

Guided Reading



Complete the coloured work labelled on your pack.

If you want a challenge, or have some extra time, please feel free to try another group's work 😊

We are going to continue to look at cause and effect. This will help you to think deeper about what you are reading and start to make links.

Can you remember what cause and effect meant?

Why will this help you when you are reading?

Now it is your turn. Have a go at mind mapping the cause and effect for the statements for your group.

Purple Group

Cause and Effect

George forgot his P.E. kit.

What might have **caused** this?

What could the **effect** of this be?

twinkl.com

Cause and Effect

I left my clothes on the floor.

What might have **caused** this?

What could the **effect** of this be?

twinkl.com

Blue Group

Cause and Effect

Lucy's alarm clock didn't go off.

What might have **caused** this?

What could the **effect** of this be?

twinkl.com

Cause and Effect

The train to London was an hour late.

What might have **caused** this?

What could the **effect** of this be?

twinkl.com

Green Group

Cause and Effect

When I tried to write, there was no ink in my pen.

What might have **caused** this?
What could the **effect** of this be?

twinkl.com

Cause and Effect

The train to London was an hour late.

What might have **caused** this?
What could the **effect** of this be?

twinkl.com

Cause and Effect

The roads were slippery.

What might have **caused** this?
What could the **effect** of this be?

twinkl.com

Orange Group

Cause and Effect

The bread was squashed.

What might have **caused** this?

What could the **effect** of this be?

twinkl.com

Cause and Effect

Roopal made a 'Congratulations' card for her brother.

What might have **caused** this?

What could the **effect** of this be?

twinkl.com

Cause and Effect

The ice cream had melted.

What might have **caused** this?

What could the **effect** of this be?

twinkl.com

Cause and Effect

The gate started to bang loudly.

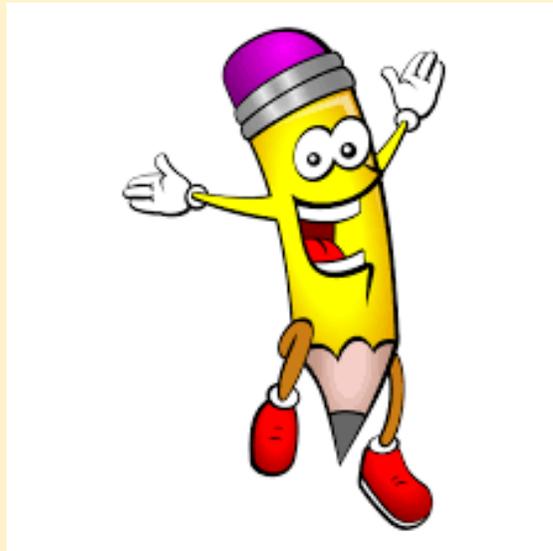
What might have **caused** this?

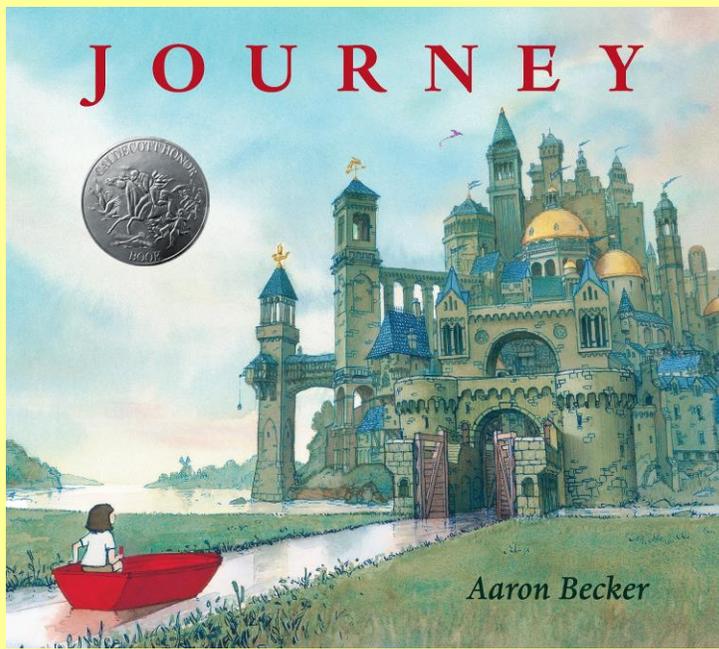
What could the **effect** of this be?

twinkl.com

Handwriting

Complete page 24 in your handwriting book.





English

This week we are going to
continue exploring Journey by
Aaron Becker



This is where the boat took our character.

Is this what you predicted?



Toolkit for creating a setting.

Interesting adjectives

Show not tell how the character reacts to the setting.



Use your senses to describe it.

Show the setting through the character's eyes.

Sight
Smell
Sound
Taste
Touch

Prepositions
Below
Near
On top

Describe the time of day and weather to create an effect.

Using our tool kit create a mind map for the castle to help you write a setting description.

Here is mine. What can you see that I have included?

The water flowed slowly around each of the bends, carrying the little boat carefully as it travelled. Katie sat perfectly still in the boat, watching everything go by. Where would she end up?

The trees began to clear, the light became less green, perhaps she was leaving the forest?

As the boat carried Katie out of the forest, in front of her stood the most magnificent building she had ever seen. It was more than a building, was it a village? No bigger. Was it a town? No bigger. This was an entire hidden city surrounded by the magic forest and the water that had carried Katie there.

There were turrets and towers, flags and drawbridges, domes dusted with gold like icing sugar.

In that moment, Katie heard it. The music. It sounded so grand, it must have been for somebody important she thought.



Can you continue the story?

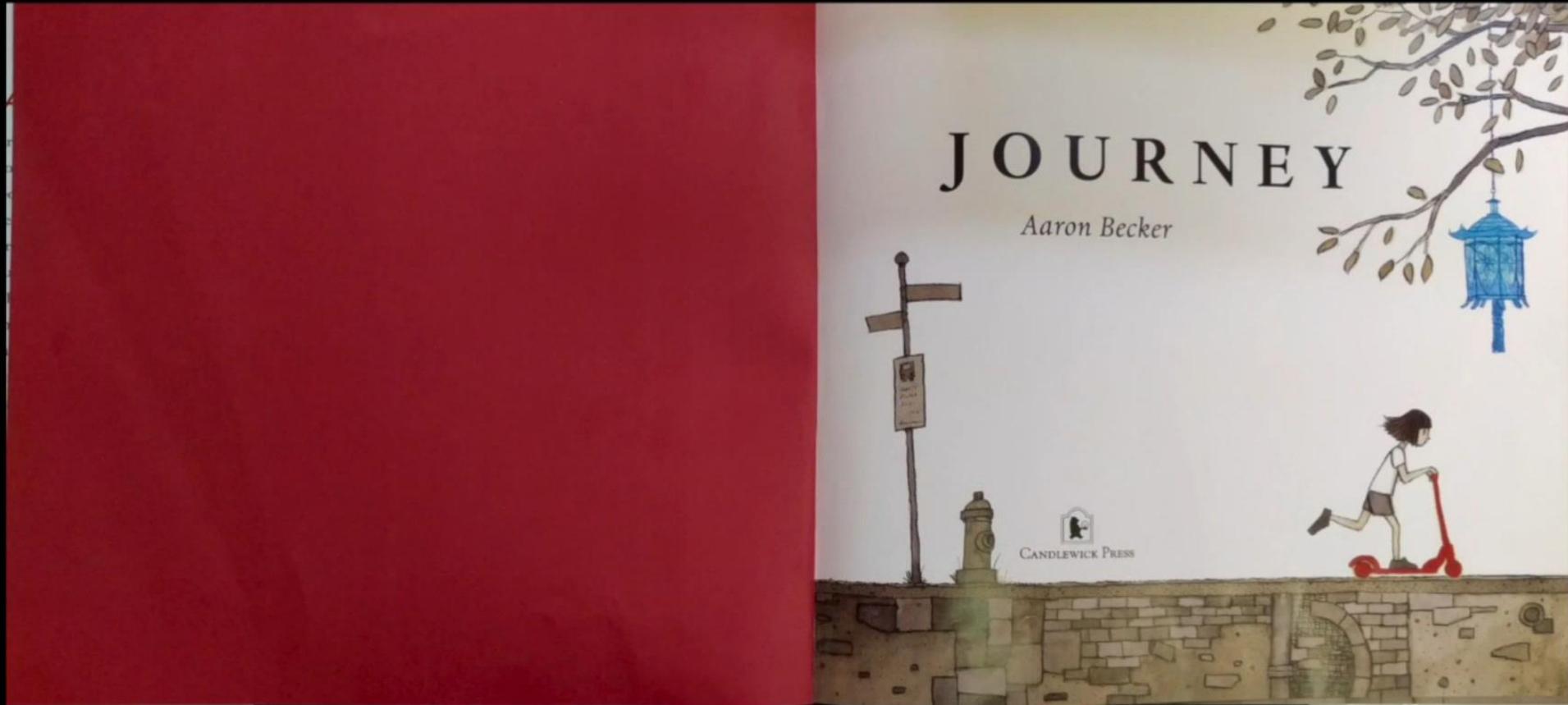
What will happen next?

Why is our character there?

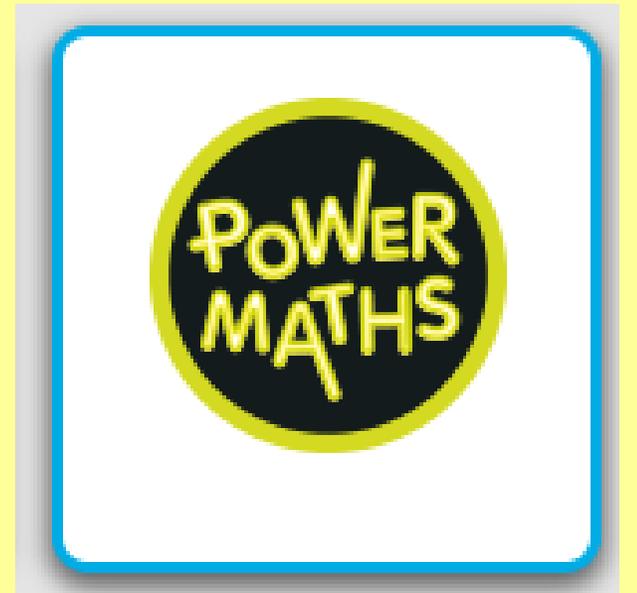
Will she encounter a problem she needs to solve?

How will she get home?

Here is a video to show you how the author thought the story would end.



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://VEEIGOX.exampro.net>

Purple group

We are recapping our knowledge of money.

Find as many coins as you can around your house. Sort them from which coin is worth the least to the most. Record what coins you have found. Are there any coins you are missing?

Check you have thought of all the coins:

https://www.youtube.com/watch?v=vs8F_g3MGtM

Now complete page 28 of your workbook

Blue group

Today we are recapping our knowledge of measuring.

Order everyone in your family from shortest to tallest.

Now order them from youngest to oldest.

Is the order the same?

Pick up 10 objects from around your house. Sort them into two groups based on something you can measure. Examples you might use are:

Length, weight, age, capacity

Record what you have sorted in your book.

Now complete page 31 of your workbook

WALT: identify tenths.

We are going to learn about fractions over the next few weeks.

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

Green group - green background

Orange group - orange background

Tuesday's answers:

$$\frac{3}{5}$$

$$\frac{4}{4}$$

$$\frac{6}{10}$$

$$\frac{2}{2}$$

$$\frac{10}{10}$$

$$\frac{8}{9}$$

$$\frac{3}{3}$$

$$\frac{5}{5}$$

When a fraction is equal to a whole, the numerator and the denominator are equal.

4 Which of the following number sentences are correct?

A $\frac{1}{2} + \frac{1}{2} = \frac{2}{4}$

B $\frac{2}{5} + \frac{3}{5} = 1$ whole

C $\frac{4}{7} + \frac{3}{7} = \frac{7}{7}$

CHALLENGE



I think I can explain the mistake in the incorrect number sentence.

a) $\frac{4}{5}$ of the bottle is full of water.

What fraction of the bottle is empty?



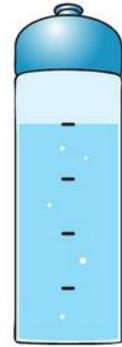
of the bottle is empty.

b) Work out the number sentence.

$$\frac{4}{5} + \frac{\square}{\square} = 1 \text{ whole}$$



1 represents the whole of the water bottle.



a): $\frac{1}{5}$ of the bottle is empty.

b): $\frac{4}{5} + \frac{1}{5} = 1$ whole

B and C are both correct.

A is wrong because $\frac{1}{2} + \frac{1}{2} = 1$
 $\frac{2}{4}$ is the same as $\frac{1}{2}$.

Tuesday's answers:

Complete these number sentences.

$$\text{a) } \frac{5}{8} + \frac{\boxed{}}{\boxed{}} = 1$$

$$\text{b) } \frac{\boxed{}}{\boxed{}} = \frac{2}{5} + \frac{3}{5}$$

$$\text{c) } \frac{\boxed{}}{\boxed{}} + \frac{1}{q} = \frac{q}{q}$$

$$\text{d) } \frac{7}{7} = \frac{3}{7} + \frac{\boxed{}}{\boxed{}}$$

$$\text{e) } 1 = \frac{1}{6} + \frac{\boxed{}}{\boxed{}}$$

$$\text{f) } \frac{4}{q} + \frac{\boxed{}}{\boxed{}} = 1$$

$$\text{a) } \frac{3}{8}$$

$$\text{b) } \frac{5}{5}$$

$$\text{c) } \frac{8}{9}$$

$$\text{d) } \frac{4}{7}$$

$$\text{e) } \frac{5}{6}$$

$$\text{f) } \frac{5}{9}$$

Explain the mistake in this calculation.

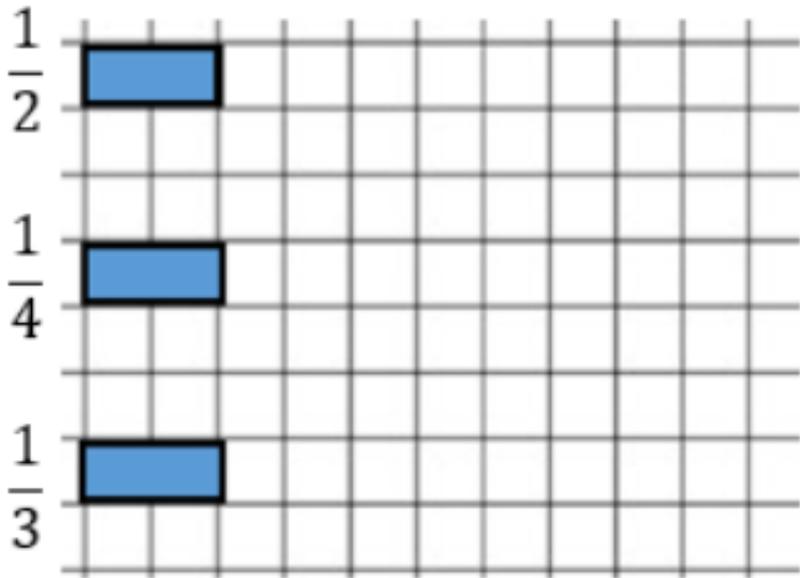
$$\frac{2}{3} + \frac{1}{3} = \frac{3}{6}$$

When you add these fractions the denominator does not change but you add the numerators.
The answer is $\frac{3}{3} = 1$ whole.

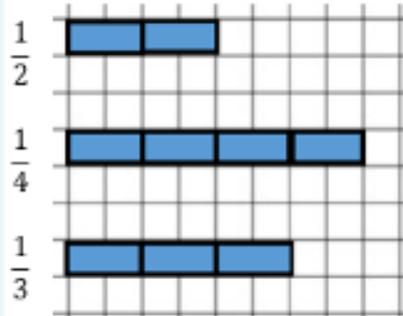
Tuesday's answers:

Rosie is drawing bar models to represent a whole.

She has drawn a fraction of each of her bars.



Can you complete Rosie's bar models?

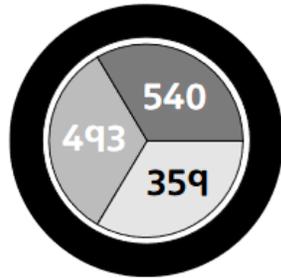
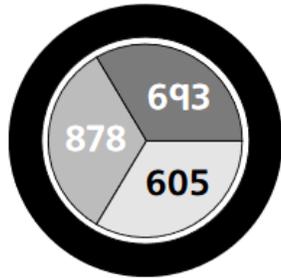


Green and orange warm-up



Power Up

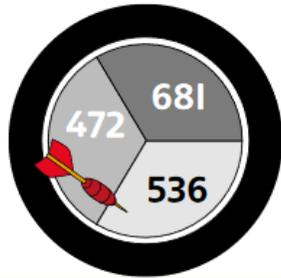
Pretend to throw a dart at each dart board to choose 2 numbers.



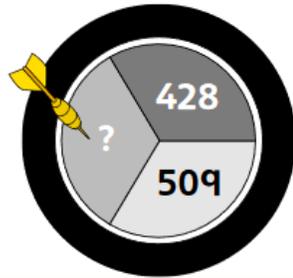
Add the numbers.

Now subtract the smaller number from the greater number.

Work out the missing number on the second dart board below.



+



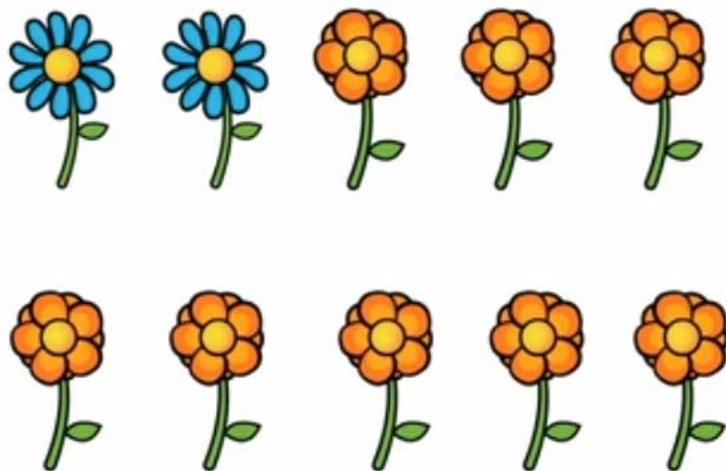
= 879

I will rearrange the number sentence to work out the missing number.



Tenths

There are 10 flowers in a bunch.

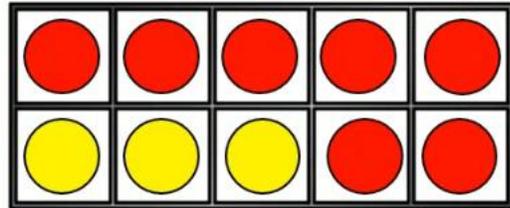


[If the video doesn't play - click this link, go to week 1 and then lesson 3 - tenths](#)

The frame is worth 1 whole.

How many tenths are red?

How many tenths are yellow?





What fraction of the whole jigsaw is one piece?

The answer:

) The jigsaw is split into 10 equal parts.

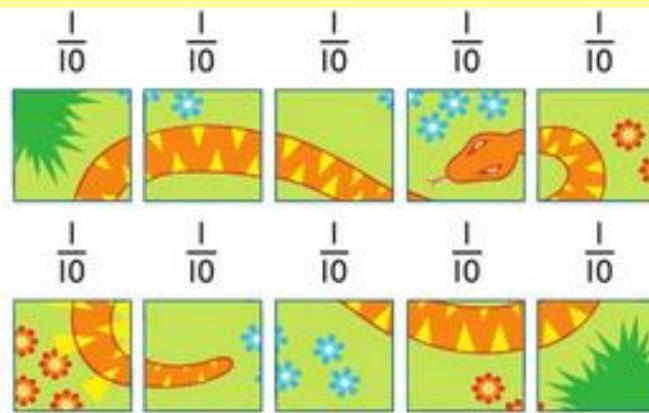
The denominator is 10.

One jigsaw piece is 1 part of the whole jigsaw.

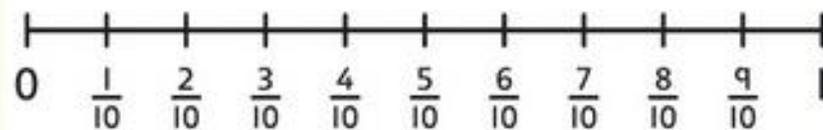
The numerator is 1.

1 piece is $\frac{1}{10}$ of the whole.

$\frac{1}{10}$ is written as **one-tenth**.



This number line goes up in $\frac{1}{10}$ s.





Danny removes 2 pieces of the jigsaw. What fraction does he remove?

Is the answer the same no matter which pieces he removes?

Possible way to show the answer:

b) Danny removes 2 of the 10 pieces. This is $\frac{2}{10}$ or two-tenths of the whole.

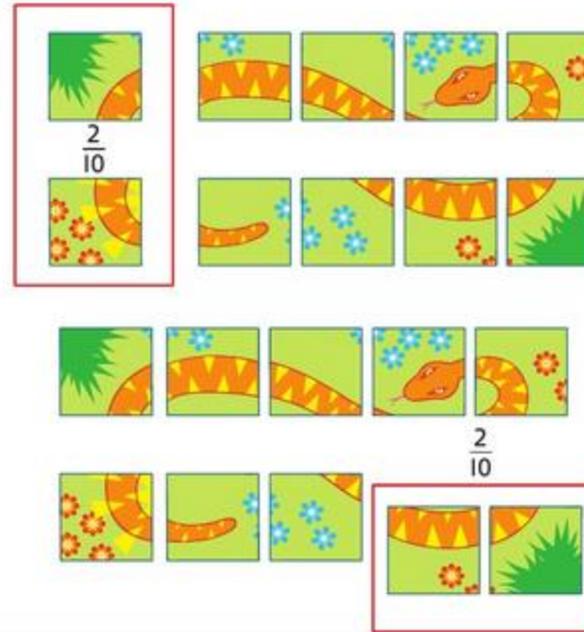
There is more than one way to find $\frac{2}{10}$ of the whole.



All of the pieces of the jigsaw are the same size, so each piece is $\frac{1}{10}$ of the whole.

Taking any 2 pieces of the jigsaw will represent $\frac{2}{10}$ or two-tenths of the whole.

So, the answer is the same no matter which 2 pieces Danny removes.



10p is $\frac{1}{10}$ of £1.

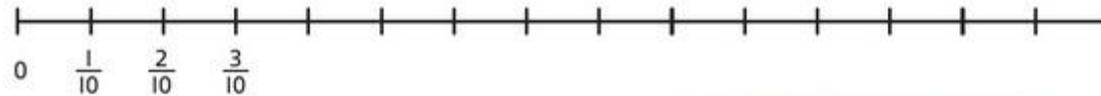
What fraction of £1 is 40p?



$\frac{1}{10}$



a) What will the next fraction on the number line be?



b) Count to the end of the number line.
What is the last number?

I know that $\frac{10}{10}$ is the same as 1 whole.



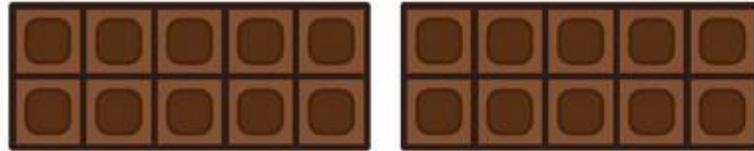
4 Do you agree or disagree with Reena?



The big pieces make $\frac{5}{10}$ of the whole jigsaw puzzle. The small pieces also make $\frac{5}{10}$ of the whole jigsaw puzzle.



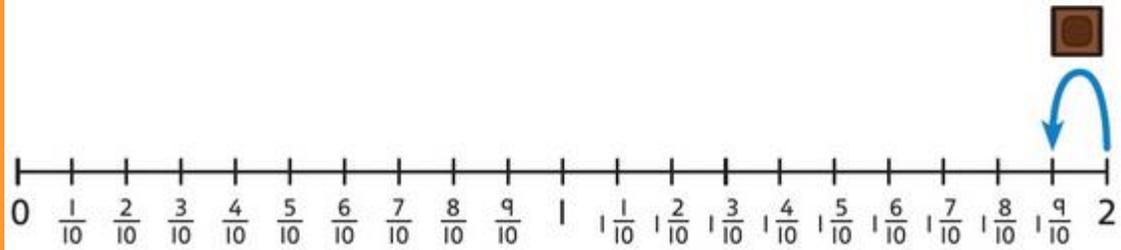
2 chocolate bars are each split into 10 equal pieces.



13 children eat $\frac{1}{10}$ of a bar of chocolate each.

What fraction of one of the chocolate bars is left?

I will use a number line and count backwards in tenths.



How many tenths is $\frac{1}{2}$ equivalent to?

Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?



Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

Richard and Jamilla are both counting in tenths.



Richard starts at 0 and counts up. Jamilla starts at 1 and counts down.

If they both count at the same speed will they ever say the same fraction at the same time?

Explain your answer.

Computing

Use the code for life website, follow this link to login, this also works on devices/tablets:

https://www.codeforlife.education/login_form

Complete levels 13-16 😊

Phoenix Class (Mrs Roberts):

Login with your first name as the Name
(Oliver, also use your initial with no space after your name e.g.
OliverL or OliverP)

Class access code: XE569

Password: Farnborough1



Pegasus Class (Mrs Cheeseman):

Login with your first name as the Name
(James, also use your initial with no space after your name e.g.
JamesB, JamesR, JamesW)

Class access code: LG594

Password: Farnborough1

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.