

**Wednesday 29th April** – How are you all today? We hope that you are surviving lockdown and have found new ways to be happy. Today, try and do a random act of kindness for a friend. Could you draw a relative a picture or letter and post it to them or do something kind for someone at home – a tidy bedroom will always cheer your Mum or Dad up!!! We are so proud of you all and all the learning that you have been doing at home so please keep it up – we love hearing what you have been up to.

**Daily reading**

Today, you are going to learn about the Geography of Ancient Greece. Highlight the words that you don't understand and use a dictionary or the internet (with adult help) to find the meaning of the words you don't understand as well as the meaning of peninsula, region, valley, landscape.

See sheet at the bottom of the page.

Remember to read aloud to an adult at least 3 times this week but you should be reading each day for at least 15 minutes.

**Daily times tables**

Today, practise your 4x table.

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

1) David says "Because 4 is even, all multiples of 4 will be even." Is David correct? Explain your reasoning.

**2) Fill in the gaps below:**

	<b>8</b>	<b>12</b>			<b>24</b>
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3) Sarah says "I know my 4 times table so I can work out  $4 \times 90$  without using a written method." Explain why Sarah can do this.

**4) Fill in the gaps below:**

$$4 \times \underline{\quad} = 36$$

$$48 \div \underline{\quad} = 4$$

$$4 \times \underline{\quad} = 16$$

$$12 \div 4 = \underline{\quad}$$

$$4 \times \underline{\quad} = 24$$

$$32 \div \underline{\quad} = 4$$

5) Write a word problem that requires to 4x tables to solve it.

When you have finished, have another go at 4x speed test. Have you improved your score or got top marks again?

## 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, please feel free to access the Year 1 or Year 2 resources as this is what we would be doing if your child was at school. This enables them to gain confidence before moving onto new concepts – the foundations in maths are so important and if these are not secure, your child will have gaps in their learning which will mean they struggle more as they go through the school.

If your child grasps mathematical concepts more quickly (**Go**), please resist moving onto Year 4 work as this goes against the mastery approach to mathematics. Please use the Reasoning and Problem Solving activity we have set to deepen your child's learning.

**Lego challenge mental starter:**

We are going to have a go at doing the same activity as yesterday so you are really good at finding fractions of an amount.

If you have access to some Lego, try making a tower using the correct colours: (Otherwise use counters, coloured paper or draw them). Send us a photo of your creative answers.

I have **36** pieces of Lego.  $\frac{1}{9}$  of them are green.  $\frac{3}{6}$  are red,  $\frac{1}{3}$  are yellow,  $\frac{2}{18}$  are orange and the rest of blue. Can you make the tower? If you don't have Lego, draw it using squares.

**Challenge:** Can you tell me how many blue Lego pieces you have as a fraction? What would be the denominator?

**Main part of lesson:**

Today, we are going to continue to learn about fractions as an amount. We started this before we had to finish school.

<https://whiterosemaths.com/homelearning/year-3/>

Lesson 4 - Fractions of a set of objects (3)

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Complete the worksheet. Please see sheet at the bottom of the daily learning if you cannot access the website. (**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)

#### Baking Investigation: Cherry cakes

**Here are the ingredients I bought to make Cherry cakes:**

Eggs – they come in boxes of 12  
Chocolate chips – there were 36 in the bag  
Cherries – there were 36 in the tub  
Sugar – the bag weighs 500g  
Flour – the bag weighs 200g  
Cake cases – there were 24 in the box

**Here are the amounts of each ingredient that I used:**

Eggs – I used  $\frac{3}{4}$  of the box  
Chocolate chips – I used  $\frac{5}{6}$  of the bag  
Cherries – I used  $\frac{2}{3}$  of the tub  
Sugar – I used  $\frac{3}{5}$  of the bag  
Flour – I used  $\frac{1}{4}$  of the bag  
Cake cases – I used  $\frac{1}{4}$  of the box



Write out the recipe and tell me how many of each ingredient I need.

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.

1. The three little pigs began to **build** their houses.
2. I can't **decide** whether to have the pepperoni or ham pizza.
3. My brother thought it was too **early** to get up for school.
4. "Get into a **group** of four," said my teacher.
5. Dad rode his **bicycle** to work.
6. The letter did not have the right **address** on it.
7. Jane lives in the house **opposite** Harry.
8. Ben **thought** it was time to go to bed.

Our enquiry this term is 'What did the Greeks do for us?' Imagine in 100 years' time, children at Newbridge may have an enquiry 'How did Covid 19 affect children in 2020'.

How could your grandchildren and great children learn about this? We are currently living through history, the last time we were in a situation like this was in 1918 when the Spanish Flu Pandemic affected our country. Bath Record Office needs some help and we knew that 3KC and 3OG are just the children to help:

***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, <mailto:www.batharchives.co.uk>.***

***Or you can wait until life returns to normal and send your diary to Bath Record Office.***

Today, you are going to **PLAN** to write a letter/draw a picture/record a diary/write a diary to a child alive in 2120 – 100 years from now. Write bullet points or mind map your ideas to work from tomorrow.

Tell them what life is like;

What is Covid 19. What are the symptoms?

How is life different than it was a year ago? What can you not do now that you could do before Christmas?

Why aren't we at school?

How is life different at home?

How do we shop now?

What can you do for leisure?

How have YOU felt during this time? What has been better? What has been more difficult? Explain why.

It would be really great to see what life is like through the eyes of a child - make it really personal to you and your experiences since Covid 19.

Keep all your notes together as we are going to work on this more tomorrow and Mrs Keynes, Mrs Ross and Mrs O'Gara are really hopeful that some of you will submit your work to the website above and become a small part of history – how amazing.

Problem of the day

## Strike it Out for Two

Age 5 to 11 ★

Here's a game to play with an adult!



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

### How do you play?

You'll need an adult to play with.

You'll also need a number line from 0 to 20, like the one above. You can find some of these [here](#).

The adult chooses a number on the line and crosses it out.

They then choose a second number and cross that out too.

Finally, the adult circles the sum or difference of the two numbers and writes down the calculation.

For example, the adult's go could look like this:



0 1 2 ~~3~~ 4 5 6 7 ~~8~~ 9 10 (11) 12 13 14 15 16 17 18 19 20

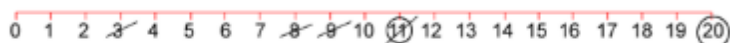
$$3 + 8 = 11$$

You must start by crossing off the number that the adult has just circled.

You then choose another number to cross out, and then circle a third number which is the sum or difference of the two crossed-off numbers.

You also writes down their calculation.

For example, once you have had a turn, the game could look like this:



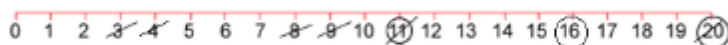
0 1 2 ~~3~~ 4 5 6 7 ~~8~~ ~~11~~ 12 13 14 15 16 17 18 19 (20)

$$3 + 8 = 11$$

$$11 + 9 = 20$$

Play continues in this way with each player starting with the number that has just been circled.

For example, the adult could then have a turn which left the game looking like this:



$$3 + 8 = 11$$

$$11 + 9 = 20$$

$$20 - 4 = 16$$

The winner of the game is the player who stops their opponent from being able to go.

What is your strategy for winning?

Can you cross out all the numbers in one game? How do you know?

What is the biggest number of numbers you can cross out?

**Ready:** To make this easier or more difficult, use a number line to 10 to begin with

**Go:** To make this even more difficult, can you use all 4 operations when calculating?

### Healthy Me

How many pieces of fruit or veg can you eat today? Can you swap a sugary snack for a fruit or veg snack? Make a list of all the fruits and veg you eat for the rest of the week!

**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 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.

*Well done for trying all of 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*

**3OG:** [3og@newbridge.bathnes.sch.uk](mailto:3og@newbridge.bathnes.sch.uk)

**3KC:** [3kc@newbridge.bathnes.sch.uk](mailto:3kc@newbridge.bathnes.sch.uk)

*Please look out for tomorrow's learning, from Mrs O'Gara, Mrs Keynes and Mrs Ross*



# 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.

Use a dictionary and write definitions of each of the words below.

Peninsula

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Valley

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Region

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Climate

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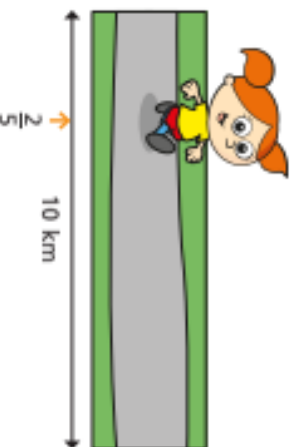
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## Fractions of a set of objects (3)

- 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.



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?

 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.

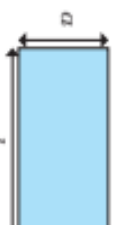
She eats  $\frac{1}{4}$  of the raisins and gives 3 to her brother.

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.

