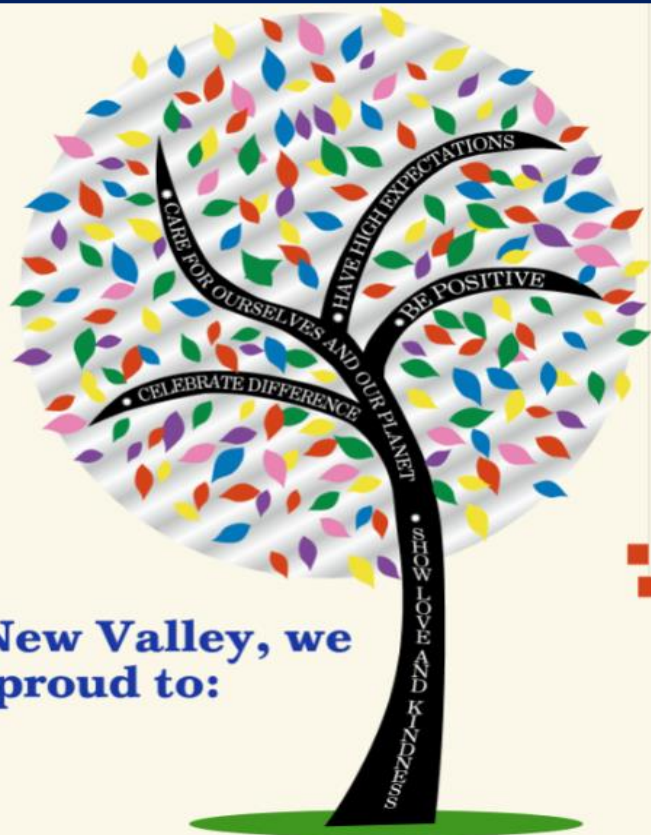




NEW VALLEY PRIMARY SCHOOL

REMOTE LEARNING

FRIDAY 26TH FEBRUARY



At New Valley, we
are proud to:

Year 3 Pine Class Week Beginning 26/2/2021

Work should be photographed or scanned and
returned to me at pine@newvalleyprimary.com


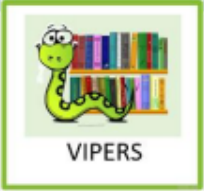








Pages to print today (if you
wanted)

Pages: 5, 6, 11 and 14



Pine Class

Recommended Daily Timetable

| 9 – 9.30 | 9.30 – 10 | 10 – 10.30 | 10.30 – 11 | 11 – 11.30/ 11.30 – 12 | 12 – 1 | 1 – 1.30 | 1.30 – 2 | 2 – 2.30/ 2.30 – 3 |
|---|---|---|--|---|---|---|---|---|
| Wake and shake | Vipers | Spelling/ handwriting | Brain break | Video call | Lunch | Wider curriculum | Brain break | Video call |
|  Wake up Shake up  Exercise |  |  Handwriting  Spelling |  |  |  |  |  |  |

Wake and shake - There are many different videos on YouTube for wake and shake or children can follow a Joe Wicks video to get them ready for the day!

Brain breaks - In school, children have enjoyed watching Jack Hartmann brain breaks but there are is a variety of different videos. Encourage children to take brain breaks or exercise breaks throughout the day!

Handwriting - children to practice writing descending letters and ensuring that they are hanging below the line.

Spellings - children can practice spellings in any way that they wish. This could be through drawing words and pictures, look, cover spell or any other way that they have practised previously.





English:

L.O: To write a short diary entry. Today we are going to be using our plans to write a diary entry. We need to think about the features of a diary entry (look at the working wall) and how to use paragraphs.

In your diary entry, you need to include the 4 sentence types and using your senses to describe settings.



Task:

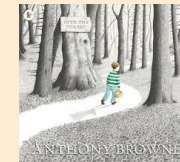
Write a diary entry about the boy's day. Use the working wall to make sure you include previous learning. Follow the guideline to write 3 paragraphs.

Maths - This week we are going to recap on addition. Today we are going to be thinking about bridging through 100. We still need to think about the part-part-whole of the number to help us. Remember that you can still use your number bonds to 10 to help. Here is the link for today's lesson:
<https://www.youtube.com/watch?v=hSlRv7Mat5A>



We are reading 'Into the Forest' and today we are looking at pages 8 - 9:

1. Write your own question from the boy.
2. Why do you think he didn't want to buy the cow? Explain your answer.
3. Why did the boy not want to swap the cake for the cow? Explain your answer.
4. Would you swap the cake for the cow if they boy was poorly? Explain your answer.



Wider Curriculum

PSHE

Complete the 'all about me' alphabet and draw different pictures for each letter. This could be things like special talents, things you like, things you dislike, colour of your hair/eyes etc.

<https://www.youtube.com/watch?v=LrPm7BasRBo>

Listen to this song:

<https://www.youtube.com/watch?v=E9NSeBocfDY>

Handwriting -

Today we are focussing on capital letters: J, K, L, M



Spellings:

This week we are going to look at the suffix 'ation'.
information, creation, donation, animation, conversation, preparation

PE:

https://chipsteadvalley-my.sharepoint.com/:v:/g/personal/jmorgan44_306_paceacademytrust_com/EQRKqX7z2YtljexK2XyipU8BzkJTXZMoH5dLc36gWylFwx?e=IFHEYu

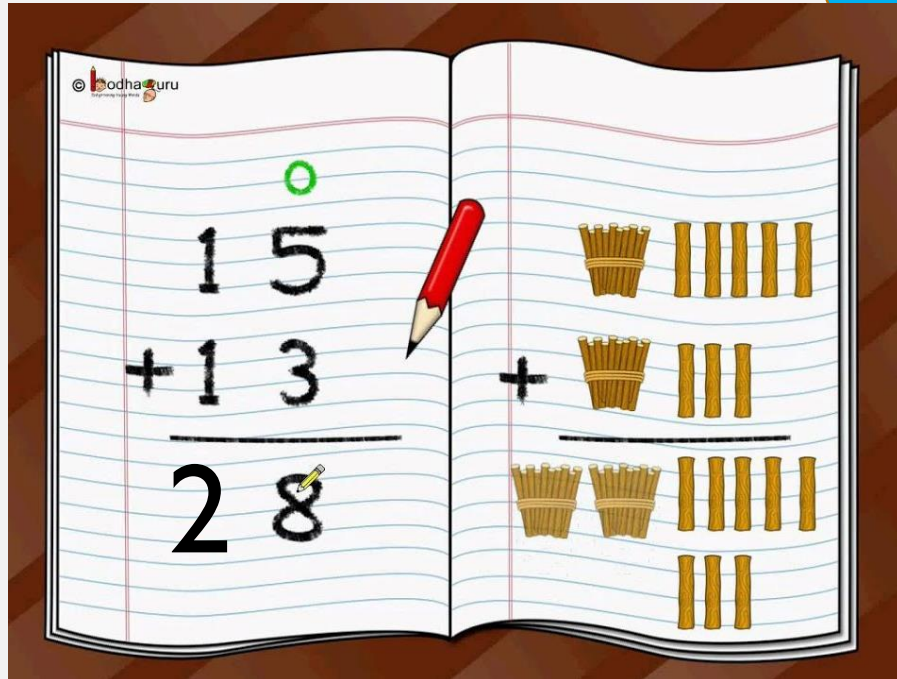


Maths - addition and subtraction

Wind and Wink

What we know already:

We can use the column method to add and subtract numbers.



Key words:
add
addition
more
exchange
tens
ones
hundreds

What we need to do:

When we are crossing 10 we need to remember to exchange ten ones for a ten.

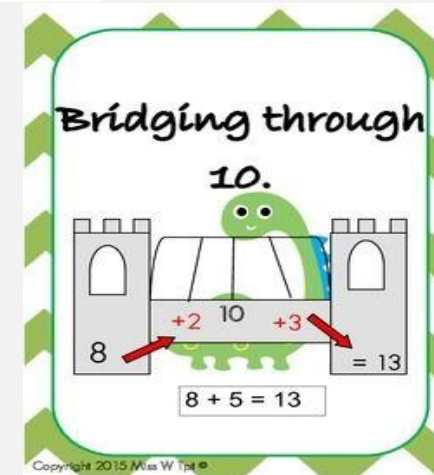
$8 + 3 = 11$ so I change 11 ones into 1 ten and 1 one and then put the ten into the tens column.

$30 + 90 = 120$ but I add the extra 10 and it is now 130. So I put the 100 in the correct column.



$$32 + 8 = 40$$

We can use our number bonds to find the next multiple of 10.



$$\begin{array}{r} 38 \\ + 93 \\ \hline 131 \\ \hline 1 \end{array}$$

Bridging Through 100

Example:

$$70 + 50 = \boxed{}$$

$$\begin{array}{cc} 30 & 20 \end{array}$$

$$70 + 30 = 100$$

$$100 + 20 = \mathbf{120}$$



1. $90 + 50 = \boxed{}$



$$\underline{} + \underline{} = \underline{}$$

$$\underline{} + \underline{} = \underline{}$$

2. $40 + 80 = \boxed{}$



$$\underline{} + \underline{} = \underline{}$$

$$\underline{} + \underline{} = \underline{}$$

3. $60 + 70 = \boxed{}$



$$\underline{} + \underline{} = \underline{}$$

$$\underline{} + \underline{} = \underline{}$$

4. $50 + 60 = \boxed{}$



$$\underline{} + \underline{} = \underline{}$$

$$\underline{} + \underline{} = \underline{}$$

5. $30 + 80 = \boxed{}$



$$\underline{} + \underline{} = \underline{}$$

$$\underline{} + \underline{} = \underline{}$$

Challenge

$$83 + 20 = \boxed{}$$



$$\underline{} + \underline{} = \underline{}$$

$$\underline{} + \underline{} = \underline{}$$

Practise making 100 and then finding the other part.

E.g.

$$90 + 10 = 100$$

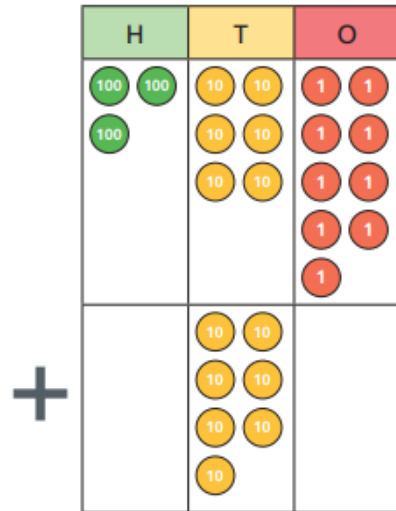
$$50 = 10 + 40 \text{ (the part-part-whole)}$$

$$100 + 40 = 140$$

Complete the number sentence.

Use the place value chart to help you.

$369 + 70 = \boxed{}$



+



When you add 5 tens to a 3-digit number, only the tens column changes.

Write three examples to show Amir is wrong.

Complete the number sentences.

a) $452 + 70 = \boxed{}$

b) $692 + 60 = \boxed{}$

c) $357 + 70 = \boxed{}$

d) $84 + 70 = \boxed{}$

e) $30 + 784 = \boxed{}$

f) $\boxed{} = 712 + 90$

g) $171 + 50 + 20 = \boxed{}$

h) $256 + 50 + 30 = \boxed{}$

Challenge:

Complete the number sentences.

$349 + \boxed{} = 429$

$339 + \boxed{} = 429$

$359 + \boxed{} = 429$

$\boxed{} + 399 = 429$

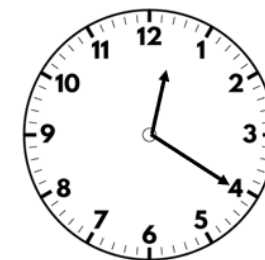
To continue to recap on previous learning, here is a Flashback 4.

Click on the picture to take you to hit the button. This is great to practise your times tables!



Flashback 4

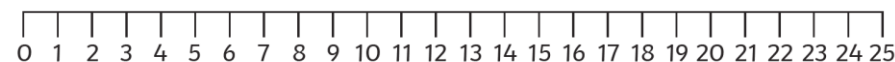
Year 3 | Week 4 | Day 5



- 1) Tilly has £4 and 30 p. She spends 50 p.
How much money does Tilly have now?
- 2) If 3 cars have 12 wheels, how many wheels do 9 cars have?
- 3) Use $<$, $>$ or $=$ to compare.
 3×7 8×3
- 4) What is the value of the digit 4 in 342?

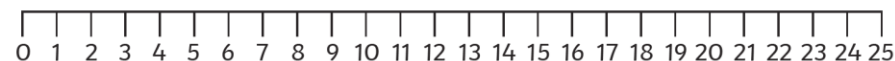


Wendy has 17p and finds 7p. How much money does she have now?



Challenge:

Chow has 18p and finds some more money. She now has 24p.
How much did she find?



English Working Wall

Thanks for not printing this page!

Use this working wall to help remember what we have already learnt.

L.O: to understand the different sentence types.

command - telling someone to do something. 'Go and get your coat'.

question - asking a question. 'What is your favourite food?'

exclamation - expressing something. 'I love chocolate!'

statement - stating something. 'I like dogs.'

L.O: To understand how characters may be feeling and why.

Adjectives to describe feelings - scared, worried, upset

Expanded noun phrases to describe what they see/hear - loud, spooky thunder

L.O: To be able to use subordinating conjunctions.

After, although, as, before, if, unless, when



Features of a diary:

- Addresses the diary
- Written in first person
- Past tense
- Time connectives
- Informal language

English - task

First paragraph:

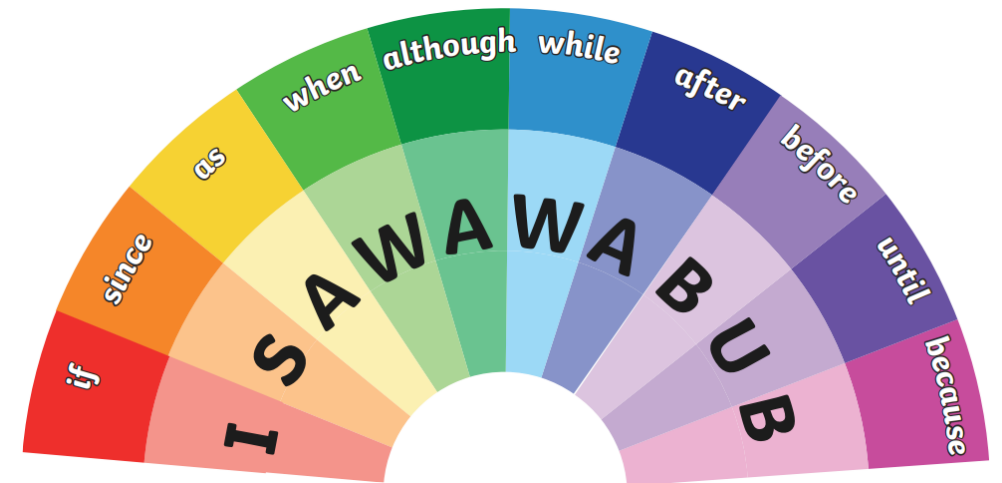
*Dear Diary,
Introduce what happened – you went for a walk in the forest.
Do not tell them what you saw yet!*

Second paragraph:

*How did it start?
Think about the planning we did on the boy waking up to lightning.
Use your 5 senses*

Final paragraph:

*How did you feel before you walked through the woods? How did you feel when you were walking through the woods?
Who did you meet?
How did it end?*



Dear Diary,

Mum asked me to take a cake to Grandma today so I decided to take the short route. I met some interesting people on the way. What a strange day it was!

My morning all began with a crash of thunder and lightning. Could you imagine being woken up by horrifying, bright lightning? I looked outside of my window and I felt terrified because I thought it was going to break the window. I could smell burning trees where the lightning was setting them on fire. There was a burning smell coming from the old, oak branches. I saw bolts of lightning crashing down to the ground and then disappearing. Just when I thought it had gone, I heard thunder as loud as a tiger's roar.

Despite feeling frightened, I knew that I wanted to go and see Grandma. Just before I set off, Mum told me not to take the short cut but I didn't listen. I wanted to get back in time to see Dad. Wouldn't you want to if you hadn't seen him for a while? Soon after I woke up, I began my journey to see Grandma and I felt very excited to see her. I was strolling along when a boy appeared out of nowhere, he was wearing a stripy blue top and yellow cap. He wanted me to swap my cake for his cow. Why would I want a cow? How silly does that sound? Obviously, I said no. Feeling uncertain, I continued my journey and you'll never guess who I saw. A girl with golden, long hair and a blue dress. It was Goldilocks!

Anyways, I will have to tell you the rest tomorrow as I'm tired and need to get some sleep.

Handwriting

J J J J

J j J j

K K K K

K k K k

L L L L

L l L l

M M M M

M m M m



After a short while I saw a boy.

“Do you want to buy a nice milky moo-cow?” he asked.

“No,” I said. (Why would I want a cow?)

“I’ll swap it for that sweet fruity-cake in your basket,” he said.

“No, it’s for my poorly grandma,” I said, and walked on.

“*I’m* poorly,” I heard him saying, “*I’m* poorly...”



[Link to the story:](http://tgacademy.org.uk)
[PowerPoint Presentation \(tgacademy.org.uk\)](http://tgacademy.org.uk)

| | | |
|---|---|-------------------|
| A | B | C |
| D | E | F |
| G | H | I |
| J | K | L |
| M | N | O |
| P | Q | R |
| S | T | U |
| V | W | X |
| Y | Z | I Am 😊 Awesome |