largest

7. Solve problems that involve all of the above.

a) Janet has 12 buns. Her friends and her eat $\frac{1}{3}$ of them? How many do they have left?




b) Jack and Chen have 12 sweets each. Jack eats $\frac{1}{3}$ of his sweets. Chen eats $\frac{1}{4}$ of his sweets.

Who eats more sweets?

c) Tom bakes an apple pie. If he cuts it into 6 pieces, and serves $\frac{1}{3}$ of the pie. How many pieces are left?



Answers

question	answer
1. Count up and down in tenths; recognise that tenths arise from dividing one-digit numbers or quantities by 10.	
a	$\frac{8}{10}, \frac{7}{10}, \frac{6}{10}, \frac{5}{10}, \frac{4}{10}, \frac{3}{10}, \frac{2}{10}$
b	16 apples circled
c	$\frac{4}{10}$
2. Recognise, find and write fractions of a discrete set of small denominators.	
	$\frac{1}{2}$ of 12 = 6 $\frac{1}{3}$ of 12 = 3 $\frac{1}{4}$ of 12 = 9 $\frac{1}{5}$ of 12 = 2 $\frac{2}{3}$ of 12 = 8
3. Recognise and use fractions as numbers: unit fractions	
a	$\frac{6}{8}$
b	arrow pointing to $8\frac{1}{2}$
c	
4. Recognise and show, using diagrams, equivalent fractions	
a	$\frac{3}{6}, \frac{2}{4}, \frac{6}{12}$
b	Same fraction shaded in each shape: $\frac{2}{6}$ of hexagon and $\frac{1}{3}$ of rectangle $\frac{4}{6}$ of hexagon and $\frac{2}{3}$ of rectangle $\frac{6}{6}$ of hexagon and $\frac{3}{3}$ of rectangle (all of each)
5. Add and subtract fractions with the same denominator	
	$\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$ $\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$
question	answer
6. Compare and order unit fractions, and fractions with the same denominator	
	$\frac{1}{8}, \frac{1}{5}, \frac{1}{3}, \frac{1}{2}$
7. Solve problems that involve all of the above.	
a	8
b	Jack
c	4 slices are left

PLENARY: can you create some fraction questions of your own? Use diagrams and drawings and also provide answers to your questions.

English

Chinese New Year



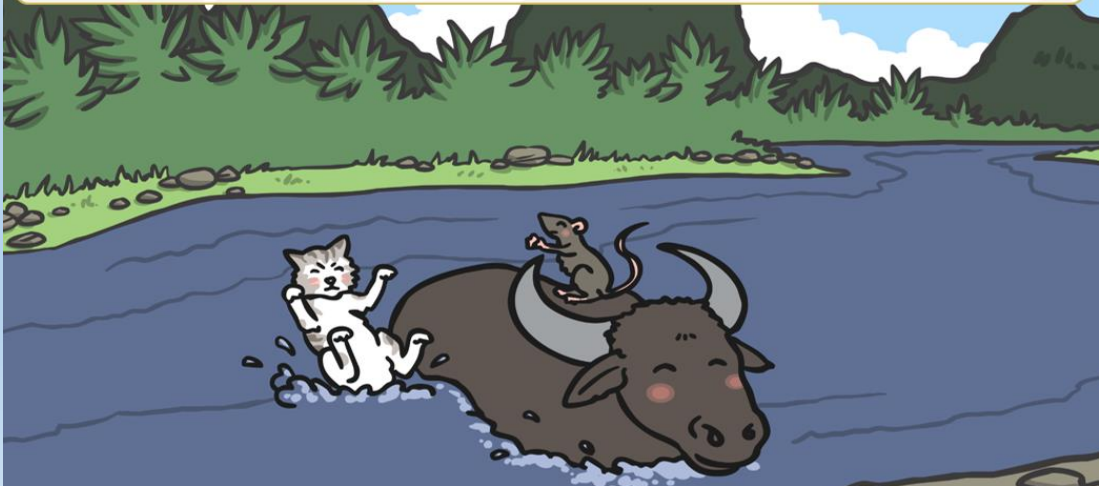


A long time ago, in China, the Jade Emperor decided there should be a way to measure time. He told the animals that they were to compete in a race. The first twelve animals would be rewarded by having a year named after them.



On the day of the race, all the animals lined up beside the river. The rat and the cat, who were good friends, were worried as they were not very good at swimming. They asked the ox if he would carry them across on his back.

The ox agreed and they jumped on his back. When the race started, the rat and the cat were very pleased that the ox had taken the lead. They were almost across at the other side when the rat pushed the cat into the water and jumped on the bank to finish first!



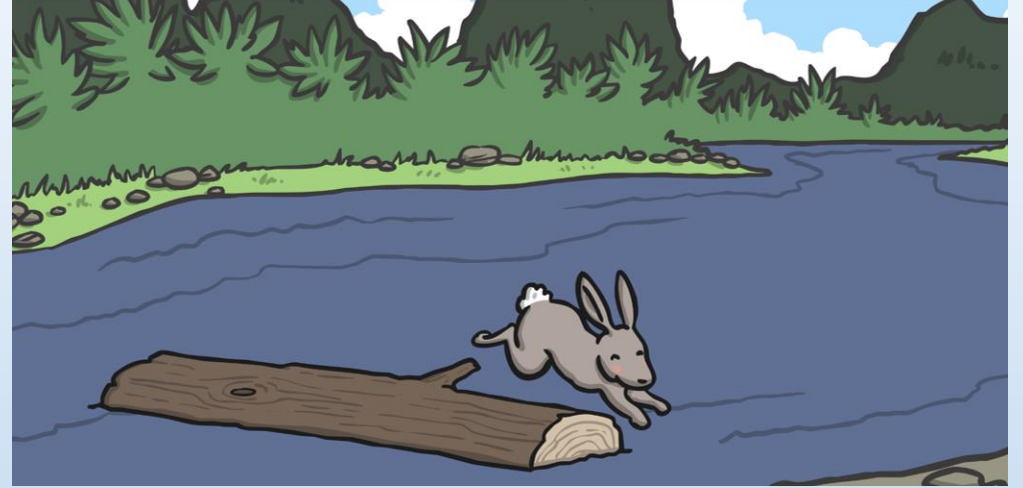
"Well done!" said the Jade Emperor to the rat. "The first year of the Zodiac will be named after you." The poor ox was tricked into second place and so the second year of the Zodiac was named after him.



Shortly after, the exhausted tiger arrived on the river bank. Swimming the river had been very difficult, as he had to fight strong currents.



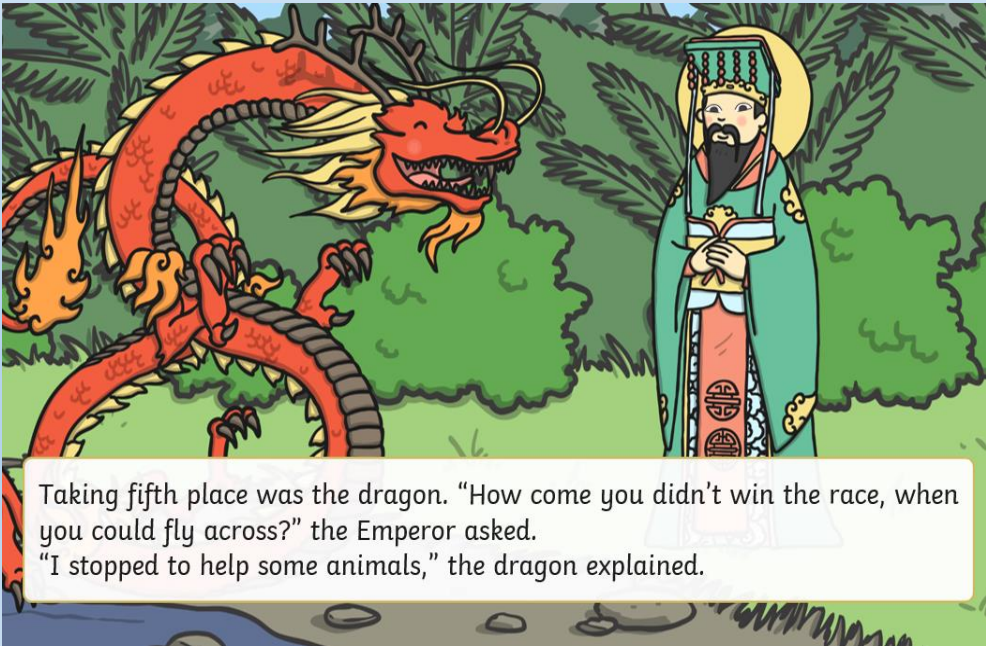
The next to arrive was the rabbit, who hadn't swum across but hopped across on some stepping stones and then onto a floating log which carried him to the river bank. "I shall call the fourth year after you," the surprised Jade Emperor said.



Heading towards the line was the horse. Just as the Emperor thought the horse would cross, the sly snake wriggled around one of the horse's hooves. The horse was so surprised that he jumped backwards, giving the snake a chance to slither forward and take sixth place. The horse made it for seventh place.



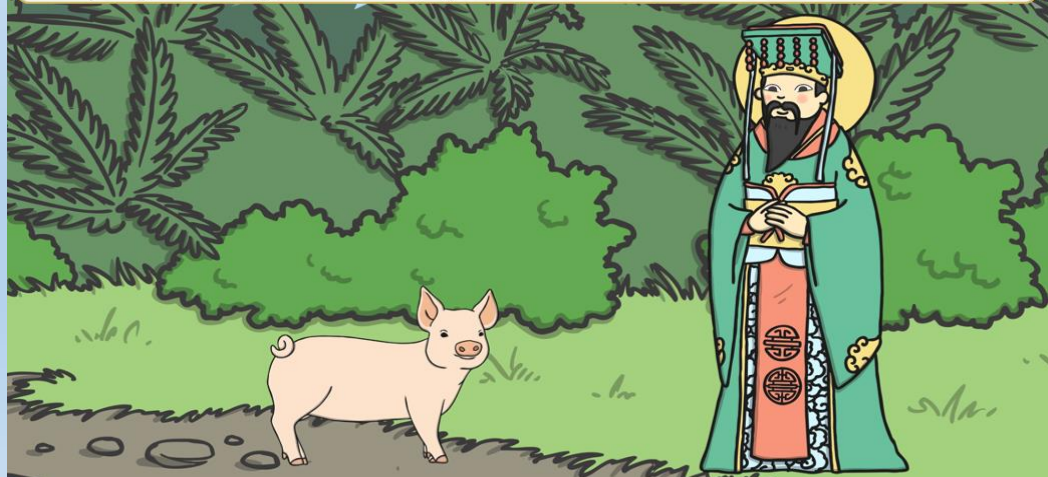
Taking fifth place was the dragon. "How come you didn't win the race, when you could fly across?" the Emperor asked. "I stopped to help some animals," the dragon explained.



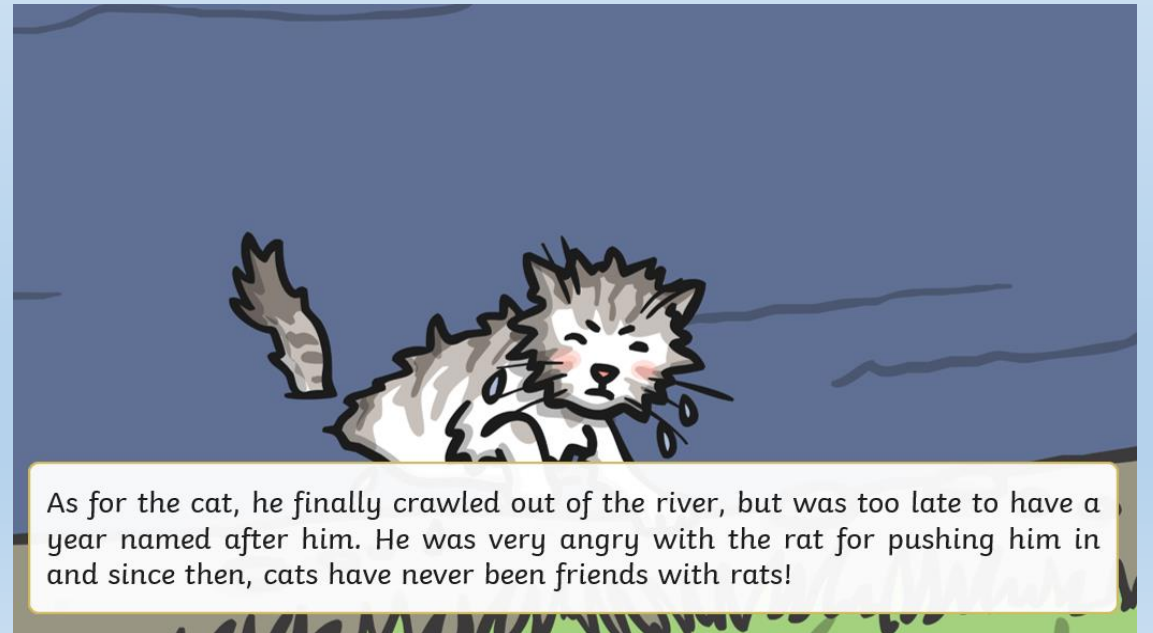
Not long afterwards, a raft arrived carrying the monkey, the rooster and the goat. They explained how they had worked as a team to get across. The Emperor was very pleased. He said the goat would be the eighth year, the monkey the ninth and the rooster the tenth.



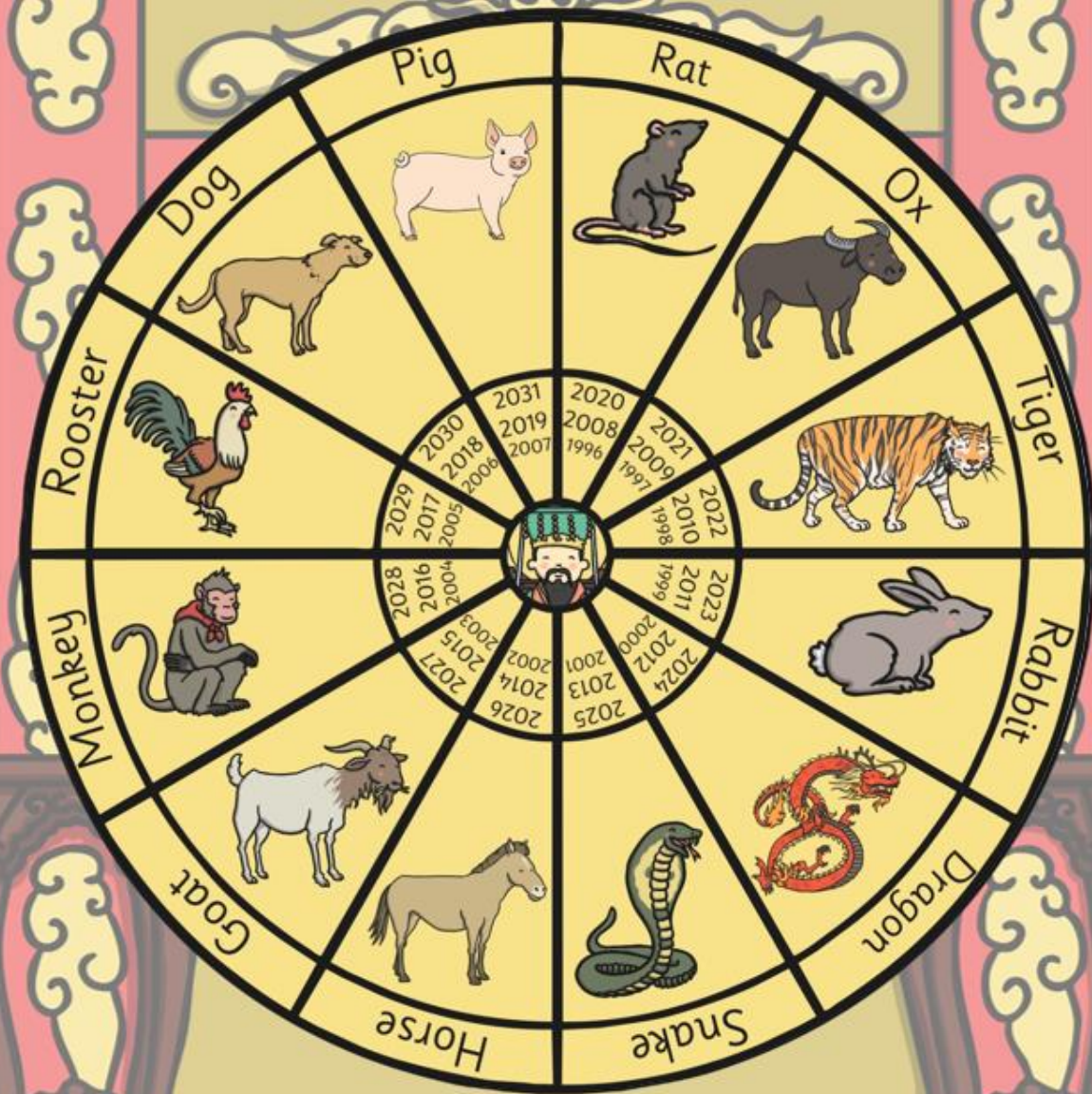
There was one place left in the Zodiac and the Emperor wondered who the last winner would be. All of a sudden, the pig turned up. "You took a long time. What happened?" the Emperor asked. "I was hungry and stopped to eat, then I fell asleep," said the pig. The twelfth year was given to the pig.



The next animal to arrive was the dog. "What took you so long, when you're such a good swimmer?" asked the Emperor. "The river was so clean that I decided to have a bath along the way," the dog explained. He was rewarded with the eleventh year.



As for the cat, he finally crawled out of the river, but was too late to have a year named after him. He was very angry with the rat for pushing him in and since then, cats have never been friends with rats!

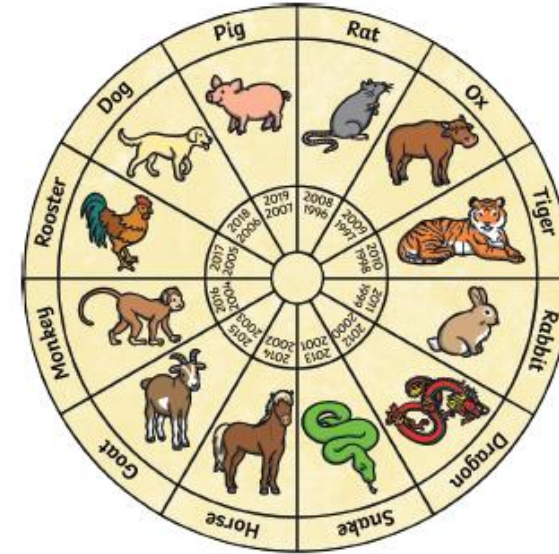


From that day to this, the Chinese Zodiac has followed this cycle of years, named after the twelve animals.

Task: Try to retell the story in your own words.

Don't forget:

- Punctuation
- Paragraphs
- Adjectives
- Adverbs



Reading:

To retrieve information, infer conclusions and explain, using the text to support my ideas.

Re-read Chapter 3 of '*Takeover*', or read it on the next few slides.

Chapter 3

The Competition

Miss Deeds flew the plane at top speed.

Poppy and Samir gripped their seats in terror. Their four classmates stared stonily ahead.

They were approaching a sandy island. Stormy waves crashed around it.

The plane lurched to a halt on a runway.

“Follow!” commanded Miss Deeds.

She led them to a wide beach. The waves were massive. The wind whipped spray into their faces.

Rows of robots stood on the sand. Some were shiny metal. Some looked like plastic shop dummies. Some were just cardboard boxes on wheels. Their inventors were oiling joints, checking batteries and screwing on heads. Miss Deeds made her students line up.

The inventors stared at them.

“Those robots look just like real kids,” said one.

Another pointed at Miss Deeds. “I’ve never seen that inventor before.”

A loudspeaker crackled. “Welcome to the International Robot Competition. All inventors please come to the judges’ table to sign in.”

* * *

When Miss Deeds had left, Samir nudged Poppy.

“She’s pretending we’re robots!” he muttered.

“It’s cheating,” said Poppy. “We must tell someone. But why does a teacher want to win a robot competition?”

“She's coming back,” warned Samir.
“With a man. We'll tell him.”

The man carried a clipboard. “I'll just check your robots,” he said.

“Here are their details,” smiled Miss Deeds, holding out her tablet. The man stared at the screen. His eyes glazed over and he marched away.

“This year, the competition will be broadcast to every country,” said the loudspeaker, “thanks to our new global communications mast.”

A mast rose up from a nearby cliff. At the top, a huge satellite dish circled round. Miss Deeds' eyes gleamed.

The loudspeaker crackled again.

“Robots that go wrong will be thrown into the recycling pit. Now, let the competition begin. Robots to your surfboards!”

“Surfboards?” gasped Samir. “I can't surf!”

“I'll help you,” said Poppy. “The rest of us are in Mr Simpkin's surfing club. That must be why Miss Deeds chose us.”

* * *

Samir crouched on the surfboard. He thought he was going to be washed away in the stormy sea. Miss Deeds had put them in pairs. He was with Victor. Samir had to climb up on his friend's shoulders and stand on one leg as they surfed to the beach. Samir pinched Victor. He tried to wake him up but it was no good.

Poppy was on another board. She climbed on to her classmate's shoulders.

“Do it, Samir,” she called.

“No way,” spluttered Samir. “I can't even stand up.”

“You must obey Miss Deeds,” said Poppy urgently. “Or you'll be thrown in the recycling pit. Look – the wave's coming.”

Samir clambered on to Victor's shoulders.

Then the huge wave caught them. Samir clung to Victor's ears. But he couldn't hang on. He plunged into the stormy sea.

* * *

Samir tumbled over and over. He couldn't breathe. Then he felt a strong hand grip his arm. He was pulled from the water. Miss Deeds was glaring at him.

“This robot has gone wrong,” she growled.

Suddenly Samir was flying through the air. He landed with a thump on top of broken

robot arms and soggy cardboard boxes covered in seaweed. He was in the recycling pit. The walls began to move inwards. He was going to be crushed!

6



Vote

Reading comprehension

Answer the following questions about the chapter and explain your answers.

1 Describe the island setting.

2 Write two things that tell you that Miss Deeds is a bad person.

3 Which robot do you think will lose the competition?

4 What can the satellite on the cliff do?

5 Which words tell you that Miss Deeds is angry?

6 Why must Samir escape quickly from the recycling pit?

Inspire words

Find these words or phrases in the story. Look at how they are used. Cut them up and put them in a bag. Take turns to pull them out and use them in a sentence.

clung

crackled

glazed over

lurched

soggy

stonily

Extension:

Write the next part of the story, using these words in your new part. Look them up if you need to, to find their meanings.

E-Safety Lesson Spring 1st Half term

As well as Safer Internet Day, Children also complete an online safety lesson each half term. This term, we are looking at emails and how to send them safely / respectfully.

To safely send and receive emails.

Look at the following slides with your adult, to try and understand how to send emails safely, and try to understand when it is safe / not safe to open an email.

Who Uses Email?



Why do we use email?
What is it useful for?



Most adults now use emails every week or even every day, depending on their jobs.

Emails are quick and easy to write and send.
It is much quicker to communicate with email than with a letter.
With emails, you also have a record of what's been said, unlike with a phone call.

Is It Safe?



Sit with your group. Discuss and try to answer this question:



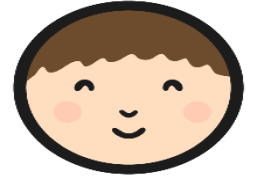
Is emailing safe?



- Is it safer than sending a letter?
- Could other people see it?

- Is it always safe to open an email?
- What could an email contain?

Stop and Think



There are some basic rules to follow when deciding if an email is safe to open.

- If you know the sender and the subject is something that seems normal, it will likely be safe to open.
- If it is from a company that you know, the email address looks correct and the subject seems normal, it will likely be safe to open.

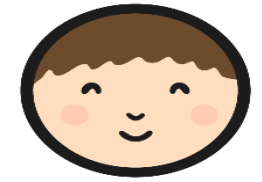


Warning Signs



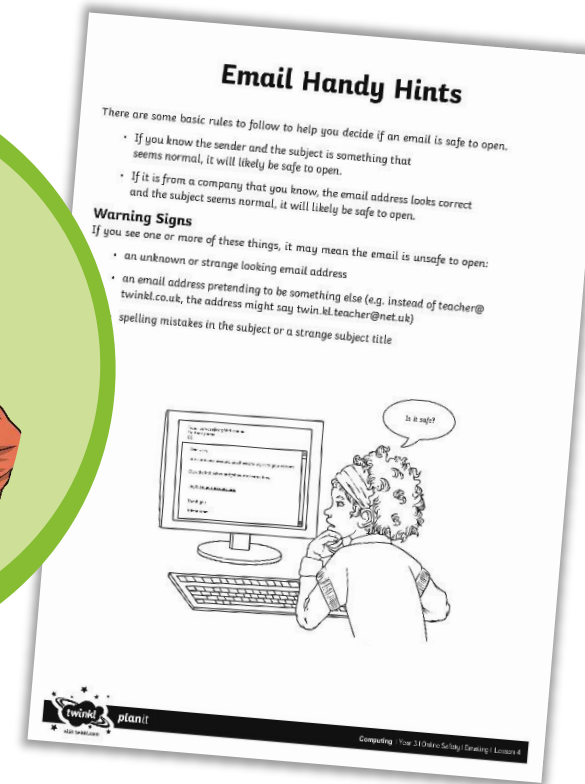
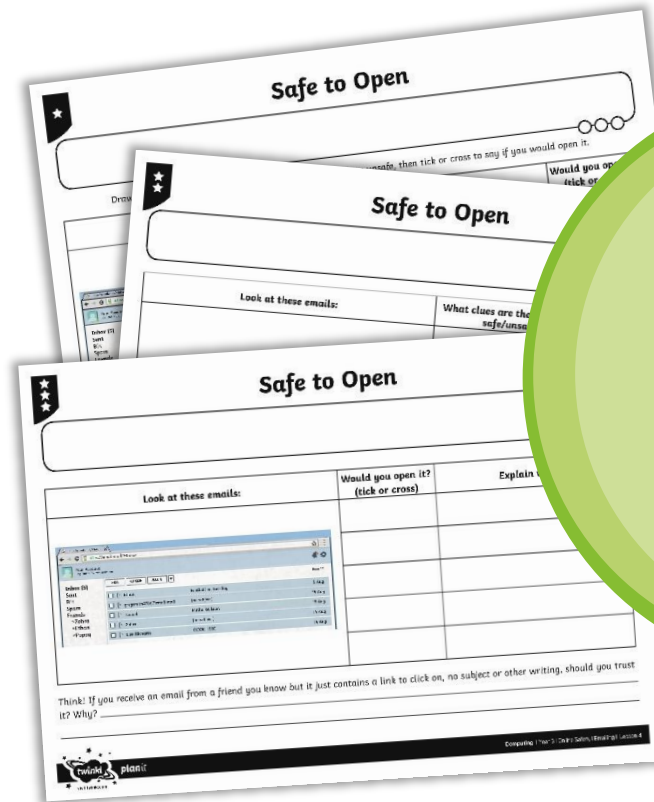
One or more of these things might mean an email is unsafe to open:

- an unknown or strange-looking email address
- an email address pretending to be something else (e.g. instead of teacher@twinkl.co.uk, the address might say twin.kl.teacher@net.uk)
- spelling mistakes in the subject or a strange subject title



Stop and Think

Use the **Safe to Open Activity Sheet** and decide if you would open each email and explain why. Use the **Email Handy Hints Sheet** to help you remember the rules.



Email Handy Hints

There are some basic rules to follow to help you decide if an email is safe to open.

- If you know the sender and the subject is something that seems normal, it will likely be safe to open.
- If it is from a company that you know, the email address looks correct and the subject seems normal, it will likely be safe to open.

Warning Signs

If you see one or more of these things, it may mean the email is unsafe to open:

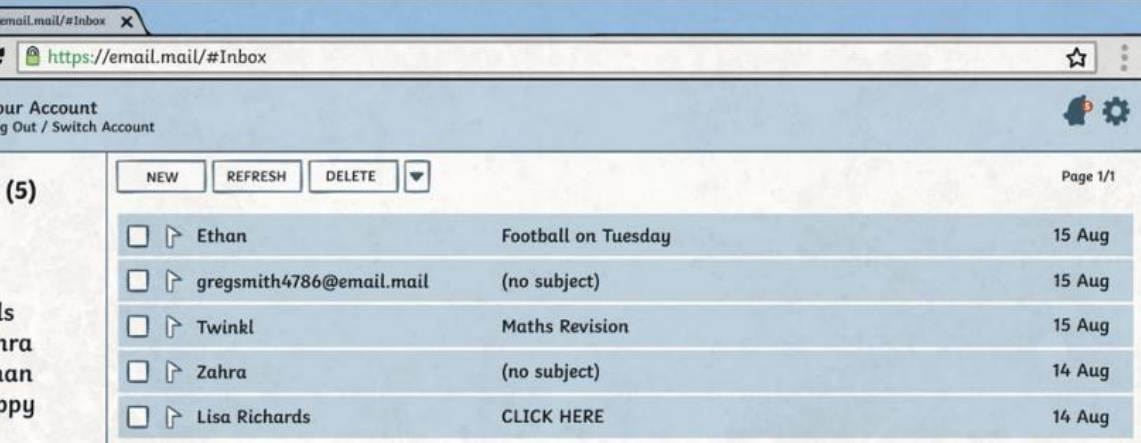
- an unknown or strange-looking email address
- an email address pretending to be something else (e.g. instead of **teacher@twinkl.co.uk**, the address might say **twin.kl.teacher@net.uk**)
- spelling mistakes in the subject or a strange subject title



Safe to Open



Draw lines to match the emails to the clues that it is safe or unsafe, then tick or cross to say if you would open it.

Look at these emails:		Would you open it? (tick or cross)
	You can see your friend's name and address; the subject is blank.	
	You don't recognise the address of the sender; the subject is blank.	
	You can see your friend's name and address; the subject is something you would expect from them.	
	You don't recognise the address of the sender; the subject is very general and it could be for anyone.	
	You can see it's from a company you recognise; the subject seems normal and like something you might receive.	

Safe to Open



Look at these emails:	What clues are there that the email is safe/unsafe to open?	Would you open it? (tick or cross)


https://email.mail/#Inbox

NEW REFRESH DELETE Page 1/1

- Ethan Football on Tuesday 15 Aug
- gregsmith4786@email.mail (no subject) 15 Aug
- Twinkl Maths Revision 15 Aug
- Zahra (no subject) 14 Aug
- Lisa Richards CLICK HERE 14 Aug



Safe to Open

Look at these emails:	Would you open it? (tick or cross)	Explain why:
		

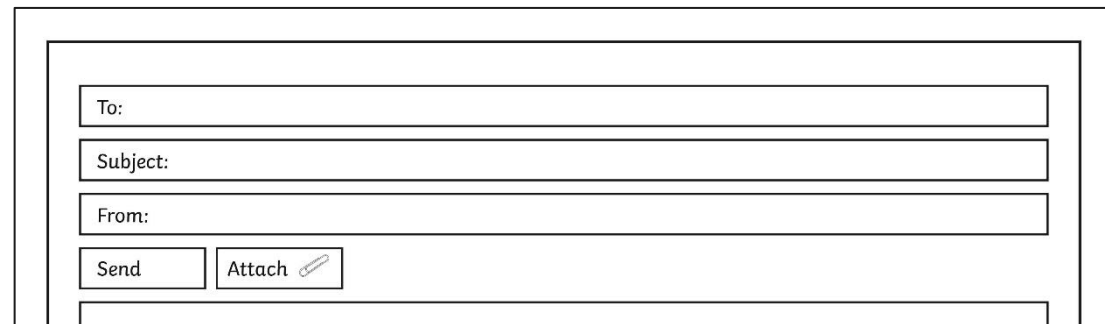
Think! If you receive an email from a friend you know but it just contains a link to click on, no subject or other writing, should you trust it? Why? _____

Snappy Senders



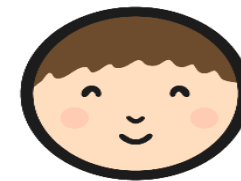
How do we write an email?

- Write the email address (or addresses) you are sending it to in the 'To' bar.
- Write a short title for the email in the 'Subject' bar that gives the recipient a clue as to what the message is about.
- Think about who you are sending the email to. Just like a letter, you may need to be more **formal** depending on who you are writing to.

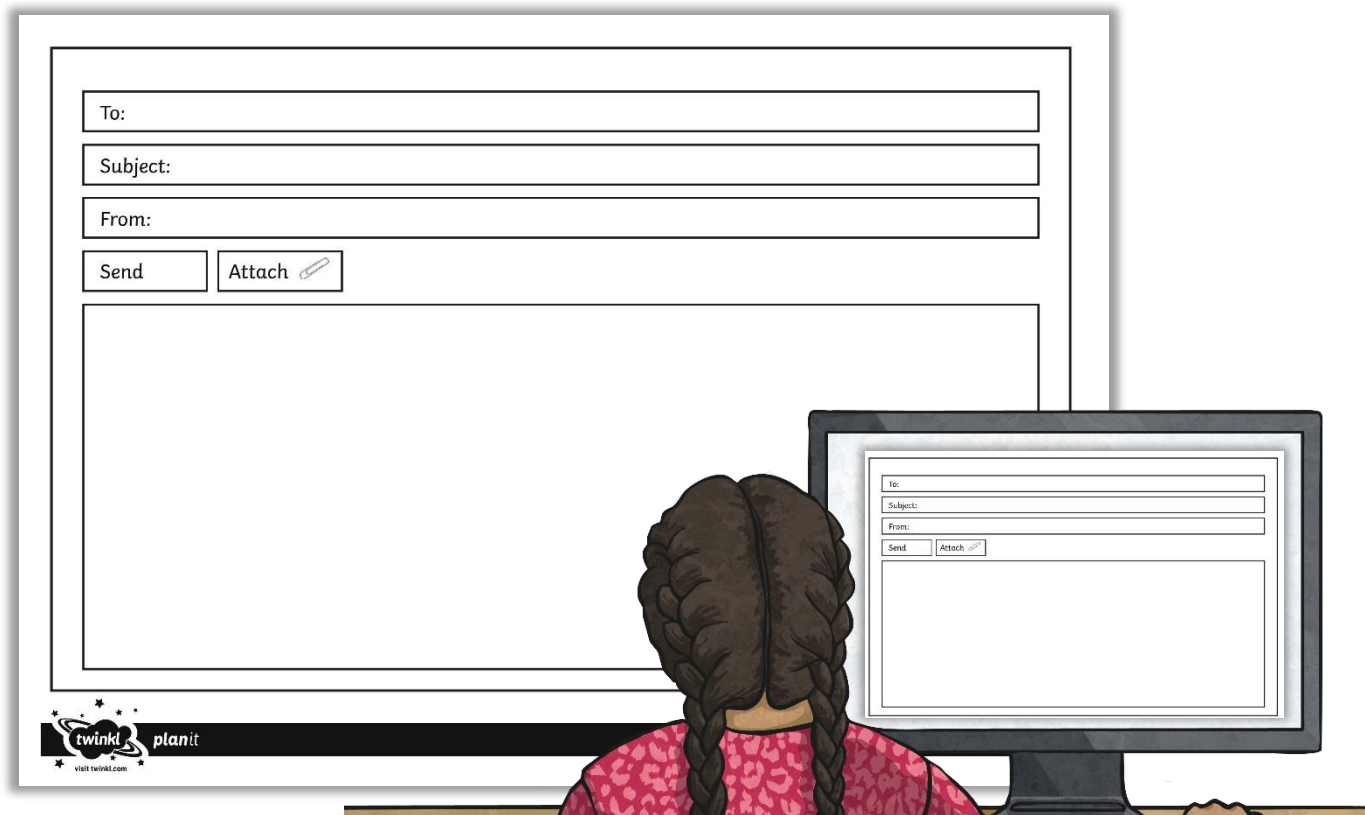


The diagram shows a simplified email composition interface. It consists of a large rectangular frame containing several smaller rectangular boxes. The top box is labeled 'To:' and is empty. Below it is a box labeled 'Subject:' which is also empty. The third box is labeled 'From:' and is empty. At the bottom left of the frame, there are two buttons: one labeled 'Send' and one labeled 'Attach' with a paperclip icon. Below the 'From:' box, there is a partially visible empty box, likely for a body of text.

Email Me



Use your **Blank Email Activity Sheet** or a computer to demonstrate how to write an email. EXT: ask an adult to show you how to send a REAL email to the NJS.Year3@taw.org.uk email address!



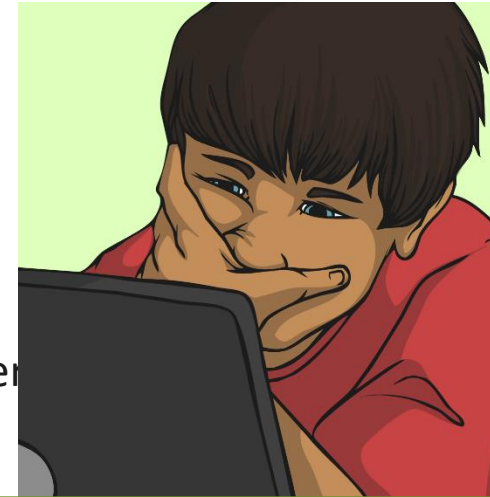
If you cannot write a real email, write an email using this template (copy it out), explaining what you have been up to in your spare time / afternoons. Remember to think if the email should be more formal/polite , or more friendly in tone.

To:	
Subject:	
From:	
<input type="button" value="Send"/>	<input data-bbox="529 619 754 691" type="button" value="Attach"/>

Should You Have an Email Address?

It is important to remember that most email providers have age restrictions. Usually, you cannot have your own email address until you are thirteen years old.

- If you need to use an email address to contact someone, you could ask to do it with your parents' email address.
- You might also be able to have an email address on a **closed network**. Your school may set you up an email address which you can use to email other people in your school.



On a closed network, only authorised computers or email addresses would be able to connect. This means you would only be able to send or receive emails from the addresses that are part of the school network.

Music:

To join the Big Sing workshop.

Youtube link:

<https://youtu.be/XRV7ceairTM>



Big Sing 2021
Workshop 1: How Far I'll Go

<https://youtu.be/XRV7ceairTM>