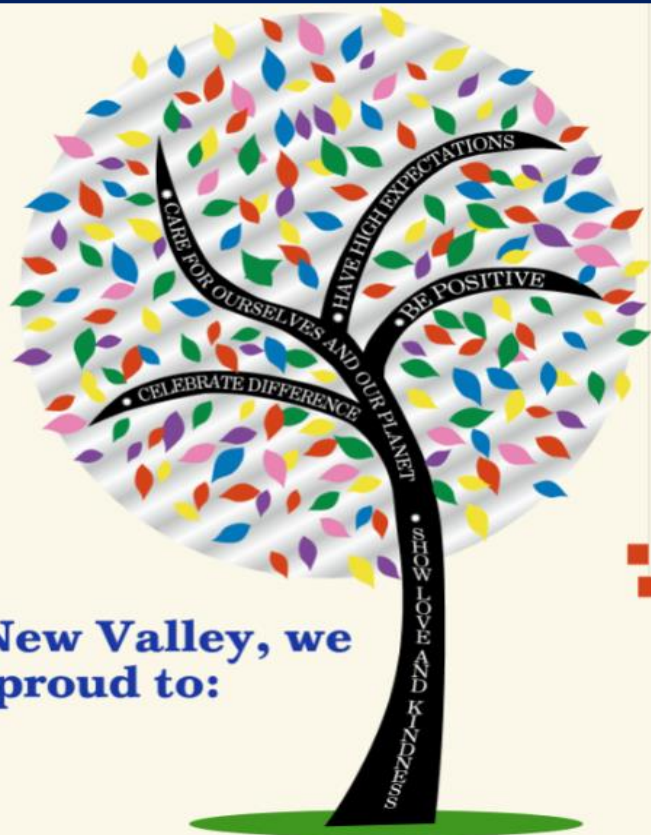




# NEW VALLEY PRIMARY SCHOOL

## REMOTE LEARNING

### THURSDAY 25<sup>TH</sup> FEBRUARY



At New Valley, we  
are proud to:

## Year 3 Pine Class Week Beginning 22/2/2021

Work should be photographed or scanned and  
returned to me at [pine@newvalleyprimary.com](mailto:pine@newvalleyprimary.com)


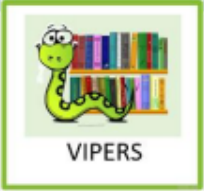








Pages to print today (if you  
wanted)

Pages: 6, 7 and 11



# 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 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.







Command:  
 Kiss me my dog.

Statement:  
 The dog ran down the road.

Exclamation:  
 Wow What a big dog!

Question:  
 How big is your dog?



English

1. He felt scared at the...
2. He missed dad and he was...
3. His mom was scared sad.
4. He was afraid of the woods.
5. When he put the bat on he would be mad at me.

WOW  
 WORK!





### English:

#### L.O: To create a plan for a diary entry.

Today we are going to look at page 7 and think about how the boy might be feeling when he is just about to go into the forest. We will be using our senses again to think about when he sees, hears, smells and feels.

We will then be thinking about writing a diary entry. A diary starts with 'Dear Diary' as that is who we are writing to. It is similar to a letter.

#### Task:

To complete the plan for the diary by using your senses. We are not writing the diary entry today, it is important to gather ideas first.

Maths - This week we are going to recap on addition. Today we will recap think about bridging 10. We need to partition the ones and think about the part-part-whole and then we can use this to jump to the next 10. Here is a video that will help with today's lesson:

<https://www.bbc.co.uk/bitesize/topics/znjzhyc/articles/zms9mfr>

### Wider Curriculum

#### French

Practise writing numbers 1 - 10 in French.

<https://classroom.thenational.academy/lessons/counting-to-12-and-saying-your-age-cmv6ae?step=2&activity=video>



### Handwriting -

Today we are focussing on capital letters: G, H, I

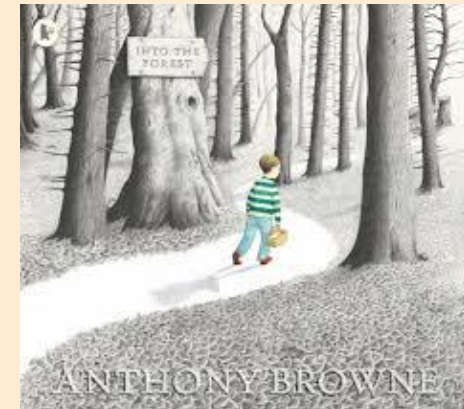
#### Spellings:

This week we are going to look at the suffix 'ation'. Draw a picture to help you remember each word.  
information, creation, donation, animation, conversation, preparation



We are reading 'Into the Forest' and today we are looking at pages 6 - 7:

1. How does page 7 make you feel and why?
2. Why did the boy choose the quick route?
3. What do you think might happen?
4. Write an expanded noun phrases for the forest.



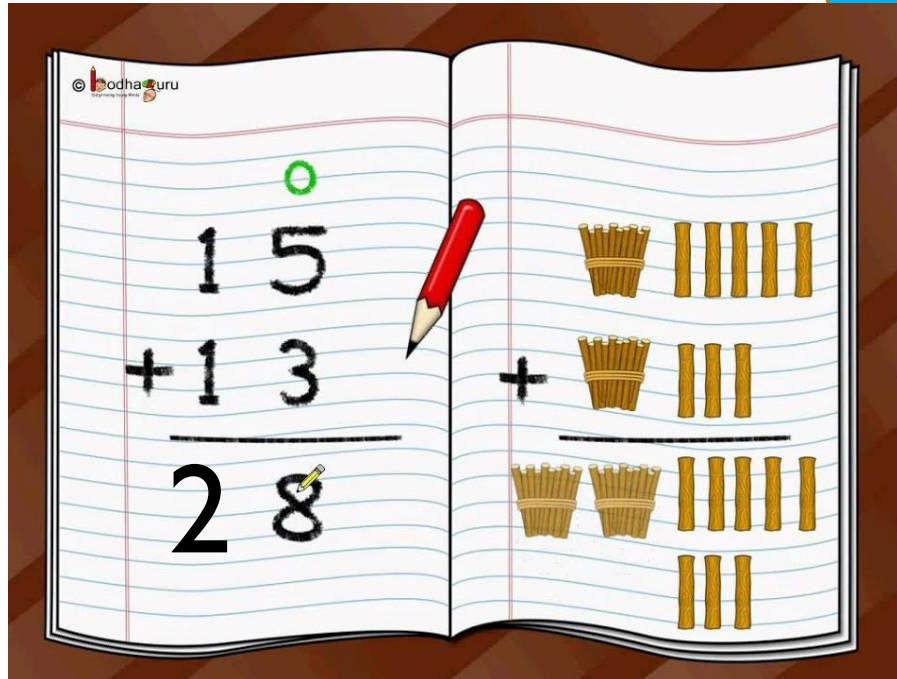


# Maths - addition and subtraction

## 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.

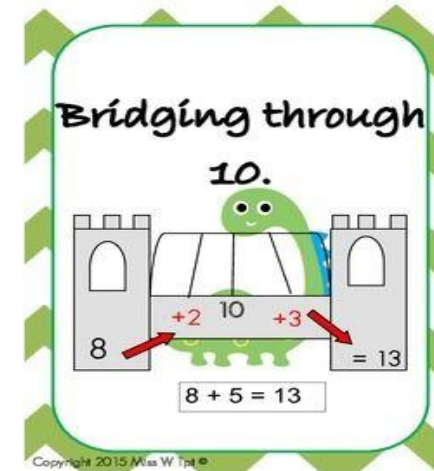
$8 + 3 = 11$  so I change 11 ones into 1 ten and 1 one and then put the ten into the tens column.

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



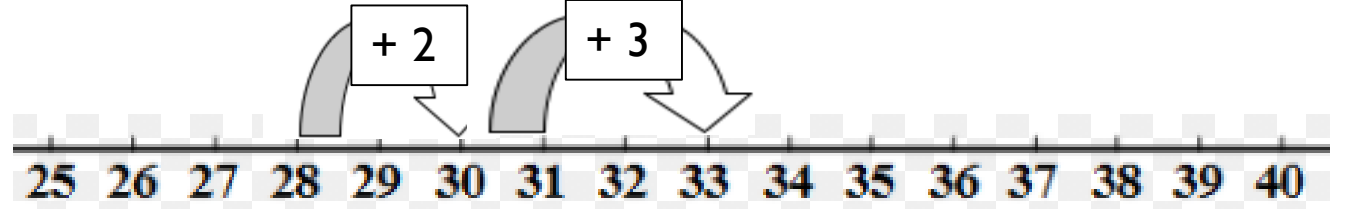
$$32 + 8 = 40$$

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



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

$$28 + 5 = \boxed{\phantom{00}}$$



$$57 + 5 = \boxed{\phantom{00}}$$



$$39 + 8 = \boxed{\phantom{00}}$$



$$66 + 5 = \boxed{\phantom{00}}$$



$$18 + 5 = \boxed{\phantom{00}}$$

$$19 + 4 = \boxed{\phantom{00}}$$

$$17 + 6 = \boxed{\phantom{00}}$$

$$18 + 7 = \boxed{\phantom{00}}$$

*Partition each 1-digit number by finding out how many jumps to the next 10.*

*For example:  
I know I need 1 more to make 19 so I will partition 4 into 1 and 3.*

*Therefore  $19 + 1 = 20$   
 $20 + 3 = 23$  so...*

$$19 + 4 = 23$$


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 4



1) Calculate £5 and 20 p + £1 and 35 p

2) There are 3 times as many girls as boys in Chess club.  
There are 7 boys in Chess club.  
How many girls are there?

3) If  $3 \times 8 = 24$ , what is  $3 \times 80$ ?

4) Find the sum of 342 and 575

White Rose Maths



# 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.'

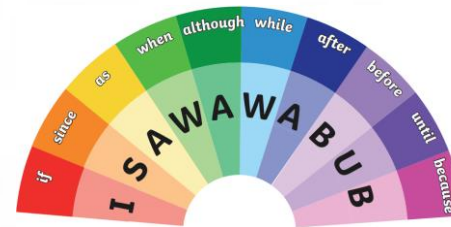
## L.O: To understand how characters may be feeling and why.

**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



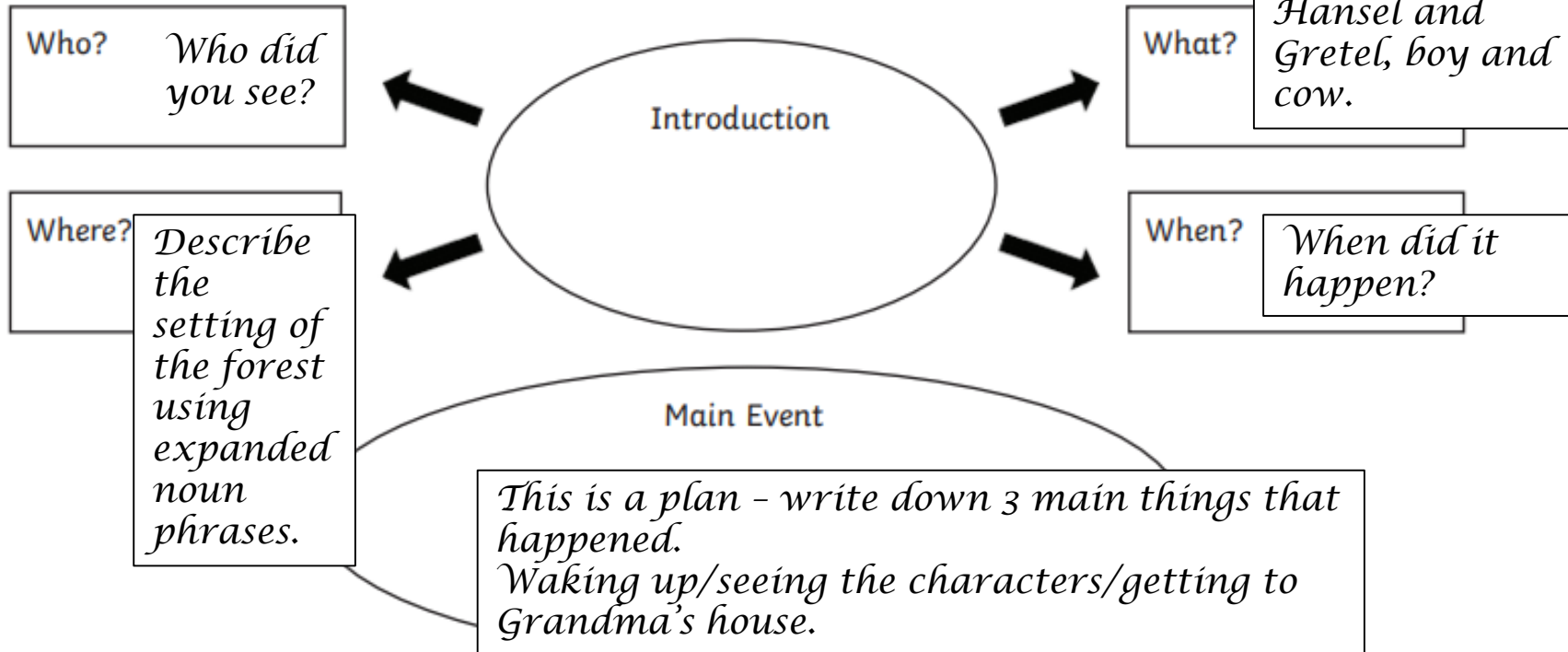
## Features of a diary:

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

## English - task



### 5 Senses



### Challenge:

Write a list of the different sentence starters/time connectives you are going to use at the beginning of your sentences. Use the above words to help.

## Handwriting

G G G G

G g G g

H H H H

H h H h

I I I I

I i I i

## Spelling

information

creation

donation

animation

conversation

preparation

## Vipers

But that day, for the first time, I chose the quick way. I wanted to be home in case Dad came back.



[Link to the story:](#)

[PowerPoint Presentation \(tgacademy.org.uk\)](http://tgacademy.org.uk)





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...”