

## Newbridge Primary School

### Year 3 - Learning for the next two school days

Dear Parents and Carers

As the school is now closed, we will provide learning for your child. The learning for the next two school days is set out below. Exercise books have already been sent home for your child's learning to be recorded. On the third school day of isolation your child will have access to Google Classroom, where the teacher will post daily learning activities. You will already have received information to support you accessing this system. If there are any problems, please email [newbridge\\_pri@bathnes.gov.uk](mailto:newbridge_pri@bathnes.gov.uk)

With thanks

Gill Kennaugh

Good morning Year 3! We hope you all well and are looking forward to a day of home learning ahead of you! If you have a garden, why not take some exercise in there. If not, why not find an online workout to wake your brain up and get you ready for your learning. Remember to take it at your own pace, complete what you can and we hope that you enjoy the activities we have set. Take Care, Mrs Keynes, Mrs Ross and Mrs O'Gara

#### Reading

Enjoy reading your book today for 20 minutes. Have a go at challenging yourself with some questions to support your understanding.

Create a list of any words you don't know the meaning of and have a guess at what they could mean. At the end of the story, go back and discuss their definitions. Can you use a dictionary to find the meaning of the words?

Now have a read of The Dragon Machine on the book trust website:

[The Dragon Machine | BookTrust](#)

We hope enjoyed the story! Now read it again and this time write down all the words that you don't understand. Ask an adult what they mean. Can you retell a family member the story? Maybe you could phone a relative and tell them the story if your parents are both busy working?

#### Day 2

Listen to the story again.

In your English book answer these questions in full sentences.

On what day did George first see the dragons?

Q2. What adjective described that day?

Q3. What 3 words described how the dragons went unnoticed?

Q4. List 3 places where George saw the dragons.

Q5. What 3 verbs described what the dragons did?

	<p>Q6. What 2 things did George feed the dragons?</p> <p>Q7. Why were the dragons becoming too troublesome?</p> <p>Q8. What did George go in search of?</p> <p><b>Top Tips:</b></p> <p>Prior to reading, encourage your child to focus on the title of the book, the author, the illustrator and the front cover. Make predictions about what you think will happen in this book based on these factors. Afterwards, read the blurb and see if it gives you any further hints.</p> <p>Continue asking your child questions throughout the book but also encourage them to ask questions as this will further their understanding of the text.</p> <p>When you have finished the story, is your child able to retell the events in the order in which they happened? If you are reading non-fiction, can they recall any interesting facts that they have read?</p>
<b>Counting, number bonds or times tables</b>	<p>Please revise your knowledge of your number bonds to 20, 50 and 100 today.</p> <p>Continue to learn your 3x, 4x and 8x tables. If you know these, why not try the speed test on <a href="http://www.timestables.co.uk">www.timestables.co.uk</a> to check they are known facts and you know them really quickly.</p> <p>Useful websites are:</p> <p><a href="http://www.timestables.co.uk">www.timestables.co.uk</a></p> <p><a href="http://www.hitthebutton.co.uk">www.hitthebutton.co.uk</a></p> <p><a href="http://www.mathsframe.co.uk">www.mathsframe.co.uk</a></p> <p>Please access Doodle maths for at least 10 minutes each day – we will be looking at who has achieved a good ‘streak’ of days.</p> <p><b>Challenge:</b> Can you practise your number bonds to 100. E.g <math>46 + \underline{\quad} = 100</math></p>
<b>Spellings</b>	<p>Find this week’s spellings on the school website at: <a href="https://www.newbridge.bathnes.sch.uk/classes/3kc">https://www.newbridge.bathnes.sch.uk/classes/3kc</a></p> <p><b>1.) Blue vowels</b></p> <p><b>a e i o u</b></p> <p>Write the word then go over each vowel in <b>blue</b></p> <p><b>beca<u>u</u>se</b></p>
<b>Maths</b>	<p><b>Day 1:</b></p> <p>WALT: solve problems involving money</p> <p>In your maths book, we would like you to carry out an investigation with money. If you can see if you can find the following coins:</p> <p>1p, 2p, 5p, 10p, 20p, 50p and a £1. You can always draw them and cut them out if you don’t have the right coins.</p>

### Three coins

1. Make an amount of money between £1 and £2 using exactly **three** coins. You can use a coin more than once.
2. How many different amounts between £1 and £2 can be made EXACTLY three coins?
3. What is the smallest amount that you can make?
4. What is the largest amount that you can make?
5. Are there any amounts you know you cannot make? E.g. can you make every amount between £1 and £2 using three coins?

Can you be certain that you have found them all?

Challenge:

Do you think that you would be able to make more or fewer amounts between £3 and £4

**Day 2: WALT: solve problems using money.**

Ram divided 15 pennies among four small bags.



He labelled each bag with the number of pennies inside it.

He could then pay any sum of money from 1p to 15p without open

How many pennies did Ram put in each bag?

**Challenge:**

Dan bought a packet of crisps and an ice cream.

The cost of both of them together is in one of the boxes below.

£1.85	75p	£1.74	£2.25	£1	£1.56
£2.10	80p	£1.80	£3.06	£1.44	£1.50
£1.60	£1.25	£1.20	90p	£1.45	£1.27

Use these clues to find out how much he paid:

1. You need more than three coins to make this amount.
2. There would be change when using the most valuable coin to buy them.
3. The crisps cost more than 50p.
4. You could pay without using any copper coins.
5. The ice cream costs exactly twice as much as the crisps

## English

**Day 1:**

**WALT: write a story**

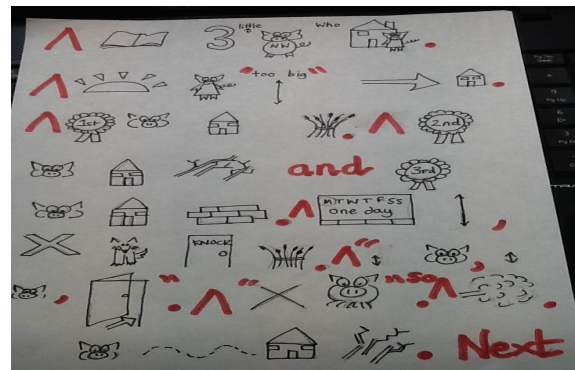


The tree was all that remained. A solitary figure, it stood there in defiance of the destruction surrounding it. The bark had begun to peel away, one piece at a time, joining the wreckage of other trees that lay scattered across the scorched earth.

This tree was different to the other trees. It contained magic. It contained hope...

**Can you continue the story? What is so different about this tree? What has happened to the other trees around it?**

Today, we would like you to plan the story. We have already done a lot of story planning at school so you should have a good idea how to do this. You could draw a story map or use a story mountain.



Think about the characters – what do they look like? How do they behave? What is the dilemma in the story? How does the tree contain magic? How does the tree contain hope?

Think carefully about all these things and create a plan in your English book. It will help you when you come to write the story tomorrow.

### Day 2: WALT: write in paragraphs

Today you are going to write the story about the magical tree. You will need to write at least 4 paragraphs:

Paragraph 1: Introduction: introduce the characters. Introduce the story setting.

Paragraph 2: Develop the characters and the settings. Describe what the characters are like, what they look like, how they act. Describe the setting – use expanded noun phrases and adjectives to make your reader want to read on.

Paragraph 3: Tell us what is happening in the story. How is this tree offering hope and magic? What is it trying to stop? How does it perform its magic?

Paragraph 4: How does the story end? How has the tree brought hope to the world?

### Something else for today

Independent Learning – **My own enquiry: Day 1 and 2.**

We would like you to choose your own learning over the next two days and find something that you would like to research and learn more about. It could be on anything that interests you. I know Katie in 3KR is dinosaur mad! She could research more information about dinosaurs and fossils. Find out about something that really interests you but also something that perhaps you don't know much about. It could be the Solar System, the Victorians, birds of the UK – anything you want!

Now think of a question that you are going to research on the topic you have chosen:

Eg: What did the Victorian do which helps us in our lives today?

Carry out research using books and the internet to answer your question. Make notes in your English book.

	<p>Next, you will need to find a way to present the information you have researched to show what have learnt. You could make a PowerPoint, draw a poster/ produce a fact sheet/film a documentary telling us all the facts that you have discovered.</p> <p>Over the two days, <b>you should at least spend an hour each day working on this.</b> Remember to use diagrams and pictures to make your work eye catching.</p>
<b>Year Group Curriculum Overview</b>	<p>Take time to look at the Curriculum Overview for your child's class. This can be found on the school website at: <a href="https://www.newbridge.bathnes.sch.uk/classes">https://www.newbridge.bathnes.sch.uk/classes</a></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>