

Year 3 Home School Provision

Daily Pack- 25/02/21

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!

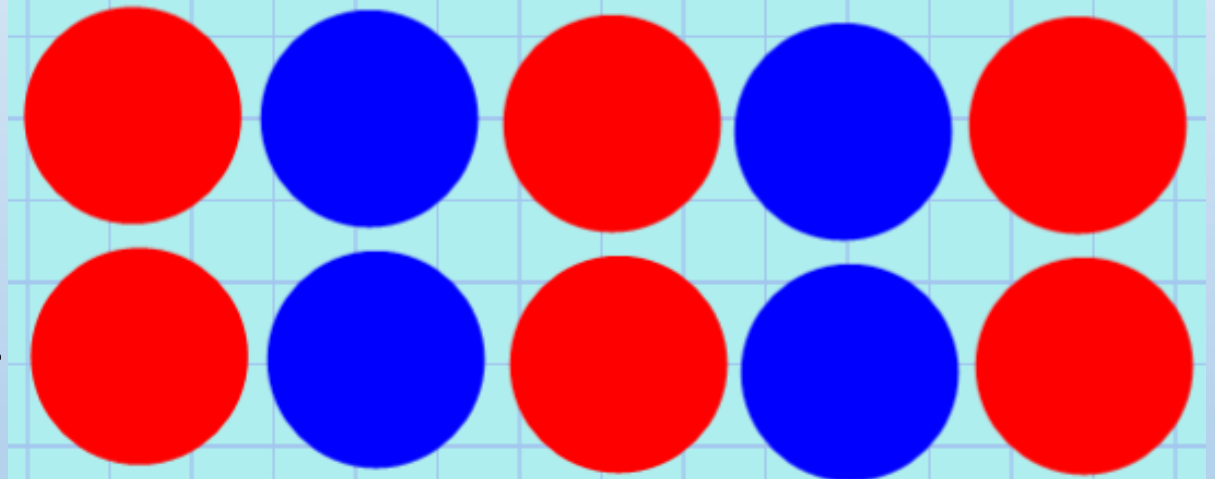
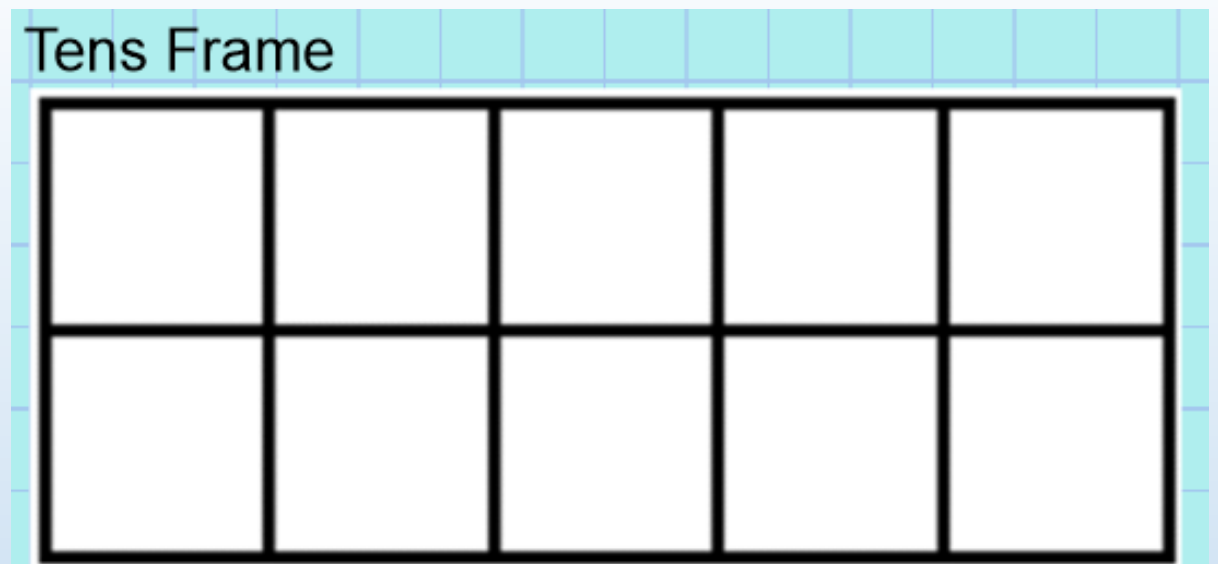
Thank you for your understanding and on going support during these times.

Maths

To be able to see relationships/bonds between numbers

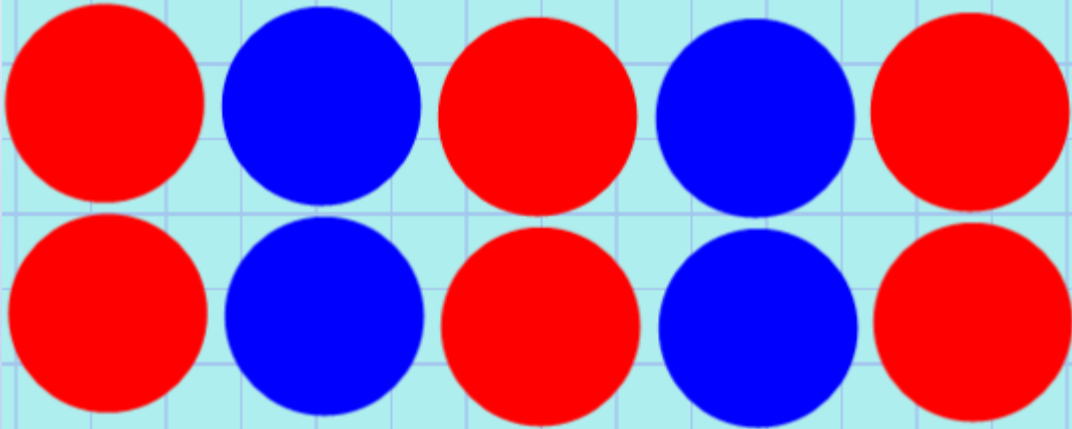
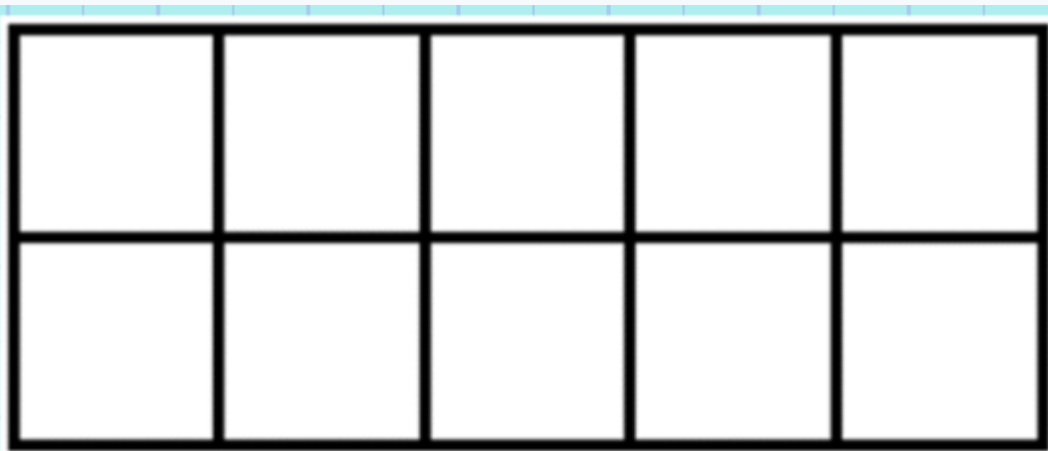
You can easily draw the tens frame in your book if you do not have access to a printer.

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.



Make 10 on the tens frame using the counters above.

How many different ways can we make 10?

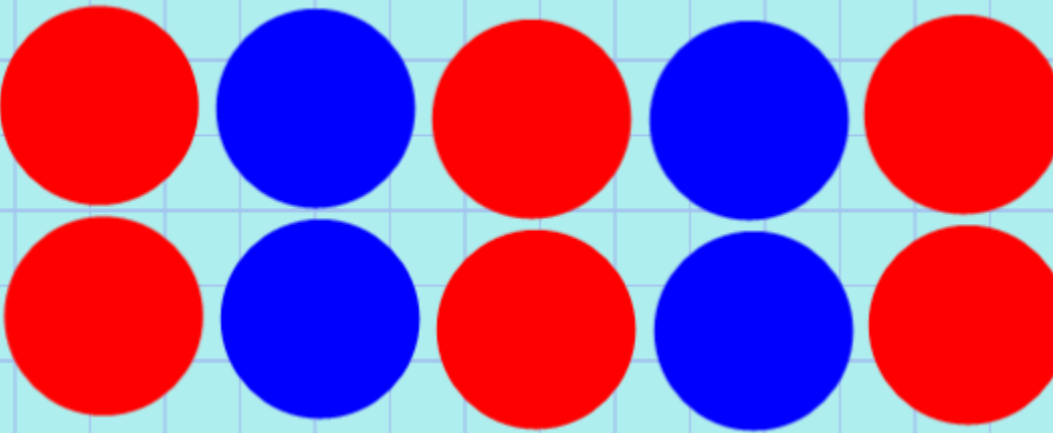
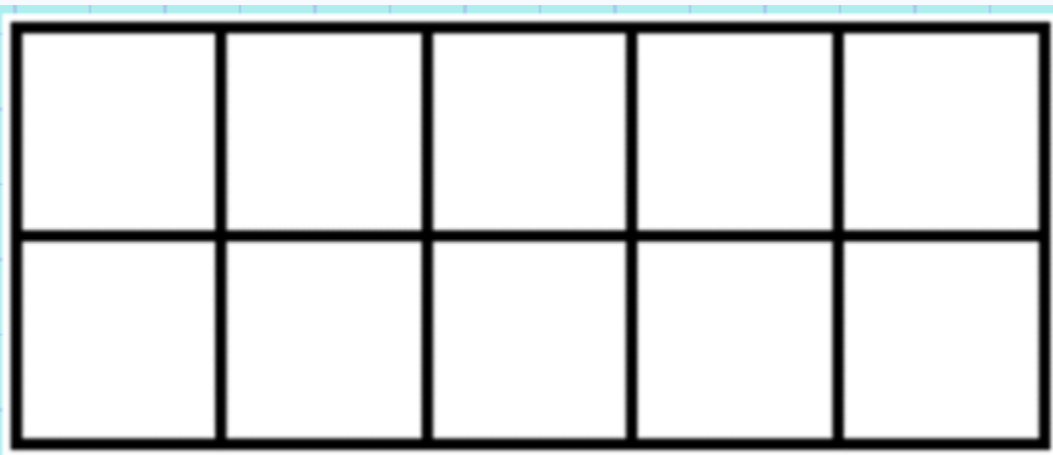


Using your tens frame and counters, find all the different ways you can make ten.

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 ten.

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 even+even=even? Can you prove it?

How can we describe 10? (It is one less than 11, one more than 9, it is an even number, it is half of 20, it is the whole of the tens frame, two lots of five, it is a two-digit number etc)

Plenary:

One thing I have learnt this lesson is...

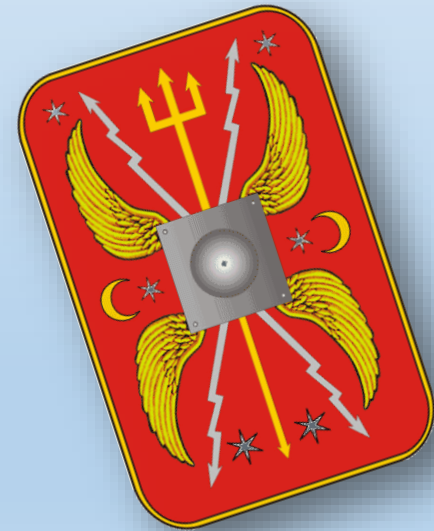
Please email any work from of this lesson to chloe.watson@taw.org.uk or njs.year3@taw.org.uk

This lesson should take a while because of all the 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 identify
features of chants and
cadence calls**



Think/Pair/Share

**Look at the cadence
call 'Off to fight the
heathen'**

**Can you identify any
features?**

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

Look at the clip of a cadence below.
Not a Roman army...obviously!

<https://www.youtube.com/watch?v=DMzFK6kWmcU&t=5s>



Task: To write a cadence poem.

Success Criteria

- ✓ Each line must be 7 syllables long
- ✓ The first two lines must rhyme
- ✓ The last two lines must rhyme.

For example:

*I don't know, but it's been **said** -
Air force wings are made of **lead**
I don't know, but I've been **told**
Navy wings are made of **gold***

..... (7 syllables)

..... (7 syllables)

..... (7 syllables)

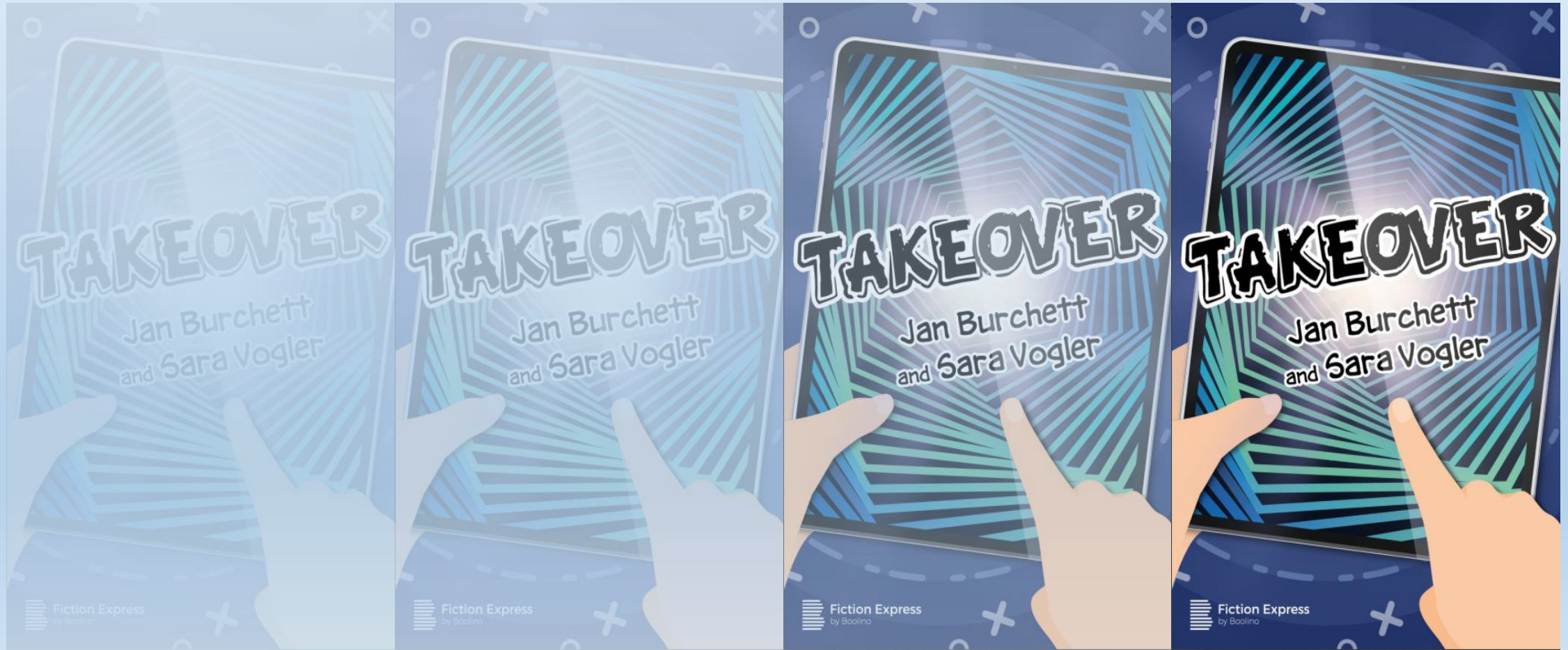
..... (7 syllables)

1*/2*- Use this template to help you.

2*/3*- Write your cadence poem, without a writing frame.

Reading - Chapter 5 – *Takeover*

The final chapter! Read it on the next slides...



Guided reading notes

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

1

Read the first section. What does *plunged* mean? (pushed quickly) What three things does the Super Stink Bomb do? (makes a rude noise, whizzes around, lets off smelly green smoke) Find the phrase *a demented wasp*. Does this help you imagine how the bomb whizzes around?

2

What does the Super Stink Bomb do to Miss Deeds and the children? (It makes them crash around and fall over.) How does this help Samir? (The hypnotised children break Miss Deeds and show that she is a robot.) What is a *Fatal error* for a computer? (one that cannot be fixed)

3

Why do they want to find out who programmed Miss Deeds? (That will be the real villain.) Read to the break. What happened to Mr Simpkin in chapter 1? (He was stuck to a table.) How do the children feel when they see him? (relieved - they think he will help them/ they are glad he's better)

4

What clues are there that Mr Simpkin is not on their side? (He comes in just after Poppy says *who programmed her*, the word *loomed* makes him seem sinister, he expects them to be hypnotised, *it wasn't a friendly smile*) What makes him seem crazy? (He is shouting and talking too much.)

5

Read to the end of the story. Why did Samir believe that Poppy would help Mr Simpkin? (They haven't been friends for very long, she often tells on students who are misbehaving.) The prefix 'mal' means 'bad'. What does *malfunctioning* mean? (functioning badly/working badly)

6

How did Poppy and Samir work well as a team? (Poppy had clever ideas; Samir had clever tricks.) Did you like the ending? Will Poppy and Samir stay friends? Will Poppy ever enjoy Samir's tricks in the classroom? What was your favourite part of the story? Who was your favourite character?

Chapter 5

Save the World!

Victor pinned Samir to the wall. Samir plunged his hand into his pocket. His fingers closed round... his Super Stink Bomb! He threw it. It hit the ground with a very rude noise.

“Hold your nose, Poppy!” he yelled.

The bomb whizzed about like a demented wasp. Clouds of smelly green smoke filled the air. Samir's classmates stumbled around blindly. They crashed into each other. They crashed into Miss Deeds. They all collapsed in a heap on top of her.

Miss Deeds emerged from the smoke. She had wires sticking out of her ears!

“Fatal error!” she croaked. “Must... send...
spiral to world.”

She pressed something on her tablet.
Her eyes spun and her legs fell off.

“She's a robot!” gasped Samir.

“And she's hypnotising the world,” said
Poppy. “We must stop it.”

“How?” asked Samir.

“We find out who programmed her,”
said Poppy. “And we make them put
everything right.”

The door opened.

* * *

Their teacher, Mr Simpkin, loomed
through the smoke. Poppy and Samir ran to
him.

“We're glad you're here!” said Samir.

“What's going on?” said Mr Simpkin. He stared at Miss Deeds and the heap of classmates.

Poppy and Samir told him what had happened.

“Why weren't you two hypnotised?” he said, scratching his head.

“I was playing a trick with my remote-controlled spider,” said Samir.

“I was about to tell on him,” added Poppy.

“Now we can free everyone,” said Samir, feeling like a superhero.

Mr Simpkin smiled. It wasn't a friendly smile.

“No, we can't,” he said. “That would spoil my master plan.”

“Master plan?” gasped Poppy.

“First I invented Miss Deeds,” said Mr Simpkin proudly. “Then I pretended to superglue my hands to my table. Miss Deeds was supposed to take over and hypnotise you all.”

“Why?” asked Samir.

“I hate students not doing what they're told,” snarled Mr Simpkin. “In fact, I hate

ANYONE not doing what they're told. I want everyone in the world to be obedient. So, I started with the class. Then I entered this silly competition just so Miss Deeds could reach the global communications mast. Now I just need to put you two under my power.” He pulled them in front of a screen. “Look at the spiral!”

“Don't hypnotise me,” gasped Poppy. “I can be useful. I always obey you. Hypnotise Samir. He deserves it.”

Samir was horrified. Poppy was on Mr Simpkin's side!

“You're right, Poppy,” said Mr Simpkin. “I do need a clever assistant.”

“I'll zap Samir for you.” Poppy held Miss Deeds' tablet in front of Samir's face. She tapped it.

“No!” yelped Samir.

* * *

The spiral turned slowly. Samir tried not to watch...

Then he realised the spiral wasn't making him feel strange. It was turning backwards. Now the spirals on the screens were reversing. His classmates sat up and rubbed their eyes.

Poppy winked at him. She wasn't on Mr Simpkin's side. She'd saved them!

“You've undone all my work!” shrieked Mr Simpkin.

He made a grab for the tablet. Samir tripped him up. They both sat on him.

The judges burst in. “The screens in the hall are malfunctioning. What's happening?”

Poppy quickly explained. Mr Simpkin was taken away by the security guards.

“Your brains saved the day!” said Samir.

“So did your tricks,” said Poppy.

They high-fived.

“Now we must get back to school and let Ben out of the cleaners' cupboard,” said Samir.

Victor wobbled to his feet. “Where am I?” he asked. “Why is Miss Deeds in pieces?” He peered closely at Samir and Poppy. “And how come you two are friends?”

“It's a long story,” laughed Samir. “We'll tell you on the way home.”

THE END

7



Finish

Phew! So it was Mr Simpkin after all that! Did you manage to predict this? Go online and complete the online quiz, or try the next pages for the written comprehension.

Reading comprehension

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

1 What was the most useful part of the Super Stink Bomb?

Explain



2 What happens to Miss Deeds?

Explain



Retrieve



3 Why are the children pleased to see Mr Simpkin?

Explain



4

Why did Mr Simpkin pretend to stick himself to his table?

Explain



Inference



5

Why does Samir believe that Poppy is on Mr Simpkin's side?

Explain



6

Who was your favourite character in the story? Why?

Explain



ANSWERS

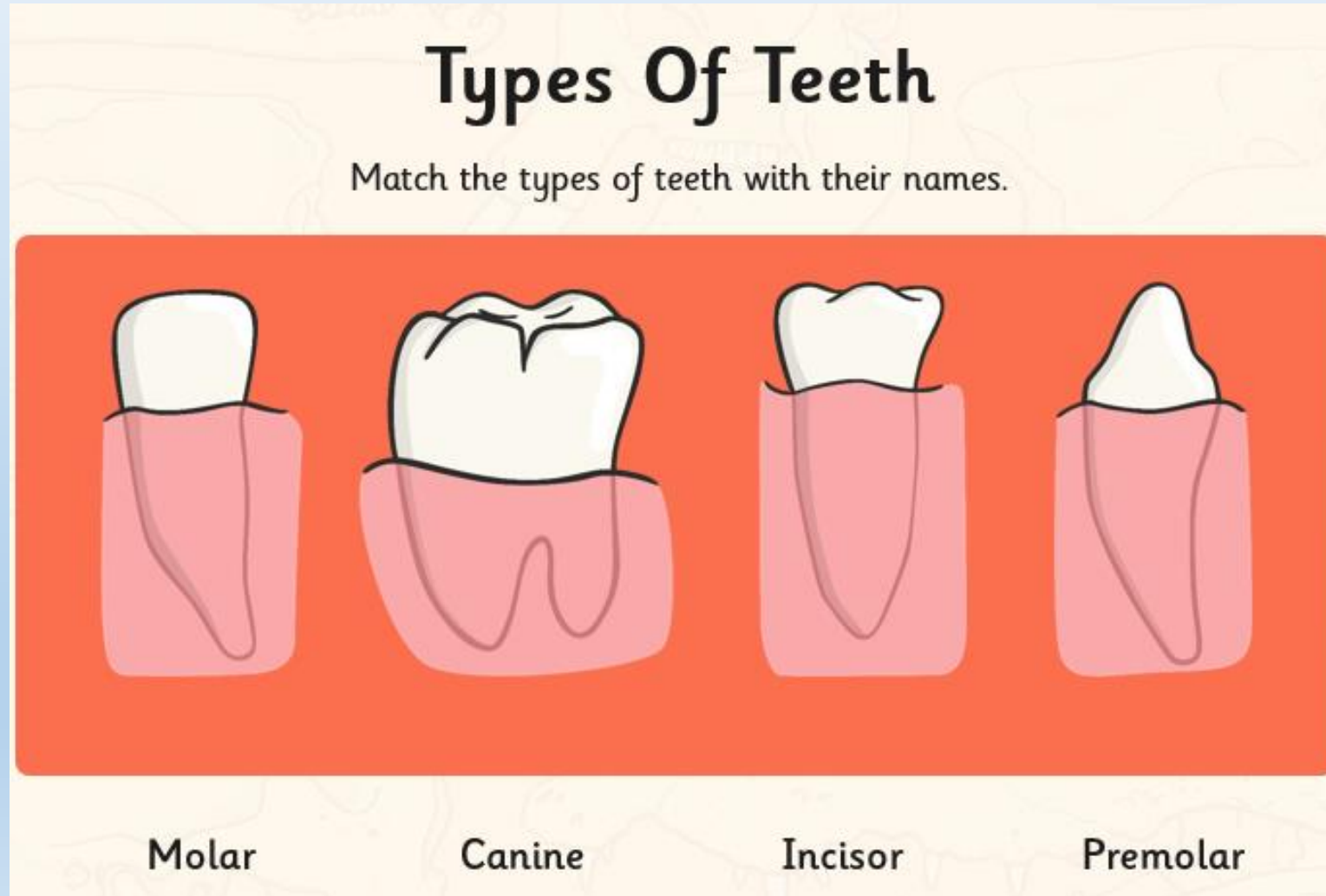
Reading comprehension (pp. 4-5)

For example:

1. the green smoke that stopped Miss Deeds and the children from seeing
2. The children break her when they fall on her.
3. They thought he was ill in hospital, so they are pleased he is well; they think he will be able to help them defeat Miss Deeds and get back to school.
4. so that he could be replaced in the classroom by Miss Deeds, who is a robot
5. because she has been a telltale in the past
6. (own ideas)

Science:

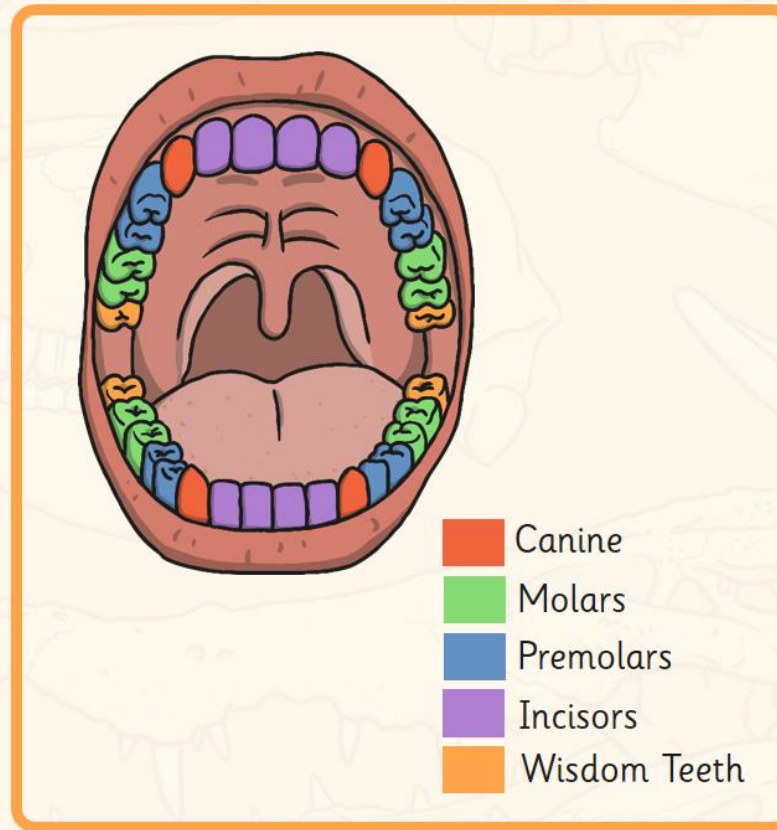
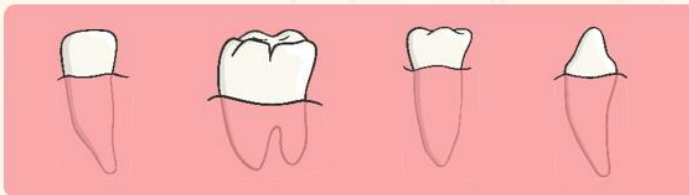
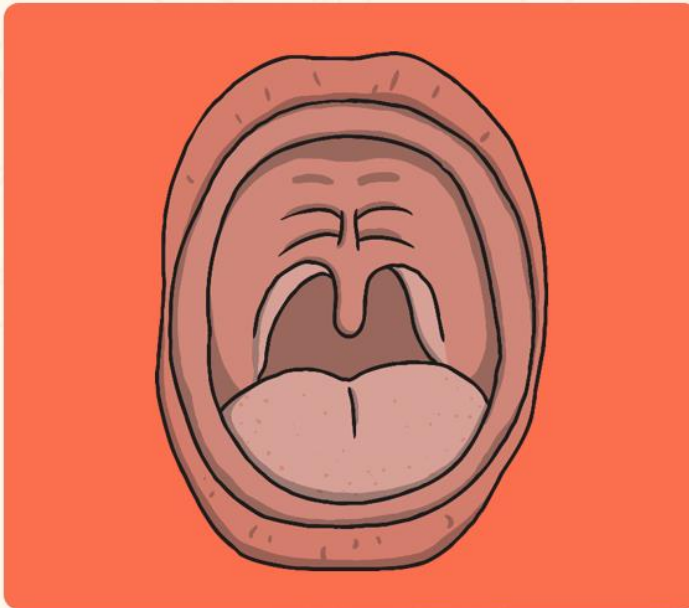
To be able to identify the different types and functions of teeth and be able to identify similarities and differences



Where Are They?



Were you correct?



- Canine
- Molars
- Premolars
- Incisors
- Wisdom Teeth

Why do we have different types of teeth?

What is their purpose?

Incisors

How many?

Humans have 8 incisors altogether; 4 in the upper jaw and 4 in the lower jaw.

Shape

Incisors are shovel-shaped.

Function:

Used for biting and cutting food.



Canines

How many?

Humans have 4 canine teeth, one in each quarter of the mouth, on either side of the incisors.

Shape

Canines are pointy.

Function:

Used for tearing and ripping food.



Premolars

How many?

Humans have 8 premolars, two in each quarter of the mouth. They are between the canine tooth and the molars.

Shape

Small and flat

Function:

Holding and crushing food.



Molars

How many?

Humans have 8 molars, two in each quarter of the mouth. They are at the back of the mouth behind the premolars.

Shape

Large and flat

Function:

Grinding food



Wisdom Teeth

How many?

Humans can have up to 4 wisdom teeth, although not everyone has them. There is 1 in each quarter of the mouth behind the molars.

Shape

Large and flat (they are just a third molar)

Function:

Does not have one now! Some scientists think that human ancestors needed a third molar to help grind down plant tissue from thicker leaves when humans still ate them. Since the diet of humans has changed we don't need them.

As the human diet changed our mouths have become smaller. This is the reason why many people have their wisdom teeth extracted – taken out – as there is no real room for a wisdom tooth so it tends to grow inward and can become a problem.

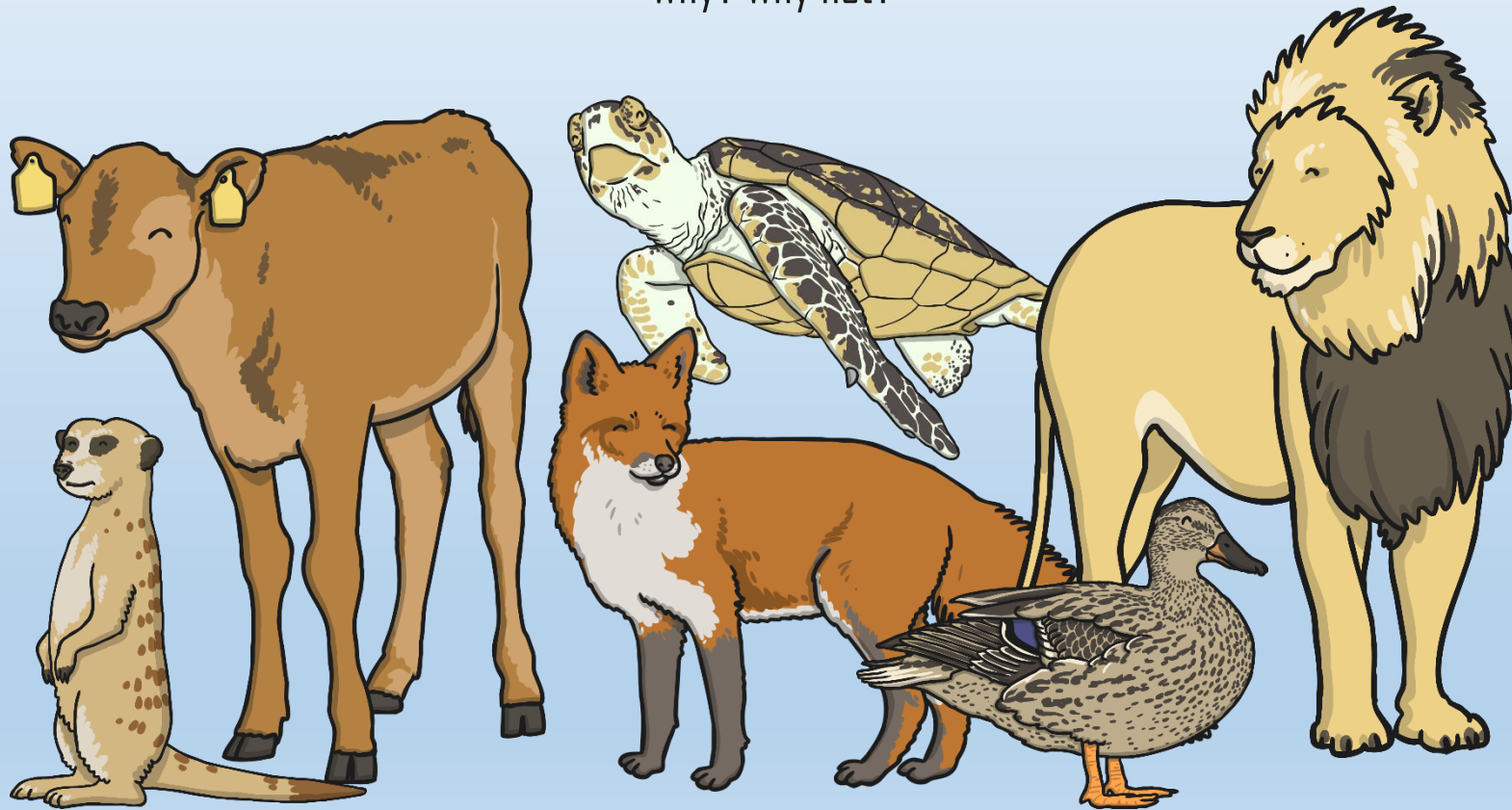


Animal Teeth



Do other animals have the same type of teeth as humans?

Why? Why not?



Comparing Teeth

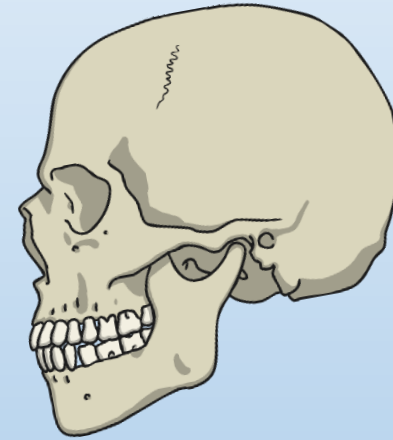
You will now look at a range of different animals skulls which you will need to compare and contrast.

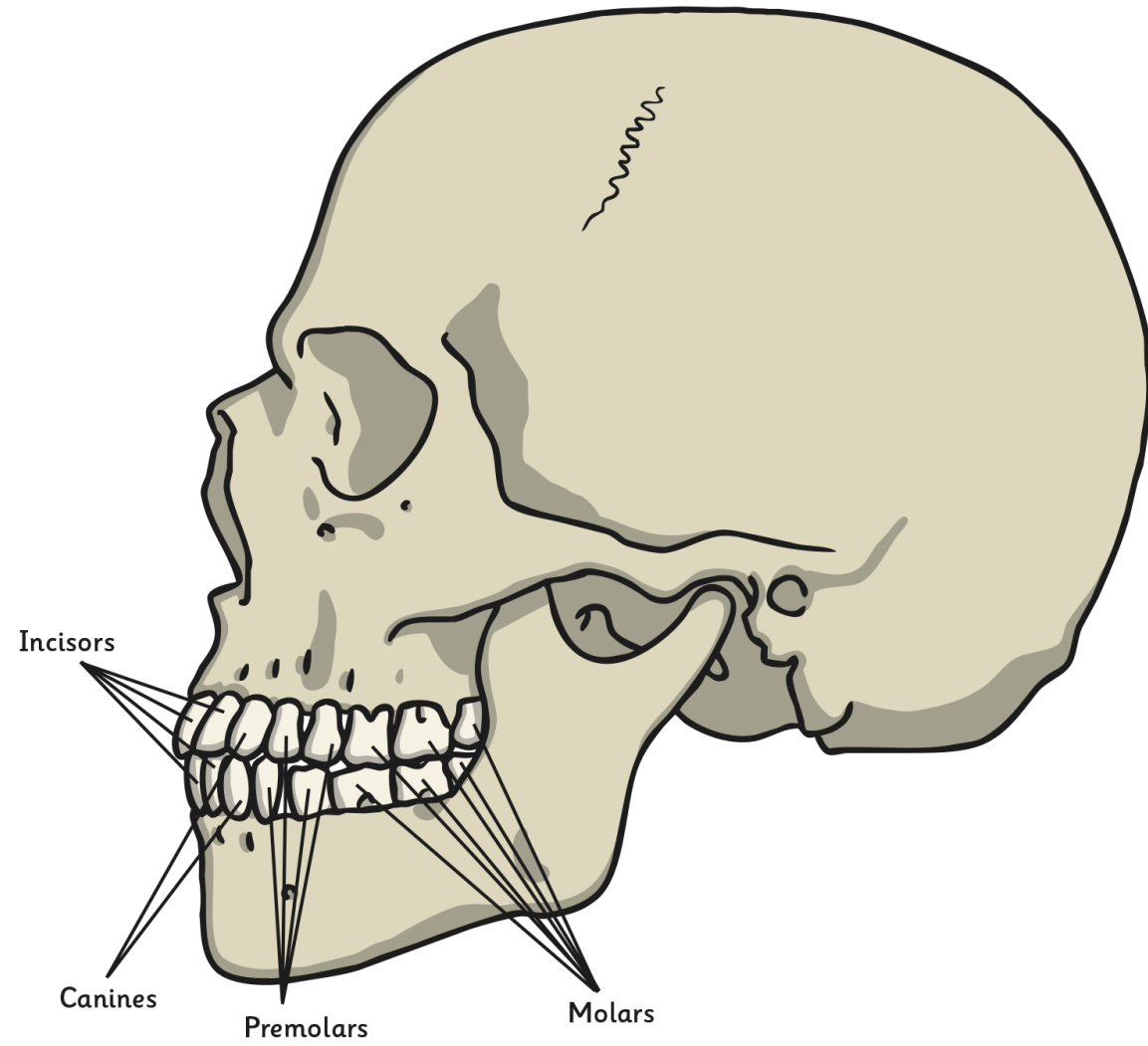
Why do you think they have different teeth?

Are there any similarities?

Are there any differences?

Does their diet impact their teeth?



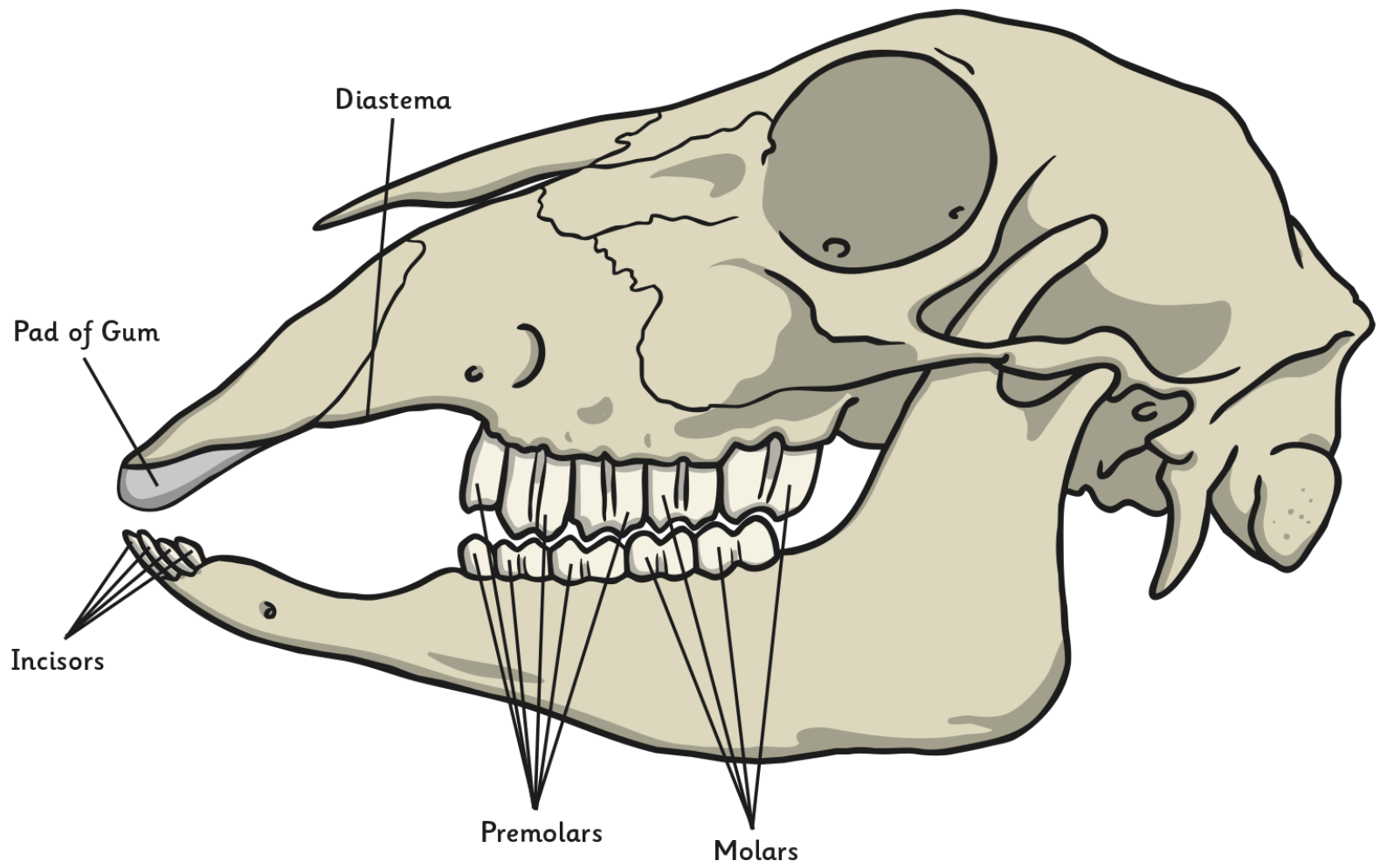


Incisors

Canines

Premolars

Molars



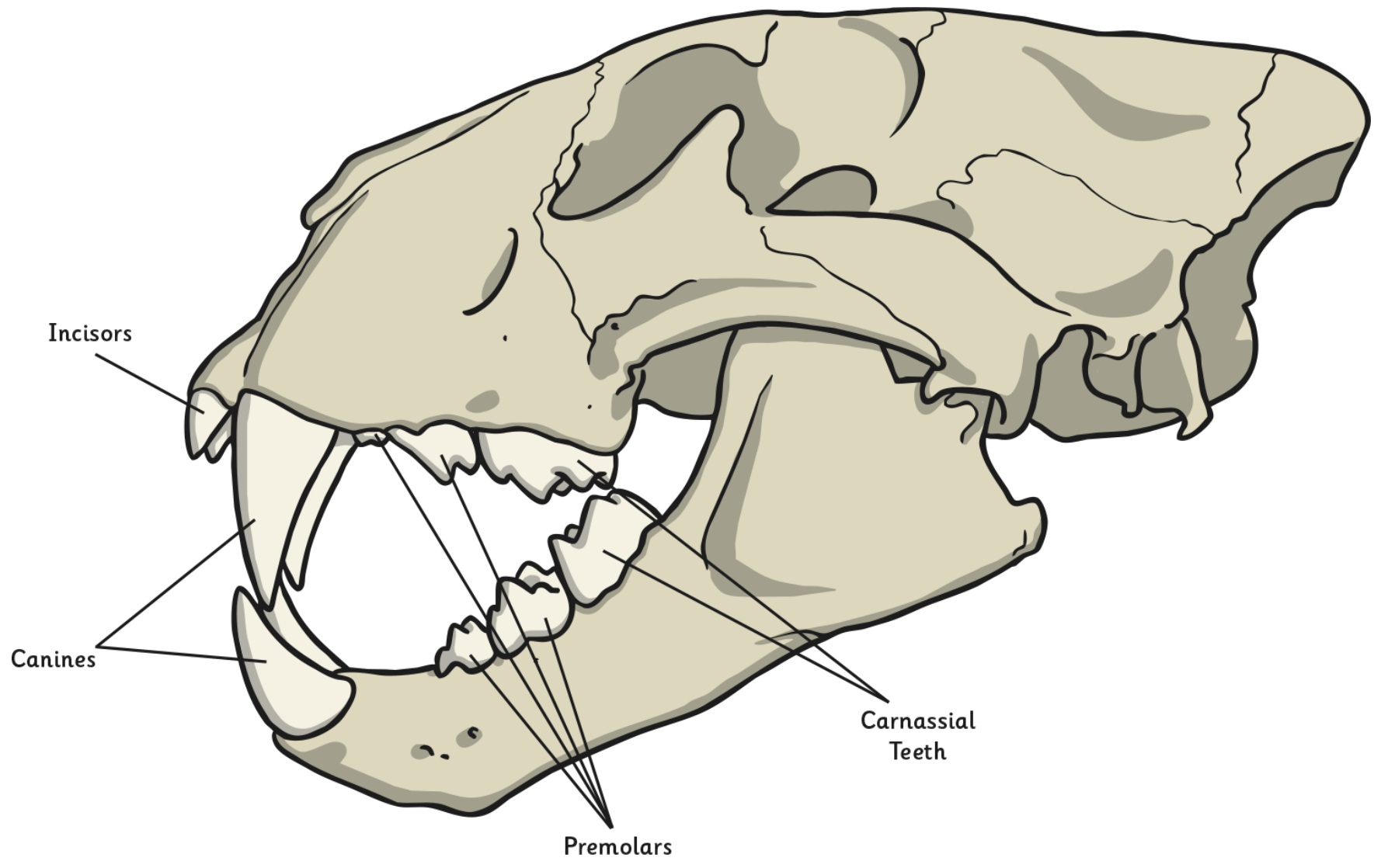
Diastema

Pad of Gum

Incisors

Premolars

Molars



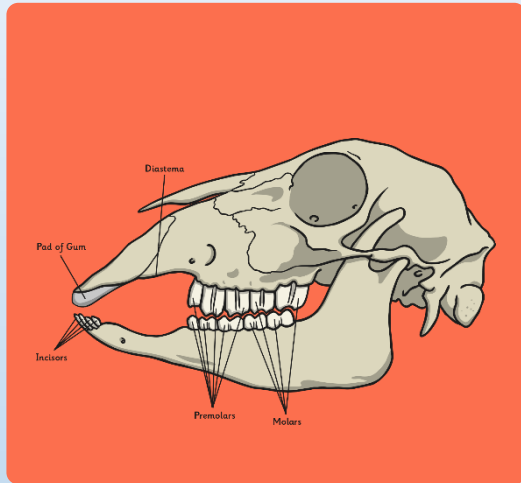
Incisors

Canines

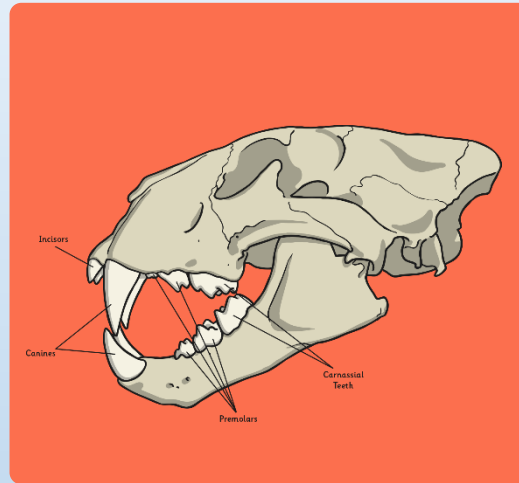
Premolars

Carnassial
Teeth

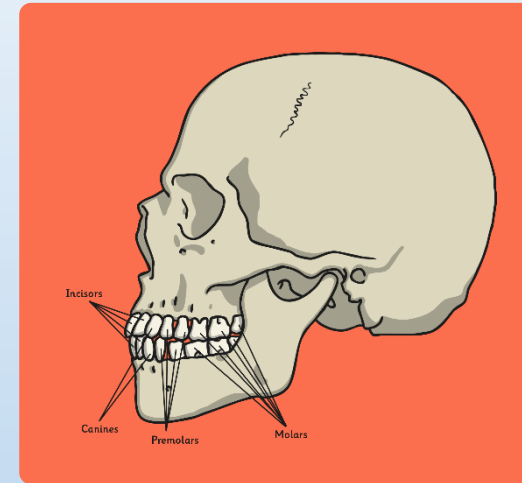
Food and Teeth



Herbivores eat plants



Carnivores eat only meat



Omnivores eat plants and meat



Name of tooth:

Function:

Name of tooth:

Function:

Name of tooth:

Function:

Name of tooth:

Function:

Name of tooth:

Function:

Key:

Activity:

Label the teeth and write out their functions.

How are our teeth similar to animal teeth?

The boxes below explain the names and function of the types of teeth.

Cut out the boxes and stick them next to the correct arrow.

Incisor	Molar	Biting and cutting food	Grinding food
Wisdom Tooth	Canine	Tearing and ripping food	No function anymore
Premolar	Holding and crushing food		