

<p><b>Tuesday 28th April</b> – Good morning. Why not start the day with some exercise today? Could the whole class get involved in some form of physical activity today? We hope you enjoyed the learning from yesterday. There are some activities on here that you will need websites for but if you don't have access, please concentrate on the activities that don't require a computer.</p>	
<p><b>Daily reading</b></p>	<p>Today, please re-read the Greek myth at the bottom of the sheet and answer the comprehension questions in your English book. Try to also read for pleasure for 20 minutes today.</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>Today if you want an extra challenge, check that you are confident in spelling these high frequency words.</p> <p>Try some of these practical activities to help you learn them in a fun way: <b>gr</b>eat, som<b>eth</b>ing, diff<b>er</b>ent, <b>wh</b>ich, clo<b>th</b>es – the letter in bold is the one that lots of you sometimes miss out so make sure you copy them carefully.</p> <ol style="list-style-type: none"> <li>1. Make each word with <b>Scrabble letter tiles</b>.</li> <li>2. Paint the words with <b>watercolour paints</b>.</li> <li>3. Write words with <b>pavement chalk</b> on the patio (ask first!!)</li> <li>4. Make the letters of each word with your <b>body</b> as you spell the word aloud.</li> <li>5. Build your words with <b>Lego bricks</b>.</li> </ol>
<p><b>Daily times tables</b></p>	<p>Today practise your 8x table again.</p> <p><a href="https://www.youtube.com/watch?v=z_BJiR9rdwA">https://www.youtube.com/watch?v=z_BJiR9rdwA</a></p> <p>This song is by an artist called Adele. Maybe it will help you to learn them by learning to sing the song. Concentrate on the chorus and learning the maths!</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>Today check that you can spell these high frequency words:</p> <p><b>really, giant, everyone, first, again.</b></p> <p>Why not make up some mnemonics today to learn them. E.g. <b>Richards Eats Apples Loudly Like You</b></p>
<p><b>Daily Maths</b></p>	<p>Parent/Carer. This week in maths we will be using the White Rose home learning resources for our learning. If your child struggles and 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 will struggle more as they go through the school.</p> <p>If your child grasps mathematical concepts more quickly (<b>Go</b>), 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.</p>

**Lego challenge mental starter:**

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 24 pieces of Lego.  $\frac{1}{8}$  of them are green.  $\frac{1}{3}$  are red,  $\frac{1}{6}$  are yellow and the rest are 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 relearn the fraction work we were covering before our school closed.

**Week 2 Lesson 3 - Fractions of a set of objects (2)**

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

Complete the worksheet. There is a copy at the bottom of the daily learning sheet if you don't have internet access. (**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 what you manage to record.

**Problem Solving and Reasoning Challenge:**

You have got 56 marshmallows to share at a party.  
But you have to give some to your brother.  
You can either keep  $\frac{3}{7}$  or  $\frac{1}{2}$  of the marshmallows to share at your party.



Explain which fraction you would choose so that you had the greatest amount to share at your party.

**Daily English**

Let's look at what we were learning yesterday and practise a few. Spend just 10 minutes doing these before moving on to today's spelling rule.

Add 'ies' or 'ied' or 'ing' to these words. Record in your English book like this:

Fry → fries → fried → frying

- try
- reply
- spy
- worry
- play
- stay
- hurry
- carry

Today, we are going to look at plurals which we add 's' or 'es' to. Words like wash become washes, dish becomes dishes but other words we just add an 's'. Do you know why? Today, you are going to find out if you can't remember.

Watch this clip:

<https://www.youtube.com/watch?v=ID1OaD4FBqM>

Draw this table in your book.

s	es

Decide where these words go:

Box, float, shoe, witch, fox, lamp, parade, match, coat, bus, kiss, sock, switch, apple, frog, cross, ship, index, brush, splash, atlas, friend.

Now write five sentences with words that need an es. Make them creative; include an exciting verb, a great adjective, an amazing adverb.

**Challenge:** Can you include a sub-ordinate clause which needs a comma?

E.g. As the evil witches stirred their cauldron, they cackled with laughter.

<b>Problem of the day</b>	<p><b>Ready:</b> Choose a 2 digit number instead of a 3 digit number. Use a 100 square to help you if you need to.</p> <p><b>Steady:</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <h2 style="margin: 0;">Adding 1, 10 and 100</h2> <table style="width: 100%; margin: 10px 0;"> <tr> <td style="background-color: #e0f7fa; padding: 5px; border-radius: 5px;">Choose a 3 digit number:</td> <td style="background-color: #e8f5e9; padding: 5px; border-radius: 5px;">429</td> </tr> <tr> <td style="background-color: #e0f7fa; padding: 5px; border-radius: 5px;">Add 1</td> <td style="background-color: #e8f5e9; padding: 5px; border-radius: 5px;"><math>429 + 1 = 430</math></td> </tr> <tr> <td style="background-color: #e0f7fa; padding: 5px; border-radius: 5px;">Add 10</td> <td style="background-color: #e8f5e9; padding: 5px; border-radius: 5px;"><math>429 + 10 = 439</math></td> </tr> <tr> <td style="background-color: #e0f7fa; padding: 5px; border-radius: 5px;">Add 100</td> <td style="background-color: #e8f5e9; padding: 5px; border-radius: 5px;"><math>429 + 100 = 529</math></td> </tr> </table> <div style="margin-top: 10px;"> <table style="width: 100%;"> <tr> <td style="background-color: #ffe0b2; padding: 5px; border-radius: 5px; text-align: center;"><b>Challenge:</b></td> <td style="background-color: #ffe0b2; padding: 5px; border-radius: 5px; text-align: center;">Try subtracting 1, 10 and 100 from 3 digit numbers.</td> </tr> </table> </div> </div> <p><b>Go:</b> Can you use a 4-digit number and complete the subtracting numbers?</p>	Choose a 3 digit number:	429	Add 1	$429 + 1 = 430$	Add 10	$429 + 10 = 439$	Add 100	$429 + 100 = 529$	<b>Challenge:</b>	Try subtracting 1, 10 and 100 from 3 digit numbers.
Choose a 3 digit number:	429										
Add 1	$429 + 1 = 430$										
Add 10	$429 + 10 = 439$										
Add 100	$429 + 100 = 529$										
<b>Challenge:</b>	Try subtracting 1, 10 and 100 from 3 digit numbers.										

<b>Healthy Me</b>	<p>Take some time out today to relax. Do something that you enjoy doing which doesn't involve a screen. Listen to some music, play an instrument, draw a picture or do something calming and quiet that you can enjoy. We'd love to hear what you do to help you to relax and calm your mind.</p>
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**The activities below are supplementary and can be used to further extend learning opportunities whilst at home.**

<b>Home Learning</b>	<p>Please look at your Home Learning grid.          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>
<b>Termly Spellings</b>	<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>
<b>National Curriculum Word Lists</b>	<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>
<b>Curriculum Overview</b>	<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.           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>
<b>Useful websites</b>	<p>Please see 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*

A Greek Myth – Apollo and the Chimera

Long ago in Ancient Greece there was a strong and handsome soldier called Apollo. Apollo had a beautiful wife called Athena, who had been kidnapped by an old king called Minos. Apollo was devastated and vowed to rescue Athena. He knew that the king would have taken her to his palace in Crete but a monster called the Chimera guarded this palace.

The Chimera was a ferocious monster with the head of a lion, the body of a goat and a long serpent as a tail. Many heroic men had travelled to his cave and tried to beat the Chimera but had been burnt to death by his fiery flame breath. Although Apollo was a brave man, he did not know how to kill this enormous monster. His father told him to go to Mount Olympus and ask the great God Zeus for advice.

Apollo set off immediately and soon reached the great mountain, where the twelve gods lived. Apollo called for Zeus and begged for his advice. Zeus appeared before him and explained that although the Chimera was fierce and strong, his heart was full of poisoned blood. If Apollo could pierce his heart, the blood would leak into his body and the monster would die an agonising death. Zeus then gave Apollo a shield to keep the Chimera’s flames away, a sharp sword to pierce the evil heart and a pair of shoes. These shoes were shoes of swiftness that made the wearer faster than the speed of light. Apollo thanked Zeus and set off on the long journey to Crete.



Apollo walked on dry roads, climbed mountains and sailed the great sea until at last he reached the palace of King Minos. He entered the cave that was home to the monster and could hear his blood-chilling roar. Apollo crept through the tunnels and edged closer to the monster’s lair. When he was close enough to hear the serpents hissing, he put on the shoes of swiftness and got his sword and shield ready. With a deep breath he ran towards the Chimera with his sword in the air.

The Chimera roared and flames surrounded Apollo. He held up his shield and ran in every direction trying to confuse the monster. The serpent hissed, the lion’s head roared and the flames soared into the air. He kept darting around and soon the Chimera was dizzy. Apollo ran forward and plunged his sword into the monster’s heart. The Chimera let out a furious roar and fell to the floor. The monster was dead at last.

Apollo ran past the body and found his way to the tower where Athena was being held. He knocked down the door and saw his beautiful wife chained up. Quickly, he cut the chains and with the help of the shoes of swiftness, Apollo whisked Athena off to his kingdom and there they lived together happily for the rest of their lives.

Now answer these questions: REMEMBER TO LOOK BACK TO THE TEXT FOR THE ANSWERS....

**Read the given text carefully, then answer the questions using joined cursive writing in full sentences.**

- 1. What was Apollo’s main job before he found the Chimera?

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- 2. a) What verb describes how Apollo was feeling when he found out that Athena was gone?

.....

b) Can you think of another word meaning the same feeling?

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2. Describe the way the Chimera killed the heroic men who travelled to kill it.

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.....

3. Three gifts were given to Apollo by Zeus. What were they and how would they help him?

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4. Zeus told Apollo how to kill the Chimera. Identify the part of the sentence that told him how to kill it.

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6. In what way did Apollo confuse the Chimera as he fought it?

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7. Describe how the Chimera died.

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.....

8. Pretend you are Athena in the tower. Describe what you hear and feel. Use all your senses and write a paragraph with at least 5 sentences with fabulous vocabulary.

## Fractions of a set of objects (2)



- 1 Draw counters in the bar models to help you complete each number sentence.

a)  $\frac{2}{3}$  of 15 =

b)  $\frac{3}{4}$  of 8 =

c)  $\frac{2}{5}$  of 20 =

- 2 Match the questions and answers.

$\frac{2}{3}$  of 9 = ?

9

$\frac{3}{5}$  of 15 = ?

6

$\frac{5}{6}$  of 12 = ?

15

$\frac{3}{4}$  of 20 = ?

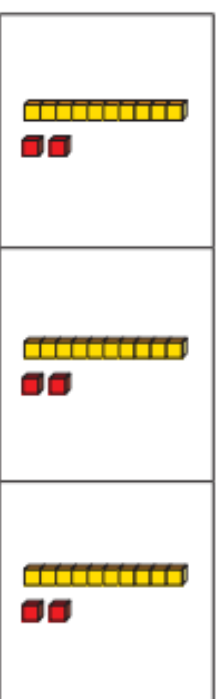
10

- 3 What is  $\frac{6}{6}$  of 18?

How do you know?



- 4 Brett uses a bar model and base 10 to find  $\frac{2}{3}$  of 36



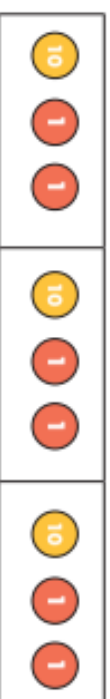
Use Brett's method to complete the number sentences.

a)  $\frac{2}{3}$  of 63 =

b)  $\frac{3}{4}$  of 48 =

c)  $\frac{3}{4}$  of 92 =

- 5 Kim uses a bar model and place value counters to find  $\frac{2}{3}$  of 36



Use Kim's method to complete the number sentences.

a)  $\frac{2}{3}$  of 96 =

b)  $\frac{3}{5}$  of 60 =

c)  $\frac{3}{4}$  of 52 =

- 6 Complete the number sentences.

a)  $\frac{2}{3}$  of  = 30

b)  $\frac{3}{4}$  of  = 30

c)  $\frac{5}{6}$  of  = 30



7

To find  $\frac{3}{4}$  of 12,  
you divide by 4 and then  
multiply the answer by 3

Tommy

To find  $\frac{3}{4}$  of 12,  
you divide by 3 and then  
multiply the answer by 4

Dexter

Who is correct? \_\_\_\_\_

How do you know? Show your working.



- 8 Dora, Whitney and Ron each find a fraction of 24 using counters.

I have  $\frac{5}{6}$  of 24

I have  $\frac{2}{3}$  of 24

Dora

I have 18 counters.

Whitney

Ron

- a) Who has the most counters? Show your workings.

b) How many more counters does Dora have than Whitney?

- 9 Write fractions to make the statements correct.

of 36 < 18

of 36 = 18

of 36 > 18

How many different answers can you find for each?  
Compare with a partner.