

Thursday 4th June: Good morning. How can it be Thursday already! This week seems to have flown by! We are still missing your lovely faces, Year 3 and cannot wait until we can be safely together again. Enjoy today's learning and make sure you take some time to do something kind for yourself and something kind for a member of your family.

Daily reading

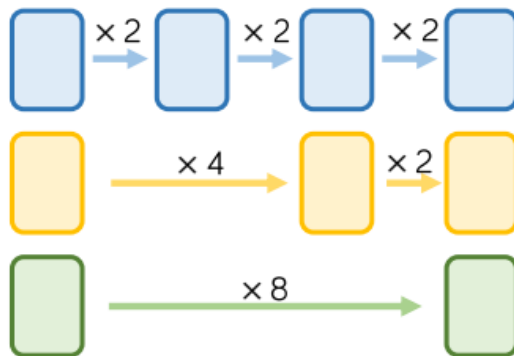
Please read for pleasure for 20 minutes today.

Today, in maths we are learning about telling the time and our reading is linked to it. Read the information at the bottom of the sheet to help you understand how we tell the time. Discuss what you have read with an adult if possible.

Daily times tables

Solve this problem related to the 8x table. Try 3 different numbers between 1 – 9.

Start each function machine with the same number.



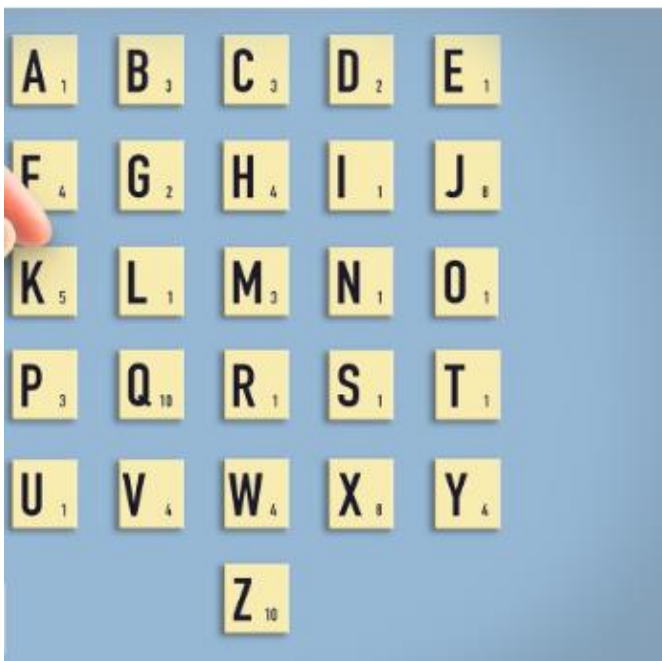
What do you notice about each final answer?

Tommy knows the 4 times table table, but is still learning the 8 times table table.

Which colour row should he use? Why?

Daily Spelling

Practise your spelling again today using scrabble pieces if you have them. Otherwise make your own. Here are the values of each scrabble piece. Can you work out which of your spellings would have the highest score? (If you do not have scrabble pieces, why not make your own!)



Daily Maths

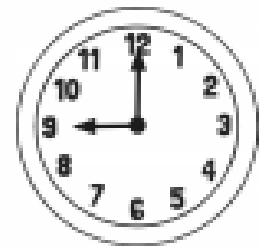
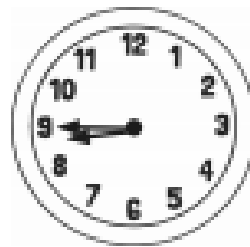
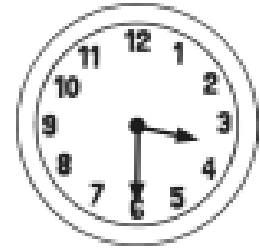
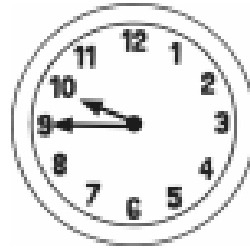
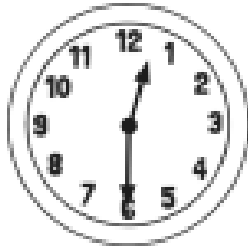
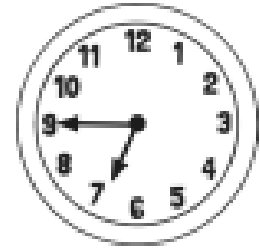
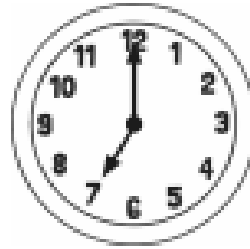
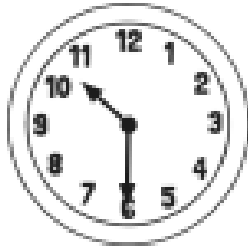
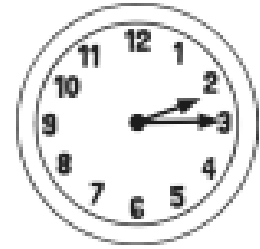
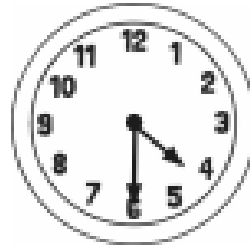
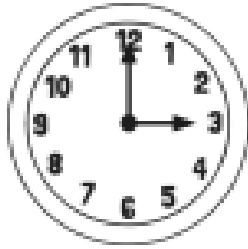
Today, you are going to tell the time on an analog clock. It's really important to learn to tell the time so as you get older and gain more independence, you are not late or really early to meetings, school etc.

Watch this video if you have access to the internet, if you don't have a computer, we have put some information at the bottom of the sheet.

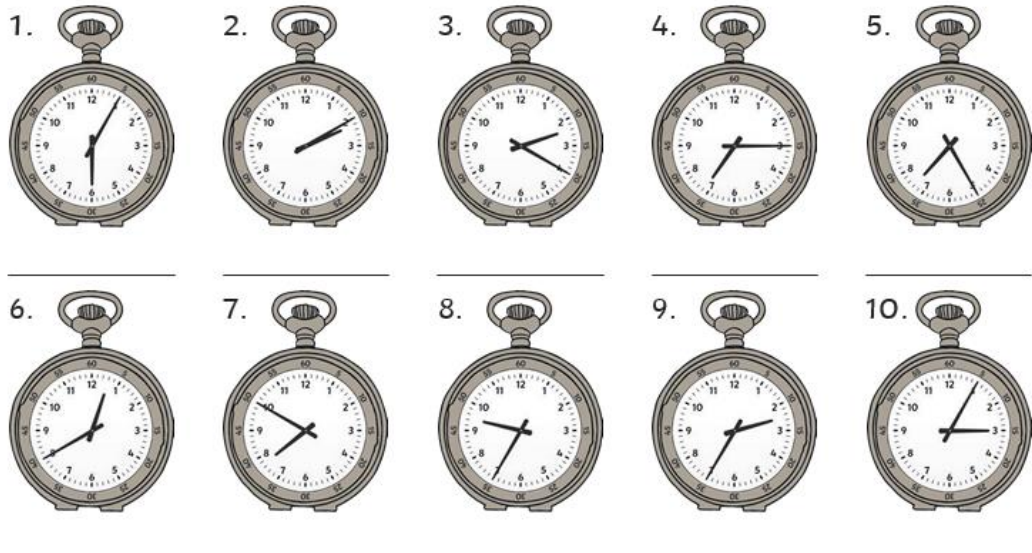
<https://www.youtube.com/watch?v=N2z9CGzAypc>

Ready:

Write in your books the time that the clocks show:



Steady:



Go:



The clock shows ten minutes to 3

Dora

The hour hand is not quite pointing to the 3, so it must be ten to 2



Amir



This clock has lost its minute hand.

What time could it be?
Justify your answer.

Who do you agree with?
Explain your thinking.

The board shows the times of trains arriving and leaving the train station.

	Arrives	Leaves
London	5:50 a.m.	6:00 a.m.
Edinburgh	8:00 a.m.	8:20 a.m.
Manchester	2:33 p.m.	2:45 p.m.
Leeds	7:31 p.m.	7:35 p.m.



Dora

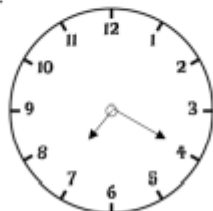
I slept from 8 p.m. to 8 a.m.



Teddy

I slept from 8 a.m. to 8 p.m.

Ron's watch shows the time he arrives at the station.



Which train could he be catching?
Explain how you know.

Who is more likely to be correct?
Explain how you know.

Challenge:

3) Jason needs to be at the park at half past 8. It takes him 19 minutes to walk there.



a) Draw hour and minute hands on the clock face to show the exact time that Jason should leave home.

b) If Jason stays at the park for 30 minutes, what time will he get home?

1) The time shows seventeen minutes past 5. Which minute hand is correctly positioned? Explain your answer fully.



2) Match the time in words to the correct clock face. Circle the time that is left over.



six minutes to 6

six minutes past 6



twenty-two minutes past 3

twenty-two minutes to 1



Daily English

Today, we are going to think about the expanded noun phrases you can include in your poem. Think about the things that are amazing in your world and make a mind map of your ideas. Try to think of at least 12 different expanded noun phrases. If you can, put two expanded noun phrases together.

- e.g: the wrath of a dark king
- the final beat of a heart
- a shiny shell on a sandy beach
- an ancient golden key
- a delicate diamond in a magical cove.

We will be using these tomorrow to put our poem together so think carefully about the expanded noun phrases you choose.

Please share your favourite three expanded noun phrases with us when you email – we would love to hear them.

Problem of the Day

Meet my four volunteers:



Dawn



Mark



Josh



Tina

Nicknames:

- Dawn, Mark, Josh and Tina are friends.
- They each have a nickname.
- Their nicknames are Spider, Curly, Ace and Fudgy, but not in that order.
- What is the nickname of each of the friends?

Clues:

- Josh plays tennis with Curly and goes swimming with Ace.
- Tina has been on holiday with Curly but travels to school with Fudgy.
- Spider, Curly and Dawn play in the football team.
- Spider sometimes goes to tea with Josh.

Healthy Me

Gratitude Scavenger Hunt

In these times when life is a new normal, take some time to think about the things that you are grateful for in your life. Enjoy the little things and be happy to be you!

- Find something that is your favourite colour
- Find something that makes you feel safe
- Find something that smells good
- Find something that you love
- Find something that tastes good
- Name a place that you would like to go
- Find your favourite toy
- Find something you like to play with
- Name three people you are thankful for
- Find something that makes you smile
- Name something you are proud of
- Find someone you can help today
- Name three good things about **YOU**

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.

Termly Spellings

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.

National Curriculum Word Lists

Look in your Reading Log and find all the spellings for your year group. How many of these can you learn?

Can you write a sentence using the words?

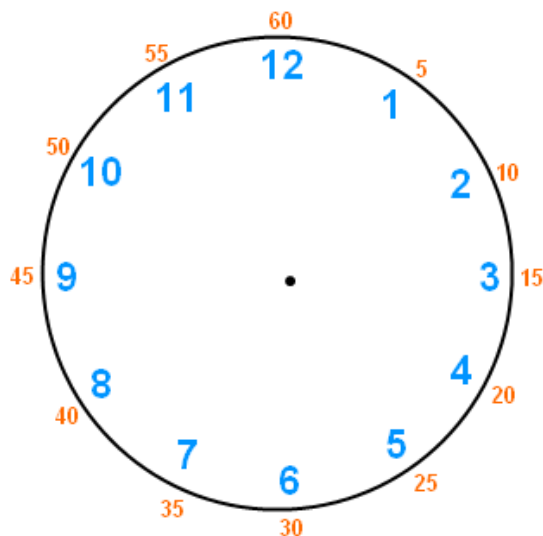
Curriculum Overview	<p>Take time to look at the Curriculum Overview for your year group. This can be found on the school website at https://www.newbridge.bathnes.sch.uk/ Go to the tab Key Information, go down the menu on the left hand side to Curriculum, go to Termly Overview and click on the one for your year group.</p> <p>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.</p>
Useful websites	Please see useful website list.
<p><i>Well done for trying all these areas of learning. Please can I ask that your parent sends a few lines in an email to let me know what you have completed today</i></p> <p>3OG: 3og@newbridge.bathnes.sch.uk 3KC: 3kc@newbridge.bathnes.sch.uk</p> <p><i>Please look out for tomorrow's learning, from Mrs O'Gara, Mrs Keynes and Mrs Ross</i></p>	

Telling Time

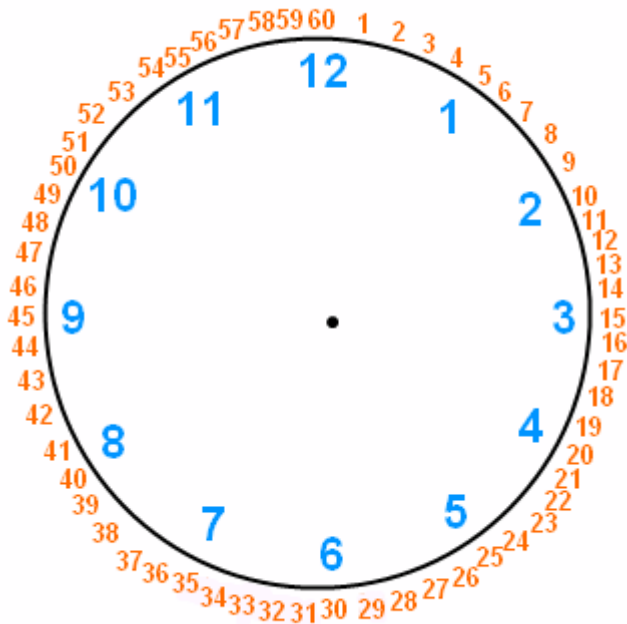
Being able to tell and work with time is a very valuable skill. To tell time, there are several key points to remember. We measure time in seconds, minutes, hours, days, weeks, months, and years. On a clock, we measure time in hours and minutes (and sometimes seconds). On a calendar, we measure time in days, weeks, months, and years. This section will go through telling time on a clock—using minutes and hours. To work with minutes and hours, you must remember that there are 60 seconds in a minute, and 60 minutes in an hour. There are 24 hours in one day.

Parts of a Clock

A clock is a device used to tell time. Clocks measure time in hours and minutes, and have an hour hand (that moves forward one clock number every hour) and a minute hand (that moves forward one tick every minute—it moves forward one clock number every 5 minutes). A clock is split up into 12 sections, and each section is worth 5 minutes (because $5 \times 12 = 60$, and there are 60 minutes in an hour). One complete trip around the clock by the minute hand means that one hour has passed. When you read a clock, you look at the hour hand first, and then you look at the minute hand. The hour hand is shorter, and the minute hand is longer—this is how you tell them apart. A normal clock looks like this:



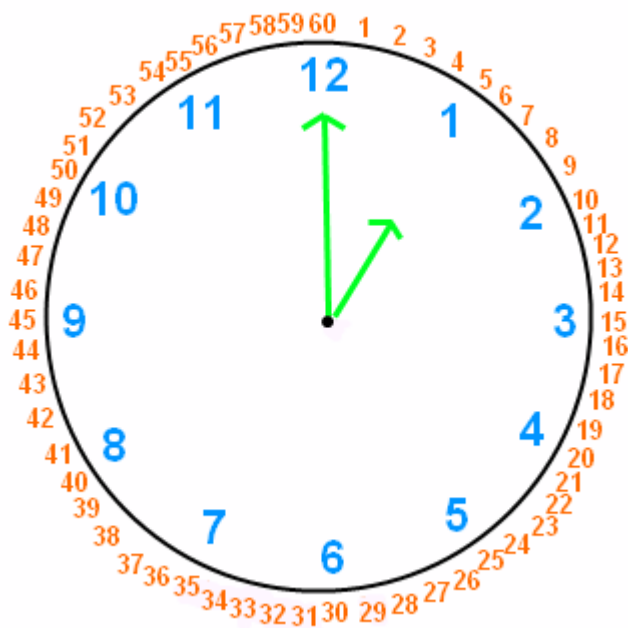
The blue numbers are standard on all clocks—these are clock numbers. You will not see the orange numbers on normal clocks the way they are on the outside of this clock, but these are the minute marks—thus, every 1 clock number is equal to 5 minutes. It can be even further broken down like this:



Now, you can see that the orange numbers on the outside count from 1 to 60. These numbers represent each minute of an hour.

Now, we will add in the hour and minute hands. Remember, the hour hand is shorter, and the minute hand is longer. We are going to set our clock to say 1 o'clock.

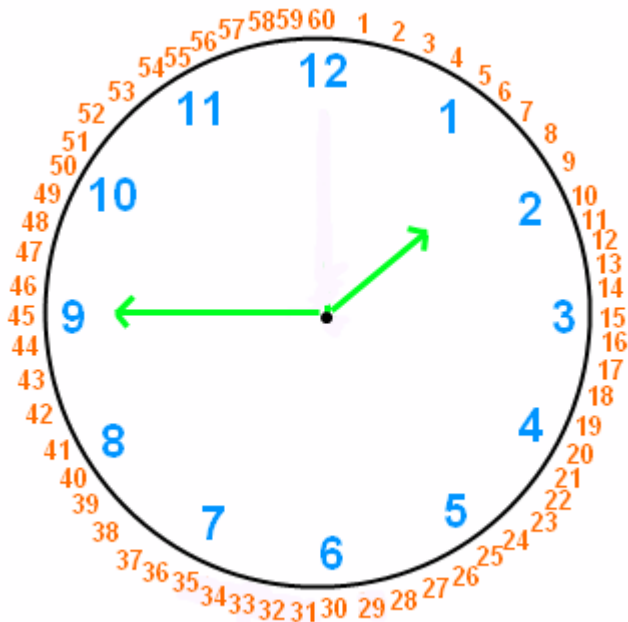
Notice that our clock hands have arrows—some clocks have hands with arrows, and others do not. We will show ours with arrows.



Reading a Clock

Reading a clock takes practice, but after you learn how, it is very easy to do! First, you are going to locate the hour hand. The hour hand is the shorter of the two clock hands. It moves from one clock number to the next every hour, and it makes one complete rotation around the clock every 12 hours (since there are 12 clock numbers on each clock). Look at which clock number the hour hand is pointing to. That is the number you will use for the hour. Many times, the arrow will not be pointing exactly at the number; in that case, you would look at which number it was at most recently. For

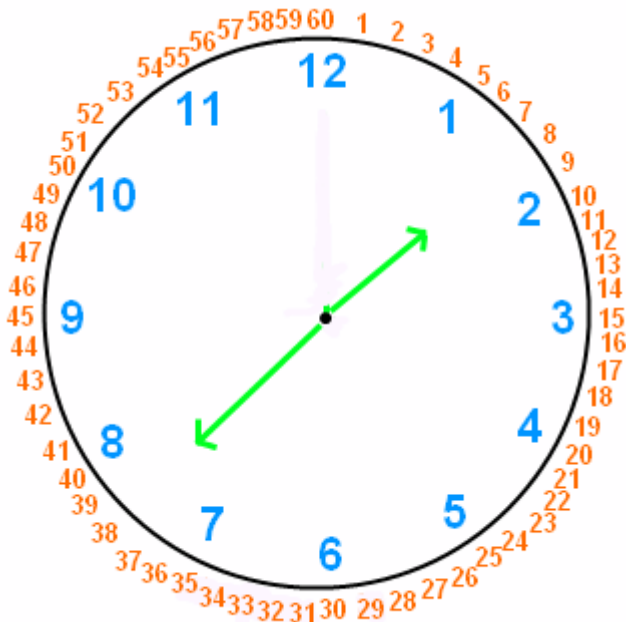
example, if the hour hand is halfway between the 2 and the 3, you would use 2 as the hour number. The only way you can use a specific number for the hour number is if it has already passed the number in its rotation around the clock. So, even if the hour hand is very close to the 3, you would still say 2 unless the hand has reached, or passed, the 3. Here is an example of what we mean:



Here, you can see that the hour hand is a little more than halfway between the 1 and the 2. Even though it is closer to the 2, we would still say that 1 is our hour number because the hour hand has not passed 2 yet.

Now let us talk about the minute hand. The minute hand is the longer of the two hands. It points to the minutes that have passed since a new hour began. It makes one rotation around the clock every hour. If the minute hand is pointing to a clock number, that means the number of minutes is a multiple of 5 (5, 10, 15, 20 etc) and you would give that number as

the number of minutes. For example, if the minute hand is pointing to the clock number 1, you would say 5 minutes. If the minute hand is pointing to the clock number 6, you would say 30 minutes. You can easily figure this out by counting by 5s around the clock. However, if the minute hand is in between two clock numbers, you have to count by 5s until you get to the nearest clock number, and then count up by ones to figure out how many minutes you have. Take this as an example:



Notice that the hour hand is between the 7 and the 8. To count the minutes, you would count each clock number—remember to count by fives!—until you get to the 7-clock number. You should have counted 35 minutes. Then, you would estimate where the hand is pointing. Some clocks have little slashes for each minute, while others do not. In our clock example, we have the numbers written around the edge to make it easier to read.

So, in your mind, extend the minute hand all the way to the edge, and read how many more minutes it has passed. In our example, the minute hand is pointing to the 38. Normally, you would see that it is at the 3rd mark after the clock number, so you would add 3 to 35 and get 38. Since ours is written out, we can just look and see where it is pointing and read it that way.

To tell the time, you would say it is 1:38, which is read “one thirty-eight.”