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## Year 3 - Group 1 Work Pack

*22<sup>nd</sup> February – 26<sup>th</sup> February (Spring 2 - week 7)*

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Day	Core	Foundation
Monday	Reading Writing Maths	Thematic
Tuesday	Reading Writing Maths	Science
Wednesday	Reading Writing Maths	PE
Thursday	Reading Writing Maths	PSHE
Friday	Reading Writing Maths	Computing

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (reading, writing, maths) daily, and then balance the foundation subjects as suits you. You may find that doing all of the days work in one go works best (remember to take a short break, though) or splitting it into morning and afternoon suits you better.

If you are unable to complete everything then do not worry. Do your best and that will be good enough.

There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

**Monday 22<sup>nd</sup> February**

Reading:



Star Vocabulary

Witness – To witness something you see an event (typically a crime or accident) take place.

Activate question: Circle the sentence that uses witness correctly.

- a) It was the quickest swimming lesson I'd ever witnessed.
- b) The girl felt witnessed when she saw a stranger.

Take a close look at the picture and then answer the questions in your exercise book.

## DIDN'T MAKE IT



1. What has happened in the picture?
2. Why is the image called 'Didn't make it'? Who or what didn't make it? Why?
3. How is the alien feeling? Why do you think this?
4. Did anyone witness the crash? Will anyone help the alien?
5. What would you do if you saw this?



Upload a photograph of your work onto your portfolio so that I can share your ideas with the class.

## Writing

### Focus: Investigate instructions

Over the next two weeks, you will be learning about instructions. At the end of the writing unit you will have written an instruction text about the process of mummification.

Purpose: Inform your parents and teachers about the process of mummification.

Audience: Parents/carers and teachers

What do you know about instructions? Write down your thoughts in your work book.



Watch a video of someone following instructions - what could go wrong? Follow the link or scan the QR code.

<https://www.bbc.co.uk/bitesize/clips/zb43cdm>



### What are instructions?


Instructions are written for somebody who needs to know how to do something.

## Instructions

Instructions tell us how do to something.  
There are many different types of instructions. Some examples include:

- recipes;
- directions;
- how to play a game;
- how to make or build something;
- how to repair something;
- or how to look after/care for something.

Can you think of any more examples?



Share your examples on dojo. You could even record yourself following a set of instructions and could then share it on your portfolio.



## Handwriting

Copy the below sentences in your neatest, joined handwriting. You can write them in your exercise book or use the lines provided below.

1. When you write neatly, your work is easy to read.
2. Do not rush your handwriting because it might get messy.

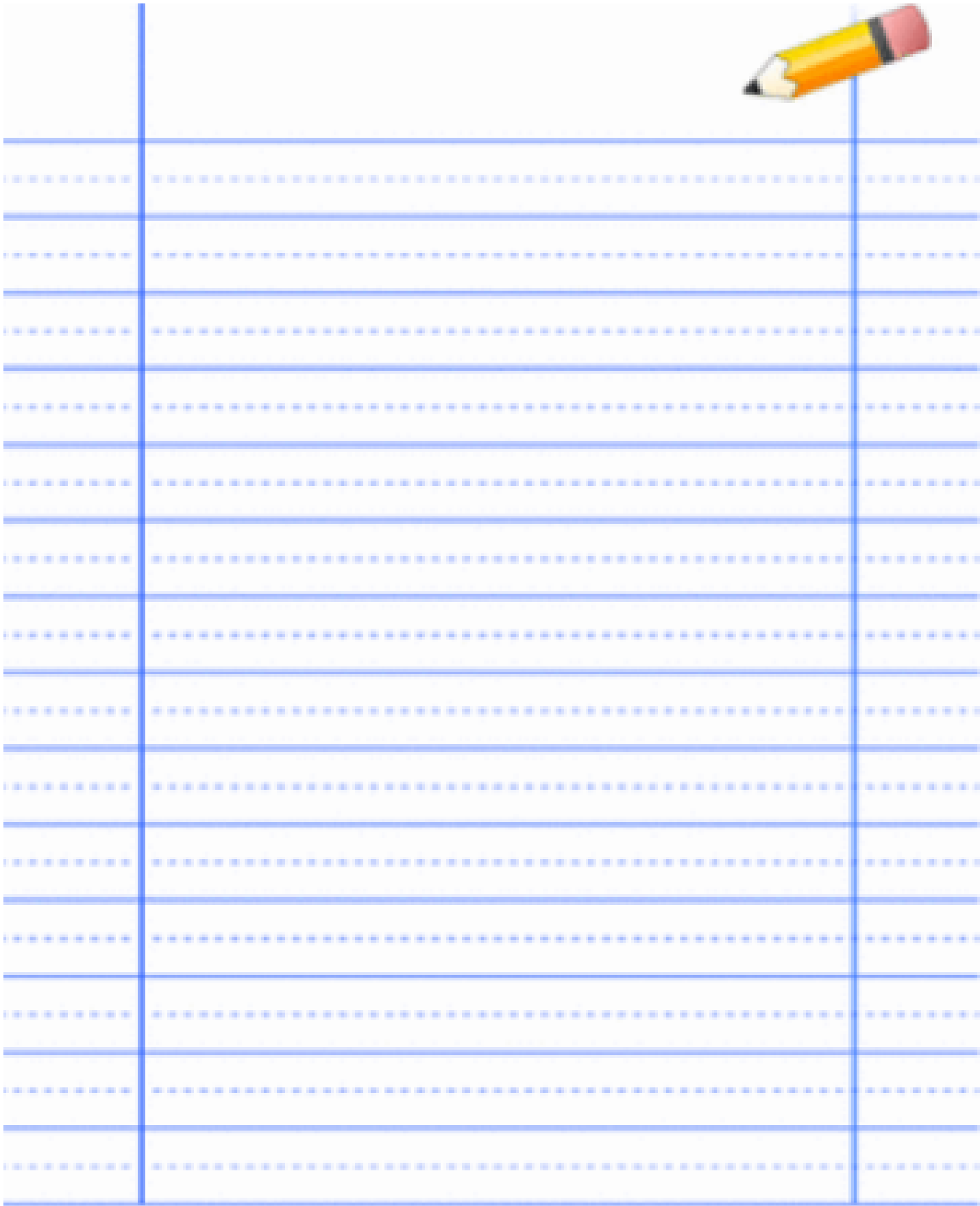
Now, use the checklist below to check your sentences. How many boxes could you tick? Write the sentences again using the checklist for support. There is more lined paper on the following page.

Choose a piece of your own handwriting.

Read the statements and fill in the table.

Practise any joins you need to improve.

	YES	NO
1 The letters are all formed correctly.		
2 The letters all rest on the line, except for the descenders which hang below it.		
3 The small letters are all the same size.		
4 Ascenders and descenders are the same length.		
5 Capital letters are not joined. They are the same height as ascenders.		
6 Diagonal joins are all made correctly.		
7 Horizontal joins are all made correctly.		
8 Break letters ( <i>b, p, q, j, x, y, z</i> ) are not joined.		
9 Joins to and from <i>r, s</i> and <i>f</i> are all made correctly.		
10 The writing is clear and easy to read.		



## Maths

### Starter – Daily Drill

×	3	4	11		5	2	6
2							
6							
10							
3							
11							
4							
5				50			

If you'd like to complete a times table game, follow the link below:

<https://www.topmarks.co.uk/maths-games/hit-the-button>



**Main Activity- Multiply by 3** – This week, you will be learning how to multiply and divide by 3 and 4. Follow the link to watch the White Rose video. Then answer the questions on the following page.

<https://vimeo.com/475444169>



**Optional** - If you would like to watch another video about solving questions using the 3 times tables, follow the link below which will take you to a lesson taught through Oak Academy.

<https://classroom.thenational.academy/lessons/recalling-the-3-times-table-c8tp4d?activity=video&step=1>



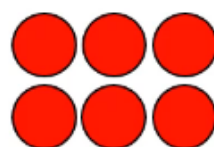
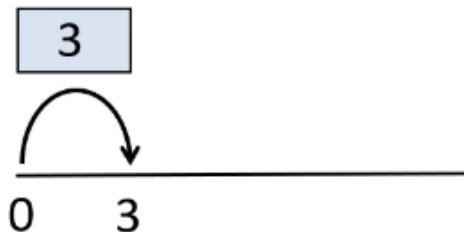
## Example

You can solve the problems by drawing arrays or using a number line. Remember, multiplication is commutative which means that you can solve the multiplication in any order. For example;  $5 \times 3$  equals the same as  $3 \times 5$ .



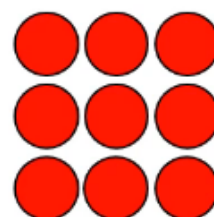
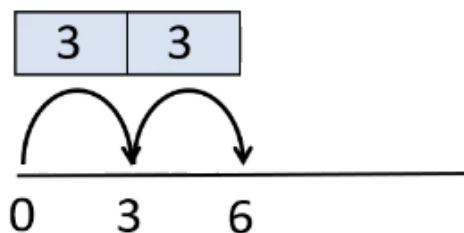
$$1 \times 3 = 3$$

$$3 \times 1 = 3$$



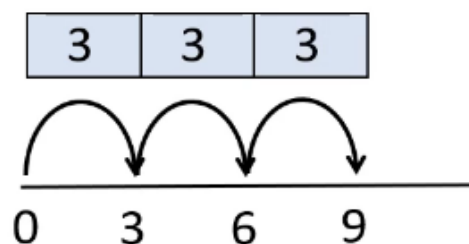
$$2 \times 3 = 6$$

$$3 \times 2 = 6$$



$$3 \times 3 = 9$$

$$3 \times 3 = 9$$





# Multiply by 3

1 Complete the sentences.



There are  equal groups of

$$\square + \square + \square + \square + \square = \square$$

$$\square \times \square = \square$$

b)



There are  equal groups of

$$\square = \square + \square + \square$$

$$\square = \square \times \square$$

c)



There are  equal groups of

$$\square + \square + \square + \square + \square + \square = \square$$

$$\square \times \square = \square$$

Could you write the number sentences in a different way?



2 Write two multiplication sentences for each part of the question.

a)



$$\square \times \square = \square$$

$$\square \times \square = \square$$

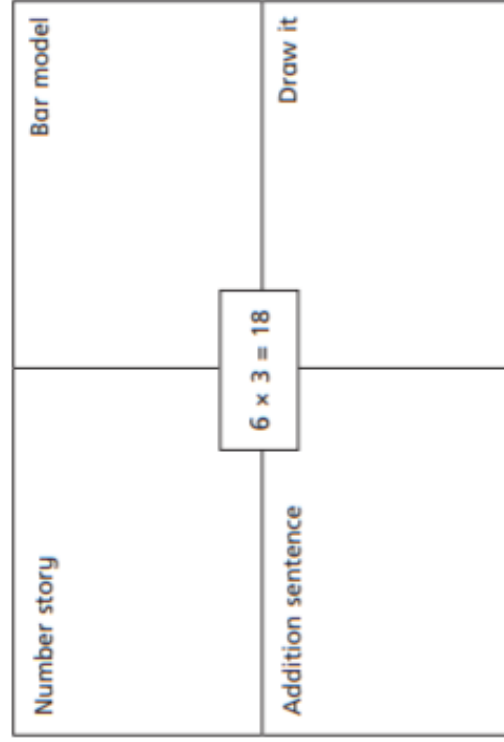




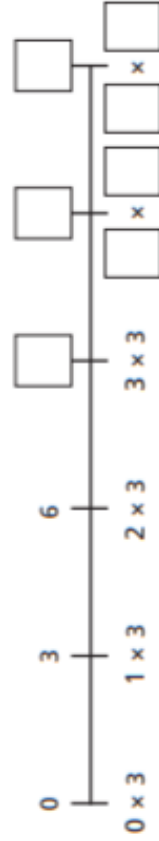
$\times$   =

$\times$   =

3 Complete the diagram.



4 Complete the number line.



5

6 lots of 3  
is 6 more than  
5 lots of 3



Do you agree with Dora? \_\_\_\_\_

Explain why.

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---

6 Which is the odd one out?

Tick your answer.



Explain your answer.

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Is there more than one answer?



**Optional – If you would like more of a challenge, complete the following questions.**

**1** Complete the following as quickly as you can.

a  $2 \times 3 =$

e  $33 \div 3 =$

b  $7 \times 3 =$

f  $27 \div$    $= 3$

c  $3 \times 5 =$

g  $3 \times$    $= 12$

d  $18 \div 3 =$

h   $\div 3 = 7$



a Megan had **£6**. Halima had **3** times as much money as Megan.

How much money did Halima have? £

b Mrs Cooper was **3** times as old as her son Alfie. Mrs Cooper was **27**.

How old was Alfie?

Find the missing number, and then shade all the squares containing the missing numbers to reveal a shape. One is done for you.

3	52	6	21	41	5	21	30	38
33	40	24	9	7	9	4	11	3
21	13	9	4	20	24	7	17	1
5	2	7	20	4	9	20	8	5
26	16	24	20	9	7	24	2	16
19	0	8	42	12	11	40	12	5
2	17	6	12	0	13	15	12	16

$1 \times 4 =$

a  $4 \times 6 =$

b  $36 \div$    $= 4$

c  $28 \div 4 =$

d   $\div 4 = 5$

## Thematic - What was the greatest achievement of each civilisation?

First, take a minute to look at the meanings of the three key words.



Key words: Ancient Egypt, Ancient Sumer, Ancient Indus Valley, The Shang Dynasty.

### 1. Ancient Egypt

3500 BC The Egyptians settled by the River Nile and ruled from about 3500 BC to 500 BC.



### 2. The Shang Dynasty

The Shang lived in the area by the Yellow River in China and ruled from 1600 BC to 1100 BC. Anyang was one of their capital cities.



### 3. Ancient Sumer

They lived by the River Tigris and Euphrates (in modern Iraq) between about 4500 BC and 2000 BC. They built cities by the rivers.

They could weave, write, and make pots and use things made out of metal.



### 4. Ancient Indus Valley

People settled by the River Indus which flows through modern Pakistan. The Indus Valley Civilisation was important by 2600 BC and ended in 1500 BC. They built great cities like Mohenjo Daro.



Follow the link or scan the QR code to find out more about each Ancient Civilisation.

Ancient Sumer - <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-ancient-sumer/zmgnvk7>



Indus Valley - <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introduction-to-the-indus-valley/z4tjmfr>



Shang Dynasty - <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-shang-dynasty/zv79wtu>



Ancient Egypt - <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-ancient-egypt/z6jrkmn>



### Task 1:

1. Using the pictures and information above, answer the question – What was the greatest achievement of each civilisation?
2. Explain which of the achievements you think is the greatest and why.

Optional - If you would like to find out more about the Shang Dynasty civilisation follow the link or scan the QR code. Oak National Academy have created many

videos. <https://classroom.thenational.academy/units/the-shang-dynasty-75f2>



Share your response with me on dojo.

**Tuesday 23<sup>rd</sup> February**

## Reading

Listen to Miss Sutton reading the letter by clicking on the link below.

<https://www.loom.com/share/a26e43636a2d47358f954a15f52e458c>



In the video, Miss Sutton explained what the following words mean. Match the word to its definition. Then read the letter and answer the questions on the following page.

Compensation	To save or rescue something from harm or ruin.
Factual	To provide somebody with money or something else of value for something bad that has happened to them.
Salvage	Something that has actually happened.

**HRA BATTLECRUISER**  
**Abduction Unit**  
**Control Systems Department**  
**Galaxy 105**  
**The Universe**

To Whom It May Concern,

I am writing to complain about an incident, which took place at 3am on Thursday 6th June. The incident that I am referring to was in my home in Texas (Earth). Luckily, I was able to salvage my CCTV from the wreckage (of my house) in order to determine what had occurred. There are several things that I witnessed on the footage that I will address in this letter.

First of all, I do not appreciate the way in which my body was handled during a training session for a very inexperienced, young individual - some might also call him stupid. I was lifted from my comfortable bed and thrown around the room like a rag doll. Furthermore, I was forced through a window (bottom first) and sucked up into your ship via a beam of light- this is extremely unsafe. This resulted in me being dropped fifty feet through the air but fortunately I was caught before I hit the ground.

In addition to my body being treated so disgustingly, my home was also completely destroyed. Although attempts were made to put things back where they belong, ultimately my home was crushed by your battlecruiser and all that remained the next morning was me in my striped, blue pyjamas; my bed, which stood in the centre of a huge canyon; and a few belongings, which laid smashed at bottom of the pit you left behind. After causing this destruction, your ship left the atmosphere taking most of my house and belongings with it.

What's more, my insurance company have refused to pay for the repairs because I was unable to persuade them that this story is factual. Therefore, I am requesting compensation from you for the damages caused on that disastrous night. Please send a cheque as soon as possible. Alternatively, return my house and belongings in the state in which you found them.

Yours Sincerely,

*Jacob Jones*



1. What is the purpose of the letter? Tick one.

to persuade ☐

to inform ☐

to complain ☐

to entertain ☐

2. Look at the paragraph beginning 'I am writing to...'

Why has Jacob Jones put Earth in brackets?

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3. Find and copy the two adjectives used to describe the trainee.

1. \_\_\_\_\_

2. \_\_\_\_\_

4. List two things which remained after the battlecruiser crushed Jacob's home.

1. \_\_\_\_\_

2. \_\_\_\_\_

5. 'In addition to my body being treated so disgustingly, my home was also completely destroyed.'

What word communicates to the reader that Jacob was unhappy with the way his body was treated?

If you'd like to read some additional texts, follow the link to log in to your EPIC account.

<https://www.getepic.com/>

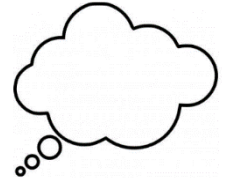
Writing





## Focus: Explore quality instruction examples.

Why is it important to look at good examples before attempting to write a set of instructions ourselves? Write your thoughts in your work book or discuss with an adult.



Today, you will be looking at a variety of instructions so that you become familiar with how they are written. Some are better than others. Whilst reading the instruction examples, record your thoughts in the table below. Comment what was good, or what could be improved about each instruction text and then share your work on dojo.



Look at the example for support.

Example:

### How to Build a Snowman and Dog

Turn that boring snow day into a snow-much-fun day by building some of our silly snowmen. All you really need to build a basic snowman is some kind of scoop or shovel, a carrot and buttons. But if you want to build a more creative character, these tools are helpful:

- Warm, waterproof boots, gloves and ski pants (you'll be outside for a while!)
- General-purpose soil scoop
- Ice cream spade
- Bucket
- Large thermos (to hold the water for your slush)
- Sturdy apple corer (to make the hole for the carrot nose)
- Variety of sturdy spoons

Ready to dig in? Gather the supplies listed and get ready to let the good times roll!

#### How to make it:

1. Make a classic three-ball snowman, with the bottom ball about 2½ feet tall and stack the two smaller balls on top.
2. Push the sticks into the center snowball for the arms, and put the mittens on the ends.
3. Add the coal for eyes and a carrot nose. Put on the hat and scarf.
4. To make the dog, start with a 1-foot snowball for the midsection. Add a slightly larger ball in front (for the upper torso) and a smaller ball on top for the head.
5. Scoop out eye sockets so that the eyes will be deeply inset, and add snowballs to make the ears and a snout.
6. Add the coal for eyes and a rock for the nose.
8. Pack snow in the shape of front legs, and add a tail in the back so it appears to be wagging.
9. Place the belt around the neck as a collar.



#### Snow School Tips

Are you a rookie? A few helpful tips will turn you into a master snowman builder!

- Start by rolling a batch of snowballs in different sizes, and store them in a shady spot until you're ready to construct.
- Use wet snow for the best results. The snow is wet enough if you're able to form a nice, round snowball easily.
- If the snow is too dry to make a nice ball, mix snow and water in the bucket until you have a good slush. Add it to transform your powder into packed balls, or use it like cement to help connect, smooth and sculpt your snowballs into shape.
- If the sun comes out and starts to melt the snow you are using, dig a hole to reach the snow that's closest to the ground (where it's colder).
- When you're stacking balls, flatten and loosen the snow on top of the bottom ball so that the top ball has something to stick to. After you've placed the top ball, twist it back and forth to make it sturdier.
- Always fill your snowman's mittens and hats with a bit of snow—it gives them shape and keeps them from blowing away.
- To accessorize, many things can work. But consider sticking to carrots for noses. Straight, crooked, curved, short, long, fat or thin, they're the classic element that completes the snowman's personality.

Instruction text	What did you like about the instruction text? What does it include?	How can the text be improved?
How to build a snowman	<ul style="list-style-type: none"> <li>• Catchy title</li> <li>• Parenthesis</li> <li>• Bullet points</li> <li>• List of what we will need</li> <li>• Rhetorical questions</li> <li>• steps to explain order</li> <li>• chronological order</li> <li>• alternative instructions</li> <li>• Imperative verbs</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• No adverbs</li> <li>• too much writing - not spread out enough</li> <li>• Introduction needs to be more catchy and inviting. Does not make me want to read ahead.</li> </ul>

Now, take a look at the instruction texts on the following pages.

# How to Make an Alien's Sandwich

Do you often find aliens unexpectedly arriving and asking for lunch? If so, you'll need to know how to create a delicious sandwich for him to avoid any disappointment! An alien's diet is very strange so you will probably find it difficult to find some of these ingredients. Also, make sure you wear gloves when making this to avoid getting your hands dirty!

## Ingredients:

- One mouldy baguette
- One egg which has been left to rot for about 3-4 weeks
- A handful of yellow cress
- 1 tablespoon of mud
- Four or five worms, taken freshly from the flower beds



## Equipment:

- A sharp knife
- A fork
- A large mixing bowl
- A chopping board or a plate

**Warning:** some parts of this recipe may need an adult to help you!

## Method:

1. Firstly, roll the rotten egg gently on the chopping board to crack the shell so that you can remove the shell. Alternatively, shake the eggs in a cup, one at a time as this will also help you to remove the shell and help you avoid touching the egg.
2. Once you've deshelled between four and five eggs, mash the eggs with the fork, but take care not to touch the eggs with your hands as they could make you sick!
3. After your eggs are ready, mix the mashed egg, mud and a handful of yellow cress together in a large mixing bowl.
4. Now, it is important that you carefully select four or five of your fattest worms to increase the taste of the meal and then carefully drop them into the disgusting mixture.
5. Once the mixture has been allowed to rest for between two and three hours, cut the mouldy baguette in half. Take care when using the sharp knife as the crusty bread will be difficult to cut. You might need an adult to help you with this step because you might slip and hurt yourself.
6. Next, spread the mixture evenly into the middle of the mouldy baguette, again taking care that your hands do not come into contact with it!
7. Cautiously, place your sandwich on a plate or in a bowl to stop the worms from escaping. Now your sandwich is ready for your alien guest to eat!

If you follow these instructions carefully, then you are certain to create a meal that will delight your alien guest! Although it may seem peculiar to us humans, a rotten egg and mud sandwich is famous amongst aliens throughout the galaxy.



# How to catch a star

Y2

Instructions

## What will you need?

- one strong bucket
- two delicious sandwiches
- a fishing net
- warm clothes
- a backpack



## How do you do it?

1. Firstly, pack your sandwiches, fishing net and bucket in your backpack.
2. After that, put on your warm clothes if it is a chilly night.
3. Next, quickly head to the long pier where you can search for your star.
4. You might want to eat your sandwiches now as searching for stars can be tiring work.
5. Scan the sea thoroughly for a pretty star. When you find one floating on the water, see if you can grab it with your net.
6. If you can't reach it, move to the sandy beach and patiently wait for it to wash ashore.
7. Once you have your star, gently place it in your strong bucket so it doesn't break.
8. Finally, walk home with your very own beautiful star.

## A piece of advice!

You can only successfully catch a star at night time.



Also, seagulls aren't very kind so don't ask them for any help.



# How to mummify your dear friend

## Instructions

Has your dear friend recently departed this world? Perhaps they've had a terrible accident which has left them for dead? If this is the case then it is important that you preserve their body so that it is able to pass on to the afterlife. Although mummification can be a long and difficult process, it is not impossible and this set of simple instructions will make sure you are successful!

### Equipment:

- water from the River Nile
- natron
- approximately 400 metres of linen
- one knife
- one hook
- amulets
- four canopic jars
- resin
- palm oil
- make up and fake eyes and hair for decoration

### Method:

1. To start with, you need to clean your dear friend's body with water taken straight from the River Nile.
2. After you have carefully dried the body, take the hook, push it up one of the nostrils and use it to remove the brain from its place, before pulling the brain out through the nostril.
3. After that, you need to remove the internal organs. Use a sharp knife to make a small cut in the left side of the body. Be careful when you are handling the liver,



lungs, intestines and stomach as they need to be placed inside the correct canopic jar. These jars will then be buried with the mummy. Remember to leave your friend's heart in its rightful place.

4. Next, cover the body in natron (salt) for about forty to seventy days. This length of time is needed because it makes sure that any bodily fluid has been absorbed fully, whilst slowing down the decaying process.
5. Once the body is dried out, gently rewash it before rubbing it with oil and fragrant spices so that your friend's body smells nice. Then, use linen to stuff the body so its shape remains similar to its living form.
6. Now comes the fun part! Use the makeup, fake hair and fake eyes to decorate the body.
7. Once this step has been completed, it is time to wrap the mummy in linen from head to toe. As you wrap the body, place amulets in the bandages so that the body is protected from any problems.
8. Finally, wrap one whole piece of cloth around the body before placing it into a coffin. Don't forget that you can decorate it on both the inside and outside if you wish to of things that were meaningful to your friend in their life.

### Warning!

Remember that this is a very special process and so must be completed carefully. Leave at least seventy days free if you want to do it correctly.



If you need more space, write down your thoughts in your exercise book.

Instruction text	What did you like about the instruction text? What does it include?	How can the text be improved?
How to make an alien sandwich		
How to catch a star		
Mummification		



## Spelling - Words ending in 'ary'

Take a look at the words. What do you notice?

Each word ends with 'ary'. Read the words out loud. Don't forget to clap the syllables.

library

February

dictionary

primary

salary

Practise spelling the words in your exercise book using 'staircase spellings'. Take a look at the example below for support.

Example:

F

Fe

Feb

Febr

Febru

Februa

Februar

February

If you'd like to practice your spellings further, try completing your own word search with the spellings you've learnt today.

# Hidden Spellings!



Hide your spelling words in the grid. Make sure you have spelled them correctly, then add letters to the other boxes. Swap your sheet with a partner and see who finds all of the words first!

Words to find...
1
2
3
4
5
6
7
8
9
10

[illegible]

## Maths

Check your answers from yesterday's learning (the answers were uploaded onto Dojo yesterday).



How did you do? Was there anything you struggled with?

Daily Drill – click the link below or scan the QR code to play Coconut Multiples.


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



### Starter

Complete the following questions:

**Flashback 4** Year 3 | Week 9 | Day 1

- Use an addition to check the answer.  
 $392 - 170 = 222$
- Find the difference between 392 and 184
- Calculate  $523 + 94$
- Write the time in words.  


White Rose Maths

Main Activity- Divide by 3 –Follow the link to watch the White Rose video. Then answer the questions on the following page.

<https://vimeo.com/475444308>



**Optional** - If you'd like some more support on solving multiplication and division facts, follow the link below.

<https://classroom.thenational.academy/lessons/recalling-multiplication-and-division-facts-cmwk0d?step=2&activity=video>



## Example

When solving division calculations, you can use either the sharing strategy or the grouping strategy.

Here are 21 cakes.



You could share the 21 cupcakes between 3 plates and see how many are on each plate, or put them into groups of 3 and see how many groups there are.

They are shared equally between 3 plates.

They are divided into groups of 3

They are shared equally between 3 plates.

Here is an example of the cupcakes being shared between three plates.



There will be 7 cakes on each plate.

$$21 \div 3 = 7$$

They are divided into groups of 3

Here is an example of the cupcakes being put into groups of three.

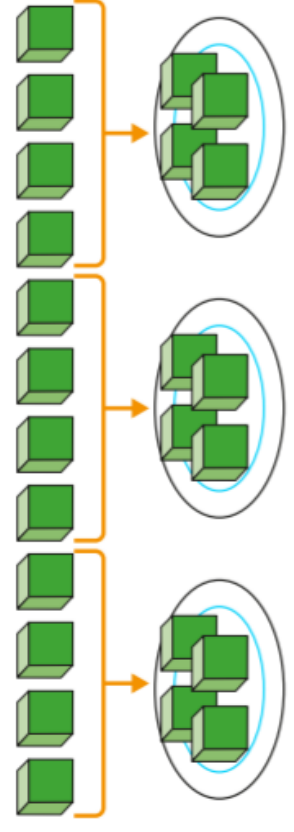


There will be 7 plates of 3 cakes.

$$21 \div 3 = 7$$

# Divide by 3

1



Complete the sentences.

There are 12 cubes.

There are  plates.

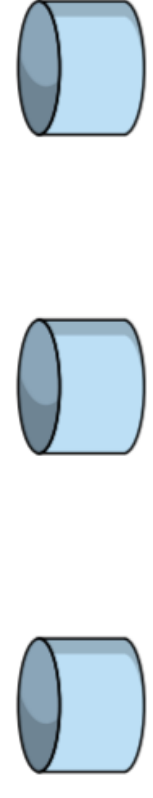
Each plate has  cubes.

12 divided into  equal groups is

2

Mo has 15 pencils.

He shares them equally into 3 pots.



How many pencils will there be in each pot?

There will be  pencils in each pot.

3

Divide 18 counters into groups of 3 counters.

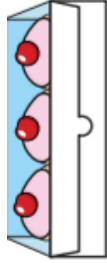
Draw a picture to show what this would look like.

4 There are 27 cakes.

A box can hold 3 cakes.

How many boxes of 3 cakes can be filled?

Use the number line to help you.



boxes of 3 cakes can be filled.

5 Complete the bar model for the division  $33 \div 3 = 11$



Is there more than one way to do this?

6 Complete the division statements for each problem.

a) Esther has 21 balloons.

She puts them into 3 party bags.

How many balloons are in each party bag?

$$\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

b) Nijah has 36 apples.

In each box there are 3 apples.

How many boxes are there?

$$\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

c) 24 children stand in groups of 3

How many groups are there?

$$\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

7 Numbers that follow each other when you count are called consecutive numbers.

Three consecutive numbers can form a staircase.

Here is 4, 5 and 6



When you add three consecutive numbers, the total can always be divided equally by 3

Is this statement correct?

Talk about it with a partner.

## Super Challenge

True or False?

Divide by 3

The bar model shows that  $15 \div 3 = 5$

15				
3	3	3	3	3

I think this is \_\_\_\_\_ because

---

---

True or False?

Multiply by 3

The bar model could represent either of the number sentences.

?			
3	3	3	3

$3 + 3 + 3 + 3 = ?$

$3 \times 4 = ?$

I think this is \_\_\_\_\_ because

---

---



## Science

### Question – Which materials are reflective?



Some surfaces and materials reflect light well. Other materials do not reflect light well. Reflective surfaces and materials can be very useful:

- Reflective strips on coats or bags mean you can be seen at night. They are also useful for fire-fighters or builders who may work in a dark and dangerous environment.
- 'Cat's Eyes' help drivers see the road by reflecting light from headlamps.
- Mirrors let us see ourselves, and are also useful in cars, to allow drivers to see behind them.
- Retro-reflectors are used for road signs so that drivers can see the signs from their car.

Can you think of any other uses?

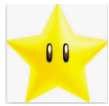
In this lesson, we will be learning about reflective and non-reflective materials. We will investigate which objects are made from reflective materials and which objects are made from non-reflective materials. You will need a piece of paper and a pencil.

<https://classroom.thenational.academy/lessons/which-materials-are-reflective-6cu6cc>



**Wednesday 24<sup>th</sup> February**

**Reading**



STAR vocabulary – Compensation -Compensation is money that someone who has experienced loss or suffering claims from the person or organization responsible.

Activate question: Circle the sentence that uses compensation appropriately.

- a) The court ordered him to pay £300 compensation
- b) The dog ate all of the compensation.

Read the text and then answer the questions on the following page. If you'd like to listen to Miss Sutton reading it, re-watch yesterday's video.

**HRA BATTLECRUISER**  
**Abduction Unit**  
**Control Systems Department**  
**Galaxy 105**  
**The Universe**

To Whom It May Concern,

I am writing to complain about an incident, which took place at 3am on Thursday 6th June. The incident that I am referring to was in my home in Texas (Earth). Luckily, I was able to salvage my CCTV from the wreckage (of my house) in order to determine what had occurred. There are several things that I witnessed on the footage that I will address in this letter.

First of all, I do not appreciate the way in which my body was handled during a training session for a very inexperienced, young individual - some might also call him stupid. I was lifted from my comfortable bed and thrown around the room like a rag doll. Furthermore, I was forced through a window (bottom first) and sucked up into your ship via a beam of light- this is extremely unsafe. This resulted in me being dropped fifty feet through the air but fortunately I was caught before I hit the ground.

In addition to my body being treated so disgustingly, my home was also completely destroyed. Although attempts were made to put things back where they belong, ultimately my home was crushed by your battlecruiser and all that remained the next morning was me in my striped, blue pyjamas; my bed, which stood in the centre of a huge canyon; and a few belongings, which laid smashed at bottom of the pit you left behind. After causing this destruction, your ship left the atmosphere taking most of my house and belongings with it.

What's more, my insurance company have refused to pay for the repairs because I was unable to persuade them that this story is factual. Therefore, I am requesting compensation from you for the damages caused on that disastrous night. Please send a cheque as soon as possible. Alternatively, return my house and belongings in the state in which you found them.

Yours Sincerely,

*Jacob Jones*



6. What two options does Jacob give the aliens to rectify the situation?

Option 1: \_\_\_\_\_

Option 2: \_\_\_\_\_

7. Use joining lines to match the words from the text to their synonym.

salvage	finally
occurred	rescue
ultimately	wreckage
destruction	happened

8. Complete the table to show whether the statement is true or false.

	True	False
The incident took place at 3pm.	<input type="checkbox"/>	<input type="checkbox"/>
Jacob went inside the space ship.	<input type="checkbox"/>	<input type="checkbox"/>
Jacob hit the ground after falling fifty feet.	<input type="checkbox"/>	<input type="checkbox"/>
The aliens are from Galaxy 105.	<input type="checkbox"/>	<input type="checkbox"/>

9. Why do you believe that his insurance company wouldn't believe his story was factual?

---

---

## Writing

Focus: Identify features of instructions

Follow the link or scan the QR code to find out more out instructions.

<https://www.bbc.co.uk/teach/class-clips-video/how-to-write-clear-instructions/zrvtscw>



Then, read the model text – ‘How to Make an Alien’s Sandwich.’

### Instructions

Y3

## How to Make an Alien's Sandwich

Do you often find aliens unexpectedly arriving and asking for lunch? If so, you'll need to know how to create a delicious sandwich for him to avoid any disappointment! An alien's diet is very strange so you will probably find it difficult to find some of these ingredients. Also, make sure you wear gloves when making this to avoid getting your hands dirty!

### Ingredients:

- One mouldy baguette
- One egg which has been left to rot for about 3-4 weeks
- A handful of yellow cress
- 1 tablespoon of mud
- Four or five worms, taken freshly from the flower beds

### Equipment:

- A sharp knife
- A fork
- A large mixing bowl
- A chopping board or a plate



**Warning:** some parts of this recipe may need an adult to help you!

### Method:

1. Firstly, roll the rotten egg gently on the chopping board to crack the shell so that you can remove the shell. Alternatively, shake the eggs in a cup, one at a time as this will also help you to remove the shell and help you avoid touching the egg.
2. Once you've deshelled between four and five eggs, mash the eggs with the fork, but take care not to touch the eggs with your hands as they could make you sick!
3. After your eggs are ready, mix the mashed egg, mud and a handful of yellow cress together in a large mixing bowl.
4. Now, it is important that you carefully select four or five of your fattest worms to increase the taste of the meal and then carefully drop them into the disgusting mixture.
5. Once the mixture has been allowed to rest for between two and three hours, cut the mouldy baguette in half. Take care when using the sharp knife as the crusty bread will be difficult to cut. You might need an adult to help you with this step because you might slip and hurt yourself.
6. Next, spread the mixture evenly into the middle of the mouldy baguette, again taking care that your hands do not come into contact with it!
7. Cautiously, place your sandwich on a plate or in a bowl to stop the worms from escaping. Now your sandwich is ready for your alien guest to eat!

If you follow these instructions carefully, then you are certain to create a meal that will delight your alien guest! Although it may seem peculiar to us humans, a rotten egg and mud sandwich is famous amongst aliens throughout the galaxy.



**Task** - In the model text above, you will find the features that are on the toolkit (which you'll find on the following page). Can you find examples of them all? Underline each feature and then tick it off on the toolkit below.



# Instructions toolkit

What makes a good instructions text?

**Title** - explains the outcome 'How to...'

☐

**Introduction** - why the reader needs your instructions

☐

**Bullet point list** - equipment or ingredients

☐

**Numbered steps** - to show the method

☐

**Command sentences** - add the ingredients to the pan.

☐

**Imperative verbs** - pour, stir, whisk, move, add

☐

**How adverbs** - carefully, gently, slowly

☐

**When adverbials** - after that, next, finally, now

☐

**Where adverbials** - in the large pan, on the hob

☐

**Ending** - warning, advice, evaluation

☐

## Handwriting

Write the days of the week in your neatest, joined handwriting. Use the checklist from Tuesday for support.

Look, say, cover, write and check the days of the week.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Make sure that capital letters are the same height as ascenders.

Monday

Saturday

Remember that *t* is a little bit shorter.



# Maths



Check your answers from yesterday's learning (the answers were uploaded onto Dojo yesterday). How did you do?

## Daily drill

Answer the following questions. Use the 100 square for support if its needed.

$1 \times 8 =$

$4 \times 6 =$

$3 \times 3 =$

$4 \times 2 =$

$3 \times 6 =$

$3 \times 9 =$

$4 \times 4 =$

$6 \times 6 =$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Starter

Kyle uses counters to make a **3-digit** number.

100s	10s	1s

a What number did Kyle make?

b Siddiq made a number with **5** more **tens** than Kyle's number.  
Add counters to the diagram above to show Siddiq's number.

c Write Siddiq's number in words.

.....

Main Activity- Multiply by 4 –Follow the link to watch the White Rose video. Then answer the questions on the following two page.

<https://vimeo.com/476320465>



**Optional** - If you'd like some more support on the four times tables, follow the link below.

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



### Example 1

You can record your multiplication calculation in different ways. Take a look below!

What do you see?



There are 3 equal groups of 4

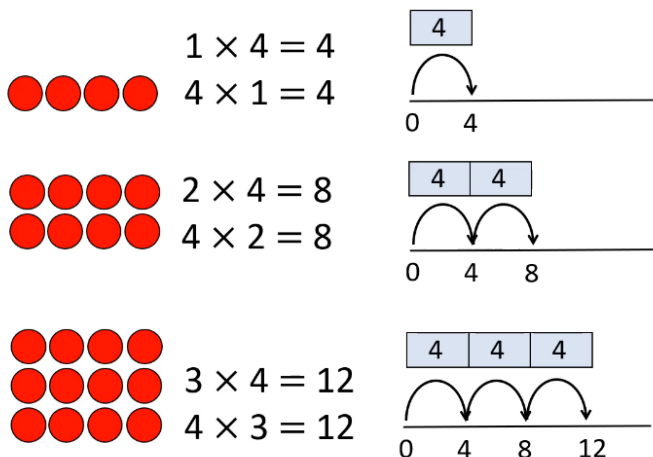
$$\boxed{4} + \boxed{4} + \boxed{4} = \boxed{12}$$

$$\boxed{3} \times \boxed{4} = \boxed{12}$$

$$\boxed{4} \times \boxed{3} = \boxed{12}$$

### Example 2

Remember, you can show your working out using arrays, drawing a number line or using a bar model .



# Multiply by 4

1 Complete the sentences.

a)



There are  bags of pears.

There are  pears in each bag.

There are  pears in total.

b)

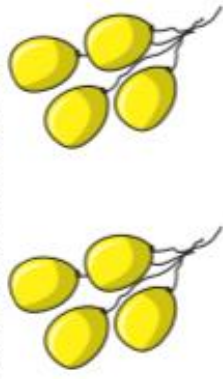


There are  plates.

There are  doughnuts on each plate.

There are  doughnuts in total.

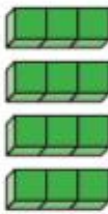
2 Complete the multiplication.



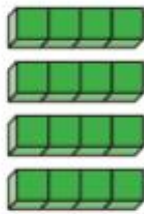
$$\square \times \square = \square$$

3 Match the representations to the number sentences.

Complete the number sentences.



$$4 \times 2 = \square$$



$$4 \times 3 = \square$$



$$4 \times 4 = \square$$

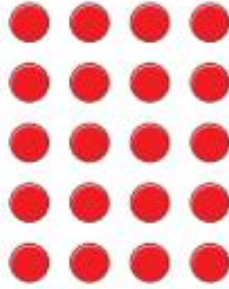
4 Starting from zero, circle the numbers in the 4 times-table.

The first one has been done for you.





- 5 Esther makes this array.

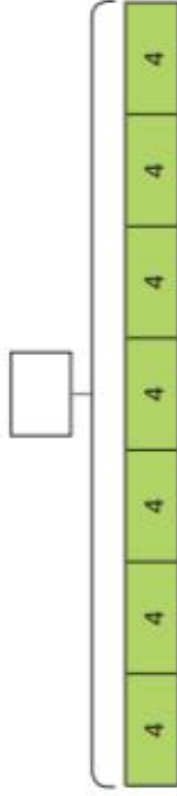


What multiplication facts does the array represent?

Complete the multiplications.

$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \end{array}$$

- 6 Fill in the missing number.



What multiplication is represented?

Complete the multiplication.

$$\square \times \square = \square$$

- 7

Teddy has 4 bags of 10 sweets.



How many sweets does Teddy have?

Teddy has  sweets.

- 8

A bottle contains 4 litres of juice.

Mrs Wilson needs 30 litres of juice for a party.

She has 12 bottles.

Does she have enough juice?



- 9



To multiply by 4,  
you take the number  
you are multiplying and  
double it twice.

Do you agree with Ron? \_\_\_\_\_

Explain your answer.

## PE

Follow the link or scan the QR code to complete 4 different 'Just Dance' dances. Take a photo or a video and upload it onto your portfolio so that I can see your moves!

[https://www.youtube.com/channel/UChIjW4BWKLqpojTrS\\_tX0mg](https://www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg)



If you'd like to try some yoga instead (or as well as), complete the activity below. Take a look on the following page for balance ideas.

## YOGA



### YOU WILL NEED

- Family or friends

### HOW TO PLAY

- Each person chooses a balance to practise until they can perform it with control, without wobbling.
- Each person then teaches their move to the others. Remember to help each other to be the best you can.
- Try performing the moves in a sequence, moving fluently from one to the next.
- When someone has held a balance for as long as they can, give them a high five!

### REMEMBER...

- If you need to lean on a chair or against a wall for a bit of support, that's fine too.





**UPWARD FACING DOG**



**MERMAID POSE**



**FLOWER POSE**



**STAR POSE**



**RAINBOW POSE**



**LION POSE**



**RAGDOLL POSE**



**DOLPHIN POSE**



**FROG POSE**



Take a photograph or video yourself completing one of the activities. I'd love to see!

Thursday 25<sup>th</sup> February

## Reading



**Synonym** - A synonym is a word that has an exact or similar meaning to another word.

### Short-burst year 3 comprehension

### Question

#### Pre-reading work

Match the words to their closest synonym.



hollow

streamlined

stiff

tiny

extremely

covering

rigid

empty

small

very

wrapping

little resistance

#### Skimming and scanning for information

Find the words above in the text below and highlight them.

##### What is a bird?

Birds are the only animals that have feathers. Most birds can fly and they all have two wings. To help them fly, birds are extremely light. They have hollow bones, a covering of feathers and a lightweight beak instead of teeth. Their smooth, streamlined shape makes it easy for them to slip through the air. Like us, birds are warm-blooded and breathe air. Unlike us, they lay eggs.

##### Why do birds have feathers?

A bird has three different types of feather. Small, fluffy down feathers lie next to the bird's skin and help to keep it warm. Body feathers cover the down feathers and give the bird a streamlined shape. The strong, stiff feathers on a bird's wings and tail are called flight feathers. They slot together tightly to make a smooth surface which helps the bird to fly.

##### Did you know?

A large bird, such as a goose, can have up to 25,000 feathers. Some tiny hummingbirds have fewer than 1000!



Now answer the questions on the following page.

1. Complete the table using information from the text. (2 marks)

What are body feathers for?	
What do birds have instead of teeth?	
How many feathers do Hummingbirds have?	

2. Name one similarity and one difference between humans and birds. (1 mark)

---

---

3. Tick the correct box to show whether each statement is true or false. (2 marks)

Birds are extremely light.

The strong, stiff feathers are called down feathers.

All birds can fly.

Large birds have 2000 feathers.

True

False

☐☐☐☐☐☐☐☐

4. Birds have feathers. Name two other features that birds have. (1 mark)

---

---

5. Find and copy a group of words that explain why it is good for birds to have a streamlined shape. (1 mark)

---

---

6. Which paragraph would you read if you wanted to find out general information about birds? Explain how you know. (2 marks)

---

---

If you'd like some additional reading, follow the link or scan the QR code to access online books.

[https://www.oxfordowl.co.uk/for-pupils/pupil-home?current\\_page=school\\_ebooks](https://www.oxfordowl.co.uk/for-pupils/pupil-home?current_page=school_ebooks)

Username: nmpa  
Password: year3



## Writing

Focus: Explore 'how adverbs' in quality instruction text examples



### How adverbs

Follow the link or scan the QR code to find out

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>



more.

- If you would like to find out more about mummification in Ancient Egypt to help you select appropriate adverbs, follow the links or scan the QR code.
- Miss O'Brien will also record a powerpoint explaining the process of mummification. Look out for it on dojo.



<https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn>



<https://www.bbc.co.uk/bitesize/articles/zrcg2sg>



## Adverbs

### How?

angrily	merrily
anxiously	nervously
cautiously	quickly
cheerfully	sadly
courageously	safely
crossly	shyly
cruelly	solemnly
defiantly	weakly
doubtfully	well
elegantly	wildly
enthusiastically	
foolishly	
frantically	
gently	
gladly	
gracefully	
happily	
hungrily	
inquisitively	
irritably	
joyously	
loudly	
madly	

**Challenge 1:** Find and highlight all examples of ‘how adverbs’ within the instruction examples on the next page.

**Challenge 2:** Take a look at the examples and magpie (borrow) some of the ‘how adverbials’ so that you can include them in your own instruction writing. Write a list of the words you’d like to magpie in your exercise book.

**Challenge 3:** Use the success criteria below to help you think about what is good about each piece of writing (or you can refer back to your toolkit). Write a sentence for each example. Use A, B, C and D when you are talking about each text.

Take a look at the example below for support.

**Example – A – use of adverbials of time to sequence ideas makes it easier to follow. Adverbs like gently explain the instruction in more detail.**

## Instructions Checklist

Use “How to...” in the title	
Lists (e.g. materials/ingredients/equipment)	
Numbers/letters or bullet points to show order	
Imperative verbs (e.g. mix/stir)	
Short, clear sentences	
Diagrams/illustrations	

A

1. First, collect all your equipment from the kitchen. If you do not have an electric whisk, it is possible to use a hand whisk and lots of strength.
2. Next, mix together the chili flakes, curry powder and flea powder in a small bowl.
3. In a large pan, gently heat the candle wax so that it melts and add the curry powder mix.
4. While the wax is melting, mix the shampoo and mouthwash in a large bowl. After that, slowly fold in the oil using the wooden spoon.

B

What you do:

1. Before your momentous task, pray to Seshat (the god of wisdom, writing and building).
2. First, choose a suitable place to build your pyramid- the land must be flat.
3. Next, force ten thousand slaves to work for you.
4. Study the stars carefully (as they dance around the night sky) to make sure that the pyramid is facing in the right direction.
5. Cut a thousand granite blocks from the Aswan valley.
6. Then, gently flatten the sand to make a good foundation.

Method

C

1. First, carefully peel the soft banana and cut it into small pieces.
2. Next, slice the sweet, scrumptious strawberries cautiously. (Be careful not to cut yourself!)
3. Then, slice the tangy oranges and put to one side.
4. After that, take a handful of fresh grapes and place them on the plate. (Try not to let them roll away!)
5. When you have prepared the ingredients, begin to slide them onto the kebab stick gently otherwise you might hurt yourself. Keep doing this until all of the tasty fruit has been used.
6. Finally, place the fruit kebabs onto the plate and serve proudly.

D

4. Now, it is important that you carefully select four or five of your fattest worms to increase the taste of the meal and then carefully drop them into the disgusting mixture.
5. Once the mixture has been allowed to rest for between two and three hours, cut the mouldy baguette in half. Take care when using the sharp knife as the crusty bread will be difficult to cut. You might need an adult to help you with this step because you might slip and hurt yourself.
6. Next, spread the mixture evenly into the middle of the mouldy baguette, again taking care that your hands do not come into contact with it!
7. Cautiously, place your sandwich on a plate or in a bowl to stop the worms from escaping. Now your sandwich is ready for your alien guest to eat!

Explain what is good about each example. Can you think of any improvements that could be added?

## **Spelling**

Take a look at the spellings you learnt earlier in the week.

**Read them out loud and then draw a related picture next to each spelling.**

library

February

dictionary

primary

salary

Next, complete the look, cover, write, check sheet on the following page.

**Spelling practise:** Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check	Write	Check
example			example	x	example	✓	example	✓
February								
salary								
library								
dictionary								
primary								

Now choose four of the words to write in a sentence.

1.

2.

3.

4.



## Maths



portfolio.

Daily drill – Complete the Hit the Button game by following the link below. Choose either the division facts or times tables option. Take a photograph of your score and share it on your

<https://www.topmarks.co.uk/maths-games/hit-the-button>




## Starter

**Flashback** 4

Year 3 | Week 9 | Day 2

1) Complete the sentence.

 There are \_\_\_\_ groups of \_\_\_\_

2) Calculate  $593 - 240$

3) Find the total of 782 and 117

4) Write 615 in words.

White Rose Maths

**Main Activity- Divide by 4** –Follow the link to watch the White Rose video. Then answer the questions on the following two page.

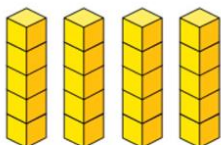
<https://vimeo.com/477072164>



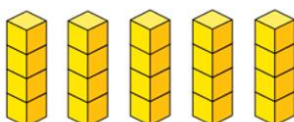
## Example

$$20 \div 4 = 5$$

Shared into 4 equal towers



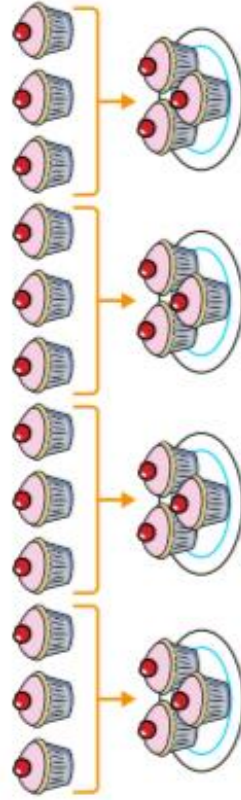
Grouped into towers of 4



Remember, you can use either the sharing or grouping method to work out the calculation.

## Divide by 4

1 Here are 12 cakes.



Complete the sentences.

There are  plates.

Each plate has  cakes.

12 shared into  equal groups is

2 Circle groups of 4 flowers.

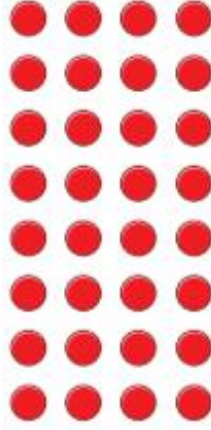


a) How many groups of 4 flowers did you make?

b) Complete the sentence.

There are  groups of 4 in 16

3 Eva makes an array with 32 counters.



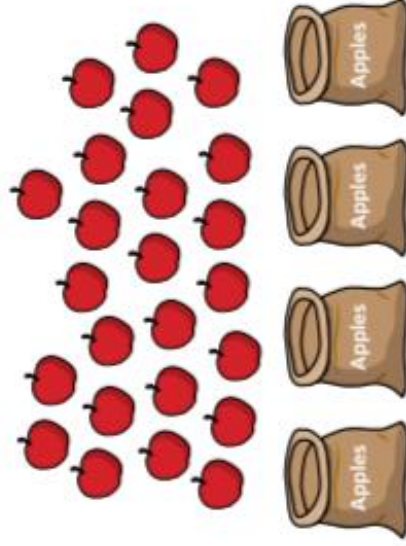
a) How many groups of 4 are in the array?

b) Use this to complete the division sentence.

$$32 \div 4 = \square$$

4 A farmer has 24 apples.

He wants to pack the apples equally into 4 bags.



How many apples will be in each bag?

$$\square \div \square = \square$$

There will be  apples in each bag.

5 There are 20 muffins.

4 muffins fit in 1 box.

Use the number line to work out how many boxes can be filled.



boxes of muffins can be filled.

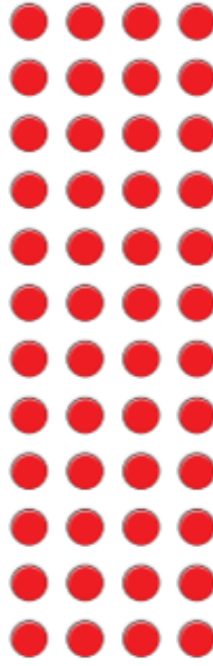
6 Alex is trying to divide 48 by 4



To multiply by 4, you can double the number and double again.

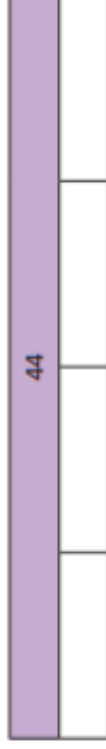
To divide a number by 4, I think you can halve the number and halve it again.

Divide the array to show that Alex's method works.



Does Alex's method always work?

7 Complete the bar model.



Complete the division statement to match the bar model.

$44 \div \square = \square$

8 Mo is working out whether numbers divide equally by both 2 and 4

Complete the table and continue the pattern.

The first one has been done for you.

Number	Divided equally by 2 is . . .	Divided equally by 4 is . . .
2	1	does not divide equally
4		
6		
8		
10		
12		

What do you notice?

\_\_\_\_\_

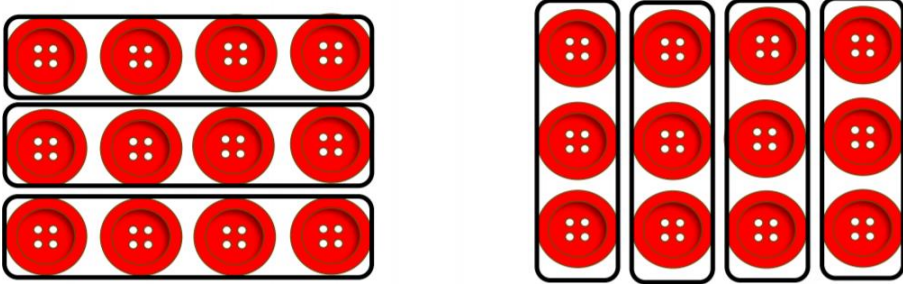
\_\_\_\_\_

If you'd like an additional challenge, complete the questions on the following page.

**True or False ?**

Divide by 4.

$$12 \div 3 = 12 \div 4$$



I think the answer is \_\_\_\_\_

I think this because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**True or False ?**

Multiply by 4.

$$3 \times 2 + 3 \times 2 = 3 \times 4$$

I think the answer is \_\_\_\_\_

I think this because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **PSHE**

During our PSHE lessons, we will be learning about how to stay fit and healthy.



In the box below, write down (or draw) as many sports as you can think of. These could be team sports or individual.



**STAR vocabulary** - Now, let's take a look at today's vocabulary.

**Oxygen** – A chemical element found in the air as a colourless odourless tasteless gas that is necessary for life.

Follow the link to find out more about oxygen.

<https://www.coolkidfacts.com/oxygen-facts/>



### Task - Why is it important to exercise?

Watch the video of Miss Sutton explaining the importance of exercise.

<https://www.loom.com/share/43fd27cac67417e8bd337fb3318e43c>



If you would like to complete the Joe Wicks activity that is mentioned in the video, click the link below.

[Active 8 Minute Workout 1 | The Body Coach TV - YouTube](#)



Now, write down 3 things that you learnt from watching the video.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Optional – if you would like to complete some more fitness activities, log on to your Real PE account. If you've forgotten your details, message your teacher and she will give them to you.**

<https://real.jasmineactive.com/home>



**Friday 26<sup>th</sup> February**

**Reading**



Recap – What is a synonym? Tick the correct definition.

- a) A synonym is a word that describes a noun.
- b) A synonym is a word that has an exact or similar meaning to another word.

Complete the synonym activity below. If you're unsure of what a word means, follow the link and type the word into the online dictionary.

<https://www.collinsdictionary.com/>



## Short-burst year 3 comprehension

## Question

### Pre-reading work

Match the words to their closest synonym.



dreadful

ledge

porter

natives

mournful

loomed

summit

peak

inhabitants

terrible

emerged

carrier

sorrowful

sill



Now, read the text and then complete the questions.

## Skimming and scanning for information

Find the words above in the text below and highlight them.

About a hundred years ago something dreadful happened in the mountains near Tibet.

A beautiful young girl called Lady Agatha Farlingham was sleeping peacefully in a tent pitched on a ledge below the summit of a mountain known as Nanvi Dar. Beside her, wearing a green woolly nightcap against the bitter cold, slept her father, the Earl of Farley, and in another tent close by slept their three porters, tough natives of the Himalayas, who carried their baggage and looked after them.

The Earl had come to the roof of the world to search for rare and unknown plants which grew only in these high and dangerous places. He was a famous plant hunter and he liked his daughter Agatha too much to leave her at home in England doing all the boring things that girls had to do in those days, like painting pictures of ruins, or taking walks with their governess, or visiting the poor, who often preferred to be left alone.

Soon after midnight on that awful night, Lady Agatha was woken by a most strange and unearthly sound – an eerie and mournful noise like a train with indigestion. She sat up, pulled her father's heavy tweed jacket around her shoulders and bravely stepped outside. And then it happened. Out of the blackness and the snow there loomed a ghastly, gigantic, hairy THING. Before she could even scream, a pair of huge brown arms grasped the terrified girl and then the foul beast turned and, leaping swiftly back up the sheer side of the mountain, vanished out of sight.

1. What was Lady Agatha's father wearing in the tent? (1 mark)

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---

2. Order the events from the extract. One has been done for you. (2 marks)

The hairy thing vanished up the side of the mountain.

☐

Lady Agatha sat up and stepped outside.

☐

Lady Agatha was sleeping peacefully in a tent.

☒

Lady Agatha was awoken by a strange noise.

☐

A hair thing grasped Lady Agatha.

☐

3. What did the porters do? (1 mark)

---

4. Why had the earl come to Nanvi Dar? (1 mark)

---

5. Find and copy a phrase that shows the 'thing' was scary. (1 mark)

---

6. What do you predict will happen next? Use evidence from the text to support your ideas.  
(2 marks)

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Send me a picture of your answers on Dojo. I'll share these on Class Story so that you can see each other's thoughts and opinions.

## Writing

### Focus: Explore imperative verbs in quality instruction texts.



#### Imperative verbs:

A verb is a 'doing word', and an imperative verb is one that tells someone to do something. An imperative verb stands alone in a grammatical phrase without a subject noun or pronoun.

Using an imperative verb will turn a sentence into an order or command. They are most often found at the start of sentences and are commonly referred to as 'bossy verbs' due to their appearance in commands.

Follow the link or scan the QR code to find out more.

<https://www.bbc.co.uk/bitesize/articles/zv98jhv>



Challenge 1: Find and highlight all examples of imperative verbs within the model texts.

Challenge 2: Using your exercise books 'steal/magpie' some of the imperative verbs from the model text and then create some of your own.

Challenge 3: Use the success criteria below to help you think about what is good about each piece of writing (or you can refer back to your toolkit). Write a sentence for each example. Use A, B, C and D when you are talking about each text.

**Example – A – The use of imperative verbs tells you what you need to do.**

### **Instructions Checklist**

Use "How to..." in the title	
Lists (e.g. materials/ingredients/equipment)	
Numbers/letters or bullet points to show order	
Imperative verbs (e.g. mix/stir)	
Short, clear sentences	
Diagrams/illustrations	

A

1. Firstly, roll the rotten egg gently on the chopping board to crack the shell so that you can remove the shell. Alternatively, shake the eggs in a cup, one at a time as this will also help you to remove the shell and help you avoid touching the egg.
2. Once you've deshelled between four and five eggs, mash the eggs with the fork, but take care not to touch the eggs with your hands as they could make you sick!
3. After your eggs are ready, mix the mashed egg, mud and a handful of yellow cress together in a large mixing bowl.

B

1. Before your momentous task, pray to Seshat (the god of wisdom, writing and building).
2. First, choose a suitable place to build your pyramid- the land must be flat.
3. Next, force ten thousand slaves to work for you.
4. Study the stars carefully (as they dance around the night sky) to make sure that the pyramid is facing in the right direction.
5. Carefully cut a thousand granite blocks from the Aswan valley.
6. Then, gently flatten the sand to make a good foundation.

Explain what is good about each example. Can you think of any improvements that could be added?


Challenge 1: Find and highlight all examples of imperative verbs within the model examples.

Challenge 2: Using magpie books 'steal' the examples from this model text and as an extension explain what is good about each example

Method

1. First, carefully peel the soft banana and cut it into small pieces.
2. Next, slice the sweet, scrumptious strawberries cautiously. (Be careful not to cut yourself!)
3. Then, slice the tangy oranges and put to one side.
4. After that, take a handful of fresh grapes and place them on the plate. (Try not to let them roll away!)
5. When you have prepared the ingredients, begin to slide them onto the kebab stick gently otherwise you might hurt yourself. Keep doing this until all of the tasty fruit has been used.
6. Finally, place the fruit kebabs onto the plate and serve proudly.

C

Method:

1. First, collect all your equipment from the kitchen. If you do not have an electric whisk, it is possible to use a hand whisk and lots of strength.
2. Next, mix together the chili flakes, curry powder and flea powder in a small bowl.
3. In a large pan, gently heat the candle wax so that it melts and add the curry powder mix.
4. While the wax is melting, mix the shampoo and mouthwash in a large bowl. After that, slowly fold in the oil using the wooden spoon.
5. Now, add all the ingredient from the bowl to the pan and increase the heat. Allow it to simmer for 10 minutes.

D

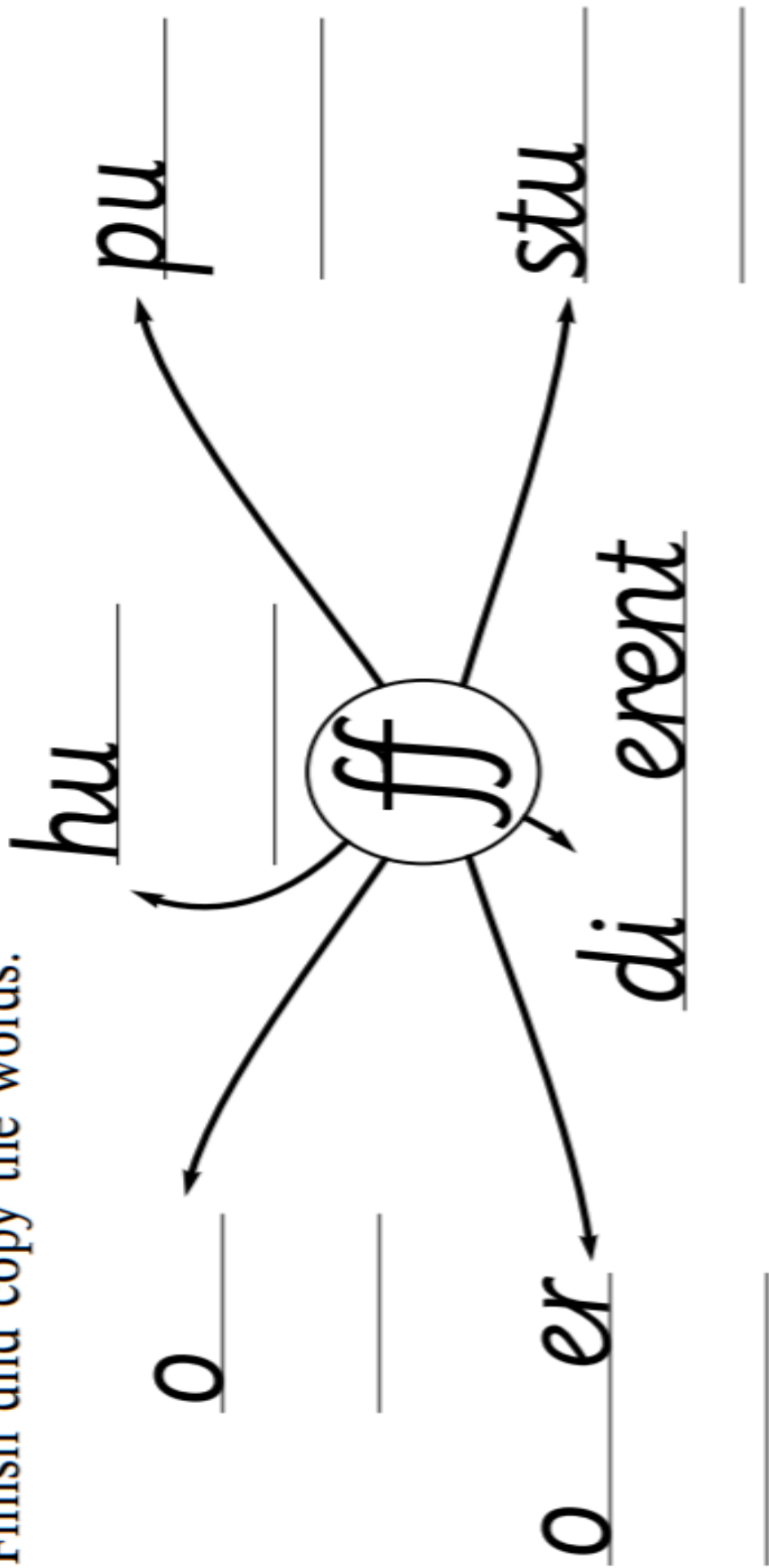
2. As soon as the young dragon is calm and trusting of you, place four or five handfuls of smelly fish heads, which must be either salmon or haddock's heads, on the ground near you so that the dragon will eventually associate the delicious food with you. This will result in them obediently following you when you want them to.
3. After this, you'll need to teach the dragon to fly. In order to do this, you will need to be able to pick the young reptile up from behind, making sure you position your legs either side of the animal. Use a clear, confident voice to state "Stay" repetitively so that the dragon understands that you are saying a command.

Handwriting – Add the 'ff' digraph to the words in your neatest handwriting.

Trace and copy the pattern. Say the sound.

ff ff

Finish and copy the words.



## Maths

**Daily Drill** – Practise your 6 times tables by joining in the with Super Movers song!

<https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-6-times-table-with-fred-the-red/zrq3xyc>




## Starter

**Flashback** 4

Year 3 | Week 9 | Day 3


1) There are five pots of three pencils.  
How many pencils are there altogether?



2) What is 150 less than 400?

3) Find the sum of 523 and 182


4) What shape is this?

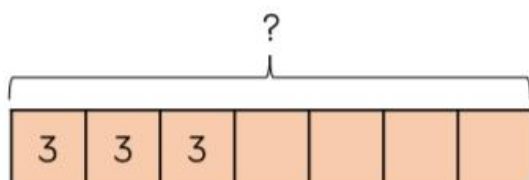



White Rose Maths

## Main Activity – recap of this week's learning

Answer the questions about what you have learnt this week and then complete the maths quiz.

-  There are 7 tricycles in a playground.  
How many wheels are there altogether?  
Complete the bar model to find the answer.



-  There are 3 tables with 6 children on each table.  
How many children are there altogether?

\_\_\_ lots of \_\_\_ = \_\_\_

\_\_\_ × \_\_\_ = \_\_\_



Match the multiplication to the representation.

$$4 \times 4$$

$$4 \times 6$$

$$8 \times 4$$



Tommy has four bags with five sweets in each bag.

Annie has six bags with four sweets in each bag.

Who has more sweets?

How many more sweets do they have?

Draw a picture to show this problem.

Circle the buttons in groups of 4.



Can you also split the buttons into 4 equal groups?  
How is this the same? How is it different?

It is the same because \_\_\_\_\_

It is different because \_\_\_\_\_



Super challenge – If you'd like an extra challenge, try the two questions below.

If  $5 \times 3 = 15$ , which number sentences would find the answer to  $6 \times 3$ ?

- $5 \times 3 + 6$
- $5 \times 3 + 3$
- $15 + 3$
- $15 + 6$
- $3 \times 6$

Explain how you know.

Which of the word problems can be solved using  $12 \div 4$ ?

There are 12 bags of sweets with 4 sweets in each bag.  
How many sweets are there altogether?

A rollercoaster carriage holds 4 people.  
How many carriages are needed for 12 people?

I have 12 crayons and share them equally between 4 people.  
How many crayons does each person receive?

I have 12 buns and I give 4 to my brother.  
How many do I have left?

Explain your reasoning for each.

Complete the maths quiz to test your knowledge on what you have learnt this week.



<https://forms.gle/GkBnMvdFmXt3AGdP8>



# Computing

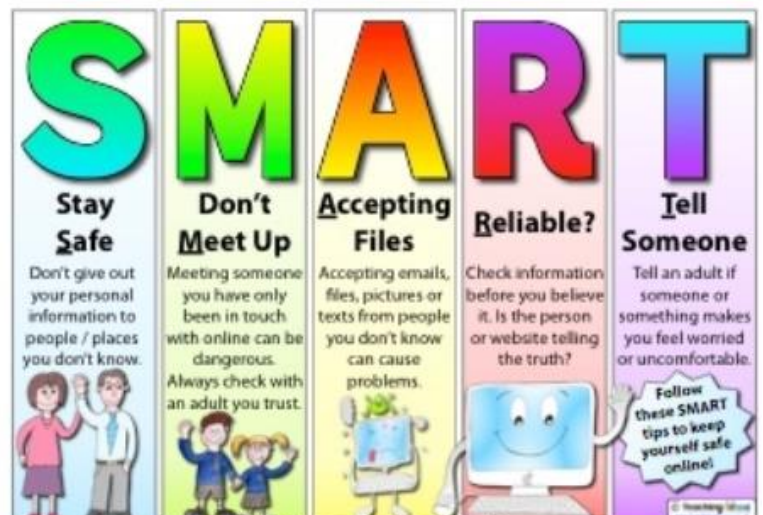
## Internet Safety



Today we will be looking at how to stay safe and protect ourselves online. In the box below, write down what you already know about how to keep safe online.



Today, we are going to be recapping one of the SMART rules. Take a look at the poster for a reminder of what each letter stands for.



Watch the video which talks about the 'S' rule. The 'S' stands for 'Stay Safe'.  
<https://www.childnet.com/resources/video-lessons/the-s-rule>



Next, read the information below to find out more about staying safe online.  
You can then use this to create your own Internet Safety poster on the following page.

### How can I protect my personal information?

It is important not to share your:



Address or location



Phone number



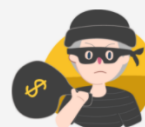
School or work



Sporting clubs or groups that you're in



Passwords



Bank details



Well done for all of your hard work this week. I am missing you lots but am so proud of your willingness to learn. Keep it up!

