

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

Week Beginning 11.01.21

Day	English	Maths	Science/Topic work
1	To explore simple sentences In order to understand what simple sentences are, we must understand what a main clause is. A main clause is a group of words that has <u>a verb</u> in it and <u>makes sense on its own</u>. A simple sentence therefore is made up of just ONE main clause and it makes sense by itself. NOTE: A simple sentence has NO joining words such as 'and' or 'because'. For example: She <u>lost</u> her glasses. Can you identify the verb in it? – lost I <u>painted</u> a picture. We <u>watched</u> a movie. Let's learn more: Watch this video: https://classroom.thenational.academy/lessons/to-explore-simple-sentences-cmwp8r?activity=video&step=1 Practise: Which of these is a simple sentence and why?	Dividing by 10 using place value In this lesson you will learn how to divide by 10 using your understanding of place value. Watch the following clip on how to divide by 10: https://classroom.thenational.academy/lessons/dividing-by-10-using-place-value-c8tpad?step=2&activity=video It starts with a quiz, follows with a maths warm up game and includes practise questions on how to divide by 10 and then a final set of questions. Lesson Agenda  <pre> graph TD A[Place Value Ladder game] --> B[Find the secret using place value] B --> C[Practise activity] C --> D[Independent task and review] </pre>	Science Fossils Part 2 Read the information and watch the clip: https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/z22g7p3 Fossils are the preserved remains or traces of a dead organism. They provide evidence for how living things and the environment have changed over time. Fossils have been found in rocks of all ages, stretching back billions of years. However, most of the species found in the fossil record have died out or become extinct. Fossils don't just show how living things have changed; they can also help us understand how the Earth has changed. Over millions of years the Earth's surface shifts and changes. For example, rocks that once formed the seafloor might be forced up to form a mountain range. This means that you can sometimes find the fossils of sea creatures at the peak of a mountain. Activity A Write and draw about how fossils help us to learn about the earth. Use the information from the BBC clip above to help you. Activity B Read the following passage and answer the questions in full sentences.

We saw the rainbow.

My umbrella

The black cat

Answer: We saw the rainbow. This is because it has one main clause in it with one verb. Also, it makes sense on its own while the other two do not make sense on their own.

For it to be a simple sentence, you must check these 3 things:

Makes sense on its own

No joining words

CL and .

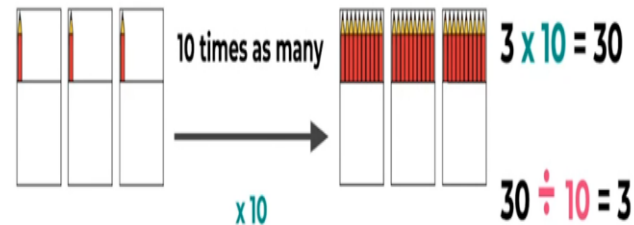
Task:

Write 3 simple sentences from each picture below:



Michael has 30 pencils; he has 10 times as many as Zara.

How many pencils does Zara have?



Can you spot the mistake below?

Option 1

$$4 \times 10 = 40$$

$$40 \div 10 = 4$$

Four is ten times the size of forty.

Option 2

$$4 \times 10 = 40$$

$$40 \div 10 = 4$$

Forty is ten times the size of four.

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies it can get covered over and, over millions of years, become a fossil.

Dinosaurs

- Fossils are really important to know what happened a long time ago.
- Without fossils we would not even know that dinosaurs existed!
- People who study fossils are called palaeontologists.
- Palaeontologists started studying fossils 200 years ago, so we've only known about dinosaurs for 200 years!

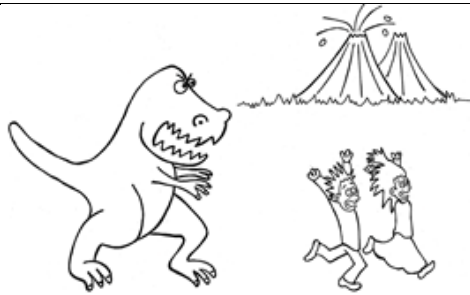


Did You Know...?

- 'Sue' is the nickname given to the most complete and best preserved Tyrannosaurus rex specimen ever found
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When a plant or animal dies, their body can sink into mud or be buried by sand. This usually happens at the bottom of the sea. When this happens it doesn't disappear. When it is underground, water and minerals leak into the bones and where bits of body used to be. This makes a hard shape. Next, the fossil gets squashed under more layers of sand, mud and other bits that make sedimentary rock. Finally, over many, many millions of years a fossil is created for someone to dig up one day.



Challenge A:

Now write any other 3 simple sentences of yours.

Challenge B:

Tick to show which underlined group of words is a **clause**.

- a) I played an amazing game with my friends.
- b) We ate our breakfast before we left.
- c) I have seen this film.
- d) My black pen has gone missing again.

Independent task

$20 \div 10 = \underline{\quad}$

$\underline{\quad} = 400 \div 10$

$300 \div 10 = \underline{\quad}$

$200 \div 10 = \underline{\quad}$

$40 \div 10 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$220 \div 10 = \underline{\quad}$

$440 \div 10 = \underline{\quad}$

$\underline{\quad} = 330 \div 10$

Harry has 10 times as many toy cars as Joseph.

Harry has 90 cars.

How many cars does Joseph have?

Jake has 10 times as many beads as Jessica.

Jessica has 12 beads.

How many beads does Jake have?

Fossils Questions

1. How long have we known about dinosaurs? Tick **one**.

- ☐ 200 million years
- ☐ 200 thousand years
- ☐ 200 years
- ☐ 200 days

2. What is the name of a person who studies fossils?

3. What is the nickname of the best preserved Tyrannosaurus rex skeleton? Tick **one**.

- ☐ Sam
- ☐ Sue
- ☐ Sylvia
- ☐ Sandra

4. Fossils got their name from the old word **fossilis** which is an old word meaning... Tick **one**.

- ☐ fossils
- ☐ dug up
- ☐ buried
- ☐ old

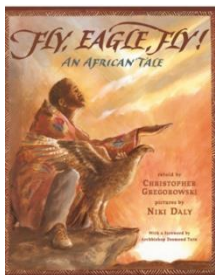
5. Tick the boxes to say whether the sentences are true or false.

	True	False
Some people used to think ammonites were snakes turned into stone.	☐	☐
Whitby is a town in South Yorkshire.	☐	☐
Fossils can't be made under the sea.	☐	☐
Fossils take millions of years to make.	☐	☐

6. Why weren't fossilised animals or plants eaten by other animals?

7. The author used an exclamation mark at the end of the **Did You Know...?** section to make it sound surprising. Why is that sentence surprising?

To use the style of the writer to plan the next part of a story



Recap:

What happened at the beginning of the story?

What happened in the middle?

What happened at the end?

Now let's remind ourselves.

Watch this video:

<https://www.youtube.com/watch?v=TwlTntu72nE>

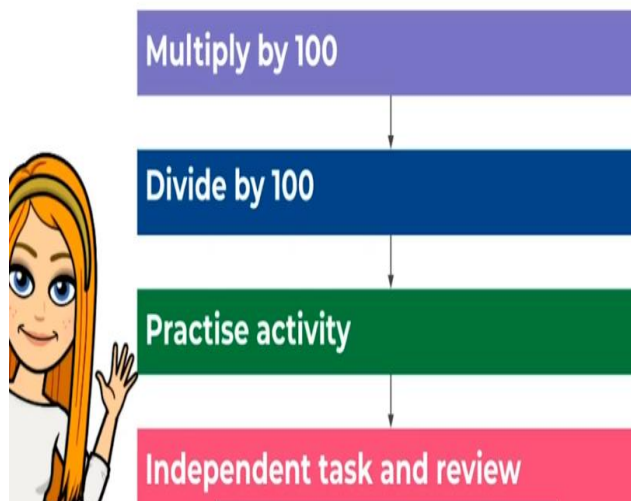
Dividing by 10 and 100 using place value

In this lesson you will learn how to divide by 10 and 100 using your understanding of place value. You will also be looking at how to divide using grouping and arrays.

<https://classroom.thenational.academy/lessons/exploring-division-strategies-c8tk4c?step=2&activity=video>

It starts with a quiz and includes practise questions on how to divide by 10 and 100 and then a final set of questions.

Lesson Agenda



P. E

Warm up-

How many star jumps can you do in 1 minute?

How many frog jumps can you do in 1 minute?

Now jog as fast as you can on the same spot for 1 minute

Repeat again but this time, see if you can beat your last record.

P.E with Joe Wicks

<https://www.youtube.com/watch?v=Na1rzigYISU>

Music

Musical Features

Music is made of lots of different elements that make up how it sounds.

These features can be described using key words like loud and quiet, high and low, fast and slow, long and short.

We can use these words and many more to describe the elements of a piece of music.

Click this link to watch a really fun video about the features of Music:

<https://www.bbc.co.uk/bitesize/topics/zk86qfr/articles/z8x796f>

Listen and sing along:

<https://www.youtube.com/watch?v=oyEyMjdD2uk>

How would you describe this song?

Task 1:

Can you sequence these pictures in the right order and discuss what is happening in each of them?



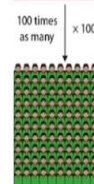
This afternoon there was **1 person** in the cinema.
This evening there are **100 times as many**.
How many people in the cinema this evening?



This evening there are **100 people** in the cinema,
100 times as many as this afternoon.
How many were in the cinema this afternoon?

$$1 \times 100 = 100$$

$$100 \div 100 = 1$$



Task 2: Using the template below, create a plan to write the next part of the story. Remember it's a sequel to the story so we must write in the author's style of writing.

Here are some questions to think about:

1) What will be the setting of your story?- South African grassland. You might want to think of some setting vocabulary e.g **long thatch grass** , **rocky mountains**, etc

2) Characters: Who will be the characters in your story? e.g other animals, eagle

3) Plot : what will happen at the beginning, middle and the end of your story?

Independent Activity

$$60 \times 10 = \underline{\quad}$$

$$600 \div 10 = \underline{\quad}$$

$$600 \div 100 = \underline{\quad}$$

$$400 \div 10 = \underline{\quad}$$

$$90 \div 10 = \underline{\quad}$$

$$\underline{\quad} = 72 \times 10$$

$$\underline{\quad} = 500 \div 10$$

$$800 \div 100 = \underline{\quad}$$

$$\underline{\quad} = 400 \div 10$$

$$27 \times 100 = \underline{\quad}$$

$$\underline{\quad} \div 100 = 27$$

$$270 = 10 \times \underline{\quad}$$

The answer is a multiple of 100:
True or False?

$$2 \times 100$$

$$500 \div 100$$

$$12 \times 100$$

$$900 \div 100$$

$$25 \times 100$$

Setting words	Characters	Interesting vocabulary
E.g. • long thatch grass • tangled forest • veld	• baby leopard	• crevices • majestically
Beginning	Middle	End

3

To use the style of the writer to write the next part of a story

Referring to the plan you created yesterday, write the next part of the story using the author's style of



Here are some questions to think about:

- 1) What will happen to the eagle next?
- 2) Will it meet any other characters?
- 3) How will the characters relate to each other?
- 4) Will there be any problem or a twist to the story?
- 5) How will the problem be resolved?

Trying including adverbs (e.g majestically, graciously, carefully etc) and interesting adjectives to add detail to your writing.

Challenge: Use direct speech, fronted adverbials, repetition and personification in line with the author's style of writing.

Division using the number line Part 1

Starter:

Halve these numbers and halve again:

- | | | |
|------------|-------------|-------------|
| • 8,4,... | • 40,20, | 80, 40,.... |
| • 20,..... | • 60,..... | 120,..... |
| • 12,..... | • 100,..... | 240,..... |
| • 16,..... | • 50,..... | 70,..... |

LO: To divide using a number line.

Success Criteria:

1. Jump along the number line in jumps of the smaller number
2. Stop when you have reached the bigger number
3. Count up your jumps
4. Check your answer!

Example 1:



$$24 \div 4 = 6$$

Now try this one:

History- This term year 3 will be learning about the Stone Age through to the Iron Age.

What were the different periods in the Stone Age?

The Stone Age is usually split into three different periods. In this lesson, we will learn the names of these different periods and what developments humans made during each of them.

Watch the lesson:

<https://classroom.thenational.academy/lessons/what-were-the-different-periods-in-the-stone-age-crtkad?step=2&activity=video>

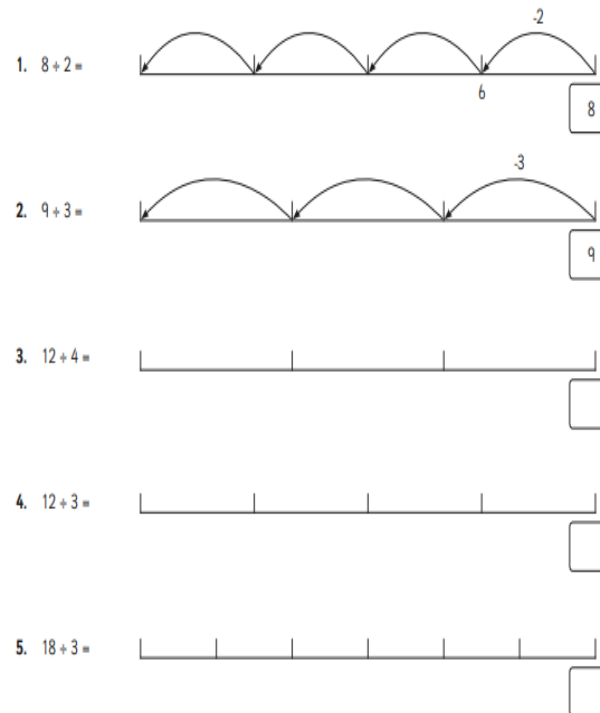


$$16 \div 4$$



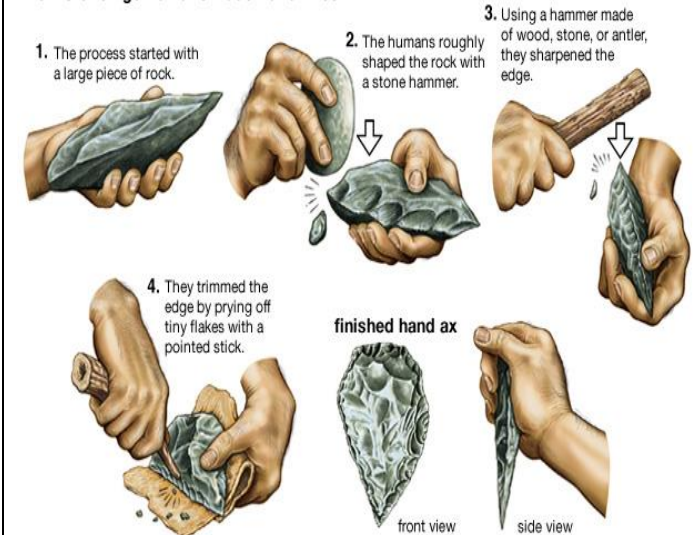
Complete activity A or B

Activity A



Activity B

How Stone Age Humans Made Hand Axes



© 2006 Encyclopædia Britannica, Inc.

Activity A

How was the Palaeolithic era different to life today? (use the following sentence starters)

The Palaeolithic era was different to my life today....

During the Palaeolithic era, people would.....However, nowadays we....

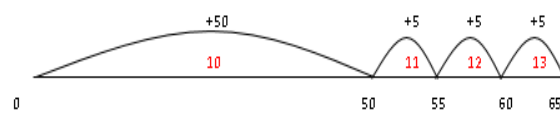
Sketch a tool that humans may have used in the Stone Age. What could it have been used for?

Activity B

Write a detailed paragraph about the three Stone Age eras. Name each one and explain how Britain and humans have changed. Mention the uses of tools and their development throughout the Stone Age eras and how farming changed the lives of humans in the Neolithic era. Include sketches to illustrate your understanding.

Example

1) $65 \div 5 = 13$



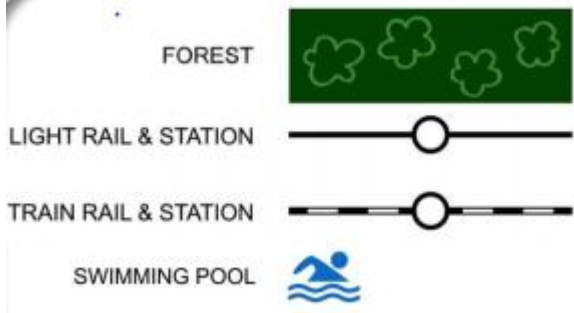
2) $36 \div 4 =$

3) $42 \div 6 =$

4) $39 \div 3 =$

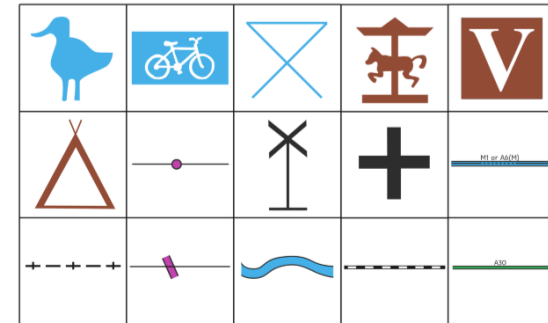
5) $32 \div 2 =$

4 To practise comprehension skills Read the following passage out loud and with expression, and answer the questions in red or both red and green. Highlight/underline if you need to. The Skeleton Key by Kelly Hashway Erik rang his grandparents' doorbell and silently wished the next four hours would go by quickly. He didn't want to give up his entire Saturday afternoon at his grandparents' house where there were no kids in the neighbourhood. "You're right on time," Grandma Bethany said, opening the door. "There's tea and cake in the dining room." Cake? At least the first ten minutes would go by quickly. Erik hung his coat on the rack by the door and saw a strange looking key hanging on a hook. "Grandpa Bill, what's this funny key for?" "That's a skeleton key. It opens the best room in this house," Grandpa Bill whispered so no one else could hear. "It's the room I go to when your grandmother tries to make me help with the dishes." "What's so special about the room?" Erik asked. "It's a game room," Grandpa Bill said. "Take the key and see if you can find the room by the time I finish my tea." Erik grabbed the key and stared at it. "A skeleton key? It looks old." Erik decided the oldest things in the house were probably upstairs in the walk-up attic. He headed past the dining room and to the stairs. Grandpa Bill sipped his tea and shook his head. Erik knew that meant he was going the wrong way. He headed back to the front door where he'd found the key. Erik thought about the oldest part of a house. "The basement! It's the	Division using a number line Part 2 Starter: Double these numbers and double again: <table border="0"> <tr> <td>• 2,4,...</td> <td>• 10, 20,...</td> <td>18, 36,....</td> </tr> <tr> <td>• 5,.....</td> <td>• 15,.....</td> <td>63,.....</td> </tr> <tr> <td>• 3,.....</td> <td>• 30,.....</td> <td>129,.....</td> </tr> <tr> <td>• 6,.....</td> <td>• 17,.....</td> <td>2871,.....</td> </tr> </table> LO: To divide using a number line (Remainders). <u>Success Criteria:</u> Jump along the number line in jumps of the 1-digit(or smaller) number. Stop when you have reached the 2-digit number. Count up your jumps. Count on to find the remainder. Check your answer! Remainders $13 \div 4 = 3 \text{ r } 1$	• 2,4,...	• 10, 20,...	18, 36,....	• 5,.....	• 15,.....	63,.....	• 3,.....	• 30,.....	129,.....	• 6,.....	• 17,.....	2871,.....	To understand what maps are What is a map? A map is a two-dimensional drawing of an area. Maps can show the countryside, a town, a country or even the whole world. <u>Why do we use maps?</u> Maps are useful tools to help people find their way to and from somewhere. They are used to help plan routes from one place to another, or to find certain features such as castles or hills. There are a wide variety of reasons why geographers use maps, and they are one of the most important fieldwork tools that a geographer has. But the main reason why geographers use maps is that they help geographers get a better overview of the environment that they are studying. They are much easier to carry than a globe and much more detail can be added to them. Maps can show the whole world, a single country or even a single town or village. Maps of different countries can be put together in a book called an atlas or they can be on a single sheet of paper. These can be useful to carry when you go walking so you do not get lost.
• 2,4,...	• 10, 20,...	18, 36,....												
• 5,.....	• 15,.....	63,.....												
• 3,.....	• 30,.....	129,.....												
• 6,.....	• 17,.....	2871,.....												

first part that's built." He rushed to the basement door and looked at the lock. It was different from a normal lock. He slid the key inside and turned it. With a click, the door opened. Erik switched on the light and walked down the stairs. The basement was one giant room with a pool table in the middle and a dartboard on the far wall. "Awesome!" Erik said. "Ever learn to play pool?" Grandpa Bill asked, coming down the stairs. "No," Erik said. "Well then, grab a cue from the rack and I'll teach you." Erik smiled. The next four hours were going to fly by. 1. What was Erik's grandma's name? 2.) Where was the tea and cake? 3) Why did Grandpa Bill whisper his answer to Erik? 4) What was the funny key called? 5) When does Grandpa Bill go the best room in the house? 6) Which 2 games were in the special room? 1)Where did Erik visit? 2)Why didn't he want to visit his grandma? 3)Why is the skeleton key special? 4)Why does Grandpa Bill refer to the room as the best room in the house? 5)Why did Grandpa Bill shake his head as Erik went towards the stairs? 6)Why do you think the next hours were going to fly by for Erik and Grandpa Bill?	Practise questions: a) $14 \div 3 =$ b) $23 \div 4 =$ c) $31 \div 6 =$ d) $23 \div 8 =$ Complete Activity A or B or C A $25 \div 4 =$ $18 \div 8 =$ $46 \div 5 =$ $64 \div 10 =$ $25 \div 6 =$ $22 \div 6 =$ $27 \div 4 =$ C $47 \div 9 =$ $146 \div 12 =$ $48 \div 7 =$ $30 \div 8 =$ $58 \div 12 =$	In the past, maps were hand-drawn by using careful measurements of the ground. Today, computers and tablets show aerial photographs, which are photographs taken from space by satellites and joined together to make very detailed images. Some are so detailed that you can zoom in and see a birds-eye view of where you live. Map symbols 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.  Let's learn more by watching this video: https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk Task:
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Map Symbol Match Up

Cut out the map symbols below and stick into correct boxes (next page).



Map Symbol Match Up

nature reserve	river	national boundary line	theme/pleasure park	visitor's centre
camp site	station	place of worship	main road	level crossing
cycle trail	motorway	wind turbine	multiple track railway line	picnic site

Challenge:

Your task: Design symbols for these geographical features.

Footpath

Nature
reserve

School

Church

Picnic
site

Swimming
pool

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:

What are the birds in the picture called?
Why might they be gathering?
Who is the girl in the picture?
What is she carrying?
Where has it come from?
Why has she taken it?
What does it contain?

Problem solving and reasoning

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

Read the problem
Understand it
Solve using pictures/diagrams
Check your answer

A

Three monkeys

Three monkeys ate a total of 25 nuts.
Each of them ate a different odd number of nuts.

How many nuts did each of the monkeys eat?
Find as many different ways to do it as you can.

B

Art: To express emotions using colours

How are you feeling today?



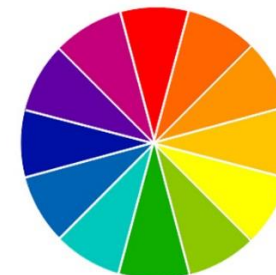
Colours are often used to express feelings and emotions.

For example:

Red is used to express passion, danger, anger and love.

Reds EXCITEMENT PASSION DANGER	Blues TRUST RELIABILITY COOLNESS	Yellows WARMTH CHEER HAPPINESS	THE EMOTIONS OF COLOR
Oranges PLAYFULNESS WARMTH VIBRANCE	Greens NATURE FRESHNESS GROWTH	Purples ROYALTY SPIRITUALITY DIGNITY	
Whites PURENESS CLEAN YOUTHFUL	Blacks SOPHISTICATED ELEGANT MYSTERY	Golds PRESTIGE EXPENSIVE ELEGANT	
		Silvers PRESTIGE COLD SCIENTIFIC	
			Pastels SOFTNESS NURTURE SECURITY

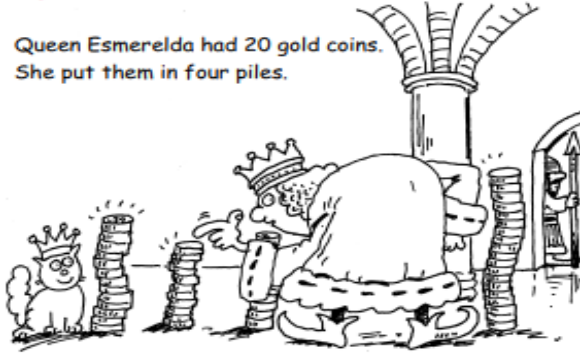
The Colour Wheel



Using your knowledge, create an abstract image using
colour(s) that represent how you feel today.

Queen Esmerelda's coins

Queen Esmerelda had 20 gold coins.
She put them in four piles.



- ◆ The first pile had four more coins than the second.
- ◆ The second pile had one less coin than the third.
- ◆ The fourth pile had twice as many coins as the second.

How many gold coins did Esmerelda put in each pile?

For example, if you're feeling happy and fresh, you would use the colours yellow and green. Use a maximum of 2 colours.

