

	Monday	Tuesday	Wednesday	Thursday	Friday
<h2>Morning activities</h2>					
<b>English</b> 	Complete work set on the PowerPoint				
<b>Exercise</b> 	Pick an activity from the slide on the PowerPoint, or choose your own 30 minutes of exercise.				
<b>Maths</b> 	Complete the work for your colour group from the Year 3 learning page				
<b>Reading (independent learning)</b> 	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>					
<b>Guided reading</b> 	Complete work set on the PowerPoint				
<b>Handwriting</b> 	Complete work set on the PowerPoint				
<b>Afternoon activity</b> 	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!

# We are ready to start writing our information texts as experts on trolls!

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



Remind yourself of the tools from our toolkit you are going to use.

Today we are going to write the next 2 sections. I have put stars next to them.

If you picked a section you would add you can add this in between what trolls eat and your did you know fact.

We can hug the professors text that you have been learning.



### 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!

By changing the the underlined words you can make this text your own.

If you have picked a section of your own to write, this is where to add it in.

I have decided to write about what troll school is like.



Trolls usually attend school under the cover of darkness, however once a year for sports day they go to school early in the morning. This is all to prevent them being spotted by humans. They study subjects like, cave building, bridge building and goat protection. Surprisingly goat protection is often their favourite subject. Their schools can be found deep inside damp, dark and cool caves. Trolls make very good students who are always trying to do their best. One troll, who was very wise, designed all of the subjects to be taught at troll school. Because he exceptionally shy, he is not a very well known troll.

By changing the the underlined words you can make this text your own.

We can hug the professors text that you have been learning.



## 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!

By changing the the underlined words you can make this text your own.

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 position and direction.

## Recap of key vocabulary

You have finished your book today, well done for all your fantastic work! 😊

Today, there is a worksheet on the Year 3 learning page for purple maths about position and direction.

# Blue group

Today we are recapping our knowledge of 3D shapes.

What 3D shapes can you name? Make a list and draw an example for each one.

3D shape recap

Complete pages 42 and 43 of your workbook

# WALT: compare 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

## Thursday's answers:

Write the missing numerators and denominators for these equivalent fractions.

a)  $\frac{2}{5} = \frac{\square}{10}$

c)  $\frac{8}{10} = \frac{\square}{5}$

b)  $\frac{3}{10} = \frac{6}{\square}$

d)  $\frac{6}{8} = \frac{\square}{4}$

I used a fraction wall to help me.



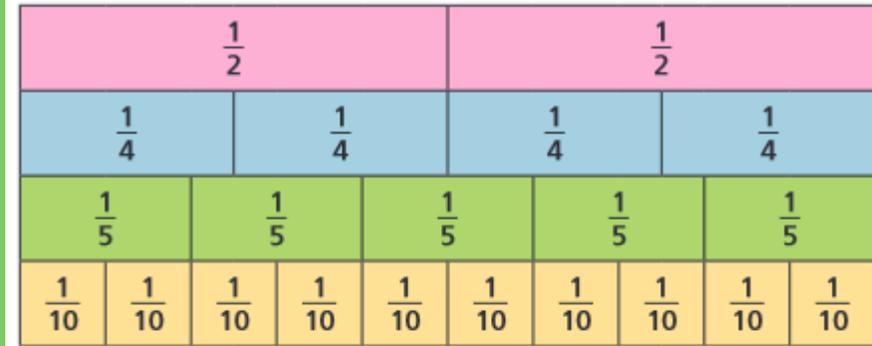
a):  $\frac{2}{5} = \frac{4}{10}$

b):  $\frac{3}{10} = \frac{6}{20}$

c):  $\frac{8}{10} = \frac{4}{5}$

d):  $\frac{6}{8} = \frac{3}{4}$

Use the fraction wall to decide whether the fractions are equivalent or not.



Complete the sentences using **is** or **is not**.

a)  $\frac{1}{2}$  is equivalent to  $\frac{2}{4}$

b)  $\frac{1}{4}$  is not equivalent to  $\frac{2}{10}$

c)  $\frac{1}{2}$  is equivalent to  $\frac{5}{10}$

d)  $\frac{3}{10}$  is not equivalent to  $\frac{2}{5}$

e)  $\frac{4}{5}$  is equivalent to  $\frac{8}{10}$

f)  $\frac{3}{4}$  is not equivalent to  $\frac{4}{5}$

Thursday's answers:

The bar model represents  $\frac{1}{2}$  

Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?

The numerator is always half of the denominator when the fraction is equivalent to  $\frac{1}{2}$ .

# Thursday's answers:

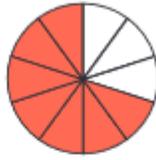
a) What fraction of each shape is shaded?



$$\frac{3}{4}$$



$$\frac{6}{8}$$



$$\frac{7}{10}$$



$$\frac{9}{12}$$

b) Use the fractions in part a) to complete the sentences.

$\frac{3}{6}$  is equivalent to  $\frac{6}{8}$

$\frac{3}{4}$  is equivalent to  $\frac{9}{12}$

$\frac{6}{8}$  is not equivalent to  $\frac{7}{10}$

$\frac{7}{10}$  is not equivalent to  $\frac{3}{4}$

Complete the calculation. 

The  $\triangle$  is a number between 35 and 45.

What pairs of numbers could the  $\bigcirc$  and  $\triangle$  be?

$$\frac{3}{4} = \frac{\bigcirc}{\triangle}$$

$$\frac{27}{36} \quad \frac{30}{40} \quad \frac{33}{44}$$

Emma thinks that  $\frac{1}{2}$  is equivalent to  $\frac{2}{3}$ .

This is how she worked out her answer.

Do you agree with Emma? Explain how you know.

$$\begin{array}{c} +1 \\ \curvearrowright \\ \frac{1}{2} = \frac{2}{3} \\ \curvearrowleft \\ +1 \end{array}$$

**CHALLENGE** 

Emma is wrong. She has added 1 to the numerator and to the denominator – this does not show equivalence. In order to show equivalence, you need to either multiply both the numerator and the denominator by the same multiple or divide them both by a common factor.

# Green and orange warm-up

## Power Up

Use one of these number facts to help you calculate  $78 \div 3$ .

$$20 \times 3 = 60$$

$$25 \times 3 = 75$$

$$30 \times 3 = 90$$

$$78 \div 3 = \square$$

Choose a number fact to help you calculate  $64 \div 4$ .

Use a number fact to make this calculation easier to solve.

$$96 \div 3 = \square$$



I think I can use number facts in the multiplication tables to build up to the number I need.

## Compare fractions

$$\frac{5}{7} \bigcirc \frac{2}{7}$$

$\frac{5}{7}$  is \_\_\_\_\_ than  $\frac{2}{7}$

[If video does not play, follow this link and click Summer Term Week 1 - compare fractions](#)

$$\frac{4}{9} \bigcirc \frac{8}{9}$$

$$\frac{5}{10} \bigcirc \frac{4}{10}$$

$$\frac{2}{4} \bigcirc \frac{5}{4}$$

$$\frac{1}{7} \bigcirc \frac{1}{5}$$

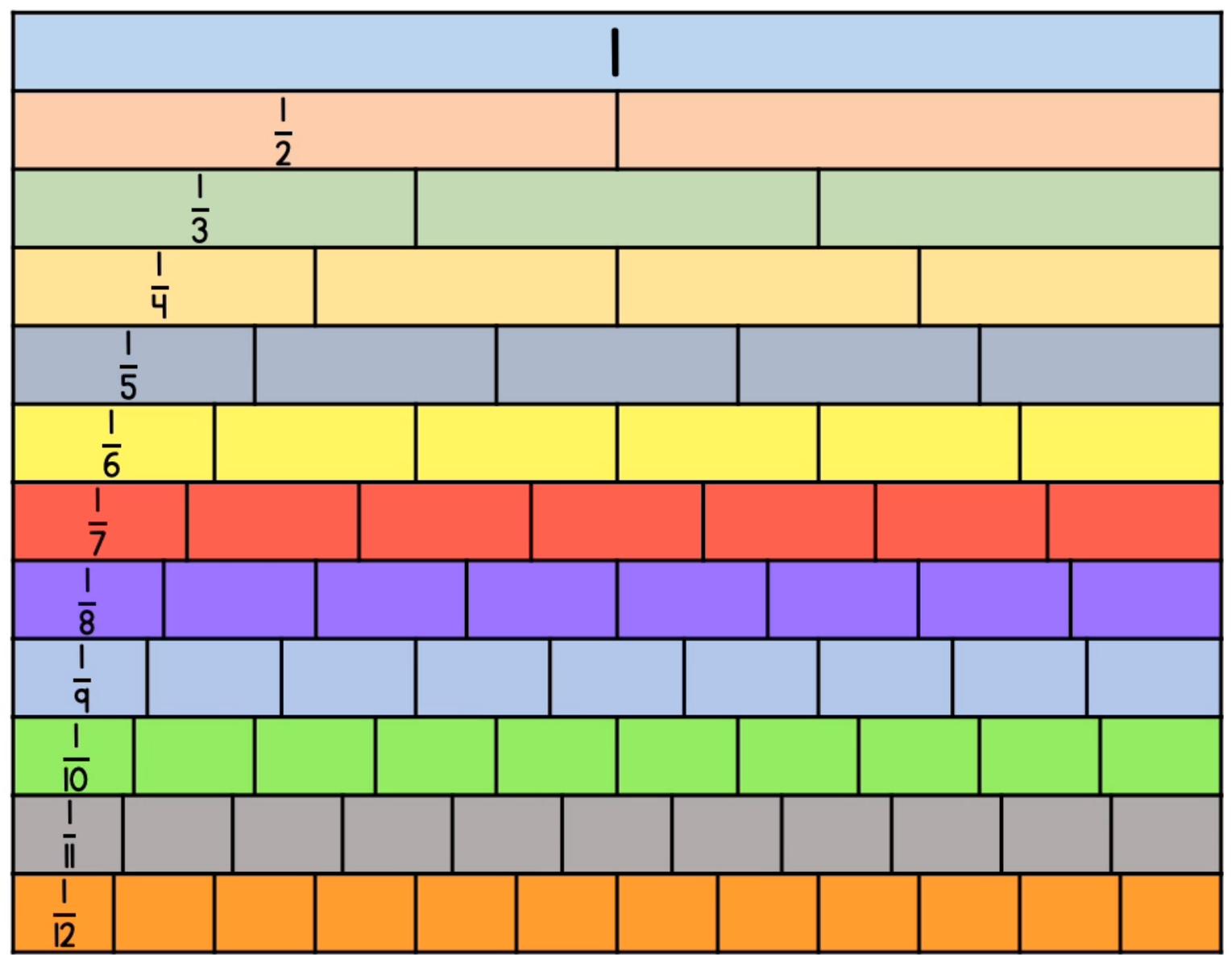
$\frac{1}{7}$  is \_\_\_\_\_ than  $\frac{1}{5}$

$$\frac{2}{3} \bigcirc \frac{3}{5}$$

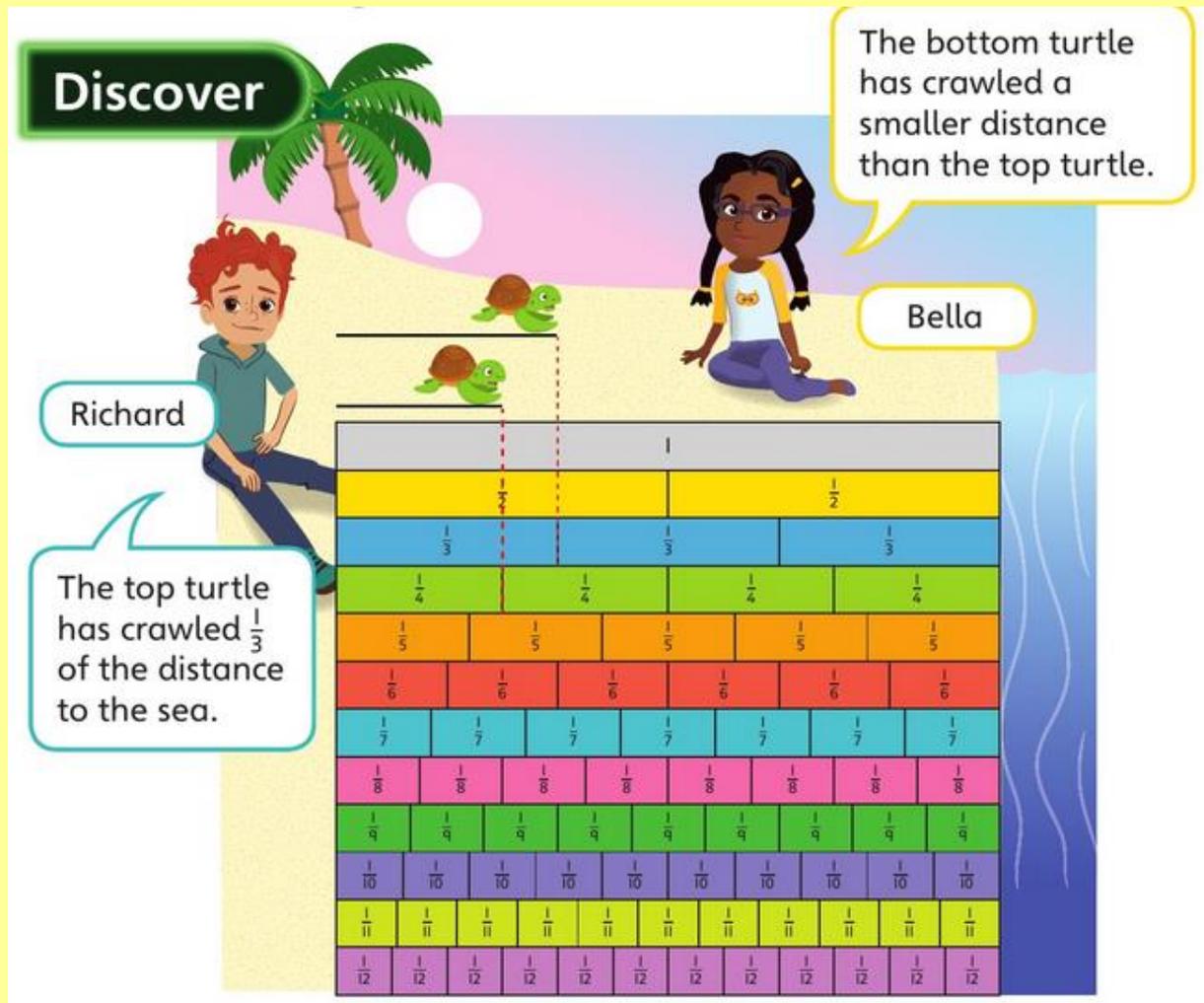
$\frac{2}{3}$  is \_\_\_\_\_ than  $\frac{3}{5}$

A fraction wall is really useful for this lesson. Use the one below or follow the link for an

interactive fraction wall: [Interactive Fraction Wall](#)



## Discover



Write an inequality statement to compare how far each turtle has crawled. Use the  $<$  or  $>$  sign. Is Bella correct?

The answer:

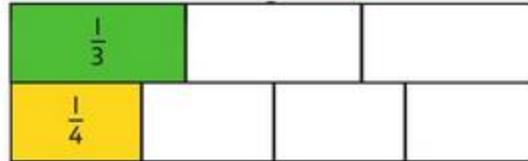
## Share

a) The top turtle has crawled  $\frac{1}{3}$  of the distance to the sea.

The bottom turtle has crawled  $\frac{1}{4}$  of the distance to the sea.

I think  $\frac{1}{4}$  is greater than  $\frac{1}{3}$  because 4 is greater than 3.

I do not think that is correct. I will use the fraction wall to help me compare.



Use the fraction wall to compare thirds and quarters.

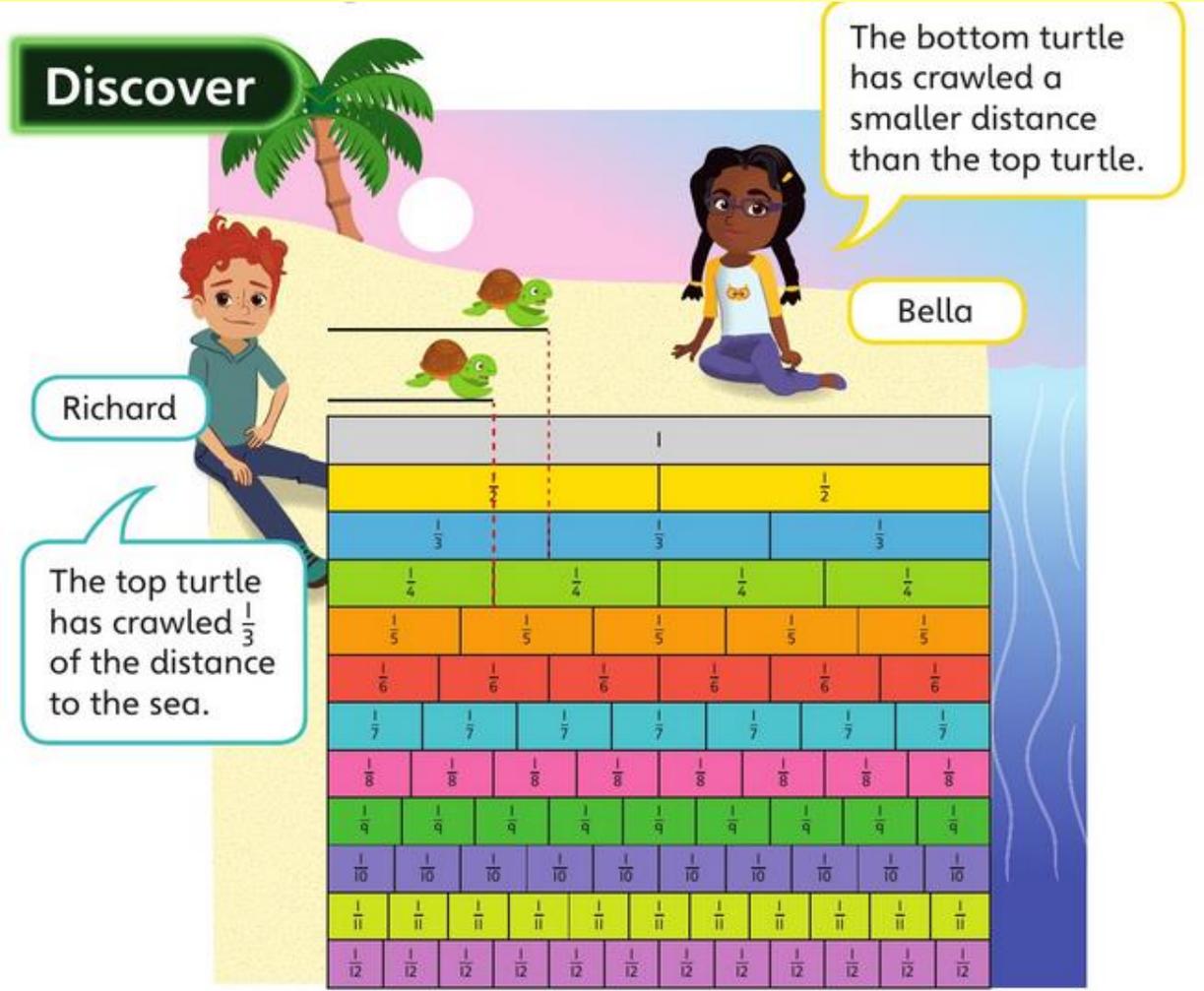
$\frac{1}{4}$  is less than  $\frac{1}{3}$

$$\frac{1}{4} < \frac{1}{3}$$

Bella is correct. The bottom turtle has not crawled as far as the top turtle.



# Discover



Richard

The top turtle has crawled  $\frac{1}{3}$  of the distance to the sea.

Bella

The bottom turtle has crawled a smaller distance than the top turtle.

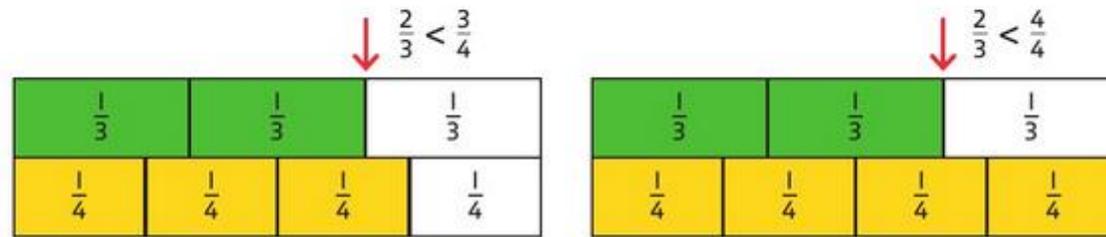
After an hour, Richard writes another inequality statement to describe how far the turtles have crawled.

$$\frac{2}{3} < \frac{\square}{4}$$

What could the missing number be?

The answer:

- b) The fraction has the denominator 4. Use the fraction wall to compare thirds and quarters.

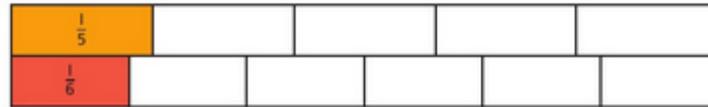


The missing numerator could be 3 because  $\frac{2}{3} < \frac{3}{4}$ .

The missing numerator could also be 4 because  $\frac{2}{3} < \frac{4}{4}$ .

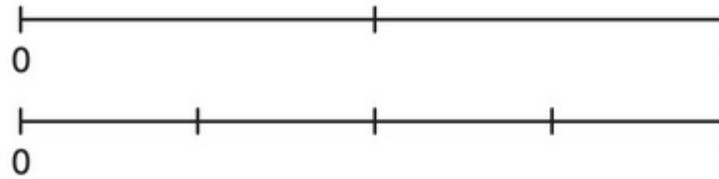
a) Is  $\frac{1}{5}$  greater than or less than  $\frac{1}{6}$ ?

$\frac{1}{5}$  ○  $\frac{1}{6}$



b) Is  $\frac{1}{2}$  greater than or less than  $\frac{3}{4}$ ?

$\frac{1}{2}$  ○  $\frac{3}{4}$



Complete the sentences using the word bank.

numerator

denominator

greater

smaller

a) When fractions have the same denominator, the greater the \_\_\_\_\_, the \_\_\_\_\_ the fraction.

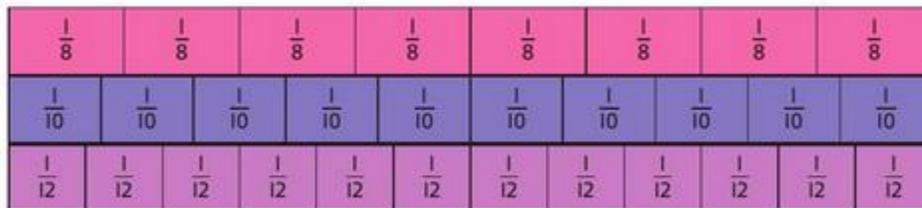
b) When fractions have the same numerator, the greater the \_\_\_\_\_, the \_\_\_\_\_ the fraction.

Jack is comparing fractions.

$\frac{1}{8}$  is greater than  $\frac{1}{4}$   
because 8 is greater than 4



Draw bar models to show that Jack is wrong.



a) Use the fraction wall to help you complete the statement.

$$\frac{1}{\square} > \frac{1}{\square} > \frac{1}{\square}$$

b) How do the bars help you to explain your reasoning?

Sort the fractions into the circles.

$$\frac{5}{6}$$

$$\frac{1}{8}$$

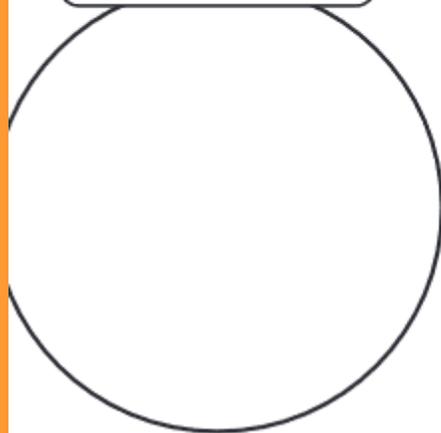
$$\frac{1}{2}$$

$$\frac{2}{6}$$

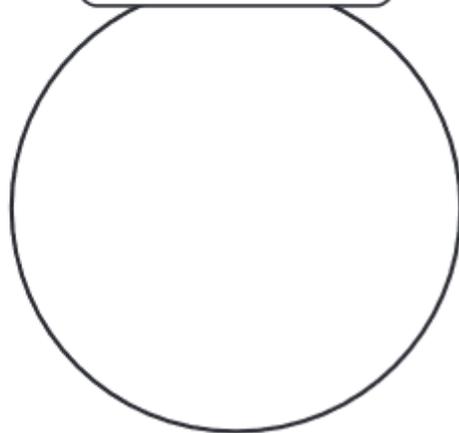
$$\frac{1}{12}$$

$$\frac{3}{6}$$

greater than  $\frac{1}{6}$



less than  $\frac{1}{6}$

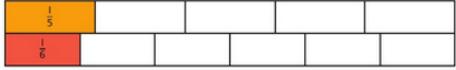




# Today's answers:

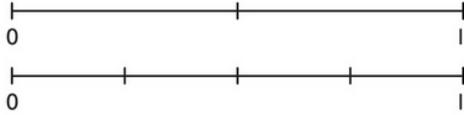
a) Is  $\frac{1}{5}$  greater than or less than  $\frac{1}{6}$ ?

$\frac{1}{5}$    $\frac{1}{6}$



b) Is  $\frac{1}{2}$  greater than or less than  $\frac{3}{4}$ ?

$\frac{1}{2}$    $\frac{3}{4}$



a):  $\frac{1}{5} > \frac{1}{6}$

b):  $\frac{1}{2} < \frac{3}{4}$

Complete the sentences using the word bank.

numerator

denominator

greater

smaller

a) When fractions have the same denominator, the greater the numerator, the greater the fraction.

b) When fractions have the same numerator, the greater the denominator, the smaller the fraction.

Jack is comparing fractions.

$\frac{1}{8}$  is greater than  $\frac{1}{4}$   
because 8 is greater than 4

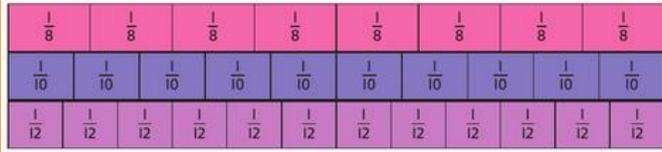


Draw bar models to show that Jack is wrong.

e.g.



# Today's answers:



a) Use the fraction wall to help you complete the statement.

$$\frac{1}{8} > \frac{1}{10} > \frac{1}{12}$$

b) How do the bars help you to explain your reasoning?

a): Various possible correct answers, including

$$\frac{1}{8} > \frac{1}{10} > \frac{1}{12}$$

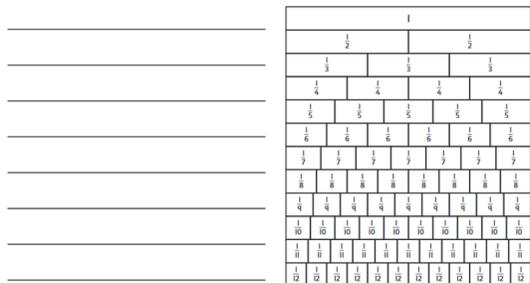
b): Various possible explanations. For example, the bars offer a visual representation of the size of the parts, so it can be seen that  $\frac{1}{8}$  is a bigger bar than  $\frac{1}{10}$ .

6 Amelia writes down a fraction from the fraction wall.

It is greater than  $\frac{1}{2}$  but less than  $\frac{3}{4}$ .

What is the smallest fraction that Amelia may have written?

What is the greatest fraction that Amelia may have written?

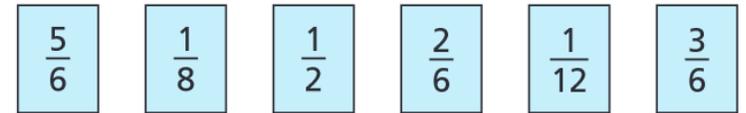


CHALLENGE

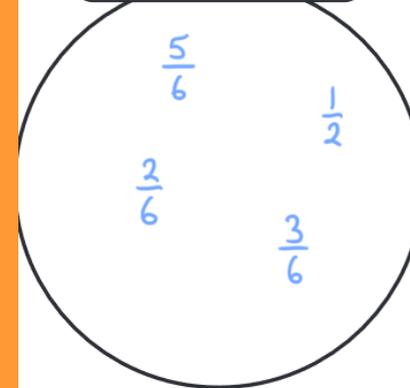
$$\text{Smallest fraction} = \frac{6}{11}$$

$$\text{Greatest fraction} = \frac{8}{11}$$

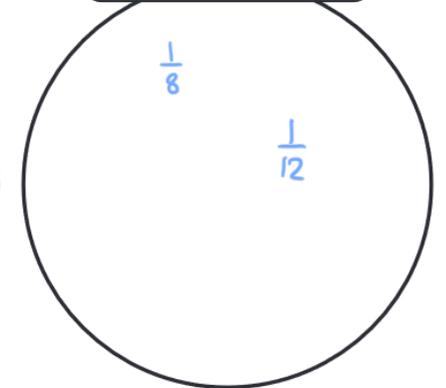
Sort the fractions into the circles.



greater than  $\frac{1}{6}$



less than  $\frac{1}{6}$



# Red group

WALT: find angles in polygons.

# Warm-up

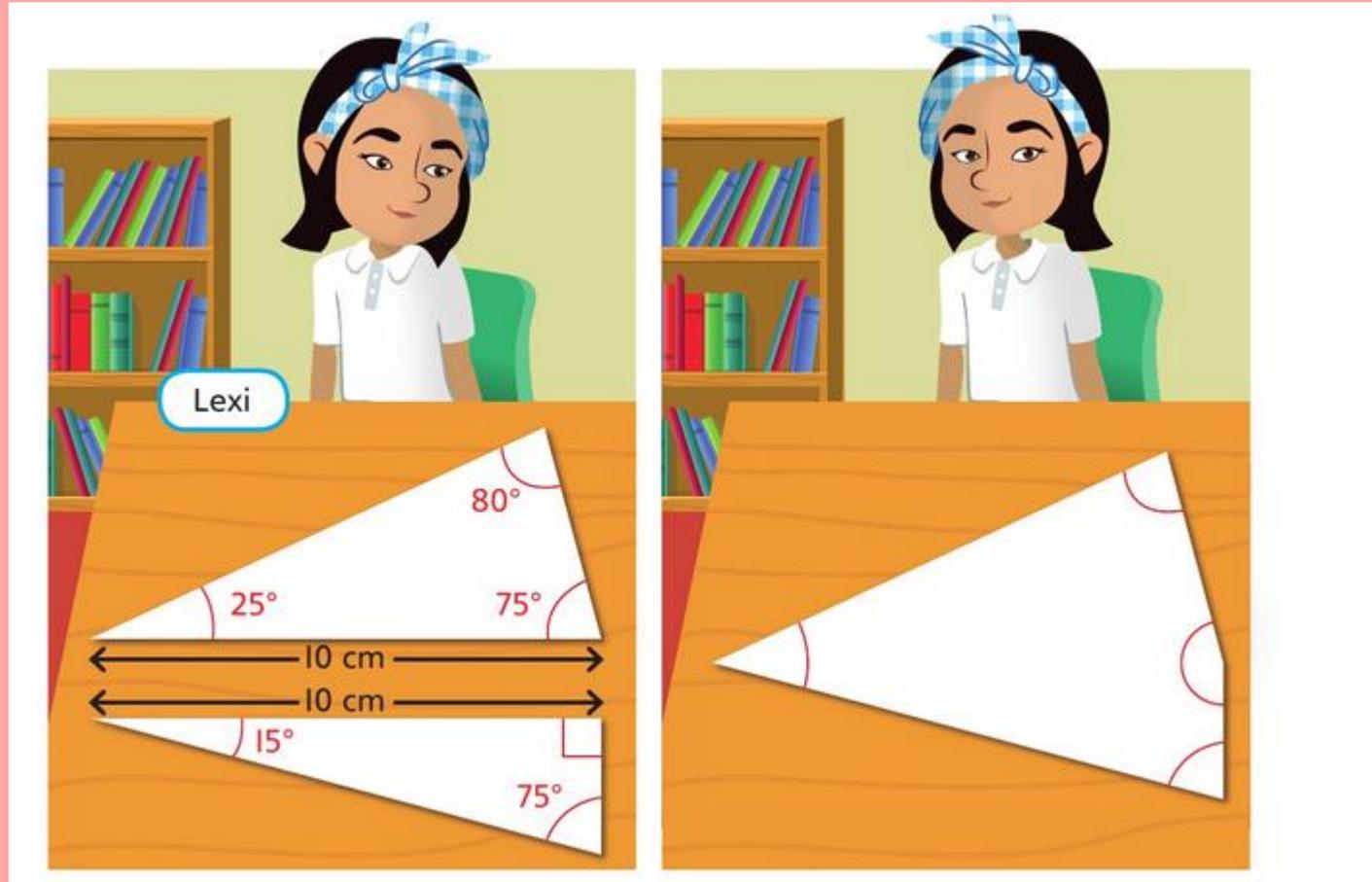
## Power Up

A factory produces car parts.  $\frac{3}{8}$  of the parts are wheels and 0.4 of the parts are windows. Which car part does the factory make fewer of?

Bella and Ambika are practising their shooting for the football team. Bella scores with  $\frac{7}{8}$  of her shots, while Ambika scores with 0.9 of her shots. Whose shots are more successful?

I wonder if I can use a number line to help me compare the amounts.

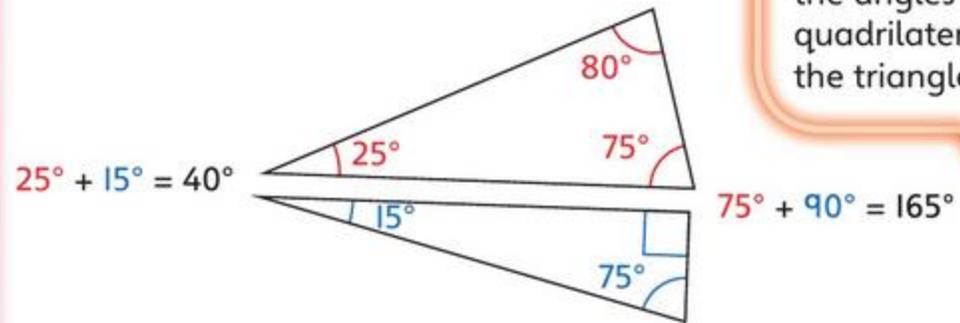




What are the angles in the quadrilateral Lexi has created?

## Share

- a) The new quadrilateral is made from two triangles.



You can calculate the angles in the quadrilateral by adding the triangles' angles.

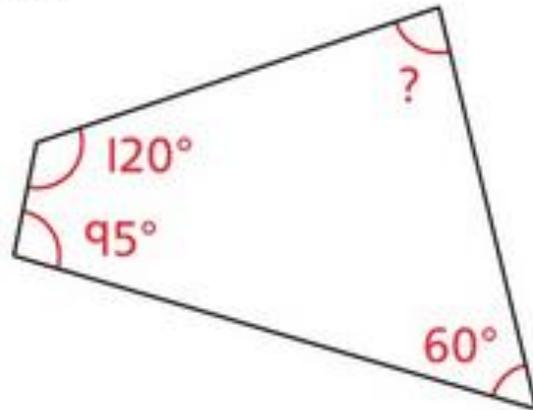


Lexi's quadrilateral has an angle total of  $40 + 80 + 165 + 75 = 360^\circ$ .

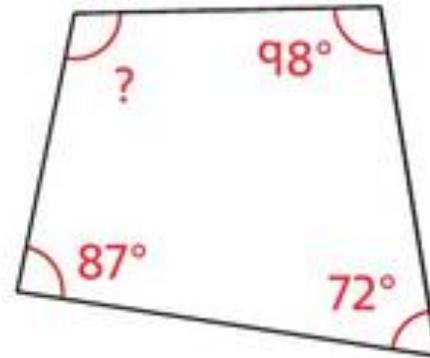
Calculate the missing angles in the quadrilaterals below.



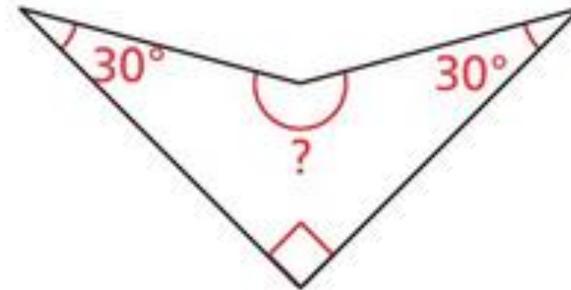
a)



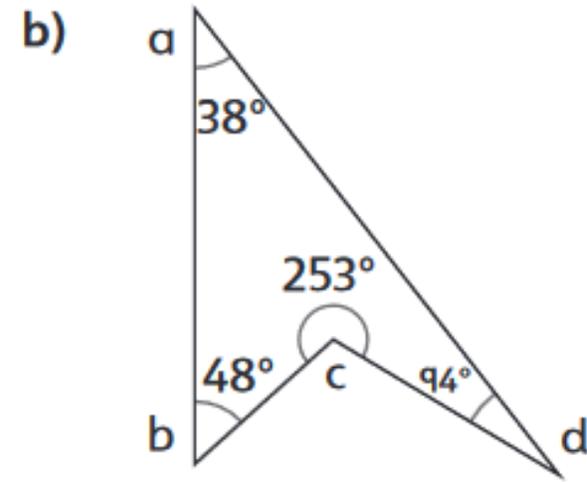
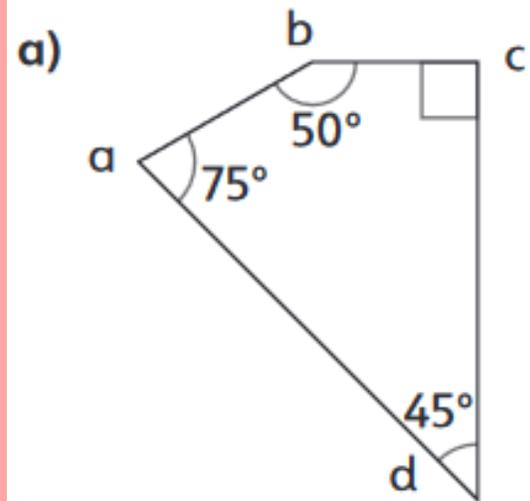
b)



c)

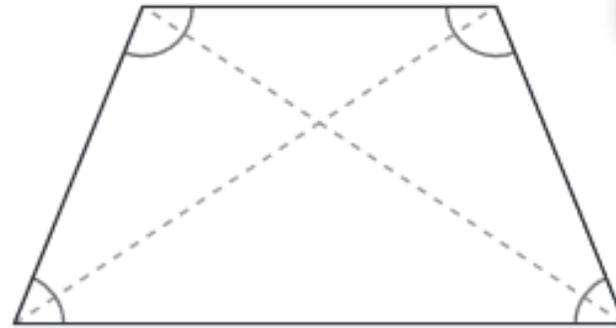


In each shape one angle has been labelled incorrectly. Identify this angle and calculate its correct value.



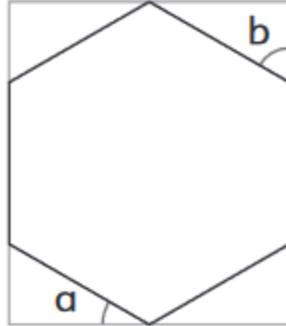
Emma says, 'I split this shape into four triangles. There are  $180^\circ$  in each triangle and  $180 \times 4 = 720^\circ$ , so this quadrilateral must have internal angles that add up to  $720^\circ$ .'

Can you explain Emma's mistake?

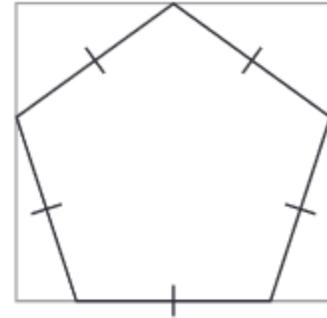


- 6 a) The regular hexagon has been drawn inside a rectangle.  
Calculate angles a and b.

CHALLENGE



- b) How many angles can you calculate in this diagram of a pentagon drawn inside a rectangle? Write the angle measurements on the shape.

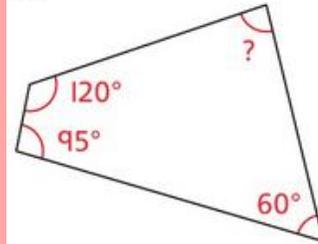


Answers:

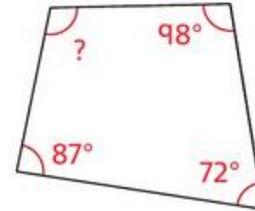
Calculate the missing angles in the quadrilaterals below.



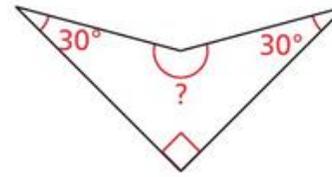
a)



b)



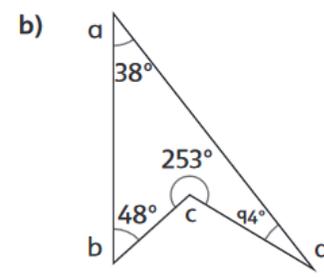
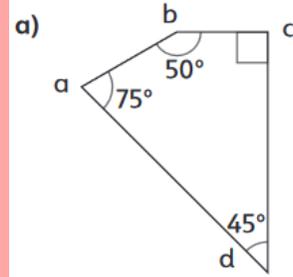
c)



a)  $85^\circ$ ; b)  $103^\circ$ ; c)  $210^\circ$

## Answers:

In each shape one angle has been labelled incorrectly. Identify this angle and calculate its correct value.



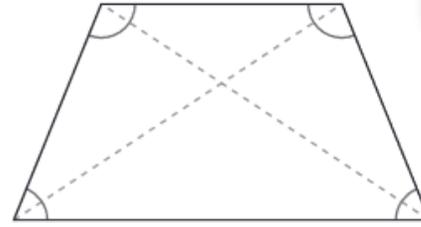
a)  $b = 150^\circ$

b)  $d = 21^\circ$

## Answers:

Emma says, 'I split this shape into four triangles. There are  $180^\circ$  in each triangle and  $180 \times 4 = 720^\circ$ , so this quadrilateral must have internal angles that add up to  $720^\circ$ .'

Can you explain Emma's mistake?

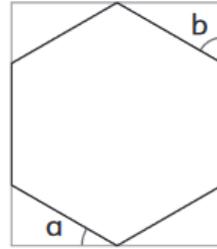


She has used more than one vertex to draw the diagonals.

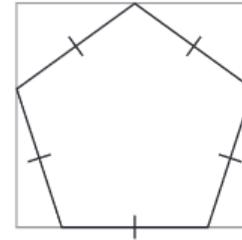
# Answers:

- 6 a) The regular hexagon has been drawn inside a rectangle.  
Calculate angles a and b.

CHALLENGE



- b) How many angles can you calculate in this diagram of a pentagon drawn inside a rectangle?  
Write the angle measurements on the shape.



- a)  $a = 30^\circ$        $b = 60^\circ$   
b) Interior angles of pentagon =  $108^\circ$ ; angles in all surrounding triangles:  $30^\circ$ ,  $60^\circ$  and  $90^\circ$ .

# 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

Perfect picture!

Imagine you have dived down into the water. Can you draw what you might be able to see?



Blue Group



Question time!

Perfect picture!

Imagine you have dived down into the water. Can you draw what you might be able to see?



## Green Group

Perfect picture!

Imagine you have dived down into the water. Can you draw what you might be able to see?

Can you write a sentence explain what you saw?

## Orange Group

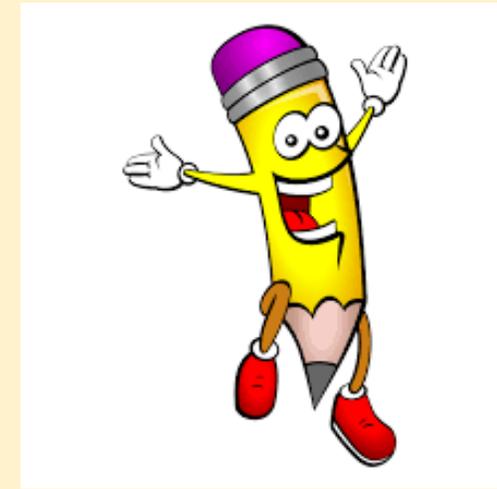
Perfect picture!



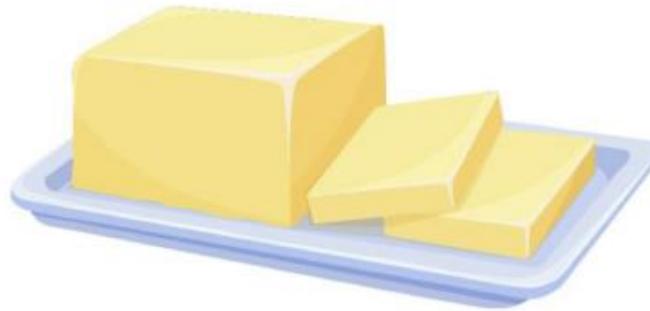
Imagine you have dived down into the water. Can you draw what you might be able to see?

Can you write a paragraph explain what you saw?.

# Handwriting



Betty Botter bought some butter,  
Betty said, "This butter's bitter,  
Bitter butter's bad for batter,  
Better buy some better butter."



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Challenge:  
Can you make  
up a tongue  
twister of  
your own?

# Afternoon activity

Use the 'Art with Rob' link on the Year 3 learning page to pick a picture to draw.



#DRAW  
WITH  
ROB