

**YEAR 3
DISTANCE LEARNING
WEEK 3**

Weekly Summary

Welcome back to distance learning!

I hope you all have had a lovely Easter Break and had some time to rest. It's been lovely to see you all doing various activities, especially those who are sending in the videos of you singing (please keep sending them, I need lots more). My Easter was very quiet but it was nice to just relax a little bit and you may have noticed if you have watched the latest reading video, I now have a new hair colour!

This week I am trying something a bit different. I have put all the activities into one document so it means everything you need to learn for the week can be found right here.

On the next slide, I have put a link to each day so you can easily click to the day you need to complete when you do your daily learning. This means that you don't need to write down the subject headings each time you do them. Just write down the date for the day and then complete all the tasks that day is asking you to do. Still write the L.O. if there is one.

The tasks may go over more than one slide so please check that you do all the work for the day, you'll know you have finished when you come to a point that says "End of Day ...".

We are also bringing back Wellbeing Wednesday so that will help you break up the week a bit.

Keep up the amazing work and don't forget to email it to me at

Pine@newvalleyprimary.com

Miss Weckmann

Weekly Timetable

Day 1 – Maths, English and VIPERS.

Day 2 – Maths, English, VIPERS and Spelling.

Day 3 – Wellbeing Wednesday

Day 4 – Maths, English, VIPERS and Handwriting.

Day 5 – Maths, English, Spelling and Science.

Suggested Daily Activities – Things you could do each day on top of the set daily work.

Recommended Websites – Educational websites that could support home learning.

Joke of the day:
What do you call a dinosaur that is sleeping?
A dino-snore



“JUST BELIEVE IN YOURSELF. EVEN IF YOU DON'T, JUST PRETEND THAT YOU DO AND, AT SOME POINT, YOU WILL.”
Venus Williams

DAY 1

You use 200 muscles to take a single step forward!

Word of the Day : *relinquish (verb)*
Definition : voluntarily cease claim or give up control.
Challenge : Use WOD with -ed or -ing suffix in a compound sentence.
Example: He relinquished his grip of his favourite book.

Day 1 – Monday 20th of April 2020

Maths: Don't forget that in Maths, there is notes and guidance for adults if you need some help and Mathematical talk are questions you don't need to answer on paper, just verbally or questions you make ask yourself while doing the work.

L.O. To add and subtract 2 and 3 digits.

1. Solve and show what method you used.

$$26 + 461 =$$

$$553 - 32 =$$

$$544 + 22 =$$

$\begin{array}{r} 365 \\ + 23 \\ \hline \end{array}$	$\begin{array}{r} 365 \\ - 23 \\ \hline \end{array}$	$\begin{array}{r} 365 \\ + 32 \\ \hline \end{array}$	$\begin{array}{r} 365 \\ - 32 \\ \hline \end{array}$
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Notes and Guidance

Children focus on the position of numbers and place value to add and subtract 2-digit and 3-digit numbers.

In this step, children add numbers without an exchange.

Mathematical Talk

Where would these digits go on the place value chart? Why?

When we subtract, why do we not make both numbers?
Why do we make both numbers when we add?

What is the same about the additions and subtractions? What changes?

Helpful hint:

Try and find something in your house you can use to make concrete representations of these numbers.

Example:

A straw could represent one 10.

A bead could represent one 1.

Day 1 – Continued

Maths:

2.

Rosie has 77 sweets.
Mo has 121 sweets.
Which addition will find how many sweets they have altogether?

$$\begin{array}{r} 121 \\ + 77 \\ \hline \end{array} \quad \begin{array}{r} 77 \\ + 121 \\ \hline \end{array}$$

Explain your answer.

3.

Explain the mistake Jack has made.

$$\begin{array}{r} \text{HTO} \\ 231 \\ + 63 \\ \hline \end{array}$$

Fluent in five



Year 3
Week 3 - Day 1

KEY

 Try mentally first

 Try a written method

 A. $2 \times 4 =$

 B. $7 + 4 + 3 =$

 C. $65 \div 5 =$

 D. $34 + 45 =$

A. $2 \times 4 =$

B. $7 + 4 + 3 =$

C. $65 \div 5 =$

D. $34 + 45 =$

Answers: A - 8 B - 14 C - 13 D - 79

Day 1 – Continued

VIPERS:

At the moment, we are reading Fantastic Mr Fox by Roald Dahl for VIPERS. You should have read Chapters 1-7 so far, if you haven't please read them before continuing. If you have a copy of the book at home, please use that. If not, there is a link to read the book online here:

<https://english4callcenters.com/web/wp-content/uploads/2016/12/I3-Fantastic-Mr-Fox.pdf>

*You won't be able to see the illustrations if you are reading from the link, don't worry I'll make sure you don't need the illustrations to do your work.

Day 1 – Read Chapter 8

Questions: Vocabulary, Inference, Predict, Explain, Retrieve, Summarise

V – What does wafted mean?

E – How does the author make it feel like the foxes have no hope? Use evidence from the text to help you.

R – Why didn't Mr and Mrs Fox answer the children about when they could eat?



Day 1 Continued

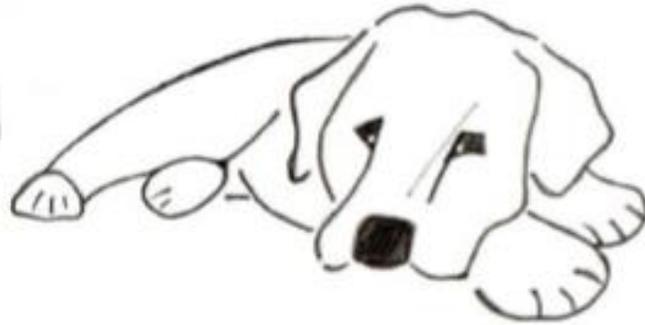
English: This week we are recapping diary entries. Read this diary entry and then answer the questions on the next slide.

MONDAY

Today was a boring day.

Well, to be truthful, my owner is really boring! I call her the Princess. She calls me 'Boof-Head'. But there is nothing royal about her and nothing of the 'Boof-Head' about me.

SO
bored



Well, it is no wonder I get bored...

All the Princess does all day is type – tap, tap, tap, at the old word-processor. She's a writer, you see.



Today I was SO bored that I almost ate my own tail. In the end, I chewed up one of the Princess's slippers and that definitely got her attention!

delicious
slipper!

In the afternoon we went for a walk.



I was SO excited to be doing something at last, that I ran off with the ball she was throwing and didn't come back. Then, when she was really mad at me,

I came back.



We walked together for a while.

But just as she was beginning to like me again, I bounced all over the friends we met and put muddy footprints all over their clothes.

That was not a popular move...!



We returned home in silence.



Day 1 – Continued

English: Diary Analysis Questions

Diaries are written in the first person (I, me, my, mine) and present the author's point of view and feelings about things. They report things that have happened, usually a recount for each day.

Answer the following questions

- Who is writing the diary? What is their name?
- What are they? Human or animal, and if animal, what type?
- What tense is the diary written in?
- Is the character likeable? In what way?
- Is the diary interesting? Is there a problem to solve?
- What other characters are in the diary? Are these nice or nasty?

End of Day 1

Joke of the day:

What is fast, loud and crunchy?

A rocket chip!

“IF THERE EVER
COMES A DAY
WHEN WE CAN'T
BE TOGETHER, KEEP
ME IN YOUR HEART,
I'LL STAY THERE
FOREVER.”

Winnie The Pooh

DAY 2

Word of the Day : **plethora (noun)**

Definition : an abundance or excess.

Challenge : Use WOD in a complex sentence.

Example: There was a plethora of stores to buy goods from.



**DID YOU
KNOW?**

Just like humans, ants also work together.

A single ant can only do so much, but

when they work as a team, they are able to achieve great things like building bridges with their bodies so that other ants can cross!

Day 2- Tuesday 21st of April 2020

Maths:

L.O. To add 2 and 3 digits with exchange.

Watch this video to get a deeper understanding on what is exchange:

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

1. Use this method for equations.

$$327 + 46$$

$$537 + 36$$

$$538 + 32$$

$$267 + 24$$

$$372 + 64$$

$$537 + 82$$

$$248 + 70$$

	3	1	7
+		4	6
	3	6	3
		1	

Helpful hint:

Try and find something in your house you can use to make concrete representations of these numbers.

Example: A straw could represent one 10.

A bead could represent one 1.

Notes and Guidance

Children deepen their understanding of adding 2-digit and 3-digit numbers in this step. They start adding numbers where there is an exchange from ones to tens, they then move on to exchanging tens to hundreds before adding numbers where there are exchanges in both columns.

Mathematical Talk

What happens when we have 10 ones in a column? How many tens do we exchange 10 ones for? How do we show the exchange in the column method?

What happens when we have 10 tens in a column? How many hundreds do we exchange 10 tens for? How do we show the exchange in the column method?

What do you notice about the additions in the models? How many exchanges do we need to make?

Day 2- Continued

Maths: 2.



Eva

$265 + 27 = 282$

Here is her working out:

	2	6	5
+		2	7
	2	8	2

Is she correct? Explain why.

Choose one 2-digit and one 3-digit number.

Write additions that have an exchange in the ones and the tens columns.

3.

23 35
81 56

756 467
487 619

Fluent in five



Year 3

Week 3 - Day 2

KEY

▲ Try mentally first

■ Try a written method

▲ A. $5 + 8 + 2 =$

■ B. $56 \div 4 =$

▲ C. $23 + ? = 56$

▲ D. $543 \times 1 =$

A. $5 + 8 + 2 =$

B. $56 \div 4 =$

C. $23 + ? = 56$

D. $543 \times 1 =$

Answers: A-15 B-14 C-33 D-543

Day 2- Continued

VIPERS:

Fantastic Mr Fox

<https://english4callcenters.com/web/wp-content/uploads/2016/12/I3-Fantastic-Mr-Fox.pdf>

Day 2 – Read Chapters 9 and 10

Questions: Vocabulary, Inference, Predict, Explain, Retrieve, Summarise

V – What phrase shows Mr Fox had an idea?

I – How many days have the farmers been waiting?

R – Why does Mr Fox assume his plan won't work

R – Why won't Mrs Fox be much help?



Spelling:

The spelling mistakes in these sentences have been circled. Rewrite the sentences with the correct spelling.

Put a full stop at the end of a centents.

Jim managed to complet the game.

My favrit pie is apple and raspberry.

My gran is a very speshul person.

Perrhapps there was no one in when I knocked at the door.

The match will continyou in an hour.

Pete said he has had enuff now.

I got the anzer right!

Day 2- Continued

English:

Read through the learning reminder cards then work through the adverbs activities on the final Day 2 slide.

Adverbs

Verbs are doing, being or feeling words.

walk

think

listen

An **adverb** tells you more about a **verb**.

quickly

carefully

sluggishly

walk sluggishly

think quickly

listen carefully

Adverbs

Some **adverbs** do not end in *ly*.

earlier

then

now

soon

here

there

They can *still* tell you more about a **verb**.

I chased your rabbit there.

Where?

I swapped your dad earlier.

When?

Day 2- Continued

English:

Read through the learning reminder cards then work through the adverbs activities on the final Day 2 slide.

Adverbs

Adverbs help us express **time**, place and manner.

The cat **chased** the mouse *daily*.

The cat **chased** the mouse

The verb '**chased**' is modified by the **adverbs**.

The adverb can go at the beginning of the sentence too.

Yesterday, the cat **chased** the mouse.

earlier *soon* *next*
often **When?**
first
lastly

Adverbs

Adverbs help us express time, **place** and manner

The dog **licked** his paws *inside*. *nearby* *around*

The dog **licked** his paws *there*. *back*

The dog **licked** his paws *everywhere*. *here*

The verb '**licked**' is modified by the **adverbs**.

The adverb can go at the beginning of the sentence too.

Inside, the dog **licked** his paws.

Where?

inside *everywhere*

Day 2- Continued

English:

Read through the learning reminder cards then work through the adverbs activities on the final Day 2 slide.

Adverbs

Adverbs can also help us express **manner**. Many of these end in **ly**.

The cat **looked** at the mouse **kindly**.

The cat **looked** at the mouse **hungrily**.

Sleepily, the cat **looked** at the mouse.

aggressively *reluctantly*
quietly
awkwardly
angrily *gently*

How?

Day 2- Continued

English:

Adverbs Activities

Part 1 Find and write the adverbs for each sentence. There may be more than one in each sentence that could show how, when or where.

1. Tuffy carefully searched everywhere for a mouse.
2. He then gently carried it into the house.
3. Ellie immediately screamed loudly!
4. Rowley brought his scary costume over.
5. Later we went over to Mariana's house.
6. Soon, we opened the door excitedly.

Part 2

Rewrite the sentences with an adverb that tells us more information about how, when or where the verb was done

7. _____ , we got in the car to go to the party.
8. Mum knocked on the door _____ but no-one answered.
9. We walked carefully _____ .
10. Mum pulled the games out of her bag _____ .
11. _____ , all the kids came over.
12. Nervously we looked _____ the room.

Part 3

Add adverbs to each of the following to show how, when or where the verb was done.

13. I barked
14. Princess shouted
15. We walked
16. The cat chased

End of Day 2

Joke of the day:

Why did the teddy bear say no to dessert?

Because she was stuffed



Not only human beings, but also koalas have unique finger prints.

DAY 3

**“YOU ARE YOU.
NOW, ISN'T THAT
PLEASANT?”**

Dr. Seuss

Word of the Day: **devoured (verb)**

Definition : eat with speed, hungrily. Challenge :

Use WOD to write a statement.

Example: The book was finished, she had devoured it.

Day 3 – Wednesday 22nd of April 2020

Welcome to the first virtual Wellbeing Wednesday!

It won't be exactly what you're used to but I shall try keep it as close as possible.

My Voice

Write or draw (or both) something you are looking forward to.

Votes For Schools

Go to the Votes For Schools Pack in the Year 3 Distance Learning section on the school website.

Internet Legends

https://beinternetlegends.withgoogle.com/en_uk/interland

Mindfulness Yoga

https://www.youtube.com/watch?v=T_OP5grVoyg

See the next slide for your PSHE and Singing Assembly.

Day 3 – Continued

PSHE

Experience life 'in someone else's shoes' for a day.

Choose a part of your body that you cannot use for the whole day, it could be a hand, an arm, tying two fingers together, your voice, or you might decide to go blindfolded with a helper.

Whatever you choose, decide upon the length of time you are going to keep it up and stick to it.

After completing your challenge, write how the day's disability made you feel.

Were there things you needed others' help to do? Did your family look at you strangely?

Write how this might make you react differently to others with disabilities in the future.

Singing Assembly

As much as I would love to have a proper singing assembly, we can't right now but that doesn't mean you can't still sing and have some fun. Below is a few songs that I know you like and a new one called "I'm Ok!" that talks about being yourself. Get on facetime with your friend if you can and have a go at singing together or even go into your garden or sing out your window to your neighbours!

Count On Me <https://www.youtube.com/watch?v=o8pAlO3CPBY>

Diamonds <https://www.youtube.com/watch?v=uGZh6b-Fkxo>

I'm Ok - https://www.youtube.com/watch?time_continue=94&v=jnw5A8cw-Tk&feature=emb_logo

See the next slide for your Fluent in Five and Art

Day 3 – Continued

Fluent in Five



Year 3
Week 3 - Day 3

KEY

-  Try mentally first
-  Try a written method



Year 3
Week 3 - Day 3

 A. $3 \times 4 =$

 B. $8 + 4 + 5 =$

A. $3 \times 4 =$

B. $8 + 4 + 5 =$

 C. $87 - 24 =$

 D. $45 + 8 =$

C. $87 - 24 =$

D. $45 + 8 =$

Answers: A-12 B-17 C-63 D-53

Mindful Art

Below is a link to an online mandala colouring sheet. You can complete the colouring online or print the image and colour it in person.

<https://www.mombooks.com/dp-online-activity/mandala-colouring/?imprint=1>

End of Day 3

Joke of the day:

What has ears but cannot hear?

A cornfield.

“YOU CANNOT CHANGE
THE CIRCUMSTANCES, THE
SEASONS, OR THE WIND,
BUT YOU CAN CHANGE
YOURSELF. THAT IS
SOMETHING YOU HAVE.”

Jim Rohn

DAY 4

Word of the Day : **dwindle (verb)**

Definition : reduce gradually in size, amount or strength.

Challenge : Use WOD or with -ed or -ing opener / fronted adverbial.

Example: Dwindling, the king's power was not what it once was.



The **Earth's rotation is gradually slowing down?** A day will last about 25 hours... 140 million years from now.

The sun is **so big** that over one million earths could fit inside it!

Day 4- Thursday 23rd of April 2020

Maths:

L.O. To subtract 2 and 3 digits with exchange.

Watch this video to get a deeper understanding on what is exchange (borrow):

<https://www.youtube.com/watch?v=Y6M89-6106I>

1. Use this method to equations.

$$365 - 48$$

$$492 - 38$$

$$722 - 16$$

$$248 - 67$$

$$247 - 67$$

$$354 - 92$$

	2	4	15
-		2	8
	2	2	7

Helpful hint:

Try and find something in your house you can use to make concrete representations of these numbers.

Example: A straw could represent one 10.

A bead could represent one 1.

Notes and Guidance

Children focus on the position of numbers and place value to subtract 2-digits from 3-digits using the column method. Children start by exchanging one ten for ten ones. Next they exchange one hundred for ten tens before subtracting numbers where there are exchanges in both columns.

Mathematical Talk

How does the concrete representation match the written column method?

How do you know that you need to exchange?

What do you notice about the subtractions to find the missing numbers? How many exchanges are there?

Day 4- Continued

Maths:

2.

Rosie thinks $352 - 89 = 337$

	H	T	O
	3	5	2
-		8	9
	3	3	7

Is she correct?
Explain why.

3.

Use $<$, $>$ or $=$ to make the statements correct.

$$234 - 47 \bigcirc 234 - 57$$

$$472 - 84 \bigcirc 473 - 84$$

$$406 - 89 \bigcirc 416 - 99$$

Fluent in five



Year 3

Week 3 - Day 4

KEY

 Try mentally first

 Try a written method

 A. $? \times 4 = 20$

 B. $67 + 5 =$

 C. $4 + 8 + 4 =$

 D. $48 \div 3 =$

A. $? \times 4 = 20$

B. $67 + 5 =$

C. $4 + 8 + 4 =$

D. $48 \div 3 =$

Answers: A-5 B-72 C-16 D-16

Day 4- Continued

VIPERS:

Fantastic Mr Fox

<https://english4callcenters.com/web/wp-content/uploads/2016/12/I3-Fantastic-Mr-Fox.pdf>

Day 4 – Reread Chapters 9 and 10

Questions: Vocabulary, Inference, Predict, Explain, Retrieve, Summarise

I – Why do you think Mr Fox was cautious about sticking his head through the gap?

I – Why do you think Mr Fox chooses the plumpest chickens?

I – Why aren't the foxes caught in the chicken house?

E – Why didn't the author tell us Mr Fox's plan?



Handwriting:

Practice your handwriting in your distance learning book.

Use a pen, write in neat joined writing on the line.

Do one full line for each word/letter.

f

fo

ft

fa

af

ef

four

five

first

flying

Day 4- Continued

English:

Go to the Year 3 Section of the Distance Learning part of the School Website.

Open up the Diary of a Lively Labrador English Reading Day 4 – This is our reading excerpt for English this week.

1. Read Diary of a Lively Labrador by Ruth Merttens up to the end of page 8.

What do you think the mouse and Boof-Head talk about?

2. Write a conversation using speech bubbles.

Decide on a topic of conversation for the two animals (for example cheese, Moonboom the cat, The Princess, flowers in the garden...) and draw some speech bubbles (about 3 each) of a conversation they could have on that topic.

3. Read the rest of Diary of a Lively Labrador.

Use a dictionary to find the meaning of any words you don't know.

Write the part that you liked best in the diary. Give some reasons why it was the best bit.

End of Day 4

Joke of the day:
What did the left eye say to the right eye?
Between us, something smells!

“YOU'RE MAD,
BONKERS,
COMPLETELY OFF
YOUR HEAD. BUT
I'LL TELL YOU A
SECRET. ALL THE
BEST PEOPLE ARE.”
Lewis Carroll

DAY 5

Word of the Day : **warrior** (noun)
Definition : brave or experienced soldier.
Challenge : Write the WOD in a sentence.
Example: There stood a warrior, tall, strong and effortlessly brave.



The word 'bonkers' comes from being bonked on the head.

Day 5- Friday 24th of April 2020

Maths:

Helpful hint:

Try and find something in your house you can use to make concrete representations of these numbers.

Example: For Base 10: A straw could represent one 10.
A bead could represent one 1.

You could make your own place value counters by cutting up small circles and writing on them.

L.O. To add and subtract 3 and 3 digits with an exchange.

1. Eva and Ron are playing a game.
Eva scores 351 points and Ron scores 478 points.
How many points do they score altogether?
How many more points does Ron score than Eva?

Eva and Ron play the game again.
Eva scores 281 points, Ron scores 60 less than Eva.
How many points do they score altogether?

Notes and Guidance

Children add two 3-digit numbers with an exchange. They start by adding numbers where there is one exchange required before looking at questions where they need to exchange in two different columns. Children may use Base 10 or place value counters to model their understanding. Ensure that children continue to show the written method alongside the concrete so they understand when and why an exchange takes place.

Mathematical Talk

How many ones do we need to exchange for one ten?

How many tens do we need to exchange for one hundred?

Can you work out how many points Eva and Ron scored each over the two games?

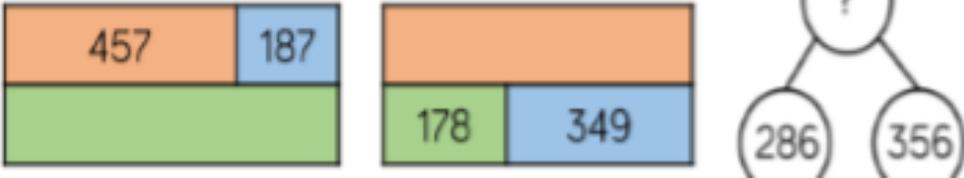
Why is it so important to show the exchanged digit on the column method?

Day 5- Continued

Maths:

2.

Complete the models.



3.

Roll a 1 to 6 die.
Fill in a box each time you roll.

+ =

Can you make the total:

- An odd number
- An even number
- A multiple of 5
- The greatest possible number
- The smallest possible number

Fluent in five



Year 3
Week 3 - Day 5

KEY

- Try mentally first
- Try a written method

A. $6 \times 4 =$

B. $64 - ? = 8$

C. $12 \div 4 =$

D. $43 + 34 =$

A. $6 \times 4 =$

B. $64 - ? = 8$

C. $12 \div 4 =$

D. $43 + 34 =$

Answers: A-24 B-56 C-3 D-77

*If you don't have a dice, use an online dice generator

like this one: <https://www.random.org/dice/?num=1>

Day 5- Continued

Science:

We are learning a bit about soil today!

Watch the Doctor Binocs on Soil layers:

<https://www.youtube.com/watch?v=bgqea0E2eAY>

In your garden or on a walk, collect a small soil sample and answer the following questions.

1. Draw what you can see. What colour are the grains? How big are the grains?
2. How would you describe the smell?
3. How would you describe the texture (feeling)?
4. What else did you find in your soil sample?

Now have a go at the soil mixing activity over the weekend.

Soil mixing with water

First fill a quarter of a small empty water bottle with your soil and then the rest of the bottle with water. Shake it well and leave to stand for a few days. What do you notice?

What different layers can you see? Draw what you see and write down sentences to describe what you have observed.

Spelling:

Each sentence below has one word that is incorrect. Write the correct spelling of the word in your Distance Learning Book.

1. The dog had been very norty.
2. In a minit, the film will start.
3. The dentist asked me a queshtun while he looked at my teeth.
4. The wimin were sitting at the bus stop chatting.
5. I was out of bref after running up that hill.
6. The nurse delivered an inporttent message.
7. The fairy godmother made the golden coach disapier in a puff of smoke.
8. I don't supoze there are any more cakes left?

Day 5- Continued

English:

Read through the learning reminder cards then work through the activities on the final Day 5 slide.

Punctuating Speech



Speech bubbles can show us what a character is saying.

The words *said* are called **direct speech**.

“*Leave my friend alone,*” *said Boof-Head.*

Bubbles take up too much room so we use **speech marks**.
Speech marks work in pairs to hug the **direct speech**.

We report who is speaking using a **reporting clause**.

Speech marks are also called *inverted commas*.

Day 5- Continued

English:

Read through the learning reminder cards then work through the activities on the final Day 5 slide.

Punctuating Speech – capital letters open **direct speech**

Direct speech begins with a capital letter, even if it is in the middle of a sentence.

Boof-Head explained, “I am always jumping up on people.”

Mouse replied, “That is a quite a problem!”

It is the beginning of the speaker’s sentence so a capital letter is used.

Day 5- Continued

English:

Read through the learning reminder cards then work through the activities on the final Day 5 slide.

Punctuating Speech – commas separate clauses

Direct speech and reporting clauses are usually separated by a comma.

"I will try to stop jumping at the postwoman," sighed Boof-Head.

Mouse smiled, *"That sounds like a good idea."*

The comma is placed at the end of the first clause.
The speech marks follow the comma.



Day 5- Continued

English:

Read through the learning reminder cards then work through the activities on the final Day 5 slide.

Punctuating Speech – exclamations and questions

If the speech ends in a **!** or **?** we do not need a comma after the speech.

“Why does she get so cross with you?” asked Mouse.

“It’s the postwoman!” Boof-Head yelled.



The punctuation is placed inside the speech marks.
The punctuation belongs to the spoken words – they tell you how to say them.

Day 5- Continued

English:

Read through the learning reminder cards then work through the activities on the final Day 5 slide.

Punctuating Speech – a new line shows a change of speaker



I keep jumping up
on people.

"I keep jumping up on people," said Boof-Head.

Well, you need to
try not to.



"Well, you need to try not to," replied Mouse.



I will try.

"I will try," sighed Boof-Head as he launched himself towards the postwoman.

Mouse groaned, "We need to come up with a better plan."

We need to come
up with a better
plan.



We show each
change of speaker by
starting a new line.

This makes it clear
when the speaker
changes.

Day 5- Continued

English:

1. Rewrite the paragraph with speech marks for the direct speech (the bit the person actually says).

Not a good morning. Bounced on the postwoman and the milkman and then, when the paper boy skidded on his bike to avoid me, he ran into the hedge and I got the blame! How unfair is that? So there I was back in the 'toilet-prison'. Mouse came to see me, running along the pipes as usual. I have had an idea, he told me excitedly, about your bouncing problem.

Really? I replied. I was quite depressed about the whole thing and almost resigned to spending the rest of my life in the toilet!

Yep, he said, but it has to be OUR secret! And then he started to whisper. As I listened, I first started to smile and then to laugh big, woofy dog laughs. The Princess came and let me out of the toilet. Perhaps she thought I was barking!

2. Rewrite speech bubbles as direct speech (dialogue).

Using your 'Mouse and Boof-Head in conversation' speech bubbles from yesterday write down their conversation as correctly punctuated dialogue.

End of Day 5

Daily Activities

- Reading: you should be reading one of the books you brought home for 10 - 20 minutes a day.
- PE with Joe Wicks: Daily 9am streamed work out <https://www.youtube.com/user/thebodycoach1>
- Typing Jungle: Practice your touch typing if you have a computer at home <https://www.typingclub.com/sportal/program-3.game>
- Athletics: Try and do 10-20 minutes a day <https://www.mathletics.com/uk/>
- Hit the Button: Times Tables Practice. In year 3, you need to know 2, 3, 4, 5, 8 and 10 times tables <https://www.topmarks.co.uk/maths-games/hit-the-button>
- You can also look at the Science, Discovery, Music, PE and Practical tasks documents that are in the Year 3 Section of the Distance Learning part of the school website. Any of those tasks could help you pass the time and give me a chance to see more of your learning beyond Maths, English and VIPERS.

Recommended Websites

General

BBC Bitesize Different Subjects:

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

Internet Legends:

https://beinternetlegends.withgoogle.com/en_uk/interland

Touch Typing: <https://www.typingclub.com/sportal/program-3.game>

Code For Life – Rapid Router:

<https://www.codeforlife.education/rapidrouter/>

Maths

Mathletics: <https://www.mathletics.com/uk/>

Top Marks maths games: <https://www.topmarks.co.uk/maths-games>

BBC Bitesize maths KS2:

<https://www.bbc.co.uk/bitesize/subjects/z826n39>

NRICH: <https://nrich.maths.org/14536>

Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily 10: <https://www.topmarks.co.uk/maths-games/daily10>

Oxford Owl: <https://www.oxfordowl.co.uk/for-home/kids-activities/kids-activities-age-7-9/>

Math Exercises: <http://www.math-exercises-for-kids.com/math-4.htm>

IXL – 10 free questions a day: <https://uk.ixl.com/math/year-3>

CBeebies Number blocks:

<https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks>

English

Top Marks English Games:

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

Oxford Owl: <https://www.oxfordowl.co.uk/for-home/kids-activities/kids-activities-age-7-9/>

Pobble – Daily Activities: <http://www.pobble365.com/>

IXL – 10 free questions a day: <https://uk.ixl.com/ela/>

Reading

Oxford Owl Free E-Books:

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Storyline Online – Online stories read by celebrities:

<https://www.storylineonline.net/>

Science

Dr Binocs:

<https://www.youtube.com/user/Peekaboo/videos>

Simple Science Experiments:

<https://www.noguiltmom.com/very-simple-science-experiments/>

Science Bob:

<https://sciencebob.com/category/experiments/>

Science Kids:

<http://www.sciencekids.co.nz/experiments.html>