Oakwood Primary Academy

Year 3

Remote Learning Workbook

Week Beginning

Monday 22nd February 2021

Name……

Link to sways - will be given each day via e-mail

'Being Better Every Day'

Year 3 Remote Learning Overview - Week beginning: 22/2/21

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 or 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.

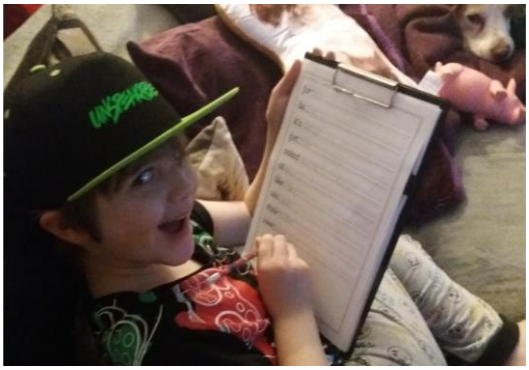
Other links and activities + daily quick quizzes end of week quiz.

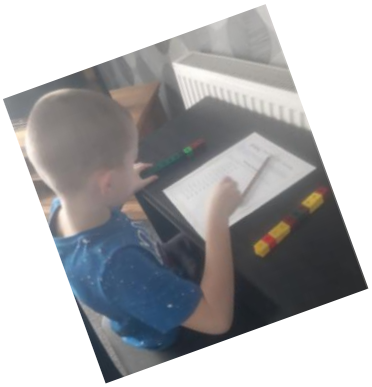
Our learning timetable for this week –

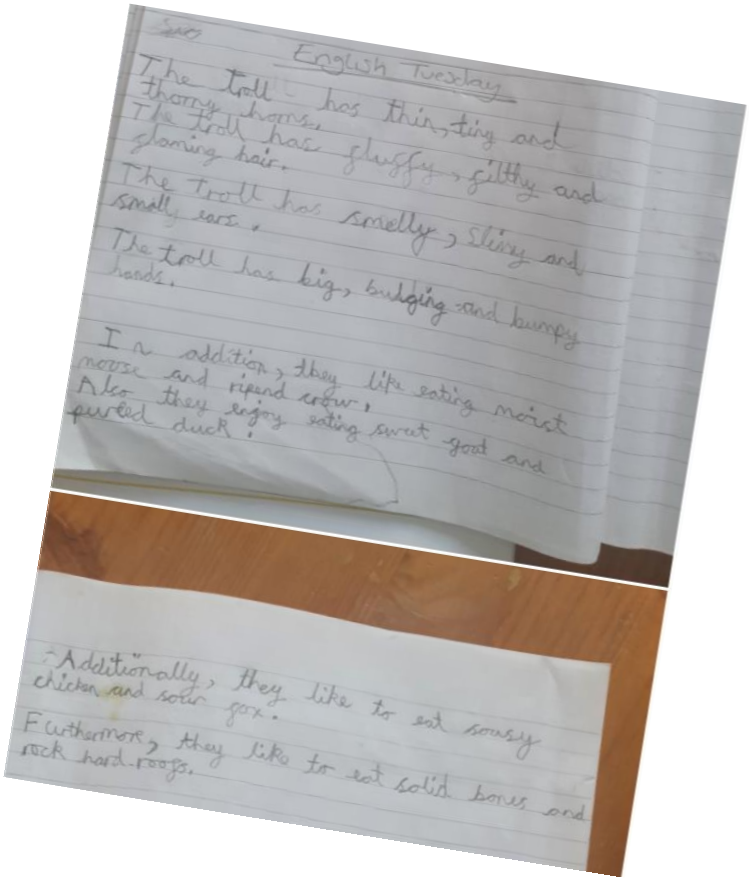
	English	Maths	Wider curriculum/ Other activities
Monday	Intro to unit. Read the jungle log. Draw a picture for the words. Match the synonyms.	Recalling the 3X table	History/Topic – The Rise of the Romans. Art- create a mosaic Reading – story and quiz.
Tuesday	Read model text again and underline words you don't know. Write sentences using synonyms from yesterday. Take the jungle quiz on the model text (reading comprehension).	Recalling the 4X table.	Geography - Earth's water. Learn about the water cycle. PHSE – Link exercise to heart and lungs.
Wednesday	Write a list of items you would like in your jungle pack. Using the guidance, turn these items into a list poem.	3X and 4X tables using arrays.	PE – access the video links via sway. Spanish – complete the activities from Mrs Meredith. This week -food
Thursday	Draw what you can see through your telescope. Quick write sentences using time conjunctions and because.	Understanding that multiplication can be done in any order = Commutative law.	Music- follow the links and instructions and enjoy playing Mrs. Fairheads activities. Science – food types
Friday	Box up your ideas in the grid to form a plan for your writing next week. Follow guidance to quick write sentences using conjunctions for second clause.	Using bar models to represent known times tables.	RE-Shrove Tuesday and Lent Computing-Improve your typing skills with the touch type to dos game. Other to dos available also. Reading- Story time and listening quiz.

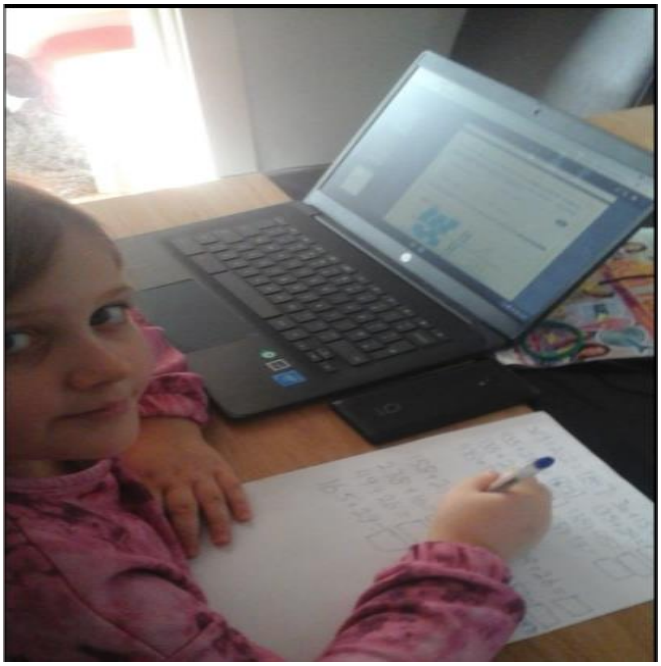
Our News Page

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-suppport-children-families-parents/

Weekly Welcome

Monday 22nd – Friday 26th February 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 lovely half term.

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, Mr Sapsford will be in school teaching, while Mrs Rodohan 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 when it is safe to do so.

Mrs Rodohan and Mr Sapsford

VRodohan@AuroraAcademies.org

CSapsford@AuroraAcademies.org

Week beginning Monday 22nd February 2021

Name: _____ Date 22.2.21

Test date Friday 26.2.20

	1st try	2nd try	3rd try	4th try
return				
recall				
refill				
repay				
replay				
debug				
defuse				
deform				
decode				
de-ice				

Use the sheet to practice your spellings. The focus for this week is words with a - 're' or 'de' prefix.

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

English work –

I'm your explorer and guide, so let's get on and discover new lands together!

Welcome to my world of exploring! You'll find lots of fun things to work through that will help you with your writing skills and build on the work you do at school.

Do you know *The Lion, the Witch and the Wardrobe* – the story of Peter, Susan, Edmund, and Lucy who discover the world of Narnia through the back of a wardrobe?

★ **If you have access to the Internet, type this into Google and discover Narnia with Lucy:**
https://cutt.ly/2yvlv0q

Would you believe me if I told you that I have a wardrobe that takes me to magical places? I have been a jungle explorer for many years. I have explored the Cloud Jungle in Peru, the wild jungles of Borneo and even the Ancient Waipoua Forest in New Zealand. However, six years ago, I bought a beautiful wardrobe at a market and when I got it home, I discovered that it was not just beautiful, but magical too! Every week, on a Sunday evening, if I step into the wardrobe, I'm transported to a magical jungle that is out of this world. Come and discover these new lands with me!

Visiting a jungle

★ Exploring jungles is very exciting. Every time I go through my wardrobe and discover a new one, I write in my 'Jungle Log'. It is a bit like a diary and it is where I write down what has happened on my visits. Here is my entry from my visit to the Atlanti Jungle in Oreno, an amazing place where the sky is yellow and the soil pink.

Model text:

Listen to a recording of the text below here:
https://soundcloud.com/talkforwriting/jungle/s-4Ye8khPyx1x

Jungle Log: 18th April, 2020

Today has been an amazing day of discovery! I woke early and got ready for my trek into the Atlanti Jungle. I was excited and couldn't wait to see what lay ahead of me. I packed my rucksack and put on my sturdy walking boots. I made sure my camera was working because I wanted to record as much of the day as possible. I left the camp at 6am.

First, I trudged through the dense forest and collected samples of the plant life. My favourite was a thorny bush. It had tiny, yellow flowers growing on it, which smelt like ice cream! Next, I studied some of the mesmerising insects that were crawling up the rough bark of every tree. One insect looked like a caterpillar but had 2 sets of wings and tiny hands on the ends of its 20 legs. Excitedly, I photographed as many creatures as I could because I wanted to show my explorer friends what I had discovered.

After a short tea break, I measured the circumference of the tallest trees to work out how old they were. One measured 10 metres around and was so tall that I couldn't see the top of it. It reminded me of the beanstalk in a famous children's story. Next, I trekked to a clearing and found a beautiful plunge pool. The water was turquoise and tiny neon fish were splashing on the surface. I tried to catch one, but they were too fast for me. Then it was time for a rest. I lounged on pink grass, soaking up the purple sun beams and listened to the strange jungle noises around me.

Finally, I headed back to camp because the sun began to set. It sets quickly in Oreno and I was worried I might get lost. When I got to my tent, I unpacked my rucksack and stored my plant samples safely. I'm really looking forward to where my wardrobe will take me next week!

What do the words mean?

★ Let's take a look at the meaning of some of the words in my diary.

Word:	Definition:
discovery	something that is found or learned for the first time
trek	a long, challenging journey on foot
sturdy	strong and solid
trudge	to walk slowly
circumference	the distance around something circular
dense	packed together with not much space around
mesmerising	something that holds your complete attention
turquoise	a greenish-blue colour

Use an example

★ Look at the definitions above. Draw a picture in each box below that could represent the word in the box.

sturdy	trudge
dense	mesmerising

Which synonym?

★ Synonyms are words with the same or similar meanings. Match the synonyms below this table to the target words.

★ Can you find any more synonyms to add into the table?

Target word	Synonyms
discovery	
trek	
sturdy	
trudged	
circumference	
dense	
mesmerising	
turquoise	

Which Synonyms match the target words?

fascinating edge hard-wearing hike finding plod thick blue-green

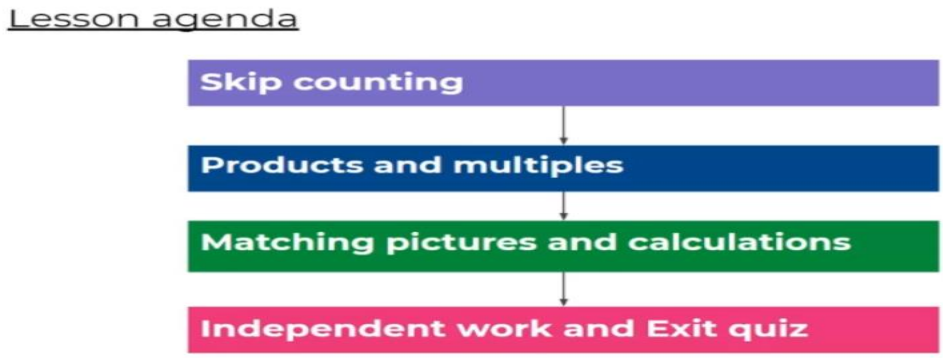
Monday 22nd February -Maths work – Representing 3x table

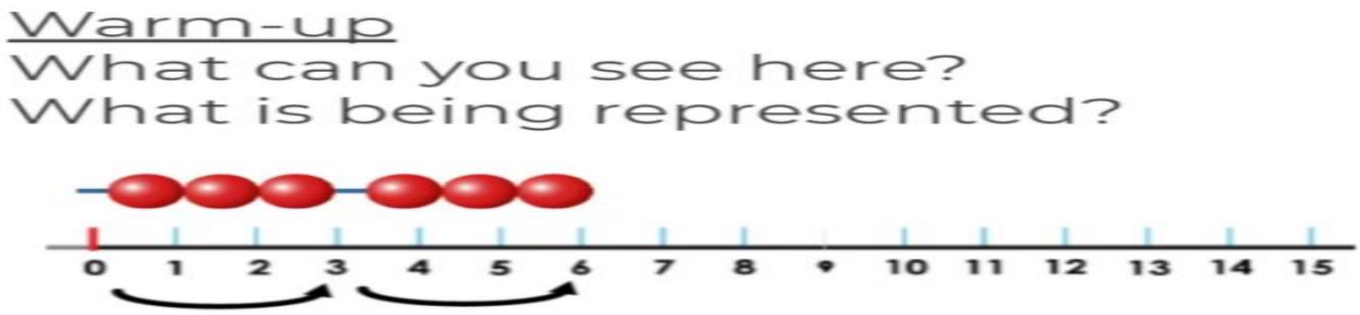
After watching the video, answer the questions below.

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

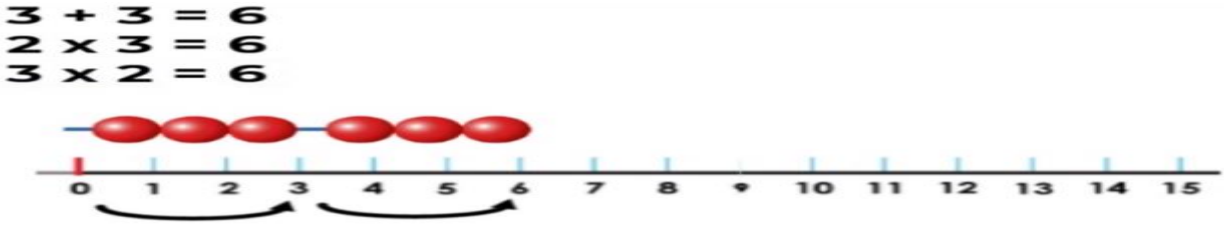
Video lesson link - https://classroom.thenational.academy/lessons/recalling-the-3-times-table-c8tp4d

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





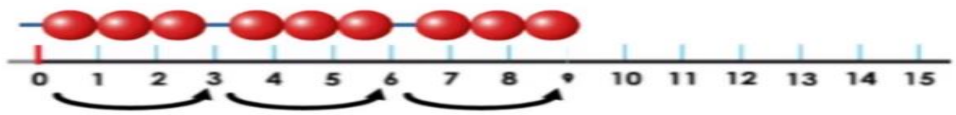
You might have said -



Multiplication can be written as repeated addition or the shorter x table sentences. They are the same thing. What do you think will come next?

That's right

3 + 3 + 3 = 9
3 x 3 = 9



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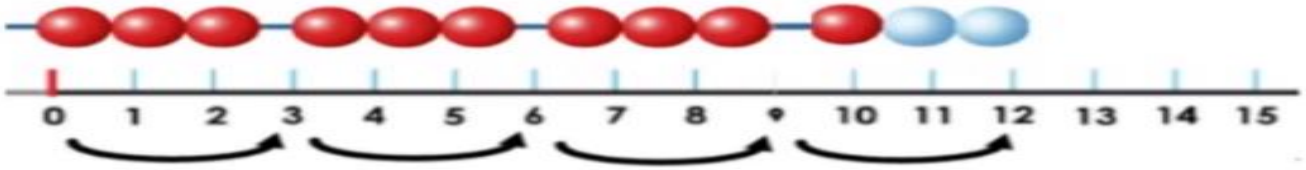
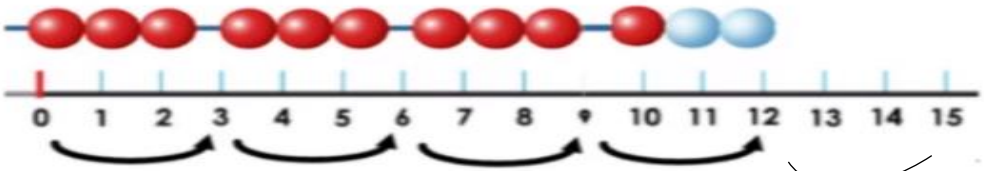
3 + 3 + 3 + 3 = 12
3 x 4 = 12
4 x 3 = 12



The different colour beads show we have moved into double figues. What come next?

3 + 3 + 3 + 3 + 3 = 15
3 x 5 = 15
5 x 3 = 15



What comes next?

Using this model makes it easy to work out the rest of the three times table.

You can create these groups yourself by using the online counters found on the link below.

https://mathsbot.com/manipulatives/counters

Factors are the numbers you multiply to get the result/answer.

Product - the result of multiplying

$8 \times 3 = 24$

$30 = 10 \times 3$

$4 \times 3 = 12$

$2 \times 3 = 6$

$3 = 1 \times 3$

$3 \times 7 = 21$

Factor x Factor = Product or Product = Factor x Factor

Circle the other Products in these calculations.

Product - the result of multiplying

$8 \times 3 = 24$

$30 = 10 \times 3$

$4 \times 3 = 12$

$2 \times 3 = 6$

$3 = 1 \times 3$

$3 \times 7 = 21$

Answers on video lesson.

Multiple - the result of multiplying one number by another number

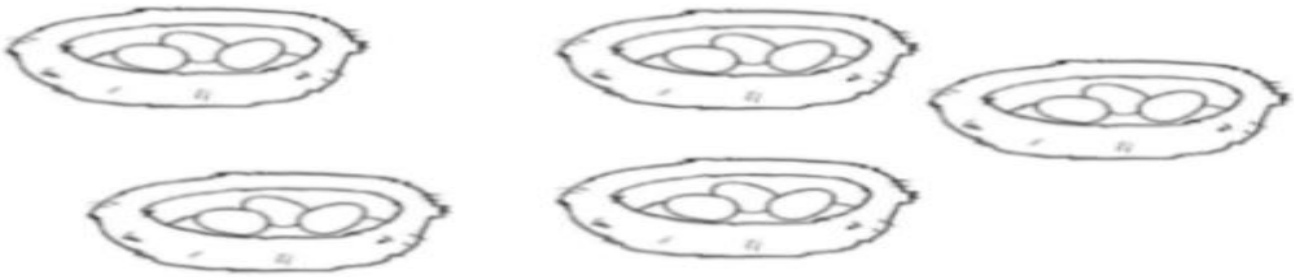
Circle the multiples of 3

3 6 11

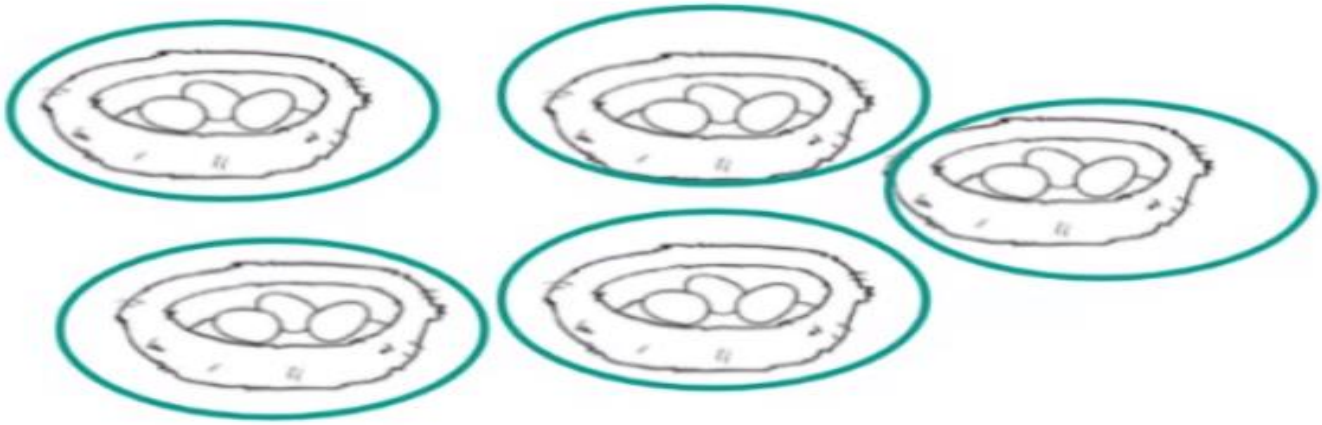
12 10

5 9

What can we see here?



What can we see here?



5 x 3 =

Write the answer to this calculation.

Your turn

What you we see here?

■ x 3 =

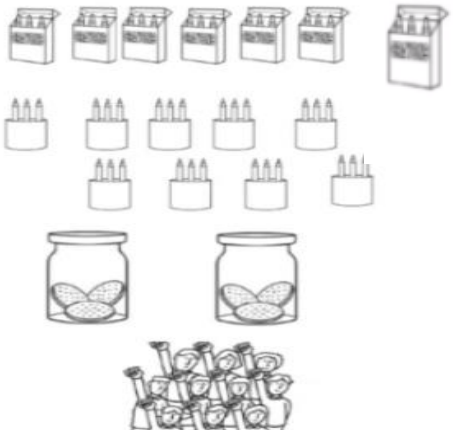
Complete the calculation.

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

Mild

Part A match each question to the picture and answer it

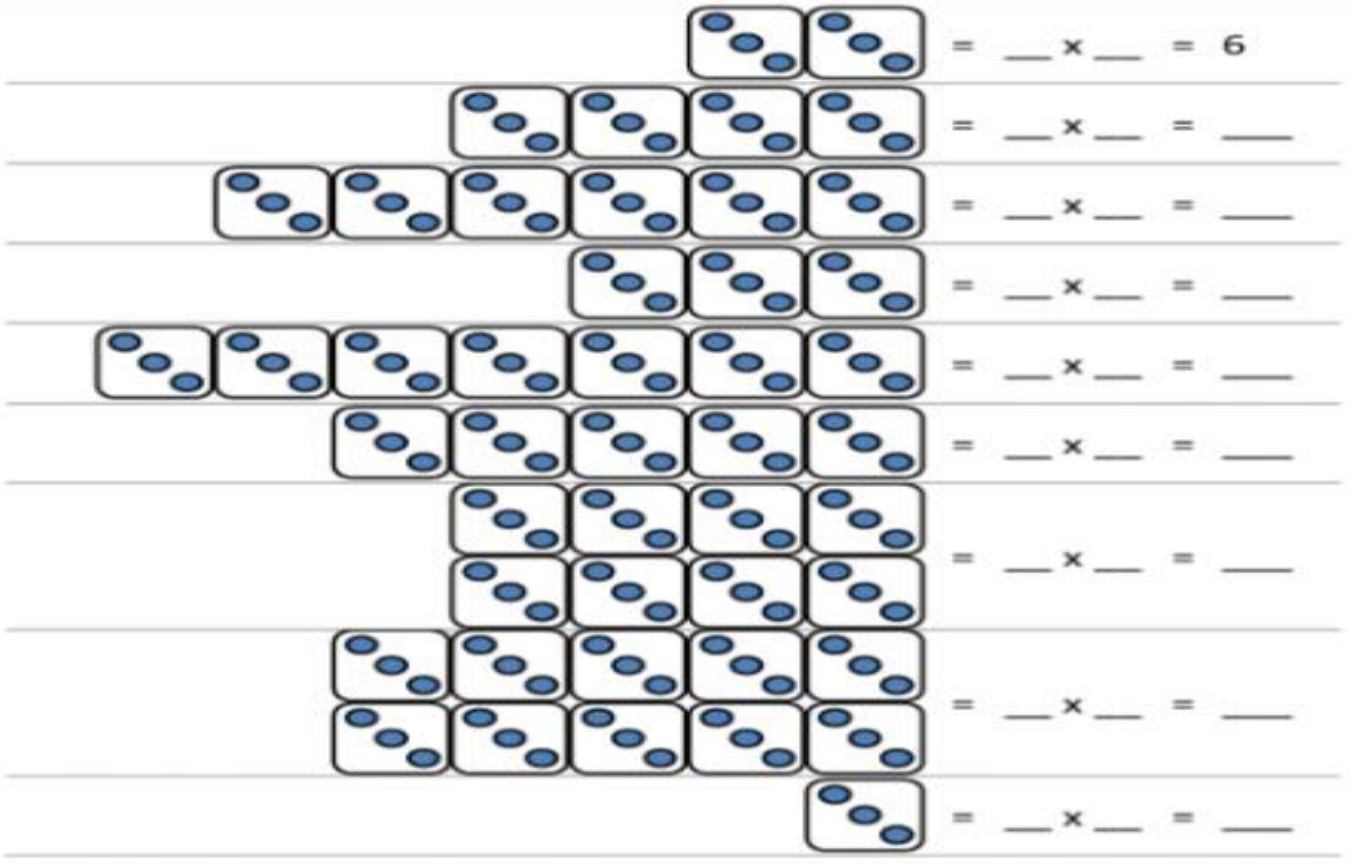
1. $2 \times 3 = \square$
2. $\square = 10 \times 3$
3. $9 \times 3 = \square$
4. $\square = 7 \times 3$



Question 4 shows people holding up three fingers. How many fingers in total?

Hot

Write out the calculations for these 3X table representations



Spicy

7 X 3 = ☐	12 X 3 = ☐	8 X 3 = ☐
☐ X 3 = 21	☐ X 3 = 27	☐ X 3 = 18
3 X ☐ = 99	3 X ☐ = 333	3 X ☐ = 54

EXT- Sally has a party and invites 12 people who all need 3 gifts in their party bags. How many gifts does she need in total?

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

Topic – Rise of the Romans

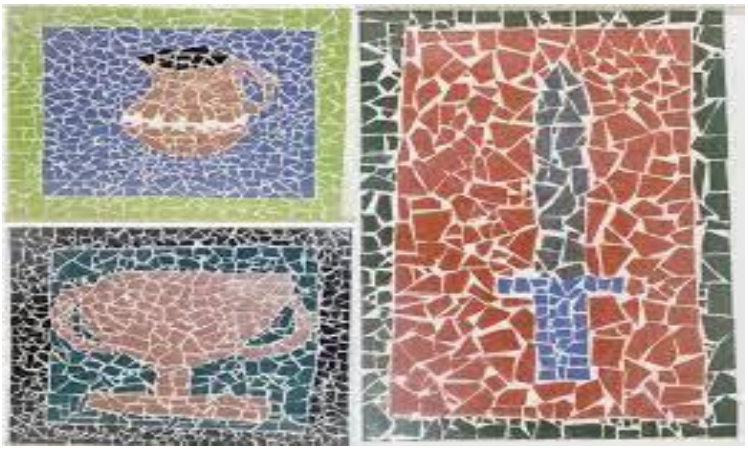
Follow the link to the history lesson. You will need a pencil and paper.

https://classroom.thenational.academy/lessons/how-did-the-roman-empire-become-so-powerful-74u62t

As stated in the video the Romans spread their culture (way of living) everywhere they went. Part of that culture was art and in particular mosaics. Your Art challenge today is to create a mosaic using materials you can find around your house, you can even use any junk boxes as a material. Look at the images below and see if you can create your own mosaic.

Challenge 1

Challenge 2



Challenge 3

Story

Finally for today – storytime- click link for todays story- supertato

https://www.youtube.com/watch?v=QlaMeNmTG6c (take the quiz on sway).

Tuesday 23rd February 2021.

English – diary writing

Anything else?

★ Read my diary again. Underline any other words you don't know the meaning of. Can you find out what they mean? You could ask someone else in your home to tell you, use a dictionary or search the internet. Write your definitions out on a separate piece of paper and try to use them in a sentence.

What can you remember now?

★ Underline the correct definition of the words below.

Does **mesmerising** mean 'something that is boring' or 'something that is really exciting'?

Is **turquoise** close to the colour blue or close to the colour red?

Does **trek** mean 'to run quickly' or 'to go on a difficult journey'?

Does **discovery** mean 'something you do all the time' or 'finding something for the first time'?

★ Challenge: Now write some sentences using any of our new words. I have done one for you:

The sky looked turquoise this morning.

Using the model text answer these questions.

Jungle comprehension!

Here's a quick-fire reading quiz about my journey. Have a go and check your answers at the end of the booklet.

Which jungle is going to be explored?

_____

List two things the explorer did before he left camp.

_____

_____

Give two reasons why the explorer left early at 6am?

_____

_____

Which word in the text means the same as *prickly*?

_____

What did the tiny, yellow flowers smell of?

_____

The fish in the plunge pool were hiding. True or false?

_____

What useful things might the explorer have in his rucksack for exploring?

_____

_____

Why did the explorer measure the trees?

_____

The explorer says: It reminded me of the beanstalk in a famous children's story. What story do you think he is talking about?

Ext – Can you create some questions of your own based on the text. Don't forget to use a question mark.

Tuesday 23rd February – Maths – Recalling 4X table

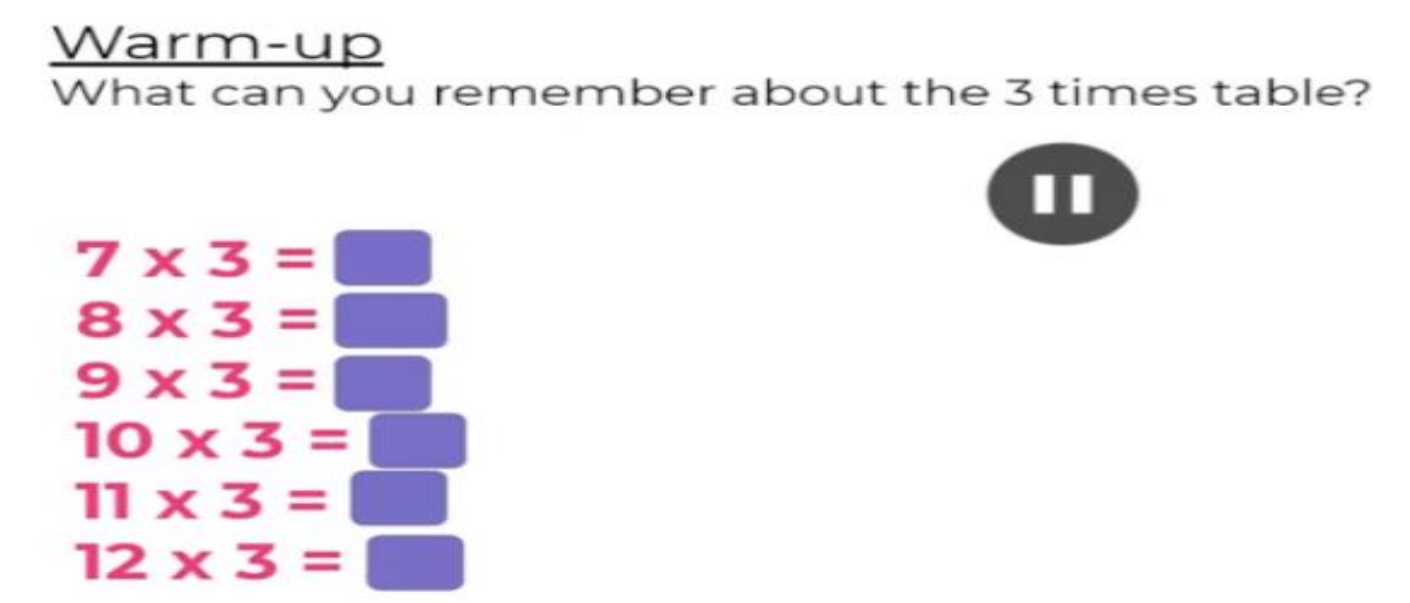
After watching the video, answer the questions below.

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

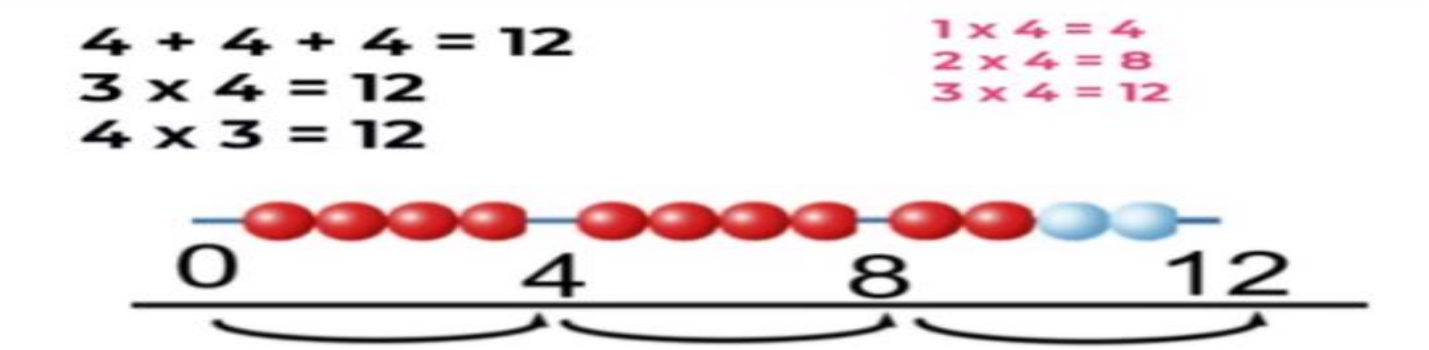
Today we are looking at skip counting 4X tables

https://classroom.thenational.academy/lessons/recalling-the-4-times-table-cmt64e

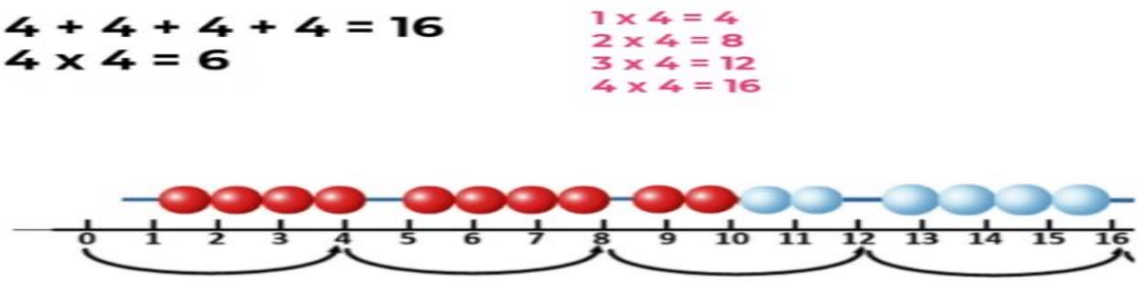
Click on the link to get to the online lesson



Answers on video lesson.

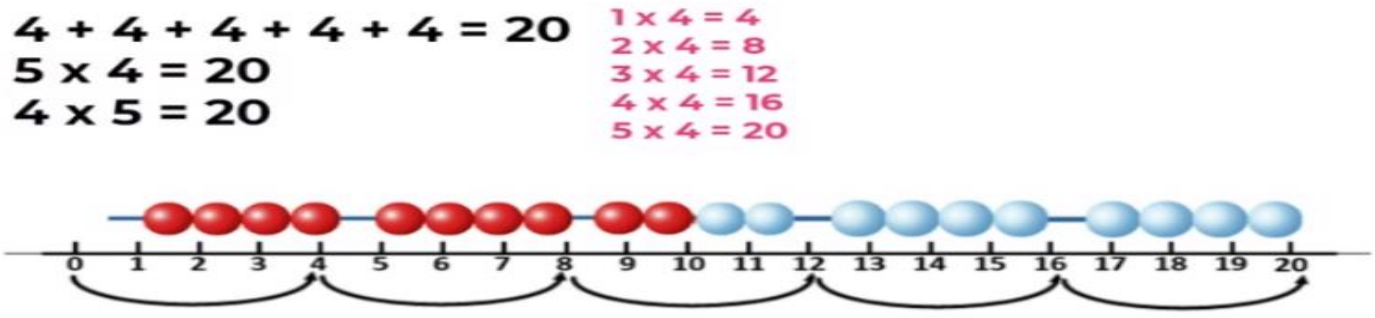


As with the 3X table yesterday we can show multiplication as repeated addition. Can you see the different calculations being represented here?

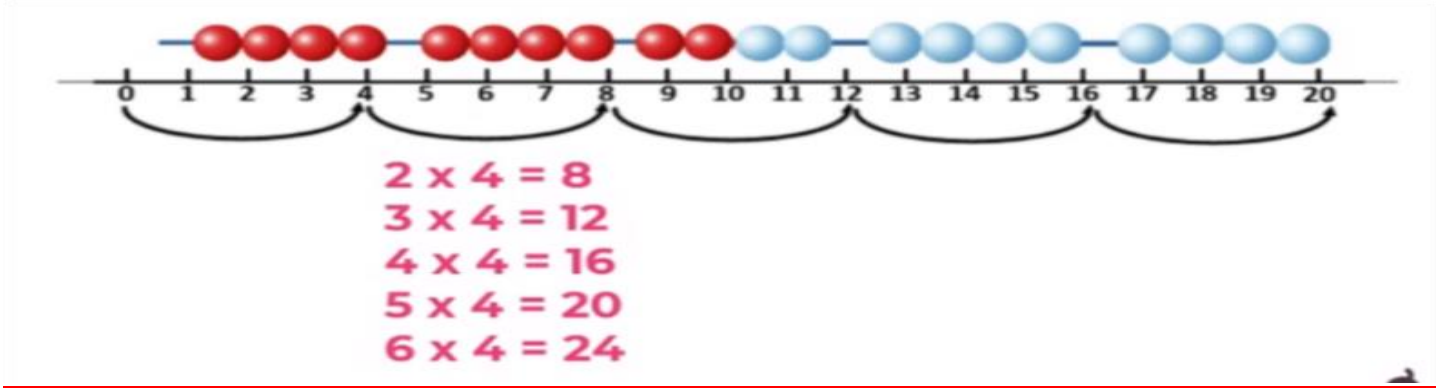


Can you work out what comes next?

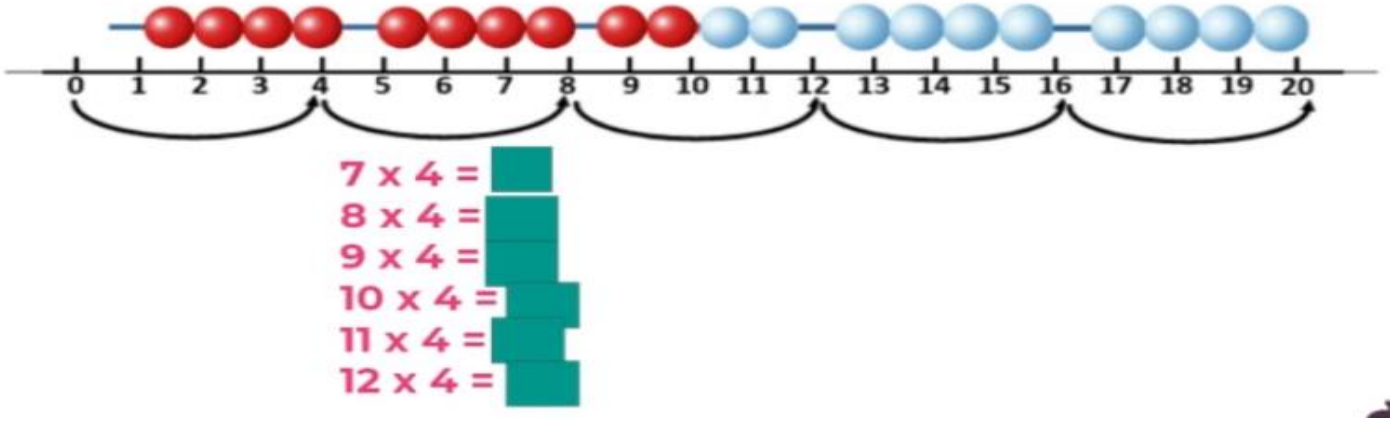
You can create these groups yourself by using the online counters found on this link - https://mathsbot.com/manipulatives/counters



As you can see, using repeated addition can get long and confusing which is why we use multiplication sentences. Quick and easy.



Tip - the 4X table is the same as the 2X it just misses one out every time.



Can you work out the answers to these using that technique? Answers on video lesson.

Product - the result of multiplying

5 × 4 = 20	2 × 4 = 8
4 × 1 = 4	10 × 4 = 20
9 × 4 = 36	28 = 7 × 4

Can you circle the product of these calculations? One is done for you.

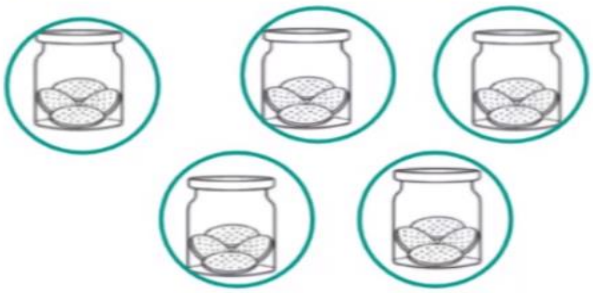
Multiple - the result of multiplying one number by another number

Circle the **multiples of 4**

8		6	20
12	17	16	10

Circle the multiples of 4. Answers on lesson video.

What can we see here?

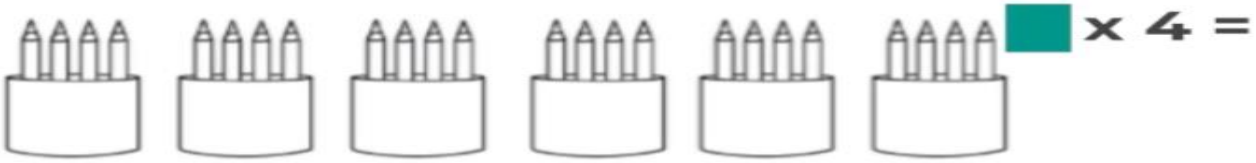


Write the calculation for the image.

Complete the calculation for the image below.

Your turn

What you we see here?

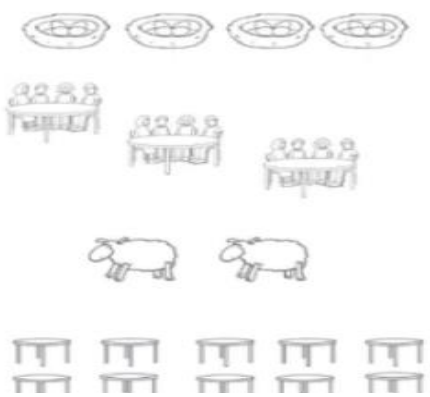


Choose your level to answer from mild (slightly easier) to spicy (challenging).

Mild – part B is on the video and can be completed from the screen

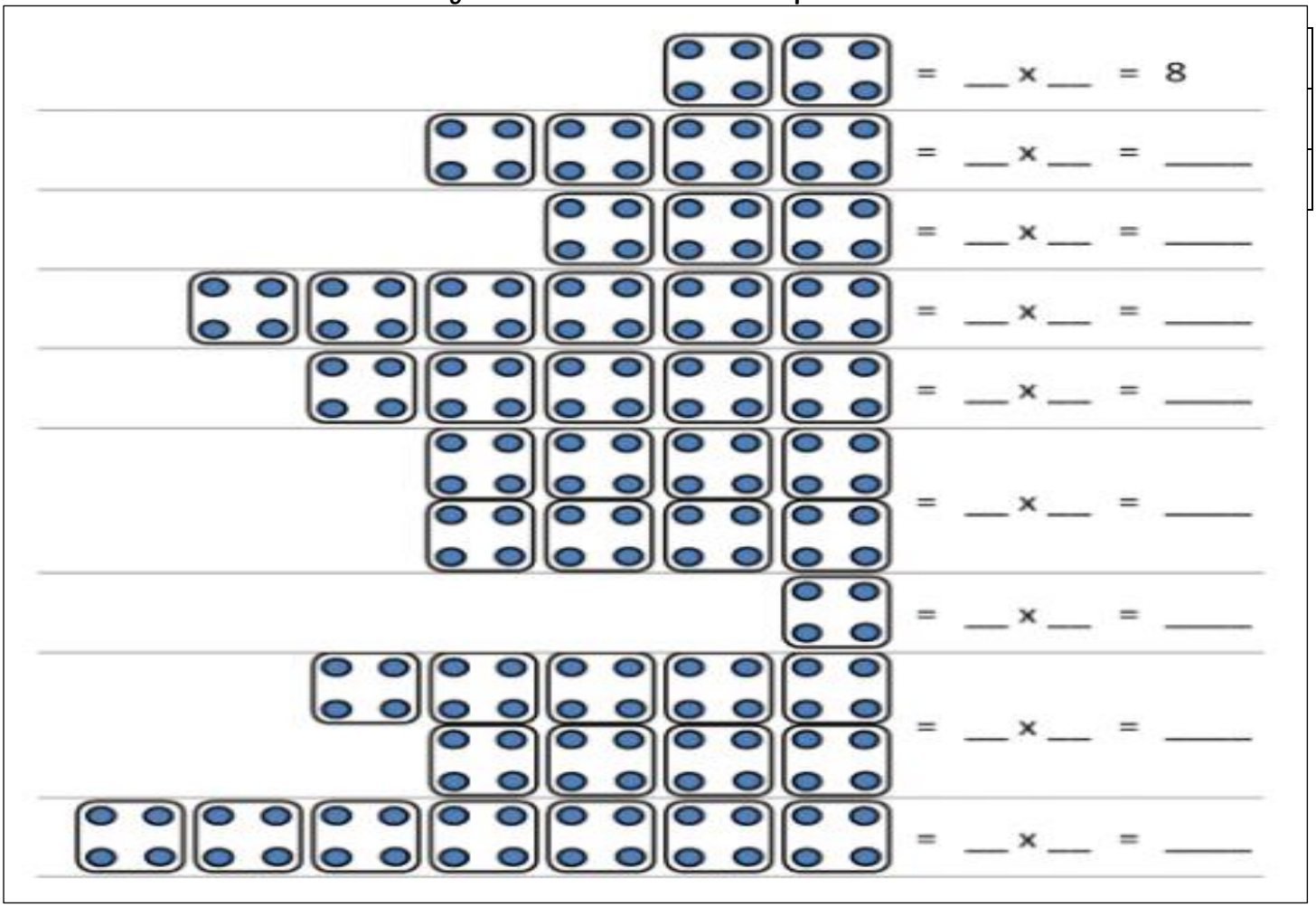
Part A match each question to the picture and answer it

1. 2 x 4 = ☐
2. ☐ = 10 x 4
3. 3 x 4 = ☐
4. ☐ = 4 x 4



Hot

Write out the calculations for these 4X table representations



Spicy – write calculations in your books or on paper.

4 X 4 =	7 X 4 =	9 X 4 =
__ X 4 = 40	__ X 4 = 32	4 X __ = 36
__ X 4 = 88	__ X 4 = 240	__ X 4 = 1000

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

How was this helpful? Explain.

Geography/Science - Earth's water

Follow the link to access today's geography lesson. You will need a pencil and paper. https://classroom.thenational.academy/lessons/where-is-earths-water-69jkcc

Liquid, Solid or Gas?

Amazing Fact

If you fill a large container with custard powder mixed with water, you will find that you can walk across it to the other side!

Different materials can usually be grouped, depending on whether they are solids, liquids or gases.

Liquid – can flow or be poured easily

Solid – something that can be picked up

Gas – something you often cannot see or smell, like oxygen

Challenge

Sort the words below into the table on the following page.

milk	crisps	air	water	book
oxygen	apples	ice	cup	carbon dioxide
helium	biscuit	lemonade	fruit juice	

You could also try to find out:

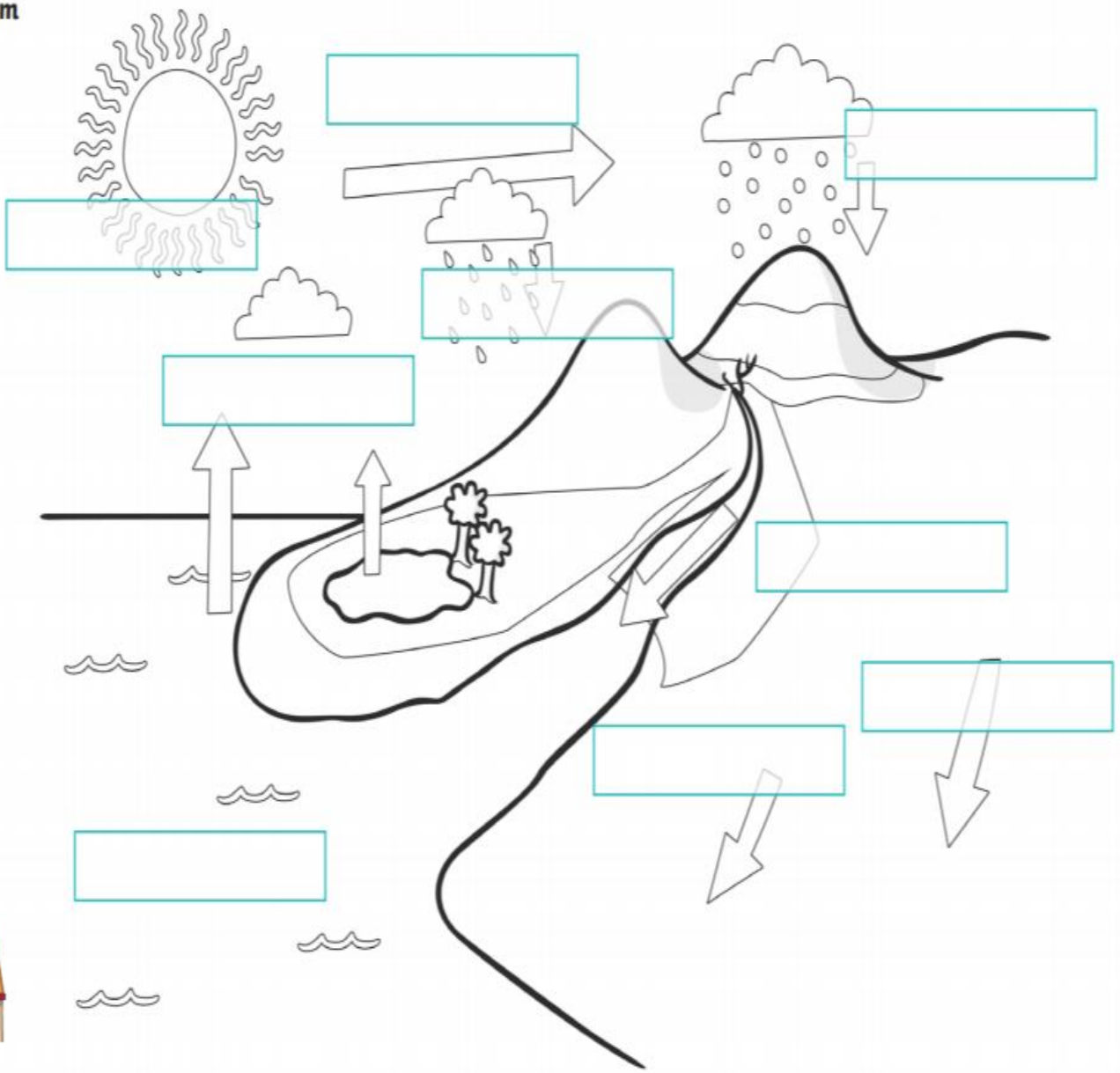
- if you can find a video that shows this happening;
- if you can try it for yourself;
- what a non-Newtonian liquid is;
- how it works.

Solid	Liquid	Gas

The Water Cycle

Label the water cycle diagram using these words:

- sun
- wind
- rain
- snow
- rivers and streams
- groundwater
- ground run off
- sea
- evaporation



After watching the video, label this diagram using the words on the sheet.

L.O. I know that exercise keeps my body fit and healthy

Play a 'Simon says' type game using jump on spot, shake your arms in air etc. **How did you feel doing all those different actions? What was happening to your body while you were moving?**

Draw yourself doing four different exercises in the grid below. Exercise is important with the parts of the body that exercise helps, e.g. exercise is good for the lungs/heart as the more you use them, the stronger and better they become; the more we exercise, the fitter we become.

Now describe what happens to your heart and lungs when you exercise. What did it feel like?

Wednesday 24th February 2021

English - diary writing

10 things in an explorer's rucksack

Here's a poem I wrote when I got back from exploring Atlanti. It's a list poem and it is all the magical things I'd like to find in my rucksack.

10 Things in an Explorer's Rucksack

A sizzling sun beam scorching the sky,
The sound of rain splashing on mud,
A rhino's footprint,
A hat made of stars,
10000 leaf skeletons glittering in the wind,
The sweetest fruit from an ice cream tree,
A never-ending flapjack,
The smell of jungle clouds,
A feather from a Soupee bird,
A pair of very sore feet.

Write a list poem

Now have a go at writing your own poem. What magical things would you like to find in your rucksack when you go exploring?

- ★ **Try to make your items sound exciting by using alliteration – where words start with the same sound e.g.** *sizzling sun, lazy lion, towering trees*
- ★ **Use precise, powerful verbs that show things in a more exciting way e.g.** *scorching, splashing, glittering*
- ★ **Choose unusual things to add to your bag. Be as inventive as you can e.g.** *a hat made of stars, boots made of spider webs*
- ★ **Exaggerate things. Make them:** *the biggest, the tallest, the sweetest, the fastest*
- ★ **Invent new things e.g.** *a Soupee bird, the smell of clouds*

★ **Use this planner to help you sort your ideas for your poem. Then, using the tips above, write your poem on a separate piece of paper.**

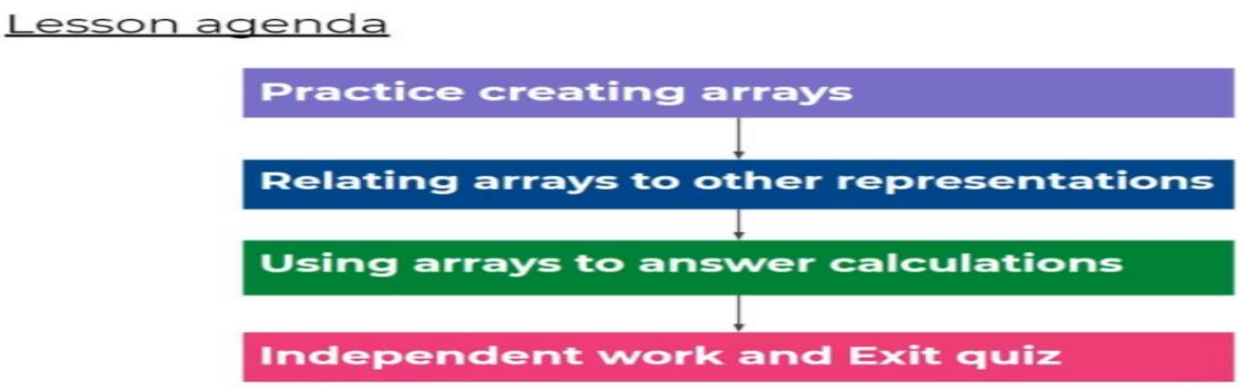
Underlying structure	New poem ideas
Things you might see exploring e.g. *sizzling sun* *a rhino's footprint*	
The sound of something	
Unusual clothing	
A large number of something e.g. *10000 leaf skeletons*	
Something amazing growing in the jungle	
Something never-ending	
The smell of something	
Something that a creature left behind, e.g. *the feather from a Soupee*	
Something to show how you might feel or that you might have	

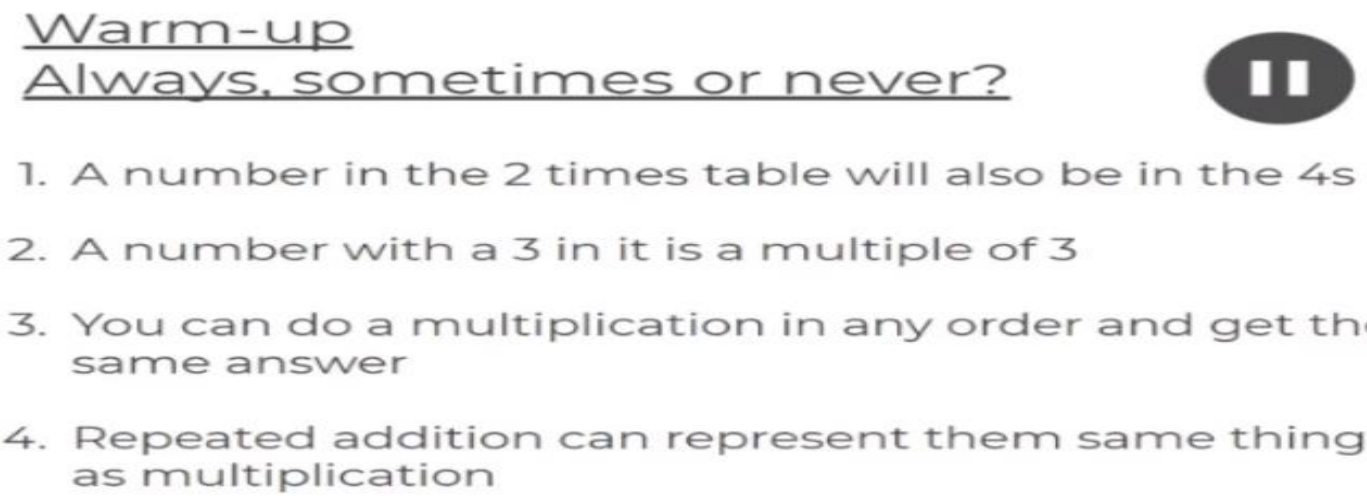
Wednesday 24th February – Maths – 3X and 4X tables using arrays

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.

Video lesson link- https://classroom.thenational.academy/lessons/using-arrays-to-represent-the-3-and-4-times-tables-6xk38r

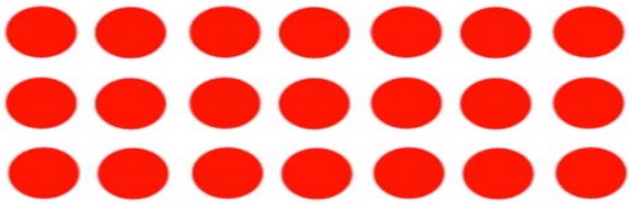




Are these statements always, sometimes or never true. You can jot down some working out if you need to. Answers on lesson video.

So today we are looking at arrays. What is an array? Arrays are a pictorial representation to help us understand times tables. An array is formed by arranging a set of objects into rows and columns. Each column must contain the same number of objects as the other columns, and each row must have the same number as the other rows.

Arrays



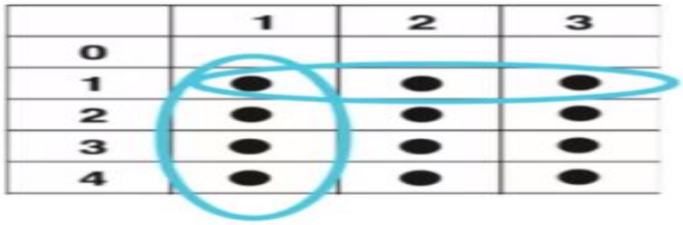
7 x 3 = 21

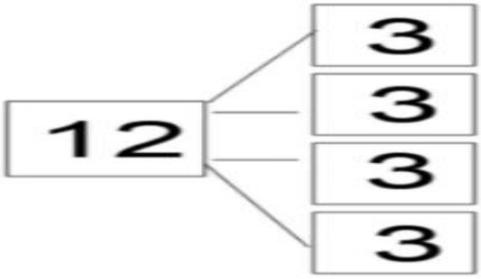
This array shows 7 columns of 3 or 3 rows of 7. When we times the two factors together we get the product = the total amount.

Arrays are a useful way of visualising times tables.

You can have a go at creating your own on this link-
https://mathsbot.com/manipulatives/counters

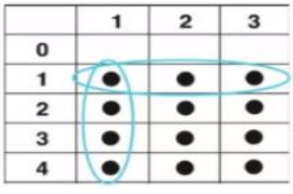
Multiplication



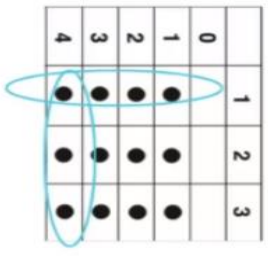


Here we have the array showing 4 rows of 3 or 3 columns of 4. Both when multiplied have the same answer which is why we can switch the factors in multiplication and it does not change the product=the total, as shown below. Notice the total amount does not change.

What is being shown here?



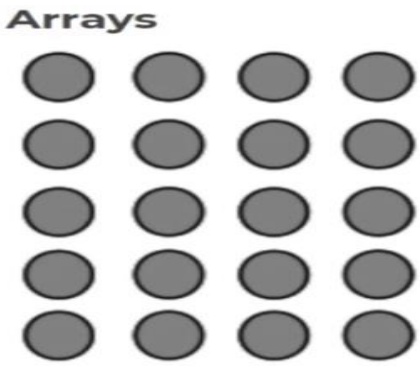
3 x 4 = 12



4 x 3 = 12

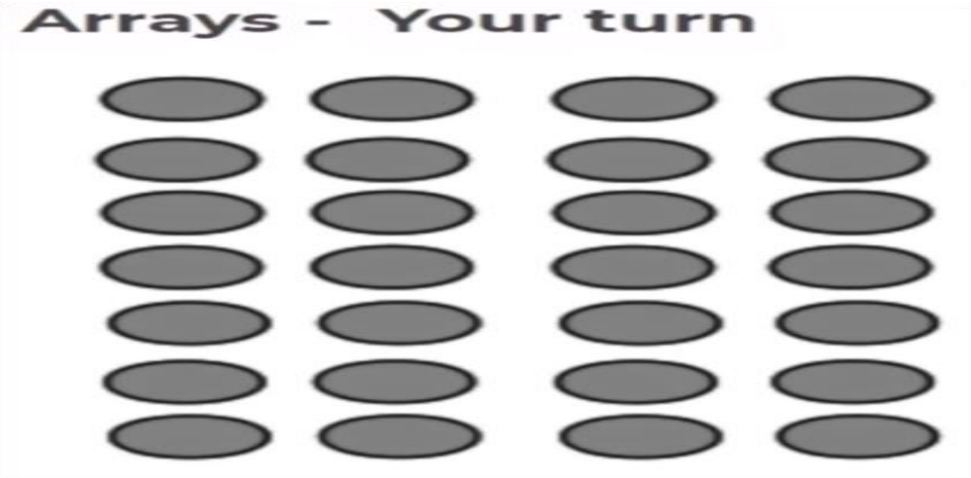
This is called the commutative law.

Have a go at completeing this array calculation.



4 x

How about this one, write the whole calculation.



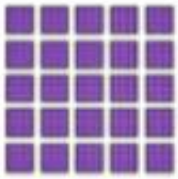
See if you can draw an array in the box below for this calculation, then answer

4 X 6 =

Answer on video lesson

Mild – match the array to the calculation

5 x 2 = 10



3 x 3 = 9

5 x 5 = 25

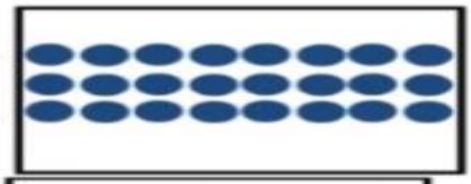
2 x 6 = 12

3 x 9 = 27

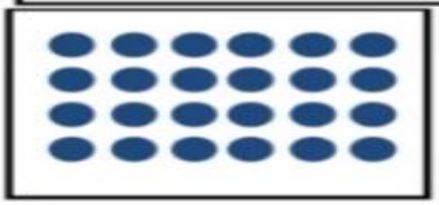
Hot

Part A

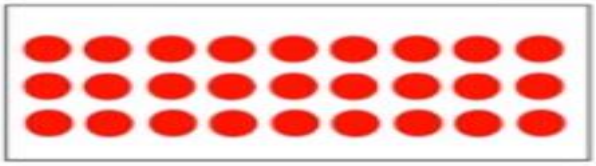
1. ☐ × ☐ = ☐



2. ☐ × ☐ = ☐



3. ☐ = 3 × 9



Part B

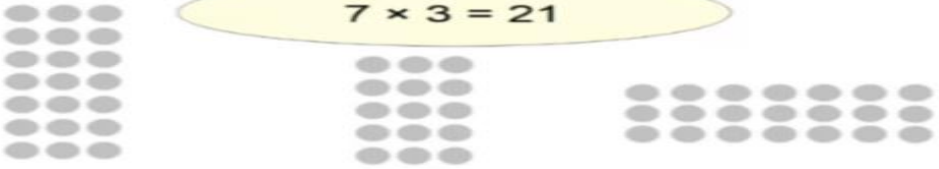
1. There are 6 cows in a field. How many legs do the 6 cows have altogether?

(Each cow has 4 legs.)

☐ × ☐ = ☐

2. Which array does not show this calculation?

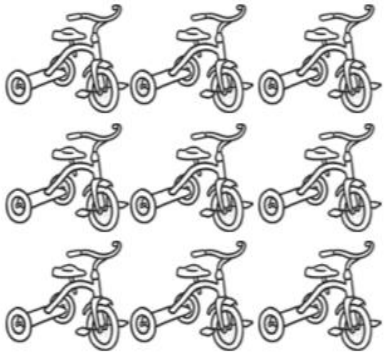
$7 \times 3 = 21$



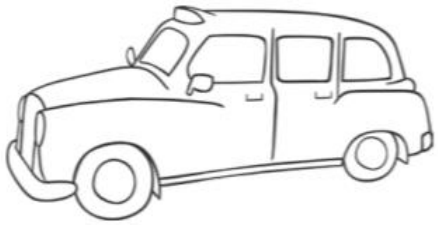
Spicy

Using arrays solve these word problems.

How many wheels would 9 tricycles have?



24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?



Three judges award 27 marks overall. They each give the same score. What score did they each give?

Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy?

A carpenter makes tables. Some have 3 legs and some have 4 legs. He plans to make 5 tables with 3 legs, and 4 tables with 4 legs. How many legs will he need?

Write the calculations and draw the arrays in your books or on paper.

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

https://www.youtube.com/watch?v=1b6axyuaKcY

https://www.youtube.com/watch?v=psUPYR2350 8

https://www.youtube.com/watch?v=gVfgTw_W_JY

https://www.youtube.com/watch?v=T9T5fJDy_ig

https://www.youtube.com/watch?v=8ortypveAL0

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

Spanish

Task 1 – watch video link below

https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zwfbp4j

Spanish food and drink

To listen to the pronunciation of the words and start to learn how to say Me Gusta (I like) or No Me Gusta (I don't like)

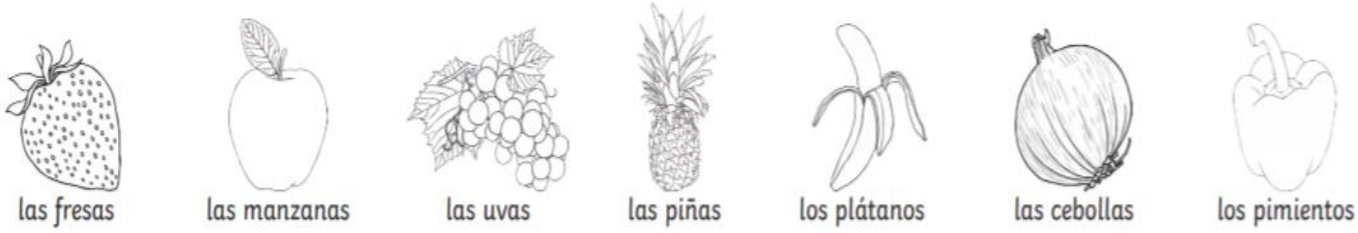
Also to start to learn vocabulary used in a restaurant

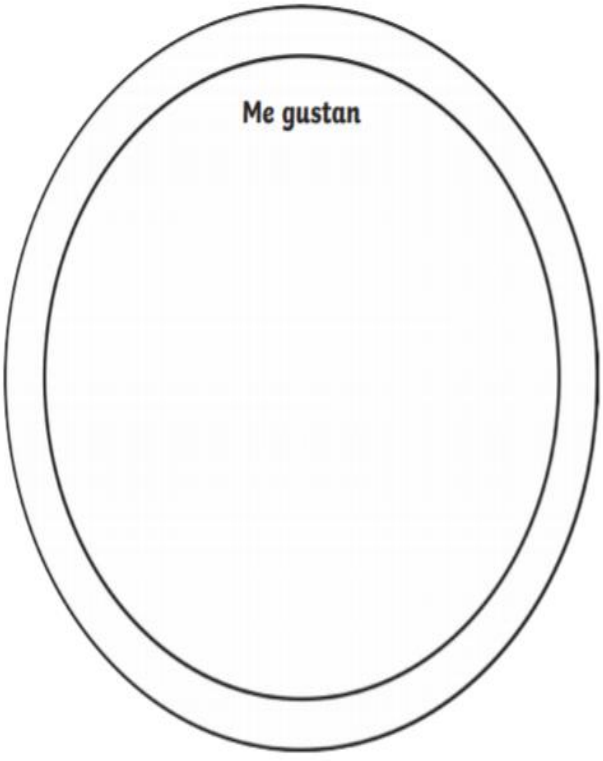
Take the food and drink quiz

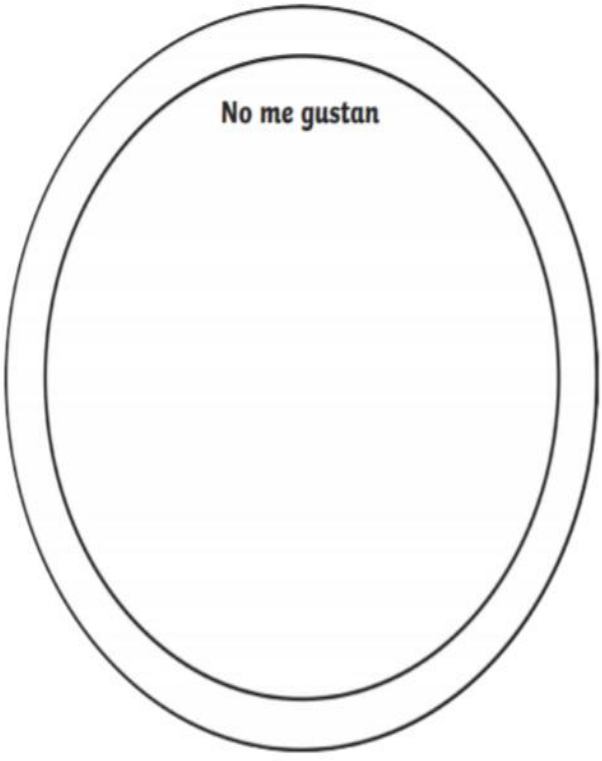
Task 2 - Foods I like and don't like sheet - Writing the foods they like and don't like in Spanish

La comida que me gusta y la que no me gusta

Clasifica la comida escribiendo el nombre en el plato correcto.







Task 3- Complete the fruit word-search

Spanish Fruits

n	m	p	a	n	c	p	p	k	u
a	a	l	f	s	e	l	l	s	v
r	n	o	s	a	n	o	a	i	a
a	z	r	a	i	g	l	t	o	s
n	a	h	s	d	e	o	a	l	h
j	n	b	e	u	a	c	n	e	o
a	a	b	r	j	c	y	o	t	r
s	s	i	f	n	j	a	s	a	i
f	c	t	o	q	y	t	i	r	a
v	p	e	r	a	s	l	x	m	s

peras
manzanas
naranjas
ciruelas

uvas
fresas
plátanos

Task 4 -Making Magdalenas (cupcakes) following the recipe.

MAKE YOUR OWN...

Magdalenas

What are magdalenas?

In English, 'magdalena' translates as 'cupcake'. These little cakes are often flavoured with lemon and have a sugary crust. In Spain, magdalenas are often eaten at breakfast (**desayuno**), or as a snack (**tentempié**) with a cup of coffee (**café**).

Ingredients:

- zest of 1 lemon (**un limón**)
- 3 eggs (**tres huevos**)
- 2 tsp baking powder (**levadura en polvo**)
- 100ml olive oil (**aceite de oliva**)
- 150g self-raising flour (**harina**)
- 150g caster sugar (**azúcar**)

You will also need a cake tin and cases.

Method :

Important Note: This recipe uses a hot oven so make sure you ask an adult to help you.

1. **Get an adult** to preheat the oven to 180°C or gas mark 4.

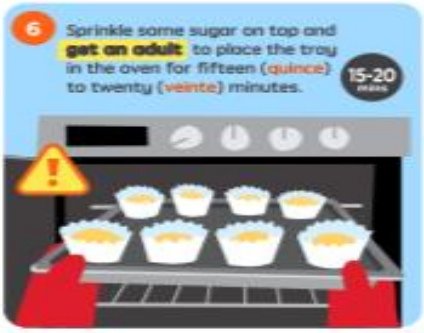
2. Beat (batir) the eggs and sugar together in a bowl (cuenco) until the mixture goes fluffy.

3. Slowly add in the oil and stir (remover) the mixture until it becomes creamy, then add the lemon zest.

4. Add the baking powder and sift (tamizar) the flour into the mixture, giving everything one final mix.

5. Pour (verter) the mixture into paper cases until they are half (medio) full.

6. Sprinkle some sugar on top and **get an adult** to place the tray in the oven for fifteen (quince) to twenty (veinte) minutes.



Task 5 - https://www.youtube.com/watch?v=uu5gm6LgCzo

To listen to the song Tengo Hambre (I'm hungry)

Thursday 25th February 2021

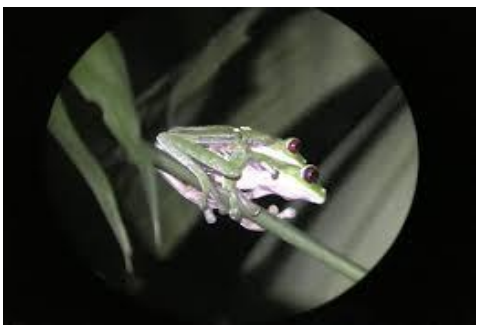
English – diary writing

Let's be explorers!

Imagine we have gone through the wardrobe together and we are in a new jungle. If I passed you my telescope, an instrument that makes far away objects look closer, what would you see through it? What would the new jungle be like? What weird and wonderful things would be in this new place?

★ Creative challenge: In the circle below, draw what you would see through my telescope.

★ Give your new jungle a name: _____



Here are some examples. I bet you could draw quite a few things in your jungle picture.

Today we are going to focus on quick writing some sentences to be ready for writing next week.

Now for some grammar

Before you write your log, let's practise some sentences that will help you to write like an explorer.

More detail please

★ You can add detail to your sentences by using the simple joining words *and* or *but*. For example:

1. I trudged through the dense forest and collected samples of the plant life.
2. I tried to catch a fish but they were too fast for me.

Create sentences about your jungle and add detail using *and* or *but*.

Add in 'When'

★ The log uses sentence signposts to tell the reader when something happened in the journey. The ones used in the log are known technically as 'fronted adverbials' – adverbs (or phrases beginning with adverbs) that are placed at the front of sentences to show us WHEN. These include:

First, Next, After that, Then, Afterwards, After a while, Finally, When ... ,

For example:

1. Next, I trekked to a clearing and found a beautiful plunge pool.
2. Finally, I headed back to camp because the sun began to set.

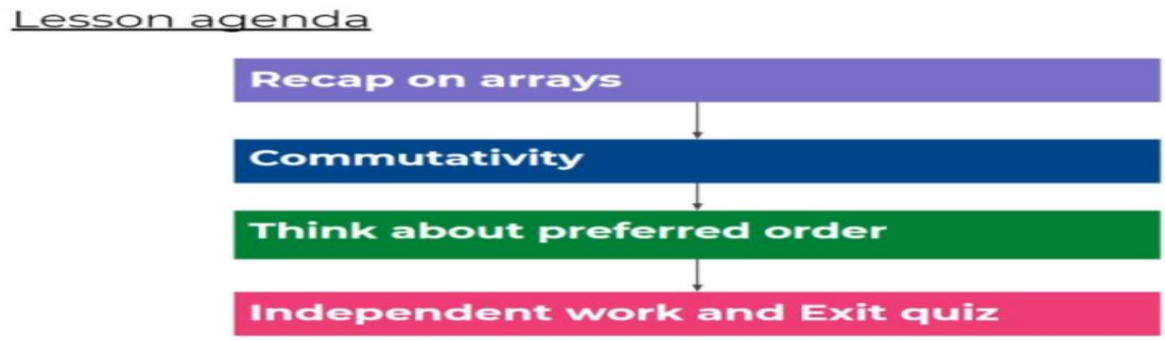
Redraft your sentences, using fronted adverbials to show WHEN things happened.

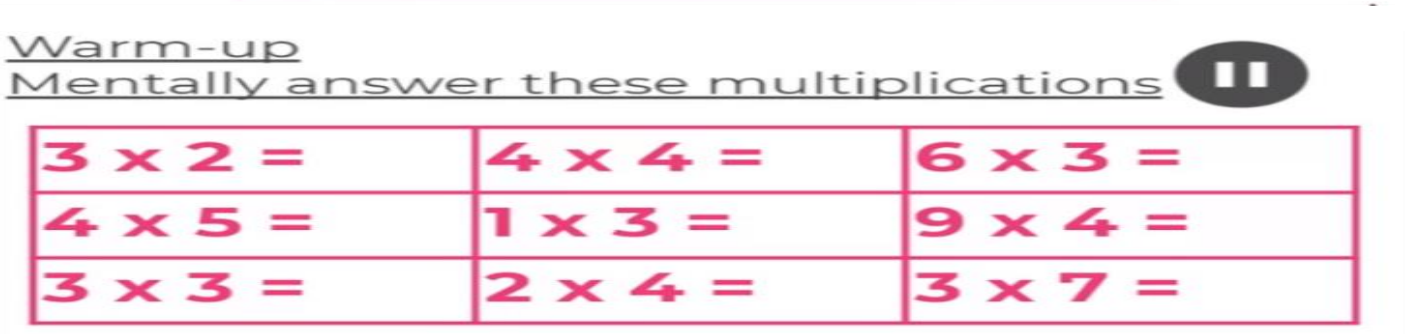
Thursday 25th February 2021 – Maths – Commutative law

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.

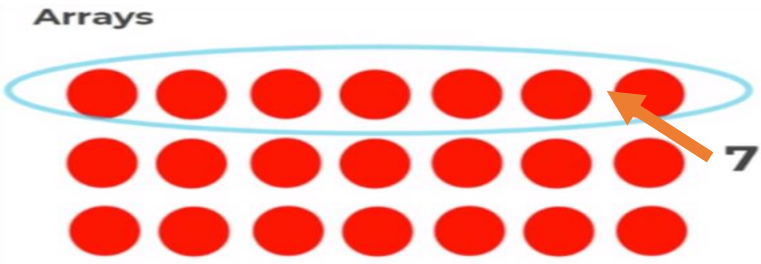
https://classroom.thenational.academy/lessons/understanding-multiplication-can-be-completed-in-any-order-68rp6c



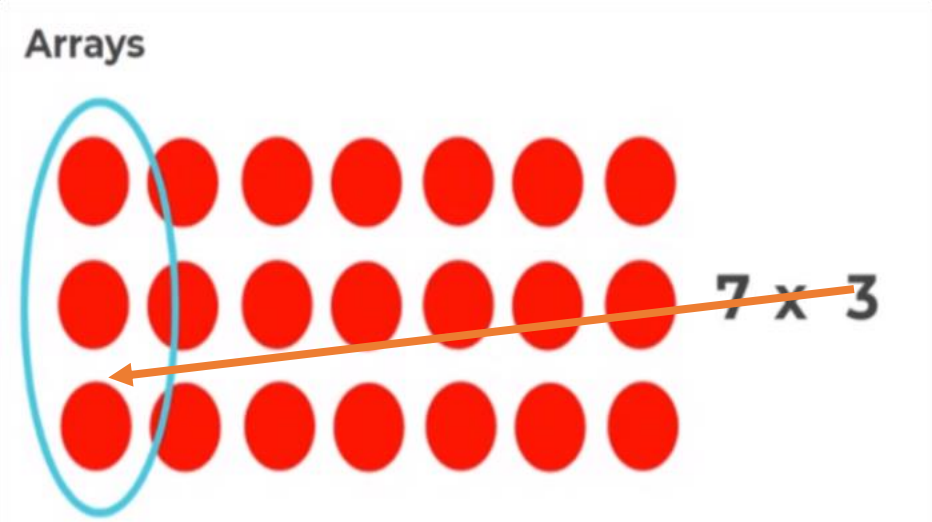


Answers on lesson video.

A quick recap on arrays from yesterday. When we have more than one equal group we multiply it. Simple as that.



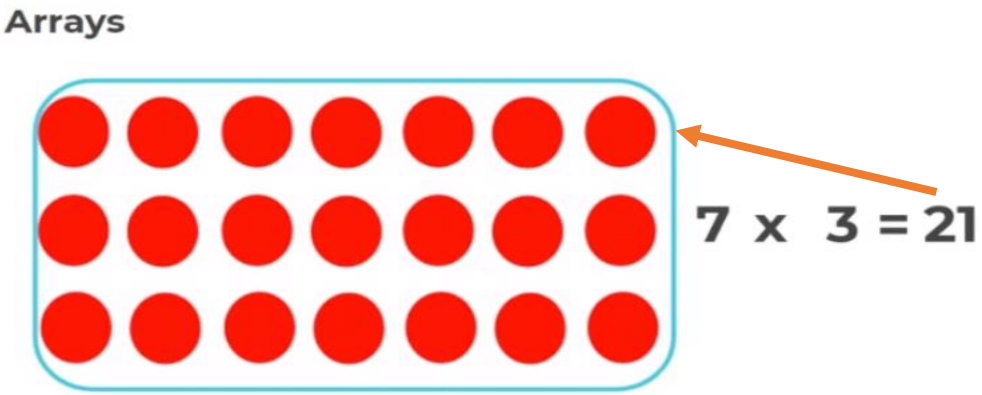
One equal group of 7.

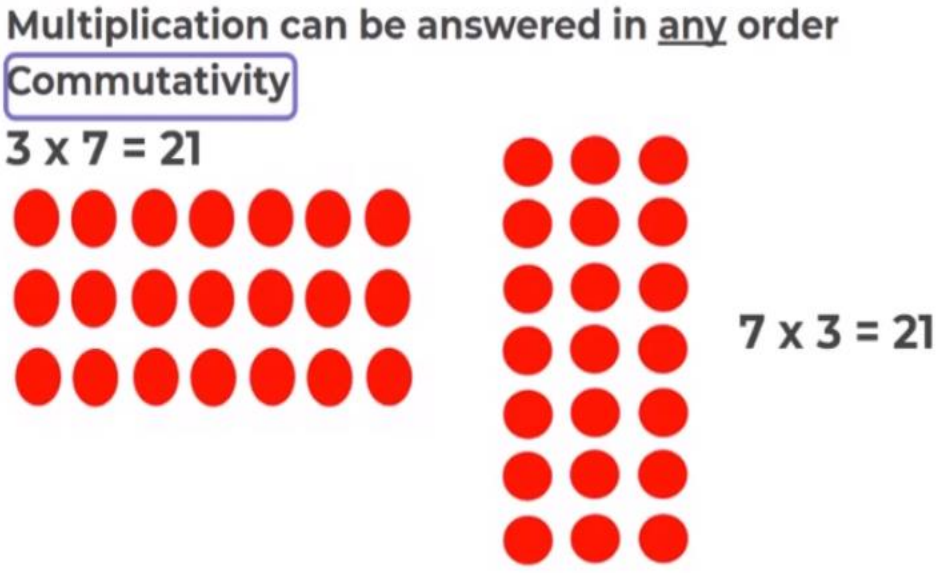


One equal group of three.

This makes the calculation 7 X 3.

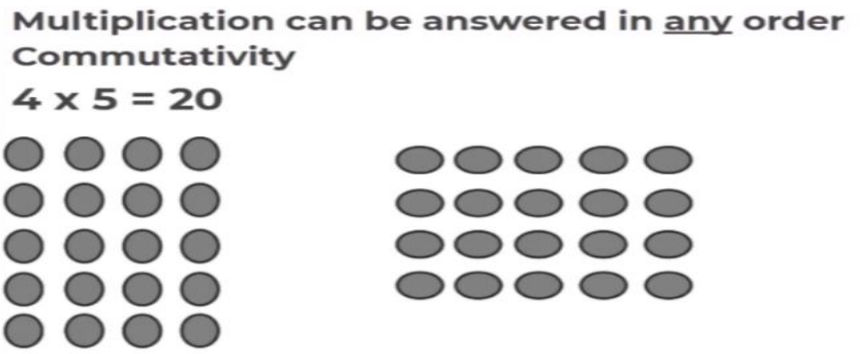
When we multiply the two equal groups (factors) we can count up the array to get the total (product).

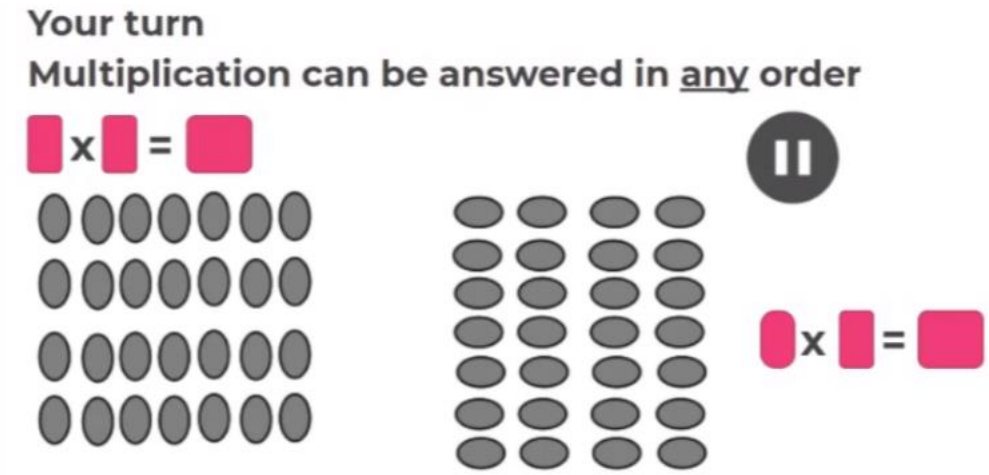




These two arrays have the same product, they are just turned on their side. This shows how you can switch factors around and they will give the same product.

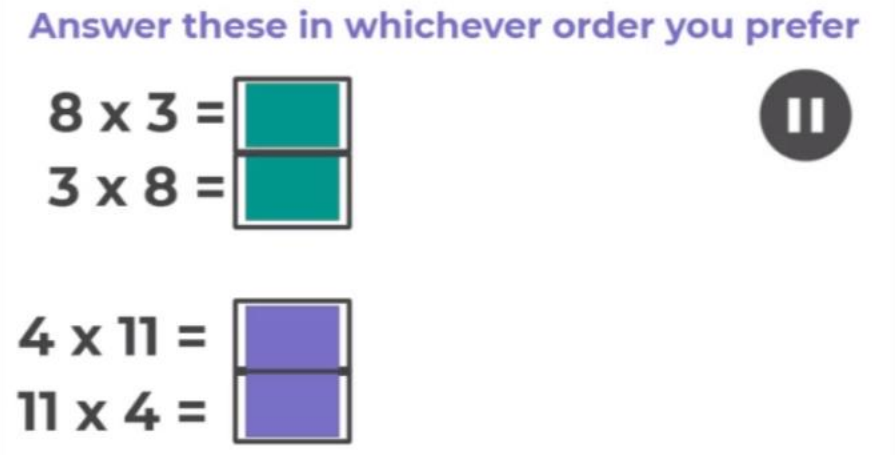
Write down the commutative calculation for this array.





Write down the correct numbers in the boxes.

Switching around these calculations is a very handy skill as you might be more comfortable with one set of times tables than another.

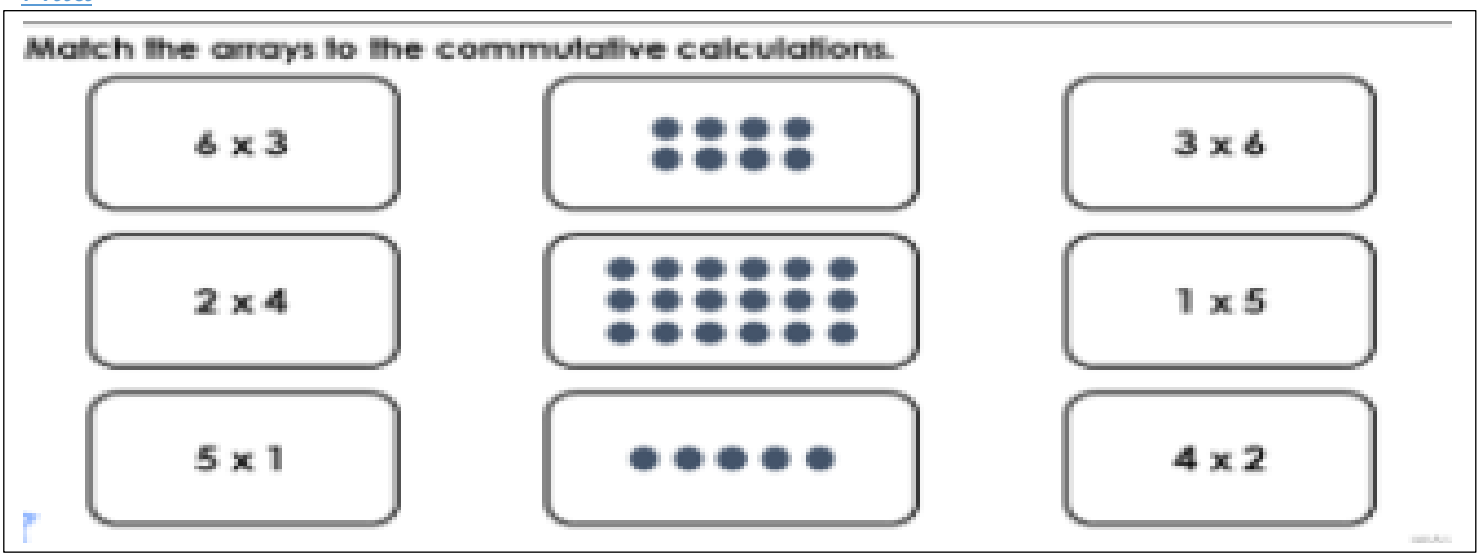


You can draw out an array to help you.

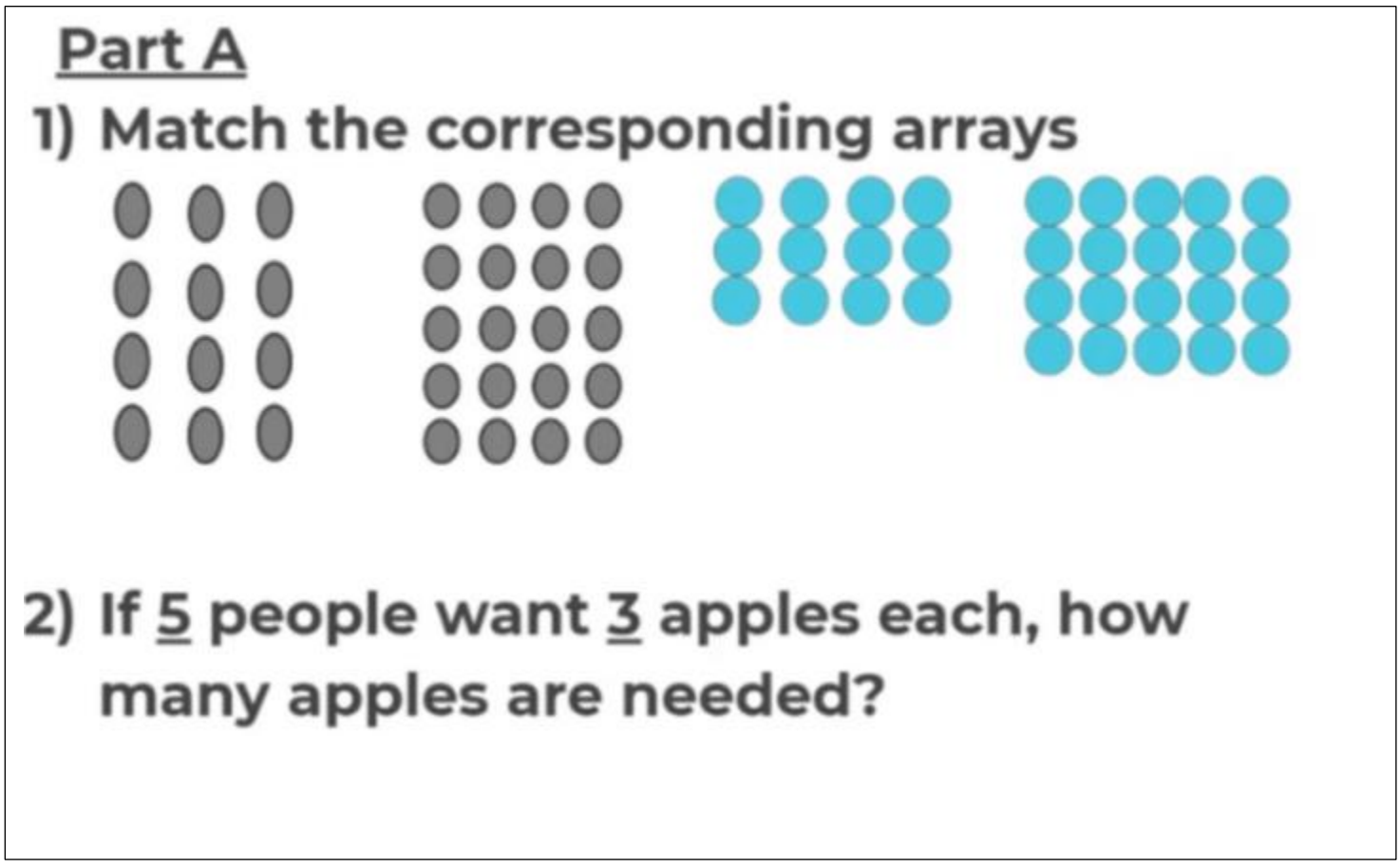
Answers on lesson video.

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

Mild



Hot



The answers to this set are on the video.

Part B

Match related calculations and decide which you would like to answer

3 x 7 =	8 x 5 =	9 x 3 =
8 x 4 =	7 x 3=	7 x 10 =
7 x 5 =	3 x 9 =	5 x 7 =
10 x 7 =	4 x 8 =	5 x 8

Challenge - if you know 2 x 4 = 8

4 x 2 =

40 x 2 =

8 ÷ 4 =

Spicy – write down the commutative calculations for this problem

2 × 3 = 6 __ × __ = __ __ ÷ __ = __ __ ÷ __ = __	4 × 3 = __ __ × __ = __ __ ÷ __ = __ __ ÷ __ = __	2 × __ = 12 __ × __ = __ __ ÷ __ = __ __ ÷ __ = __	__ × 6 = 24 __ × __ = __ __ ÷ __ = __ __ ÷ __ = __	4 × 7 = __ __ × __ = __ __ ÷ __ = __ __ ÷ __ = __
__ × __ = __ __ × __ = __ 35 ÷ 5 = 7 __ ÷ __ = __	__ × __ = __ __ × __ = __ 40 ÷ __ = 8 __ ÷ __ = __	__ × __ = __ __ × __ = __ __ ÷ 6 = 7 __ ÷ __ = __	__ × __ = __ __ × __ = __ 72 ÷ 8 = __ __ ÷ __ = __	__ × __ = __ __ × __ = __ 54 ÷ __ = 6 __ ÷ __ = __
11 × 3 = 33 __ × __ = __ __ ÷ __ = __ __ ÷ __ = __ 1.1 × 3 = 3.3 __ × __ = __	__ × 3 = 21 __ × __ = __ __ ÷ __ = __ __ ÷ __ = __ 0.7 × 3 = 2.1 __ × __ = __	__ × __ = __ __ × __ = __ __ ÷ __ = __ 56 ÷ 8 = __ 1.1 × 3 = 3.3 __ × __ = __	13 × 14 = __ __ × __ = __ __ ÷ __ = __ __ ÷ __ = __ 1.3 × 1.4 = 1.82 __ × __ = __	__ × __ = __ __ × __ = __ 225 ÷ __ = 15 __ ÷ __ = __ 1.5 × 15 = 22.5 __ × __ = __

E.g. 2 X 4 =8, 4 X 2 =8, 8÷4=2 and 8÷2=4. Once I know 1 calculation, I know 4.

Thursday 25th February 2021- Music

Year 3 Home learning - Spring Term 2021 week 6

This week, choose your favourite one of the warm-ups that we have used over the last half-term.

Warm-ups (choose one)

1. Open the link to this video. Use your voice to move between high and low pitches as the roller coaster travels up and down the track.
https://www.youtube.com/watch?v=oQipymdKP1w

2. Follow this link
https://musicplayonline.com/games/
Select **Game 5- Which Rhythm** then select **1** from the options. Play the game- listen to the rhythm and click on the correct rhythm notation.
Remember...
Crotchet= walk Quavers= jogging

3. Follow this web link to make your own pitch journeys, then try to copy the sounds you make with your voice.
https://creatability.withgoogle.com/sound-canvas/

4. Watch and join in with the Bim Bum song.
https://www.youtube.com/watch?v=aXZWgOf2lSA

Main activities
1. Singing

If you have been joining in with the home learning music every week, you should now know this song really well.
Have a go at performing the song to someone in your house, or even ask an adult to help you make a video of it and send it to a family/ friend who you haven't seen for a while. I'm sure it will make them feel happy!
Practise the song first and go over any bits you are unsure of. If you don't feel confident with the whole song, just choose the part you know best and perform that.
https://www.youtube.com/watch?v=8SRp2ZCHHpA
(Lyrics at the end of this document)

2. Patatap

Last week we chose sounds on patatap to create our own rhythm patterns.
https://patatap.com/
This week we will use patatap to add our own sounds to accompany the song "Happy".
Really, the idea is for you to be free to explore whatever you think works well- there is no right and wrong... but here are a few tips and a few things to try if you want some ideas to get you started.

TIPS

- It's better to use a few sounds than to use lots or it will get very messy
- Always listen to the beat and try to play in time

IDEAS

- Choose one of the patatap background colours, explore the sounds available and then use some of them as the song is playing. Just improvise (that means make it up as you go along).
  When something sounds good, try it again. If a sound doesn't work, then try something else.

- The beat is very fast. You could choose one sound to play on every other beat... try playing on beats 1 & 3 or on beats 2 & 4 or just on beat 1

- Do the same thing but using two different sounds- taking turns

- Try to find a simple rhythm pattern that you can repeat during the song

- In the chorus, play a sound you like on the word "happy"

- Most importantly, JUST HAVE FUN!

PLEASE NOTE
The programme works slightly differently on a computer keyboard or a tablet, so please follow the relevant instructions below. (If you have the choice, then it is probably slightly easier with the keyboard, but either will work)

On a computer keyboard
- Press any letter key on the keyboard to find different sounds
- To move between coloured backgrounds (each colour includes a different range of sounds) press the space bar.

With a touch screen e.g. tablet
- The different sounds are found by touching different areas of the screen
- To move between coloured backgrounds (each colour includes a different range of sounds) press the white bar at the bottom of the touchscreen.

Happy

Verse 1

It might seem crazy what I am 'bout to say Sunshine she's here, you can take a break I'm a hot air balloon that could go to space With the air, like I don't care, baby by the way

Chorus

(Because I'm happy) Clap along if you feel like a room without a roof (Because I'm happy) Clap along if you feel like happiness is the truth (Because I'm happy) Clap along if you know what happiness is to you (Because I'm happy) Clap along if you feel like that's what you wanna do

Verse 2

Here come bad news talking this and that Well give me all you got, don't hold back Well I should probably warn you I'll be just fine No offence to you don't waste your time Here's why

Chorus

Clap along if you feel like a room without a roof (Because I'm happy) Clap along if you feel like happiness is the truth (Because I'm happy) Clap along if you know what happiness is to you (Because I'm happy) Clap along if you feel like that's what you wanna do

Science – Using the image below and the video to complete the worksheet on the next page.

Video link - https://www.youtube.com/watch?v=0KbA8pFW3tg

List as many foods in the boxes you can think of, then, complete the sentences using the words at the bottom of the page.

How many different foods can you list for each of these categories? Write down as many as you can.

Fruits and Vegetables	
Dairy	
Starches	
Meat and Fish	
Fats and Sugars	

We need a variety of different foods to keep us _____.

Some foods help us to _____ and some foods give us _____. Foods that help us grow contain _____ which not only helps us grow but also _____ our body when we are ill or _____. Foods with lots of _____, as well as fats and _____, help to give us energy.

starch	injured	repairs	grow
energy	sugars	healthy	protein

Friday 26th Febraury 2021

English – diary writing – boxing up ideas

Your log

★ **Now let's imagine we have explored our new jungle and you are going to write your explorer's log. Follow the same pattern as mine and use this planner to jot down the ideas for yours.**

Underlying structure	New ideas
State when the exploring happened, sum up the day & tell reader how you felt, e.g. *Today has been amazing. I was so …*	
What you did before you set off, e.g. *I put on my …*	
Event 1 – what happened? *First, …*	
Event 2 – what happened? *Next, …*	
Event 3 – what happened? *After a short break, …*	
Event 4 – what happened next? *Following that, …*	
Round off your report and tell the reader what you did at the end of the day. *Finally, …* *When I got back …*	

Explain a bit more, please

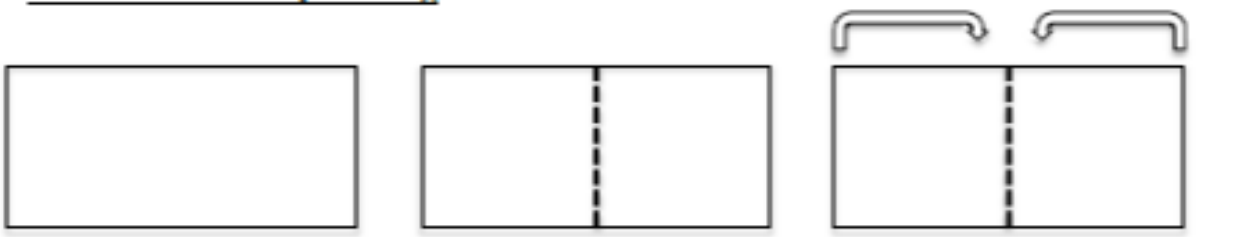
★ Now try practising some sentences that will help you explain what you were doing, using *because* to enable you to explain.

For example: *Finally, I headed back to camp because it was getting late.*

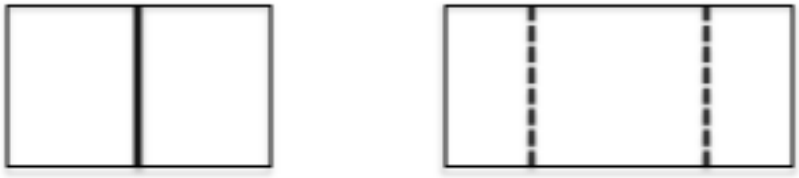
Take sentences from your ideas above but try adding *because* to explain why you did something. Start your sentence with a fronted adverbial again. Remember, you can spin your sentence round and start with because, as well. For example:

1. First, I set out early because the jungle was far away.
2. Because the jungle was far away, the first thing I did was set out early.
3. After that, I packed my camera because I wanted to photograph the flowers.

How to make an explorer log



A4 paper — Fold it in half — Fold each side into the middle



You have a log! — Write inside and draw your jungle on the front

14

You are now ready to write your jungle log first draft (next week) and then tranfer to the explorer log which you can prepare in advance.

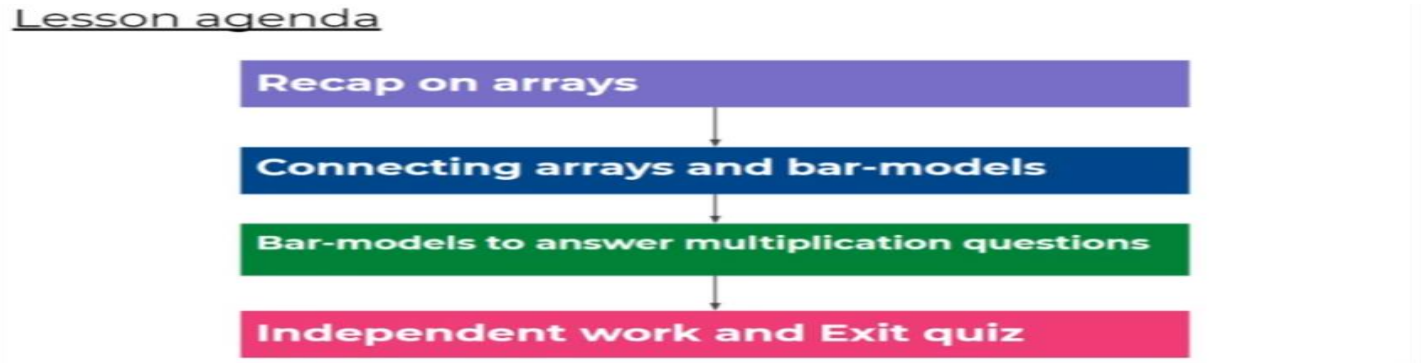
Friday 26th February 2021 – Maths – Using bar models

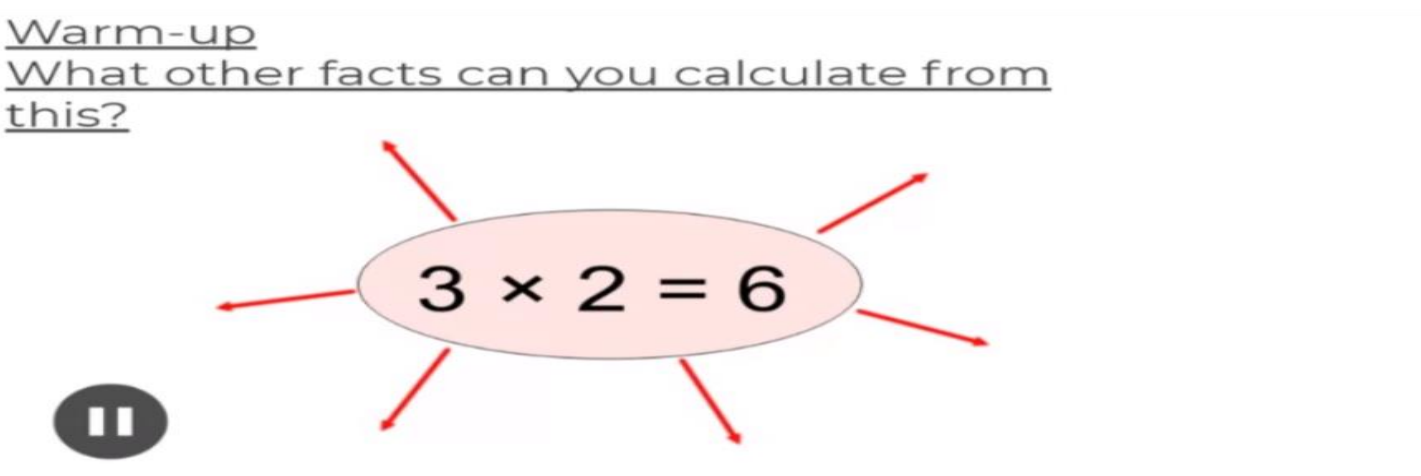
After watching the video, answer the questions below.

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

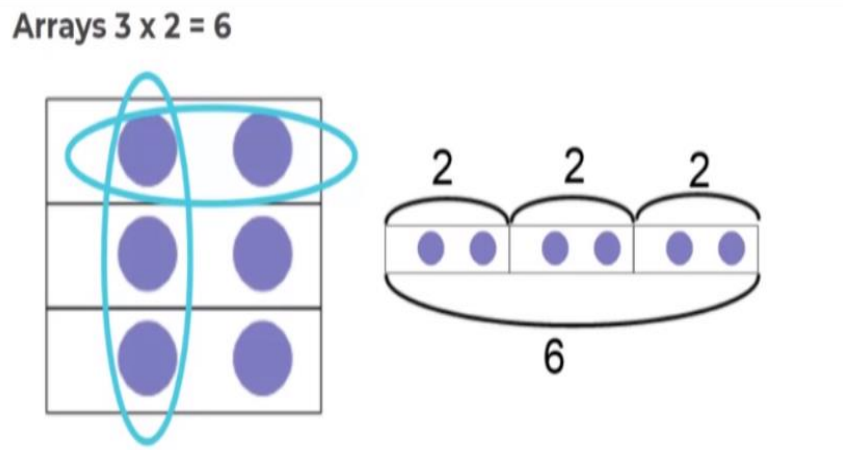
Video link- https://classroom.thenational.academy/lessons/using-bar-models-to-represent-known-times-tables-6tj62e

Bar models are a lovely way of representing times tables so they are really clear in our head.

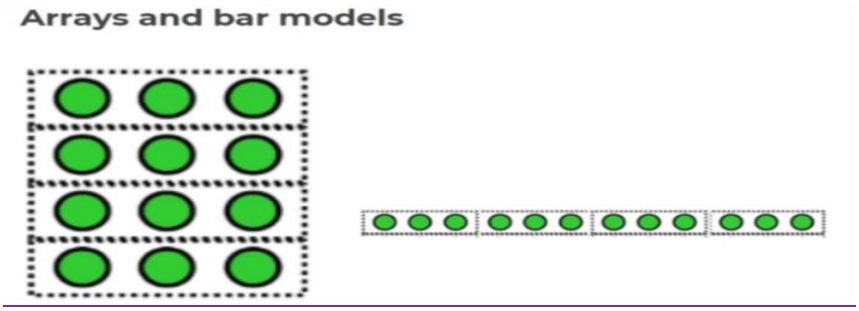




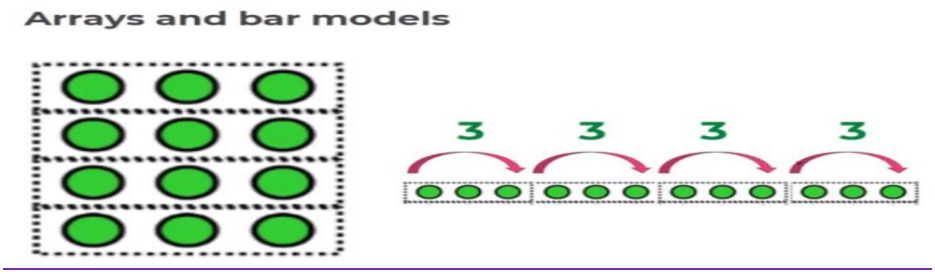
Answers on lesson video

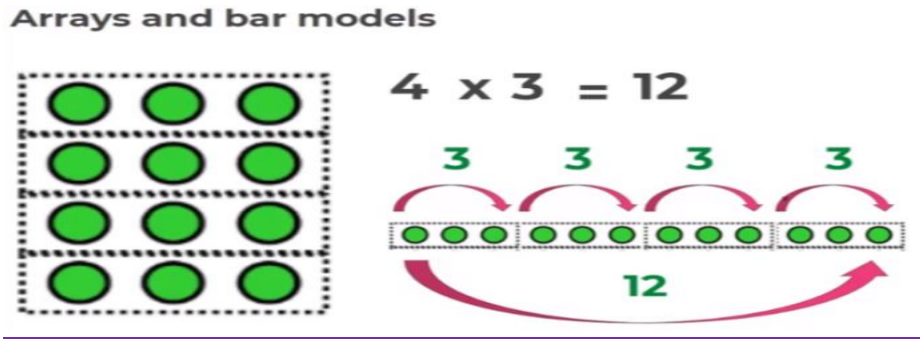


As you can see the array on the left can be shown as a bar model on the right. Both are telling us the same thing. 3 lots of 2 = a total of 6. The bar model is a nice way to represent the part/whole model and helps visualise a problem. This is very useful with word problems.

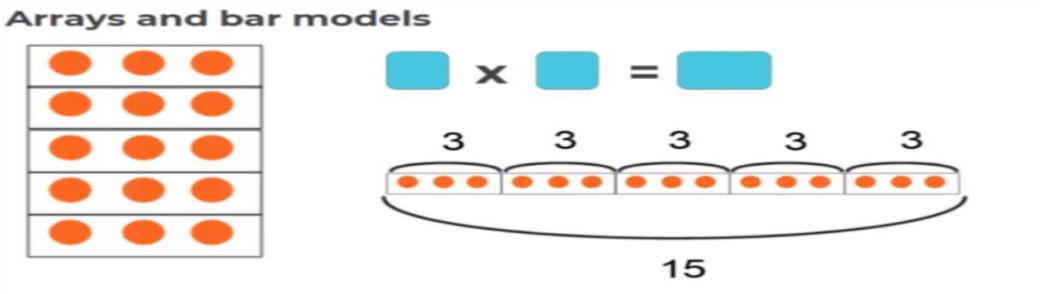


Here we have 4 equal groups of 3.





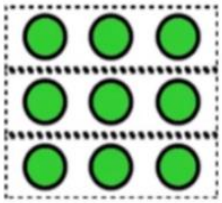
The bar model shows us the parts of our multiplication question and the whole product of the two factors.



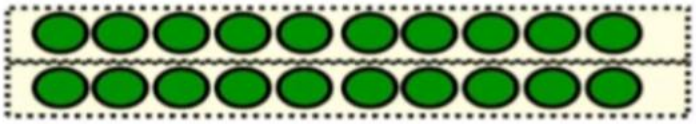
What calculation is this array and bar model showing? Write in the boxes.

Answer on lesson video.

Your turn;
Turn this array into a bar model, write the question and the answer



Developing



10	10

When we have lots of dots we can make it easier to write by simply writing the number of dots in, as shown.

Your restaurant has 5 tables of 3 people booked in tonight. How many people are arriving in total?

I can take the important numbers from the question and form the model.

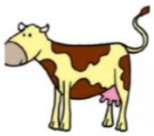
Your restaurant has 5 tables of 3 people booked in tonight. How many people are arriving in total?

5 x 3 = 15

Like this. The big bar represents my total.

Your turn -

There are 7 cows in a field, how many legs is this altogether?



Try to use a bar model to answer this question. Answer and method on lesson video.

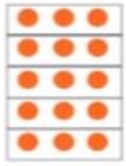
Choose your level to answer from mild (slightly easier) to spicy (challenging).

Mild – answers on lesson video

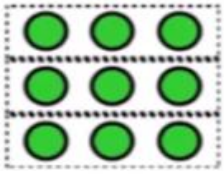
Part A

Use these arrays to create bar-models and answer these multiplication questions

1. There are 3 school bags with 5 books in each. How many books are there altogether?



2. There are 3 bags each with 3 sweets in each. How many sweets are there altogether?



Hot – answers on lesson video

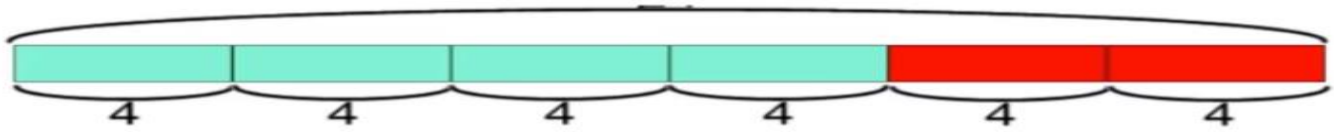
Part B

Draw your own bar-models to answer these questions

1. There are 9 rows on an plane. Each row holds 4 people. What is the total number of passengers the plane can take?

2. Nigel needs 4 eggs to make a cake. How many eggs does he need to make 6 cakes?

Part C - Challenge
What question might this bar model be used to answer?



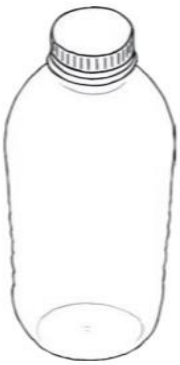
Spicy -use a bar model to solve these word problems

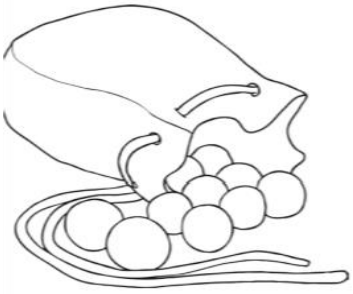
1)Tricky

1. If you had 8 packets of jelly beans each with 12 jelly beans in, how many jelly beans would you have?
2. Gobstoppers cost 8p each. Matt buys 9 gobstoppers. How much does he spend?
3. Eggs are packed in boxes of 6. Miss Martin buys 4 boxes. How many eggs does she have?
4. What is the product of 9 and 7?

Trickier

1. A teacher asks some children to arrange some chairs into 12 rows of eight chairs. How many chairs will be laid out?_____
2. A crate contains 32 packs of four water bottles. How many bottles are there on each crate? _____
3. A photo album contains 28 pages. Each page can hold six photos. How many photos can each album hold?_____
4. A grocer has 37 packs of bananas. Each pack contains seven bananas. How many bananas are in the packs? _____





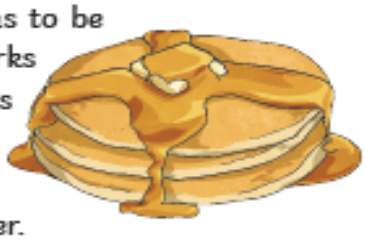
5. Marbles are sold in bags of 25. A shop has 16 bags. How many marbles are there altogether? _____
6. A badminton tournament is arranged at a local sports hall. There are 5 courts. Each court is allocated 18 shuttlecocks. How many shuttlecocks are allocated to the 5 courts? _____

7. Envelopes are sold in packs of ten. A supplier has 107 packs of envelopes. How many envelopes has the supplier? _____

RE-Read the text and answer the comprehension questions.

Pancake Day

Pancake Day is a Christian Festival that has been celebrated for over 1000 years! It is also known as Shrove Tuesday. Shrove means to be forgiven or 'shriven' for doing wrong. Pancake Day marks the start of Lent. Lent is the time before Easter and lasts for 40 days. During Lent, Christians 'abstain', which means they give up treats and rich food. This helps them prepare for the death and resurrection of Jesus at Easter.



People celebrate Pancake Day by making pancakes. Christians give up treats for Lent, so Pancake Day is the last chance to have a treat and use up rich food such as fat, butter and eggs. In the United Kingdom, there are lots of traditions linked to pancake day.

Northern Ireland

Family and friends gather to enjoy the food.

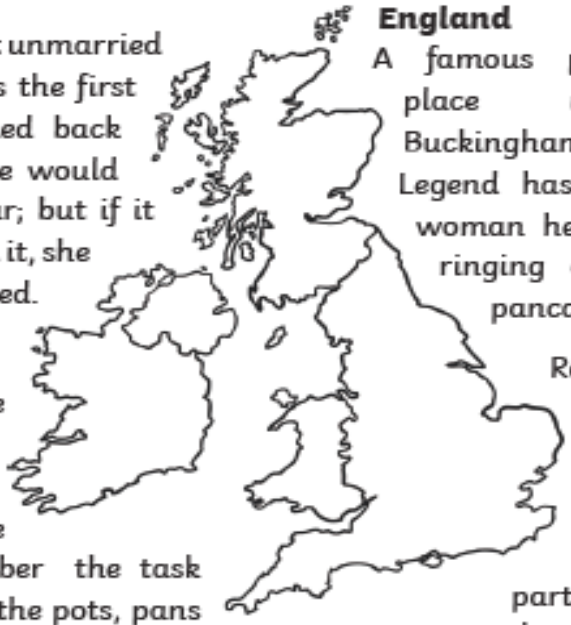
In the past, the eldest unmarried daughter would toss the first pancake. If it landed back in the pan, then she would be married that year; but if it didn't or she dropped it, she would stay unmarried.

Wales

On the evening before Shrove Tuesday, tin cans were kicked up and down the streets, to remember the task of putting away all the pots, pans and utensils used to make the tastier food that was not allowed to be eaten during Lent. Crempogs, also known as ffroes, are thicker than traditional pancakes.

Scotland

Scottish pancakes are smaller and thicker than the traditional pancakes. They are called 'drop scones' or 'dropped scones'.



England

A famous pancake race takes place in Olney in Buckinghamshire, England. Legend has it that in 1445 a woman heard the church bells ringing as she was making pancakes.

Rather than be late, she ran to church still holding the frying pan and pancake!

Today, you can take part in the race, wearing an apron, a hat or scarf and of course carrying a pan containing a pancake. You must flip your pancakes three times during the race. The first person to cross the finish line at the church and receive a kiss from the verger wins the race!

Christians all over the world celebrate Shrove Tuesday, although it can be celebrated in very different ways.

How do you make pancakes?

Ingredients:

- Flour
- Eggs
- Milk
- Water
- Salt
- Butter or oil (to fry)

First, mix all the ingredients together in a bowl to make a batter. Then, put a little butter or oil into a frying pan. Next, pour a little of the batter into the pan and fry it. Finally, choose a delicious topping.

What is your favourite pancake topping?

Pancake Facts!

- On Pancake Day an estimated 52 million eggs are eaten!
- 349 = The World Record for the most pancake flips in 2 minutes!
- The largest pancake made was 15m across and weighed 3000kg!

Questions

1. For how long has Pancake Day been celebrated?

2. What other name is given to Pancake Day?

3. What does 'shrove' mean?

4. Why do Christians 'abstain' during Lent?

5. Explain why pancakes are traditionally made.

6. Not all pancakes are the same. Describe two differences in pancakes across the United Kingdom.

7. What six ingredients do you need to make pancakes?

8. What is your favourite pancake topping?

Purple mash – to dos - https://www.purplemash.com/sch/oakwood-bn22

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:

New 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: https://play.ttrockstars.com/auth/school

- 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 then take the quiz on the story.

Today's story – The Day the Crayons Quit.

https://www.youtube.com/watch?v=489micE6eHU

It's big quiz time, follow the link:

https://forms.office.com/Pages/ResponsePage.aspx?id=HRZIT3LZu02DdA_VtTsL54iz_alsc_hCtna9AAKFwOpUQkNIN0k2WU5EN1JLNFlQVTNMWEw5UEFESy4u