

# Year 3 Home School Provision

## Daily Pack- 12/02/21

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!

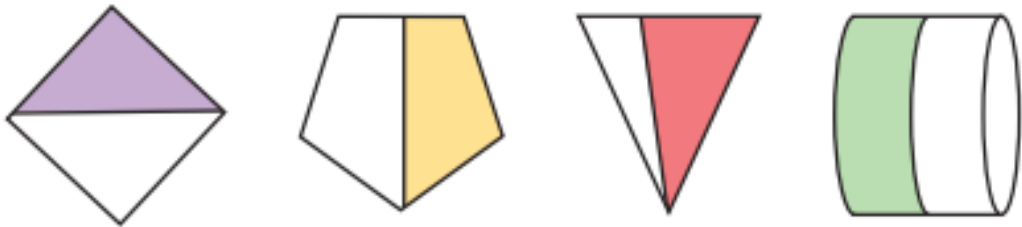
Please email [NJS.Year3@taw.org.uk](mailto:NJS.Year3@taw.org.uk) with any queries to share any work and one of the Year 3 teachers will get back to you as soon as possible!

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

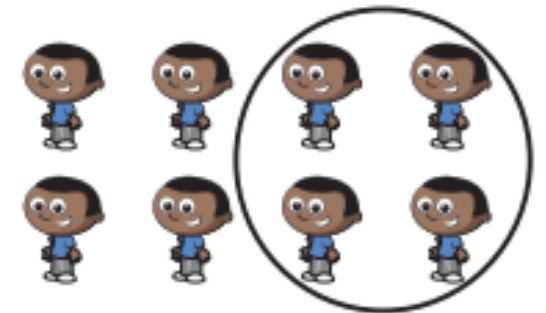
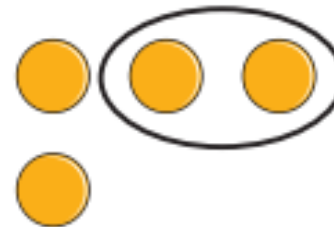
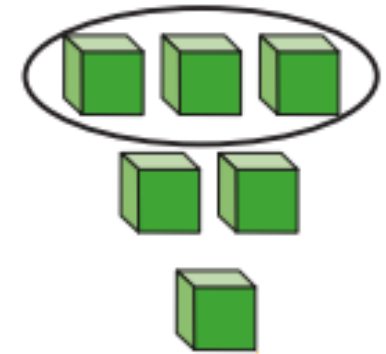
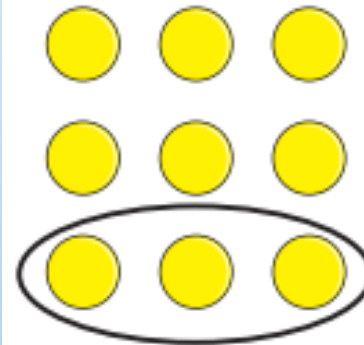
# Maths

To understand the equivalence of a half and two quarters.

Which shapes have  $\frac{1}{2}$  shaded?



Which groups have  $\frac{1}{2}$  circled?



Here are two bar models.

a) Colour  $\frac{2}{4}$  of the bar model.



b) Colour  $\frac{1}{2}$  of the bar model.



Solve the problems.

a) Find  $\frac{2}{4}$  of £8

b) Find  $\frac{2}{4}$  of 24 kg

How did you work out the answers?

Use the sweets to help you answer the questions.

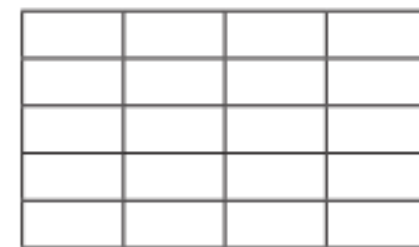
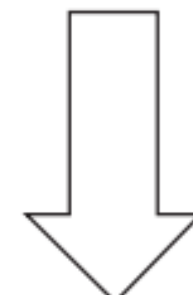


a) What is  $\frac{1}{2}$  of 12?

c) What is  $\frac{2}{4}$  of 12?

b) What is  $\frac{1}{4}$  of 12?

b) Colour  $\frac{2}{4}$  of each shape.





You cannot find  $\frac{2}{4}$  of this shape as you cannot divide it into 4 equal parts.



a) Do you agree with Dexter?

Tommy has a jar of 12 cookies. He gives half of them to Alex, and  $\frac{2}{4}$  of them to Mo.

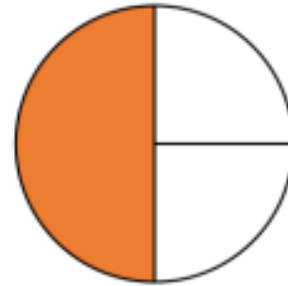


Who gets the most cookies?

Whitney says:



I have shaded a third of my shape.



Do you agree?  
Explain why.

Why do you think Whitney thinks this?

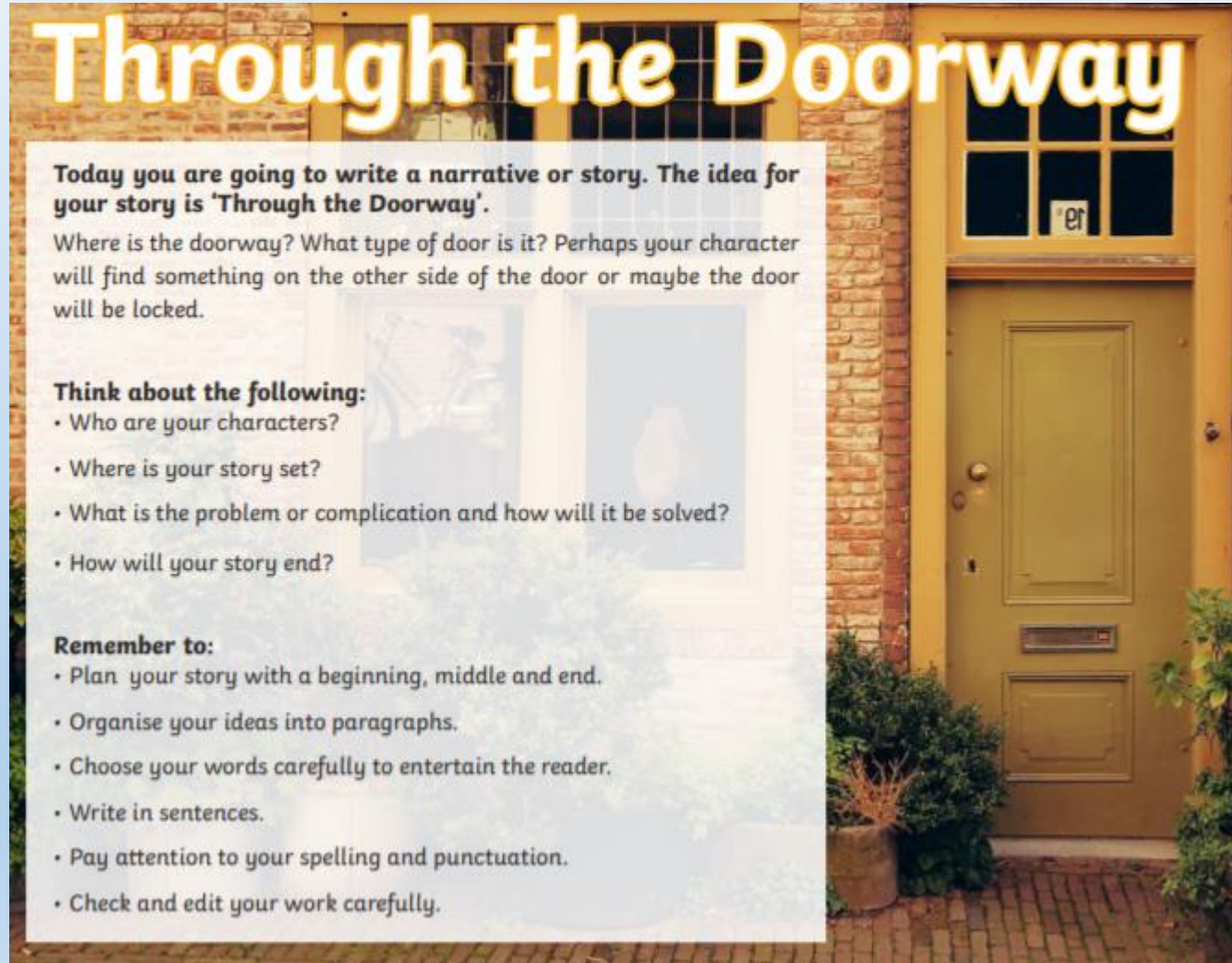
Can you write your own question using one half and two quarters?

Log onto TTRS and try and  
beat your top score!

Enjoy Rockstars!

# English- Free write Friday

Have a look at some of these ideas and choose one to write about.



## Through the Doorway

Today you are going to write a narrative or story. The idea for your story is 'Through the Doorway'.

Where is the doorway? What type of door is it? Perhaps your character will find something on the other side of the door or maybe the door will be locked.

**Think about the following:**

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

**Remember to:**

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

# Up, up and Away

**Today you are going to write a narrative or story. The idea for your story is 'Up, Up and Away'.**

You could write about an animal that flies or a person that has an adventure in an aeroplane or hot air balloon. You might want to write about something that floats or flies away.

## **Think about the following:**

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

## **Remember to:**

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.



# Extreme Weather



**Today you are going to write a narrative or story. The idea for your story is 'Extreme Weather'.**

You could write a story about a storm, bush fire, cyclone or another extreme weather event.

## **Think about the following:**

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

## **Remember to:**

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.



# The Year 2050

**Today you are going to write a narrative or story. The idea for your story is 'The Year 2050'.**

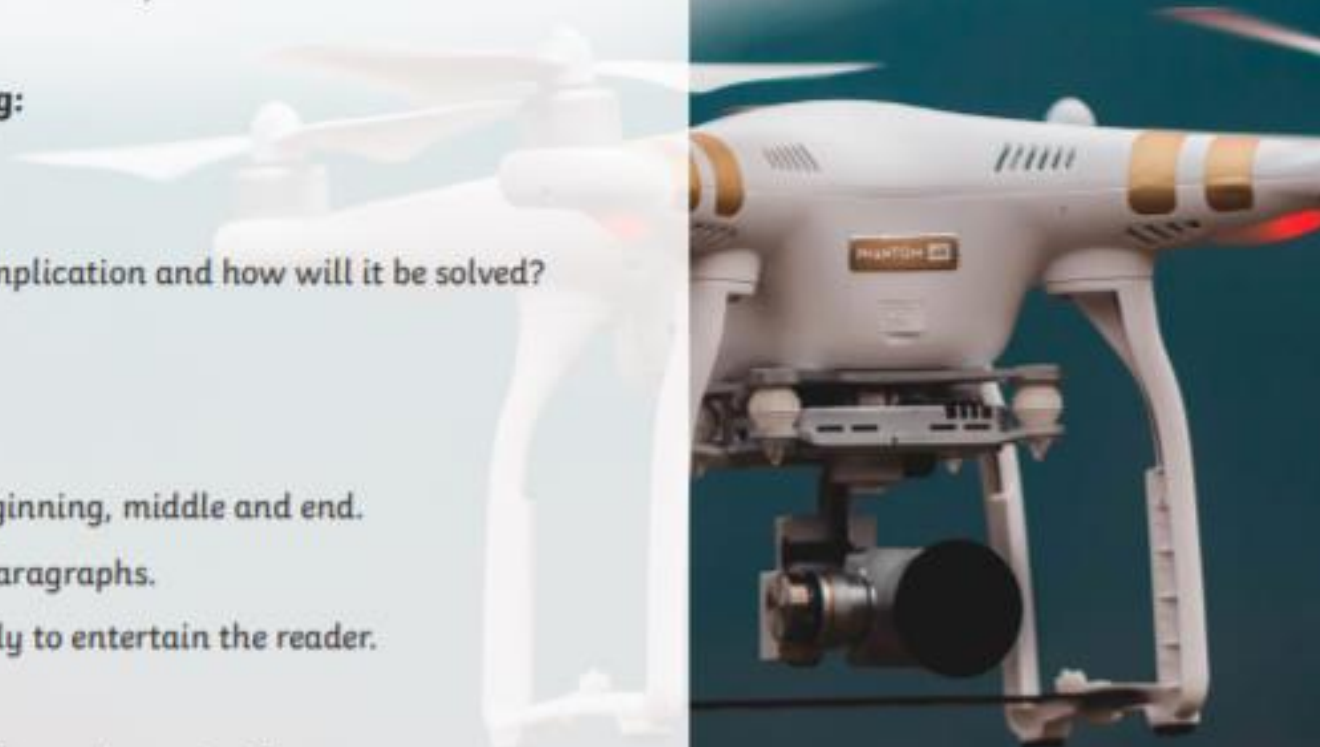
What might life be like in the year 2050? Use your imagination to develop an idea for a story set in the future.

## **Think about the following:**

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

## **Remember to:**

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.



## Reading –

To read aloud fluently and clearly, using correct intonation.

To develop knowledge of unfamiliar words when reading.

Go to Fiction Express and read ***aloud*** Chapter 3 of ‘*Takeover*’, or read it on the next few slides. Make sure you use good ‘voices’ for the characters, and take account of the punctuation. If you need a slightly easier version, go online and open up the Level 1 *Lite* version.

## 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



Watch the video on Apostrophes for possession and then try this activity.

## Apostrophes for possession.

### Apostrophes of possession

Read the following sentences and underline the correct option for each one:

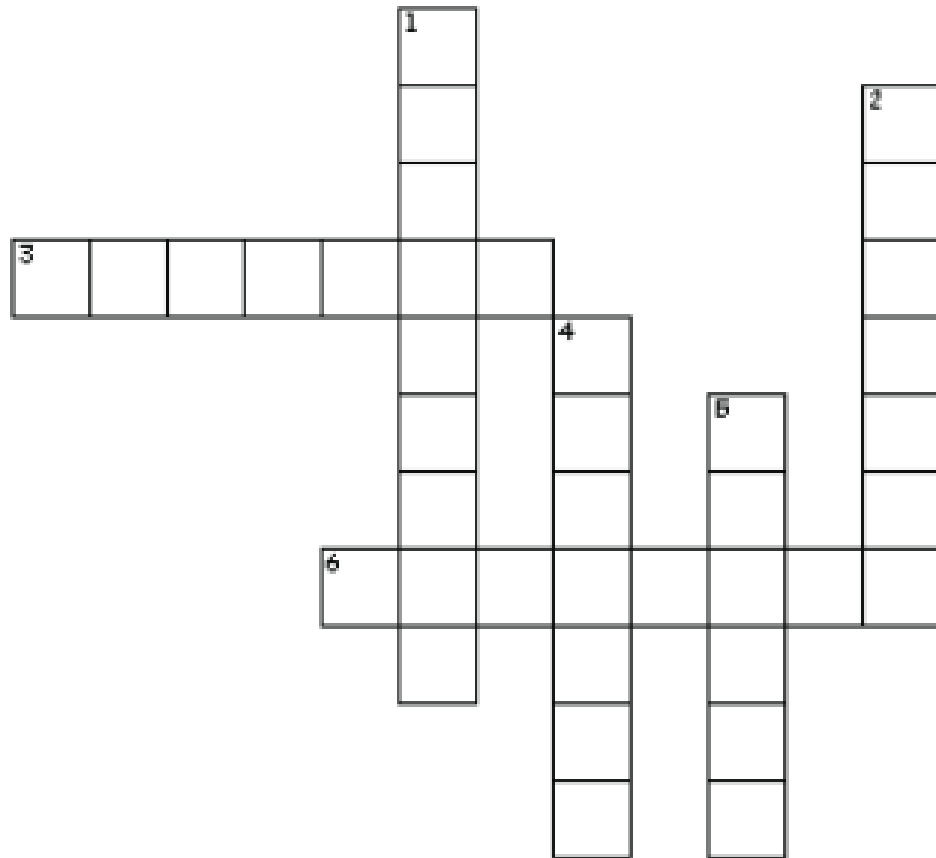
- 
- 1 The **teachers' / teacher's** tablet hypnotised the class.
- 
- 2 Samir was sent to the **headteacher's / headteachers'** office.
- 
- 3 The wall was easy to climb because of **Samirs' / Samir's** robot **spiders' / spider's** legs.
- 
- 4 The **childrens' / children's** usual teacher was in hospital.
- 
- 5 The **robots' / robot's** head was screwed on tight.
- 
- 6 The **islands' / island's** beach was very wide.
- 
- 7 Miss Deeds went to the **judges' / judge's** table.
- 
- 8 Samir had to stand on **Victor's / Victors'** shoulders.
-

Try this crossword – you can find the clues by clicking on the correct words in the chapter online (the clues are word definitions).

EXT: Can you create your own crossword using some of the chapter words?

## Crossword

Read the clues to complete the squares. Remember, they are related to the chapter.



### Across

- 3. shone with excitement
- 6. made loud, sharp noises

### Down

- 1. people who make things
- 2. held on tightly
- 4. walked quickly, like a soldier
- 5. land surrounded by water

Art:

To be able to use a variety of mediums to make a reproduction of an ancient Roman artefact.

How do you think we know so much about ancient Rome when the Roman civilisation died out hundreds of years ago?

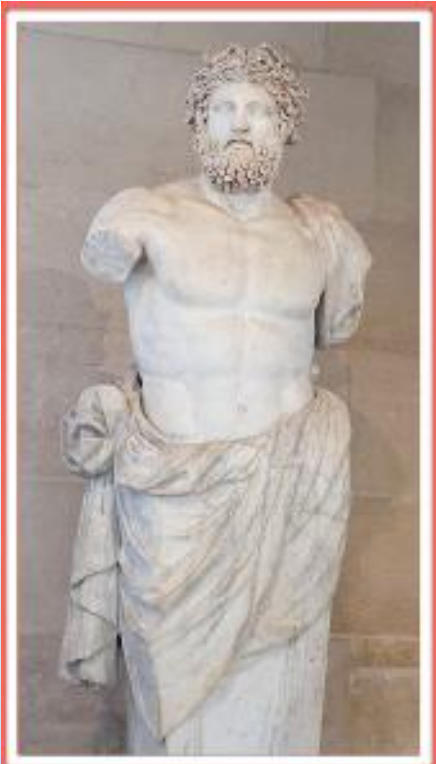
Think, pair, share your ideas.



Lots of Roman artefacts have been discovered by archaeologists and it is from these objects that we can learn about the ancient Romans. Artefacts can be everyday items like pots, coins, plates, weapons and toys or objects that show us what life was like, such as mosaics, paintings or sculptures.



Have a look at the artefacts on the next slides. Think about what the object might be and what you think it would have been used for.





Today we will be recreating some of these artefacts using clay. What different techniques do you think we could use to do this?

Discuss your ideas.

Please use any materials you have access to at home. You could use items from the recycling such as cardboard or paper for papier-mâché. You could (if you want to!) make salt dough or use plasticine (if available). You could also draw your artefact and colour in.

Send us any examples of the artefacts you have created. Remember, you can create an artefact with anything around your house!

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