

YEAR 3 - Term 5 Week 4 School closure emergency lessons

Please read daily and complete PIXL times tables. Additional activities may be sent out via seesaw.

	Lesson 1 - Literacy based	Lesson 2 - Maths based	Lesson 3 - Topic based				
<b>M O N D A Y</b>	<p><b>Handwriting –</b></p> <p><b>Exercise, experience, experiment, extreme, extraordinary.</b></p> <p>Write out these words and put them into sentences.</p> <p><b>Writing:</b> This image (see Seesaw) is of Captain Tom Moore who has raised huge amounts of money (over £28 million) for the NHS through being sponsored to walk 100 lengths of his garden before his 100th birthday. Many are calling him a hero for his amazing achievement.</p> <p>Who is your hero? Who do you look up to and why? What makes that person a hero? Draw a picture of your hero and write a minimum of a paragraph explaining why you have chosen the hero you have. Please send your write up to your teacher over Seesaw as we would love to see your hero.</p>	<p><b>Arithmetic – Starter:</b></p> <ol style="list-style-type: none"> <li><math>40 = 10 \times \underline{\quad}</math></li> <li><math>416 \div 4 =</math></li> <li><math>63 - 7 =</math></li> <li><math>5617 - 1465 =</math></li> </ol> <p>The words on these cards should match the numerals. Write down the <b>incorrect</b> one.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">seventy-two 72</td> <td style="text-align: center;">nineteen 90</td> </tr> <tr> <td style="text-align: center;">one thousand 1,000</td> <td style="text-align: center;">seven hundred 700</td> </tr> </table> <p>5.</p> <p><b>LQ: What is a regular and an irregular shape?</b> <i>Regular - all of the sides are the same length.</i> <i>Irregular - the sides are different lengths.</i></p> <p><b>A hexagon has 6 sides. Like this...</b></p>  <p><b>This shape is also a hexagon. It is an irregular hexagon. What makes it a hexagon, even though it is different to the other hexagon?</b></p>  <p><b>Activity: Can you draw an irregular...?</b></p> <ul style="list-style-type: none"> <li>- Pentagon</li> <li>- Octagon</li> <li>- Heptagon</li> </ul> <p><b>Purple Mash - Regular and Irregular Polygons.</b></p>	seventy-two 72	nineteen 90	one thousand 1,000	seven hundred 700	<p><b>PE: Jumping!</b></p> <p>Can you see how far you can jump from a starting point? Try jumping off both legs and one leg. See if you can get further each time you try. Be careful!</p> <p><b>RE: Is it easy to always be kind?</b></p> <p><b>Share examples where it can be difficult to be kind. For example, if you are in a rush or if you worry what others will think of you. How can we deal with these situations?</b></p> <p><b>Write down 5 situations where it can be hard to be kind. Why are these situations tricky? What could you do to make things easier?</b></p> <p><b>Discussion: Is there a difference between kindness and caring?</b></p>
seventy-two 72	nineteen 90						
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**Handwriting –**

Write 3 sentences which start with a fronted adverbial.

**Writing:**

You are setting up a new (imaginary) business during coronavirus lockdown. You will need a business name and need to provide a service. What will you do? How can you ensure that you are following all the rules of lockdown?

Write a persuasive advertisement poster telling people all about your business and the service that you are offering? Maybe you are going to sell smoothies, to keep your customers healthy or picking flowers to sell for people to give to others to cheer them up?

Think about the language you need to use to persuade people to shop with you and the benefit to them. You can decorate your poster once you have included all the information needed.

**Arithmetic – Starter:**

1.  $382 \times 2 =$
2.  $4 \times \underline{\quad} = 16$
3.  $1294 + 4561 =$
4.  $9451 - 3127 =$
5.  $671 + \underline{\quad} = 971$

**LQ: Can I recall the names and properties of 3D shapes?**

*Remember:*

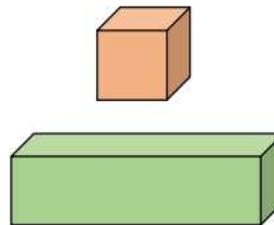
- *Faces - the flat surfaces on a 3D shape. e.g. a cube has 6 square faces.*
- *Edges - the sides of the shapes making up the faces.*
- *Vertices - the corners.*

**Activity: Copy and complete the table below.**

Shape	Name	Faces	Edges	Vertices
				
				
				

**Challenge 1:**

Compare these 3-D shapes.



What is the same and what is different?

**Challenge 2:**

**Science: Can you make different rocks out of everyday materials?**

**Starter: Do rocks stay the same forever? What do you think?**

**Activity 1: Purple Mash activity on rock types.**

OR.

**Activity 2: Modelling rock types (please do this with an adult helper!)**

Resources:

- Wax crayons (4 or 5 different colours)
- Aluminium foil
- Small foil dish
- Bowl/container of hot water (this must be very hot for the activity to work)
- Grater
- A tool to cut up the crayons, e.g. a metal or plastic knife

Safety note: Ensure that great care is taken when using very hot water and the grater.

This practical activity will allow the children to model the different rock types. Rock formation can take millions of years, but the principles can be demonstrated using coloured wax crayons. Shavings of wax crayons will be used to represent the different minerals in the rock.

Sedimentary rock

Use the grater to shave small pieces from the wax crayons. These will represent the

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Jack says:



All 3-D shapes have at least one vertex.

Is this true or false?  
Explain why

sediment created through the weathering and erosion of rocks on the Earth's surface.

Layer a small number of shavings from each colour of crayon onto a small square of aluminium foil. The foil will represent the seabed.

Apply as much pressure as possible with your finger or a flat-sided tool to force the shavings to stick together. You may want to wrap the edges of the aluminium foil over the top to help keep the pieces in place.

Once compressed, unwrap the aluminium foil to reveal the model of sedimentary rock that has been created.

Metamorphic rock

Cut off small chunks of crayon to represent igneous, sedimentary or metamorphic rocks and place them in the foil dish.

Carefully float the foil dish on the hot water and observe as the heat softens the crayons. This represents the heat and pressure that transforms rock buried in the Earth's crust.

As soon as the wax crayon is soft (but not completely liquid), remove the foil dish from the water and allow it to cool. The resulting solid mass represents a metamorphic rock.

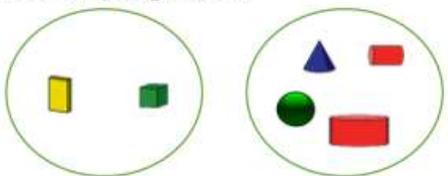
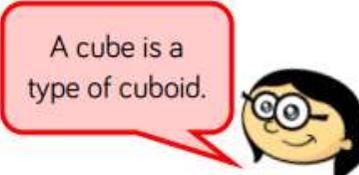
Igneous rock

Repeat the process of making a metamorphic rock, but this time allow the foil dish to remain on the water long enough for the wax crayons to completely melt and form a liquid. This represents the melting of rock into magma beneath the Earth's crust.

Allow the liquid wax to cool. The solid wax that results represents igneous rock.

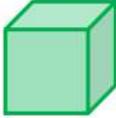
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<p><b>W</b> <b>E</b> <b>D</b> <b>N</b> <b>E</b> <b>S</b> <b>D</b> <b>A</b> <b>Y</b></p> <p><b>Handwriting –</b> therefore, though/although, thought, through. Write out the words above and put them in to sentences.</p> <p><b>Reading:</b> Please Mrs Butler poem and comprehension. <a href="https://www.bbc.co.uk/bitesize/articles/zb2k8xs">https://www.bbc.co.uk/bitesize/articles/zb2k8xs</a> Please watch Oti Mabuse read out the poem ‘Please Mrs Butler’ and complete the questions below the poem. The questions you need to complete are on the link and written below for clarity.</p> <ol style="list-style-type: none"><li>1. What is the name of the teacher?</li><li>2. What is the first thing Derek Drew does wrong?</li><li>3. Where does the teacher say the narrator should take their books?</li><li>4. What three things does the teacher say the narrator should do with the rubber?</li><li>5. What is the final complaint the narrator has about Derek Drew?</li><li>6. What does the teacher call the narrator in the last verse?</li></ol> <p>Then: If you can, find someone to read the poems aloud with you. You are going to focus on changing your <b>voice</b>, <b>facial expression</b> and <b>body language</b> for each poem.</p>	<p><b>Arithmetic – Starter:</b> 1. <math>421 + 90 =</math> 2. <math>87 - 8 =</math> 3. <math>693 \div 3 =</math> 4. 10 less than 806 5. Lucy says ‘203 is greater than 302’. Is she correct? Explain how you know.</p> <p><b>LQ: Can I sort 3D shapes according to their properties?</b></p> <p><b>Activity:</b> How are these shapes grouped?</p>  <p>Could you group them in a different way?</p> <p><b>Challenge:</b> Annie is sorting 3-D shapes. She puts a cube in the cuboid pile.</p>  <p>Do you agree? Why?</p> <p><b>Purple Mash - 3D Shape Pairs Game.</b></p>	<p><b>Topic:</b> <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyz">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyz</a></p> <p>Click on the link above and watch the 2 videos on Volcanoes. Have a go at the quiz questions at the bottom of the page - can you get 5 out of 5?</p> <p>Next, click on the link taking you to Earthquakes. Watch the 2 videos.</p> <p>Answer the following questions in your books:</p> <ol style="list-style-type: none"><li>1) What do we call the pieces that make up the earth’s crust?</li><li>2) What are earthquakes?</li><li>3) What are volcanoes?</li><li>4) Roughly how much do plates move every year?</li><li>5) What is used to measure earthquakes?</li><li>6) What are volcanic bombs?</li><li>7) What is magma?</li><li>8) Name a country which regularly has</li></ol>
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	<p><i>Please Mrs Butler</i></p> <ul style="list-style-type: none"> <li>● One person reads the teacher and the other reads the child. If you can't find anyone to read with you, have a go at doing both voices yourself.</li> <li>● Your body language and actions should reflect your character's mood when you perform.</li> <li>● How do you think the child would react to Mrs Butler's suggestion such as 'swallow your rubber', 'sit in the sink' and 'run away to sea!'</li> </ul>		<p>earthquakes.</p>
<p>T H U R S D A Y</p>	<p><b>Handwriting –</b>  <a href="https://www.bbc.co.uk/bitesize/articles/zhp3bdm">https://www.bbc.co.uk/bitesize/articles/zhp3bdm</a>          Complete Activity 1 on pronouns  <b>Writing:</b>          Look at the image below (<i>See Seesaw for picture</i>) and write a description of it for a family member to draw (like we do in class). Remember your family member has to draw what you have described, they are not allowed to see the image first.          Keep in mind that your words have to paint the picture, so be descriptive and creative. Adjectives are crucial! Can you include alliteration for interest and a fronted adverbial? Use adverbs alongside your verbs.</p>	<p><b>Arithmetic – Starter:</b>          1. <math>37 \times 2 =</math>          2. <math>24 = 4 \times \underline{\quad}</math>          3. <math>8 \times 9 =</math>          4. <math>729 + 183 =</math>          5. Write down 2 ways in which you could partition 146 e.g. <math>146 = 140 + 6</math></p> <p><b>LQ: Can I describe 3D shapes?</b>  <i>Remember:</i></p> <ul style="list-style-type: none"> <li>- <i>Faces - the flat surfaces on a 3D shape. e.g. a cube has 6 square faces.</i></li> <li>- <i>Edges - the sides of the shapes making up the faces.</i></li> <li>- <i>Vertices - the corners.</i></li> </ul> <p><b>Activity: Copy and fill in the blanks.</b></p> <div style="display: flex; align-items: center;">  <p>This shape is a _____.          It has ____ faces.          It has ____ edges.          It has ____ vertices.</p> </div> <p><b>Challenge:</b></p>	<p><b>Art:</b> Look at the two photographs below (<i>see Seesaw for picture</i>). The first one is showing the split (a fissure) from an earthquake. Can you shade using 3D depth? Using either a pencil to show darkness and light, create a drawing that looks like the image shown.</p> <p>Lightly at first to get the basic drawing and then going over certain areas to create darkness. If the children have paints or pastels or coloured pencils at home they could use these. Ideally just a pencil will give the depth of shading that they need.</p> <p style="text-align: center;">OR</p> <p>Use the second image of the</p>

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		<p>What is the same and what is different about these two shapes?</p> <div style="text-align: center;">  </div> <p>Choose two other shapes and say what is the same and what is different about them.</p>	<p>words 'Earthquake'. Can you draw out the words finely with a pencil at first and then show pieces breaking off of the words to create a crumbling effect from an earthquake? (This needs to be in pencil first). They can then use shading or coloured pencils after you have the basic plan.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">F R I D A Y</p>	<p><b>Handwriting –</b></p> <p><b>Write a sentence for each of the following:</b></p> <ol style="list-style-type: none"> <li>1) preposition</li> <li>2) adverb</li> <li>3) conjunction</li> <li>4) alliteration</li> </ol> <p><b>Writing:</b></p> <p>Write a book review about a book that you have been reading during lockdown. Who was your favourite character? What was your best bit? Did you enjoy it? Who would you recommend it to?</p> <p>Include the name of the book and the author as your title.</p> <p>Feel free to decorate.</p> <p>Please send it to your teacher to share book ideas with your friends on Seesaw.</p>	<p><b>Arithmetic – Starter:</b></p> <ol style="list-style-type: none"> <li>1. <math>82 \times 3 =</math></li> <li>2. <math>4 \times 9 =</math></li> <li>3. <math>921 - 289 =</math></li> <li>4. <math>934 = \underline{\quad} + 30 + \underline{\quad}</math></li> </ol> <p>Use <b>each</b> number card <b>once</b> to make: the biggest number the smallest number</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; border-radius: 10px; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div> <div style="border: 1px solid black; border-radius: 10px; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">9</div> <div style="border: 1px solid black; border-radius: 10px; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div> </div> <p>5.</p> <p><b>LQ: Can I describe 3D shapes?</b></p> <p><b>Activity: Write a description for each of these 3D shapes.</b></p> <p><i>Include:</i></p> <ul style="list-style-type: none"> <li>- Number of edges</li> <li>- Number of faces</li> <li>- Shape of the faces</li> <li>- Number of vertices</li> </ul> <ol style="list-style-type: none"> <li>1. <b>Cube</b></li> <li>2. <b>Cuboid</b></li> <li>3. <b>Sphere</b></li> <li>4. <b>Cylinder</b></li> <li>5. <b>Square based pyramid</b></li> </ol>	<p><b>Learn a new skill!</b></p> <p><b>Can you draw a net for a cube and then construct it?</b></p> <p><b>Learn to fold up your clothes neatly into a pile!</b></p> <p><b>Do a jigsaw puzzle.</b></p>

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**Challenge:**

Mo has a 3-D shape, he says,



One face of my 3-D  
shape is a square.

What could Mo's shape be?