

# Guided Reading



# An unexpected adventure.

Purple Group



## Sentence challenge!

Can you use the list of verbs and nouns you made yesterday to create some interesting sentences.

E.g. water - trickled

The water trickled slowly out of the tap.

Bath - floated

The bath floated, bobbing gently in the bright blue water.

Can you write 5 more sentences using the nouns and verbs from yesterday to help you.

# An unexpected adventure

Blue Group



## Sick sentences!

These sentences are 'sick' and need your help to get better. Can you help?

The bath went through the water. It was a sunny day. The girl watched a turtle. The turtle swam.

# An unexpected adventure

Green Group



**Question time!**

Where did her journey begin?

Why was it 'unexpected'?

Where will she go on her adventure?

Remember to write in full sentences.

# An unexpected adventure

Orange Group



Question time!

What different things will she encounter?

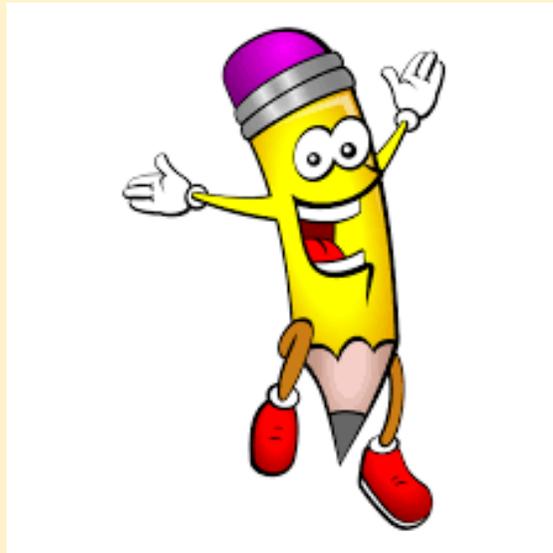
How will she get back home?

How might she be feeling about the adventure?

Remember to write in full sentences.

# Handwriting

Complete page 18 in your handwriting book.

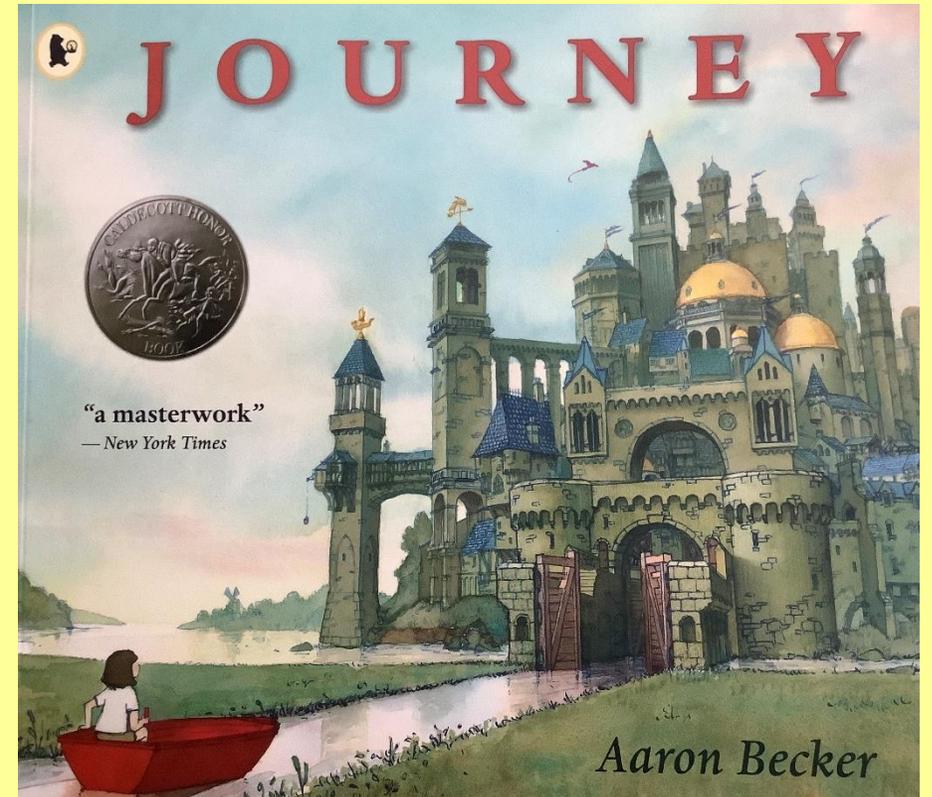


# English

This week we are going to  
explore a new story.

Our new book is different to the other books we have read together this year.

What do you think is different about this story?



Our story is in pictures and doesn't have any words. We are going to write the story.

Make a list of the important elements that make a good story.

Think about the stories we have read as a class as well as stories you have read and enjoyed at home.



Here is our list. Did you have all of these on your list?  
Add anything you need to.

- Opening
- Setting the scene
- Character
- Build up to a problem
- Introducing a problem
- An event that occurs because of the problem
- Resolution and ending.



Lets look at the opening of our story. What is happening?

# What features would we include in writing an opening?

Make a list in your books.



What can you see in the picture?

Is there anything intriguing?

What do you notice about the colours they have used?

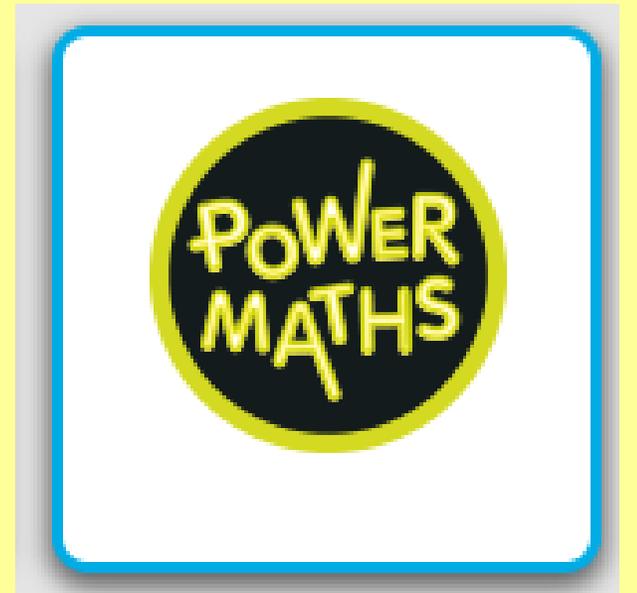


# Write an opening using this picture.

• Here is mine to help you get started. What have I used? How could you use this to write your opening?

Everything was grey. Everything was dull. There she sat on the cold, grey concrete steps to her house. Everyone inside was busy, busy with something else. Nobody seemed to notice she was outside or the bright red scooter that lay before her.

# Maths



Complete the coloured work you would normally do in class.

If you want a challenge (or have some extra time) there is a maths challenge link on the Year 3 page on the website linked to addition and subtraction.

**Red Group** follow this link <https://WALODIP.exampro.net>

Purple group - complete page 22 of your workbook

We are recapping our knowledge of fractions.

Can you remember how to write a fraction as a number?  
How would you write one half?

How many halves make a whole?

# Blue group

Today we are recapping our knowledge of measuring.

Choose 5 objects in your house which are smaller than you and measure their length using a ruler or a tape measure. Record your answers in your book.

Find three food types in your kitchen. Weigh them using scales and record your answers in your book.

Now complete page 24 of your workbook

# WALT: adding and subtracting 2-digit numbers and 3-digit numbers.

We are going to consolidate our knowledge of addition and subtraction, which we looked at in Autumn Term.

Look at the yellow pages to help you, then complete the work for your group.

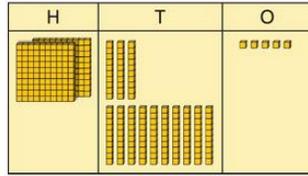
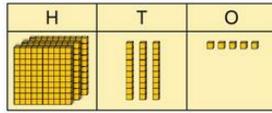
Green group - green background

Orange group - orange background

# Yesterday's Answers:

Jen has 335 m of space fabric and sells 50 m.

How much is left?



tens -  tens =  tens

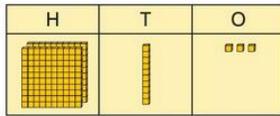
$$335 - 50 = \square$$

There is  m of space fabric left.

There is 285 m of space fabric left.

2 Toshi has 80 m of bee fabric to sell. Jen has 213 m of bee fabric to sell.

How much more bee fabric does Jen have than Toshi?



I think this is a find the difference. I can use subtraction.



$$213 - 80 = \square \text{ m}$$

Jen has  m of bee fabric more than Toshi.

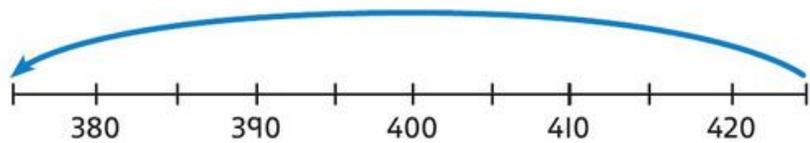
Jen has 133m of bee fabric more than Toshi.

Find the missing numbers.

30 less	Number	30 more
185	215	245
186	316	346
240	270	300

## Yesterday's answers

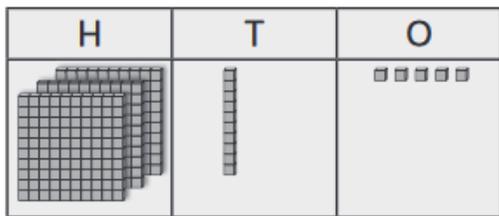
3 What calculation does the number line show?



$$425 \text{ (blue circle)} \text{ (yellow square)} = \text{(yellow square)}$$

The number line shows  $425 - 50 = 375$

George has read 80 pages. His dad has read 315 pages. How many more pages has his dad read than George?



$$315 \text{ (circle)} \text{ (square)} = \text{(square)}$$

George's dad has read  more pages.

George's dad has read 235 more pages.

Complete the calculations.

a)  $340 - 60 = \boxed{280}$

b)  $\boxed{751} = 821 - 70$

c)  $350 - 60 = \boxed{290}$

d)  $\boxed{761} = 831 - 70$

Reena thinks of a number. She adds 90, then adds 80, then adds 70. She finishes on a number with the digits 1, 2 and 3. What numbers could she have started on?

CHALLENGE

81, 72

# Green and orange warm-up



## Power Up

Use the pattern to complete the number sentences.

$$536 - 3 = 533$$

$$536 - 4 = 532$$

$$536 - 5 = \boxed{\phantom{000}}$$

$$536 - 6 = \boxed{\phantom{000}}$$

$$536 - 7 = \boxed{\phantom{000}}$$

$$536 - \boxed{\phantom{00}} = 528$$

$$536 - \boxed{\phantom{00}} = \boxed{\phantom{000}}$$

$$536 - \boxed{\phantom{00}} = \boxed{\phantom{000}}$$



I have 140. I wonder why the 4 changes when I subtract some 1s.

Here is an example to remind you of the methods we have learnt at school for adding and subtracting. Use the method you are most comfortable using.

Most of green group:

H	T	O	
1 0 0	+ 3 0	+ 6	
	2 0	+ 2	
<hr/>			8 ( 6 + 2 )
	5 0	( 30 + 20 )	
1 0 0	( 100 + 0 )		
<hr/>			1 5 8 ( 50 + 8 )
<hr/>			

Most of orange group:

	H	T	O	U	
	1	3	6		
+		2	2		
	<hr/>			8 ( 6 + 2 )	
		5	0	( 30 + 20 )	
	1	0	0	( 100 + 0 )	
	<hr/>			1 5 8 ( 50 + 8 )	
	<hr/>				

You don't need to include the brackets ( ), they are just reminding you what each step is.

Use the method you prefer to practise adding 116 + 73

## Discover



Holly drives from Leicester to Bath. She then drives to Weston-Super-Mare.

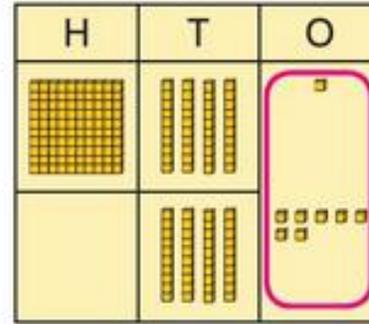
How many miles in total does Holly travel on her journey?

# Possible ways to find the answer:

a) Now we are adding 10s and 1s.

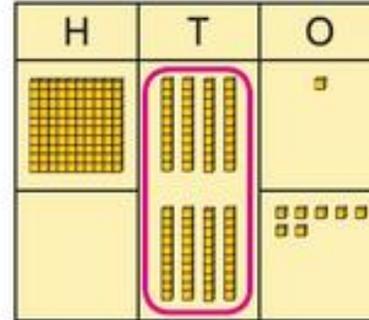


First we add the 1s.



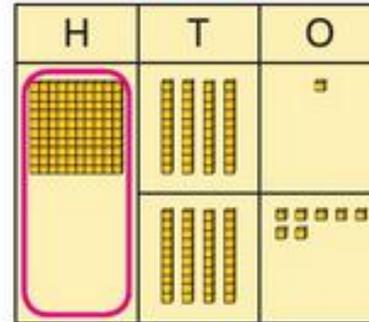
$$\begin{array}{r} \text{H T O} \\ 1 \ 4 \ 1 \\ + \quad 4 \ 7 \\ \hline \quad \quad 8 \end{array}$$

Then we add the 10s.



$$\begin{array}{r} \text{H T O} \\ 1 \ 4 \ 1 \\ + \quad 4 \ 7 \\ \hline \quad 8 \ 8 \end{array}$$

Then we add the 100s.



$$\begin{array}{r} \text{H T O} \\ 1 \ 4 \ 1 \\ + \quad 4 \ 7 \\ \hline 1 \ 8 \ 8 \end{array}$$

$$141 + 47 = 188$$

Holly's journey is 188 miles in total.

## Discover



Holly is back in Leicester. She drives 11 miles. How far left until she gets to Bath?

Possible way to find the answer:

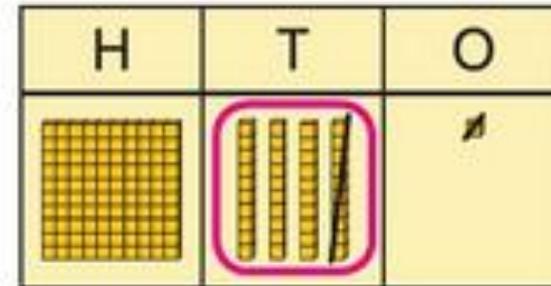
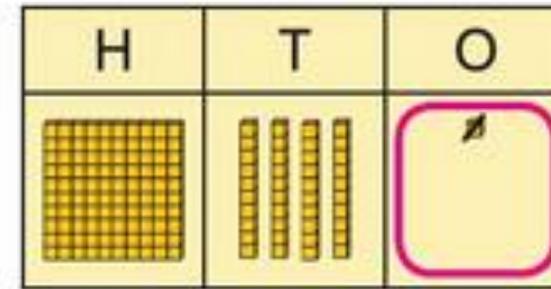
It is 141 miles from Leicester to Bath.  
Holly has travelled 11 miles.

First subtract 1 from the ones.

Then subtract 1 ten.

$$141 - 11 = 130$$

It is still 130 miles to Bath.



How far is the total journey?

  H  T  O  

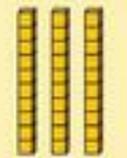
\_\_\_\_\_

\_\_\_\_\_

The total journey is  miles.



Kay has driven 21 miles already.  
How much of the journey is left?

H	T	O
		

$$\begin{array}{r} \text{H T O} \\ \hline - \quad 21 \\ \hline \hline \hline \end{array}$$

$$\square - 21 = \square$$

$\square$  miles are left.





4 Discuss the different methods you would use to solve these calculations.

$$\begin{array}{r} 130 + 51 \\ 891 - 60 \end{array}$$

$$\begin{array}{r} 609 - 7 \\ 938 - 26 \end{array}$$

$$\begin{array}{r} 48 + 431 \\ 205 + 50 \end{array}$$

$$234 + 52$$

I would write columns

I would solve mentally

I would check using equipment

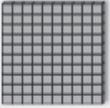
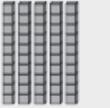


I can do some of these mentally.



I would check using equipment or write the calculation down.

- I** a) On Monday a postman delivered 152 letters. On Tuesday he delivered 37 letters. How many letters did he deliver in total?

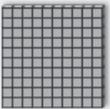
H	T	O
		
		

$$\begin{array}{r}
 \text{H T O} \\
 \hline
 152 \\
 + \\
 \hline
 \hline
 \end{array}$$

$152 + 37 = \square$

He delivered  letters in total.

- b) On Friday, the postman delivered 41 fewer letters than on Monday. How many letters did the postman deliver on Friday?

H	T	O
		

$$\begin{array}{r}
 \text{H T O} \\
 \hline
 \\
 - \\
 \hline
 \hline
 \end{array}$$

$152 - \square = \square$

He delivered  letters on Friday.

- 3 Complete the calculations. Invent another for the pattern in each column.

$$111 + 11 = \square$$

$$123 + 11 = \square$$

$$987 - 11 = \square$$

$$111 + 22 = \square$$

$$123 + 22 = \square$$

$$987 - \square = 965$$

$$111 + 33 = \square$$

$$123 + \square = 156$$

$$987 - \square = 954$$

$$111 + 55 = \square$$

$$123 + \square = 178$$

$$\square - 55 = 932$$

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

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

$$\square - \square = \square$$

5 Fill in the missing digits and write the calculations in full.

$$\begin{array}{r} \text{H T O} \\ \hline 7 \\ + \quad \quad 4 \\ \hline 2 \ 9 \ 6 \\ \hline \end{array}$$

$$\square \bigcirc \square = \square$$

$$\begin{array}{r} \text{H T O} \\ \hline 6 \quad 8 \\ - \quad 3 \\ \hline 4 \ 6 \\ \hline \end{array}$$

$$\square \bigcirc \square = \square$$

CHALLENGE

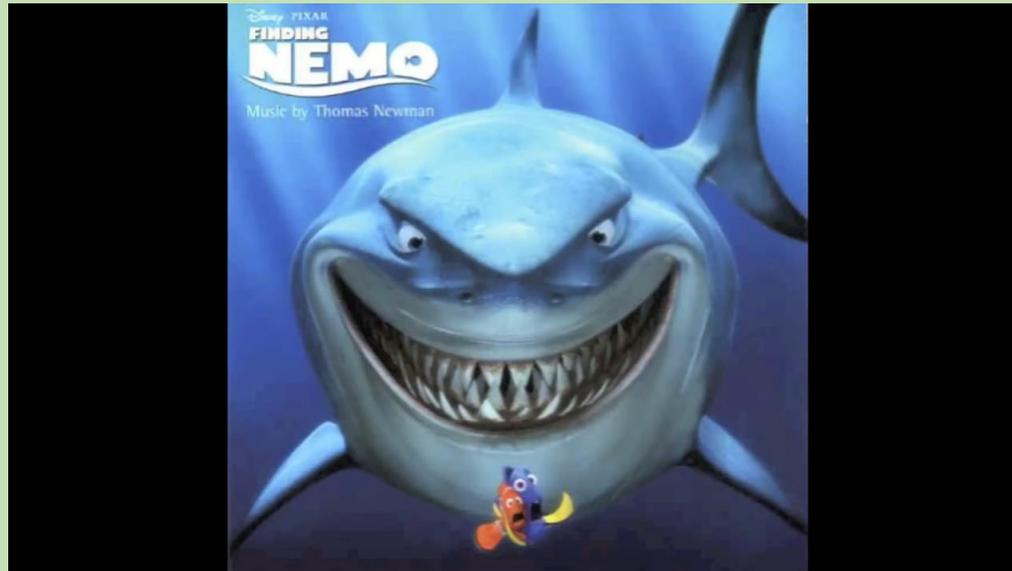
# Music

Listening and appreciation



Today we are going to listen to a song from 'Finding Nemo'.

Play the music by pressing the play button below. Close your eyes and see what images you can see or what is happening while the music plays.



[Click this link to the YouTube video if the video above is not working](#)

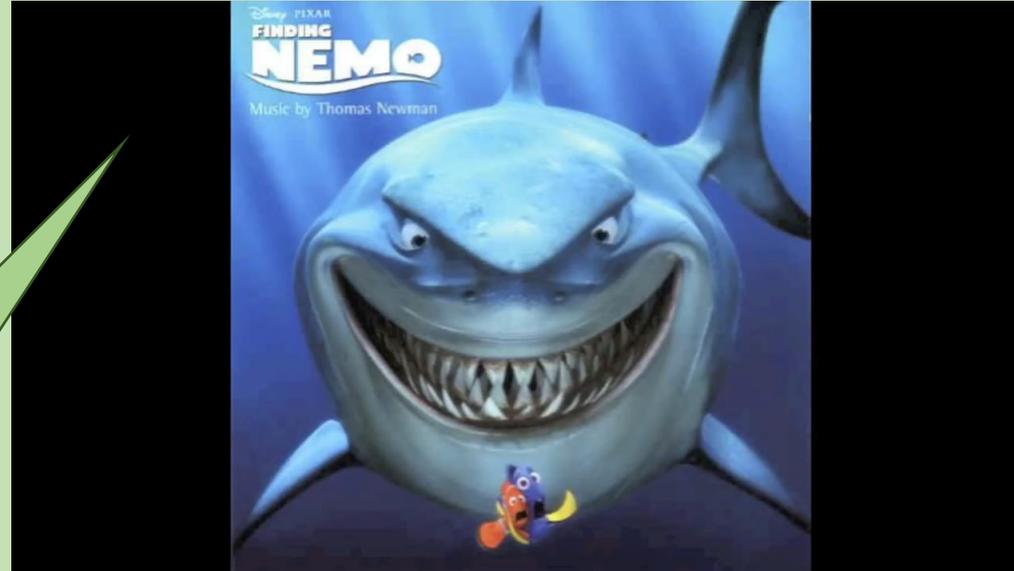
There are 3 main parts to the music.

Split your page in your book into 3 parts to be able to write about each part.

Listen to each part a few times (over the next few pages) and make notes about how each part makes you feel (e.g. energetic, fearful). You might also like to draw a sketch of what you picture when you listen to each part.

# Part 1

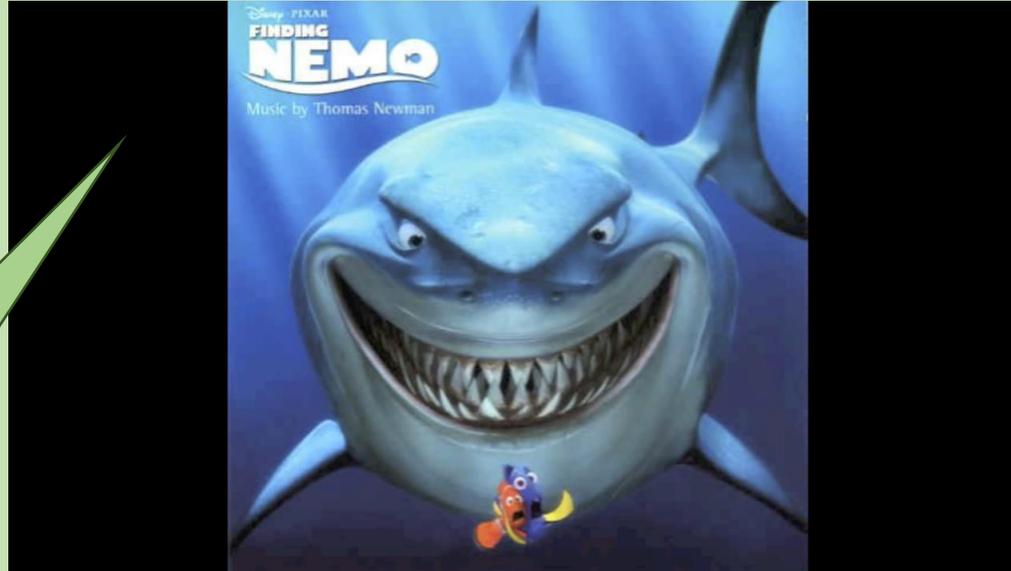
You should play this a few times to help you really think about different feelings and images this part makes you feel/think of.



[Click this link to the YouTube video if the video above is not working](#) – listen up to 34 seconds

# Part 2

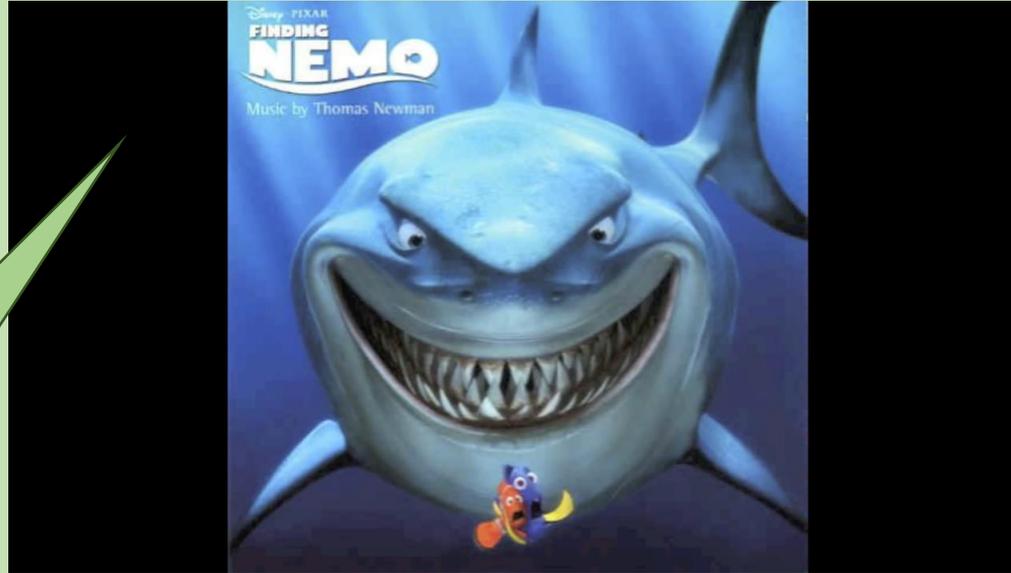
You should play this a few times to help you really think about different feelings and images this part makes you feel/think of.



[Click this link to the YouTube video if the video above is not working](#) – listen from 34 to 50 seconds

# Part 3

You should play this a few times to help you really think about different feelings and images this part makes you feel/think of.



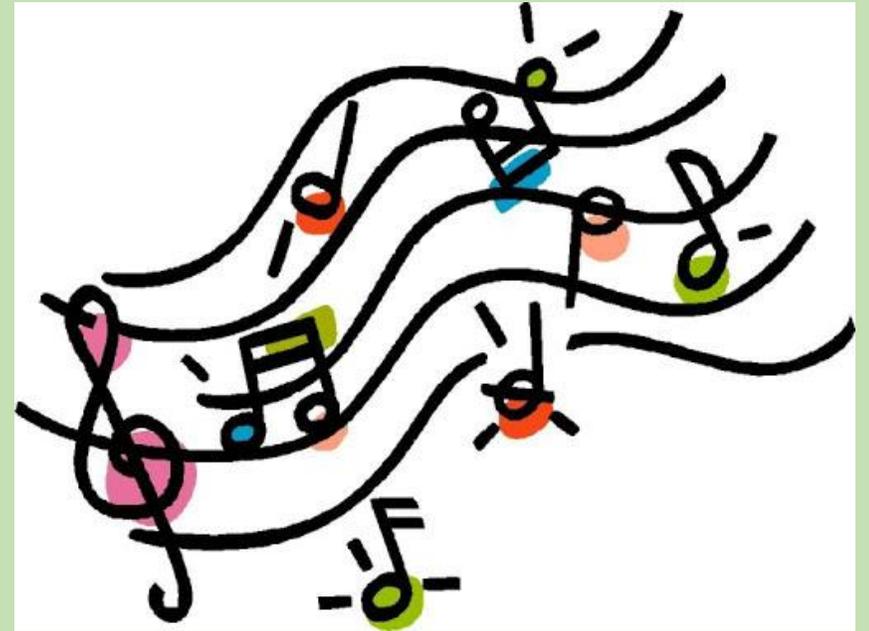
[Click this link to the YouTube video if the video above is not working](#) – listen from 50 seconds

# Final thoughts

- Look back at your notes, can you explain why you have written the words you have/drawn the pictures you have?

To help you, think about:

- what instruments you heard
- the speed/tempo of the part of the song
- clashing notes and chords in the song
- a similar song you have heard before



Physical activity –  
minimum 30 minutes each day

Link to resource

5 a day

User Name: FPS53 / Password: JFz4XqG7

<https://player.5-a-day.tv/>

Joe Wicks - PE sessions

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Cosmic Kids Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

PE Hub Parents Portal

<https://pehubportal.co.uk/>

Go Noodle

<https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/>

Go for a walk/run.

You must go with an adult from your home and make sure you stay 2 metres away from other people.