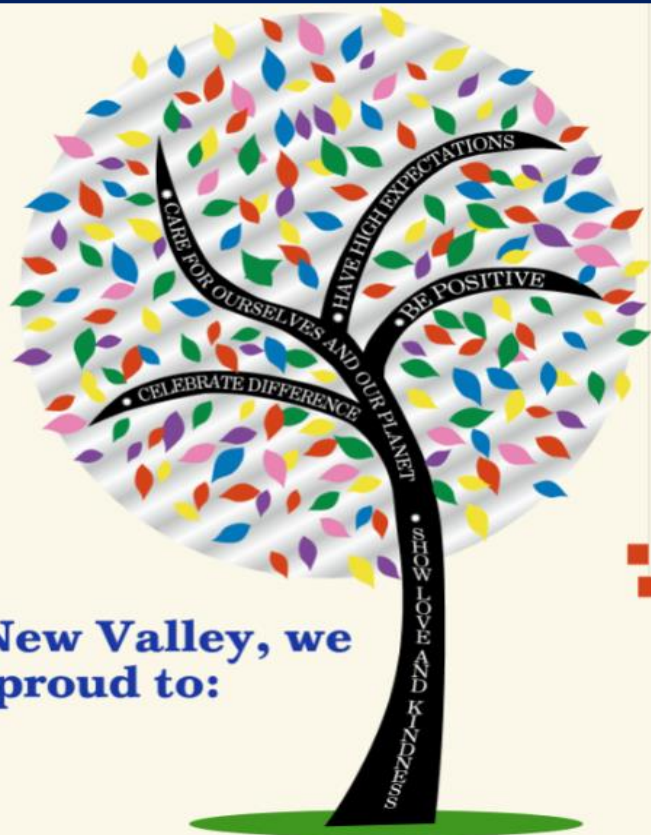




NEW VALLEY PRIMARY SCHOOL

REMOTE LEARNING

TUESDAY 23RD 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


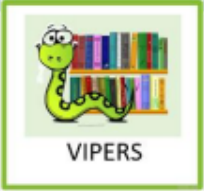








Pages to print today (if you
wanted)

Pages: 5, 6, 9, 10 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 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 understand how characters may be feeling and why.

Starter: think of expanded noun phrases to describe the thunderstorm.

Today we are going to be thinking about how the boy is feeling. Put yourself in the boys' shoes and think about what you would see, hear, feel etc. Think about your 5 senses.

Task:

Write a short paragraph about the picture on page 2. Remember to use your senses to think about the different parts.

Maths - This week we are going to recap on addition and subtraction. Today we will recap adding a 3-digit number and 1-digit number when crossing 10. Here is the link for today's lesson: <https://vimeo.com/459365558>



Wider Curriculum Music

<https://classroom.thenational.academy/lessons/reading-simple-rhythms-c5h3ad?activity=video&step=1>

Create your own rhythm/song and clap it out as you say or sing it. See if you can create your own musical instruments to help you play the rhythm.



Handwriting -

Today we are focussing on capital letters: A, B, C



Spellings:

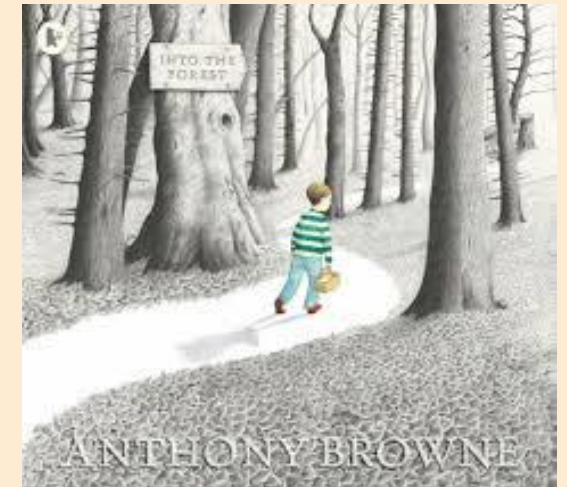
This week we are going to look at the suffix 'ation'.

information, creation, donation, animation, conversation, preparation



We are reading 'Into the Forest' and today we are looking at pages 1 - 5.

1. What sound do you think he was woken by and why?
2. Why was the next morning all quiet?
3. Why did the boy leave post it notes all over the place?
4. How are the children feeling?

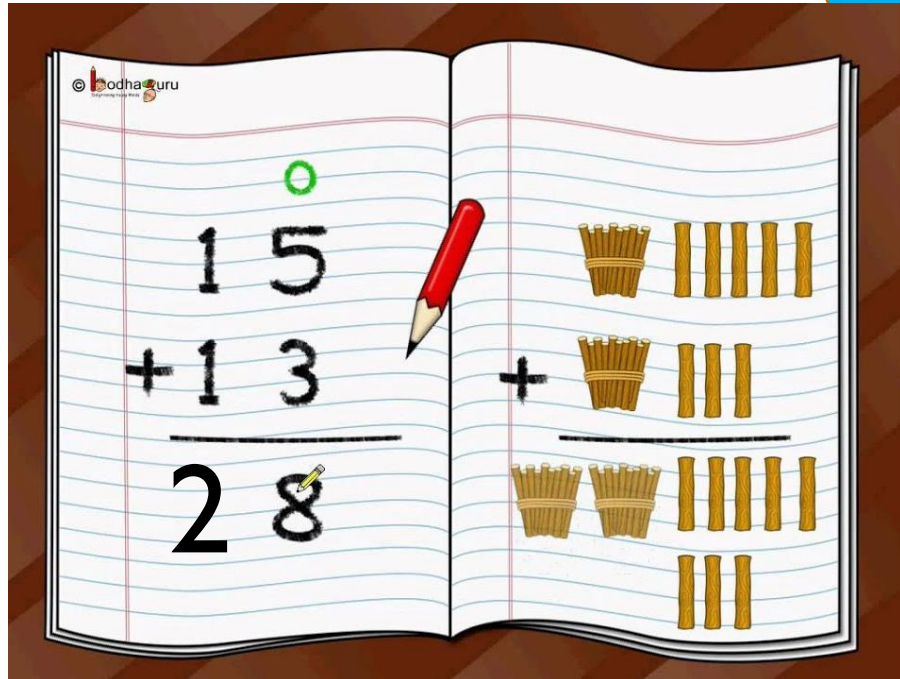


Maths - addition and subtraction

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.

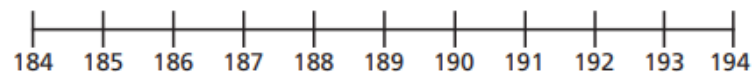
$8 + 3 = 11$ so I change 11 ones into 1 ten and 1 one and then put the ten into the tens column.

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

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

Add 3-digit and 1-digit numbers – crossing 10

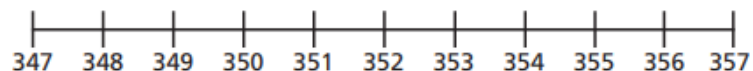
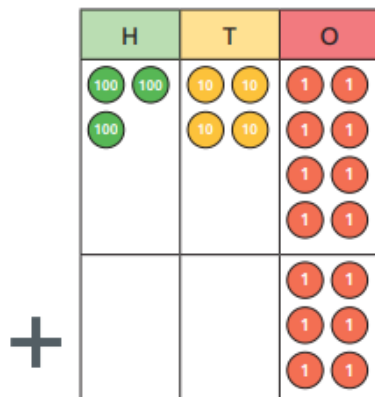
1 a) Work out $185 + 7$



$$185 + 7 = \boxed{}$$

How did you work this out?

b) Work out $348 + 6$

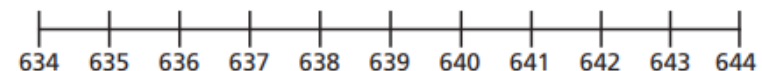


$$348 + 6 = \boxed{}$$

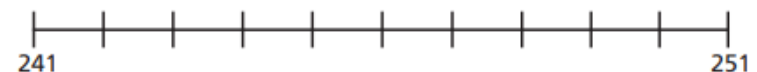
2 Work out these additions.

Use two jumps on the number lines.

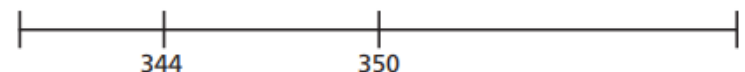
a) $635 + 8 = \boxed{}$



b) $242 + 9 = \boxed{}$



c) $344 + 7 = \boxed{}$



3 Work out the additions.

a) $295 + 6 = \boxed{}$

c) $8 + 424 = \boxed{}$

b) $662 + 8 = \boxed{}$

d) $\boxed{} = 825 + 9$

- 4 a) Circle the calculations with an answer that ends in a zero.

$426 + 6$

$422 + 5$

$427 + 3$

$429 + 1$

$420 + 8$

$423 + 7$

- b) Write the missing digits.

$376 + \square = 380$

$53_ + 5 = 540$

$219 + \square = 220$

$2 + 65_ = 660$

5



When you add a 3-digit number together, only the ones digit in the 3-digit number will change.

Is Whitney correct? _____

Explain your answer.

6

Work out the missing digits.

a) $34_ + 7 = 352$

d) $9 + 17_ = 1_8$

b) $725 + \square = 731$

e) $34_ + 7 = 3_5$

c) $45_ + 3 = 462$

f) $__5 + 8 = 323$



7

Arrange the digit cards to make a sum where the answer is a multiple of 5



Find 4 different sums.

<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

8

Mo has £232 in his bank account.

Rosie has £237 in her bank account.

Mo puts £9 into his bank account.

Rosie puts some money into her account.

Now they both have the same amount of money.

How much did Rosie put into her account?

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 1



- 1) How much money is there altogether?



- 2) Calculate $96 \div 3$

- 3) Use $<$, $>$ or $=$ to compare.

$$8 \times 3 \quad \bigcirc \quad 4 \times 6$$

- 4) What is 10 more than 472?

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

English - task

I was woken by loud, crashing thunder. 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. I saw bolts of lightning crashing down to the ground and then disappearing. I heard thunder as loud as a tiger's roar.



5 Senses



Sight



Hearing



Touch



Smell



Taste

Handwriting

A A A A

A a A a

B B B B

B b B b

C C C C

C c C c

Spelling

	cover	write	check
information			
creation			
donation			
animation			
conversation			
preparation			

Vipers



The next morning all was quiet. Dad wasn't there. I asked Mum when he was coming back but she didn't seem to know.



I missed Dad.

