

	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!

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 next 2 boxes.

The ones with the stars next to them.

★ **Challenge:** What other sections could you 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?

As a challenge, did you think of another section you would like to write about?

Can you plan that section too?



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

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?

Recap 3D shapes

Can you describe the difference between a cuboid and a cube?

Now complete page 34 of your workbook.

Blue group

Today we are recapping our knowledge of time.

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

Complete page 38 of your workbook

WALT: find equivalent fractions.

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

Monday's answers:

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?

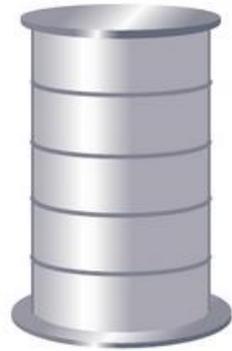


$$\square \div \square = \square$$

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

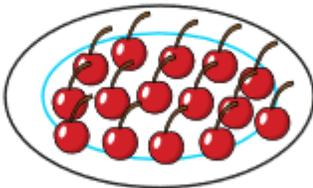
$$\frac{2}{5} \text{ of } 200 \text{ g} = \square \text{ g}$$

\square g of bird food is in the container.



80g of bird food

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



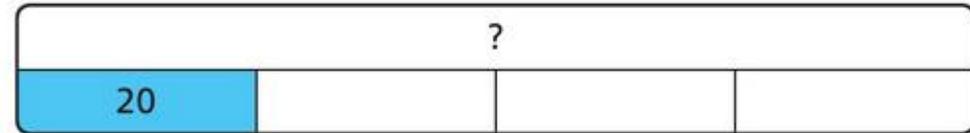
How many cherries were there in the whole bag?

30 cherries in the 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 \square metres.



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

The race is 80 metres.

CHALLENGE

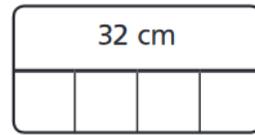


Monday's answers:

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?



24cm of ribbon was used.

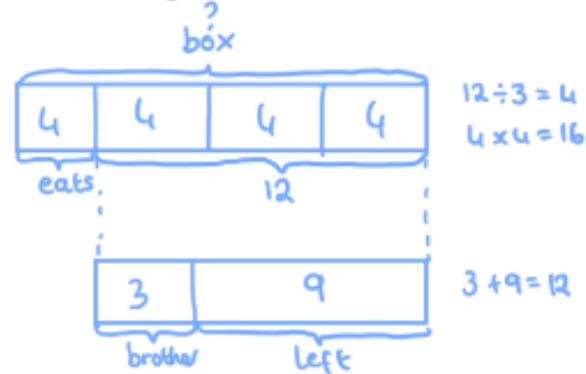
Whitney has a box of raisins.

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?

How many raisins were in the box at the start?



There were 16 raisins in the box.

$\frac{3}{4}$ 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

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

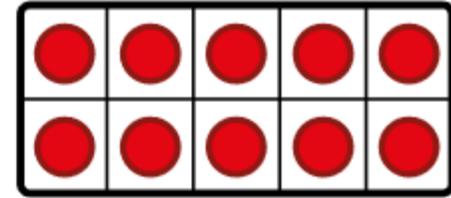
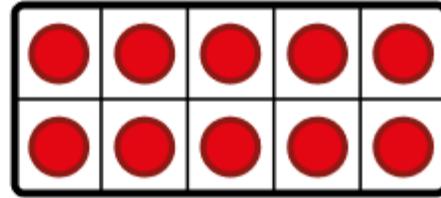
If the races are the same length, then it will be true. If the races are different lengths it may not be true; for example: $\frac{3}{4}$ of a 100-metre race is 75 metres but $\frac{1}{2}$ of a 1,000-metre race is 500 metres, which is longer.

Green and orange warm-up

Work out the fractions and complete the number sentences.

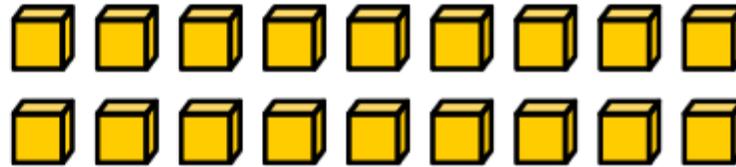
$$\frac{1}{2} \text{ of } 20 = \square$$

$$\frac{1}{4} \text{ of } 20 = \square$$



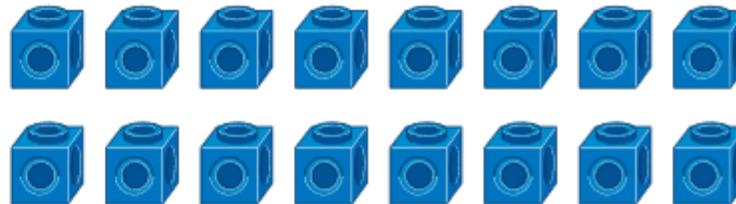
$$\frac{1}{3} \text{ of } 18 = \square$$

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

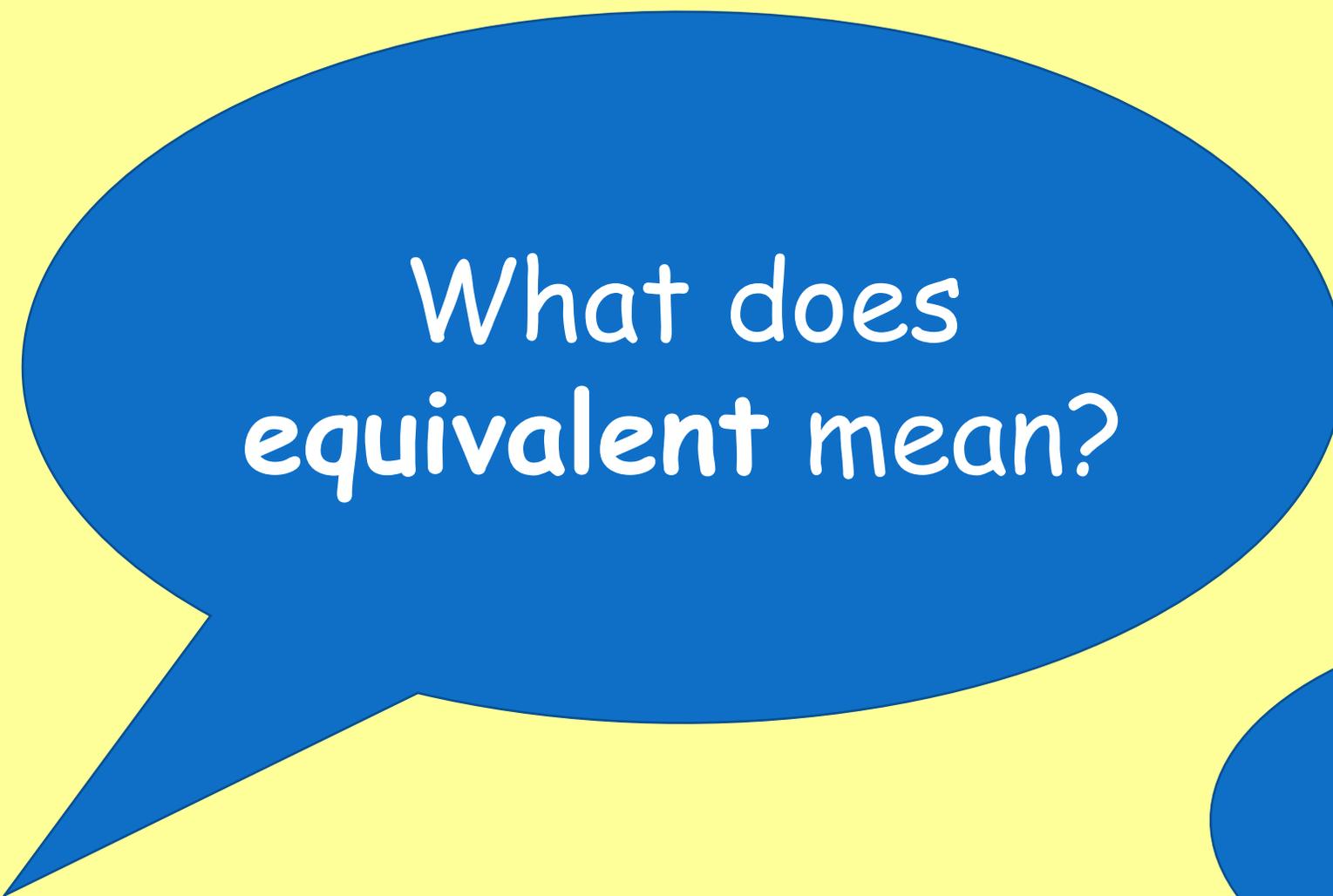


$$\frac{1}{4} \text{ of } 16 = \square$$

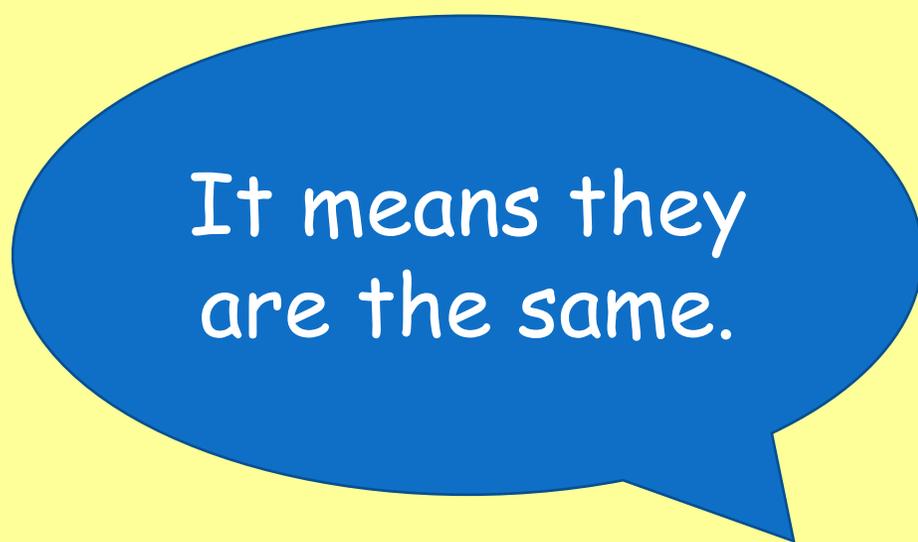
$$\frac{1}{8} \text{ of } 16 = \square$$



Can you see any patterns?



What does
equivalent mean?



It means they
are the same.

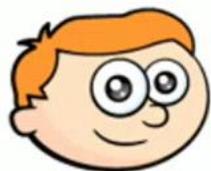
Equivalent fractions (1)

$$\frac{1}{4}$$

If video does not play, follow this link and click [Week 2 - equivalent fractions \(1\)](#) - the video continues on the next few slides.

Is $\frac{6}{9}$ equivalent to $\frac{2}{3}$?

Do you agree with Ron and Whitney?



$\frac{1}{2}$ is equivalent to $\frac{2}{3}$ because I have added 1 to both the numerator and denominator.



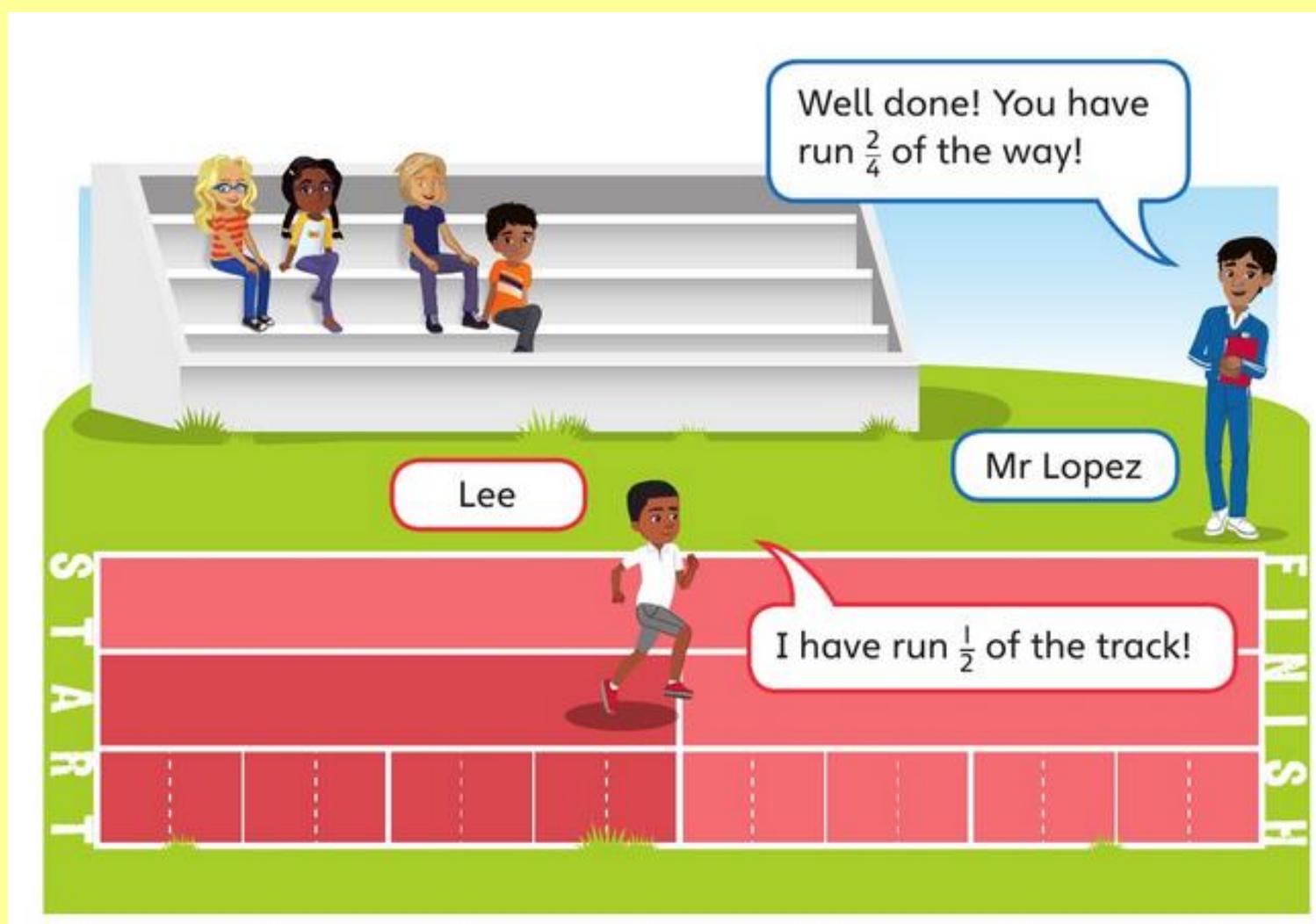
$\frac{1}{2}$ is not equivalent to $\frac{5}{10}$ because you have added 4 to the numerator but 8 to the denominator.

Odd One Out

$$\begin{array}{r} 4 \\ - \\ 9 \end{array}$$

$$\begin{array}{r} 6 \\ - \\ 9 \end{array}$$

$$\begin{array}{r} 4 \\ - \\ 6 \end{array}$$

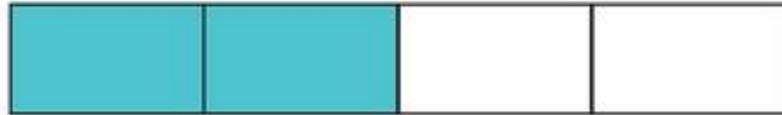
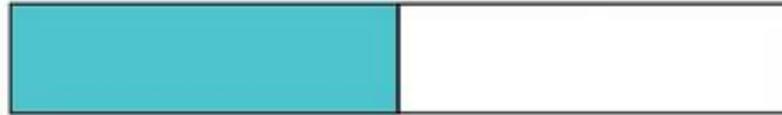


Who is correct, Mr Lopez or Lee?

The answer:

Share

a)



Look at the fractions $\frac{1}{2}$ and $\frac{2}{4}$.

They have different numerators and denominators, but show the same distance.

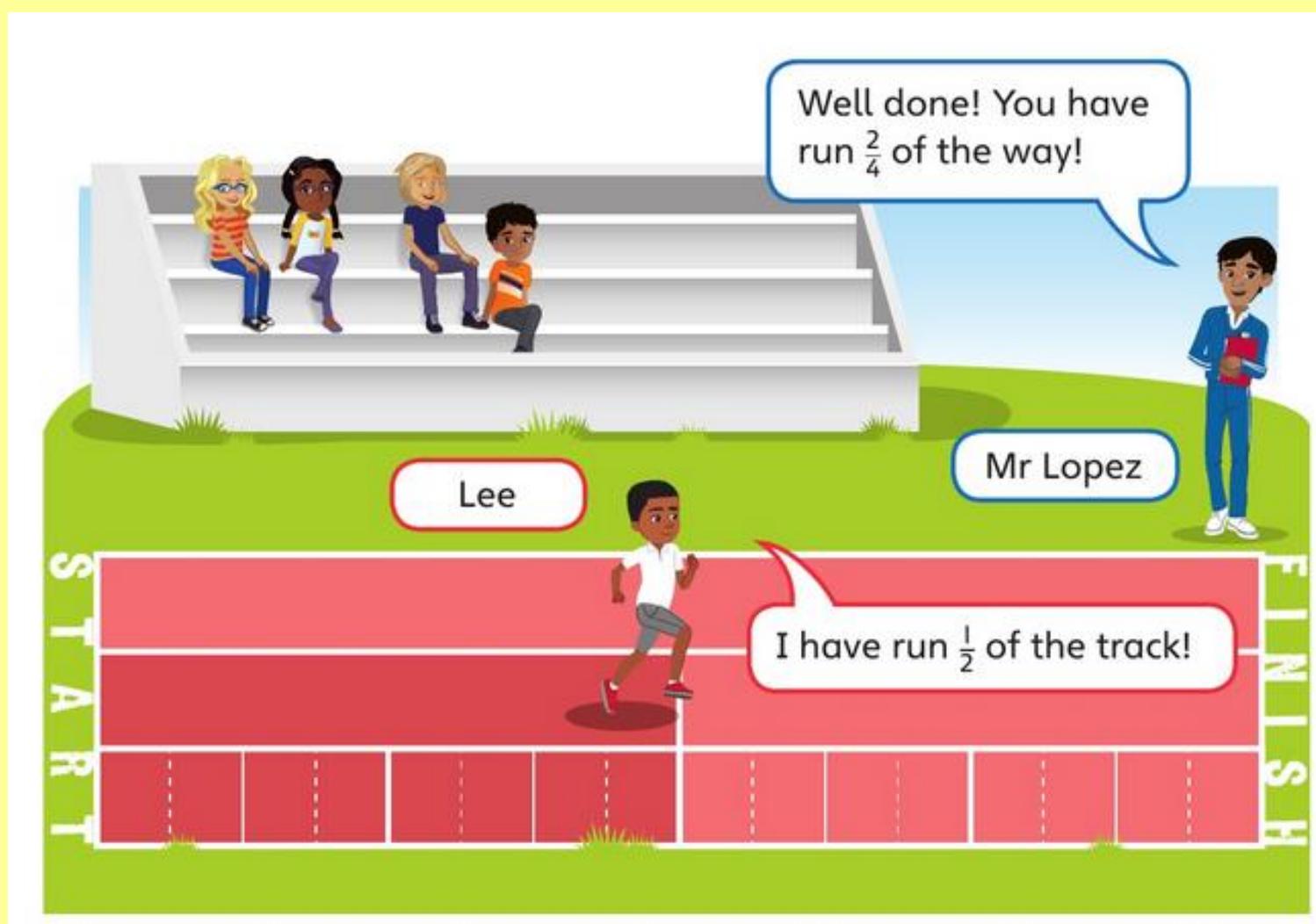
Both Lee and Mr Lopez are correct.

This model represents $\frac{1}{2}$ of the whole journey. There are 2 parts in the whole and 1 is shaded.



Each part is cut into 2 equal parts. Lee has run $\frac{2}{4}$ of the journey. $\frac{1}{2} = \frac{2}{4}$ so these are **equivalent fractions**.





Look at the lines drawn on the track.

Write two or more fractions that are equal to $\frac{1}{2}$.

The answer:

b)

$\frac{1}{2}$

$\frac{4}{8}$

$\frac{8}{16}$

$\frac{1}{2} = \frac{2}{4}$ $\frac{1}{2} = \frac{4}{8}$ $\frac{1}{2} = \frac{8}{16}$

These are all equivalent fractions.

I folded a strip of paper to help me find the different fractions.

Can you see a link between the numerator and denominator to help you find more equivalent fractions for $\frac{1}{2}$?

Lexi folds a paper strip into 3 equal parts.

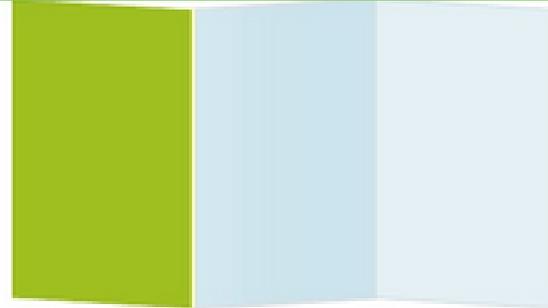
She colours 1 of the parts.

She folds the strip in half, across the length, then unfolds it.

a) What fraction of the strip is coloured?

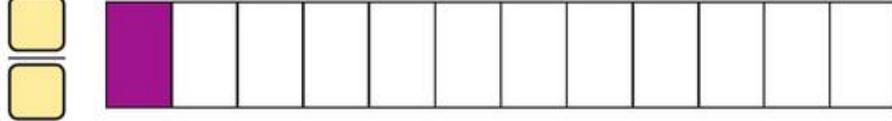
b) Write an equivalent fraction for this.

$$\frac{\square}{3} = \frac{\square}{6}$$





3 Each fraction is represented by a colour.
Write the missing fractions.



What equivalent fractions can you write?

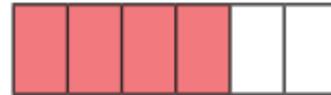
I think there is more than one answer for some of these. I will write all the equivalent fractions I can see.



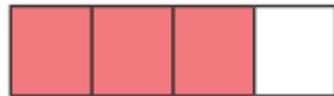
The bar models represent fractions.



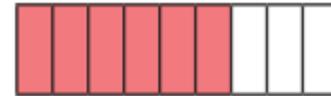
A



C



B



D

Which is the odd one out? _____

Why do you think this?

a) What is the same and what is different about these fractions?

$\frac{1}{3}$

$\frac{2}{6}$

$\frac{3}{9}$

$\frac{4}{12}$

b) List three more equivalent fractions to make a set of matching fractions for each.

$\frac{1}{4}$

$\frac{1}{5}$

$\frac{1}{6}$

- 5 Olivia has drawn these diagrams. She says that the fractions are equal. Is Olivia correct? Explain your answer.



Blank area for drawing a diagram to explain the answer.

CHALLENGE

Try drawing a diagram to explain your answer.



Red group

WALT: find angles in special quadrilaterals.

Warm-up

Power Up

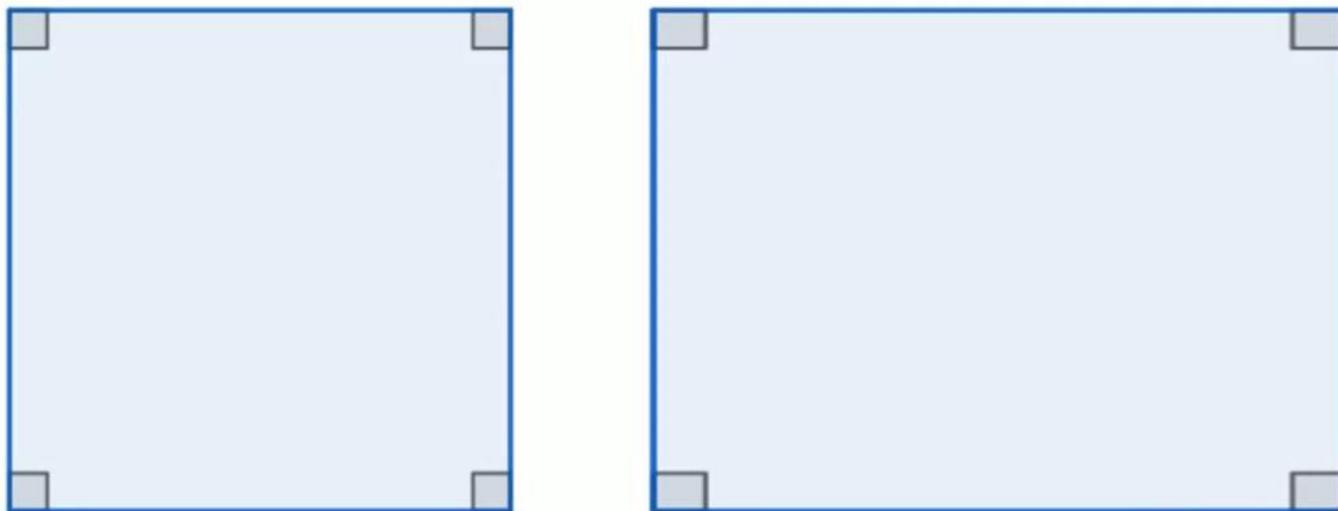
On Saturday, there were 103,583 more visitors to a festival than on Friday, but 32,085 fewer visitors than on Sunday. If there were 243,487 visitors on Saturday, how many visitors were there altogether on both Friday and Sunday?

A furniture company had a bank holiday sale. They sold 528,487 items across their various warehouse sites over the three days of the long weekend. The busiest day was Monday, when they sold 287,422 items. They sold 43,729 more items on Saturday than on Sunday. How many items were sold on Sunday?

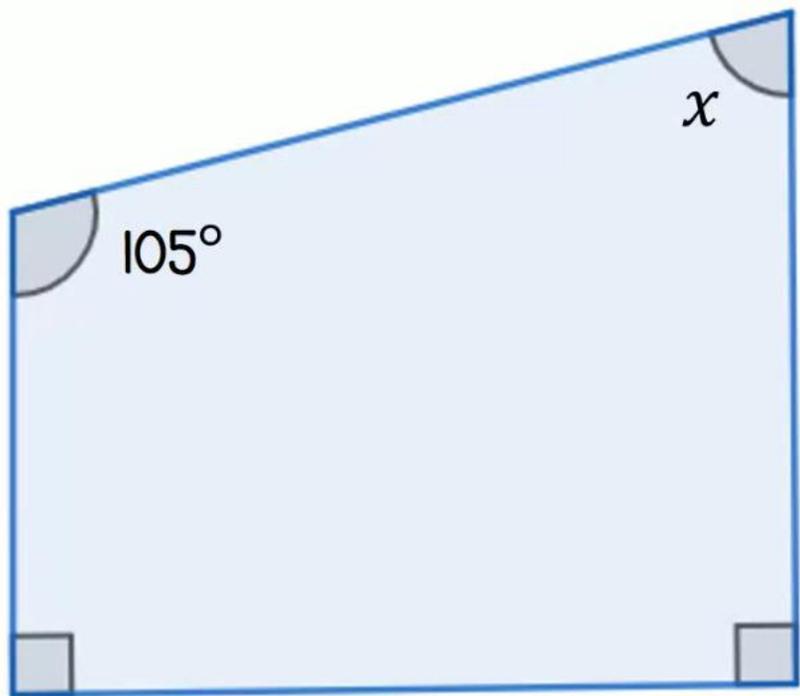
I am going to draw bar models to help me decide what calculations I need to do.



Quadrilateral



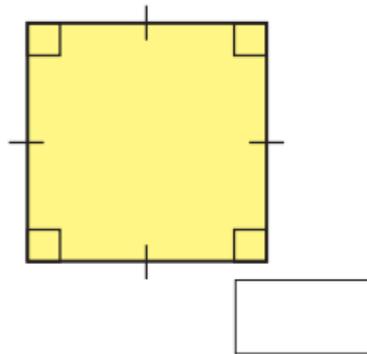
What's the same?
What's different?



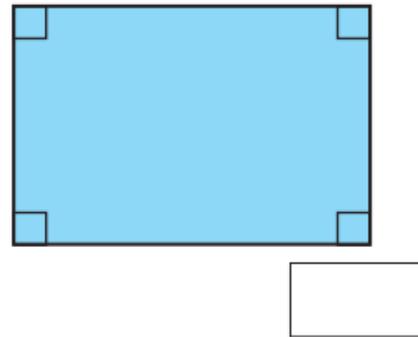
Calculate angle x

1 Work out the sum of the angles in each shape.

a)

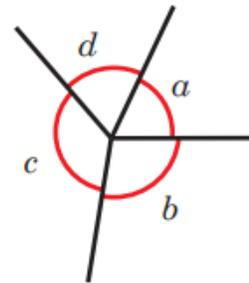
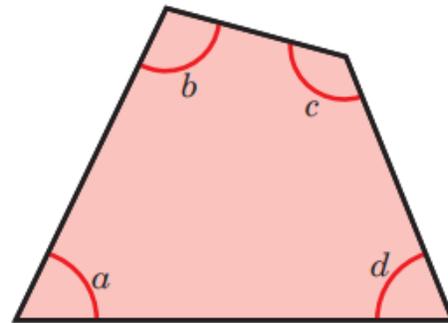


b)



What do you notice?

2 The diagrams show the four vertices of a quadrilateral arranged around a point.



What do the diagrams illustrate about the sum of the angles in a quadrilateral?

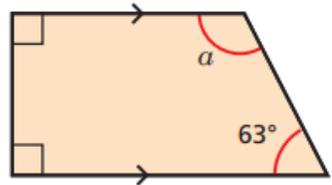
Complete the sentence.

Angles in a quadrilateral _____

3

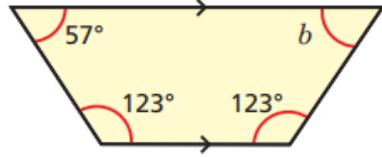
Work out the size of the unknown angle in each trapezium.

a)



$a =$

b)



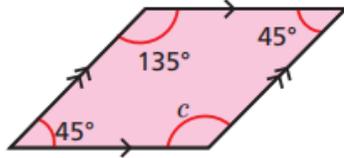
$b =$

c) What is the same and what is different about the trapeziums?

4

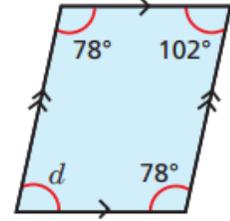
Work out the sizes of the unknown angles.

a)



$c =$

b)

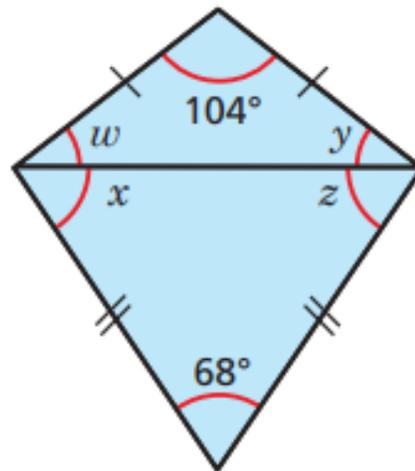


$d =$

c) What do you notice about opposite angles in a parallelogram?

5 Two isosceles triangles are joined to form a kite.

a) Work out the sizes of the unknown angles.



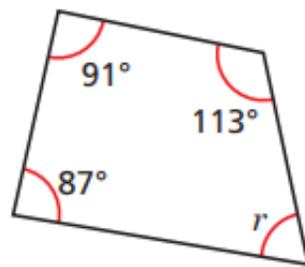
$w =$ $y =$ $x =$ $z =$

b) Work out $w + x$.

c) Work out $y + z$.

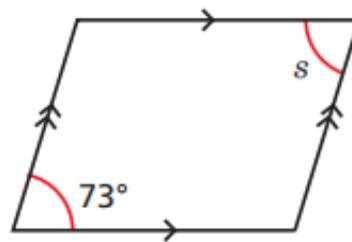
6 Work out the sizes of the unknown angles.

a)



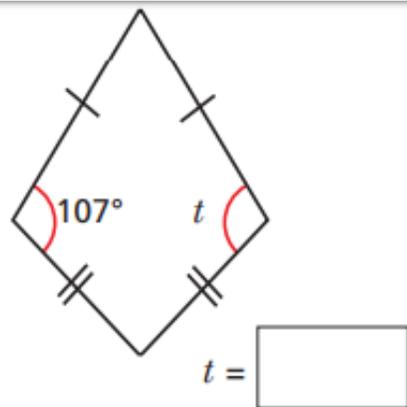
$$r = \boxed{}$$

b)



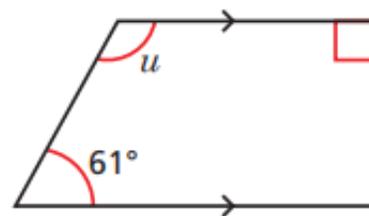
$$s = \boxed{}$$

c)



$$t = \boxed{}$$

d)



$$u = \boxed{}$$

7 Teddy is drawing a quadrilateral.

My quadrilateral has exactly three right-angles.



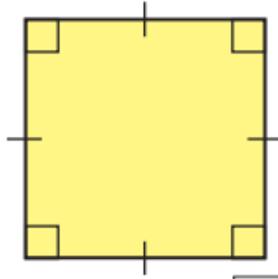
Is Teddy's quadrilateral possible? _____

Explain your answer.

Answers:

1 Work out the sum of the angles in each shape.

a)



360°

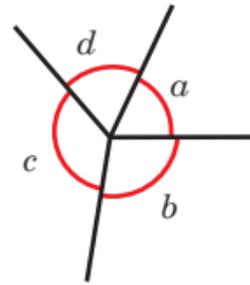
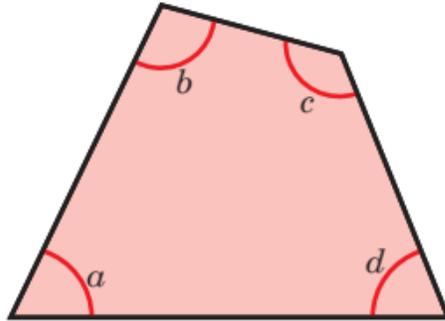
b)



360°

What do you notice?

2 The diagrams show the four vertices of a quadrilateral arranged around a point.



What do the diagrams illustrate about the sum of the angles in a quadrilateral?

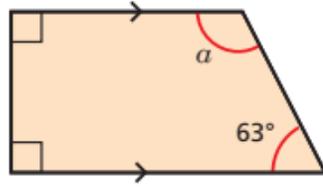
Complete the sentence.

Angles in a quadrilateral sum to 360°

Answers:

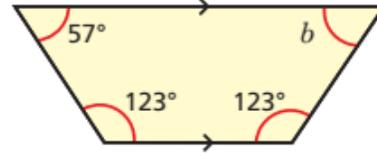
3 Work out the size of the unknown angle in each trapezium.

a)



$$a = 117^\circ$$

b)

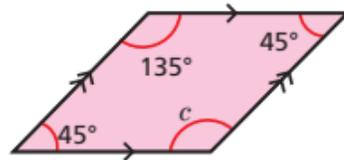


$$b = 57^\circ$$

c) What is the same and what is different about the trapeziums?

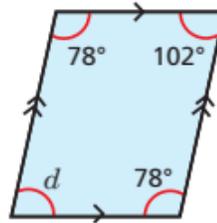
4 Work out the sizes of the unknown angles.

a)



$$c = 135^\circ$$

b)



$$d = 102^\circ$$

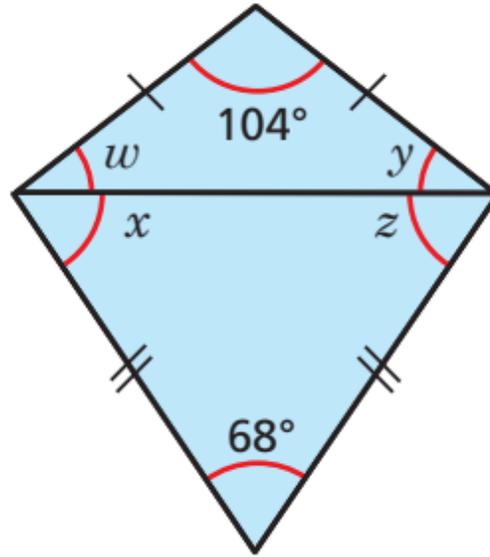
c) What do you notice about opposite angles in a parallelogram?

They are equal.

5

Two isosceles triangles are joined to form a kite.

a) Work out the sizes of the unknown angles.



$$w = 38^\circ$$

$$y = 38^\circ$$

$$x = 56^\circ$$

$$z = 56^\circ$$

b) Work out $w + x$.

$$94^\circ$$

c) Work out $y + z$.

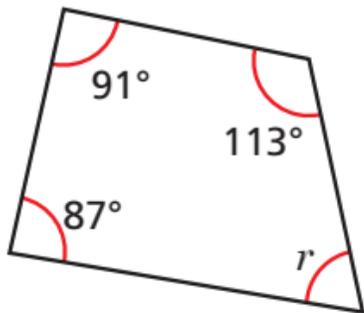
$$94^\circ$$

Answers:

6

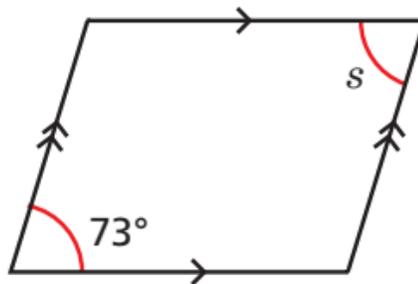
Work out the sizes of the unknown angles.

a)



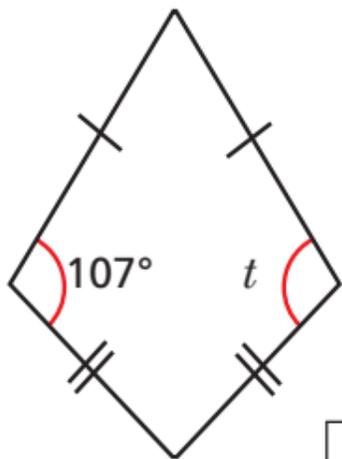
$r =$

b)



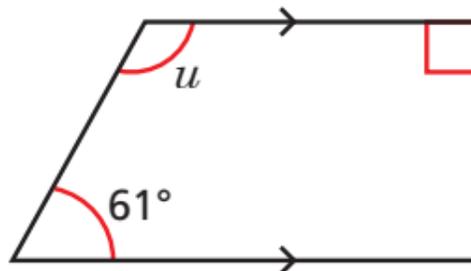
$s =$

c)



$t =$

d)



$u =$

- 7 Teddy is drawing a quadrilateral.

My quadrilateral has exactly three right-angles.



Is Teddy's quadrilateral possible? No

Explain your answer.

$$90 \times 3 = 270 \quad 360 - 270 = 90$$

If three angles were right angles the fourth would also have to be a right angle.

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

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.

Blue Group



Question time!

How old is the pup?

Do you remember learning to swim? What were the biggest challenges you had to overcome?

Will the pup be brave enough to enter?

Remember to write in full sentences.



Green Group

Question time!

Do you remember learning to swim? What were the biggest challenges you had to overcome?

Will the pup be brave enough to enter?

How is it that some animals are better swimmers than others?

Remember to write in full sentences.

Orange 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.

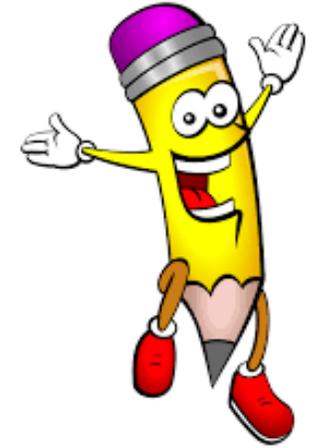


<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

Here is the video to remind you what a relative clause is.

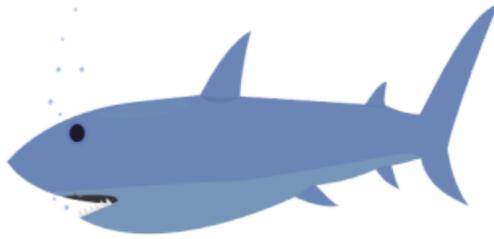
Challenge:
Can you include a
relative clause in
your improved
sentences?

Handwriting



Tongue Twisters: 1

A tongue twister is a phrase or sentence that is hard to say fast!



Copy these tongue twisters in your best handwriting and try not to make your writing too large:

Six sharp, smart sharks.

She sees cheese.

Red lorry, yellow lorry.

Blake's bike brake broke.

Mixed biscuits, mixed biscuits.

Three free throws.

Crisp crusts crackle crunchily.

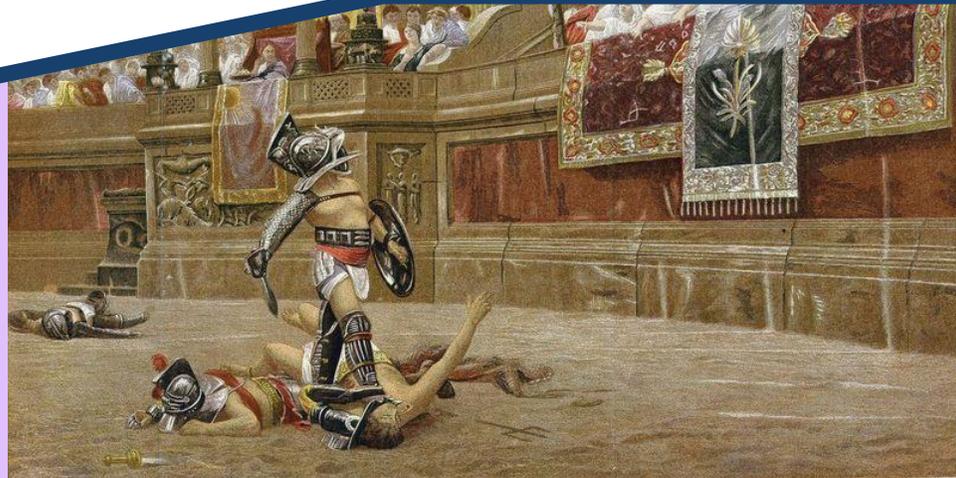
Quick cooks cook cakes.

Afternoon activity

Topic lesson (next slide)

Topic - The Romans

How did Britain become part of the Roman Empire?

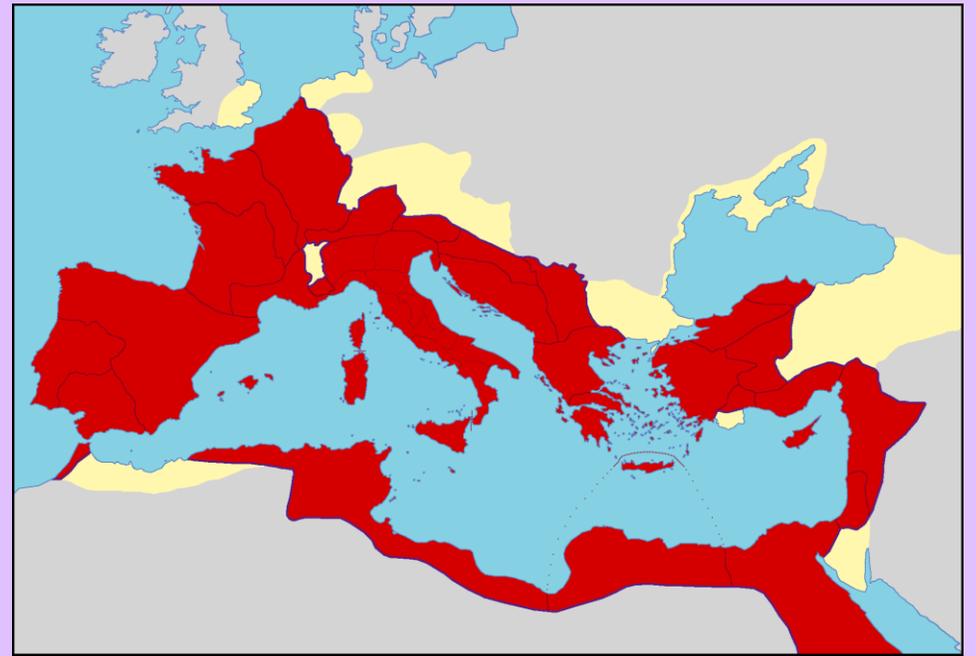


Before the Romans invaded Britain, there were lots of tribes living in Britain during the Iron Age.

Watch the video to find out a little bit about what Celt life was like.

[Click here](#) to find out about Celtic life.

While this was life in Britain, the Roman Empire had been expanding across Europe and its territory included Gaul (the Roman name for France), which was governed by Julius Caesar. The Romans had heard about Britain, which they called Britannia, and Caesar began to think about invading.



Imagine you are a Roman planning the invasion of Britain. Can you think about why you might want to conquer Britannia? Can you think of any obstacles?

Sort the statements into pros and cons about invading Britannia.

We will look powerful and everyone will be frightened of our great leaders!

We do not know what the people in Britannia will be like. They could be wild savages or even monsters!

We are such a civilised Empire. We should go and rule other countries to show them how to be great like us!

The people in Britannia deserve to be punished for helping Gaul (France) fight against us. It's time for revenge!

If the tribes in Britannia are too strong we will have to retreat. Then everyone will think we are weak.

Britannia has valuable resources like tin, lead, wood, silver and corn. The people will become our slaves.

Pros

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The Romans took more than one attempt before they were successful in conquering Britannia.

[Click this link and scroll down to these 3 pictures to find out about the different invasion attempts.](#)

Click on each image to discover which Roman emperors invaded Britain.



Fill in this information sheet (or write it in your book) about each of the three invasions:

Invasion Attempts

Fill in the table below to compare the Romans' three attempts at invading Britannia.



Invasion attempt	Date	Leader	What happened?	Successful? (✓ or X)
1				
2				
3				