



We have enjoyed seeing all your work this week, thank you for sending it in. It's great to be able to see what you are up to and send you a message back. If you find a different task to do instead of the work set, we would love to see that as well. There is so much great stuff out there please feel free to try that out as well for a change from the set work. If you think it is really good please let us know as others may like to try it as well.

After listening to lots of feedback we have changed the structure of the Year 3 day. You can of course work through in a way that suits you but our suggested timetable is on the following slide.

With our best wishes to you all, stay safe and well,

Mrs Cheeseman and Mrs Roberts

	Monday	Tuesday	Wednesday	Thursday	Friday
<h2>Morning activities</h2>					
English 	Complete work set on the PowerPoint				
Exercise 	Pick an activity from the slide on the PowerPoint, or choose your own 30 minutes of exercise.				
Maths 	Complete the work for your colour group from the Year 3 learning page				
Reading (independent learning) 	Read a book for 15 minutes independently You could also read 'The Week Junior' - link in the other links part of the Year 3 learning page.				
<h2>Afternoon activities</h2>					
Guided reading 	Complete work set on the PowerPoint				
Handwriting 	Complete work set on the PowerPoint				
Afternoon activity 	Choose an activity from the practical maths link on the Year 3 learning page	Complete the topic lesson on the day's PowerPoint	Choose an investigation from the science ideas on the Year 3 learning page	Complete the R.E. lesson on the day's PowerPoint	Choose a drawing from the 'Draw with Rob' link on the Year 3 learning page.

English

This week we are going to
continue revisiting
information texts.



Let's recap our model text

You can listen to it and draw pictures to help you remember it, just like we would in the classroom

Or

Read it and draw pictures to help you remember it.

You can listen to a recording of the story of The Truth about Trolls text below here: <https://soundcloud.com/talkforwriting/trolls>

The Truth about Trolls

Many people believe trolls are angry, **mean** beasts that **terrify** goats and people. However, this is not true. Here is the truth about trolls.



What do trolls look like?

Like the **ogre**, trolls are huge. They look **fierce** and ugly but to another troll they are kind and beautiful. The adult troll has small, beady eyes, a **bulbous, warty** nose and sharp, yellow teeth. Most trolls have long, curly horns on their heads similar to a goat. Interestingly, a few trolls do not have any horns at all. No one knows why.



Where do trolls live?

Trolls are usually found in very cold countries like Iceland. They make their homes in caves near volcanoes which provide both warmth and **shelter**. They live **peacefully** in small family groups, hidden away from people. One troll, who was very grumpy, lived alone under a wooden bridge. Because he **bullied** the local goats, he gave all trolls a very bad name.

What do trolls eat?

Trolls enjoy eating all types of seafood. Trolls fish in total darkness so that they are not seen by anyone. They mostly eat their food **raw**. Sometimes, when the volcanoes have erupted, they cook their food on the hot rocks. In addition, they **gather** large mushrooms and dig up juicy roots that grow in the forest. Surprisingly, goats are not on the menu!

Did you know?

Amazingly, trolls like to have fun. They love singing and dancing. When they sing, it sounds like a rumble of thunder. When they dance, it feels like an earthquake. Sadly, because of the troll that upset the goats, all trolls now hide away from view.

They can still be seen, though, if you look really hard and believe. The rocks here are actually just sleeping trolls!

At the end of last week we looked at the structure of the professor's information text and you thought of any extra sections you may like to add.

To remind you here is the underlying structure of the professor's information text about trolls.

Underlying Structure

Heading: The Truth About Trolls

Introduction to get reader interested in topic

What do trolls look like?

Where do trolls live?

What do trolls eat?

Did you know?

Keep your best facts for the end!

★ **Challenge:** What other sections did you decide you might add?

- What is troll school like?
- What jobs do trolls do?
- How do trolls look after their babies?
- What do trolls do on holiday?
- What is in a troll's cave?

This week we are going to plan and write our own information text about trolls.

★ Use the planner below to jot down some ideas for your information on trolls.

★ You can use the ideas from the word and sentence games. Remember you are the new

exp

Underlying structure	New Ideas
<ul style="list-style-type: none">• Heading• Introduction to get reader interested in trolls	
What do trolls look like?	
Where do trolls live?	
What do trolls eat?	
Did you know? Keep your best facts for the end!	



Today I would like you to plan the first 3 boxes.

The ones with the stars next to them.

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/>

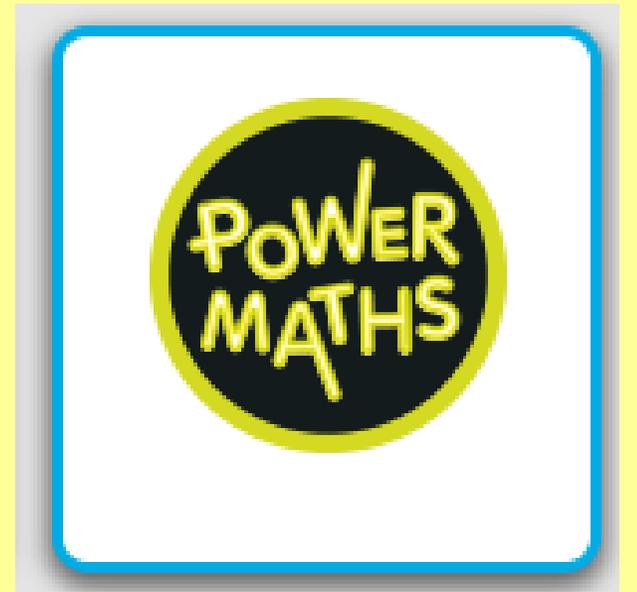
Go Noodle

<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.

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 fractions.

Maths



Complete the coloured work you would normally do in class.

Purple group: continue using the purple slide to help complete your work 😊

Blue group: continue using the blue slide to help complete your work 😊

Green group: continue using the yellow slides to help with your learning and then complete the work which is on the green background 😊

Orange group: continue using the yellow slides to help with your learning and then complete the work which is on the orange background 😊

Red group: use the red slides further on in this PowerPoint to help with your learning 😊

Purple group

We are recapping our knowledge of shape.

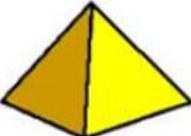
What is a 3D shape?

[3D shape video](#)

Go on a 3D shape hunt around your house. You might use the sheet to the right, or you might want to create your own. How many of each shape can you find?

Finally, finish off today's work by playing this matching 3D shape game:

<http://www.interactivestuff.org/match/maker.phtml?featured=1&id=15>

3D Shape	Shape name	Object which is this shape
		
		
		
		
		
		

Blue group

Today we are recapping our knowledge of time.

We are looking at telling the time to the nearest 5 minutes:

[Watch this song](#)

If you want to practise, there is an analogue clock you can move if you follow [this link](#).

Now complete page 37 of your workbook

WALT: find fractions of a set of objects.

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.

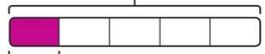
Green group - green background

Orange group - orange background

Last week's answers:

1 Find the required fraction of 20 grapes.

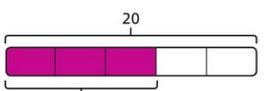
a) Find $\frac{1}{5}$ of 20 grapes.



$$\square \times \square$$

$$\frac{1}{5} \text{ of } 20 \text{ grapes} = \square \text{ grapes.}$$

b) Find $\frac{3}{5}$ of the grapes.



$$\square \times \square$$

$$\frac{3}{5} \text{ of } 20 \text{ grapes} = \square \text{ grapes.}$$

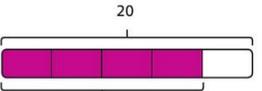
c) Find $\frac{2}{5}$ of 20 grapes.



$$\square \times \square$$

$$\frac{2}{5} \text{ of } 20 \text{ grapes} = \square \text{ grapes.}$$

d) Find $\frac{4}{5}$ of the grapes.



$$\square \times \square$$

$$\frac{4}{5} \text{ of } 20 \text{ grapes} = \square \text{ grapes.}$$

I can use the previous answers to help me calculate the final answer.



a): $\frac{1}{5}$ of 20 grapes = 4 grapes.

b): $\frac{2}{5}$ of 20 grapes = 8 grapes.

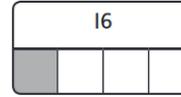
c): $\frac{3}{5}$ of 20 grapes = 12 grapes.

d): $\frac{4}{5}$ of 20 grapes = 16 grapes.

1 a) Find $\frac{1}{4}$ of 16 flowers.

$$16 \div 4 = \square$$

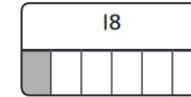
$$\frac{1}{4} \text{ of } 16 \text{ flowers} = \square \text{ flowers}$$



c) Find $\frac{1}{6}$ of 18 glasses.

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

$$\frac{1}{6} \text{ of } 18 \text{ glasses} = \square \text{ glasses}$$

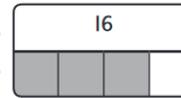


b) Find $\frac{3}{4}$ of 16 flowers.

$$16 \div 4 = \square$$

$$\square \times 3 = \square$$

$$\frac{3}{4} \text{ of } 16 \text{ flowers} = \square \text{ flowers}$$

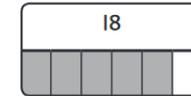


d) Find $\frac{5}{6}$ of 18 glasses.

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

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

$$\frac{5}{6} \text{ of } 18 \text{ glasses} = \square \text{ glasses}$$



1. a) $16 \div 4 = 4$ $\frac{1}{4}$ of 16 flowers = 4 flowers

b) $16 \div 4 = 4$
 $4 \times 3 = 12$ $\frac{3}{4}$ of 16 flowers = 12 flowers

c) $18 \div 6 = 3$ $\frac{1}{6} \times 18$ glasses = 3 glasses

d) $18 \div 6 = 3$
 $5 \times 3 = 15$
 $\frac{5}{6} \times 18$ glasses = 15 glasses

Last week's answers:

3 Use these facts to find the missing answers.

a) $\frac{1}{4}$ of 16 apples = 4 apples $\frac{3}{4}$ of 16 apples = apples

b) $\frac{1}{9}$ of 45 oranges = 5 oranges $\frac{5}{9}$ of 45 oranges = oranges

c) $\frac{1}{10}$ of 30 kiwis = 3 kiwis $\frac{7}{10}$ of 30 kiwis = kiwis



I can use the unit fraction of each group of objects to help me calculate the non-unit fraction of the same amount.

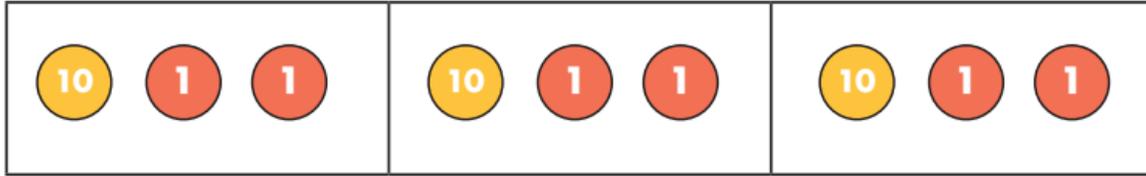
a): $\frac{3}{4}$ of 16 apples = 12 apples

b): $\frac{5}{9}$ of 45 oranges = 25 oranges

c): $\frac{7}{10}$ of 30 kiwis = 21 kiwis

Last week's answers:

- Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36



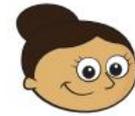
Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 =

b) $\frac{3}{5}$ of 60 =

c) $\frac{3}{4}$ of 52 =

Dora, Whitney and Ron each find a fraction of 24 using counters.



I have $\frac{5}{6}$ of 24

Dora

I have $\frac{2}{3}$ of 24



Whitney



Ron

I have 18 counters.

- a) Who has the most counters? Show your workings.

$$\frac{5}{6} \text{ of } 24 = 20 \quad \frac{2}{3} \text{ of } 24 = 16$$

Dora

A slice of cake has 6 candles on it. This is $\frac{3}{8}$ of the total number of candles on the cake. How many candles are on the whole cake?

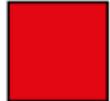
There were 16 candles in total on the cake.

Green and orange warm-up

Power Up

What amount of money does each shape represent?

<p>Total = £1 and 50p</p> <p> </p>	<p>Total = £3</p> <p>  </p>
<p>Total = £5 and 50p</p> <p>   </p>	<p>Total = £6</p> <p>   </p>

 =

 =

 =

 =

Choose some of the shapes.
Can you work out their
total value?

I wonder how much
two of each shape
would be worth.



Fractions of a set of objects (3)

A bag of sweets has a total mass of 138 g.

$\frac{5}{6}$ of the sweets are red.

What is the mass of red sweets?



If video does not play, follow this link and click Week 2 - fractions of a set of objects (3) - the video continues on the next few slides.

Eva is competing in a bike race. She is $\frac{2}{3}$ of the way through and has cycled 56 km. What is the total distance of the race?



Ron has £3 in his piggy bank. On Monday he spends half of it on a comic. On Thursday he spends $\frac{2}{5}$ of what's left on some sweets. How much does he have left?



Whitney has a box of 20 chocolates. Her sister eats $\frac{1}{4}$ of them and gives 3 of them to her friend.

Whitney eats $\frac{1}{3}$ of the chocolates that are left.

How many chocolates are still in the box?





The whole bag of cat food is shared equally between all of the cats. How much food will 2 of the cats get in total?

The answer:

a) There are 5 cats.

The whole must be split into 5 equal parts.

First calculate how much food 2 cats get.

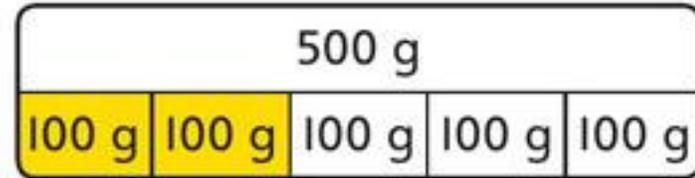
This will calculate $\frac{2}{5}$ of 500 g.

First find the unit fraction.

$$500 \text{ g} \div 5 = 100 \text{ g}$$

$$100 \text{ g} \times 2 = 200 \text{ g}$$

2 cats will get 200 g of food in total.



I can find $\frac{1}{5}$ and then multiply it by the numerator.





There are 8 dogs in the animal home.

This is $\frac{2}{5}$ (two fifths) of the total number of animals.

How many animals are there altogether?

The answer:

b) 8 dogs represent $\frac{2}{5}$ of the animals in the home.

To find the total number of animals, first find what $\frac{1}{5}$ is.

If 8 represents $\frac{2}{5}$, then $\frac{1}{5}$ is $8 \div 2$

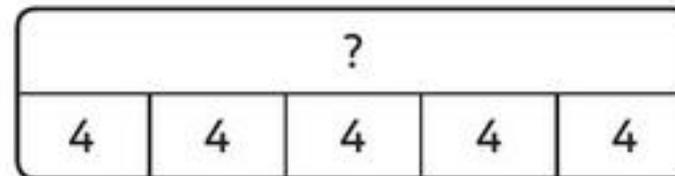
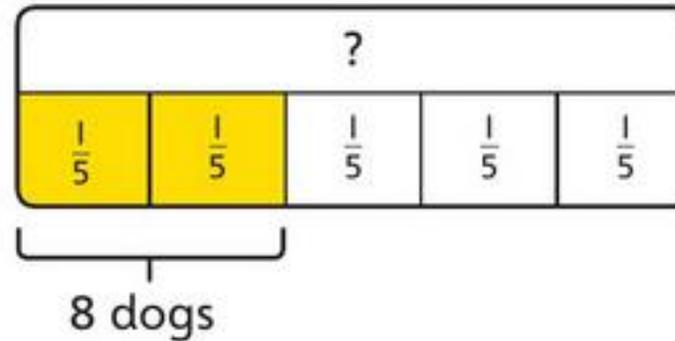
$$8 \div 2 = 4$$

There are 5 parts in the whole.

$$4 \times 5 = 20$$

There are 20 animals altogether.

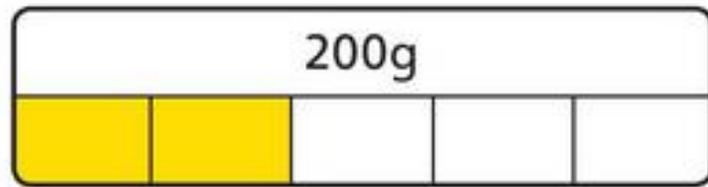
You need to work backwards to complete this problem.



A small container can hold 200 g of bird food.

The container is $\frac{2}{5}$ full.

How much bird food is in the container?

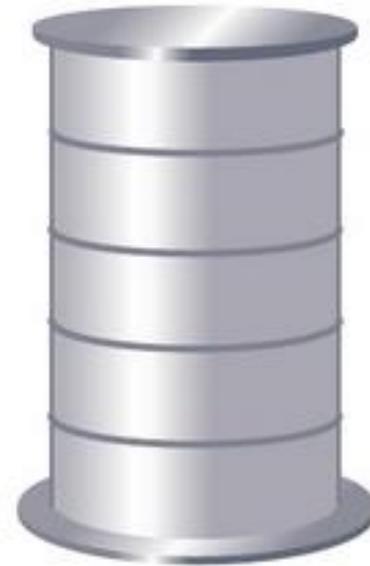


$$\square \div \square = \square$$

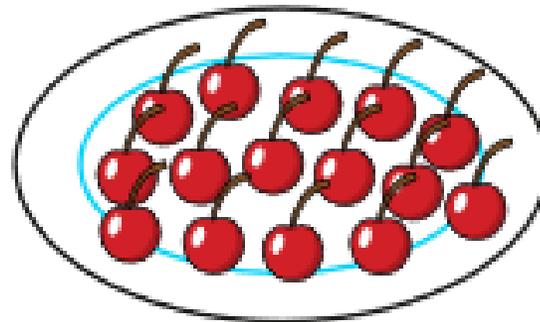
$$\square \times \square = \square$$

$$\frac{2}{5} \text{ of } 200 \text{ g} = \square \text{ g}$$

\square g of bird food is in the container.



Teddy opens a bag of cherries and puts $\frac{1}{2}$ on a plate.



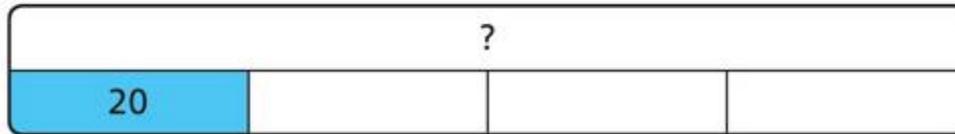
How many cherries were there in the whole bag?



3 a) Mo runs a race.

After 20 metres he has run a quarter of the race.

How long is the race?



The race is metres.

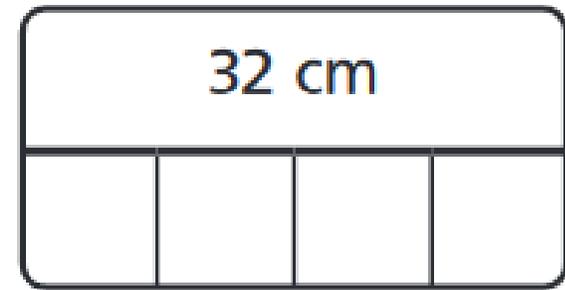


This time I think I am working out the whole amount. I need to do something different.

A piece of ribbon was 32 cm long.

$\frac{3}{4}$ of the ribbon was used to wrap a present.

What length of ribbon was used?



Whitney has a box of raisins.

She eats $\frac{1}{4}$ of the raisins and gives 3 to her brother.

She has 9 raisins left.

How many raisins were in the box at the start?

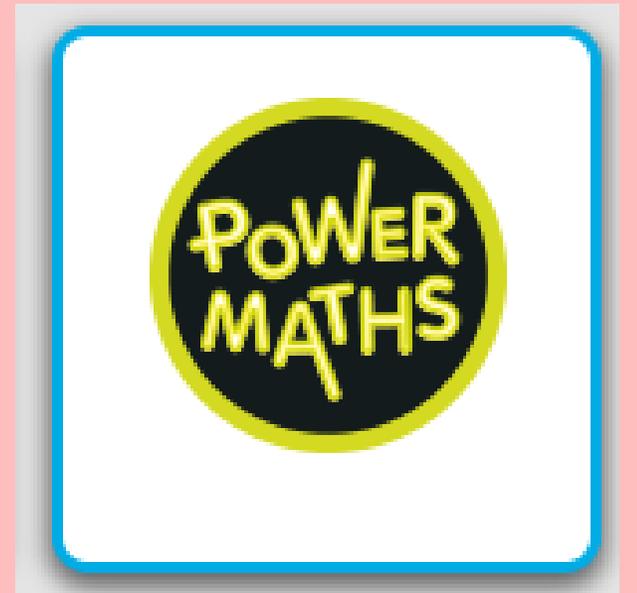
$\frac{3}{4}$ of a race will always be a longer distance to run than $\frac{1}{2}$ of a race.

Is this always, sometimes or never true? Explain your answer.



CHALLENGE

Red group



WALT: find missing angles in a triangle.

Warm-up

Power Up

Which decimal is the odd one out?

0.5

0.125

0.75

0.375

0.25

0.625

0.45

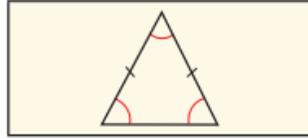
0.875

I wonder if it will help me to work out what their equivalent fractions are.

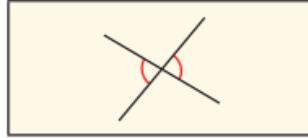


Try question 1 using what you learnt last week:

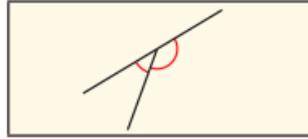
1 Match each diagram to the correct rule.



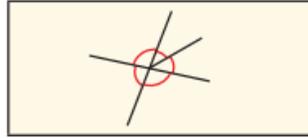
Angles on a straight line sum to 180°



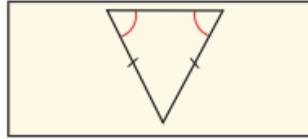
Angles around a point sum to 360°



Angles in a triangle sum to 180°

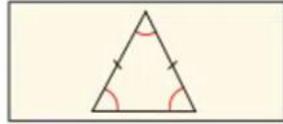


In an isosceles triangle, two angles are equal

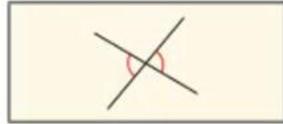


Vertically opposite angles are equal

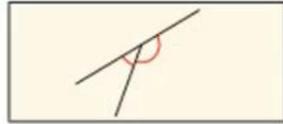
1 Match each diagram to the correct rule.



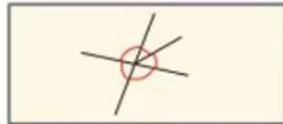
Angles on a straight line sum to 180°



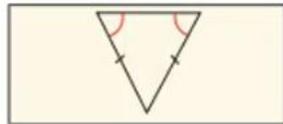
Angles around a point sum to 360°



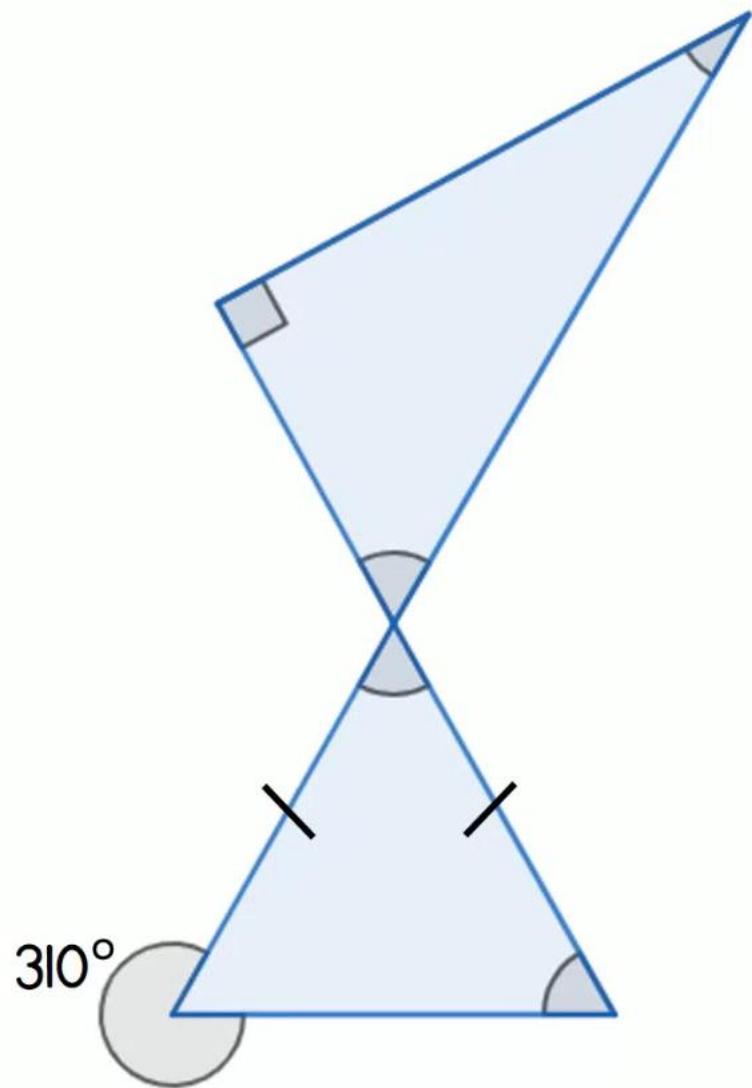
Angles in a triangle sum to 180°



In an isosceles triangle, two angles are equal

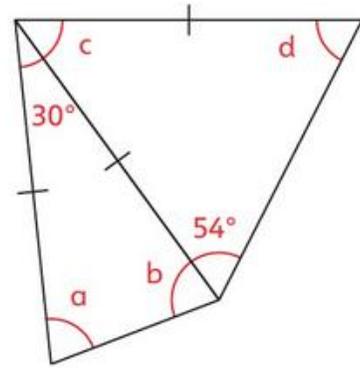


Vertically opposite angles are equal

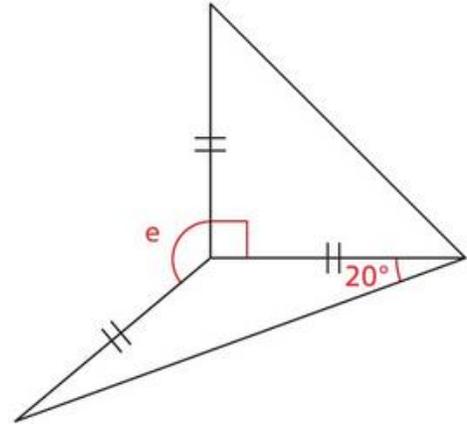




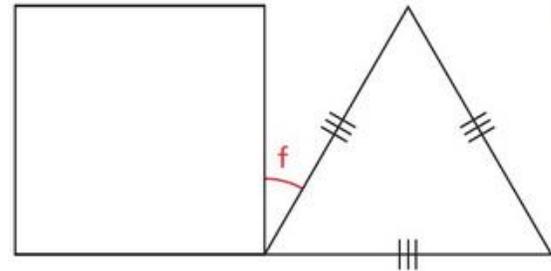
3 Calculate angles a to f.



There seems to be two different triangles joined together.



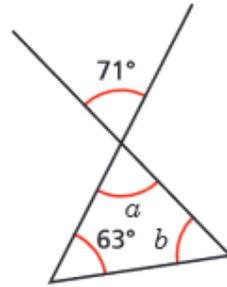
I am not told any angles in this diagram. I wonder how I can work some out.



2 Work out the sizes of the unknown angles.

Give reasons for each stage of your working.

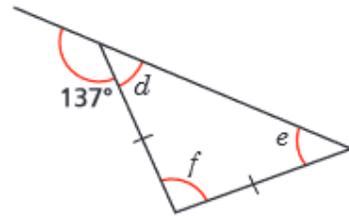
a)



$\alpha =$ because _____

$b =$ because _____

b)

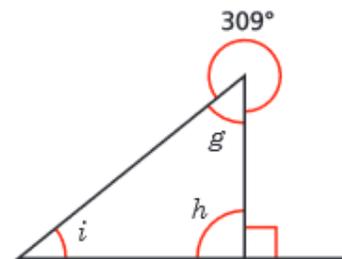


$d =$ because _____

$e =$ because _____

$f =$ because _____

c)



$g =$ because _____

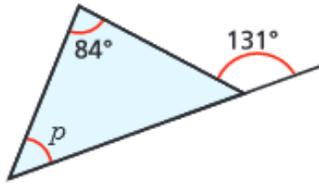
$h =$ because _____

$i =$ because _____

3

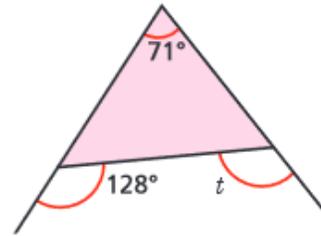
Work out the sizes of the angles marked with letters.

a)



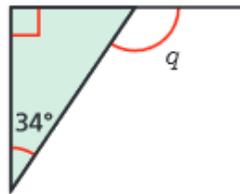
$$p = \boxed{}$$

e)



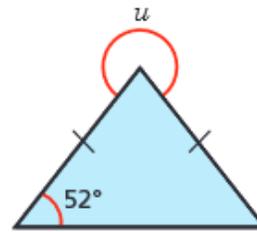
$$t = \boxed{}$$

b)



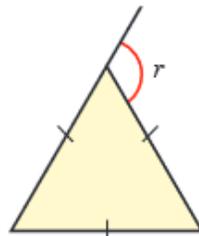
$$q = \boxed{}$$

f)



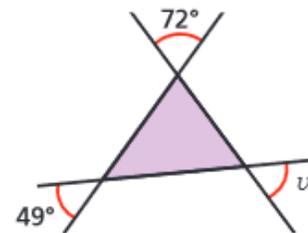
$$u = \boxed{}$$

c)



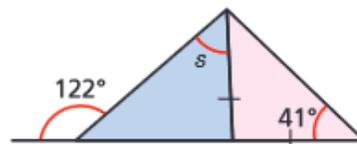
$$r = \boxed{}$$

g)



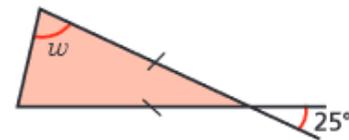
$$v = \boxed{}$$

d)



$$s = \boxed{}$$

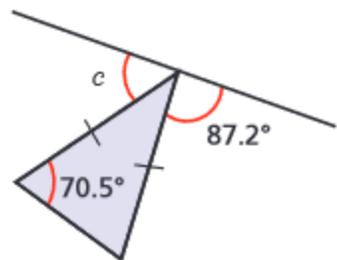
h)



$$w = \boxed{}$$

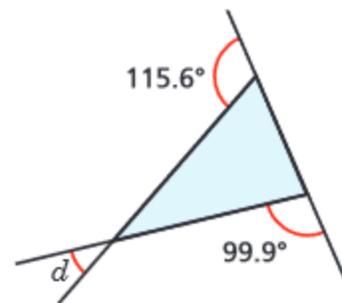
4 Work out the sizes of the unknown angles.

a)



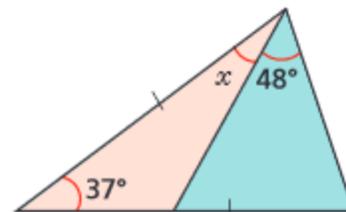
$$c = \boxed{}$$

b)



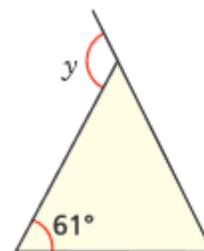
$$d = \boxed{}$$

5 Work out the size of angle x .



$$x = \boxed{}$$

6 Here is an isosceles triangle.
Find two possible sizes of angle y .

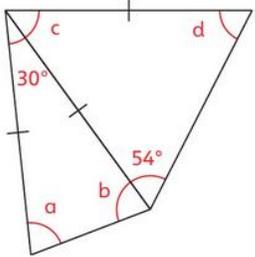


$$y = \boxed{} \text{ or } \boxed{}$$

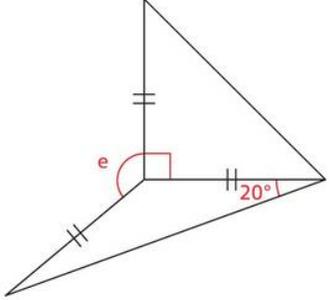
Answers:

3 Calculate angles a to f.

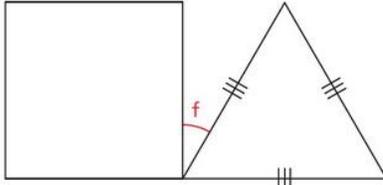
CHALLENGE



There seems to be two different triangles joined together.



I am not told any angles in this diagram. I wonder how I can work some out.



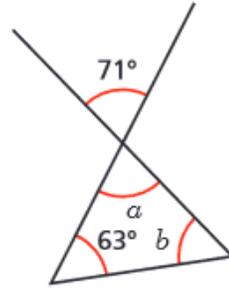
$$a = 75^\circ, b = 75^\circ, c = 72^\circ, d = 54^\circ, e = 130^\circ, f = 30^\circ$$

Answers:

2 Work out the sizes of the unknown angles.

Give reasons for each stage of your working.

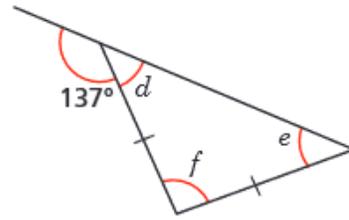
a)



$a = 71^\circ$ because vertically opposite angles are equal.

$b = 46^\circ$ because angles in a triangle sum to 180° .

b)

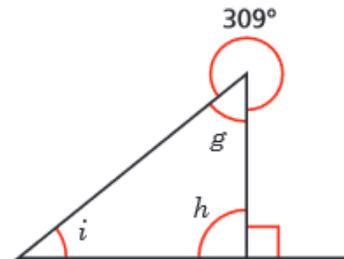


$d = 43^\circ$ because angles on a straight line sum to 180° .

$e = 43^\circ$ because in an isosceles triangle two angles are equal.

$f = 94^\circ$ because angles in a triangle sum to 180° .

c)



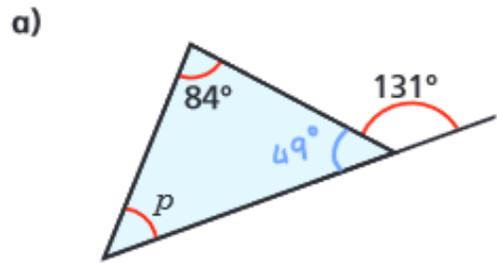
$g = 51^\circ$ because angles around a point sum to 360° .

$h = 90^\circ$ because angles on a straight line sum to 180° .

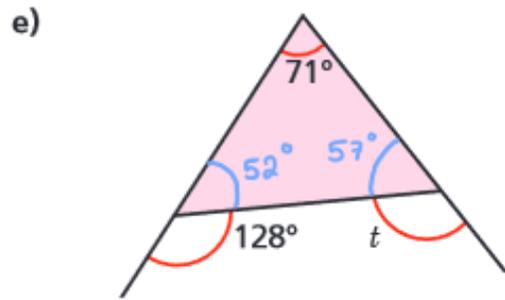
$i = 39^\circ$ because angles in a triangle sum to 180° .

Answers:

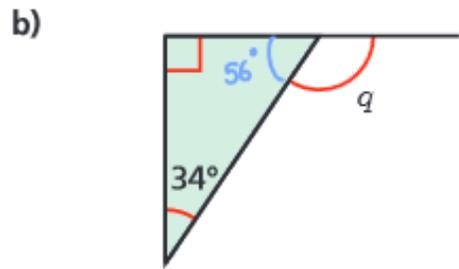
3 Work out the sizes of the angles marked with letters.



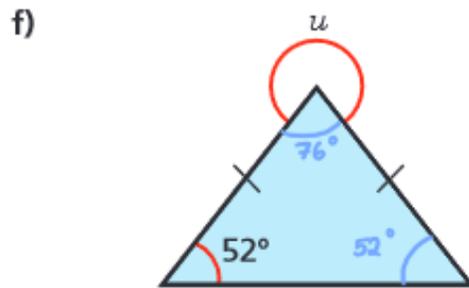
$$p = 47^\circ$$



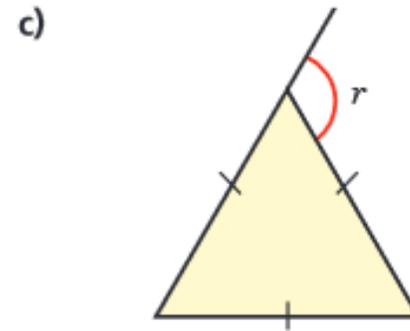
$$t = 123^\circ$$



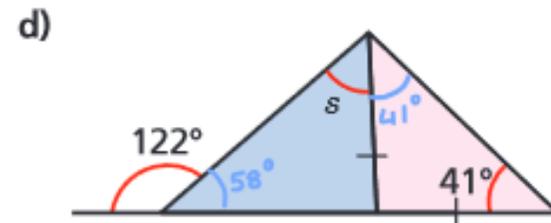
$$q = 124^\circ$$



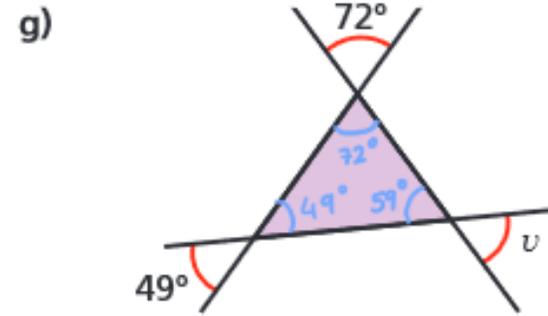
$$u = 284^\circ$$



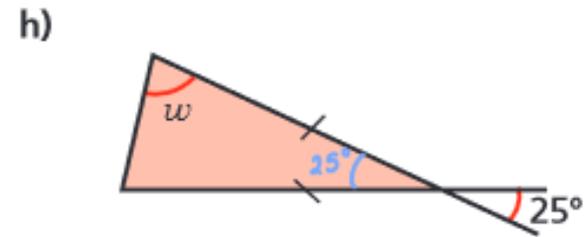
$$r = 120^\circ$$



$$s = 40^\circ$$



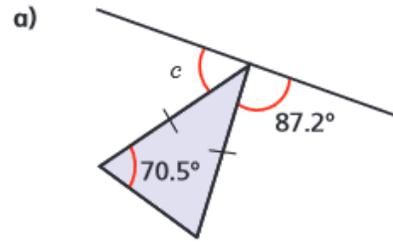
$$v = 59^\circ$$



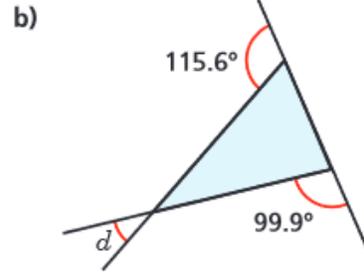
$$w = 77.5^\circ$$

Answers:

4 Work out the sizes of the unknown angles.



$$c = 53.8^\circ$$



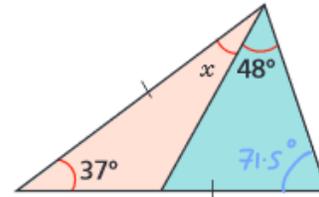
$$d = 35.5^\circ$$

5 Work out the size of angle x .

$$180 - 37 = 143$$

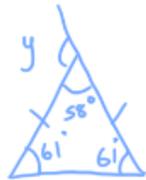
$$143 \div 2 = 71.5$$

$$71.5 - 48 = 23.5$$



$$x = 23.5^\circ$$

6 Here is an isosceles triangle.
Find two possible sizes of angle y .



$$61 + 61 = 122$$
$$180 - 122 = 58$$

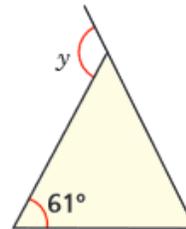
$$y = 180 - 58 = 122$$



$$180 - 61 = 119$$

$$119 \div 2 = 59.5$$

$$y = 180 - 59.5 = 120.5$$



$$y = 122^\circ \text{ or } 120.5^\circ$$

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 😊



Purple Group

Sick sentences!

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

The pup lay on the snow.
She looked at the water.
It was a sunny day.
It was cold.

Blue Group



Question time!

Where is the pup's mother?

What animal is she?

What might she have learnt already from her mother?

Remember to write in full sentences.



Green Group

Question time!

Where is the pup's mother?

What animal is she?

What might she have learnt already from her mother?

How old is the pup?

Remember to write in full sentences.

Orange Group



Sentence challenge!

Can you use relative clauses to add extra information to a sentence using who, which, where, when, whose or that?

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

Watch the video and have a go at finding the relative clause in the sentence about Nessie.

Now can you try adding a relative clause to these sentences

The pup, who was only a few days old, prepared for the icy plunge.

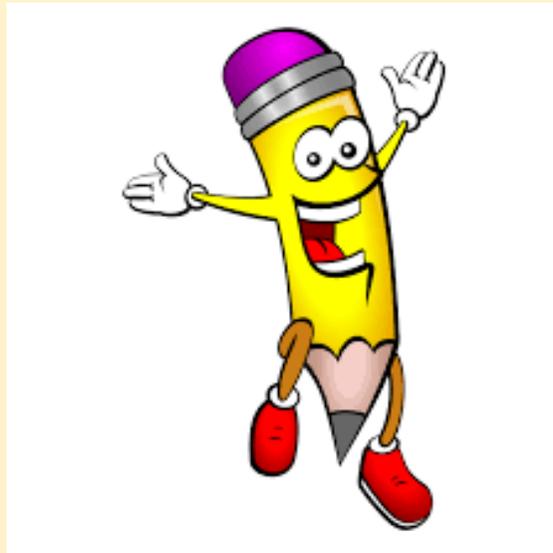
Her fur, , was white.

The water, , was turquoise.

I have underlined the relative clause in the first sentence for you. Can you add a relative clause to the next two sentences?

Handwriting

Complete page 30 in your handwriting book.



Afternoon activity

Choose an activity from the practical maths link on the Year 3 learning page

