

Gordon Primary School

Remote Learning Grid

If you require further support with this week's tasks or wish to submit remote learning work to your child's teacher, they may be contacted via the following class email address:

3A - class3a@gordonprimary.redbridge.sch.uk

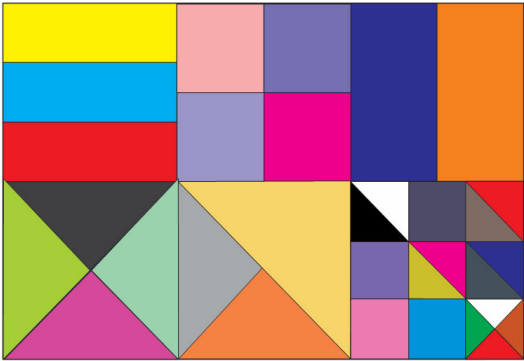
3U - class3u@gordonprimary.redbridge.sch.uk

Please insert your child's full name in the subject line of the email, so that your child's teacher can easily access your message.

Please note, this email address exists only for the submission of remote learning work or to seek clarification in relation to this, during any period that your child is not able to attend school. Please do not use this email address at any other time, as your message may not be responded to.

If you wish to contact your child's teacher during regular school time, please do so via the home-school communication book, or call the school office on 0208 478 2977.

Year 3

Day	English	Maths	Science/Topic work
1	To gain an understanding of a character The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps,	Starter: How many squares can you see? How many triangles can you see? How many rectangles can you see?  <u>LO: To divide by 3</u> Success Criteria: To understand the different terms used for dividing by three. To use the inverse when dividing by three. To use pictures to represent dividing by three. Dividing by 3 means sharing equally into groups of 3. All the activities below are in full size in the supporting documents. Complete these: Circle the counters in groups of 3 and complete the division.  $\div 3 = \underline{\quad}$	Science- Rocks- Manmade or natural? There are many different types of rocks. Some are natural that are formed naturally in the earth over thousands of years. Others are made by humans and are mostly used in buildings.  Watch the following clip about rocks and their uses: https://www.youtube.com/watch?v=6d3pGEIH1TQ Activity A Here are some rocks listed are they natural or manmade? The first one has been done for you. You may need to use the internet to help you. Natural or manmade Marble- Natural Diamonds- Brick- Salt- Tarmac- Concrete- Slate- Granite-

glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.

Read this passage and think about the following:

How tall is the Iron Man?

Where is he standing?

What does his head look like? Think about how big your bedroom is?

What is he made of?

What do the colours of his eyes show?

What do you notice about the language the author has used?

Why do you think the author has used short sentences?

Can you spot any similes, any personification?

Task:

a) Using the clues in the text, design what the front cover of this book might look like?

b) Think about why you have drawn it that way using the clues from the text. LABEL your drawing using the language from the text. e.g. great iron head shaped like a dustbin

c) Lastly, choose a suitable title for the book

Challenge:

Where do you think he has come from?

What is he doing here?

There are 15 pieces of fruit. They are shared between 3 bowls equally. How many pieces of fruit are in each bowl?
Use cubes/counters to represent fruit and share between 3 circles.



Bubbles come in packs of 3

If there are 21 bubbles altogether, how many packs are there?

$$\underline{\quad} \div 3 = \underline{\quad}$$

Complete activity 1 or 2

Activity 1

Dividing by 3
Maths worksheets from [cursivebrainy.com](http://www.cursivebrainy.com)

These are all divide by 3 questions.

- $6 \div 3 = \square$
- $12 \div 3 = \square$
- $9 \div 3 = \square$
- $15 \div 3 = \square$

The 3 x table is a little harder to learn – but it really helps with these division questions.

Divide these numbers by 3

5. 3	6. 30
7. 18	8. 24
9. 21	10. 27

Page 1

Activity 2

Activity B

Connect the rocks to their uses by completing the sentences below. One has been done for you.

Sandstone Marble Clay Diamonds Limestone
Granite Flint Coal Slate Pumice



- ① Limestone is used for making cement.
- ② _____ is used for making arrowheads.
- ③ _____ is used as a fuel.
- ④ _____ is used for decoration.
- ⑤ _____ is used for roofing.
- ⑥ _____ is used for jewelry.
- ⑦ _____ is used to make countertops.
- ⑧ _____ is used for carving ornaments.
- ⑨ _____ is used for making bricks.
- ⑩ _____ is used for rubbing off rough skin.

Challenge:

Look around your house and outdoor space.

Which rocks, manmade and natural can you see?

List them.

Why do you think those particular rocks have been used?

The following clip may help you:

<https://www.bbc.co.uk/bitesize/clips/zm2jmp3>

$24 \div 3 = \square$ $3 \div 3 = \square$ $12 \div 3 = \square$

$30 \div 3 = \square$ $0 \div 3 = \square$ $6 \div 3 = \square$

$9 \div 3 = \square$ $18 \div 3 = \square$ $15 \div 3 = \square$

$21 \div 3 = \square$ $27 \div 3 = \square$

Write in the missing numbers.

9, 12, 15, __, __, 24, 27

0, 3, 6, __, __, 15, 18

30, 27, __, __, 18, 15, 12

18, 15, __, __, 6, 3, 0

Complete a reasoning question

Reasoning 1

Share 33 cubes between 3 parts.

Complete:

There are 3 parts with ____ cubes in each part.

$33 \div 3 = \underline{\hspace{2cm}}$

Put 33 cubes into groups of 3

Complete:

There are ____ parts with 3 cubes in each part.

$33 \div 3 = \underline{\hspace{2cm}}$

What is the same about these two divisions?

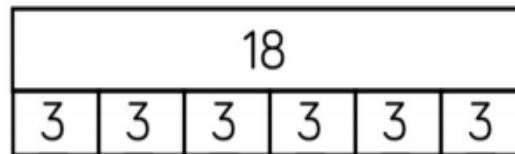
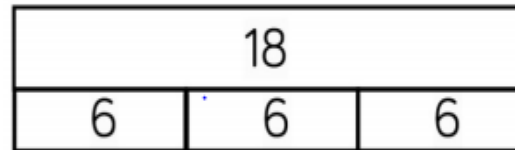
What is different?

Reasoning 2

Jack has 18 seeds.

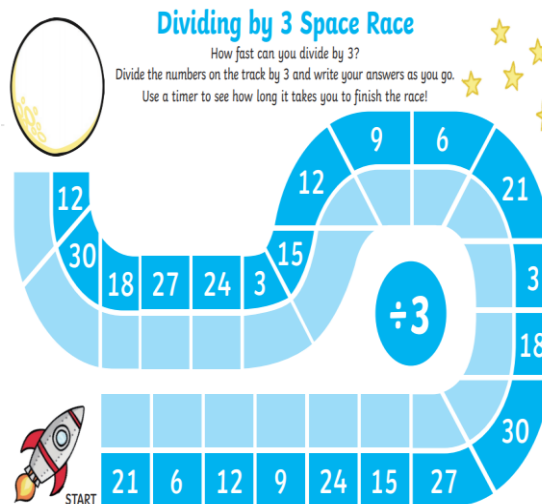
He plants 3 seeds in each pot.

Which bar model matches the problem?



Explain your choice.

Game Time- see full size in supporting documents



2	To empathise with a character Re-read this text The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a	<u>LO: To divide by 4</u> Success Criteria: To understand the different terms used for dividing by four. To understand that dividing by four is halving a number and halving again. To use pictures to represent dividing by four. Circle the buttons in groups of 4.  Can you also split the buttons into 4 equal groups? How is this the same? How is it different? Complete A or B A <table> <tr><td>4</td><td>÷</td><td>4</td><td>=</td></tr> <tr><td>8</td><td>÷</td><td>4</td><td>=</td></tr> <tr><td>12</td><td>÷</td><td>4</td><td>=</td></tr> <tr><td>16</td><td>÷</td><td>4</td><td>=</td></tr> <tr><td>20</td><td>÷</td><td>4</td><td>=</td></tr> <tr><td>24</td><td>÷</td><td>4</td><td>=</td></tr> </table> B	4	÷	4	=	8	÷	4	=	12	÷	4	=	16	÷	4	=	20	÷	4	=	24	÷	4	=	P. E Warm up- suitable for outdoors Do 20 star jumps Followed by jogging on the spot for 2 minutes Stretch you right arm into the air, followed by your left arm. Repeat right and left again. Now throw any ball into the air and catch it 10 times. Now you can complete any of these indoor exercises: Kids beginner's workout- The Body Coach https://www.youtube.com/watch?v=mhHY8mQQ5eo&list=PLyCLoPd4VxBvPHOpzoEk5onAEbq40g2-k&index=3&t=0s 9 min exercise for kids- Home workout https://www.youtube.com/watch?v=oc4QS2USkmk Or you can complete any other exercise that you enjoy!  <u>Spanish</u>
4	÷	4	=																								
8	÷	4	=																								
12	÷	4	=																								
16	÷	4	=																								
20	÷	4	=																								
24	÷	4	=																								

bedroom, slowly turned to the right, slowly turned to the left.

His iron ears turned, this way, that way.

He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.

Which lines in the text tells us that the Iron Man has come from a different place?

How do you think he feels?

What might he be thinking?

How do you feel when you are new to a place?

What does it feel like to be different?

Is difference a good thing?

How do we treat people who are different?

$$32 \div 4 = \square \quad 4 \div 4 = \square \quad 16 \div 4 = \square$$

$$40 \div 4 = \square \quad 0 \div 4 = \square \quad 8 \div 4 = \square$$

$$12 \div 4 = \square \quad 24 \div 4 = \square \quad 20 \div 4 = \square$$

$$28 \div 4 = \square \quad 36 \div 4 = \square$$

Write in the missing numbers.

12, 16, 20, __, __, 32, 36

0, 4, 8, __, __, 20, 24

40, 36, __, __, 24, 20, 16

24, 20, __, __, 8, 4, 0

Reasoning - choose one

A

There are some cars in a car park.

Each car has 4 wheels.

In the car park there are 32 wheels altogether.

How many cars are there?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

B

Spanish: Greeting others

¡Buenos días, Estela! - Good morning, Estela!

¿Cómo estás? How are you?

Bien, ¿y tú? - Well, how about you?

Practise this conversation with members of your family.



Activity

Colour in the shapes, in different colours, on the sheet below. Then cut out the pieces and try to put them together again. See if other members of your family can do the same.

Task:

Write a paragraph expressing how the Iron Man might be feeling and what he might be thinking.

Remember to use interesting adjectives and your show NOT tell technique for a detailed description.

Five children are playing a game.

They score 4 points for every bucket they knock down.

4	4	4	4	4
4	4	4	4	4
Ben	16			
James	28			
Amrit	12			
Kaci	32			
Jenna	8			

How many buckets did they knock down each?

How many buckets did they knock down altogether?

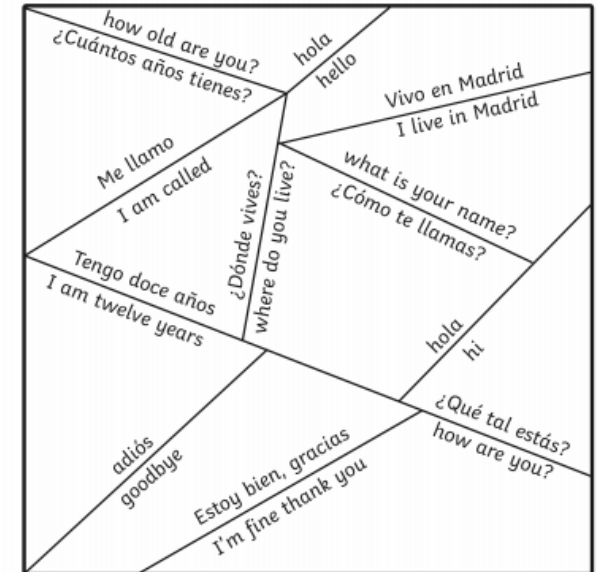
How many more buckets did James knock down than Ben?

Game Time

Dividing by 4 Space Race

Take the number in the circle below and divide the numbers on the track by it. Write your answers as you go.
Use a timer to see how long it takes you to finish the race!

START



3	To understand the events in a story He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff. And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness. CRRRAAAASSSSSSH! Down the cliff the Iron Man came toppling, head over heels. CRASH! CRASH! CRASH! From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed. His iron legs fell off. His iron arms broke	Fractions In this lesson, you will explore and describe the part-whole relationship. We will look at what a whole is and various examples in real-life situations. We will then use this understanding to explore different examples of parts which make up the whole. <u>LO: To describe the part whole relationship.</u> <u>https://classroom.thenational.academy/lessons/to-describe-the-part-whole-relationship-c5k62r?activity=video&step=1</u> What do these words mean?	Religious Education- Christianity Who was Jesus? What does Jesus mean to Christians? What do his followers believe? Watch: https://www.bbc.co.uk/programmes/p02mwwwt  In the clip, Nathan introduces the Christian religion, followed by over 2 billion people in the world. He describes how Jesus' life and death, and belief in his resurrection, make sense of life for Christians.

off, and the hands broke off the arms. His great iron ears fell off and his eyes fell out. His great iron head fell off. All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below. A few rocks tumbled with him. Then Silence. Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving. Only one of the iron hands, lying beside an old, sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still.

Dramatically re-read the text to an adult or your sibling.

What happens here?

How do you feel about what the Iron Man did?

Why does he step off the cliff?

Star Words!

Part Whole

Part of the whole

Split Divide

Which is the part and which is the whole?

Match them across using a straight line.

House	minute
Cupboard	slice
Hour	room
Cake	drawers

Complete the talk task sheet (see supporting sheets).

If the world is the whole, what could a part be?



Let's zoom in...

- Country
- City
- Landmark

Challenge

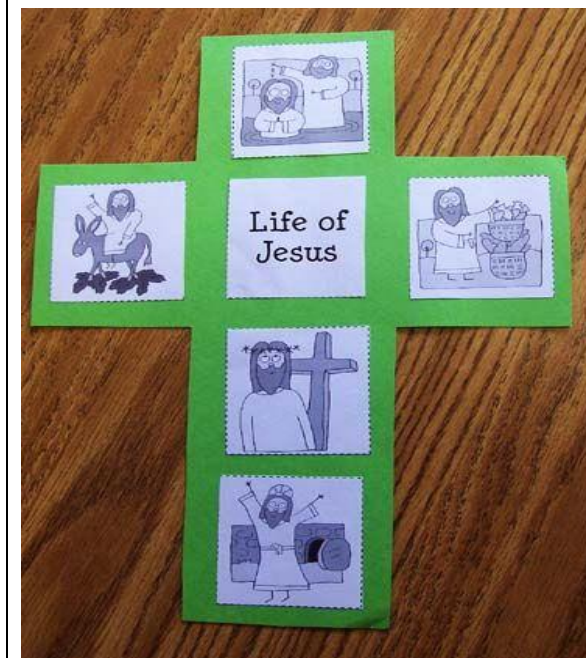
Let's zoom out...

If the world is the part, what could the whole be?

Lara, a Catholic Christian from Jerusalem, shares her Christian life in a city where many Christians go on pilgrimage. Many holy sites remind Christians of the last days of Jesus: his popularity and reaching inspired many people, but some of the leaders were jealous, and accused him of lying against God. Jesus was condemned to death. We see the church of the Holy Sepulchre, where Jesus' grave may have been. Nathan and Lara describe the importance of Jesus' life and death: events which started Christianity, which dealt with the problem of human sin or wrong-doing, and which bring people close to God today.

Choose activity A or B

Activity 1 Draw pictures of what you know about Jesus. Cut an outline of a cross using a cereal box and stick them on.



Activity 2

Are there any words you don't understand?

Use a dictionary to check the meaning.

Task 1:

Role play this scene to the members of your family

Task 2:

Is this the end of the Iron Man? What can the Iron Man do now?

How do we pull ourselves together when unforeseen circumstances happen to us?

Main Activity

Look at the images you have been provided with. Zoom in and out to find parts of the whole.

Challenge

Design your own part-whole relationships. Draw pictures to help you.



The day is the whole, _____ is a part.

A day is a part, _____ is the whole.



The house is the whole, _____ is a part.

A house is a part, _____ is the whole.



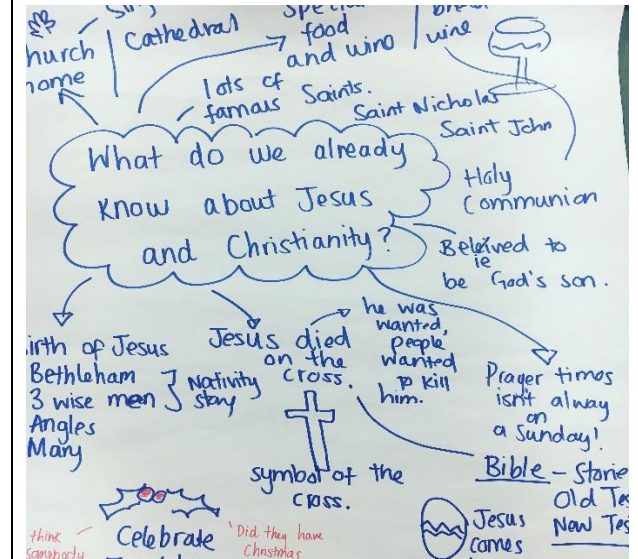
The park is the whole, _____ is a part.

The park is a part, _____ is the whole.

Challenge:

Draw your own part-whole relationships. Draw pictures to help you.

Draw a mind map about what you know about Jesus and Christianity. Draw symbols and make it decorative.



Spellings 1

Objective: The /l/ sound spell -le at the end of words.

	A	B	C
1	able	middle	circle
2	table	kettle	bicycle
3	cable	little	miracle
4	fable	bottle	double
5	bible	bubble	trouble
6	apple	apple	sensible
7	needle	muddle	possible
8	handle	puddle	terrible
9	candle	wobble	horrible
10	cuddle	cuddle	example

Look
Study the word and practice spelling it out loud.

Cover
Use a piece of paper to cover your word.

Write
Write the word you covered.

Check ✓
Check to see if you spelled your word correctly!

Include each of the words in a sentence:

Starter: Complete Red or Green

Subtract 10 from these: Subtract 50 from these:

- | | |
|------|------|
| • 10 | 82 |
| • 15 | 99 |
| • 19 | 107 |
| • 37 | 274 |
| • 59 | 999 |
| • 99 | 1001 |

LO: To recognise, identify and describe unit fractions.

In this lesson, you will build on equal parts by looking at sharing amounts equally. You will name the fractions, and using your understanding of numerator, vinculum and denominator, you will write the fraction.

Watch the video

<https://classroom.thenational.academy/lessons/to-recognise-identify-and-describe-unit-fractions-ccwpce?step=2&activity=video>

Complete the activities throughout the video.

Copies of them have been attached see separate sheets.

Star Words

Part	Whole	Divide
Equal	Fraction names	
Vinculum	Denominator	Numerator



What is the whole?
How many parts are there?
How many biscuits would each person get if shared in equal groups?

Geography: To create a sketch map

Recap:

A map is a **two-dimensional** drawing of an **area**.

Maps can show the countryside, a town, a country or even the whole world.

They are used to help **plan routes** from one place to another, or to find certain **features** such as castles or hills.

Maps are usually too small to contain lots of writing so instead there are **symbols** which show important landmarks, places and areas.

There is usually a **key** at the side of the map which explains what these symbols mean. For example:

FOREST	
LIGHT RAIL & STATION	
TRAIN RAIL & STATION	
SWIMMING POOL	

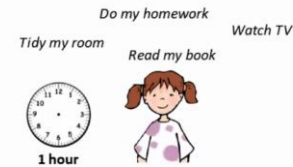
Watch this video to learn how to create a sketch map:

<https://classroom.thenational.academy/lessons/fieldwork-can-i-create-a-sketch-map-of-roads-in-my-community-75k3jr>



What is the whole?
 How many parts are there?
 How can we make sure the three people get an equal amount?
 What do we call it when we divide an amount into 3 equal parts?

Lucy spends an equal amount of time doing each

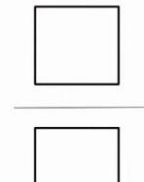


What is the whole?
 How many parts are there?
 What do we call it when we divide an amount into 4 equal parts?

Let's practise writing unit fractions!



This queue of people share a chocolate bar equally.
 How would we write how much chocolate they each get?



Main Activity

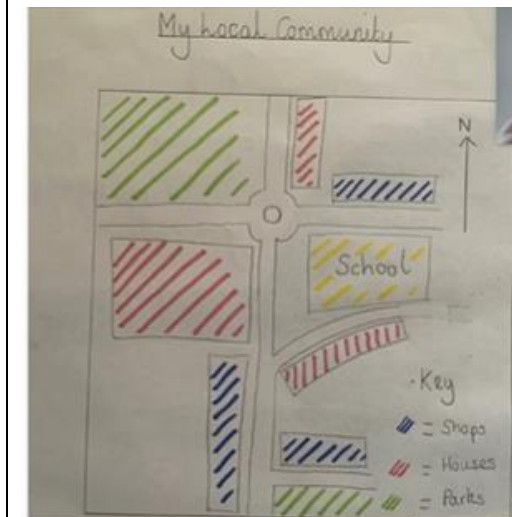
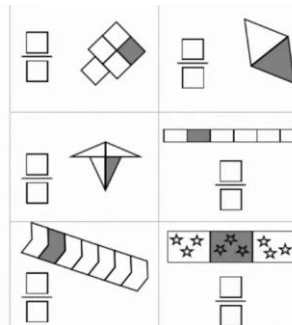
Activity 1

Write the shaded part as a fraction.

Activity 2

Draw your own shapes or objects to represent the following unit fractions:

- One seventh
- One eighth
- One sixth



Task:

Using the knowledge, you've gained from the video, create the sketch map of your local community.

Numerator

The **NUMERATOR** is the number above the line of the fraction. It tells us how many pieces we have. In this fraction we have 3 pieces.

Denominator

The **DENOMINATOR** is the number below the line of the fraction. It tells us how many pieces there are altogether. In this fraction there are 4 total pieces.

Remember to include the following:

Frame

Title

Roads

Direction

Key

Free-write Friday



Look at the picture above. What can you see? What comes to mind? Write a story or a poem around the picture. Remember, there is no right or wrong answer. This is your time to get creative and express your ideas as an author.

Here are some questions to think about:

Who do you think the man is and why is he there?

Problem solving and reasoning

Choose **A** or **B**

Read the problem

Understand it

Solve using pictures/diagrams

Check your answer

A

Today, you will be designing/planning your own pop-up book. You will **not** be making it today.

You need to think about the following:

What do you want your pop-up book to look like?

What shapes will you like to include in it?

Would you like to add any characters or animals?

What design is it going to have?

What materials are you going to need?

How are you going to make it sturdy?



How do you think the people who are in the vehicles are feeling at this point and why?

If you were in one of those cars, what do you think you would do?

Imagine you are on the telephone to the emergency services. Can you describe what is happening?

Story starter!

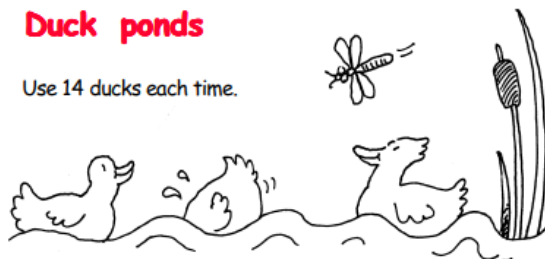
It was that time again... Our annual surfing trip to Devon. While my parents packed up the suitcases and loaded up the car for the long journey ahead, we chatted excitedly about what an incredible holiday this was going to be!

Not too long into the journey, the beautifully clear, blue sky became dark and ominous. All of a sudden, crashing towards the long line of traffic, was a colossal wave – not the kind you'd want to catch on a board either...

Desperately, people raced wildly out of their cars, running, screaming and panicking yet as I looked to my left, I saw a man...

Duck ponds

Use 14 ducks each time.



1. Make each pond hold two ducks or five ducks.



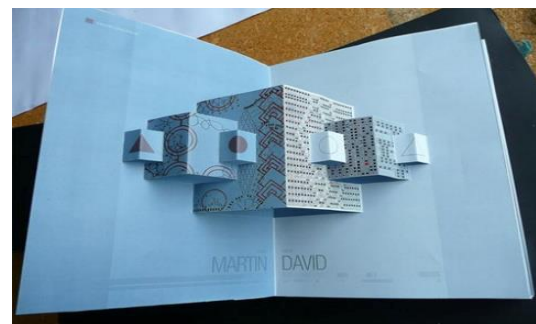
2. Make each pond hold twice as many ducks as the one before.



3. Make each pond hold one less duck than the one before.



B



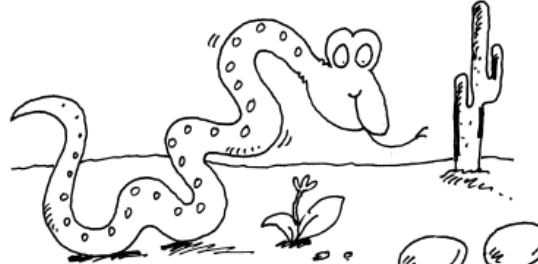
Design and plan your pop-up book on a sheet of paper. Next talk to an adult or your sibling about your design and what your card is going to look like.

You can use planning sheets A or B, if you prefer.

A

Susie the snake

Susie the snake has up to 20 eggs.



She counted her eggs in fours.
She had 3 left over.

She counted them in fives.
She had 4 left over.

How many eggs has Susie got?



Name: _____

I am going to make: _____

Draw an annotated picture of your design in the space below.

The tools that I need are:

The fabrics and materials that I need are:

			Name: _____ I am going to make: _____ The tools that I need are: _____ The fabrics and materials that I need are: _____ First, I will... _____ Then, I will... _____ Next, I will... _____ Finally, I will... _____
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