






Wednesday 6th May: Howdy Team 3! Ready for work today? On your marks, get set...Go...

<p>Daily reading</p>	<p>Today, please read for at least 20 minutes. If anyone at home has the opportunity to discuss this with you, please ask them to. Can you find any of your weekly spellings in your book? If you can, challenge your family members to find them – can they beat you?</p>																					
<p>Daily times tables</p>	<p>By the end of Year 3 you will need to know times tables up to 2, 5 and 10 (end of Year 2 expectations) 3, 4 and 8 (end of Year 3 expectations) You will need to spend time focusing on these using various websites or playing squirt as we talked about. The Year 3 team see this as really important learning so expect you to spend a minimum of 15 minutes a day learning your times tables. If these are also secure, please learn other tables up to 12 x 12 and related division facts.</p> <p>Ready: https://uk.ixl.com/math/year-3/multiplication-tables-for-2-3-4-5-and-10 Steady: https://uk.ixl.com/math/year-3/multiplication-facts-for-3-4-8-true-or-false Go: https://uk.ixl.com/math/year-3/multiplication-facts-up-to-12-find-the-missing-factor</p>																					
<p>Daily Maths</p>	<p>Mental maths Revision of time – How long did it take? Start 1.07pm – finish 1.29pm (E.g. Either 129 -107 = 22 mins or magic number line from 7 up to 29 = 22 mins)</p> <p>Ready:</p> <table border="1" data-bbox="311 1131 1564 1288"> <thead> <tr> <th>Start</th> <th>Finish</th> <th>Duration</th> </tr> </thead> <tbody> <tr> <td>2.34pm</td> <td>2.47pm</td> <td></td> </tr> <tr> <td>4.47pm</td> <td>4.59pm</td> <td></td> </tr> </tbody> </table> <p>Steady/Go:</p> <table border="1" data-bbox="311 1355 1564 1556"> <thead> <tr> <th>Start</th> <th>Finish</th> <th>Duration</th> </tr> </thead> <tbody> <tr> <td>3.07pm</td> <td>3.56pm</td> <td></td> </tr> <tr> <td>4.09am</td> <td>4.52am</td> <td></td> </tr> <tr> <td>7.13pm</td> <td>7.58pm</td> <td></td> </tr> </tbody> </table> <p>Main lesson:</p> <div data-bbox="343 1668 630 1803">  <p>I know that $\frac{1}{3}$ is larger than $\frac{1}{2}$ because 3 is larger than 2</p> </div> <p>Do you agree with Dora? Explain how you know.</p> <p>Complete the missing denominator. How many different options can you find?</p> $\frac{1}{2} > \frac{1}{\square} > \frac{1}{10}$ <p>Comparing Fractions: Ready/Steady and Go: Please go to https://whiterosemaths.com/homelearning/year-3/ and look at Lesson 3. There is a short video to watch together and complete on the sheet or in your maths book. You are welcome to have a go at the problem solving and reasoning (Go) below but please do not attempt if the main lesson felt enough.</p> <p>Problem solving and reasoning (Go): Fraction fun: Can you make a short video about what you know about equivalent fractions? Could it be a rap? A poem? A demonstration on paper? Be creative Year 3.....</p>	Start	Finish	Duration	2.34pm	2.47pm		4.47pm	4.59pm		Start	Finish	Duration	3.07pm	3.56pm		4.09am	4.52am		7.13pm	7.58pm	
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<p>Daily English</p>	<p>Describing a setting:</p> <p>Before your hero and beast fight you must describe where the fight is set. Choose a place for the battle and describe it. Is it set at sea? In dusty, hot Greece? In a palace?</p> <p>Ready:</p> <ul style="list-style-type: none"> • Write 2 sentences about what you can see • 2 sentences about what you can touch <p>Steady/Go:</p> <ul style="list-style-type: none"> • Write two/three paragraphs describing the location • Use adjectives • Think about what you can see, hear, touch, smell and taste • 
<p>Problem of the day</p>	<p>Take your name and try and think of food starting with each letter. Mrs O’Gara’s would be:</p> <p>M – melon R – radish S – sausage O – orange G – grape A – artichoke R – roast beef A - aubergine</p>
<p>Healthy Me</p>	<ul style="list-style-type: none"> • Touch Toes - 15 Reps (Touch toes quickly, come right back up and repeat) • Lunges - 10 reps/leg • Side Lunges - 10 reps each direction+ • Bottom Kicks - 30 reps • High Knees – 30 reps • Arm Circles - 20 reps • Trunk Twists - 20 reps • Side Bends - 20 reps    <p>Can you try these exercises every day this week? What music can you do them to?</p>
<p>The activities below are supplementary and can be used to further extend learning opportunities whilst at home.</p>	
<p>Home Learning</p>	<p>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.</p> <p>Please plan and complete these activities throughout the duration of the school closure.</p>
<p>Termly Spellings</p>	<p>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.</p>
<p>National Curriculum Word Lists</p>	<p>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?</p>

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 the useful websites 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


3KC: 3kc@newbridge.bathnes.sch.uk

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

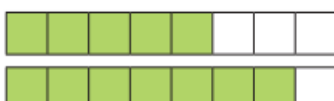
Compare fractions



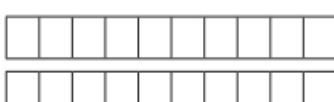
1 Write $<$, $>$ or $=$ to compare the fractions.
Use the bar models to help you.

a) 

$\frac{5}{8} \bigcirc \frac{3}{8}$

b) 


$\frac{5}{8} \bigcirc \frac{7}{8}$


c) 


$\frac{5}{10} \bigcirc \frac{7}{10}$


- 2** Write $<$, $>$ or $=$ to compare the fractions.
- a) $\frac{1}{5} \bigcirc \frac{3}{5}$ d) $\frac{6}{7} \bigcirc \frac{2}{7}$
- b) $\frac{2}{5} \bigcirc \frac{2}{5}$ e) $\frac{6}{13} \bigcirc \frac{12}{13}$
- c) $\frac{2}{7} \bigcirc \frac{6}{7}$ f) $\frac{13}{15} \bigcirc \frac{13}{15}$

3 Here are some bar models.

 $\frac{1}{2}$

 $\frac{1}{3}$

 $\frac{1}{4}$

 $\frac{1}{5}$

- a) Shade the bar models to represent the fractions.
- b) Write $<$ or $>$ to compare the fractions.
Use the bar models to help you.
- $\frac{1}{2} \bigcirc \frac{1}{3}$ $\frac{1}{4} \bigcirc \frac{1}{3}$ $\frac{1}{5} \bigcirc \frac{1}{3}$
- $\frac{1}{3} \bigcirc \frac{1}{2}$ $\frac{1}{4} \bigcirc \frac{1}{5}$ $\frac{1}{5} \bigcirc \frac{1}{2}$

- 4 What could the missing numerators and denominators be?
Give three examples for each.

a) $\frac{1}{5} < \frac{\square}{5}$ $\frac{1}{5} < \frac{\square}{5}$ $\frac{1}{5} < \frac{\square}{5}$

b) $\frac{1}{5} < \frac{1}{\square}$ $\frac{1}{5} < \frac{1}{\square}$ $\frac{1}{5} < \frac{1}{\square}$

- 5 Jack is comparing fractions.

$\frac{1}{8}$ is greater than $\frac{1}{4}$
because 8 is greater than 4

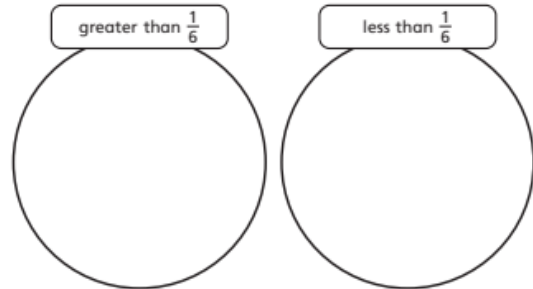


Draw bar models to show that Jack is wrong.



- 6 Sort the fractions into the circles.

$\frac{5}{6}$ $\frac{1}{8}$ $\frac{1}{2}$ $\frac{2}{6}$ $\frac{1}{12}$ $\frac{3}{6}$



- 7 Complete the sentences using the word bank.

numerator denominator greater smaller

- a) When fractions have the same denominator, the greater the _____, the _____ the fraction.
- b) When fractions have the same numerator, the greater the _____, the _____ the fraction.