

Year 3 Remote Learning – Term 1 Week 4 (21.9.20)



Hello Year 3,

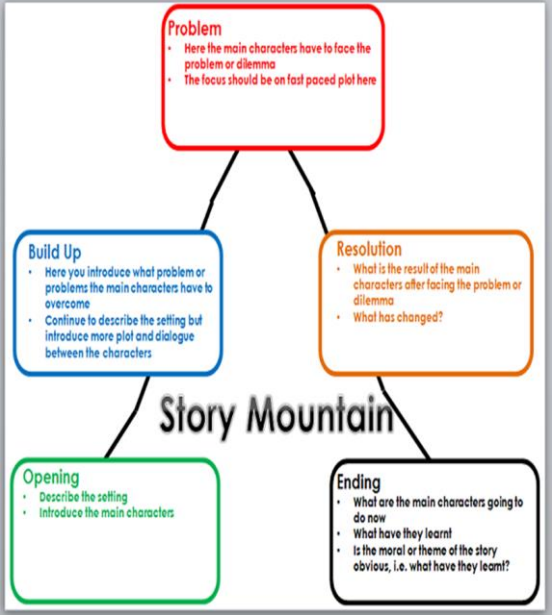
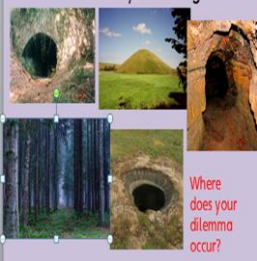
Please see below for the activities that we would like you to complete this week. In English

In maths we are continuing with place value with a focus on 3-digit numbers. For our topic learning we are starting to look at our topic called 'Through the Window'.

Year 3 Team

	<u>Reading / SPaG</u>	<u>Maths</u> The power points need to be set to slide show, so that the answers are not revealed.	<u>English</u>	<u>Topic</u>
Monday 21.9.20	<p>Spelling: Play spelling frame for at least 10 minutes per day</p> <p>Reading Show an enjoyment for reading by reading a book of your choice. Aim to read for at least 10 minutes per day.</p>	<p style="text-align: center;"><u>Place Value Cold Task</u></p> <p>In your books, have a go at the cold task. Remember a cold task is to see what you know already before we start a new maths journey.</p> <p>Get a grown up to have a look at your answers.</p> <p>Once you have finished watch the below clip: https://www.youtube.com/watch?time-continue=58&y=iJHMLCa9dtk&feature=emb-logo The clip introduces you to a 3-digit number, a 3digit number will have a digit in the ones, tens and hundreds column.</p>	<p>Starter: The cat sat on the mat. Improve the sentence by adding two adjectives.</p> <p>Retell story using your actions from last week. The Tunnel. Re-watch the link. https://www.youtube.com/watch?v=ps2E5yoRsMk We are going to write our own dilemma story this week based in The Tunnel. Would any of these openers work our stories?</p> <ul style="list-style-type: none"> • Once upon a time... • Long, long ago... • Once there lived... • One day there was... • In a faraway kingdom... <p>Choose and write how you are going to begin the story. Who is in our story? (characters) Discuss with your adult and make up a word bank of adjectives to describe each character. Write sentences using these. Write in your book about the relationship between the characters, remember they are different. Get to the part where Mum sends them out.</p>	<p><u>Geography</u></p> <p>Use an atlas or map or Google maps to locate the following countries: Brazil, France, Russia, USA and Egypt. How far are these countries from the United Kingdom? Can you find any interesting facts about them?</p> <p>What are the 8 points of a compass? Design your own compass to show these 8 points.</p>
Tuesday 22.9.20		<p><u>Represent 3digit numbers – 100s, 10s and 1s (lesson 1)</u> Today's lesson focuses on base 10 (chips and peas)</p> <p style="text-align: center;"><u>Starter</u></p>	<p>Starter The -- cat sat on the ---- mat. Improve the sentence by improving the verb. You will be using csentences, punctuating</p>	<p style="text-align: center;">PE</p> <p>Do something active for 30 minutes. Try this link.</p>

		<p>Which child has made the number 315?</p> <p>Dora </p> <p>Mo </p> <p>Explain how you know. _____</p> <p>Go through the pdf power point and write out the activities/ answers in your book.</p> <p><i>You do not need to print the power point or worksheets; you can copy the questions into your home learning books.</i></p> <p>Challenge Get a grown up in your home to write some 3-digit numbers and then can you tell your grown what each digit represents.</p> <p>For example: 423 – is made up of 4 hundreds, 2 tens and 3 ones.</p>	<p>sentences and using your ideas We now need to include our new setting where the dilemma takes place. Look back in your book – what did you change the tunnel to? Discuss with your adult.</p> <p>Create a word bank of adjectives that describe the new settings. Eg. frightening, scaring, hair-raising, terrifying, petrifying, spine-chilling, chilling, horrifying, alarming, appalling, daunting, formidable, fearsome, spooky</p> <p>We are now at the dilemma – problem. What will Rose do in your story? You are now writing the part of the story where Rose makes her choice. Use adjectives to describe where Rose is and how she feels.</p>	<p>https://www.youtube.com/watch?v=QM8NjfCfOg0</p>
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			 <p>The story mountain will hopefully help you sequence your story.</p>	
<p>Wednesday 23.9.20</p>		<p>Represent 3-digit numbers – 100s, 10s and 1s (lesson 2) Today's lesson focuses on place value coins</p> <p>Go through the pdf power point and write out the activities/ answers in your book.</p> <p><i>You do not need to print the power point or worksheets; you can copy the questions into your home learning books.</i></p> <p>Challenge</p>	<p>Starter: The ___ cat _____ on the ___ mat. Improve the sentence by improving adding an adverb.</p>  <p>Where does your dilemma occur?</p> <p>Rose has gone through the ... Now your choice again. What does Rose finds on the other side?</p>	<p><u>Science</u></p> <p>What animals and wildlife would you expect to live around a pond? What do these animals have in common and what is different about them? Find out more about different species that might live around a pond such as insects and amphibians. Create a fact file about one of the species.</p>



Using each digit card, which numbers can you make?

Use the place value grid to help.

Hundreds	Tens	Ones



You are now going to write about the place that Rose comes out into. What does it look like and how does she feel?

Thursday
24.9.20

Number lines to 1000

Go through the pdf power point and write out the activities/ answers in your book.

You do not need to print the power point or worksheets; you can copy the questions into your home learning books.

Challenge

Starter:

You are now writing the end of your story. How does our story end?

Choose - They lived happily ever after. They became the happiest prince and princess that ever lived.

They would never want for anything ever again.

The brother and sister became the best friends.

...and nothing was heard of the brother and sister ever again.

You can use the same ending as the story – The Tunnel.

MFL- French

Have a go at learning a song in French!

<https://www.youtube.com/watch?v=Kkff4xjKWjE>

This song is all about French greetings.

100s	10s	1s
● ●		● ●
● ●		● ●
● ●		● ● ●

Dora



The place value chart shows 607

Jack



I think it shows 670

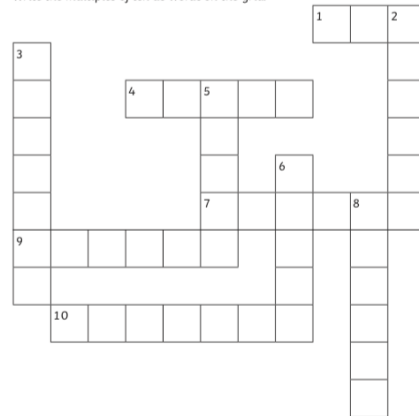
Who is correct? Explain your reasoning.

Friday
25.9.20

Today we are going to focus on counting in multiples of 10. Can you work out crossword answers below? Can they count in multiples of 10 from 0, can they go backwards?

Multiples of Ten Crossnumber

Write the multiples of ten as words on the grid.



Across

1. 1 ten
4. 5 tens
7. 3 tens
9. 8 tens
10. 7 tens

Down

2. 9 tens
3. 10 tens
5. 4 tens
6. 6 tens
8. 2 tens

<https://www.youtube.com/watch?v=7stosHbZZZg>

Listen and join in with the song

<https://www.topmarks.co.uk/times-tables/coconut->

Today we are going to learn about **action words** called **verbs**. We will practise recognising them in our reading and look at how to use interesting verbs to **improve our writing**. Tell your adult what a verb is.
*He **ran** away, she **eats** chocolate cake on Sundays, the horses **gallop** across the fields. **Ran**, **eats** and **gallop** are the 'action' parts of those sentences, the bold doing word is a verb.*
Complete worksheet attached.

Art

Look at the art of Joan Miro, the website below could help.
<https://kids.kiddle.co/Joan-Miro%C3%B3>

Create some sketches based on his work.

		multiples Try the coconut game on multiples of 10		
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