

## Year 3 Remote Learning Grid – Week 6

Please use this remote learning grid to direct your child's learning while school is not open.

Learning activities are listed by day, with each day consisting of an English, Maths and Topic / Science activity. Activities are designed to consolidate learning that has already taken place, while also allowing children to start to think about learning that will be taking place during the summer term. There are three activities set each day. Activities should be completed in the provided remote learning book.

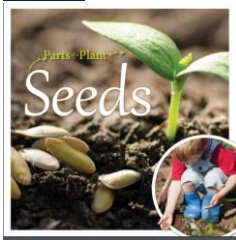
Within your child's home school communication book you will find your child's user and name and passwords for specific online learning resources, which are provided by the school. These resources can be used to support the learning.

### Regular Reading, Spelling and Timetables (At least 3 times per week)

In addition to the daily learning activities, your child should continue to practice their reading, spelling and timetables at least three times per week.

- Year group spelling lists are also available on the school's website. Your child should continue to learn words that they do not know. Please work through these lists. Advice on different ways to practice spellings is also available.
- Times tables should continue to be learnt. Your child should continue to practice the 3, 4 and 8 times tables. They may use times tables Rock Stars website to assist them with this.
- Your child has been provided with a school reading book, please continue to read this or an appropriate book, which you may have at home, with them.

### Daily Learning Activities

| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Topic / Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | <p><b>To use 'show not tell'</b></p> <p>What emotions can you see in the pictures below? How can you tell? What do the body language and facial expressions suggest to you?</p>  <p>Now close your eyes and think of a time you felt excited. What did you feel like inside? Did your heart beat faster/did your breathing pattern change/did you feel your stomach flutter?</p> <p>How about when you're angry? Are your eye brows raised or do you clench your fists or do you grit your teeth?</p> <p>Authors use a special technique called 'show not tell' to create a better experience for the readers and make their writing more</p> | <p>Calculate the red or green questions. Where possible, try working it out mentally.</p> <p>Quick addition:</p> <ol style="list-style-type: none"> <li>1) <math>14 + 21 =</math></li> <li>2) <math>77 + 8 =</math></li> <li>3) <math>24 + 12 =</math></li> <li>4) <math>62 + 15 =</math></li> <li>5) <math>46 + 25 =</math></li> </ol><br><ol style="list-style-type: none"> <li>1) <math>125 + 12 =</math></li> <li>2) <math>156 + 14 =</math></li> <li>3) <math>345 + 41 =</math></li> <li>4) <math>\_\_ + 116 = 120</math></li> <li>5) <math>215 + \_\_ = 230</math></li> </ol> <p>Quick Subtraction:</p> <ol style="list-style-type: none"> <li>1) <math>90 - 3 =</math></li> <li>2) <math>130 - 40 =</math></li> <li>3) <math>65 - 8 =</math></li> <li>4) <math>43 - 4 =</math></li> </ol> | <p><u><a href="#">Science</a></u></p>  <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> |

descriptive and creative. For example, instead of telling the reader a character is excited, the author would describe the character's actions to show the reader he is excited.

### Example

**Telling:** Peter was excited as he was going to Buckingham Palace.

**Showing:** As he ran down the stairs, Peter could already feel that today was going to be a great day. The sun was streaming through the windows and not a cloud in sight. His heart quickened when he thought of what the day held in store for him and his family. Peter thought he was dreaming but the butterflies in his stomach told him he was wide awake and their effect also stopped him from eating too much of the grand pancake breakfast that dad had prepared.

Which of these would you prefer to read and why?

<https://www.youtube.com/watch?v=N4RthgSOcR0>

### Task:

Write down at least 3 different emotions in your book. E.g. angry, sad, excited, anxious etc. For each emotion, write how you would describe it using 'show not tell'.

### Challenge:

Think of a very memorable day in your life. E.g your first day at school, your birthday, Christmas day, your first day on a plane or on the underground etc Write a few paragraphs about this day describing the events of the day using 'show not tell'. What happened on the day? How did you feel? Think of your body actions and facial expressions at every stage.

5)  $86 - \underline{\quad} = 79$

1)  $135 - 30 =$

2)  $214 - 15 =$

3)  $341 - 31 =$

4)  $461 - \underline{\quad} = 411$

5)  $2330 - \underline{\quad} = 2290$

### Challenge:

1)  $112 + 45 + 32 =$

2)  $234 + 116 + 30 =$

3)  $2100 + 130 + 45 =$

4)  $3455 - 100 - 19 =$

5)  $3240 - 140 - 60 =$

A plant is a \_\_\_\_\_ thing. \_\_\_\_\_, shrubs, flowers and \_\_\_\_\_ are all plants. People and \_\_\_\_\_ need plants to live. Plants need \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ to live. They make their own food using \_\_\_\_\_ from the Sun.

Seeds are a part of the \_\_\_\_\_. Not all \_\_\_\_\_ make seeds. Some seeds are \_\_\_\_\_ and some seeds are \_\_\_\_\_. Each seed can grow into \_\_\_\_\_. Some seeds have hard \_\_\_\_\_. Shells \_\_\_\_\_ the seeds inside until it has all the things it needs to \_\_\_\_\_. Examples of seeds are Avocado seeds, \_\_\_\_\_ and \_\_\_\_\_.

### Challenge:

How is an avocado seed different from an apple seed?

## The fox and the scorpion

The forest was on fire and all the animals swam across the river to escape the fire.

The scorpion could not swim and begged the fox to help him.



"Please take me across the river on your back - or I will die."

"I am not a fool" said the fox "you will sting me and I will drown"

"No" replied the scorpion "I promise that if you help me - I will not sting you - after all, if you drown then so will I"

"Okay" the fox agreed, and the scorpion climbed on his back.

Halfway across the river, at the deepest part - the scorpion stung the fox.

"Why did you do that" the fox shouted.

"I just couldn't help it" cried the fox as they both drowned. **"It's just my nature!"**

1. Why were the animals swimming across the river?
2. Why did the scorpion ask for help?
3. Why was the fox worried?
4. How did the scorpion get the fox to help him?

**Challenge:** Do you think the fox did the right thing? Justify your thoughts.

## Telling the time

Which is the hour hand? Which is the minute hand?

Where will the hour hand be at 3 o'clock?

If the minute hand is pointing at 3, how many minutes have passed the hour?

Where will the minute hand be at quarter to 2?

What do you notice about the minute hand at half past?

How many minutes are there between each pair of numbers on a clock?

How do we know whether it is a 'past' or a 'to' time?

How many seconds do we have in a minute?

How many minutes do we have in 1 hour?

<https://www.youtube.com/watch?v=HrxZWNu72WI>

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

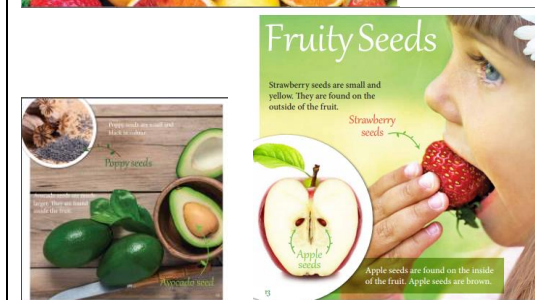
**A.**

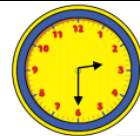
Complete the tables.

|           |  |             |  |
|-----------|--|-------------|--|
| 5 o'clock |  | Half past 4 |  |
|           |  | 1 o'clock   |  |
|           |  |             |  |

## Art

Using the sketching techniques, you have learnt, Sketch **any fruit of your choice** and its seed. You can refer back to yesterday's link on seeds for some inspiration.





Who is telling the time correctly?



The time is half past 6

Dora

The time is half past 3



Amir



The time is half past 2

Alex

Can you spot the mistakes they've made?

B.

Match the times to the correct clock.

20 past 6



5 to 9



10 to 2



20 to 11



25 to 3



10 past 1



It is ten to one.

Dora



It is ten past ten.



Amir



It is ten to two.

Alex

Who is correct? Explain your answer.



Four lots of 5 minutes is the same as quarter of an hour.

Do you agree with Rosie? Explain why.

3

To use expanded noun phrases

An **expanded noun phrase** is a **phrase** made up of a **noun** and at least one **adjective**. The adjectives tell you more about the noun. If

To work out the duration of events

How many minutes are there between each pair of numbers on a clock?

Music

one or more adjectives are listed to describe the **noun**, a comma should be added to separate the sentence.

For example:



There was a bear.

There was a small, brown bear.

There was a small, brown bear who was wearing a red hat.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>

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

Thanks to **expanded noun phrases**, we can describe things and people in a very detailed manner to help people understand us better.

For example, if you have ever lost something, then you know how important it is to be able to describe it to someone else so that they can help you find it.

### Task 1:

Choose up to 5 animals and write 3 adjectives to describe each one.

How many minutes do we have in 1 hour?  
How many minutes do we have in 2 hours and 30 mins?

### Example 1

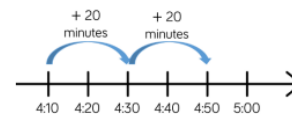


A 40 minute TV programme starts at the time shown. What time does it finish?

We can use a number line to work out the end time.

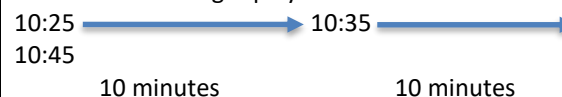
Use this method to work out:

- The end time of a 25 minute lesson starting at 2.15 p.m.



### Example 2

Playtime at school starts at 10:25am and finishes at 10:45am. How long is playtime?



$$10 + 10 = 20$$

Playtime = 20 minutes

### Task:

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

#### A.

Calculate the duration of the TV programmes.

| TV Programme        | Start Time | Finish Time | Duration |
|---------------------|------------|-------------|----------|
| Pals                | 06:30      | 07:30       |          |
| Dennis the explorer | 15:15      | 18:15       |          |
| The football show   | 12:00      | 14:00       |          |
| An adventure        | 10:40      | 12:40       |          |

Use an individual clock to work out the time spent running then complete the sentences.

Rosie started running at 7:20 a.m. and stopped at 8:45 a.m.

Rosie ran for \_\_\_\_ minutes.

Tommy started running at 09:10 and stopped at 09:55

Tommy ran for \_\_\_\_ minutes.

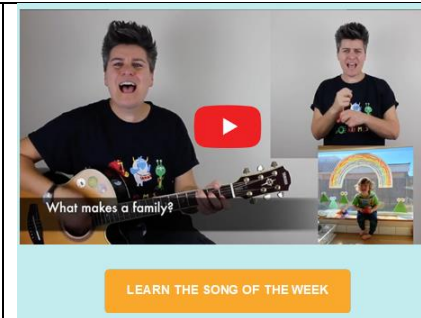
#### B.

Complete the sentence about the duration of the train journeys.

| Destination | Train departs | Train arrives |
|-------------|---------------|---------------|
| London      | 08:45         | 11:35         |
| Leeds       | 10:05         | 10:33         |
| Manchester  | 13:10         | 14:20         |

The journey to London is \_\_\_\_\_ than the journey to Manchester.

Which journey takes the least amount of time?



<https://www.singup.org/singupathome/song-of-the-week?emparalink>

Do you like this song? Why or why not?

What genre of music is it? E.g. pop, country, reggae etc.

Is it a fast, mid or slow tempo song?

What is the song about?

### Challenge:

Can you learn the lyrics of the song and sing it to an adult or a sibling?

|     |                          |
|-----|--------------------------|
| Hen | Feathery, clucking, fast |
| Cat | Energetic, black, slim   |
|     |                          |
|     |                          |
|     |                          |

### Task 2:

Now, can you write 5 expanded noun phrases about the animals (nouns) that you chose.

E.g. A fast, clucking hen with feathery skin.

The energetic, black cat with a slim body

Eva starts playing her piano at 11:30 

She plays for 45 minutes before having a half an hour break.

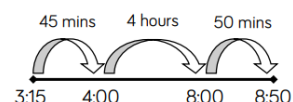
She then plays for another 15 minutes.

What time did she finish?

### Challenge:

Jack's school starts at ten to 9 and finishes at quarter past 3

He uses the number line to calculate how long the school day is. 



Jack works out the school day is 5 hours and 35 minutes long.  
Jack is incorrect.

Explain his mistake.

4

### To use conjunctions to write a range of sentences



| Opposition                                                                                                                                                                                                                               | Reinforcing/ addition                                                                                                                                                                | Explaining/ listing                                                                                                                                                                                               | Cause and effect                                                                                                                                                                            | Time                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| however<br>nevertheless<br>in the other hand<br>although<br>in contrast<br>whereas<br>while<br>despite<br>in spite of<br>notwithstanding<br>nevertheless<br>in contrast<br>whereas<br>while<br>despite<br>in spite of<br>notwithstanding | and<br>moreover<br>in addition<br>as well as<br>besides<br>furthermore<br>in addition<br>as well as<br>besides<br>furthermore<br>in addition<br>as well as<br>besides<br>furthermore | for example<br>for instance<br>such as<br>namely<br>to wit<br>that is to say<br>in other words<br>in short<br>in brief<br>in essence<br>in a nutshell<br>in a word<br>in a nutshell<br>in a word<br>in a nutshell | because<br>since<br>as<br>inasmuch as<br>inasmuch as<br>inasmuch as<br>inasmuch as<br>inasmuch as<br>inasmuch as<br>inasmuch as<br>inasmuch as<br>inasmuch as<br>inasmuch as<br>inasmuch as | when<br>while<br>as soon as<br>the moment<br>the minute<br>the second<br>the third<br>the fourth<br>the fifth<br>the sixth<br>the seventh<br>the eighth<br>the ninth<br>the tenth |

### What is a conjunction?

A conjunction is the glue that holds words, phrases and clauses (both dependent and independent) together. Thanks to conjunctions we don't have to write short choppy sentences. We can extend our lines with simple words like "and" or "but" and perhaps a comma or two. In KS2, we use two main types of conjunctions- coordinating and subordinating.

### Time (Reasoning and Problem solving)

How many minutes are there between each pair of numbers on a clock?

Where will the minute hand be when it is half past?

Where will the minute hand be when the time is quarter to?

Where will the minute hand be when the time is 10 minutes past the hour?

Where will the minute hand be when the time is 10 minutes to the hour?

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

A.

### 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>

## Co-ordinating Conjunctions



## Subordinating Conjunctions

### A WHITE BUS

Conjunctions and Adverbials to Aid Cohesion

**A** - although, as, after

**W** - where, wherever, when, whenever, while

**H** - however, how

**I** - if

**T** - though, than

**E** - even if, even though

**B** - before, because

**U** - until, unless

**S** - so that, since

### Examples:

1. The farmer was a jolly man who enjoyed his work **because** it meant that he could spend all of his time around his animals.
2. Lucy began to run **when** the dog ran after her football.
3. Khadiza climbed onto the chair **while** Florinel hid behind the curtain.

### Task:

Choose a conjunction to fill in the blank spaces. Ensure your choice of conjunction allows the sentence to make sense. READ IT BACK!

1. I searched all of the garden \_\_\_\_\_ I decided to go and buy a new ball.
2. I sat slumped over on the climbing frame \_\_\_\_\_ I realized that the park was a lonely place to be without my friend.
3. I didn't want him to go away again \_\_\_\_\_ I had missed him so much.

It is half past 11 so the hour hand should be on the 11

Is Alex correct?  
Explain your reasoning.



Oh no! The minute hand has fallen off the classroom clock!

Lunchtime is at 12:00

Have the children missed their lunchtime?

B.



Quarter past is always later than quarter to.

Do you agree with Teddy?  
Explain why.

How many quarters of an hour are between 7 o'clock and 9 o'clock.

Explain how you found the answer.

4. We began to play hide and seek, \_\_\_\_\_ I watched him through a crack in my finger just to make sure he didn't disappear again!
5. I stared down at the garden \_\_\_\_\_ I wondered where he could be.

### Challenge:

Write 5 sentences to include conjunctions. Using subordinating clauses can be more challenging so try to push yourself to use this. Look at the examples and please punctuate sentences carefully.

### Challenge:

Ali wants to take the quickest journey from Halifax to London.

The table shows her possible options.

| Transport | Departure | Arrival |
|-----------|-----------|---------|
| Train     | 14:52     | 19:03   |
| Coach     | 13:05     | 17:20   |

Would she get there quicker on the train or the coach?

Show your working.

### Arithmetic

1.  $11 + 5 =$

2.  $23 - \square = 10$

3.  $8 \times 2 =$

4.  $4 + 4 + 40 =$

5.  $850 - 100 - 10 =$

6.  $46\text{ml} + 13\text{ml} =$

7.  $379\text{g} - 54\text{g} =$

8.  $\frac{7}{10} - \frac{\square}{10} = \frac{3}{10}$

9.  $\frac{3}{\square} = \frac{6}{10}$

10.  $\frac{8}{\square} - \frac{3}{8} = \frac{5}{8}$

11.  $4 \times 12 = 8 \times \square$

12. Divide thirty-six by nine

13.  $463 + 294 =$

14.  $26 \times 4$

15.  $501 - 399 =$

16.  $72 \div 8 =$

17.  $\frac{3}{5}$  of 35 =

18.  $350 - \square - 45 = 185$

19.  $1 - \frac{4}{5} =$

20.  $1\text{kg} - 560\text{g} =$

### E-safety – Making good choices online

Watch this video clip: "Block Him Right Good Alfie"

[https://www.thinkuknow.co.uk/8\\_10/watch/](https://www.thinkuknow.co.uk/8_10/watch/)

### Activity 1 - Video:

### 'Block Him Right Good Alfie'

Use the following questions to chat about the cartoon:

- o What did you think? What did you like about Play Like Share?
- o What different things do Sam, Ellie and Alfie do online?
- o What problem did Alfie face at the beginning of the cartoon?
- o How did the gamer make Alfie feel?
- o What did Alfie do when he realised something wasn't right?
- o What happened when Selfie's video was made public? How did it make them feel?

### Activity 2 (optional - if time allows) - Create a Poster

Create a poster for Sam, Ellie and Alfie's new band Selfie.

Come up with a design that shows off each character's talents and personality.

5

### Free-write Friday



How did the girl end up with the egg in her hands?

What has just hatched from the egg?

How is the girl feeling? What does the look in her eyes tell you?

Why might be crows be there?

What will happen now that it is hatched?

Here are some sentence starters to help you.

The crows had been gathering for some time, waiting eagerly to satisfy their hunger.....

She could feel the cold, wet slime dripping slowly from her fingertips, but it didn't bother her. Her hands were still, steady, without fear: she had been eagerly awaiting this moment.....

|  |                                                                                                                                                                                                          |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>All she could think about was the creature in front of her, finally escaped from its cage. It had hatched. It was time...</p> <p>With a gentle cracking noise, the creature emerged from the egg.</p> |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|