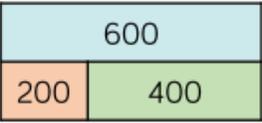
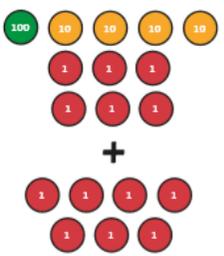


Timetable for Year 3 class WB 29.06.20

	9 - 9.40	9.40 - 10.30	10.30 - 10.45	10.45 - 12.00	12.00 - 1.15	1.15 - 2.15	2.15 - 3.15
Monday	PE with Joe Wicks (YouTube)	Maths task 1	Break	English task 1 + spellings	Lunch	RE task 1	Music
Tuesday	PE with Joe Wicks (YouTube)	Maths task 2	Break	English task 2	Lunch	Topic	
Wednesday	PE with Joe Wicks (YouTube)	Maths task 3	Break	English task 3	Lunch	Computing	RE task 2
Thursday	PE with Joe Wicks (YouTube)	Maths task 4	Break	English task 4	Lunch	Science	
Friday	PE with Joe Wicks (YouTube)	Maths task 5	Break	English task 5	Lunch	Art/DT	French

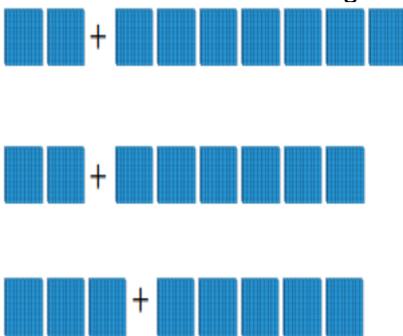
Maths	Addition and subtraction revision										
Monday	<p style="text-align: center;"><u>Add & Subtract multiples of 100.</u></p> <p>What is the same and what is different about 2 ones and 3 ones, 2 tens and 3 tens and 2 hundreds and 3 hundreds?</p> <p>Remember that when we are adding and subtracting multiples of 100 it is only the number in the hundreds column that changes.</p> <p>So I can do $200 + 300$ because I know what $2 + 3$ is.</p>	<p>1. 2 ones and 3 ones is equal to ___ ones. 2 tens and 3 tens is equal to ___ tens. 2 hundreds and 3 hundreds is equal to _____ hundreds.</p> <p>2. Use the bar model to complete the number sentences:</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> $___ + ___ = 600$ $600 = ___ - ___$ $___ + ___ = 600$ $600 = ___ - ___$ $___ - ___ = 400$ $400 = ___ - ___$ $___ - ___ = 200$ $200 = ___ - ___$ </div> </div> <p>3. Complete the extension questions in this document.</p>									
Tuesday	<p style="text-align: center;"><u>3-digit and 1-digit numbers.</u></p> <p>Which column do we need to focus on if we are adding and subtracting 1-digit numbers? (The ones column) For example, if we want to do $214 + 3$ or $214 - 3$ we only need to concentrate on the ones, and we can quite easily do $4 + 3$ and $4 - 3$.</p> <p>You can use any method – including the column method your parents know – but I would suggest doing it in your head!</p>	<p>1. Complete:</p> <table style="width: 100%; border: none;"> <tr> <td>$136 + 3 =$</td> <td>$212 + 4 =$</td> <td>$381 + 6 =$</td> </tr> <tr> <td>$185 - 6 =$</td> <td>$718 - 3 =$</td> <td>$529 - 7 =$</td> </tr> <tr> <td>$494 + 5 =$</td> <td>$533 + 4 =$</td> <td>$620 + 7 =$</td> </tr> </table> <p>2. Jack has 534 team points and gets four more. Tommy has 534 team points and loses four of his points. How many team points does each person have? Who has the most? Remember to include number sentences for each.</p> <p>3. Complete the extension questions in this document.</p>	$136 + 3 =$	$212 + 4 =$	$381 + 6 =$	$185 - 6 =$	$718 - 3 =$	$529 - 7 =$	$494 + 5 =$	$533 + 4 =$	$620 + 7 =$
$136 + 3 =$	$212 + 4 =$	$381 + 6 =$									
$185 - 6 =$	$718 - 3 =$	$529 - 7 =$									
$494 + 5 =$	$533 + 4 =$	$620 + 7 =$									

<p>Wednesday</p>	<p style="text-align: center;"><u>Add 3-digit and 1-digit numbers.</u></p> <p>Yesterday we were focusing on only the ones column, however sometimes when adding ones we need to look at the tens column too. We can exchange ten 1's for one 10.</p> <p>We can use a number line to count on, or we could use the column method.</p> $\begin{array}{r} & 1 & & & \\ & 6 & 3 & 7 & \\ + & & & & 9 \\ \hline & 6 & 4 & 6 & \end{array}$	<p>1. Use the representations to help you solve each calculation:</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">  <p>$146 + 7 =$</p> </div> <div style="text-align: center;">  <p>$785 + 6 =$</p> </div> </div> <p>2. Complete:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">$237 + 6 =$</td> <td style="padding-right: 20px;">$328 + 5 =$</td> <td>$147 + 4 =$</td> </tr> <tr> <td style="padding-right: 20px;">$615 + 5 =$</td> <td style="padding-right: 20px;">$487 + 9 =$</td> <td>$298 + 6 =$</td> </tr> <tr> <td style="padding-right: 20px;">$786 + 4 =$</td> <td style="padding-right: 20px;">$869 + 6 =$</td> <td>$449 + 2 =$</td> </tr> </table> <p>3. Complete the extension questions in this document.</p>	$237 + 6 =$	$328 + 5 =$	$147 + 4 =$	$615 + 5 =$	$487 + 9 =$	$298 + 6 =$	$786 + 4 =$	$869 + 6 =$	$449 + 2 =$
$237 + 6 =$	$328 + 5 =$	$147 + 4 =$									
$615 + 5 =$	$487 + 9 =$	$298 + 6 =$									
$786 + 4 =$	$869 + 6 =$	$449 + 2 =$									
<p>Thursday</p>	<p style="text-align: center;"><u>Subtract 1-digit from 3-digit.</u></p> <p>How many ones do we exchange a 10 for? (ten 1's). All of today's questions are going to require exchanging tens for ones (borrowing).</p> <p>You could use a number line or column method if you want to use a written method or draw your hundreds, tens and ones to help you.</p>	<p>1. The Base 10 shows $321 - 4$. The first picture shows the 321 while the second picture shows one lot of ten that has been exchanged for 10 ones.</p> <div style="text-align: center;">  </div> <p>Use this method to calculate: $322 - 4$ $322 - 7$ $435 - 7$</p> <p>2. Red team have 672 points. Blue team have 7 fewer points than the red team. How many points do blue team have? Remember to show your number sentence and method.</p> <p>3. Complete the extension questions in this document.</p>									
<p>Friday</p>	<p style="text-align: center;"><u>Problem solving!</u></p> <p>Consecutive numbers are numbers that follow each other continuously. E.g. 1, 2, 3.</p> <p>You can use 2 or more numbers added together to answer the questions – as long as they are consecutive. e.g. $2 + 3$, $5 + 6$, $9 + 10$, etc.</p>	<p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <p>1. Which consecutive numbers add together to make 12? Can you find all the possibilities?</p> <p>2. How many different consecutive numbers add up to 15? Explain how you know.</p>									

English	Read / watch chapters 11-16 this week. https://www.youtube.com/watch?v=A_uGygLck9I
Monday	<p>SPAG – Spelling activity</p> <p>Using chapters 12 & 13 complete the following:</p> <ol style="list-style-type: none"> 1. Make a list of the characters James meets, in the order he meets them. 2. Who said “I have never been a pest in my life. I am a musician.”? 3. Find and copy the definition of ‘colossal’. 4. What impression does the author give of Aunt Sponge and Aunt Spiker when he says that James had never heard them laugh aloud? 5. Describe what the glow worm looked like when James first saw it. 6. Draw images of the characters James meets inside the peach. Annotate (label) them with creative ways to use the insects around the house (e.g. Glow worm as a night light)
Tuesday	<p>SPAG – Present perfect tense (See grammar grid in this document)</p> <p>As you’re listening to chapters 11-16, make a list of the words you don’t understand. After, use a dictionary to look up the meaning of each word. Finally, write your own sentence using each of the words you have found today.</p>
Wednesday	<p>SPAG – Present perfect tense (See grammar grid in this document)</p> <p>Chapter 16 finished with the peach falling off a cliff and falling down into the water. A few seconds later it came up and floated serenely on the surface. What do you think happens in the next chapter?</p>
Thursday	<p>SPAG – Present perfect tense (See grammar grid in this document)</p> <p>Using extracts one and two and where do they live (English task sheet in this document) You are going to use the evidence in the text to answer the questions and identify where in the country Aunt Sponge and Aunt Spiker live.</p>
Friday	<p>SPAG – Present perfect tense (See grammar grid in this document)</p> <p style="text-align: center;">Write a letter from James to his aunts, explaining that he is safe and being looked after.</p> <p style="text-align: center;"> Full stops capital letters conjunctions Adjectives adverbs ,!? Despite, yet, so, if fronted adverbials paragraphs </p>

RE task 1	<p>Think about everything you have learnt about the Sacrament of Reconciliation and answer the following questions in as much detail as you can:</p> <ol style="list-style-type: none"> 1. Why is it important to make good choices? 2. What helps us in making good choices? 3. What does it mean to examine your conscience? When is the best time to do this daily? 4. What happens at the Sacrament of Reconciliation? <p>Retell the story of the prodigal son in your own words.</p>
RE task 2	<p>Use our key words for the next topic to create a key words poster. Remember to write a sentence explaining what each of the words you know means, and draw a picture too!</p> <p>World pilgrim pilgrimage universal temple holy Nazareth special place cosy safe</p>
Computing	<p>https://turtleacademy.com/lessons/16- The for loop</p> <p>These lessons are getting very tricky now, so it's OK if you get stuck. Give it a go, if you are still stuck each step has a hint button so you can try again. If you are so stuck that you don't know what to do, each step has a solution button so that you can complete the step and move on to the next step.</p>
Science	<p>Which solids dissolve in water? (experiment)</p> <p>You will need: water (hot and cold), transparent containers, substances to try and dissolve e.g. sand, sugar, salt, coffee, etc.</p> <ol style="list-style-type: none"> 1. Add a teaspoon of whichever solid you are testing to a glass of cold water and a glass of hot water, stir and observe the difference. 2. Look to see if the solid dissolves in the hot water and cold water and if one is better than the other. 3. Can you design a chart to record your observation?
Topic	<p>Space is a limited resource in the UK - we are an island nation and cannot easily expand! Discuss the different ways land might be used in the UK with someone in your family, think generally (e.g. housing, rather than types of houses and retail rather than types of shops). How many different ways to use land can you list?</p> <p>Look at the two pictures on the resource page in this document. How would you describe each place?</p> <p>Which land uses would you find in rural areas? Which ones would you find in urban areas? Are there some that you would find in both? Which ones? How might housing in a rural area be different to housing in an urban area?</p> <p>Create a table showing land use for each area.</p>
Art/DT	<p>'Natural forms' are objects in nature in their original form. <i>How many can you think of?</i> E.g. plants</p> <p>Using the arts resource page in this document – or go on a walk to collect something – look closely at the shapes and patterns to draw your natural form. This is called observational art.</p>
Music	<p>https://www.youtube.com/watch?v=Q429AOpl_ds - Isaac Hayes - Theme from Shaft</p> <p>Listen to the song and fill in the music task sheet.</p>
French	<p>Using the French Task Sheet in this document look for the odd one out. Draw a picture and write what the odd one out is.</p>

Maths Extension Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:																																					
<p><u>Add and subtract multiples of 100.</u></p> <p>1. $\underline{\quad} + \underline{\quad} = 700$ Each of the missing numbers are multiples of 100. Find all the possible missing numbers.</p> <p>2. If I know $800 - 500 = 300$, what else do I know? You can draw pictures to show me.</p> <p>3. Which is the odd one out? Explain why using mathematical reasoning</p> 	<p><u>3-digit & 1-digit numbers</u></p> <p>1. Rosie has added or subtracted ones to get this answer.</p> <table border="1" data-bbox="504 478 873 702"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>● ● ●</td> <td>● ●</td> <td>●</td> </tr> <tr> <td></td> <td>● ●</td> <td>●</td> </tr> </tbody> </table> <p>What could her calculation have been?</p> <p>Her starting numbers are between 340 and 350.</p> <p>Did you use a strategy?</p> <p>Do you see a pattern?</p> <p>2. Alex thinks the chart shows $456 - 4$. Do you agree? Explain why.</p> <table border="1" data-bbox="504 1252 884 1428"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>● ●</td> <td>● ●</td> <td>● ●</td> </tr> <tr> <td>● ●</td> <td>● ●</td> <td>● ●</td> </tr> <tr> <td></td> <td>●</td> <td>● ●</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	● ● ●	● ●	●		● ●	●	Hundreds	Tens	Ones	● ●	● ●	● ●	● ●	● ●	● ●		●	● ●	<p><u>Adding 3-digit & 1-digit numbers</u></p> <p>1. Always, sometimes or never? When 5 and 7 are added together in the ones column, the digit in the ones column of the answer will always be 2. You need 5 number sentences to prove your answer.</p> <p>2. What other digits would always give a 2 in the ones column? Prove it. You need 5 number sentences to prove your answer.</p> <p>3. David has written this part of a calculation. Find three different ways he could complete it.</p> $\begin{array}{r} 4 \quad 7 \quad \square \\ + \quad \quad \quad 6 \\ \hline 4 \quad 8 \quad \square \end{array}$ <p>4. Write a missing number column addition of your own like David for someone to solve.</p>	<p><u>Subtracting 1-digit from 3-digit numbers</u></p> <p>1. Whitney has 125 stickers. She gives less than 10 stickers to Eva. She has an odd number of stickers left. How many stickers might Whitney have given away? Find all possibilities.</p> <p>2. What do you notice is the same about your answers?</p> <p>3. If Whitney had an even number of stickers left, how many might she have given away?</p> <p>4. Explain how you would solve these calculations:</p> $564 - \underline{\quad} = 558$ $\underline{\quad} - 8 = 725$ $352 = 361 - \underline{\quad}$	<p><u>Problem Solving Friday!</u></p> <p>1. Be a number detective. What numbers could be missing? $\underline{\quad} + \underline{\quad} + \underline{\quad} = 27$ $\underline{\quad} + \underline{\quad} + \underline{\quad} = 32$ $\underline{\quad} + \underline{\quad} + \underline{\quad} = 21$</p> <p>2. Fill in the missing numbers in the square to make each row and column add to the same number.</p> <table border="1" data-bbox="1780 710 2150 997"> <tbody> <tr> <td>4</td> <td>9</td> <td>6</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>16</td> <td>3</td> <td>10</td> </tr> </tbody> </table> <p>3. When you add the digits in the 15, they total 6. Which other 2-digit numbers total 6 when their digits are added together?</p> <p>4. Now investigate which 3-digit numbers total 6.</p>	4	9	6	15				1	11				5	16	3	10
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Grammar Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
<p style="text-align: center;"><u>Spelling words</u></p> <p>Silent letters revision</p> <ol style="list-style-type: none"> 1. island 2. answer 3. write 4. wrapper 5. knife 6. knock 7. thumb 8. doubt 9. half 10. calm <p>Make sure you look up the definition of any words you are unsure of.</p> <p style="color: green;">Write a sentence using each word – remember to include an adjective.</p> <p style="color: orange;">Write a sentence using each word – remember to include an adjective and conjunction.</p> <p style="color: red;">Write a sentence using each word – remember to try and use similes and metaphors</p>	<p style="text-align: center;"><u>Present perfect tense</u></p> <p>To change a sentence from the past tense into the present perfect tense, you need to use: ‘has’ or ‘have’ & a past tense verb</p> <p>Look at the verbs below. Using the rules, can you change them from the past tense into the present perfect tense?</p> <ol style="list-style-type: none"> 1. Walked 2. Jumped 3. Was 4. Sprinted 5. Tested 6. Grow 7. Did 	<p style="text-align: center;"><u>Present perfect tense</u></p> <p>Change these past tense sentences into the present perfect.</p> <ol style="list-style-type: none"> 1. The alien won the hide-and-seek contest. 2. The aliens sneaked into the restaurant. 3. Timmy was in his spaceship for twenty years. 4. The aliens landed on the planet Zigtog. 5. She listened to some music in her bedroom. 6. I watched a film about singing trolls. 7. The door has broken so I need to fix it. 8. The baby cried because it was hungry. 	<p style="text-align: center;"><u>Present perfect tense</u></p> <p>While being interviewed after football match, a reporter talked about what he saw in the past tense. Can you change his recount into the present perfect tense, as if the match is still happening?</p> <p>I arrived at the football stadium. The fans talked and shouted since the beginning of the match. Kidman passed the ball to Dietrich. He kicked it across the halfway line. Jorge took a shot for the goal and missed! The fans lost all hope.</p>	<p style="text-align: center;"><u>Present perfect and Simple Past Mini Test</u></p> <ol style="list-style-type: none"> 1. Copy the sentence which uses the present perfect. a) She went to the shops. b) She was going to the shops. c) She has gone to the shops. 2. Rewrite the sentence below in the simple past. Remember to use full punctuation! He has walked through the woods. 3. Copy out and underline the verb form that is the present perfect in the passage below. <p>Annie enjoys climbing trees in her garden and has made a swing that dangles from one of the branches, with the help of her mum. She was crossing her fingers that there would be time to start making a real tree house, but the weekend disappeared. Annie was so please to have an adult to tie the knots.</p>

English Task Sheet (Thursday)

EXTRACT ONE

chapter 1, pp.2-3

They lived – Aunt Sponge, Aunt Spiker, and now James as well – in a queer ramshackle house on the top of a high hill in the south of England. The hill was so high that from almost anywhere in the garden James could look down and see for miles and miles across a marvellous landscape of woods and fields; and on a very clear day, if he looked in the right direction, he could see a tiny grey dot far away on the horizon, which was the house that he used to live in with his beloved mother and father. And just beyond that, he could see the ocean itself – a long thin streak of blackish-blue, like a line of ink, beneath the rim of the sky.

EXTRACT TWO

chapter 16, pp.52-53

Then it rushed madly across about twenty fields, breaking down all the fences and hedges in its path. It went right through the middle of a herd of fine Jersey cows, and then through a flock of sheep, and then through a paddock full of horses, and then through a yard full of pigs, and soon the whole countryside was a seething mass of panic-stricken animals stampeding in all directions. The peach was still going at a tremendous speed with no sign of slowing down, and about a mile farther on it came to a village. Down the main street of the village it rolled, with people leaping frantically out of its path right and left, and at the end of the street it went crashing right through the wall of an enormous building and out the other side, leaving two gaping round holes in the brickwork. This building happened to be a famous factory where they made chocolate, and almost at once a great river of warm melted chocolate came pouring out of the holes in the factory wall. A minute later, this brown sticky mess was flowing through every street in the village, oozing under the doors of houses and into people's shops and gardens. Children were wading in it up to their knees, and some were even trying to swim in it and all of them were sucking it into their mouths in great greedy gulps and shrieking with joy. But the peach rushed on across the countryside – on and on and on, leaving a trail of destruction in its wake. Cowsheds, stables, pigsties, barns, bungalows, hayricks, anything that got in its way went toppling over like a ninepin. An old man sitting quietly beside a stream had his fishing rod whisked out of his hands as it went dashing by, and a woman called Daisy Entwistle was standing so close to it as it passed that she had the skin taken off the tip of her long nose. Would it ever stop? Why should it? A round object will always keep on rolling as long as it is on a downhill slope, and in this case the land sloped downhill all the way until it reached the ocean – the same ocean that James had begged his aunts to be allowed to visit the day before. Well, perhaps he was going to visit it now. The peach was rushing closer and closer to it every second, and closer also to the towering white cliffs that came first. These cliffs are the most famous in the whole of England, and they are hundreds of feet high. Below them, the sea is deep and cold and hungry.

English task sheet (Thursday cont.)

Calling all young sleuths! Can you solve the mystery of where Aunt Sponge and Aunt Spiker live? Search for clues in extracts one and two.

1. In which country do Aunt Sponge and Aunt Spiker live?

.....

2. Which part of the country do they live in?

.....

3. What can James see from their house?

.....

4. In your own words, describe the landscape that the peach rushed through.

.....

.....

.....

5. What was the peach 'rushing closer and closer' towards?

.....

6. What is special about the cliffs?

Using your answers, can you identify where in the country Aunt Sponge and Aunt Spiker live? Use an atlas and an internet search engine to help you.

I think Aunt Sponge and Aunt Spiker live in

.....

because

.....

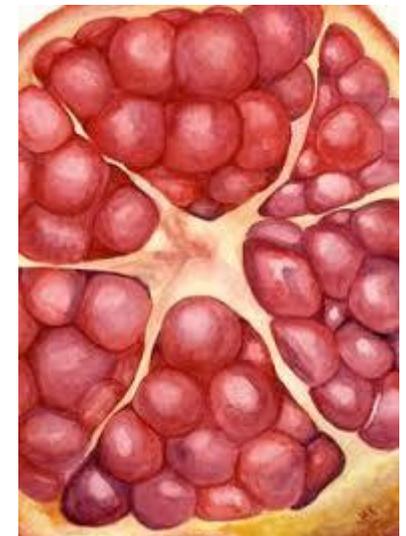
urban
towns and cities



rural
countryside/farmland



Art Task Sheet



French Task Sheet.

a	avril	février	pomme 
b	vingt-deux	pizza	sandwich
c	juin	rouge	septembre
d	août	mai	gâteau
e	trente	septembre	juillet
f	vingt-neuf	janvier	décembre