

Year 3 Home School Provision

Daily Pack- 24/02/21

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.

Maths

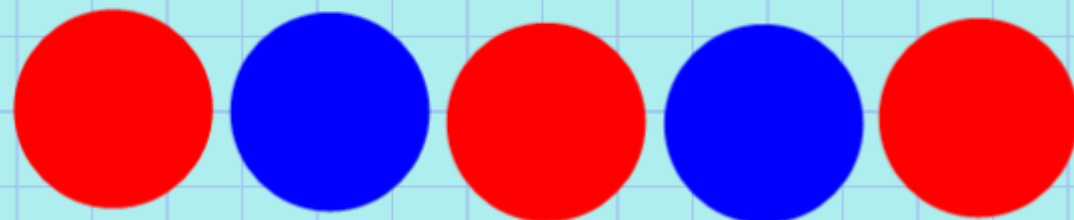
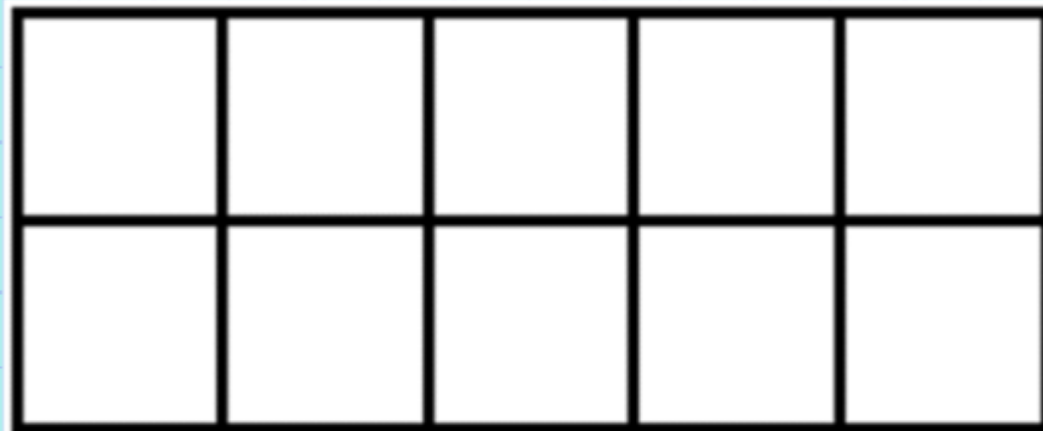
To be able to see relationships/bonds between numbers.

You can easily draw the tens frame in your book if you do not have access to a printer.

You could use pencil dots, pieces of Lego or cut outs to make your own counters. Try and have them 3 of one colour and 2 in another colour.

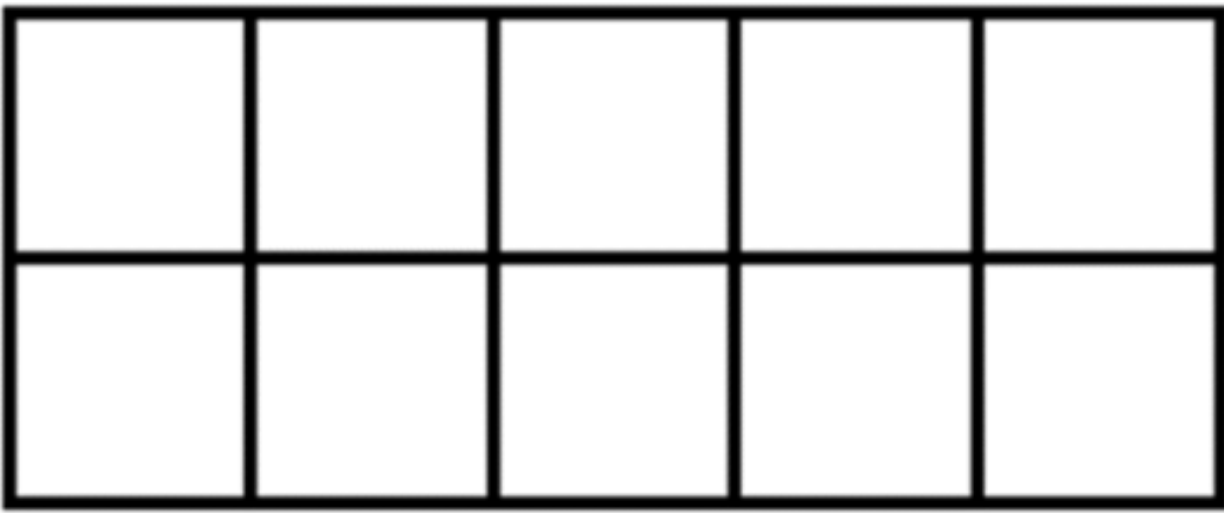
Mental Maths - Day 1

Tens Frame



Make 5 on the tens frame using the counters above.

How many different ways can we make 5?

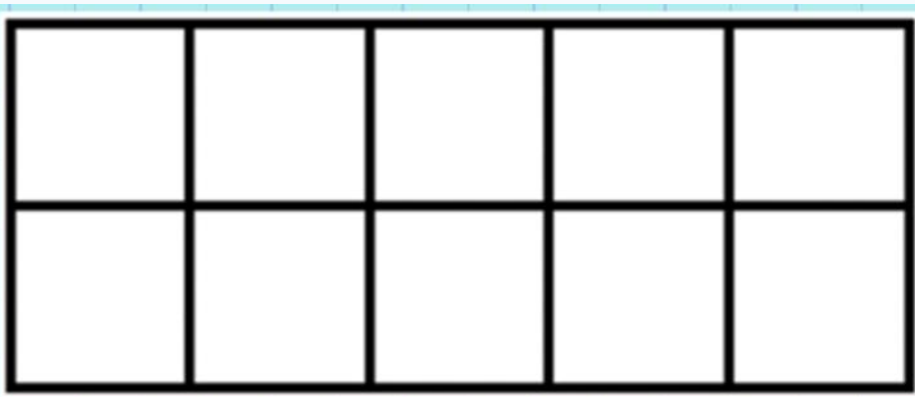


Using your tens frame and counters, find all the different ways you can make five.

Record the sums in your books!

Record everything in your book!

This is a sequence of lessons so you might need to look back at what you have already done!



Remember there could be more than one answer to the question!

So we know the different ways to make five.

What else do we know?

What if we make the numbers ten times bigger?

What if we make the numbers hundred times bigger?

Do we know $\text{even} + \text{odd} = \text{odd}$? Can you prove it?

How can we describe 5? (It is one less than 6, one more than 4, it is an odd number, it is half of 10 etc)

Plenary:

One thing I have learnt this lesson is...

Please email any work from of this lesson to chloe.watson@taw.org.uk or njs.year3@taw.org.uk

This lesson should take a while because of all the different possibilities and reasoning.

However, should you finish early you can log onto TTRS and try and beat your best time!

Good luck Rockstars!

**English- To be able
to perform poems
effectively**



Think/Pair/Share

**How do you think
soldiers feel as they
march into battle?**

[https://www.youtube.com/
watch?v=uoQM3kMIC9g](https://www.youtube.com/watch?v=uoQM3kMIC9g)



DRILLS AND CADENCES

Foot-Soldier's Song

My breastplate's gone rusty – it creaks.
There are cracks in my helmet – it leaks.
This island is cold, wet, and too far from home.
Shall I ever again see Rome?

We all hate the natives that lurk in the trees,
and the blustery gales and the rivers that freeze
but the thing that is driving us nearly insane
is the rain.



A cadence we can listen to...

https://www.youtube.com/watch?v=eT_G49ejbts



Task: To perform a cadence to an audience.

On the next page there are some cadence poems. Read these through and practise performing them to an audience.

Think about:

- Pace
- Volume
- Pausing for effect
- Rhythm
- Expression
- Gestures

Task: To perform a cadence to an audience.

Foot-Soldier's Song

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and the blustery gales and the rivers that freeze
but the thing that is driving us nearly insane
is the rain.

Our sandals were made of strong leather
but they're no good at all in this weather.
Our shoestrings are rotted, but on we must plod
Day after day through the slippery mud.

We're told we must stay, settle down in this land,
but that's the last future I'd ever have planned.
I long to see Rome and its sunshine again
But our fate must be Britain and rain, rain, rain...

Pamela Gillilan

Off to Fight the Heathen

**Oh! We're off to fight the
heathen in the wilds of
German-ee**

**Tall men tough men and all for
victor-ee**

**and when we have them on
the run we all will shout for glee**

**For we are the Roman
legionary infantr-ee**

author unknown

MARINE DRILL

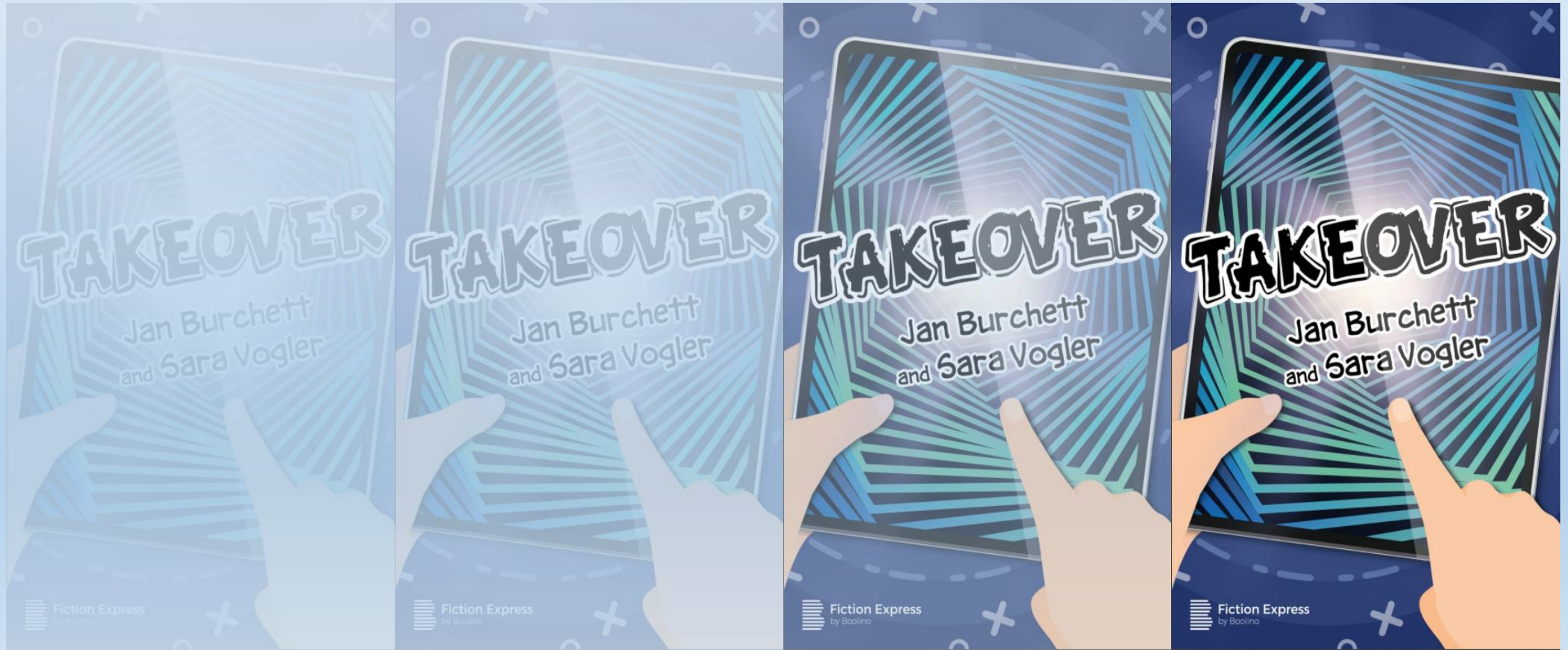
Original Marine Drills

C-130* rolling down the strip,
Airborne daddy gonna take a little trip.
Stand up, hook up, shuffle to the door,
Jump right out and count to four.
If my chute don't open wide,
I've got another one by my side.
If that one should fail me too,
Look out mama, I'm through.
If I die on the old drop zone,
Box me up and ship me home.

*C-130 is an aeroplane

Reading - Online lesson with Mr Butler – Chapter 4 - *Takeover*

You've been away for half term. Can you remember what happened in the story so far? Discuss. Now read Chapter 4 with Mr B.



Guided reading notes

Here you can find some tips to help you in your reading sessions in class.

1

Can you remember the key things that happened last week? (There was a robot competition; Samir had to pretend to be a surfing robot; he fell off and was thrown in the pit.) Read the first section. How does Samir get out of the pit? (He ties springs to his feet and jumps out.)

2

Look at the ways in which the pit is described. The author tells us how it feels (*slippery*), moves (*inwards*), sounds (*horrible grinding noise*). How do we know that Samir is in danger? (He must escape quickly!) Read the next section. How does Samir know where to go? (He follows the footprints.)

3

What are all the people doing in the room? (They are having the award ceremony for the robot competition.) Which words make the ceremony big and impressive? (*golden stage, cameras flashed, music blared*) Why are some robots broken or covered in seaweed? (from the surfing competition)

4

Why does Miss Deeds have a *nasty smile on her face*? Why isn't she sad about losing the competition? (Perhaps winning the competition wasn't important to her and her real plan is still going well.) What does the mast do? (It sends pictures of the competition all around the world.)

5

Read to the end of the chapter. Which word tells you how Samir follows Miss Deeds and the other students? (*sneaked*) Why does he have to sneak? (He doesn't want Miss Deeds to see him.) What is Miss Deeds' plan? (to use the mast to send her spiral signal all around the world)

6

Why does Samir have to wrench his eyes away? (It is hard to pull away from the spiral.) How do you know Victor is strong? (He had an iron grip.) What do you think needs to happen in the last chapter? (Miss Deeds needs to be stopped; the other children need to stop being hypnotised.)

Chapter 4

The Evil Plan

Samir knew that the walls of the recycling pit were too slippery to climb. There was a horrible grinding noise. The walls began to move inwards. They were crushing the broken robot pieces. They would crush Samir! He had to do something, and fast.

Samir found two large springs. He tried to tie them to his trainers with some broken wire. He wished he'd listened to Mr Simpkin

in technology lessons instead of playing tricks.

Finally, he fixed the springs in place. He bounced. He bounced again. But he couldn't bounce high enough. The walls were getting closer. Soon he'd be as flat as a pizza! Samir bounced with all his strength. He was nearly there. With one more bounce, he at last clung to the top of the pit with his fingertips. He pulled himself free just as the walls clanged together.

* * *

Samir crept towards the beach. It was empty. *Where is everyone?* he thought. He followed some tracks in the sand. Before long, he came to a door in the cliff, underneath the communications mast. The door opened smoothly into a huge room carved into the rock. Samir slipped inside.

A row of judges stood on a golden stage. Cameras flashed. Music blared out from speakers.

All the robot competitors were there. Some had arms and legs missing. Some were leaking water. Some had seaweed in their joints. But one team of gleaming robots was lining up on the stage. Their inventor was receiving a shiny cup.

Good, thought Samir. Miss Deeds' cheating plan hasn't worked.

But he couldn't see his classmates.

“The winners are now being broadcast everywhere,” a judge was announcing, “thanks to our global communications mast.”

Samir suddenly spotted Miss Deeds. She'd lost the competition but she didn't look sad. She had a nasty smile on her face.

* * *

Miss Deeds was leading her team out through a small door at the back of the hall. Samir ran after them. He sneaked along a corridor and followed them into a room full of computers and screens. All the screens were showing the winning robot surfers. There were captions in lots of different languages.

Miss Deeds plugged her tablet into one of the computers. The dreaded spiral appeared on each screen in the room. Samir wrenched his eyes away.

“Soon everyone will be under my power!” muttered Miss Deeds.

Now Samir knew what the evil teacher was up to. She was hypnotising the whole world! That must have been her plan all along.

“Stop!” he shouted.

She swung round.

“I thought I'd got rid of you!” she screached. “But you won't spoil my plan. Get him, team!”

His five classmates marched towards him. Poppy was at the front. She was trying to hold the others back.

Victor pushed her aside and lunged at Samir.

Samir couldn't believe it. His best friend was attacking him! He tried to get away, but

Victor seized him in an iron grip. Samir reached for his pocket. His tricks were a bit soggy, but he was sure they could still be useful. He hoped they would be!

5



Vote

Time to vote! Look at the next slide and make your prediction.

To make a prediction, using evidence from the text to justify my ideas.

What trick does Samir use to try to get free?

A

The Exploding Carrot

An exploding trick might not work if it is wet. But if it did work, this might distract Victor and even wake Samir's classmates up! Could it stop the computers from working and spoil Miss Deeds' plan?

B

The Plastic Eyeballs

This trick should work even if it is wet. Perhaps Samir could roll the eyeballs across the floor towards Victor so he slips and lets go of him. Or perhaps he could throw them at the computers.

C

The Super Stink Bomb

Remember, they are all inside the cliff, so it is unlikely there is a window to get rid of the smell! Might this be enough to put Victor off and ruin Miss Deeds' plan? Will this trick work if it is wet?

Example response:

I predict that Samir will use the plastic eyeballs, as it is the only trick that is guaranteed to work, even when wet. He just can't afford to take the chance that his trick won't work. I think Victor will slip on the eyeballs, hit his head and wake up from his trance. Then, the pair of them will somehow wake up the other children and they will find a way to defeat Miss Deeds.

1 Why can't Samir climb up the sides of the pit?

- The sides are too steep
- The sides are too slippery
- There are too many robots in the way

2 How does Samir get out of the pit?

- He pulls himself out
- He bounces up
- He finds a tunnel

3 How does Samir find the room in the cliff?

- He works out that it must be beneath the mast
- He follows some footprints
- He sees the flashing lights

4 Why are some robots in the hall missing their arms and legs?

- They were thrown into the recycling pit
- They lost them during the competition
- They were attacked by Miss Deeds

5 How does Samir know that Miss Deeds didn't win the competition?

- Someone else is holding the cup
- She is looking very upset
- She is congratulating someone else

6 Why is Miss Deeds happy even though she didn't win?

- She is not interested in winning the competition
- She thinks taking part is more important
- She has been given a runners-up prize

7 Why are there captions in different languages on the screens?

- The robot competition is being shown around the world
- The people working on the island are from all around the world
- Miss Deeds speaks lots of different languages

8 How does Miss Deeds plan to take over the world?

- She is going to use robots to control everyone
- She is going to declare herself the ruler using the mast
- She is going to hypnotise everyone through the mast

9 Why does Victor attack Samir?

- He wants Miss Deeds to control the world
- He is pretending to be a robot
- He is under the control of Miss Deeds

10 Why does Samir want to play a trick on Victor?

- He wants to cheer Victor up
- He wants to show Victor that they are still friends
- He wants to make Victor let go of him

Answers to quiz:

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EXTENSION: Complete the following tasks. You may need to access the earlier chapters to remember what happened:

Settings and plot

The three settings pictured below are used in *Takeover*. Can you remember what happened in each setting? Write one sentence for each picture to explain what happened there.



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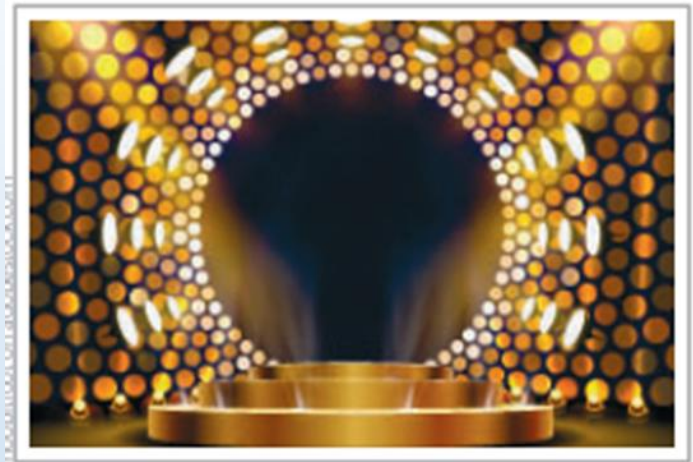
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Computing - To use conditional hit events to control the movement of a car on the screen.

Success criteria

ALL

I can use a conditional hit event to make a car change direction if it touches a certain colour.

MOST

I can use a conditional hit event to make a car follow a track with several changes of direction.

SOME

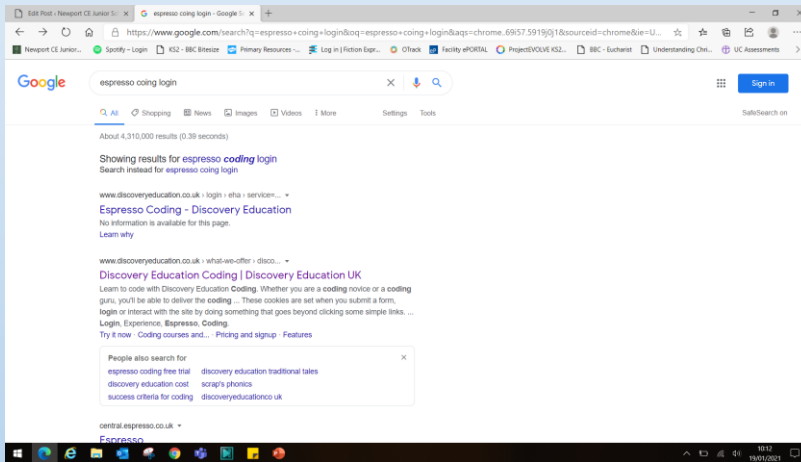
I can explain my code and say which part of it will execute when different conditions are met.

Computing – Conditional programming using Espresso

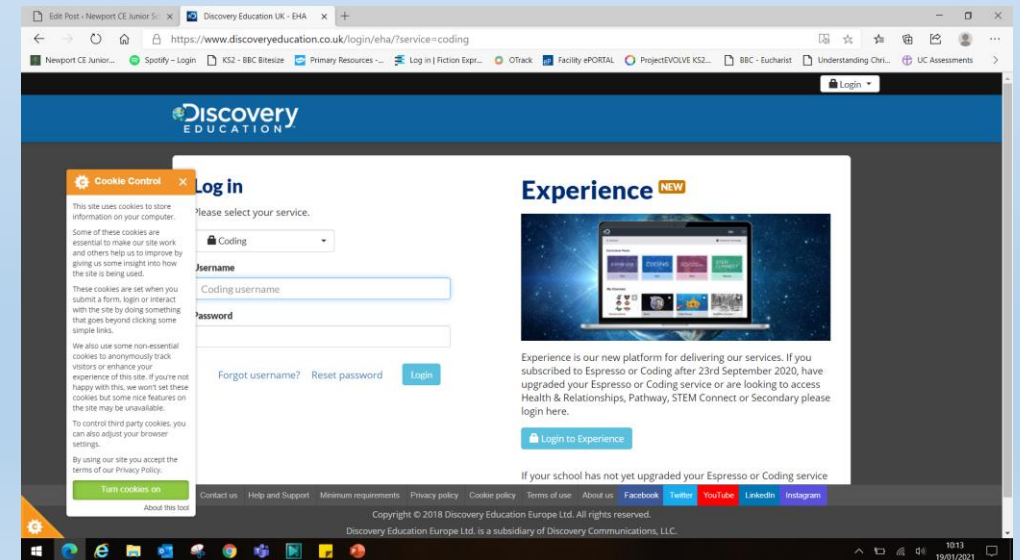
Coding Lesson 2

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.

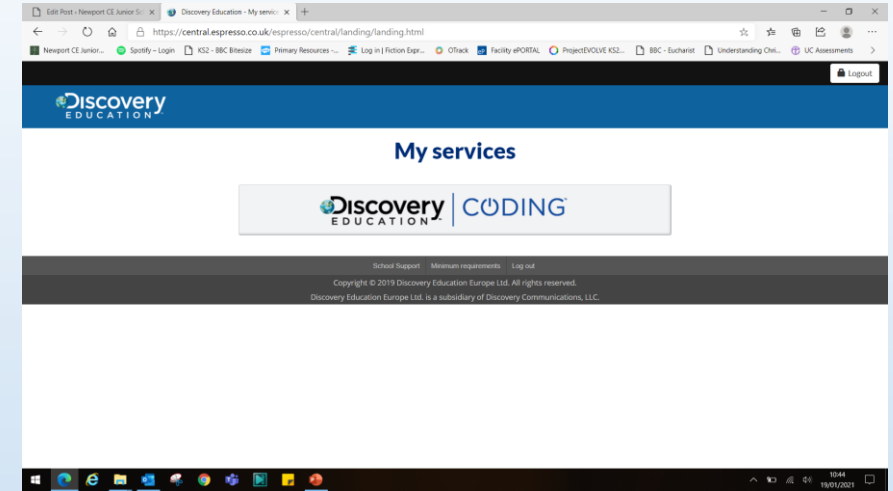
Username

Password

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

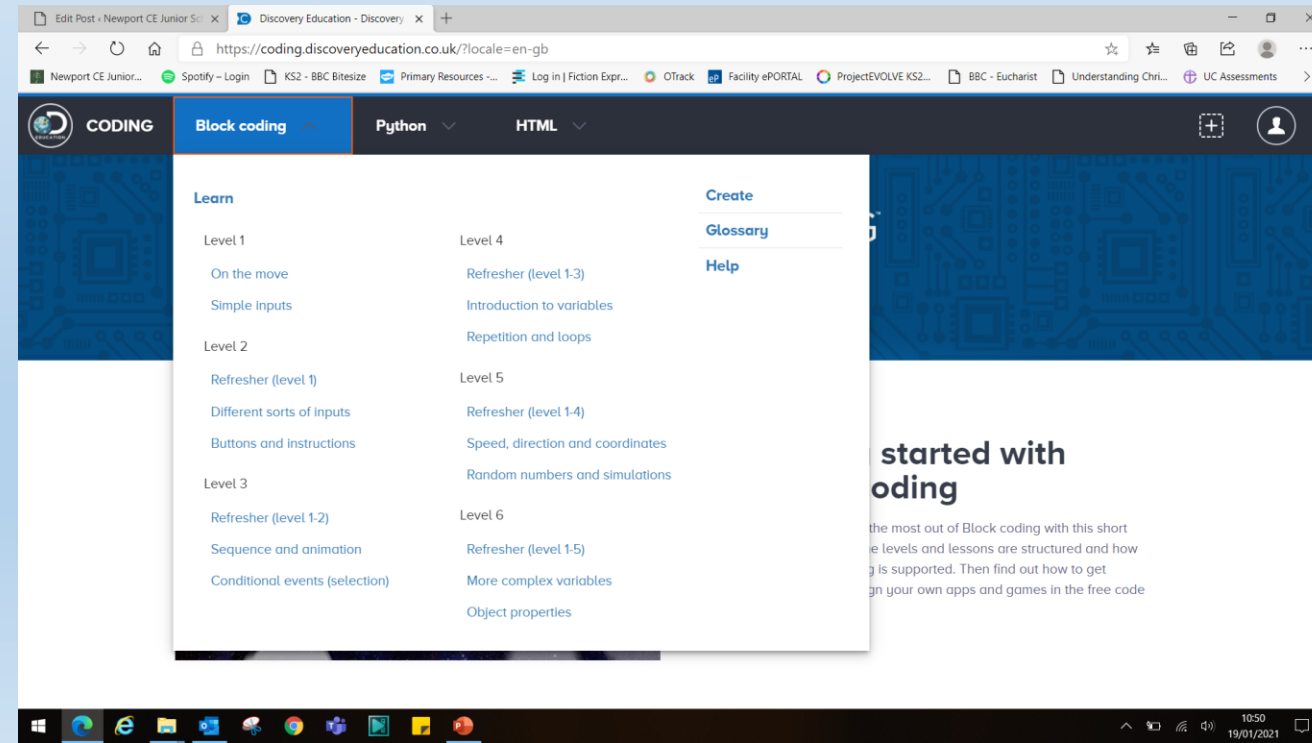
Login

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 second lesson, 'Self-driving car'

Before you start, read the 'Student guide' and watch the help video, so you know what the lesson should be about.

The screenshot shows the CODING EDUCATION website interface. At the top, there is a navigation bar with 'CODING EDUCATION' logo, 'Block coding', 'Python', and 'HTML' dropdown menus, and a user profile icon. Below this is a secondary navigation bar with 'Learn', 'Create', 'Glossary', and 'Help' tabs. A 'Student guide' button is visible in the top right. On the left, a sidebar menu lists levels from Level 1 to Level 6, with 'Level 3' selected and highlighted in blue. Below the sidebar, three lesson cards are displayed:

- Space maze**: Program a UFO to react only if certain conditions are met as it moves around a maze. Includes 'Example app' and 'Help video' buttons.
- Self-driving car**: Use code that includes conditional hit events to control the direction a car is driving and what route it takes. Includes 'Example app' and 'Help video' buttons.
- Hungry snake**: In the desert you'll consolidate your understanding of conditions in programming and learn how different types of conditions can be used in code for different purposes. Includes a 'Help video' button.

The browser's address bar shows the URL: `coding.discoveryeducation.co.uk/app/lesson/.../5e5d0d0b570d8d36569de10e?...`. The Windows taskbar at the bottom shows the time as 14:37 on 11/02/2021.