

Good Morning Year Three.

Here is the work for Tuesday 5th May. You don't have to do it in the order it appears but we would like you to try all of it and send your work to us.

Don't forget to enter Woodvale's Got Talent, we know you're a talented bunch, here is your chance to prove it!

Enjoy.



Please remember that you can contact us through Teams during school hours but you can also email.

Woodpigeons can email Mrs Waby at smakin@woodvaleprimaryacademy.org

Woodpeckers can email Mrs Blake at sblake@woodvaleprimaryacademy.org

Word of the day scramble

1. Look it up and find the definition.
2. What word class does it belong to? (Verb, noun, adverb, adjective)
3. Use it in a sentence.
4. Find a synonym (a word that means the same).
5. Find an antonym (a word that means the opposite).
6. Has it got a prefix or a suffix? Could you add one?

READING

Read the following text, read it to an adult, read it to your pet (read it lots) and look up any words that you don't understand. There will be questions to answer tomorrow.

The Kite

Tyler had been looking forward to his birthday for weeks. Now he was down to his last present. It was long, thin and light. No way could it be the remote-controlled car he had longed for. “And this is from Great Uncle Gordon,” said his mum, trying to sound more cheerful than she was feeling. She had done her best, but she could tell Tyler was disappointed. He tore off the paper. It was a kite. “Great,” muttered Tyler and threw it to one side. Then he stomped off to his room.

Mum quietly slipped the kite out of sight. A couple of months later, the family were in the local park. It was a bright, breezy day. Tyler was running around, having a great time scrambling over the climbing frames and chasing his friends around. Now and again, he jogged over to take a sip from his bottle of water. “You know that kite you got for your birthday?” said Mum. “Mind if we give it a go?” “Go for it,” replied Tyler before dashing off again.

Dad watched while Mum and Susan, Tyler's younger sister, set up the kite. Mum checked which way the wind was going, then held on to the ends of the twin strings while Susan held the kite above her head. Mum walked backwards about thirty paces. Susan stretched as high as she could. There was a strong gust. Mum tugged on the strings and the kite jerked out of Susan's hands. "Hooray!" cried Susan as the kite climbed into the sky with its colourful tail swirling beneath it. "Come and have a go," said Mum. Susan squealed and gasped as it ducked and danced on the breeze. Suddenly, Tyler was by her side, asking to have a go. She handed him the string holders. Mum gave him a few tips on what to do.

Soon, he was laughing and cheering. He couldn't take his eyes off it; it was mesmerising. Before long, he was able to control each spiral and swoop. It was only when his arms started to ache that he let the others have another go. "Happy birthday, love," grinned Mum.

If you want to access Accelerated reader and are unable to access Teams, follow this link

<https://ukhosted99.renlearn.co.uk/3193827/>

Your login details were included in your pack at the end of term, if you can't remember them, please contact your class teacher.

ENGLISH



Grammar Games

★ Let's investigate some of the words and phrases that help you to write interesting stories.

The Odd-One-Out Game

Words in sentences do different jobs.

Read the paragraph below again. Some words have been underlined. They all do the same job except for one word that is the 'odd one out'.

One stormy night, two mischievous trolls called Skess and Landra perched together on the craggy cliff, watching. Below, the sea bubbled and foamed. Above, the full moon glared down, casting a long shadow across the ebony beach.

- Which one word do you think is the odd one out? Why?

- What do think is the job of the other underlined words in these sentences?



Now check the end of this booklet to see if you worked out the Odd One Out and the job of the underlined words.



The Adjective Game

Adjectives are used to describe **nouns**.

Let's make a list of all the things (**nouns**) you can see in these pictures of Iceland. For example, I can see **rocks** and **clouds** ... what else can you see? Add your ideas to the table on the next page.



Now try and think of some interesting **adjectives** to describe the things in the pictures of Iceland.

Remember you can always magpie some of the words in the story to get started!

Writing Tip – try and think about:

- *What is the colour?*
- *What is the size?*
- *What is the mood (for example, a calm sea or lonely clouds or a terrifying crater)*



Now think about using some of the other senses:

- What might it feel like?
- What might it smell like?
- What might it sound like?

For example:

Nouns	Adjectives
1. rocks	grey tall craggy sharp rounded lifeless slimy
2. clouds	white grey wispy thin silver soft
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
15.	

Challenge 1: Now use the **adjectives** you have thought of and have a look in a thesaurus or just type *alternative word for xxxxx* (insert your word here) online to find some other words that are similar. These are called synonyms.

For example: *Rocks could be described as tall.*

When I looked in my thesaurus (a book that gives you alternative words), I found some more alternative words (synonyms) that I could use to describe the rocks.

The rocks could also be described as:

towering soaring giant colossal

Remember to make sure the new words make sense. The trouble is the thesaurus also said another word for tall is **lanky**. **Lanky** cannot be used to describe the rocks because **lanky** is only used to describe someone or some creature that is very thin and has long legs!



Now use some of your best adjectives to fill in the gaps to describe the setting. Read your sentence out loud. Does it work? Does it sound right?

The _____ rocks stood and stared down on the _____ canyon.

The _____ rocks steamed above the _____ valley.

Challenge 2: Now try using 2 adjectives with a **comma** to describe the nouns – make sure both adjectives work, and they are not just saying the same thing!

The _____, _____ iceberg shimmered in the _____ lake.

I stared towards the _____, _____ crater across rocks carpeted in _____ moss.

Challenge 3: Now try writing your own sentences to describe the setting using your best adjectives. Remember to read your sentence out loud first. Also use a capital letter, a full stop and, if you use 2 adjectives, remember the comma!



The Preposition Game

Prepositions are words that tell the reader where things are. They are really useful to help you describe a good setting in your story. For example, in the story:

Below, the sea bubbled and foamed. **Above**, the full moon glared down. Imagine you are Skess and Landra, sitting, looking and listening.

- What can you see **above** or **below** you?
- What might you hear **above** or **below** you?

Remember you can use the pictures in this workbook to help you.

Now let's try writing some new sentences using your ideas.

Start each of your sentences with the preposition **Below** or **Above**. Remember to use a comma when you start your sentence with a preposition (or a prepositional phrase like, **Above** the beach,). Also finish your sentence with a full stop.

Writing Tip

Try and describe the things you see or hear using some adjectives. For example:

Below, the rolling waves crashed over the rocky beach.

Below, _____.

Above, _____.

Below the cliffs, _____.

Challenge: Now write some additional sentences using some of these **prepositions** or **prepositional phrases** at the start of your sentence.

In the distance, **In front,** **Behind,**

For example:

In the distance, they could hear the low rumble of the other trolls, feasting on their hoard of freshly caught fish.



Other ideas if you want to do more.

You can still listen to Pie Corbett and his colleagues at <https://radioblogging.net/> too. It goes out live at 9.30am but if you are not ready to do it then, go to the website, click the 'Welcome to RadioBlogging.net' tab and the show will replay for you. You will then need to go to the 'Today's Show' tab to access the resources. The presenters explain everything.

Try the English lessons on BBC Bitesize or Oak National Academy.

MATHS

We are going to be practising some concepts for the next few weeks, mastering skills that you need to know.

Solving problems.

Step 1: What does the question **tell** me?

Step 2: What does the question **ask** me?

Step 3: Which operation do I need to use (+, -, x, ÷)?

Step 4: What prior knowledge can I use? (number bonds, times tables, etc)

Step 5: Will a picture or diagram help me to solve it? (bar model, part whole diagram, etc).

Step 6: Solve it!

Solving problems – mixed problems

Discover



- 1 a) Amal makes 14 wooden horses a day.
How many does he make in 4 days?
- b) Sofia makes 92 wooden giraffes in 4 days.
She makes the same amount each day.
How many does she make each day?

Share

- a) Amal makes 14 wooden horses a day.

T	O

$$4 \times 10 = 40$$

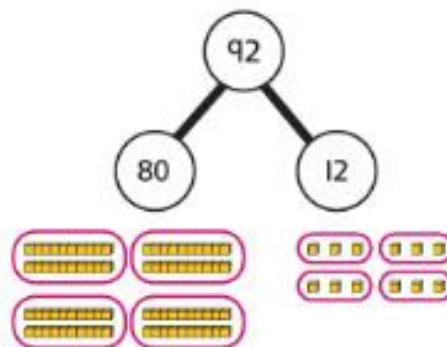
$$4 \times 4 = 16$$

$$40 + 16 = 56$$

$$\text{So } 4 \times 14 = 56$$

Amal makes 56 wooden horses in 4 days.

- b) Sofia makes 92 giraffes in 4 days.



$$80 \div 4 = 20$$

$$\text{and } 12 \div 4 = 3$$

$$20 + 3 = 23$$

$$\text{so } 92 \div 4 = 23$$

Sofia makes 23 wooden giraffes each day.

To work out how many for 4 days I need to multiply 14×4 .



I multiplied the 10s first and then the 1s.

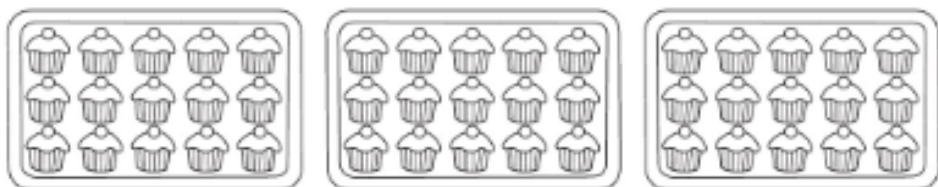
Then I added my answers.

I divided to find out how many Sofia made each day. I used 2 numbers that divided by 4.

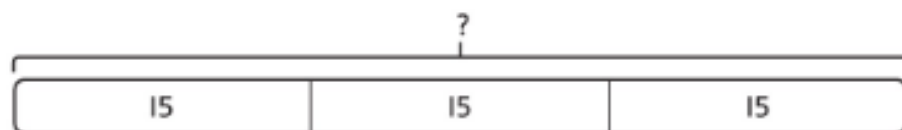


Solving problems – mixed problems

- 1 There are 15 cakes on a tray.



How many cakes are there on 3 trays?

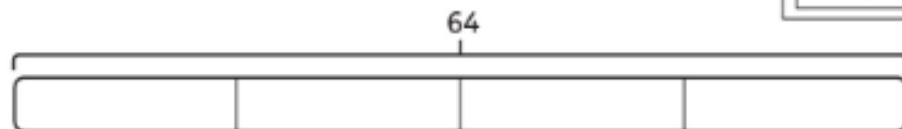


There are cakes in total.

- 2 There are 64 items of clothing in this chest of drawers.

There is the same number of items in each drawer.

How many items of clothing are in each drawer?



There are items of clothing in each drawer.

- 3 a) A jar contains 8 spoonfuls of honey.
Each spoonful holds 12 ml of honey.



How much honey is in the jar?



There are ml of honey in the jar.

- b) The honey is poured equally onto 3 bowls of porridge.



How much honey is in each bowl?



There are ml of honey in each bowl.

- 4 A tower is 3 times as tall as a house.

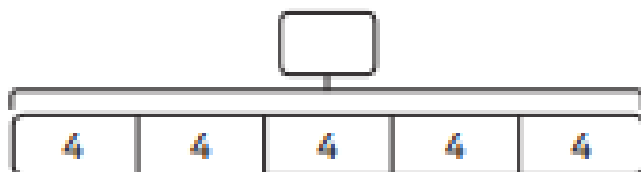
A house is 34 metres tall.

How tall is the tower?



The tower is metres tall.

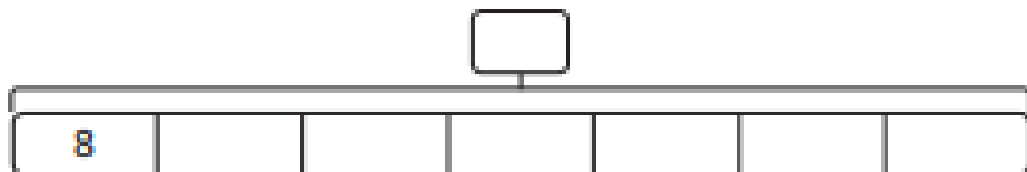
1 a) What is the total score?



$$\square \times \square = \square$$

The total score is .

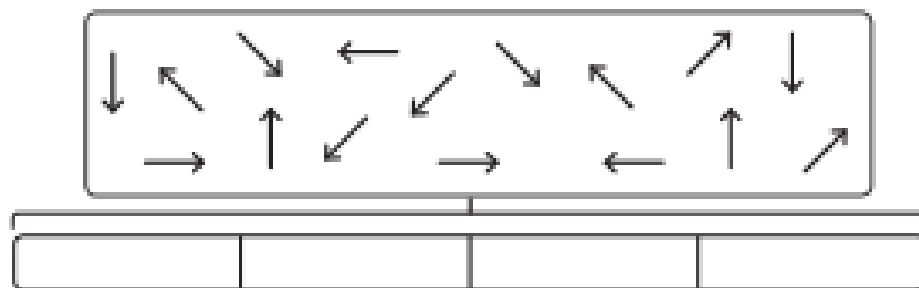
b) How many rulers are there?



$$\square \circ \square = \square$$

There are rulers.

2 There is an equal number of arrows on four paths.

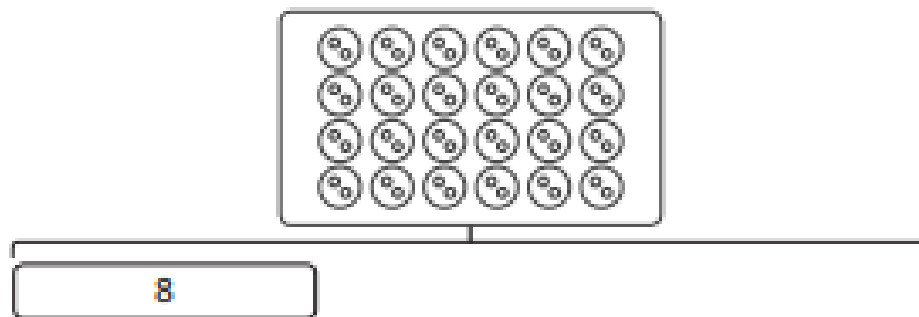


How many arrows are on each path?

$$\square \div \square = \square$$

Each path has arrows.

3 These buttons are put into bags of 8.



How many bags are needed?

$$\square \circ \square = \square$$

bags are needed.

4 A game costs £3.

Marcus buys 5 games.

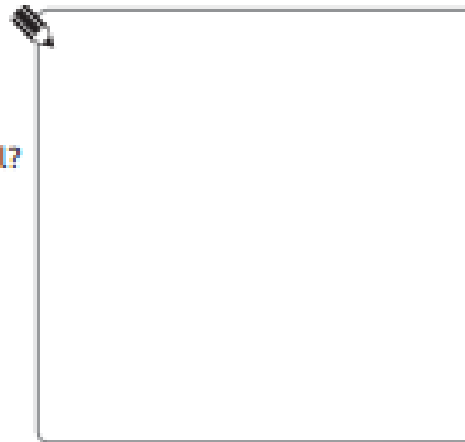
How much do 5 games cost in total?

Draw a bar model.

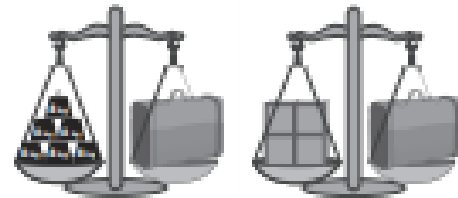
Write down the calculation.

$$\square \times \square = \square$$

5 games cost £ .



5 How much does each box weigh?



Each box weighs kg.



Reflect

Aki is solving a multiplication word problem. The answer is 24.

What could the question be?

- _____
- _____
- _____
- _____

Other ideas if you want to do more.

If you want some more maths challenges, try the daily activities at <http://www.iseemaths.com/home-lessons/>.

Keep practising your tables on TTRockstars.

Try the maths lessons on BBC Bitesize or Oak National Academy.

OTHER SUBJECTS

Computing

Code a superhero. Can you make your superhero fly over the tallest buildings? Can you give them their own superhero music?

Follow this link and have fun with coding

<https://csfirst.withgoogle.com/c/cs-first/en/code-your-hero/code-your-hero/introduction-from-hero-to-superhero.html>



PE Challenge

We challenge you to make an obstacle course for your pet (or brother or sister or mum or dad) to complete using items from your home. Make it as fun or as tricky as possible. Here is a clip to give you inspiration. This man is feeding squirrels in his garden!

<https://www.youtube.com/watch?v=r9eLxSa5oSk>



BBCBitesize lessons at <https://www.bbc.co.uk/bitesize/tags/myxxyc/year-3-and-p4-lessons/1>

Oak National Academy lessons at <https://www.thenational.academy/online-classroom/year-3&schedule>

Year 3/ P4 online lessons				
Monday 4 May - Friday 8 May				
BBC Bitesize Daily lessons				
Monday	Tuesday	Wednesday	Thursday	Friday
English Using inverted commas to show speech	English Expanded noun phrases	English What is a recount?	English Reading lesson: Dindy and the Elephant by Elizabeth Laird	Bank Holiday
Maths Converting pounds and pence	Maths Adding money	Maths Subtracting money	Maths Multiplying and dividing by 3	
History The Stone Age	Geography Introduction to time zones	Science What plants need to survive	Computing How to get computers to do what we want	

Find all this content and more at: [bbc.co.uk/bitesize/dailylessons](https://www.bbc.co.uk/bitesize/dailylessons)

Genre focus: Poetry				
Read example text. Reading comprehension focus on word meaning	Continued reading to develop inference	Read the example and identify key features of poetry	Key feature focus: expanded noun phrases	To use key features in order to write own composition
Fractions				
Equivalent fractions to make a whole (half, quarter)	Equivalent fractions to make a whole (third, sixth)	Adding fractions with the same denominators	Subtracting fractions with the same denominators	Application of adding and subtracting fractions
		What are the main parts and functions of a flowering plant?		
	The death of Harold Godwinson and the Norman Victory			Henry II and Thomas Becket: Lesson 1
	To be able to say your birthday in Spanish			

To sing a major scale using solfege