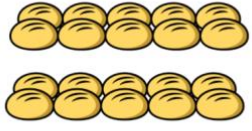
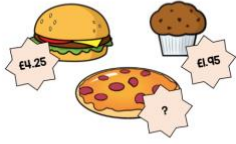



**Tuesday 24<sup>th</sup> March: Good morning to you our lovely Year 3s. There are some daily activities to do today, we hope you enjoy your new way of learning.**

<p><b>Daily reading</b></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. Write a review of what you have read or chose two new words a day and look up their definition in the dictionary.</p>
<p><b>Daily times tables</b></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. Please use the timestables.co.uk website and the speed test to practise. If these are secure please learn the related division facts. <b>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.</b></p> <p>If these are also secure, please learn other tables up to 12x 12 and related division facts.</p>
<p><b>Daily Maths</b></p>	<p>Please talk to your child about the level of challenge they normally do. We use a system of <b>Ready, Steady, Go</b>. <b>Ready</b> is more accessible with <b>Go</b> being the challenge work for Year 3. <b>Steady</b> is pitched at a level for a child who is meeting the curriculum.</p> <p><b>Ready/Steady:</b> Practise your number bonds to 11. Can you instantly recall them? For example, get someone to give you a number and you call back the answer. We tried playing this in class. For example; adult says number bond to 11 and says the number 5, the child replies 6 as 5+6=11. (If this is too difficult, you can choose a lower number bond or if it's too easy, choose a more difficult number e.g. 5+15=20)</p> <p><b>Go:</b> check that you have instant recall of number bonds to 20 – if not – do the ready and steady work. If you are confident, practise your number bonds to 100. (Use hit the button if you have access – alternatively find the number bond of these numbers 45 + ____ = 65 + ____ Use a dice or a pack of cards to generate numbers. Record them in your maths book.</p> <p><b>Extension:</b> If you have access to a computer or a tablet use <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> Level 3, addition, three digits add one digit (If this is too easy or too hard, change the level of challenge.</p>
<p><b>Daily English</b></p>	<p>We have started to learn about land biomes. Here is a useful video. <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p</a></p> <p>Today we'd like you to research one land biome. The biomes are <b>deserts, savannah, woodlands, grasslands and tundra</b>. You can present the information as a written text in your books.</p> <p>Don't forget information texts need:</p> <p><b>Ready/Steady:</b> A title An introduction Written in paragraphs Use sub headings Written in present tense Include technical vocabulary Include diagrams (clearly labelled)</p> <p><b>Go:</b> All of the above plus... Expanded paragraphs (Don't forget fabulous 5/awesome 8) Draw a conclusion/summary statement</p> <p><b>You will do one biome a day over 4 days. As there are 5 biomes, if you fancy a challenge do all 5 over 4 days.</b> <b>PLEASE REMEMBER CURSIVE HANDWRITING AND WELL PUNCTUATED SENTENCES AT ALL TIMES.</b></p>

Problem of the day	READY	STEADY	GO
	<p>1 Sam has these bread rolls to sell.</p>  <p>He sells 14 of the bread rolls. How many does he have left?</p>	<p>1 Leo has €25 He buys the following items.</p>  <p>He has €12.50 left. How much does the pizza cost?</p>	<p>1 A box of 5 oranges cost €1.80</p>  <p>How much do 80 oranges cost Show your method.</p>

<p><b>Healthy Me</b></p>	<p>PSHE stands for Personal, Social and Health Education. It is an important part of your child's national curriculum learning. We learn this subject through JIGSAW. Our JIGSAW piece for this term is <b>Healthy Me</b>.</p> <p>Children to practice the <i>calm me script</i> daily.</p> <p><i>Year 3 children. Come with me as we go into our 'Calm Me' time. In this Puzzle we are learning about keeping ourselves healthy. Being able to calm down and watch our thoughts and feelings is an important part of being healthy. So, let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed. Now listen to our chime until you can no longer hear any sound... In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again. Breathing like this we feel calm and gentle... Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive" Repeat several times Every time you breathe out feel any tension or worries fizzle down through your body and out through your feet... fizzle away your worries and tension... Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.</i></p> <p>The children chose 3 activities 2 weeks ago (running on the spot, star jumps and touch the ceiling and touch the ground) – we are going to see if we can beat the original timings. Please practise these daily.</p> <p>If you have internet access, you could do some Go Noodle – could year 3 have the highest number of minutes across the school? We bet we can. Go to <a href="http://www.gonoodle.com">www.gonoodle.com</a> and click on Educator's Log In. Enter the email address: <a href="mailto:newbridge@bathnes.sch.uk">newbridge@bathnes.sch.uk</a> and enter the password: G0n00dle</p>
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**The activities below are supplementary and can be used to further extend learning opportunities whilst at home.**

<p><b>Home Learning</b></p>	<p>Please look at your Home Learning grid. You should have a copy in your folder, if not visit the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> and go to the tab <b>Classes</b> and click on your class. Please plan and complete these activities throughout the duration of the school closure.</p>
<p><b>Termly Spellings</b></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 <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> and go to the tab <b>Classes</b> and click on your class.</p>
<p><b>National Curriculum Word Lists</b></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>
<p><b>Curriculum Overview</b></p>	<p>Take time to look at the Curriculum Overview for your year group. This can be found on the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> Go to the tab <b>Key Information</b>, go down the menu on the left hand side to <b>Curriculum</b>, go to <b>Termly Overview</b> and click on the one for your year group.</p> <p>Which aspects have you not yet covered in class? 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>
<p><b>Useful websites</b></p>	<p>Please see the useful website list.</p>

*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*