

Good Morning Year Three.

Here is the work for Wednesday 6th May.

Don't forget Woodvale's Got Talent and the VE Day poetry competition, get your entries in to win prizes!

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

gargantuan

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

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.

1. How did Tyler feel about the kite when he was first given it?
2. What does Tyler do that tells you he was disappointed?
3. What was the weather like? How do you know?
4. How did the kite move in the air? Which words tell you this?
5. How did Tyler feel about the kite at the end of the story?
6. Read the final paragraph. Which description best describes the word 'mesmerising'? Circle one - Dull and boring; High in the air; Has a pungent smell; Captures the complete attention of.

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



Innovating Ideas

What happens in Stone Trolls	The Underlying Plot Pattern
<ul style="list-style-type: none">• Trolls hiding from people in caves• Shouldn't go out in day light because they will be turned to stone	<ul style="list-style-type: none">• Group of characters warned not to do something
<ul style="list-style-type: none">• One stormy night, Skess & Landra go to cliffs by beach	<ul style="list-style-type: none">• 2 main characters (MCs) introduced and the setting is described
<ul style="list-style-type: none">• Skess sees ship in trouble at sea• They decide to go and rescue ship	<ul style="list-style-type: none">• MCs see someone or something in danger in the setting
<ul style="list-style-type: none">• Skess & Landra save crew of ship	<ul style="list-style-type: none">• MCs save them
<ul style="list-style-type: none">• Suddenly, morning arrives – trolls turned to stone• This explains stone pillars on beach	<ul style="list-style-type: none">• Terrible things happen to MCs because ignored warning• This explains feature in landscape

Now, let's think about writing a new version of the story.

The 'Stone Trolls' could be described as a 'Warning Story'. The trolls are hiding from people and are warned not to go outside in the day light as they will be turned into stone. They ignore this warning!

In the 'Stone Trolls', the story explains where the rocks on the beach came from.



There are other interesting things on the land that you could pretend were once trolls that tried to help people but were caught out when the sun came up!
Here are some new story ideas:

Idea 1

The volcano

This could have once been a troll who was furious when the sun came up!

Troll was trying to save some walkers lost in the mountains.

Idea 2

The cave

This could have once been a shocked troll caught with their mouth open when the sun rose!

Troll was trying to save some people walking near the edge of a cliff.



Idea 3

The waterfall

This could be the tears of a very sad troll caught as the sun came up!
Troll was trying to save people swimming in the river.



Idea 4

The tallest rock on the cliffs

This could once have been a very helpful king of the trolls who was rooted to the ground when the sun rose!

King Troll was acting as a lookout.

Here is the underlying plot pattern again with my new story idea

Stone Trolls plot	The Plot Pattern	My new story plan
<ul style="list-style-type: none"> Trolls hiding from people in caves shouldn't go out in day light because they will be turned to stone 	<ul style="list-style-type: none"> Group of characters warned not to do something 	<ul style="list-style-type: none"> Trolls hiding deep in forest away from people Warned not be out in rain because will turn into tall trees
<ul style="list-style-type: none"> One stormy night, Skess & Landra go to cliffs by beach 	<ul style="list-style-type: none"> 2 main characters (MCs) introduced and the setting is described 	<ul style="list-style-type: none"> One summer day, trolls, Fir & Oak, out walking in forest, looking for food
<ul style="list-style-type: none"> Skess sees ship in trouble at sea They decide to go and rescue ship 	<ul style="list-style-type: none"> MCs see someone or something in danger in the setting 	<ul style="list-style-type: none"> Fir sees children climbing trees - one is stuck Oak Fir decide to climb tree to save them
<ul style="list-style-type: none"> Skess & Landra save crew of ship 	<ul style="list-style-type: none"> MCs save them 	<ul style="list-style-type: none"> Fir & Oak save children
<ul style="list-style-type: none"> Suddenly, morning arrives - trolls turned to stone This explains stone pillars on beach 	<ul style="list-style-type: none"> Terrible things happen to MCs because ignored warning This explains feature in landscape 	<ul style="list-style-type: none"> Suddenly, there is crack of thunder and it starts to rain. Fir & Oak turned into tall trees

Idea 5

You could use where you live. Are there any interesting buildings, hills, rivers etc that you could imagine were once trolls? Is there anyone you want to turn into a stone troll!



Now Plan your Story!

★ Use the planner below to jot down some ideas for your own version of the story.

★ You could use my story idea above or the other ideas.

Stone Trolls	The Plot Pattern	Your new story plan
<ul style="list-style-type: none"> Trolls hiding from people in caves shouldn't go out in day light because they will be turned to stone 	<ul style="list-style-type: none"> Group of characters warned not to do something See new story ideas! 	<ul style="list-style-type: none"> Trolls hiding from people. They shouldn't because they will be turned into
<ul style="list-style-type: none"> One stormy night, Skess & Landra go to cliffs by beach 	<ul style="list-style-type: none"> 2 main characters (MCs) introduced and the setting is described Think of some good troll names. 	
<ul style="list-style-type: none"> Skess sees ship in trouble at sea They decide to go and rescue ship 	<ul style="list-style-type: none"> MCs see someone or something in danger in the setting What might be a dangerous thing to do in your new setting? 	
<ul style="list-style-type: none"> Skess & Landra save crew of ship 	<ul style="list-style-type: none"> MCs save them 	
<ul style="list-style-type: none"> Suddenly, morning arrives - trolls turned to stone This explains stone pillars on beach 	<ul style="list-style-type: none"> Terrible things happen to MCs because ignored warning This explains feature in landscape 	

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)

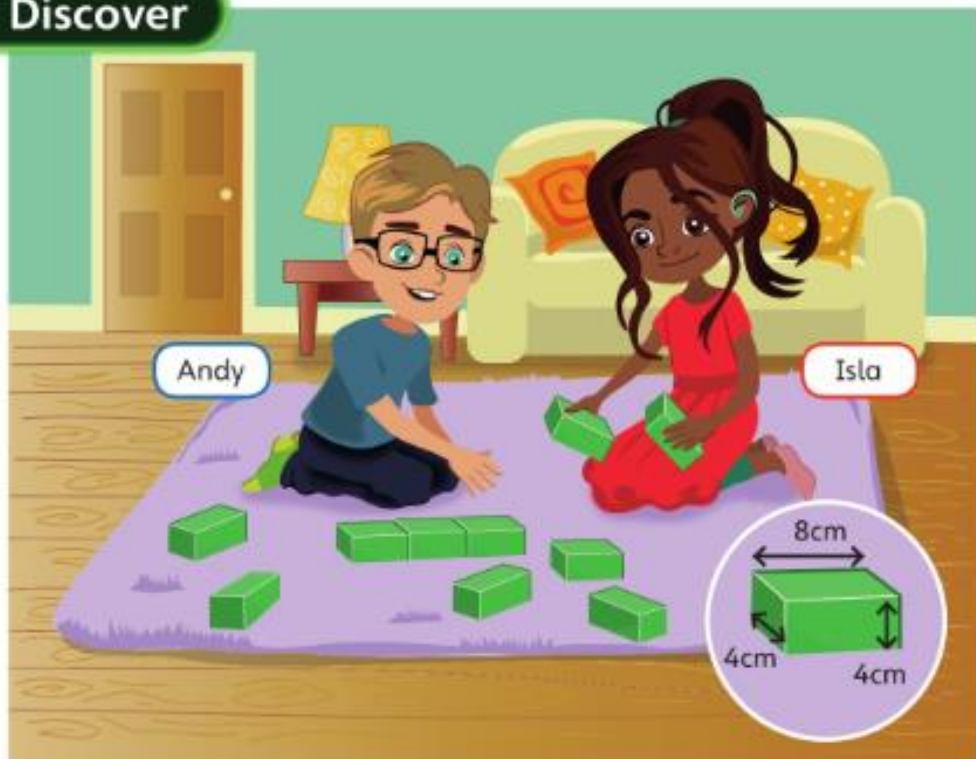
Step 5: Will a picture or diagram help me to solve it? (bar model, part whole diagram, etc).

Step 6: Solve it!

Problem solving – multiplication and division 2



Discover

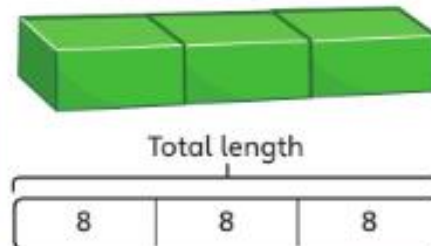


- 1** a) Andy has put 3 blocks end to end to make a new shape.
What is the length of Andy's shape?
- b) Isla makes a shape that is 32 cm long.
How many blocks does she use?

Share

- a) Andy puts down 3 blocks.

I will use a bar model to help me see what I should do.
I need to multiply to work out the total length.



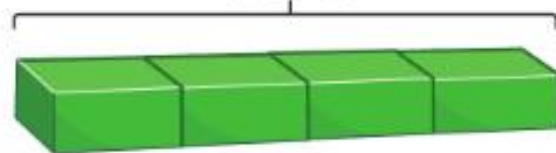
$$3 \times 8 = 24$$

The length of Andy's shape is 24 cm.



- b) Isla's shape is 32 cm long.

$$4 \times 8 = 32$$



I laid the blocks down and kept adding on until I got to 32 cm.

I used division.
I think this is a quicker way.

$$32 \div 8 = 4$$

Isla uses 4 blocks.

There is another possible answer:

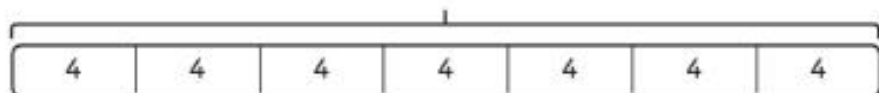
$$32 \div 4 = 8$$

Isla uses 8 blocks.



Think together

- 1 How long is the new shape that has been made?



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

The shape is \square cm long.

- 2 Which tower is taller?

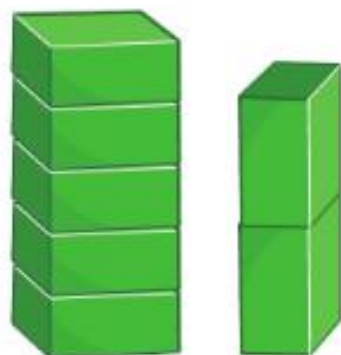
How much taller is it?

Tower A: $\square \times \square = \square$ cm tall.

Tower B: $\square \times \square = \square$ cm tall.

Tower \square is the tallest tower.

It is \square cm taller.



A

B

- 3 Isla makes this pattern using 7 wooden blocks.



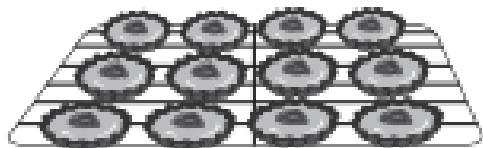
How long is the new pattern?

I think I need to work out two multiplications and then add.

These are the same blocks that the children used in the Discover activity.

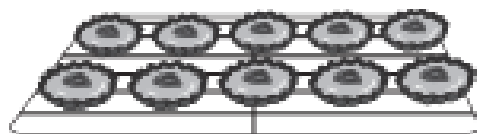


1 a) How many jam tarts are on each tray?



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

There are jam tarts.



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

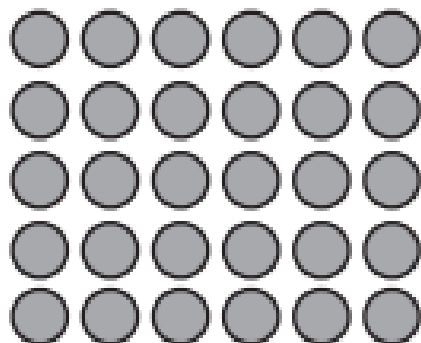
There are jam tarts.

b) How many jam tarts are there in total?

$$\square + \square = \square$$

There are jam tarts in total.

2 How many counters are there in total?



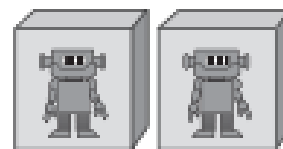
$$\square \times \square = \square$$

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

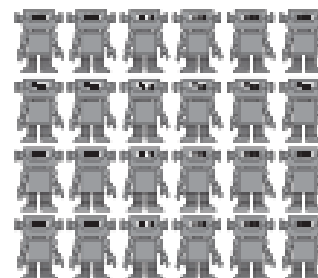
$$\square + \square = \square$$

There are counters in total.

3 Robots are packed in boxes of 8.



Amira



Jamie

a) Who has more robots?

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

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

$$\square > \square$$

_____ has more robots.

b) How many more robots do they have?

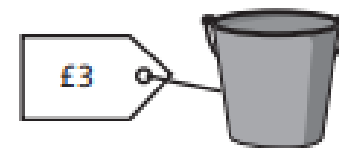
$$\square - \square = \square$$

They have more robots.

4 a) How much do 7 buckets cost altogether?

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

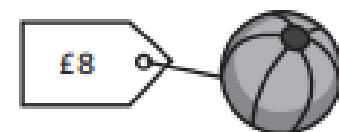
7 buckets cost £ .



b) How many beach balls can you buy with £40?

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

You can buy beach balls.



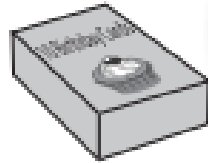
5 Cards come in boxes of 10.

The cards from 6 boxes are put into piles.

There are 4 cards in each pile.

How many piles of 4 cards can be made?

piles of 4 cards can be made.



CHALLENGE

Reflect

Make up a multiplication or division question about this price list.

Challenge your friend to answer it.



Coffee £2



Muffin £3



Sandwich £4



Cake £8.

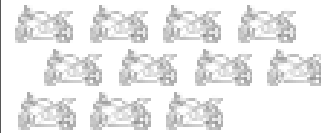
• _____

• _____

• _____

• _____

1. How many wheels would 11 motorbikes have?



2. If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?



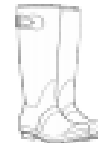
3. While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?

4. All four judges gave the dancer a score of 10. How many did she score altogether?



5. 12 people came to the show and they paid £5 each. How much were the ticket sales altogether?

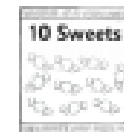
6. On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot?



7. Sam is sharing biscuits between himself and his four brothers. If there are 25 in the pack how many will they each get?



8. A machine making sweets puts 10 in each packet. If the machine has produced 70 sweets, how many packets can it fill?



9. Carol gives half of her owl collection to her sister. She has 35 owls remaining. How many did she have to start with?



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

Challenge

The Statue of Liberty has 354 steps to get to the top, the Eiffel Tower has 1,665, the Blackpool Tower has 563 and the Burj Khalifa has 2,909.

Can you find these towers on a world map?

Can you find a tall tower with a large number of steps?

How high can you climb in one day in your home? Walk upstairs and count the steps, count how many times you use the stairs in a day and multiply by the number of steps. Which tower have you climbed? Will anyone scale the Burj Khalifa?

WORLD MAP



- | | | | |
|---------------------------|---------------------|-----------------------|----------------------------------|
| 1. Netherlands | 10. Austria | 20. Ghana | 29. Liechtenstein |
| 2. Belgium | 11. Hungary | 21. Togo | 30. Montenegro |
| 3. Luxembourg | 12. Serbia | 22. Benin | 31. Kosovo |
| 4. Switzerland | 13. Moldova | 23. Cameroon | 32. Palestinian Territories |
| 5. Slovenia | 14. North Macedonia | 24. Equatorial Guinea | 33. St. Vincent & the Grenadines |
| 6. Croatia | 15. Albania | 25. Rwanda | |
| 7. Bosnia and Herzegovina | 16. Cyprus | 26. Cambodia | |
| 8. Czechia | 17. Lebanon | 27. Panama | |
| 9. Slovakia | 18. Guinea-Bissau | 28. Malawi | |
| | 19. Guinea | | |



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