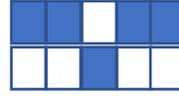
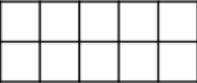
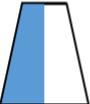
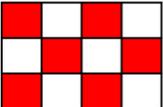
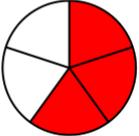


Timetable for Year 3 class WB 13.07.20

	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
<b>Monday</b>	PE (YouTube)	Maths task 1	Break	English task 1	Lunch	RE task 1	Music
<b>Tuesday</b>	PE (YouTube)	Maths task 2	Break	English task 2	Lunch	Topic	
<b>Wednesday</b>	PE (YouTube)	Maths task 3	Break	English task 3	Lunch	Computing	RE task 2
<b>Thursday</b>	PE (YouTube)	Maths task 4	Break	English task 4	Lunch	Science	
<b>Friday</b>	PE (YouTube)	Maths task 5	Break	English task 5	Lunch	Art/DT	French

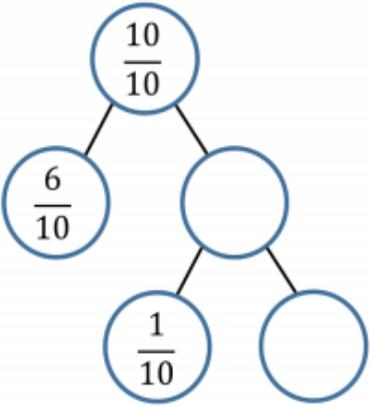
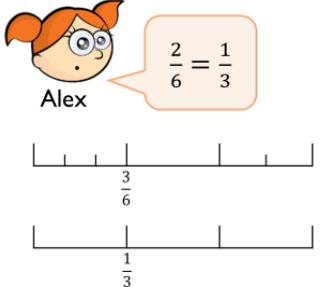
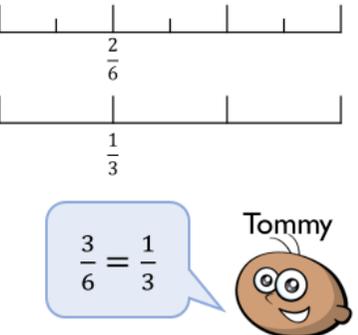
<b>Maths</b>	<b>Fractions revision</b>	
Monday	<p align="center"><b><u>Unit and Non-unit Fractions</u></b></p> <p>All fractions have a numerator (top number) and a denominator (bottom number). The numerator tells us how many pieces of the total we have, while the denominator tells us how many pieces there are altogether.</p> <p>The difference between a unit and non-unit fraction is the numerator. A unit fraction has 1 as the numerator, while non-unit fractions have any other number.</p> <p>Discuss which of the following fractions are unit or non-unit fractions with someone in your family.</p> <p align="center"> <math>\frac{1}{3}</math>   <math>\frac{3}{5}</math>   <math>\frac{2}{4}</math>   <math>\frac{1}{2}</math>   <math>\frac{4}{7}</math> </p>	<p>1. Complete the sentences to describe the images.</p> <p>___ out of ___ equal parts are shaded.  parts</p> <p>___ of the shape is shaded.</p> <p>___ out of ___ equal parts are shaded. </p> <p>___ of the shape is shaded.</p> <p>2. Complete the sentences.            A unit fraction always has a numerator of ____            A non-unit fraction has a numerator that is ____ than ____</p> <p>3. Can you draw a unit fraction and a non-unit fraction with the same denominator?</p> <p>4. Complete the extension questions in the table below.</p>
Tuesday	<p align="center"><b><u>Making the whole</u></b></p> <p>For a fraction to be equal to a whole, the numerator and denominator have to be the same number!</p>  <p><math>\frac{4}{7}</math> of the apples are red.  <math>\frac{3}{7}</math> of the apples are green.  <math>\frac{4}{7}</math> and <math>\frac{3}{7}</math> make one whole.</p>	<p>1. Look at the counters. </p> <p>a) What fraction of the counters are yellow?            b) What fraction of the counters are red?            c) Complete the number sentence: <math>- + - = -</math></p> <p> 2. Here is a tower of cubes.</p> <p>a) What fraction of the tower is green?            b) What fraction of the tower is blue?            c) Complete the number sentence: <math>- + - = -</math></p> <p>3. Complete the extension questions in the table below.</p>

<p>Wednesday</p>	<p style="text-align: center;"><b><u>Tenths</u></b></p> <p>Tenths arise from dividing one whole into 10 equal parts. When we write tenths the denominator is always 10!</p> <p>Thinking back to yesterday's lesson, how many tenths make a whole? How are fractions linked to division?</p>	<div style="text-align: right;"></div> <ol style="list-style-type: none"> <li>If the frame represents 1 whole, what does each box represent? Use the frame to draw one tenth, two tenths, three tenths, one tenth less than eight tenths.</li> <li>Write fractions to complete the sentences   <ol style="list-style-type: none"> <li>of the counters are yellow.</li> <li>of the counters are red.</li> <li>of the counters are green.</li> </ol> </li> <li>Complete the extension questions in the table below.</li> </ol>
<p>Thursday</p>	<p style="text-align: center;"><b><u>Count in Tenths</u></b></p> <p>Practise counting up and down in tenths – by yourself or with someone in your family. How do you know what comes next? If I start at <math>\frac{4}{10}</math> what comes next? When we get to <math>\frac{10}{10}</math> what else can we say? What happens next?</p>	<ol style="list-style-type: none"> <li>The counting stick is worth 1 whole. Label each part of the counting stick. Can you count forwards and backwards along the counting stick?  </li> <li>What comes between <math>\frac{4}{10}</math> and <math>\frac{6}{10}</math>?</li> <li>If I start at <math>\frac{8}{10}</math> and count back <math>\frac{4}{10}</math>, where will I stop?</li> <li>Complete the extension questions in the table below.</li> </ol>
<p>Friday</p>	<p>Which is the odd one out? Explain why.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 10px;">Teddy makes this fraction:  </div> </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 10px;">Mo says he can make an equivalent fraction with a denominator of 9</div> </div> <div style="display: flex; align-items: center; margin-bottom: 20px;"> <div style="margin-right: 20px;">Dora disagrees. She says it can't have a denominator of 9 because the denominator would need to be double 3</div>  </div> <p>Who is correct? Who is incorrect? Explain why.</p> </div>

<b>English</b>	<b>Read / watch chapters 23-26 and 27-34 this week.</b> <a href="https://www.youtube.com/watch?v=ovdGox7SEwE">https://www.youtube.com/watch?v=ovdGox7SEwE</a> (23-26) <a href="https://www.youtube.com/watch?v=kELX7IXwRbE">https://www.youtube.com/watch?v=kELX7IXwRbE</a> (27-34)
Monday	SPAG – Spelling activity  1. How are all the insects and James feeling at the beginning of chapter 23? 2. How does the use of words on p89 help to create a feeling of excitement? 3. Look at p93. How does the atmosphere change? 4. Look at the last line of p93. What effect does the use of lots of dashes have? 5. What adjectives are used to describe the insects on p94? Why? 6. What goes through the insects' minds when the centipede falls off the peach?
Tuesday	SPAG – see grammar grid.  Listen to / re-read the description of the cloud men (chapter 27). Use the description to draw your own picture of a cloud man.
Wednesday	SPAG – see grammar grid.  Make a Cloud Man! You can use anything you like around the house to make your Cloud Man e.g. paper, card, cotton wool, string etc. Write a set of instructions explaining how to make your Cloud Man.
Thursday	SPAG – see grammar grid.  1. Find words that tell you how the Cloud Men are feeling. 2. Why does Spider not like paint? 3. Why does the author call the earthworm's idea an 'interesting proposal'? 4. Why do you think the author has chosen for them to end up in New York? 5. Why do the people of New York think the peach is a giant bomb? What effect does this have on the story? 6. Did the book end in the way you predicted? 7. Can you think of another story where the main character has problems with their family? 8. Watch the film version (if possible) How is it different to the book?
Friday	SPAG – see grammar grid.  Write a book review about James and the Giant Peach. You should include: - who the author is - a star rating (out of 5) - main characters - a short overview about the story – don't give too much away! - Your opinion of the book – what did/didn't you like, why? - Who would enjoy this book? Why?

RE task 1	<p>Many countries around the world have their own places of pilgrimage. In England and Wales there are:  Our Lady's shrine at Walsingham in Norfolk.  This shrine honours the Annunciation that was one of the greatest shrines for Christians in medieval times – when travel to the Holy Land was very difficult.  Our Lady of the Taper is the national Catholic shrine of Wales.  It is in Cardigan. A legend describes how a statue of Mary was found about one thousand years ago by the side of the river Teifi. The statue was of Mary with Jesus on her lap and a candle (taper) burning in her hand.  St Winefride's well in Hoylwell,  North Wales, centres round a holy woman called Winefride who lived in the 7th century. She became a saint and her well at Holywell has been a place of pilgrimage and healing since that time.</p> <p>Research a place of pilgrimage and create a poster / leaflet about it.</p>
RE task 2	<p>In the past, pilgrims often returned from their pilgrimage with a badge to show where they had been. Pilgrims to the shrine of St James at Compostela in Spain wore a shell badge. Ask the children to design a badge for one of the special places of pilgrimage they have learnt about today. They could describe these to the class, giving reasons for their choice of design.</p>
Computing	<p><a href="https://turtleacademy.com/lessons/10">https://turtleacademy.com/lessons/10</a> - Lists  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><a href="#">Storm in a glass</a> use the website (or task sheet if easier) to create a storm in a glass! Can you explain what has happened?</p>
Topic	<p>Using what you have learnt this term about maps – create a map of your own town (real or made up) Remember to include a key.</p>
Art/DT	<p>Design a new building for the Olympics in 2021 using our knowledge of Zaha Hadid and natural forms.  <a href="http://www.bbc.co.uk/earth/story/20150913-nine-incredible-buildings-inspired-by-nature">http://www.bbc.co.uk/earth/story/20150913-nine-incredible-buildings-inspired-by-nature</a> to see buildings inspired by nature.</p>
Music	<p>What is your favourite song? Why do you like it? Fill in the music task sheet about your favourite song.</p>
French	<p>Learn how to sing Happy Birthday in French. Try singing it to a family or friend when it's their birthday!</p>

# Maths Extension Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:																	
<p><b><u>Unit and Non-Unit Fractions</u></b></p> <p>1. True or false? <math>\frac{1}{3}</math> of the shape is shaded.</p>  <p>Explain your answer mathematically.</p> <p>2. Sort the fractions into the table.</p> <table border="1" data-bbox="91 893 450 1125"> <thead> <tr> <th></th> <th>Fractions equal to one whole</th> <th>Fractions less than one whole</th> </tr> </thead> <tbody> <tr> <td>Unit fractions</td> <td></td> <td></td> </tr> <tr> <td>Non-unit fractions</td> <td></td> <td></td> </tr> </tbody> </table> <p>Are there any boxes in the table that are empty? Why?</p> <table border="1" data-bbox="91 1212 450 1284"> <tbody> <tr> <td><math>\frac{3}{4}</math></td> <td><math>\frac{3}{5}</math></td> <td><math>\frac{1}{3}</math></td> <td><math>\frac{1}{4}</math></td> <td><math>\frac{2}{2}</math></td> <td><math>\frac{4}{4}</math></td> <td><math>\frac{2}{5}</math></td> <td><math>\frac{1}{2}</math></td> </tr> </tbody> </table>		Fractions equal to one whole	Fractions less than one whole	Unit fractions			Non-unit fractions			$\frac{3}{4}$	$\frac{3}{5}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{2}{2}$	$\frac{4}{4}$	$\frac{2}{5}$	$\frac{1}{2}$	<p><b><u>Making the Whole</u></b></p> <p>1. Teddy says, "I have one pizza cut into 6 pieces. I have eaten <math>\frac{6}{6}</math> of the pizza." Does Teddy have any pizza left? Explain your answer.</p> <p>2. Complete the sentence: When a fraction is equal to a whole, the numerator and the denominator are _____. Use pictures to prove your answer.</p> <p>3. Complete the number sentences:  <math>\frac{3}{5} + \text{---} = 1</math>  <math>\text{---} + \frac{4}{10} = 1</math>  <math>\text{---} = \frac{2}{7} + \frac{5}{7}</math></p>	<p><b><u>Tenths</u></b></p> <p>1. Dani has a bag of sweets. <math>\frac{1}{2}</math> of the sweets are red. <math>\frac{3}{10}</math> of the sweets are yellow. The rest are green. What fraction of the sweets are green? (Hint: How many tenths are equal to <math>\frac{1}{2}</math>?)</p> <p>2. Mo also has a bag of sweets. <math>\frac{4}{10}</math> of his sweets are red. The rest are green or yellow. What fraction of Mo's sweets could be green? Could be yellow? How many possible answers can you find?</p> <p>3. Fill in the missing values. Explain how you got your answers.</p> 	<p><b><u>Count in Tenths</u></b></p> <p>1. Teddy is counting in tenths. He says, "seven tenths, eight tenths, nine tenths, ten tenths, one eleventh, two elevenths, three elevenths..." Can you spot and explain his mistake?</p> <p>2. True or false? Five tenths is <math>\frac{2}{10}</math> smaller than 7 tenths. Five tenths is <math>\frac{2}{10}</math> larger than three tenths. Do you agree? Explain why. You can draw pictures to help explain why.</p>	<p>3. Alex and Tommy are using number lines to explore equivalent fractions.</p>   <p>Who do you agree with? Explain why.</p> <p>4. Always, sometimes or never? If a fraction is equivalent to one half, the denominator is double the numerator. Prove it. Can you find any relationships between the numerator and denominator for other equivalent fractions?</p>
	Fractions equal to one whole	Fractions less than one whole																			
Unit fractions																					
Non-unit fractions																					
$\frac{3}{4}$	$\frac{3}{5}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{2}{2}$	$\frac{4}{4}$	$\frac{2}{5}$	$\frac{1}{2}$														

## Grammar Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
<p><b><u>Spelling words</u></b></p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable (Revision)</p> <ol style="list-style-type: none"> <li>1. forgetting</li> <li>2. forgotten</li> <li>3. beginning</li> <li>4. beginner</li> <li>5. prefer</li> <li>6. preferred</li> <li>7. gardening</li> <li>8. gardener</li> <li>9. limiting</li> <li>10. limited</li> </ol> <p>Make sure you look up the definition of any words you are unsure of.</p> <p>Write a sentence using each word – remember to include an adjective.</p> <p>Write a sentence using each word – remember to include an adjective and conjunction.</p> <p>Write a sentence using each word – remember to try and use similes and metaphors</p>	<ol style="list-style-type: none"> <li>1. Correct the spelling mistakes in the sentence below: Yesterday, I had a terrible accidant when I fell off my bisycle and hurtled forwerds into a field.</li> <li>2. Can you add 2 adjectives to this sentence? The _____ snake slithered through the _____ grass.</li> <li>3. Underline all the verbs in these sentences: James stirred the cake mixture, poured it into the tin and put it into the oven. He wanted to create a birthday surprise for his mum.</li> <li>4. Insert the correct punctuation into this sentence: Would you like to come to a tea party asked The Queen.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a sentence containing each of these conjunctions: because although unless</li> <li>2. Can you unscramble these three prepositions? duren webenet guthohr</li> <li>3. Can you write TWO pairs of homophones to match the clues?  The brightest star in the sky / someone's child that is a boy.  A large mammal / completely naked.</li> <li>4. Can you write the plural forms of these singular nouns? Fox - Fly - Puppy -</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a sentence that contains an apostrophe about the picture.    </li> <li>2. Can you rewrite this text message so it is written in grammatically correct Standard English? <i>I would of come but my bus were late.</i></li> <li>3. Join up these words to make 5 compound nouns. earth            yard farm            board black            quake wind            board dart            mill</li> </ol>	<ol style="list-style-type: none"> <li>1. Re-write the sentence in present perfect form: oh no, I break my pencil!</li> <li>2. Add a prefix to each root word to create a new word. visible place kind honest</li> <li>3. Write a sentence about a bear that includes an adjective, an adverb and a conjunction.</li> <li>4. Copy all the prepositions in this sentence: After lunch, the cow was put in the field which was opposite the farmer's house.</li> <li>5. Re-write this sentence with an added subordinate clause that contains a conjunction: Ben fell on the playground.</li> <li>6. Can you use all of the following letters to create a word from your year 3 spelling words? t p e a s e a r</li> </ol>

## English Task Sheet (Monday)

### Chapter 18 extract.

Whereupon, the Centipede, with his mouth full of peach and with juice running down all over his chin, suddenly burst into song:

*“I’ve eaten many strange and scrumptious dishes in my time,  
Like jellied gnats and dandyprats and earwigs cooked in slime,  
And mice with rice – they’re really nice  
When roasted in their prime.  
(But don’t forget to sprinkle them with just a pinch of grime.)*

*I’ve eaten fresh mudburgers by the greatest cooks there are,  
And scrambled dregs and stinkbugs’ eggs and hornets stewed in tar,  
And pails of snails and lizards’ tails,  
And beetles by the jar.  
(A beetle is improved by just a splash of vinegar.)*

*“I often eat boiled slobbages. They’re gran when served beside  
Minced doodlebugs and curried slugs. And have you ever tried  
Mosquitoes’ toes and wampfish roes  
Most delicately fried?  
(The only trouble is they disagree with my inside.)*

*I’m mad for crispy wasp-stings on a piece of buttered toast,  
And pickled spines of porcupines. And then a gorgeous roast  
Of dragon’s flesh, well hung, not fresh –  
It costs a pound at most.  
(And comes to you in barrels if you order it by post.)*

*I crave the tasty tentacles of octopi for tea  
I like hot-dogs, I LOVE hot-frogs, and surely you’ll agree  
A plate of soil with engine oil’s  
A super recipe.  
(I hardly need to mention that it’s practically free.)*

*For dinner on my birthday shall I tell you what I chose?  
Hot noodles made from poodles on a slice of garden hose  
And a rather smelly jelly  
Made of armadillo’s toes.  
(The jelly is delicious, but you have to hold your nose.)*

*“Now comes,” the Centipede declared, “The burden of my speech:  
These foods are rare beyond compare – some are right out of reach;  
But there’s no doubt I’d go without  
A million plates of each  
For one small might,  
One tiny bite,  
Of this FANTASTIC PEACH!”*

Everybody was feeling happy now. The sun was shining brightly out of a soft blue sky and the day was calm. The giant peach, with the sunlight glinting on its side, was like a massive golden ball sailing upon a silver sea.

## Science task sheet

### Materials

Shaving cream

A large glass

water

Food colouring

A spoon

### Instructions:

1. Fill the glass 1/2 full with water
2. Spray some shaving cream on top of the water to fill the glass to  $\frac{3}{4}$  full.
3. Use your finger or a spoon to spread the shaving cream evenly over the top of the water. The top of the shaving cream should be flat.
4. Mix  $\frac{1}{2}$ -cup water with 10 drops of food colouring in a separate container. Gently add the coloured water, spoonful by spoonful, to the top of the shaving cream. When it gets too heavy, watch it storm!

Try more water and less shaving cream, or less water and more shaving cream. Which one looks more like a drizzle, and which one looks like a downpour?



