Thursday 30th April – Good morning 3KC and 3OG. We hope that you have all slept well and are ready to do lots more fabulous learning today. How are you getting on learning those times tables? Remember, we hope to be back to school before Year 3 ends and we hope that you will all know your 3x, 4x and 8x tables as well as your 2x, 5x and 10x from Year 2.

Daily reading	Today, we are going to re-read the text at the bottom of the page. Try answering the questions referring to the text. Try to write your answers in full sentences please.
	Why not take your favourite book to one of your favourite places and curl up and read? You could sit under a tree in the garden, in bed, on the sofa and just have some quiet time getting lost in a book. There is nothing better to pass the time!
Daily times tables	Today practise your 4x and 8x tables again. Can you see how the 4x table is related to the 8x table. What multiples are in the 4x and 8x tables. (E.g. 8, 32 etc)

Answer these questions about your times tables. Prove the answer rather than saying YES or NO:

6) Fill in the gaps below:

32		40			52

7) James is buying pizzas. He buys 4 pizzas at a cost of £9 each. Draw a representation of this below before writing out the calculation and finding the answer.

8) A car has 4 tyres. How many tyres are there on 7 cars?

9) Write the number sentences for the diagram below:

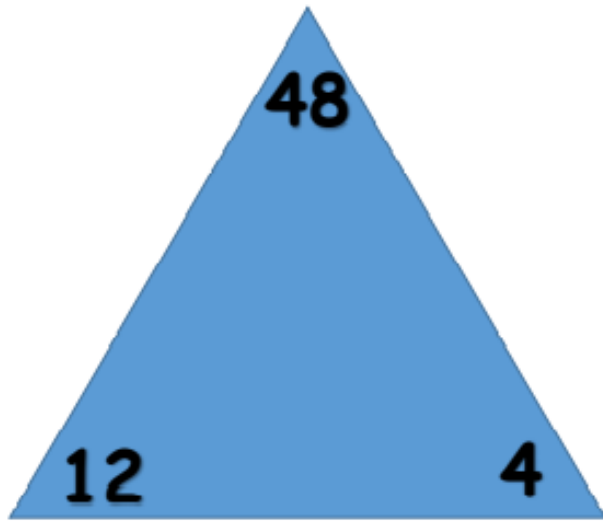_____ x _____ = _____

_____ x _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____

10) Find all the number facts you can for the triangle below:

Termly Spellings	Practise these high frequency words today: favourite, possible, thought, special, always. Why not cut out letters from a newspaper or magazine to make your spelling words? Please take time to learn spellings for future weeks and to re-visit past spellings. These can be found on the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab **Classes** and click on your class.
Daily Maths	Parent/Carer. This week, in maths, we will be using the White Rose home learning resources for our learning. If your child needs more support in maths (**Ready**), please feel free to access the Year 2 resources. This enables them to gain confidence before moving onto more difficult concepts – the foundations in maths are so important. If your child grasps mathematical concepts more quickly (**Go**), please resist moving onto Year 4 work as this isn't advised by the mastery approach to mathematics. Please use the Reasoning and Problem Solving activity we have set to deepen your child's learning instead. **Lego challenge mental starter 2:** How did you get on yesterday with the Lego challenge? Did you manage to do it? We hope so, as here is another one. Remember if you don't have Lego, you can use counters or draw a picture to show your answer – we want you to work either using concrete apparatus or by using pictures. Mrs Keynes has 30 pieces of Lego. 2/5 of them are blue. 2/6 of them are green. 1/10 are red and the rest are yellow. Make a tower or a picture to show us how many of each she had. **Main part of lesson:** Today, we are going to practise the fraction work we were covering before our school closed. **Week 2 Lesson 4 - Fractions of a set of objects (3)** https://whiterosemaths.com/homelearning/year-3/ Complete the worksheet. (**Ready** – complete the first page). If you don't have a printer, please don't worry, write the answers in your maths book. It's more about the understanding rather than the recording.

Problem Solving and Reasoning Challenge:

Go:

Mo makes 3 rugby shirts.

Each rugby shirt uses 150 cm of material.

He has a 600 cm roll of material.

How much material is left after making the 3 shirts?

What fraction of the original roll is left over?

Alex and Eva share a bottle of juice.

Alex drinks $\frac{3}{5}$ of the juice.

Eva drinks 200 ml of the juice.

One fifth of the juice is left in the bottle.

How much did Alex drink?

What fraction of the bottle did Eva drink?

What fraction of the drink is left?

Zach has £25.

On Friday, he spent $\frac{1}{4}$ of his money.

On Saturday, he spent $\frac{2}{3}$ of his remaining money and gave £1 to his sister.

On Sunday, he spent $\frac{1}{5}$ of his remaining money.

How much money does Zach have left?
What fraction of his original amount is this?

Zach went scuba diving. His oxygen tank has a capacity of 100 litres. He has already consumed $\frac{2}{5}$ of the oxygen.

How much oxygen has he consumed?
How much is left in the tank?

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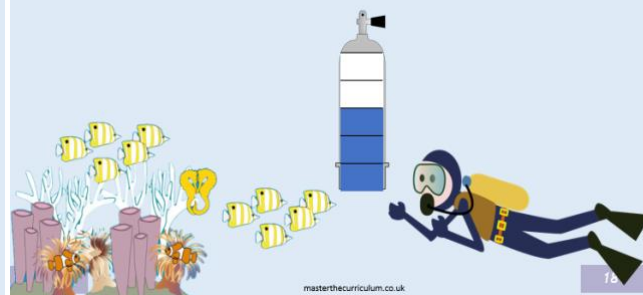
Daily English	**Spelling focus:** Spell Year 3 and statutory words correctly. (Spend 20 minutes)

In your writing book, write the sentences out neatly correcting the spelling. Make sure you spend time practising these spellings as well as your weekly spellings for this week.
Today, the word isn't circled so can you 'Be the teacher' and find the mistake?

1. Lily's birthday is in Februry.

2. The doctor gave the girl some medisin to make her feel better.

3. The class really enjoyed the science expirimint.

4. What hite is Dad compared to Mike?

5. 100 years is the same as a sentuary.

6. That scarf is difrent to that one!

7. Kim went to the librie and got four books out.

8. It's not posibil.

	Carrying on from the work we started yesterday, we are going to write your experiences of living through the Covid 19 pandemic and how lockdown has affected your life. If you intend to record a video to submit to the record office, you will still need to write your script in your English book. Alternatively, perhaps you can write a poem? The important thing is making sure that future generations get a real idea of what it was like being a child during this time. Tomorrow, you will be publishing your work so spend today getting all your ideas down on paper. Whatever you produce, we'd LOVE to see a copy or the recording as I'm sure that this will be amazing work. Remember to write: • In paragraphs • Use capital letters and full stops • Check spellings of words carefully • Edit your work using a green pen (or another colour if you don't have green) Here's a reminder of what Bath Record Office want: *Bath Record Office wants people living in Bath and North East Somerset to record the "extraordinary times we are living through" for future generations.* *Researchers want to hear about all areas of life being affected by the pandemic such as family, travel, work, school, shopping and leisure.* *Everyone can take part and experiences can be handwritten or electronic diaries, sketches, photographs, videos or even songs.* *It will soon be possible to upload digital content to the website, www.batharchives.co.uk.* *Or you can wait until life returns to normal and send your diary to Bath Record Office.*
Problem of the day	Take the words 'Ancient Greece' – how many other words can you make from the letters. Can you find at least 50? They need at least 3 letters. What is the word with the most letters you can make? Email us and let us know! **e.g. tree, green, rice, nice, ran,**
Healthy Me	Keep recording all those vegetables and fruits that you are eating. Can you help cook tea tonight – ask Dad or Mum if you can put at least 3 fruits or veg in your meal. Don't forget to be active today – could you set up an obstacle course in your garden and time yourself doing the course. If you have a brother or sister or even your Mum and Dad, encourage them to have a go!
The activities below are supplementary and can be used to further extend learning opportunities whilst at home.	
Home Learning	Please look at your Home Learning grid. Visit the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab **Classes** and click on your class. Please plan and complete these activities throughout the duration of the school closure.
National Curriculum Word Lists	Look in your Reading Log and find all of the spellings for your year group. How many of these can you learn? Can you write a sentence using the words?
Curriculum Overview	Take time to look at the Curriculum Overview for your year group. This can be found on the school website at https://www.newbridge.bathnes.sch.uk/ Go to the tab **Key Information**, go down the menu on the left hand side to **Curriculum**, go to **Termly Overview** and click on the one for your year group. Talk to a grown up at home and decide on an aspect you would like to find out more about. This means that when you come back to school, you will be able to share something new.
Useful websites	Please see useful website list

Geography Information

Background

In ancient times Greece was not one single country. It was a collection of separate cities where Greek-speaking people lived.

Ancient Greece consisted mainly of a mountainous **peninsula** sticking out into the Mediterranean Sea. It also included around 1,400 islands.

The geography of Ancient Greece directly influenced the Greek traditions and customs.

The Sea

Greece is surrounded by sea and the Ancient Greeks never travelled more than 85 miles to get to the coast. The sea therefore became an important mode of transport for the Greek people and the Greeks became very good sailors. The Greeks were also able to buy resources from other countries that were not available in Greece and bring them back easily by boat.

The Land

Mountains cover about three quarters of Greece, and in Ancient Greece, these mountains divided the land into different **regions**. The mountains made it difficult for the ancient Greeks to all be ruled by one government. Greece therefore developed small, independent communities in each **valley** and its surrounding mountains. These communities made their own rules and had their own government.

The mountains in Greece made land transport difficult and the roads were just dirt paths. For example Sparta was 60 miles from Olympia. In a car today this would take an hour to drive but it took them almost a week to travel this distance.

Most of the land in Greece was stony and only a small amount was suitable for farming. The Ancient Greeks could not therefore provide enough food for a large population and no more than a few million people lived in Ancient Greece. There are over 8 million people living in New York today and Ancient Greece was far larger. The Greeks also had a very simple diet of grains, grapes and olives and some meat, although it was also difficult to keep many animals on this stony land. Possibly because of this lack of farmland, Greeks were always looking for places to invade for their people to live.

The Climate

Greece has a varied **climate** with high average temperatures in summer and cool temperatures in winter. These moderate temperatures allowed Greeks to have a very outdoor life and they spent much leisure time at outdoor public events and even the government of the cities would meet outside.

Why did people in Ancient Greece use boats to transport people and goods?

_____

_____

How did the geography in Greece affect the government?

_____

_____

Why was it so slow and difficult to travel across land in Ancient Greece?

_____

_____

Why did people in Ancient Greece have a very limited diet?

_____

_____

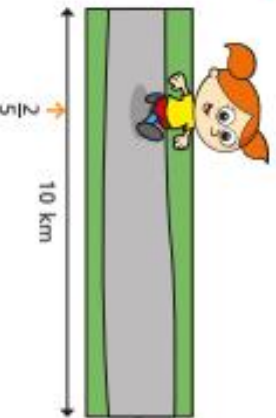Why were lots of activities in Ancient Greece held outside?

_____

_____

Fractions of a set of objects (3)

1 In a class of 32 children, three eighths are girls.

How many children are boys?

☐

2 Alex is taking part in a 10 km race.

10 km

$\frac{2}{5}$

She has run two fifths of the race.

What distance does she have left to run?

☐ km

3 Filip has £3 and 20p.

He spends half of his money.

How much does he have left?

£ ☐ and ☐ p

4 Teddy opens a bag of cherries and puts $\frac{1}{2}$ on a plate.

How many cherries were there in the whole bag?

☐

5 Ron has £4 and 50p.

He decides to share the money equally between himself and his two sisters.

How much money will each child get?

£ ☐ and ☐ p

6 A bag of potatoes weighs 500 g.

Annie's dad uses one quarter of the potatoes to make a shepherd's pie.

What is the mass of the potatoes left in the bag?

500 g Potatoes

☐ g

7 Dexter spends one third of his money.

He has these coins left.

How much did Dexter spend?

£ [ ] and [ ] p

8 Eva has a bag of 20 sweets.

She eats $\frac{1}{4}$ of the sweets.

She gives $\frac{1}{5}$ of the sweets that are left to Dora and 2 sweets to her mum.

How many sweets does Eva have left? [ ]

9 Whitney has a box of raisins.

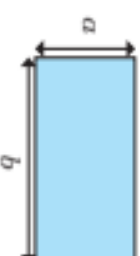She eats $\frac{1}{4}$ of the raisins and gives 3 to her brother.

She has 9 raisins left.

How many raisins were in the box at the start? [ ]

10 Here is a rectangle.

The perimeter of the rectangle is less than 30 cm.

Side a is one half of the length of side b.

a) Complete the table to show the different possible integer lengths of side a and side b.

Length of side a	Length of side b	Perimeter
1 cm	2 cm	6 cm

b) What are the longest possible integer lengths of side a and b?

side a _____

side b _____

c)

I think a can be 5 cm.

Talk to a partner about why Dexter is wrong.