

# **Oakwood Primary Academy**



**Year 3**

## **Remote Learning Workbook**

**Week Beginning**

**Monday 1<sup>st</sup> March 2021**

**Name.....**



*'Being Better Every Day'*

## Year 3 Remote Learning Overview - Week beginning: 1/3/21

All learning can be completed online or in the pack. There is no expectation or need to print out any of these learning activities below.

Photographs of learning or individual documents can be submitted throughout the week, by emailing Mrs Rodohan or Mr Sapsford:

[VRodohan@AuroraAcademies.org](mailto:VRodohan@AuroraAcademies.org) or [CSapsford@AuroraAcademies.org](mailto:CSapsford@AuroraAcademies.org)

Or by handing these in at school each **Monday**, should you wish to.

### Contents:

- 'Weekly Welcome' from the Year 3 Team
- Weekly Timetable
- Our news page
- Reading Log
- English learning and links for this week
- Maths Learning and links for this week
- Wider Curriculum Learning and links for the week
- Purple Mash 'To Do's on web site.

Other links and activities + daily quick quizzes end of week quiz.

## Weekly Welcome

Monday 1<sup>st</sup> – Friday 5<sup>th</sup> March 2021

Hello Year 3,

Welcome to a new week of learning. We continue to miss you very much at school and hope that you are safe at home, I hope you had a good weekend

In this pack, you will find all the instructions you need to ensure that you can learn at home. We will be learning about the same topics in school and can't wait to hear all about what you've learnt!

We are expecting you to send an email with pictures of the work you have done for each day and a few sentences telling us what you have learnt. Please make sure that you send the English and Maths each day and any other work or activities you are proud of. We'll share some of your photographs next week!

For this week, Mrs Rodohan will be in school teaching, while Mr Sapsford will be available to support with the remote learning you are doing at home. So, please email us with any questions, queries and with your work, so we can keep in contact as much as possible. There is also a comments and questions box on the sway for each day.

We'll be announcing a 'Star of the Week' on Friday, so make sure we see your fantastic learning!

Have a great week, enjoy all of the learning and we look forward to seeing you on Monday 8<sup>th</sup> March

Mrs Rodohan and Mr Sapsford

[VRodohan@AuroraAcademies.org](mailto:VRodohan@AuroraAcademies.org)

[CSapsford@AuroraAcademies.org](mailto:CSapsford@AuroraAcademies.org)



Our learning timetable for this week –

	English	Maths	Wider curriculum/ Other activities
Monday	<a href="#"><u>Into the jungle-</u></a> writing Jungle log paragraph 1 and 2.	<a href="#"><u>Multiplication and division as inverse.</u></a>	<a href="#"><u>History/Topic</u></a> – Julius Caesar <a href="#"><u>Art- Caesar style self portrait</u></a> <a href="#"><u>Reading</u></a> – story and quiz.
Tuesday	<a href="#"><u>Into the jungle-</u></a> writing jungle log paragraph 3 and 4	<a href="#"><u>Inverse and missing numbers</u></a>	<a href="#"><u>Geography</u></a> – <a href="#"><u>What makes up weather?</u></a> Identity weather or climate. Describe how weather affects us. <a href="#"><u>PHSE</u></a> – <a href="#"><u>heart and lungs- heart rate challenges</u></a>
Wednesday	<a href="#"><u>Design challenge-</u></a> Invent a trap for your creature.	<a href="#"><u>Multiplication and division facts</u></a>	<a href="#"><u>PE</u></a> – access the video links via sway. <a href="#"><u>Spanish</u></a> – <a href="#"><u>complete the activities from Mrs Meredith. This week –food and drink</u></a>
Thursday	<a href="#"><u>Instruction</u></a> planning for your trap	<a href="#"><u>Factors to solve division</u></a>	<a href="#"><u>Music-</u></a> follow the links and instructions and enjoy playing Mrs. Fairheads activities.  <a href="#"><u>Science food pyramids</u></a>
Friday	<a href="#"><u>Writing instructions</u></a> for trap.	<a href="#"><u>Consolidating knowledge part 1</u></a>	<a href="#"><u>RE- The last supper</u></a> <a href="#"><u>Computing-</u></a> Improve your typing skills with the touch type to dos game. Other to dos available also. <a href="#"><u>Reading- Story time and listening quiz.</u></a>

## Our News Page

Let's see what Year 3 have been up to across the past week, at home and in school.





**Reading Log:** Don't forget to complete your reading log. Send in a photo or video of some of the reading you have done this week.

Date	Title / Name of Book	Pages	Comments

## NSPCC link

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>



WORRIED?  
We're here  
to  
Listen

Call Childline on 0800 1111  
or visit [childline.org.uk/kids](https://childline.org.uk/kids)

Whatever your worry,  
you can talk to us. It's free,  
you don't have to tell us  
your name, and you can  
chat about anything.

**childline**  
ONLINE, ON THE PHONE, ANYTIME

Childline is a service provided by the NSPCC, 99SPICE/0182. Registered charity.  
England and Wales: 2554011. Scotland: SC030771. Illustration by: Sarah Holmes. 250201088

# Week beginning Monday 1<sup>st</sup> March 2021

Name: \_\_\_\_\_

Date 1.3.21

**Test date Friday 5.3.21**



Look

Say

Cover

Write

Check

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try	4 <sup>th</sup> try
right				
rightly				
proper				
properly				
friend				
friendly				
final				
finally				
total				
totally				

Use the sheet to practice your spellings. The focus for this week is words with a ly suffix.

Don't forget to use sound fingers and special friends to help with your spellings.



## English work –

### Model text: Into the jungle

Listen to a recording of the text below here:

<https://soundcloud.com/talkforwriting/jungle/s-4Ye8khPyx1x>

here is the jungle log that you looked at last week.

Underlying structure	New ideas
State when the exploring happened, sum up the day & tell reader how you felt, e.g. <i>Today has been amazing. I was so ...</i>	Sunrise for an incredible journey Um Bungo jungle Ready and excited for my trek into the <u>unknown</u> .
What you did before you set off, e.g. <i>I put on my ...</i>	Magic rucksack Put on my pink stripy socks Take lens off camera to take loads of photos of adventure Sam
Event 1 – what happened? <i>First, ...</i>	Cut through jungle with machete collect flowers. Lavender orchid-pink and purple smelt like honey.
Event 2 – what happened? <i>Next, ...</i>	<u>Next</u> I saw 1,000,000 fire ants that crawled like rippling ocean. Carrying bits of <u>leaves</u> I took as many photos as I could.
Event 3 – what happened? <i>After a short break, ...</i>	I looked for footprints of creatures. In the soft ground. I think there is a big cat her as I saw scratch marks/claw on a huge tree and big cat-like footprints in the ground. I also found a lizard tail moving like a worm the creature must have escaped.
Event 4 – what happened next? <i>Following that, ...</i>	Noise of birds, monkeys and insects. I saw a <u>river</u> <u>which</u> never ended. Fast foamy. Rocks sticking out like shipwreck. I saw amazing purple and orange fish jumping up the stream.
Round off your report and tell the reader what you did at the end of the day. <i>Finally, ...</i> <i>When I got back ...</i>	Hands were sore from chopping. I <u>didn't</u> want to get eaten by the big cat. Wash the smell from my clothes- damp dirty jungle smell. When I get <u>back</u> I can wait to see where my magic wardrobe takes me.

You have the boxing up that you completed last week and the jungle log to help you write the first 2 paragraphs of your own log.

Follow the link on the sway, where I am writing my first 2 paragraphs.

<https://youtu.be/9HrRtH3dlv0>

Monday 1<sup>st</sup> March - Maths work – Multiplication and Division as inverse.

After watching the video, answer the questions below.

If you don't have access to the sway then look at the method below to help you.


**Understanding that multiplication and division are inverse operations**

Video lesson link - <https://classroom.thenational.academy/lessons/understanding-that-multiplication-and-division-are-inverse-operations-61gk0r>

**Please make sure to watch the lessons along with completing the pack.**

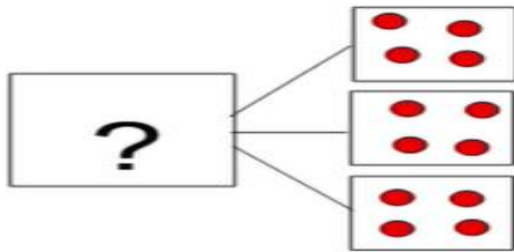
Warm-up  
For each number tell me the double and half

<u>half</u>	<u>number</u>	<u>double</u>
2	4	8
<input type="text"/>	8	<input type="text"/>
<input type="text"/>	6	<input type="text"/>
<input type="text"/>	12	<input type="text"/>



Answers on video

What is being shown here?

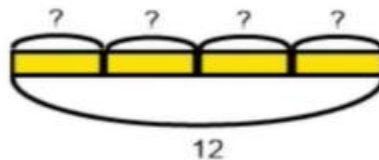
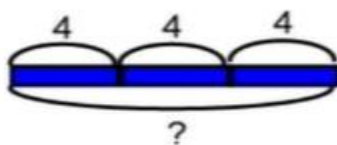
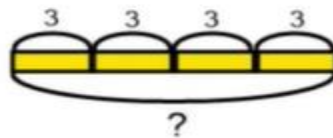
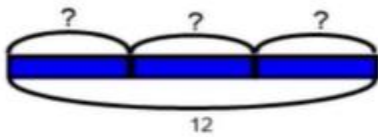


$$3 \times 4 = 12$$

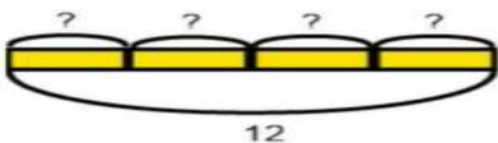
If you have the part or parts but not the whole then it is multiplication.

Which of these bar models show division questions?

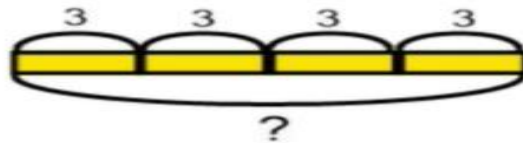
How do you know?



Bar models



$$12 \div 4 = 3$$

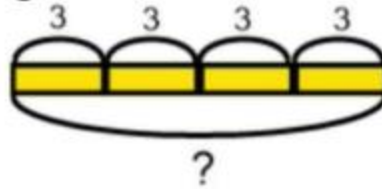


$$3 \times 4 = 12$$

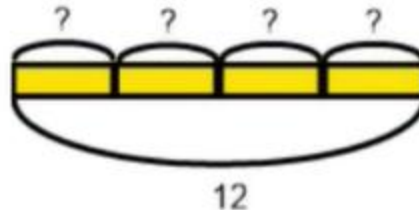
In these examples, when you know the whole but not the part then it is division. If you know the parts but not the whole then it is multiplication. See below.

## Multiplication and division

Multiplication we have the parts and are looking for the whole



Division we have the whole and need to know the amount of equal parts



Your turn- you could draw a bar model to help.

The whole is 20. There are 4 equal parts and the value of each part is 5.

We can have  $4 \times 5 = 20$      $20 \div 4 = 5$     and     $5 \times 4 = 20$      $20 \div 5 = 4$

<https://mathsbot.com/manipulatives/counters>

Choose your level to answer from mild (slightly easier) to spicy (challenging).

Mild- write an inverse calculation for each one on your paper and show the answer for both

$2 \times 7 =$	$4 \times 5 =$	$3 \times 8 =$
$20 \div 5 =$	$28 \div 4 =$	$3 \times 4 =$
$24 \div 4 =$	$30 \div 5 =$	$5 \times 9 =$

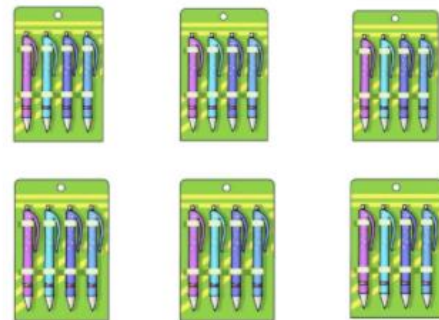
### Part A

Write a multiplication and division question and answer for each

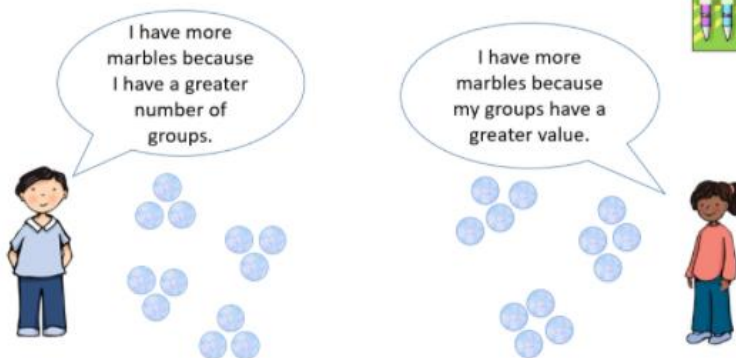
1. The whole is 24. Each equal part represents 8. There are 3 equal parts.
2. The whole is 15. There are 3 equal parts. Each equal part represents 5.
3. The whole is 25. There are 5 equal parts.
4. There are 4 equals parts. Each equal part represents 3.

### Part B

1) Write a multiplication and division calculation for this pens image



2) Who is correct?



Spicy- write 4 calculations, 2 multiplication and 2 division for each set of numbers

7, 3, 21	12, 3, 4	8, 3, 24
5, 9, 45	6, 4, 24	5, 6, 30
3, 11, 33	12, 4, 48	8, 12, 96

EXT- Jake has 56 biscuits on a plate. How many friends can have 6 biscuits each?

You can write on the sheet and then present your calculations in your workbooks.



## Topic – Rise of the Romans

Follow the link to the history lesson. You will need a pencil and paper to answer the questions as you go along.

<https://classroom.thenational.academy/lessons/who-was-julius-caesar-cgw3ce>

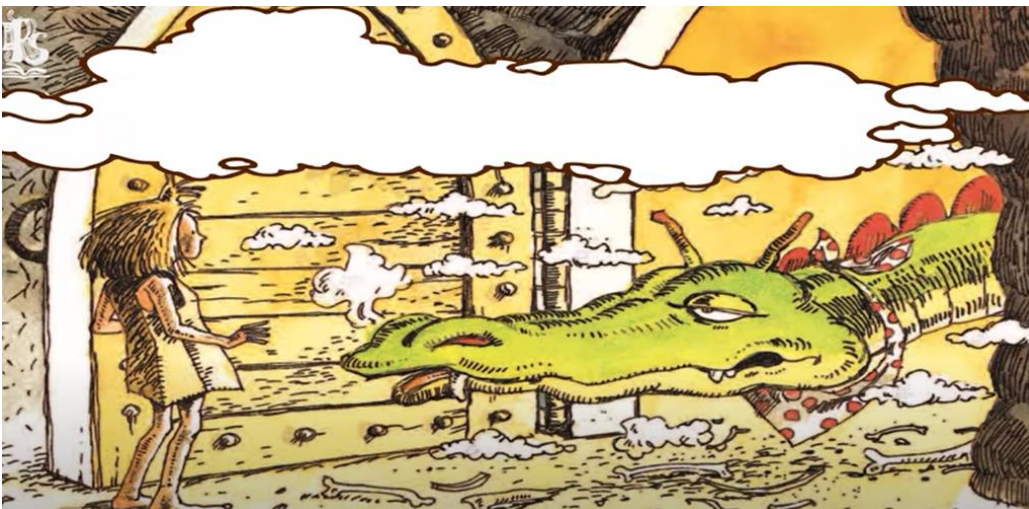
Many portraits and statues of Julius Caesar have been made. Using the link below on drawing a portrait, try to draw yourself in the same style as Julius Caesar, wearing the crown of leaves! <https://youtu.be/1DfzQpqG7z8>



Here is a picture from the video if you cannot access it.

Finally for today – storytime- click link for todays story- The Paper bag princess

<https://youtu.be/sCobkTDLNTc> (take the quiz on sway).



Tuesday 2<sup>nd</sup> March 2021.

English – Today, we are going to write the rest of our log using our plan. Follow the link to the sway to see how I have written my version.

<https://youtu.be/APC6ejAsgHk>

Then write your own. Remember to use powerful verbs, adjectives, similes and aliteration to improve your writing.

Underlying structure	New ideas
State when the exploring happened, sum up the day & tell reader how you felt, e.g. <i>Today has been amazing. I was so ...</i>	Sunrise for an incredible journey Um <u>Bungo</u> jungle Ready and excited for my trek into the <u>unknown</u> .
What you did before you set off, e.g. <i>I put on my ...</i>	Magic rucksack Put on my pink stripy socks Take lens off camera to take loads of photos of adventure 5am
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Round off your report and tell the reader what you did at the end of the day. <i>Finally, ...</i> <i>When I got back ...</i>	Hands were sore from chopping. I <u>didn't</u> want to get eaten by the big cat. Wash the smell from my clothes- damp dirty jungle smell. When I get <u>back</u> I can wait to see where my magic wardrobe takes me.

## Tuesday 2<sup>nd</sup> March – Maths – inverse and missing numbers

After watching the video, answer the questions below.

### Using the inverse operation to find missing numbers

#### Lesson agenda

Using arrays to represent the inverse

Relate arrays and fact families

Use known facts to find missing numbers

Independent work and Exit quiz

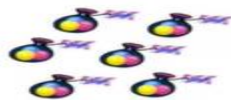
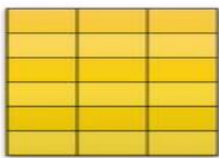
If you don't have access to the sway then look at the method below to help you.

Click on the link to get to the online lesson

<https://classroom.thenational.academy/lessons/using-the-inverse-operation-to-find-missing-numbers-cgt32c>

#### Warm-up

Which of these represent  $6 \times 3$  and which do not?



$$6 + 3$$



$$3 + 3 + 3 + 3 + 3 + 3$$

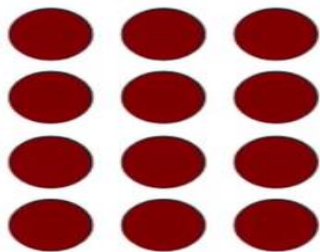


4

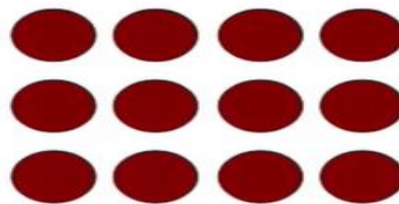
show six times three and which ones don't.

Answers on video lesson.

**Arrays  
(multiplication)**

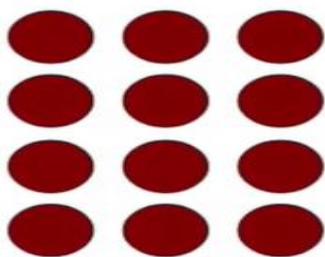


$4 \times 3 = \square$

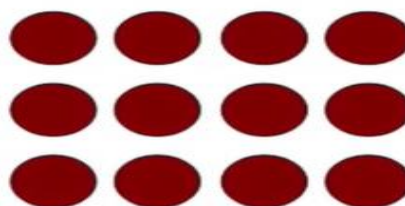


$3 \times 4 = \square$

**Arrays  
Division**



$12 \div 3 = \square$



$12 \div 4 = \square$

**Write 2 multiplication and 2 division facts**



$\square \times 3 = \square$

$\square \div 3 = \square$

$3 \times \square = \square$

$\square \div \square = 3$

Answers on video

**Which symbol is missing here? (x or ÷)**

**3**



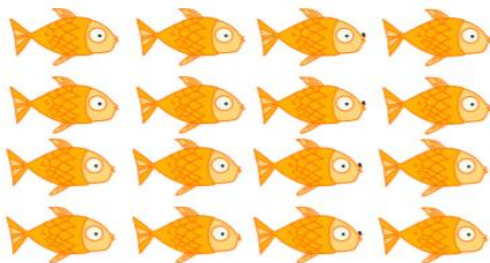
**=**






Choose your level to answer from mild (slightly easier) to spicy (challenging).

Mild – Write a multiplication and division calculation for each array.



**Part A: add x or ÷**

1) 10   - 

2)   3 = 

3)  $27 \div \square = 3$

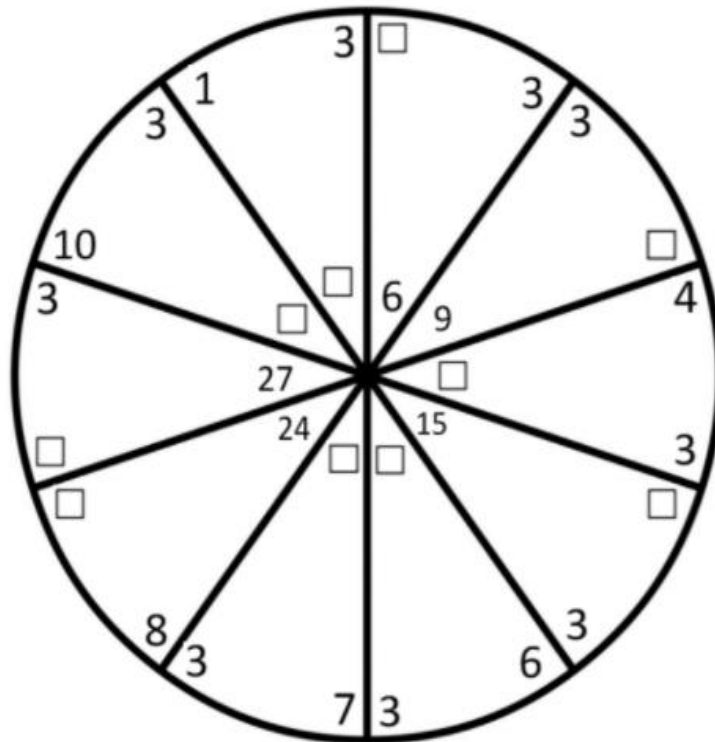
4)   $\times 3 = 30$

5)  $3 \times \square = 33$

6)   $\div 3 = 17$

2

**Part B:**  
Complete  
these  
fact families





Spicy – write calculations in your books or on paper.

**Set A**

1.  $4 \times \underline{\hspace{2cm}} = 16$

4.  $7 \times \underline{\hspace{2cm}} = 42$

7.  $27 \div \underline{\hspace{2cm}} = 9$

2.  $\underline{\hspace{2cm}} \div 6 = 4$

5.  $\underline{\hspace{2cm}} \div 8 = 3$

8.  $\underline{\hspace{2cm}} \times 6 = 30$

3.  $30 \div \underline{\hspace{2cm}} = 5$

6.  $\underline{\hspace{2cm}} \times 6 = 54$

9.  $\underline{\hspace{2cm}} \div 7 = 7$

**Set B**

1.  $27 \div \underline{\hspace{2cm}} = 3$

4.  $\underline{\hspace{2cm}} \div 8 = 4$

7.  $7 \times \underline{\hspace{2cm}} = 28$

2.  $4 \times \underline{\hspace{2cm}} = 24$

5.  $\underline{\hspace{2cm}} \div 5 = 12$

8.  $\underline{\hspace{2cm}} \div 3 = 14$

3.  $3 \times \underline{\hspace{2cm}} = 36$

6.  $\underline{\hspace{2cm}} \div 2 = 6$

9.  $\underline{\hspace{2cm}} \times 7 = 42$

EXT- What strategy did you use to solve the trickier questions?

How was this helpful? Explain.

## Geography/Science -

Follow the link to access today's geography lesson.

<https://classroom.thenational.academy/lessons/what-makes-up-the-weather-70tk4c>

You will need a pencil and paper.

## Weather and climate

**'Weather' and 'Climate'**  
**What's the difference?**

### **weather**

Temporary conditions of the atmosphere.

Changes hour to hour and day to day.

### **climate**

The average weather conditions of a location, over a period of time.

## Which statements are weather and which are climate?



It was a hot day in London.  
\_\_\_\_\_



November is usually the wettest month in Corby.  
\_\_\_\_\_



Egypt is usually very  
\_\_\_\_\_



It rained heavily all afternoon.  
\_\_\_\_\_






May to September is the monsoon season in south-east Asia.  
\_\_\_\_\_



January is a good time to head to Florida to catch some winter sun.  
\_\_\_\_\_

For each heading, write down ways in which the weather affects things

<p><u>Clothing</u></p> 	
<p><u>Activities</u></p> 	
<p><u>Travel</u></p> 	
<p><u>Farming</u></p> 	

**PSHE** After watching the video about the heart then try out the activities on the sheet to see what happens to your heart rate when you exercise. You will need a clock or timer - perhaps from a phone.

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-our-circulatory-system-keeps-us-alive/zhf76v4>

## Heart Rate

Find out what happens to your heart rate when you do physical activities!

Heart rates are calculated in beats per minute (bpm). Your regular resting heart rate (when you are not doing any physical activities) should range between 60 and 100 bpm.

Use this table to calculate your heart rate:

	Beats in 10 seconds	Multiply by 6	Beats per minute
Resting		$\times 6$	
Jogging		$\times 6$	
Jumping Jacks		$\times 6$	
Resting		$\times 6$	

What happened?

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Wednesday 3<sup>rd</sup> March 2021

English –



**Our final mission:  
studying a Soupee bird!**

In my poem, I had the feather from a Soupee bird. I'd love to photograph one for my collection but they are very shy creatures and always hide away. However, I have a cunning plan that would allow me to see one up close!

Here are the instructions:

Listen to a recording of the text below here:

<https://soundcloud.com/talkforwriting/soupee/s-NGvL24j8TWf>

**How to uncover a Soupee bird**

Are you mesmerised by the rare Soupee bird? Would you love to photograph this magnificent creature up close? If so, read on to find out how!

**What you need:**

- A long rope
- A net full of chocolate buttons
- Classical music (saved on your phone or iPod)
- Perfume that smells like flowers
- Dry leaves from the jungle
- A good camera

**What you do:**

1. First, trek deep into the jungle where the trees are dense. Always make sure you wear sturdy boots to do this.
2. Next, choose a tree with a wide trunk and loop your rope over the lowest branch.
3. After that, carefully tie your net of chocolate buttons to both ends of the rope so it hangs from the branch. Check the knot is tight.
4. Then, crouch behind the tree, spray yourself with the perfume and cover your hat with leaves. This will camouflage you.
5. As soon as you are hidden, play the classical music.

Warning: Never use white chocolate buttons as they might attract giant jungle pythons!

## Let's innovate!



What mysterious, rare thing would you love to see up close? What would you like to photograph? A fairy? A giant? A wizard? A Pokemon? A minotaur? A T-rex? A mermaid? A unicorn? Something else? Write it below:

I would like to see a ....

Design Challenge: What would tempt them out of their hiding place? On the next page, use the space to draw and label a trap to tempt your creature out of its hiding place.

A large, empty rounded rectangle with a blue border, intended for drawing a trap to tempt a creature out of its hiding place.

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Wednesday 3<sup>rd</sup> March – Maths – multiplication and division facts



After watching the video, answer the questions below.

If you don't have access to the sway then look at the method below to help you.

## Recalling multiplication and division facts

Video lesson link- <https://classroom.thenational.academy/lessons/recalling-multiplication-and-division-facts-cmwk0d>

### Lesson agenda

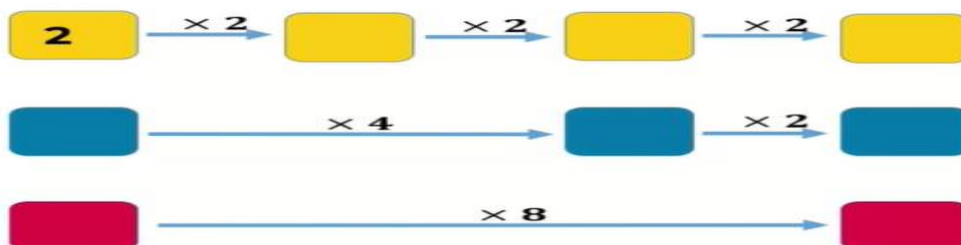
Recap arrays to represent the inverse

Known facts to find missing numbers

Spot mistakes (consider parts/whole)

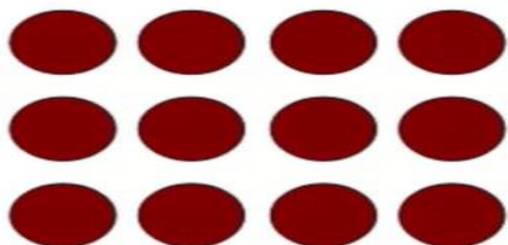
Independent work and Exit quiz

Warm up add the same number to this x machine, what do you notice? Why does this happen?



Answers on video

Which one of these is incorrect? How do you know?



$$12 \div 3 = 4$$

$$4 \div 12 = 3$$

$$12 \div 4 = 3$$

Now try these

True or false?

$$21 \div 7 = 3$$

$$4 \times 3 = 12$$

$$5 \div 3 = 15$$

$$27 \times 3 = 9$$

True or false? Your turn

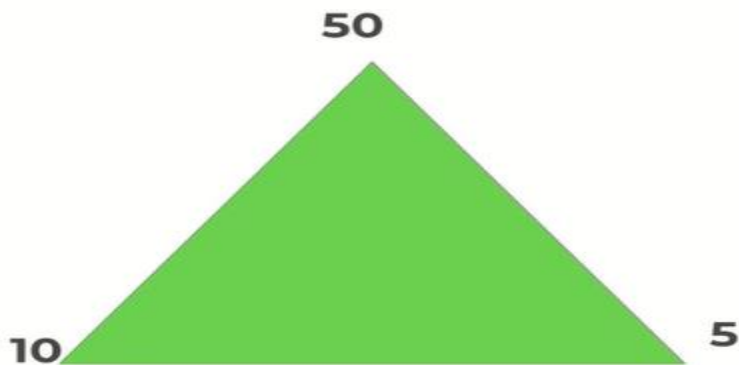
$$30 \div 10 = 3$$

$$16 \times 4 = 4$$

$$15 \div 3 = 5$$

$$20 \times 4 = 5$$

'Fact families'



$$50 \div 5 = 10$$

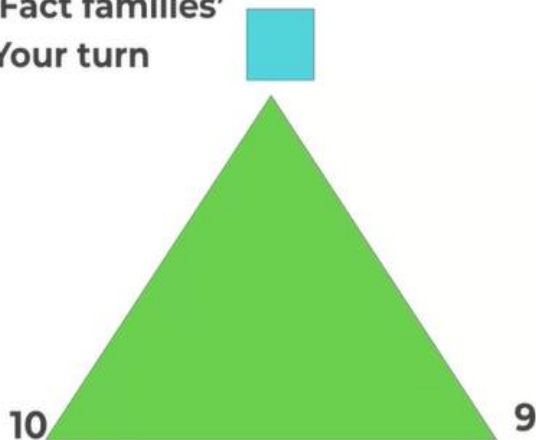
$$50 \div 10 = 5$$

$$10 \times 5 = 50$$

$$5 \times 10 = 50$$

'Fact families'

Your turn



Your turn:

$$1) \quad 5 \times \square = 25$$

$$2) \quad 40 \div \square = 10$$

$$3) \quad 33 \div \square = 11$$

$$4) \quad \square \div 4 = 4$$

a

Choose your level to answer from mild (slightly easier) to spicy (challenging).

## Mild-

a) 8 groups of 5



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

b) 3 groups of 6

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

c) 4 groups of 3

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

d) 3 groups of 5



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

e) 4 groups of 4

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

f) 3 groups of 8

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

## Hot

### Part A

**Use your times-tables knowledge to complete this table**

$\times$			9	3
2	14			
			36	12
10		60		
5				15

## Part B

Can you spot the mistakes below?

Can you correct them?

1)  $4 \times 5 = 20$

2)  $50 \div 5 = 5$

3)  $4 \div 4 = 12$

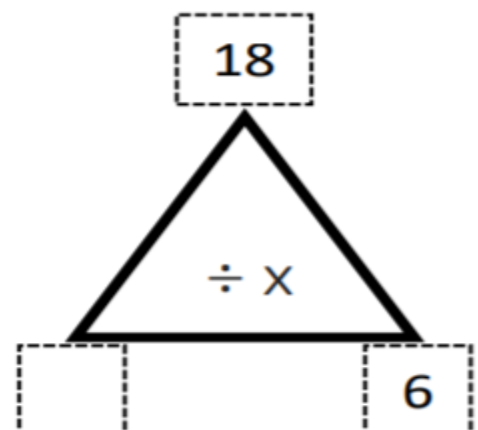
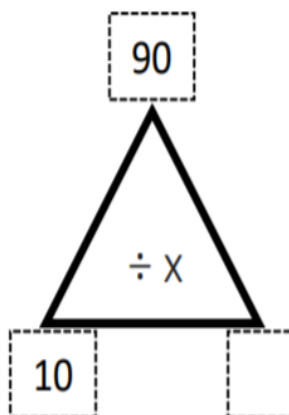
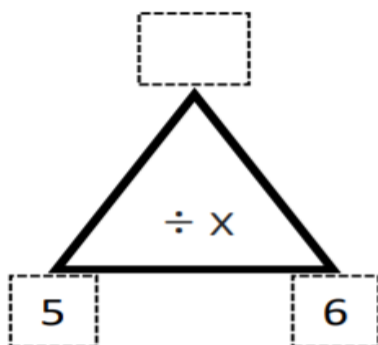
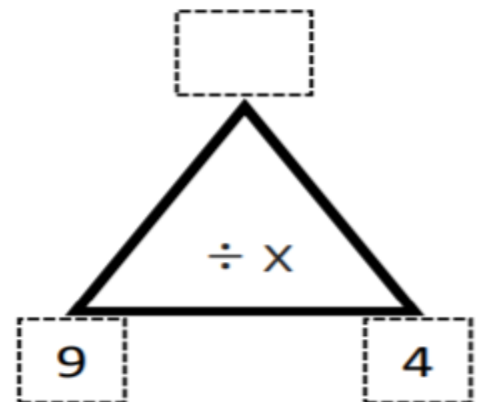
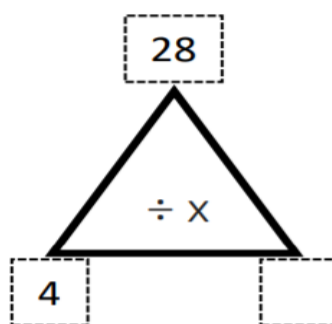
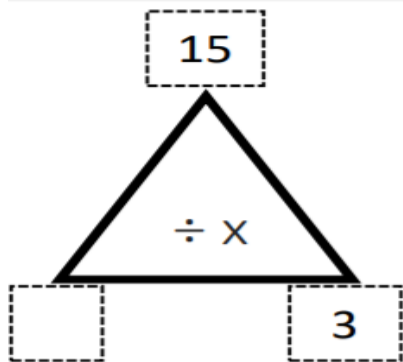
4)  $3 \times 5 = 15$

5)  $9 \div 3 = 27$

6)  $60 \div 6 = 10$

7) *I share 4 sweets equally among 12 friends. How many do each of them get?*

Spicy- on paper or in your book work out the missing numbers and then write the 4 calculations for each triangle



PE - follow the links or access via sway and enjoy an afternoon of activities.



<https://youtu.be/psUPYR235O8>



<https://youtu.be/OAnbQRGmquQ>



<https://youtu.be/lmhi98dHa5w>



<https://www.youtube.com/watch?v=IJPvEs8qpQc>



Squish the Fish Cosmic yoga

<https://youtu.be/LhYtcadR9nw>

Enjoy the videos, you can repeat any that you like but try to complete all of them. That's the challenge.

## Spanish

### Task 1

<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zwfbp4>

Continue to learn about food and drink and listening to the pronunciation.  
Continue with Dash and Blink game.

### Task 2

Complete the Spanish food matching work sheet. - The word mat will help if you need it.

## **Spanish Food Matching Worksheet**

Name: ..... Date: .....

Draw lines to match the Spanish food words to the English words:

chocolate

arroz

queso

helado

yogur

huevo

jamón

bocadillo

pan

zumo de naranja

pollo

pescado

chicken

orange juice

rice

cheese

ice-cream

fish

egg

yoghurt

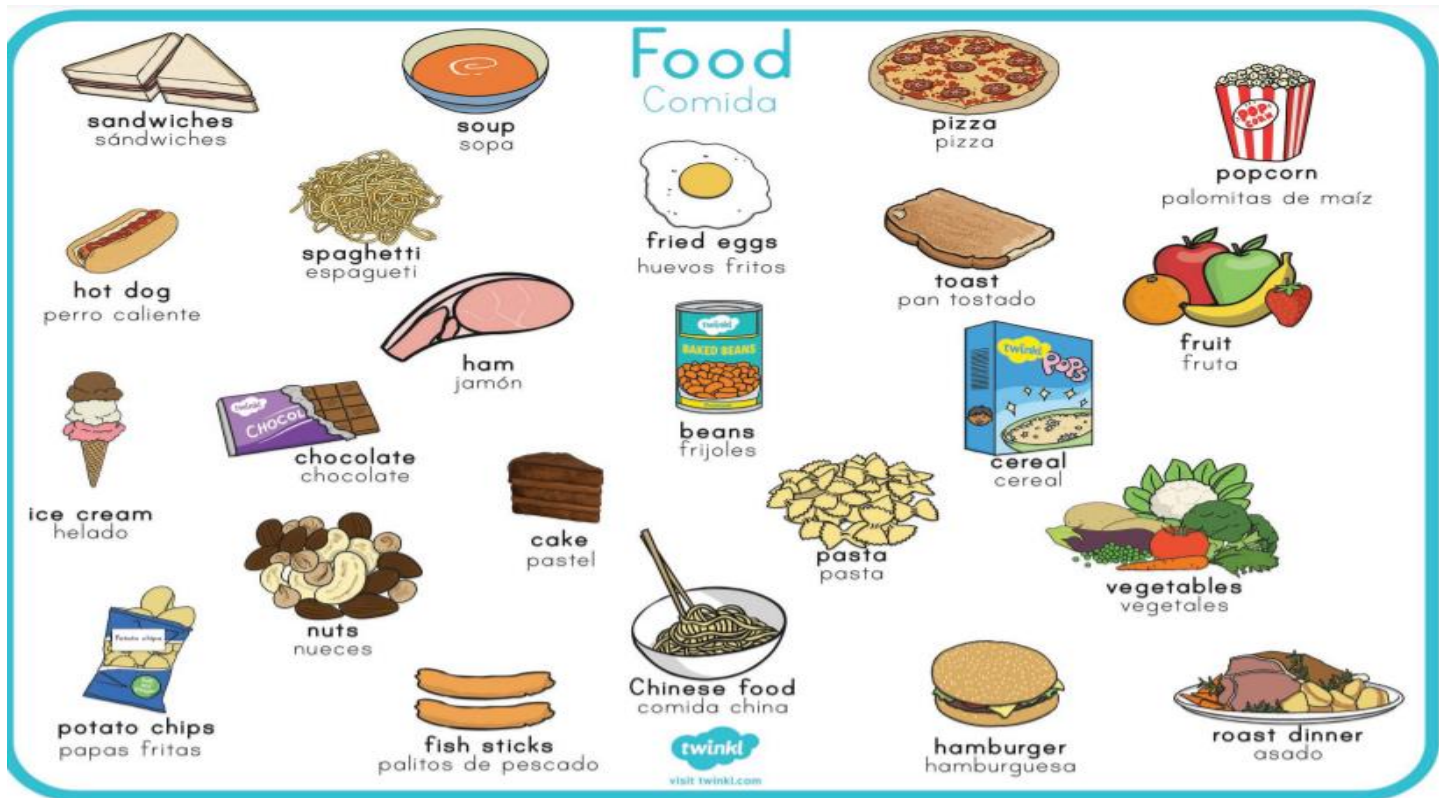
ham

sandwich

chocolate

bread





### Task 3

Look at the Spanish food and drink vocabulary mats, then create and design your own Spanish menu.

## La comida y la bebida

### Comidas e ingredientes / Food and Ingredients



el aceite  
oil



el arroz  
rice



la barra (de pan)  
(bread) loaf



el bocadillo  
sandwich



el gazpacho  
cold soup



el huevo  
egg



la mantequilla  
butter



la pimienta  
pepper



el queso  
cheese



la sal  
salt



la salsa  
sauce



la sopa  
soup



la tortilla  
omelette

### Dulces / Sweets



el azúcar  
sugar



los churros  
fritters



el flan  
crème caramel



la galleta  
biscuit



el helado  
ice cream



la mermelada  
jam



la nata  
cream



el pastel  
cake, pie

## La comida y la bebida

### Frutas y verduras / Fruit and Vegetables



el ajo  
garlic



la cebolla  
onion



la col  
cabbage



los champiñones  
mushrooms



la fresa  
strawberry



los guisantes  
peas



las judías verdes  
string beans



las legumbres  
vegetables, pulses



la manzana  
apple



la naranja  
orange



la patata  
potato



la pera  
pear



el pimiento  
pepper



la piña  
pineapple



el plátano  
banana



las uvas  
grapes



la zanahoria  
carrot



el melocotón  
peach



la lechuga  
lettuce

### Las bebidas / Drinks



el agua mineral (con/sin gas)  
(fizzy/still) mineral water



el vino (blanco/ rosado/ tinto)  
(white, rosé, red) wine



el zumo (de fruta)  
(fruit) juice



la leche  
milk



el café  
coffee



el té  
tea



el hielo  
ice



la cerveza  
beer

## La comida y la bebida

### El pescado / Fish



el atún  
tuna



los calamares  
squid



las gambas  
prawns



el bacalao  
cod



los mariscos  
seafood



la merluza  
hake

### La carne / Meat



el bistec  
steak



el chorizo  
sausage



la chuleta  
chop



el filete  
steak



el jamón (de york)  
boiled ham



el jamón serrano  
cured ham



el perrito caliente  
hot dog



el pollo  
chicken



la salchicha  
sausage



el salchichón  
salami





## Task 4

Make the tomate y aceite recipe

# MAKE YOUR OWN...

## Pan con tomate y aceite



### What is pan con tomate y aceite?

Pan con tomate y aceite is a simple Spanish dish of toasted bread topped with tomatoes, oil, garlic, and salt. It is often eaten at breakfast (**desayuno**) or as a mid-morning snack (**almuerzo**).



#### Important Note:

This recipe uses a knife so make sure you ask an adult to help you.

### Ingredients:

- 2 tomatoes (**tomates**) 
- 1 ciabatta or baguette loaf (**pan**) 
- 1 peeled clove of garlic (**ajo**) 
- extra-virgin olive oil (**aceite de oliva extra virgen**) 
- salt (**sal**) for seasoning 

### Method :

- 1 Cut (**corta**) the tomatoes in half (**por la mitad**) and grate (**rallar**) them, throwing away the leftover skin.



- 2 Season the pulp (**pulpa**) with a sprinkle of salt.



- 3 Get an adult to cut the bread (**un pan**) into thin slices.



- 4 Lightly toast them.



- 5 Once toasted and cooled slightly, pour (**verter**) over a little olive oil and rub (**frotar**) the garlic into each slice.



- 6 Spoon (**cucharear**) the tomato mixture onto the bread and enjoy (**disfrutar**).



## Thursday 4<sup>th</sup> March 2021

English – Instructions planning. – Follow the link to the sway to see how I have completed my instruction sheet . [https://youtu.be/GO\\_nlEV\\_CgU](https://youtu.be/GO_nlEV_CgU)

Now write your instructions. Let's imitate the language and structure of mine to help you write yours.

★ Ask 2 questions to introduce the instructions: **Are you** mesmerised by the rare Soupee bird? **Would you** love to photograph this magnificent creature up close?

★ Use fronted adverbials to order the steps for the reader: **First**, trek deep into the jungle where the trees are dense. **Next**, wait patiently.

★ Tell your reader what to do by using *bossy, imperative verbs*: **trek** deep into the jungle, **peek** around the tree, **choose** a tree with a wide trunk, **play** the classical music

★ Extend detail with a sentence of 3 things: Then, **crouch** behind the tree, **spray** yourself with the perfume and **cover** your hat with leaves.

★ Round off with a warning: Never use ... Beware ... Do not ...

★ Now plan your instructions for setting up the trap. Use the planner below (and my instructions) to help you.

Underlying structure	Jot down your ideas in note form
Ask a question to the reader to draw them in, e.g. <i>Are you ...</i> <i>Would you ...</i>	
<b>What you need:</b>  List of items needed for the trap	
<b>What you do:</b> The steps you need to set up the trap. Use your adverbs to show the order <i>First,</i> <i>Next,</i> <i>After that,</i> <i>Then,</i> <i>Now,</i> <i>Finally,</i>	
<b>Final word of warning</b>	

## Thursday 4<sup>th</sup> March 2021 – Maths – factors to solve division

After watching the video, answer the questions below.

Follow the link <https://classroom.thenational.academy/lessons/using-factors-and-products-to-solve-division-problems-cmtp4e>

### Using factors and products to solve division problems

#### Lesson agenda

Recap 'fact families'

Explore factors and multiples

Apply to word problems

Independent work and Exit quiz

#### Warm up

Which fact is missing from this 'fact family'?

$$3 \times 7 = 21$$

$$21 \div 3 = 7$$

$$7 \times 3 = 21$$

#### Key vocabulary



Product = 12

factors =  $2 \times 6$     $4 \times 3$     $1 \times 12$

True or false? Your turn:

20 is a multiple of 3

12 is a product 3 and 5

8 is a multiple of 2

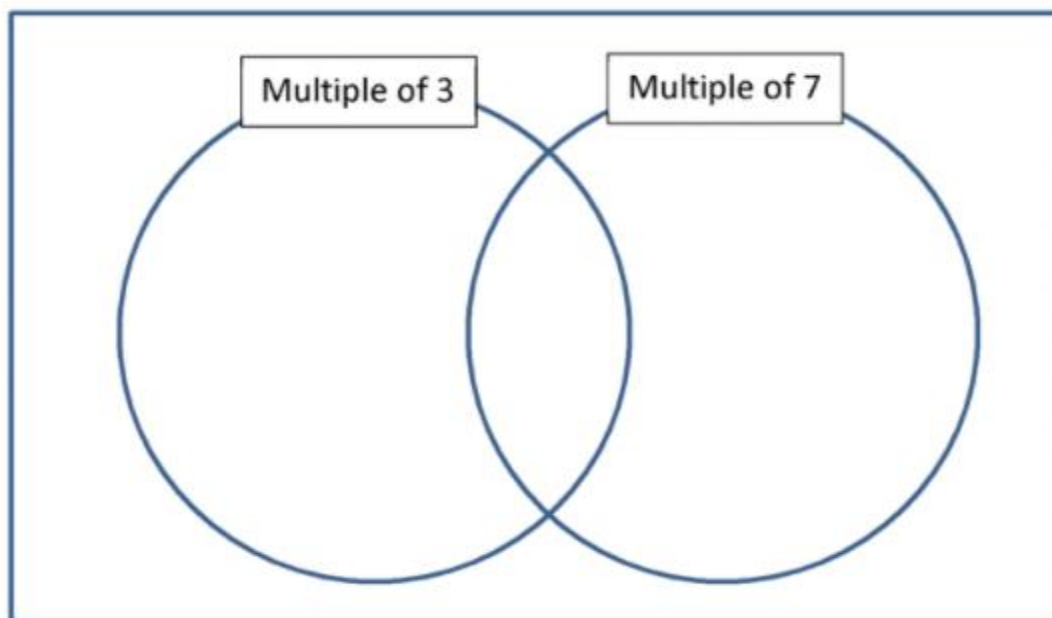
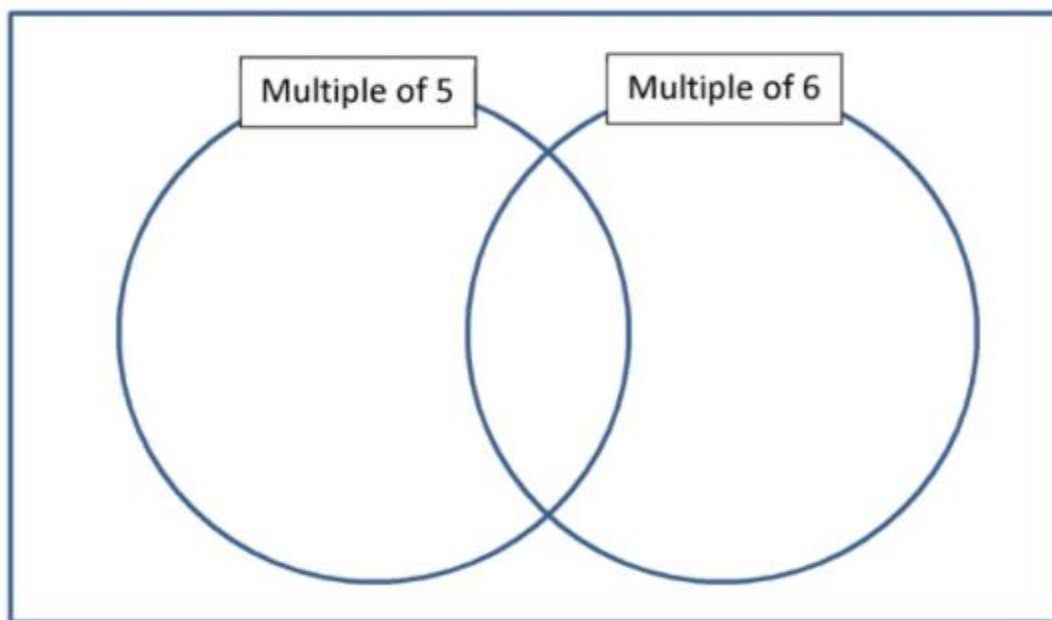
10 is a product of 4

Choose your level to answer from mild (slightly easier) to spicy (challenging).

Mild

Put the following numbers into the correct place in the Venn diagrams.

20	12	14	25	18	30	21	24	35
----	----	----	----	----	----	----	----	----



*Can you put in another number of your choice into the intersection of the Venn diagrams?*





## Hot

### Part A

- 1) Can 8 be shared equally between 5 people? How do you know?
  - 2) Can 4 people will get an equal number from 12 coins?
  - 3) How many people can share 15 coins equally?
  - 4) Is 9 divisible by 2?
- Challenge**
- 5) If 6 people share 13 coins, how many will be left over?

### Part B

**How can these coins be split equally?**



16 coins



32 coins



9 coins



21 coins

The answers to this set are on the video.

Spicy – work out the answers to these problems

### Set 1

Robin Hood has a number of gold coins.  
He has between 35 and 55.

When he counts them in groups of six, he has two left over.



He counts them in groups of four  
and has two left over.

He counts them in groups of five  
and has no coins left over.



How many coins does Robin Hood have?

## Set 2

A teacher asks some children to arrange 36 chairs into rows of nine chairs. How many rows will there be?

A crate holds 72 bottles. How many packs of 6 bottles will be in each crate?

A photographer prints 96 photographs to arrange in an album. Each page will contain 8 photographs. How many pages will be used?

Apples are sold in packs of seven apples. How many packs can be made from 91 apples?



## Year 3 Home learning

### Spring Term 2021 week 7 (week beginning 1st March)

. Over the next few weeks, until schools re-open, we are going to have a short topic focusing on pitch. ↵

## Warm-ups

- ❖ Make sirens with your voice- slowly moving up and down in pitch. Try making a siren using these sounds...

Hummmmmmm

Vvvvvvvvvvv

Oooooooooo

Brrrrrrrrrrrrrr (try rolling your 'r' with your tongue behind your top teeth)

- ❖ Follow this link and watch/ listen to this fun warm-up song- "Boom sits the cat".

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

- ❖ Play the song again and this time join in as much as you can. Don't worry too much about the actions, we'll add those in next week. But try to get your tongue around all of the words. When they split into two parts, just choose which section you are going to do.

Here are the words so you can join in more easily...

Boom sits the cat  
And the cat sits down  
Boom, boom, shh cat  
Don't be so loud



# Main activities

## 1. What is pitch?

Lots of you probably know what “pitch” means in music. Can you tell a grown-up what you think it is?

Now watch this short video which explains exactly what pitch is-  
<https://www.youtube.com/watch?v=kvwUBKPgU5A>

## 2. High and low instruments

An instrument like the piano can make both very low and very high sounds. However, many musical instruments either play high, or low.

Follow this link to explore the sounds of some different musical instruments.

<https://www.dallassymphony.org/community-education/dso-kids/listen-watch/instruments/>

Can you fill in this table to show one instrument that can play high sounds and one instrument that can play low sounds for each family of the orchestra? The first has been done for you.

	<b>High pitch</b>	<b>Low pitch</b>
<b>Percussion family</b>	Triangle	Bass drum
<b>String family</b>		
<b>Woodwind family</b>		
<b>Brass family</b>		

Did you notice...

Bigger instruments tend to make lower sounds  
Smaller instruments tend to make higher sounds



### 3. Exploring pitch

Try one of these activities to explore pitch... but do ask your grown-ups first before using and glass jars or glasses.

#### Jars

**You need:**

**4/5 glass jars/ drinking glasses (ask permission first) and a little water**

Tap each jar gently with a spoon.

Which one makes the highest pitch? The lowest pitch?

Can you order the jars from lowest to highest pitch?

What happens to the pitch if you add a little water to the jar/ glass?

What happens to the pitch if you fill it up?

Can you make up a little piece of music on your jars/ glasses?



#### Elastic bands

**You need:**

**A strong box like a shoe box with an open top, or a tin  
Elastic bands**

Stretch some elastic bands around the box/ tin. (The box/ tin must have an open top so the bands can vibrate)

Ping/ pluck each elastic band to make a sound.

Are the pitches all the same?

Which band is making the highest pitch? The lowest pitch?



Now, whilst it's still on the box, try stretching and tightening one of the bands further and ping it... what happened to the pitch?

Stretch it a bit further (but don't let it snap)... what happened to the pitch?

Can you make a little piece of music on your elastic band guitar?

### **A bit more information about how pitch works if you are interested to know...**

The jar makes a higher pitch when there is less water in. This is because the sound waves can vibrate more quickly when there is less water. When it is filled with water, the sound waves are slower and so make a lower pitch. The pitch will also be affected by the thickness of the glass jar.

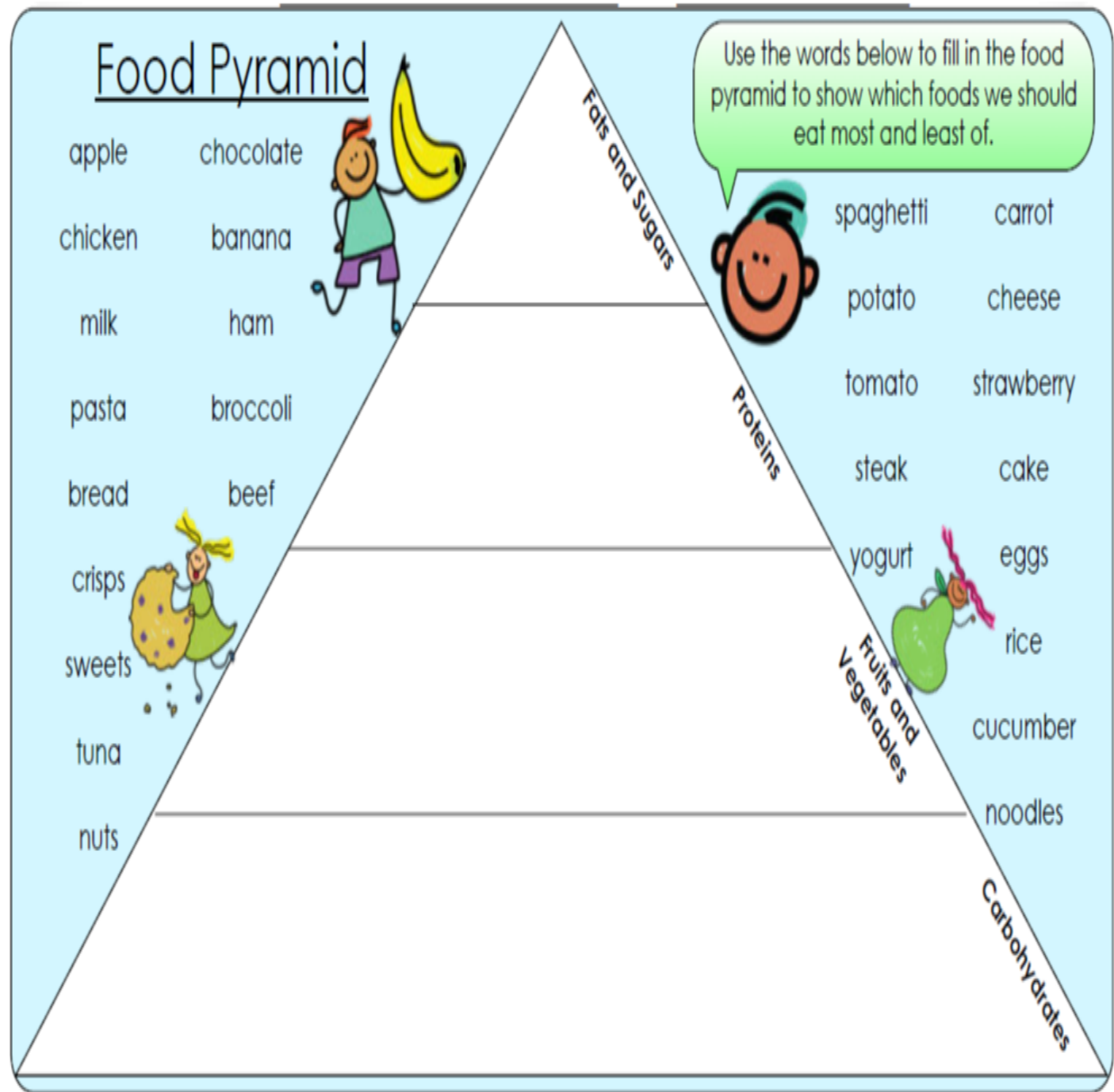
The thicker elastic bands will make a lower sound- just like bigger musical instruments making lower sounds. Also, as you stretch a band tighter, the sound becomes higher in pitch.

You can also watch a short clip about pitch and sound waves here if you are interested

<https://www.bbc.co.uk/bitesize/topics/zqffr82/articles/z3j3jty>



## Science –



Can you create a healthy, balanced meal for each of these people? Write down what you would serve each person and make sure you include the correct proportion of each food group.

This is Tim. He is a vegetarian.



This is Celia. She cannot eat wheat.



This is Luke. He cannot eat dairy products.



Friday 5<sup>th</sup> March 2021

English – Instructions writing follow the link below to see me writing instructions on trapping the phoenix to help you. <https://youtu.be/IIID8L-budAA>

Today we are going to write the instructions for our trap. Make sure they include the ideas below.



Now write your instructions. Let's imitate the language and structure of mine to help you write yours.

- ★ Ask 2 questions to introduce the instructions: **Are you** mesmerised by the rare Soupee bird? **Would you** love to photograph this magnificent creature up close?
- ★ Use fronted adverbials to order the steps for the reader: **First**, trek deep into the jungle where the trees are dense. **Next**, wait patiently.
- ★ Tell your reader what to do by using *bossy, imperative verbs*: **trek** deep into the jungle, **peek** around the tree, **choose** a tree with a wide trunk, **play** the classical music
- ★ Extend detail with a sentence of 3 things: Then, **crouch** behind the tree, **spray** yourself with the perfume and **cover** your hat with leaves
- ★ Round off with a warning: Never use ... Beware ... Do not ...

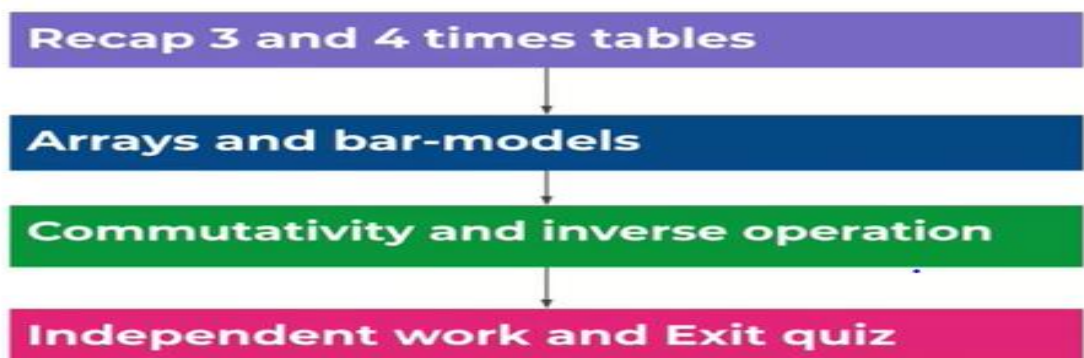
Friday 5<sup>th</sup> March 2021 – Maths – consolidation of knowledge(part 1)

After watching the video, answer the questions below.

<https://classroom.thenational.academy/lessons/consolidating-multiplication-and-division-knowledge-part-1-70vkec?activity=video&step=2&view=1>

## Consolidating multiplication and division knowledge

### Lesson agenda



If you don't have access to the sway then look at the method below to help you

### Warm up

Fill in the missing numbers here

$2 \times \quad = 12$	$\quad \times 6 = 18$	$5 \times 5 = \quad$	$10 \times \quad = 80$
$4 \times 6 = \quad$	$3 \times \quad = 21$	$9 \times \quad = 18$	$4 \times 11 = \quad$
$40 \div 10 = \quad$	$\quad \div 2 = 7$	$12 \div \quad = 3$	$16 \div \quad = 2$
$10 \div 5 = \quad$	$\quad \div 3 = 3$	$30 \div 10 = \quad$	$32 \div \quad = 8$

Some of today's video will be ensuring you are secure with recalling 3x and 4x table facts really quickly. If you aren't take some time to become secure with them and keep practising.

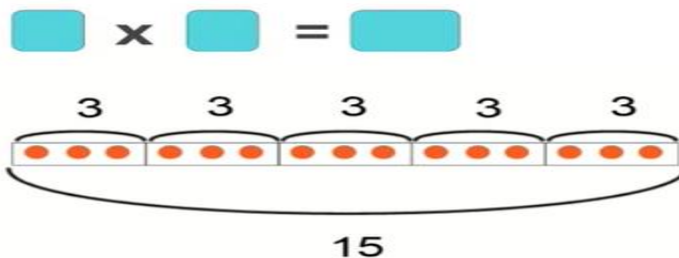
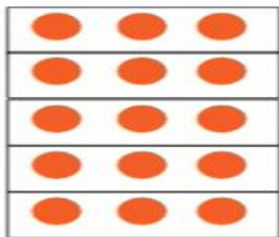
Your turn

What you we see here?

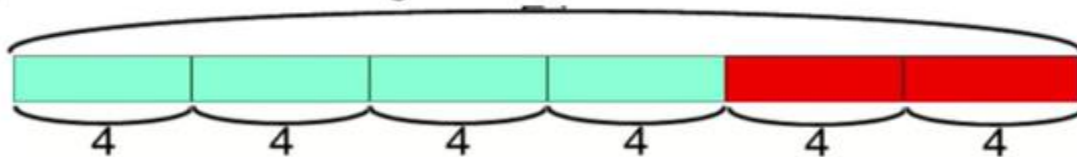


The following are all reminder of images you have seen and used before.

**Arrays and bar models**



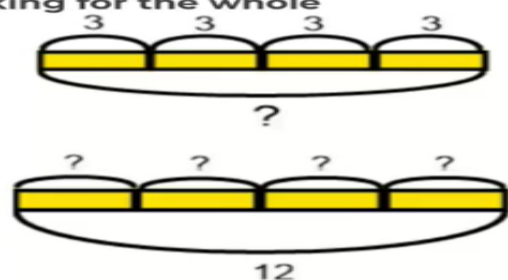
**What 2 multiplication and 2 division questions can you see in this bar model?**



**Multiplication and division**

**Multiplication** we have the parts and are looking for the whole

**Division** we have the whole and need to know the amount of equal parts





Try finding the inverse calculations here



1.  $3 \times 2 = 6$

2.  $16 \div 4 = 4$

3.  $5 \times 10 = 50$

4.  $8 \div 2 = 4$

Answers on lesson video

Choose your level to answer from mild (slightly easier) to spicy (challenging).

Mild – draw arrays or a bar model to help you.

8 cars are in a car park. How many wheels are there altogether?



twinkl.com

A mum makes a cupcake for each child in her son's school. There are 5 classes with 28 children in each class. How many cupcakes did she make in total?

twinkl.com

If 3 cars arrive at a party at the same time, each carrying 4 passengers, how many people arrive at once?



twinkl.com

Grandad George shared £44 equally between his 4 grandchildren. How much money did they each receive?



twinkl.com

Sam did his paper round for 5 days in a row. If he was paid £8 per day, how much money did he earn?



twinkl.com

There are 8 stems of daffodils in a bunch. How many stems are there in 6 bunches?



twinkl.com

As part of a charity event, 6 children each complete 14 laps of the field. How many laps were run in total?



twinkl.com

A supermarket sells muffins in packs of 4. How many muffins are needed to make 12 packs?



twinkl.com



### Part A

- 1) 4 children each receive 6 gold stars for their wonderful Maths work.  
How many gold stars were received in total?
- 2) 8 groups of 3 people booked to go to the cinema. How many people went in total?
- 3) 44 seeds are shared equally between 11 pots. How many seeds were put into each pot?

### Part B

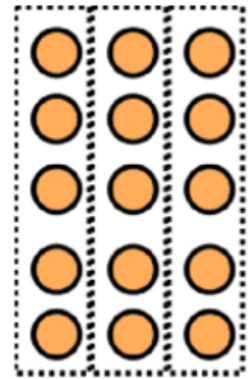
- 1) Which of these does this array NOT show?

$$5 \times 3 = 15$$

$$15 \div 5 = 3$$

$$3 \times 5 = 15$$

$$5 + 3 = 8$$



- 2) Write a division calculation using the same 'fact families'

$$4 \times 5 = 20$$

$$8 \times 4 = 32$$

$$12 \times 3 = 36$$



Spicy- tricky think about what the question is asking. Show how you worked it out

- 1) How many rows of seats are needed to seat 144 people at a concert when the rows seat 7 people each?
- 2) Samuel has 151 marbles at a party. He puts 5 marbles into each bag. How many bags did he fill?
- 3) Video games cost £12 each. How many can you buy with £96?
- 4) The teacher gives 132 sweets. The children are given 11 each. How many children get 11 sweets?
- 5) On a street there is space for 18 rows of 10 seeds in one garden. How many seeds in four gardens?

## R.E- The Last Supper.

Watch this video clip describing the events of the Last Supper. Link here:

<https://youtu.be/2359k2zAJmA>

Now write a brief description of what is happening in each picture to tell the story.

### **The Last Supper Sequencing**

Write a short description of what happens at each stage of the story.



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## Purple mash – to dos

There are a host of to dos to have a go at focusing on coding. Choose your challenge and have a go.

As we have been focusing on coding I have decided to give you some different activities this week. These include:

### **Continue this week:**

- Touch typing: Complete the touch type games and see if you can set faster times. Follow the instructions and get those fingers moving.

## TT Rockstars:

- Practice your times tables in the garage to earn coins to customise your avatar.
- Set a time in the studio – put your practice to use by setting a time in the studio to move up the leader board and earn higher rank and get a certificate.
- Challenge your friends to a face off battle.



Finally, it's story time. Click the link to watch the video.

Today's story – The stick man- one of my favourites.

<https://youtu.be/QUdtUIr5jrk>

It's quiz time, follow the link: