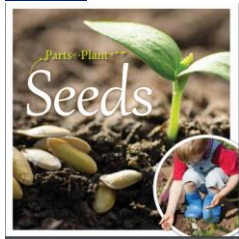


Daily Learning Activities

| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Topic / Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | <p><u>To use prepositions</u></p> <p>What is a preposition?</p> <p>A <b>preposition</b> is a word that tells you <b>where</b> or <b>when</b> something is in relation to something else.</p> <p>Examples of prepositions include words like <b>after</b>, <b>before</b>, <b>on</b>, <b>under</b>, <b>inside</b> and <b>outside</b>.</p> <p><b>After walking for miles, she rested on a hill.</b></p> <p>In this sentence 'after' tells you when she rested and 'on' tells you where she rested.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd</a></p> <p>Can you choose the most appropriate preposition to complete this sentence?</p> <div></div> <div><div>The dog is</div><div><div>under</div><div>above</div><div>behind</div></div><div>the man.</div></div> <p>Answer: The dog is <b>behind</b> the man.</p> <p>Now, complete either task 1 or task 2. If you are feeling very confident, you may want to go for task 2.</p> <p><u>Task 1:</u></p> <p>Copy out these sentences into your books and choose the most appropriate preposition to complete them.</p> <div></div> <div><div>The ducks swam</div><div><div>across</div><div>under</div><div>at</div></div><div>the river.</div><div>The cat is</div><div><div>above</div><div>between</div><div>behind</div></div><div>the dogs.</div></div> | <p><b>Multiplication and Division</b></p> <p>Multiplication is repeated addition</p> <p>Division is repeated subtraction</p> <p>Complete <b>red</b> or <b>green</b></p> <p>Try to do these calculations in your head</p> <p>Quick multiplication:</p> <div><div>1) 7 x 3 =</div><div>2) 3 x 3 =</div><div>3) 9 x 4 =</div><div>4) 2 x 12 =</div><div>5) 4 x 6 =</div></div> <div><div>1) 10 x 8 =</div><div>2) 9 x 4 =</div><div>3) 6 x 9 =</div><div>4) 12 x 8 =</div><div>5) 7 x 8 =</div></div> <p>Quick Division:</p> <div><div>1) 20 ÷ 2 =</div><div>2) 18 ÷ 3 =</div><div>3) 24 ÷ 4 =</div><div>4) 40 ÷ 5 =</div><div>5) 18 ÷ 2 =</div></div> <div><div>1) 48 ÷ 4 =</div><div>2) 77 ÷ 11 =</div><div>3) 96 ÷ 8 =</div><div>4) 121 ÷ 11 =</div><div>5) 108 ÷ 9 =</div></div> <p>Challenge:</p> <div><div>1) 48 ÷ <u>    </u> = 4</div><div>2) 49 ÷ <u>    </u> = 7</div></div> | <p><u>Science</u></p> <div></div> <p>Click on the link below and read all the interesting facts about plants and their seeds. You can tell your adult/sibling any fun fact you discovered.</p> <p><a href="https://stjosephs.greenwich.sch.uk/wp-content/uploads/2020/04/Parts-of-a-Plant-Seeds.pdf">https://stjosephs.greenwich.sch.uk/wp-content/uploads/2020/04/Parts-of-a-Plant-Seeds.pdf</a></p> <p><b>Task:</b></p> <p>Copy these sentences into your books and fill in the missing blanks.</p> <p>There are different ways a plant can disperse its seeds. This includes animals, wind, water and bursting. For example, a dandelion flower uses the _____ to move its seeds. Some seeds stick to passing animals and then _____ in a new place. Pea pods _____ and _____ their seeds out!</p> <p><a href="https://go.educationcity.com/content/index/35227/5/3/6">https://go.educationcity.com/content/index/35227/5/3/6</a></p> <p><b>Challenge:</b></p> <p>Can you find 3 plants that disperse their seeds using water?</p> |



The man skated 

|       |
|-------|
| along |
| past  |
| with  |

 the tree.



The boats sailed 

|       |
|-------|
| over  |
| above |
| under |

 the bridge.

- 3)  $54 \div \underline{\quad} = 6$
- 4)  $\underline{\quad} \times 11 = 121$
- 5)  $8 \times \underline{\quad} = 56$
- 6)  $12 \times \underline{\quad} = 144$

**Task 2:**

*Copy these sentences and underline the preposition:*

- 1) The car is in the garage.
- 2) The chair is behind the table.
- 3) Peter was walking beside his friend Tom.

*The prepositions in the sentences below are wrong. Copy the sentences, using a preposition which makes sense.*

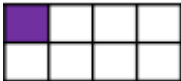
- 4) The cat is sitting under the carpet.
- 5) The car drove above the roundabout.
- 6) The man fell up the stairs.
- 7) The CD is under the CD Player.
- 8) The ferry sailed below the sea.
- 9) The car drove inside the bridge.
- 10) The mouse crept below the cheese.

2 **To practice 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.

**To find a fraction of a given number**

**Starter:**  
 What is a fraction?  
 What does the numerator represent?  
 What does the denominator represent?  
 When the fraction is equivalent to one, what do you notice about the numerator and denominator?



**Geography: To draw a map**

What are maps?  
 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.

Can you remember what these map symbols represent?

### The old railway yard

Jack was scared. He was walking through an abandoned railway station on his way home. He came this way because it was a lot quicker but he was regretting his decision. His hairs on his neck were stood up like soldiers in a parade. His heart was racing and his stomach churned. As he paced through the creepy yard he tried to stay under the colossal shadows of the huge, ancient steam trains.

Then something strange happened. A light appeared in one of the driver carriages of the train. Hesitantly, Jack stopped and looked back. He could not see anyone in the driver's carriage! Jack had a decision to make. His head told him to go back home and get out of there as quickly as possible. His heart told him to go and explore the strange light!

Jack made his decision. He sprinted over to the carriage and heaved the door open. It creaked loudly and some dust dropped onto the floor. Jack started to walk through the old carriage which had rotten floorboards. As he got to the old fashioned handle that led into the driver's compartment, he paused for a moment. He took a deep breath and opened the door.

The air was still. The smell was dusty. The light flickered. Flick. Flick. Flick. But nobody was there. All of a sudden a deafening clank sounded. Jack looked out of the window and saw a tree move sideways. Then Jack had a realisation! It wasn't the tree moving, it was Jack. It was the train! The train was slowly winding down the track. Steam started to chug. Faster the train went. Faster and faster!

"How can this be?" whispered Jack to himself in amazement! He was sure he was the only person on the train.

1. How was Jack feeling?
2. Where was Jack going?
3. What was the strange thing that happened to Jack?
4. What did Jack decide to do?
5. How has the author used 'show not tell' to describe Jack's feelings in paragraph One?
6. Which two words in the first paragraph tell us the trains are big?
7. Look at paragraph One. It tells us Jack tried to stay under the shadows of the train. Why do you think he tried to do this?
8. There are clues in the text that tell us the steam trains were old. Can you spot them all?
9. Why do you think Jack paused before opening the door to the driver's compartment?
10. What emotions would Jack be feeling in the final paragraph? Explain fully how you know or think this.

What fraction of the diagram is shaded?  
What fraction is not shaded?

The denominator of the fraction tells us how many equal parts the whole will be divided into. E.g.  $\frac{1}{3}$  means dividing the whole into 3 equal parts. The numerator tells us how many parts of the whole there are. E.g.  $\frac{2}{3}$  means dividing the whole into 3 equal parts, then counting the amount in 2 of these parts.

For example:

$\frac{1}{3}$  of 12 = 4

To find this, we look at the denominator to find out how many equal parts we are going to divide the amount into. In this case, 3.

$$12 \div 3 = 4$$

Therefore,  $\frac{1}{3}$  of 12 = 4

$$\frac{2}{3} \text{ of } 12 = 4 \times 2 = 8$$

Task:

Choose either A or the B challenge. REMEMBER TO SHOW YOUR WORKING OUT NEATLY!!!

A.

Find  $\frac{1}{5}$  of Eva's marbles.



I have divided the marbles into  equal groups.

There are  marbles in each group.

$\frac{1}{5}$  of Eva's marbles is  marbles.

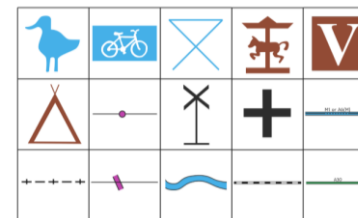
Find  $\frac{2}{5}$  of Eva's marbles.



I have divided the marbles into  equal groups.

There are  marbles in each group.

$\frac{2}{5}$  of Eva's marbles is  marbles.



Watch this video:

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4>

**Task:**

Using your knowledge of map symbols, create a map of your journey from home to school.

**Challenge:**

Why not try to make your own map symbols and include them in your map?

B.

Dexter has used a bar model and counters to find  $\frac{3}{4}$  of 12



Use Dexter's method to calculate:

$\frac{5}{6}$  of 12       $\frac{2}{3}$  of 12       $\frac{2}{3}$  of 18       $\frac{7}{9}$  of 18

**Challenge:**

Whitney has 12 chocolates.



On Friday, she ate  $\frac{1}{4}$  of her chocolates and gave one to her mum.

On Saturday, she ate  $\frac{1}{2}$  of her remaining chocolates, and gave one to her brother.

On Sunday, she ate  $\frac{1}{3}$  of her remaining chocolates.

How many chocolates does Whitney have left?

3

**To use persuasive language**

Persuasive language helps us to share our point of view and possibly convince the reader until the point they agree with you.

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-persuasive-text/zkcfbdm>



**To add fractions**

**Recap:**

What does the numerator represent?

What does the denominator represent?

**Starter:**

Complete the sentences to describe the apples.



$\frac{4}{7}$  of the apples are red.

$\frac{3}{7}$  of the apples are green.

$\frac{4}{7}$  and  $\frac{3}{7}$  make one whole

To add two or more fractions with the same denominator where the total is less than 1, we only add the numerators and the denominators stay the same.

**Music**

To understand what an orchestra is and to name the 4 instrument families that it includes



<https://www.bbc.co.uk/programmes/p02b59ld>

What do you think the name is for the kind of group of musicians all playing together?

What do you notice about how the different instruments are arranged?

## Features of Persuasive Writing

### Purpose:

To argue the case for a point of view. To convince the reader.



### Structure:

Introduction – What is the writing about and what is your opinion.

Arguments to support your opinion

Conclusion – repeat your point of view

### Language Features:

Usually written in present tense.

Includes logical connectives to link ideas (therefore, however)

Use emotive language (powerful verbs and strong adjectives)

Ask rhetorical questions

Dare the reader to disagree

Counter arguments from the other point of view.

Try and use some facts as well as opinions.

### Persuasive Words and Phrases

I am writing to...  
I have heard a rumour that...  
We can do without this...  
How unfair!  
Now...  
Obviously...  
You can prove this by...  
I believe that...  
This will cause...  
A friend of mine says...  
If these plans go ahead...  
Do you really think...  
Is it really worth...

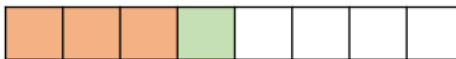
I am speaking to you today because...  
This needs to be dealt with...  
It will ruin our quality of life...  
However but a complete idiot will believe that...  
Surely...  
Of course...  
Local people feel that...  
This will mean that...  
Another thing...  
Just think about...  
How could you trust possibly...  
What would happen if...  
Do you want to be part of...



Try to use some of these words and phrases in your writing.

Remember to write in a forceful manner. You want people to agree with you!

For example:



We can use this model to calculate  $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$

**Task:** Choose either A or the B challenge.  
**REMEMBER TO EXPLAIN YOUR REASONING!!!**

**A.**

Take a paper circle. Fold your circle to split it into 4 equal parts. Colour one part red and two parts blue. Use your model to complete the sentences.

\_\_\_\_\_ quarter is red.

\_\_\_\_\_ quarters are blue.

\_\_\_\_\_ quarters are coloured in.

Show this as a number sentence.  $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

**B.**

$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5} \quad \frac{2}{7} + \frac{3}{7} + \frac{1}{7} = \frac{6}{7} \quad \frac{7}{10} + \frac{3}{10} = \frac{10}{10}$$

Eva eats  $\frac{5}{12}$  of a pizza and Annie eats  $\frac{1}{12}$  of a pizza.

What fraction of the pizza do they eat altogether?

**Challenge:**

Mo and Teddy share these chocolates.



They both eat an odd number of chocolates.

Complete this number sentence to show what fraction of the chocolates they each could have eaten.

$$\frac{1}{12} + \frac{1}{12} = \frac{2}{12}$$

Who they are sitting with?

What is the name for the person who is standing at the front?

What is their job?

This group of musicians playing together is called an **Orchestra**.

You may have said band, this is another name for a group of musicians. Orchestra means a special combination of instruments.

The instruments are grouped together with ones that are either the same, or very similar.

They don't get to choose where they sit, or to sit with their friends.

The person standing at the front is called a '**conductor**'. They usually have a special stick called a baton. Baton means stick in French!

The conductor's job is to keep the musicians together, and show them how and when to play the music.

Watch the following video. Can you spot the 4 families of

instruments?

<https://www.youtube.com/watch?v=Ku3TRcjLpyY>

So, did you spot them?

The four families of instruments in the orchestra, in order of appearance in this piece, are:

Woodwind

Brass

Strings

Percussion



**Task:**

As fast as you can, name 2 instruments from each instrument family.

Using the information you have learnt, which instrument would you like to play and why?

4

**Reading**

Grab a book, find somewhere peaceful, possibly ask nicely for a hot chocolate and read quietly for 30 minutes (a fiction book will be better for this session).

The following websites have free access to ebooks in lots of different languages:



<https://uk.mantralingua.com>

<https://globalstorybooks.net>

Take a look and share with your family. As you read, have a think about the following questions and answer them in full sentences.

What is your book called?

Why did you pick this book?

Has there been a problem/dilemma in your book, what was it?

Have you learned any new words or facts due to this book?

If you had to give your book a different title, what would you call it?

**To subtract fractions**

**Starter:**

My friend Kathy said when adding fractions, we only add the denominators and the numerators stay the same. True or False?

To subtract fractions, we only subtract the numerators and the denominators stay the same.

For example:

Eva is eating a chocolate bar. Fill in the missing information.

| First         | Then          | Now           |
|---------------|---------------|---------------|
|               |               |               |
| $\frac{4}{5}$ | $\frac{2}{5}$ | $\frac{2}{5}$ |

Can you write a number story using 'first', 'then' and 'now' to describe your calculation?

From the diagram, we can see Eva first had  $\frac{4}{5}$ . Then she ate  $\frac{2}{5}$  and now, she has  $\frac{2}{5}$ .

That is:

$$\frac{4}{5} - \frac{2}{5} = \frac{2}{5} \text{ (The denominator stays the same)}$$

**Task:**

**P. E**

Warm up-

Look at this image. How many of these body shapes can you replicate?

**Body Shapes**



Ta-Da



Pike



Lunge



Tuck



Donkey Kick



Candlestick



Push-up



Table



Arabesque



Hollow

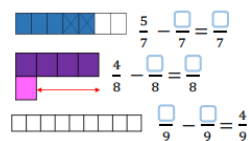


<https://www.youtube.com/watch?v=ho9uttOZdOQ>

Choose either A or the B challenge. REMEMBER TO SHOW YOUR WORKING OUT NEATLY!!!

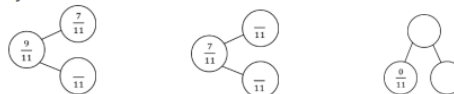
A.

Use the models to help you subtract the fractions.



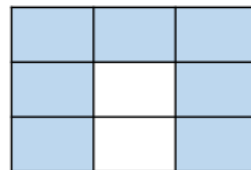
B.

Complete the part whole models. Use equipment if needed. Can you write fact families for each model?



Challenge:

How many fraction addition and subtractions can you make from this model?



Have some fun trying out these yoga poses. If you find any one of them difficult, please move to the next pose.

Spanish:

[Go to Education city > Subjects > Spanish > Year 3 > Activities > La Nariz](#)

5

Free-write Friday

Look at the image below.

Who might live inside the tree?  
What would the house look like?  
Who put the sign on the door?  
Is the lamp ever lit?  
Does the beast have neighbours?

Fraction investigaors!!!!

Choose any 2 of these and try solving it.

1.

Fill in the numerators to make the calculation correct. How many ways can you do it?

Explain how you know you have found them all.

$$\frac{\quad}{8} + \frac{\quad}{8} = 1$$

2.

Art: To express emotions using colours

How are you feeling today?



Colours are often used to express feelings and emotions.  
**For example:**



### Story starter!

The creaky, old door had not been opened for years. The beast had always lived inside, but nobody dared to visit. Noises that echoed from the gap in the door had haunted those who heard them. Nobody knew what the narrow, mossy steps led to. Nobody knew what was lurking within. One day, the heavy, wooden doors began to open with a groan....

**Task:** Can you continue to story of the mysterious door?

### Perfect picture

Imagine the camera zooms out, and you can see the entire tree. What does the rest of the tree house look like? What does it look like inside? Draw or write down what you have imagined.

Six girls share three bars of chocolate equally.  
Four boys share two bars of chocolate equally.

Does each girl get more chocolate, less chocolate or the same amount of chocolate as each boy?  
Draw a picture to show that your reasoning is correct.

3.

Jo ate  $\frac{1}{4}$  of a pizza and Sam ate  $\frac{1}{2}$  of what was left. Mike ate the rest of the pizza.  
Draw a diagram to show how much pizza Jo, Sam and Mike each ate.

4.

Here is a bowl of fruit.



Half of the pieces of fruit in the bowl are apples. There are also 3 oranges, 2 pears and a banana.

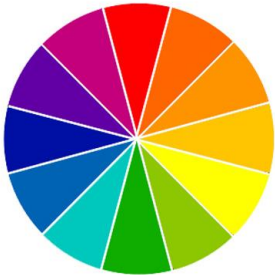
How many apples are there in the bowl?

If, instead, one quarter were apples and one quarter were oranges and there were also 4 bananas, 3 pears and 3 plums how many would be apples?

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

|                                                     |                                                      |                                                      |                              |
|-----------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------|
| <b>Reds</b><br>EXCITEMENT<br>PASSION<br>DANGER      | <b>Blues</b><br>TRUST<br>RELIABILITY<br>COOLNESS     | <b>Yellows</b><br>WARMTH<br>CHEER<br>HAPPINESS       | <b>THE EMOTIONS OF COLOR</b> |
| <b>Oranges</b><br>PLAYFULNESS<br>WARMTH<br>VIBRANCE | <b>Greens</b><br>NATURE<br>FRESHNESS<br>GROWTH       | <b>Purples</b><br>ROYALTY<br>SPIRITUALITY<br>DIGNITY |                              |
| <b>Whites</b><br>PURENESS<br>CLEAN<br>YOUTHFUL      | <b>Blacks</b><br>SOPHISTICATED<br>ELEGANT<br>MYSTERY | <b>Golds</b><br>PRESTIGE<br>EXPENSIVE<br>ELEGANT     |                              |
|                                                     |                                                      | <b>Silvers</b><br>PRESTIGE<br>COLD<br>SCIENTIFIC     |                              |

### The Colour Wheel



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

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

