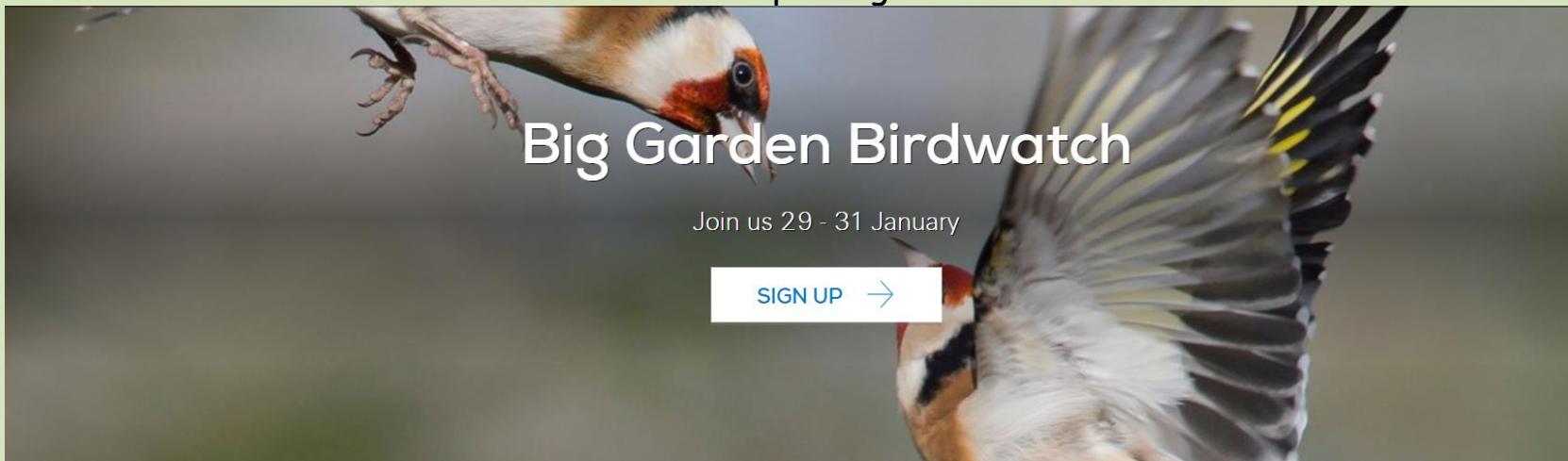




Good morning Year 3!

I hope that you have all had a good weekend and are feeling refreshed and ready for a positive, busy week of home learning. Last week was still very wintry and then very wet, but I can already see daffodils poking up in the garden, so I'm looking forward to milder days and more sunshine! What have you seen while you've been out for a walk? I had a very exciting early morning surprise on Friday, when I put up Lukas' bedroom blind (teenage boys never seem to manage that themselves...) and I saw a big, fat badger snuffle across my back garden! I'm going to have to research now to find out how to encourage it back. Orla is being visited by a fox, who apparently likes jam sandwiches! Have the rest of you had any surprise visitors?

[Big Garden Birdwatch | Join the fun - The RSPB](#) The Big Garden Birdwatch is happening from the 29th to the 31st of January, so click on the link to see how you can get involved and spending a lovely hour birdspotting!



Keep being cheerful, busy and a helping hand to everyone around you, and the days will fly by and we will be back together soon, Ms H-K xx

Special shout-outs this week go to:

Savannah - for excellent cooking, demonstrating brilliant chopping skills!

George for an excellent winter poem - check it out on the Fairway board on Purple Mash 😊

Jasmine for baking the best-looking brownies - yum!

Alex, Lydia, Eliza, James and Arya for all being brilliant linguists and doing so well with our new family vocabulary in French - très bien!

Kayden - for having a second go at an activity and scoring 100% - brilliant!

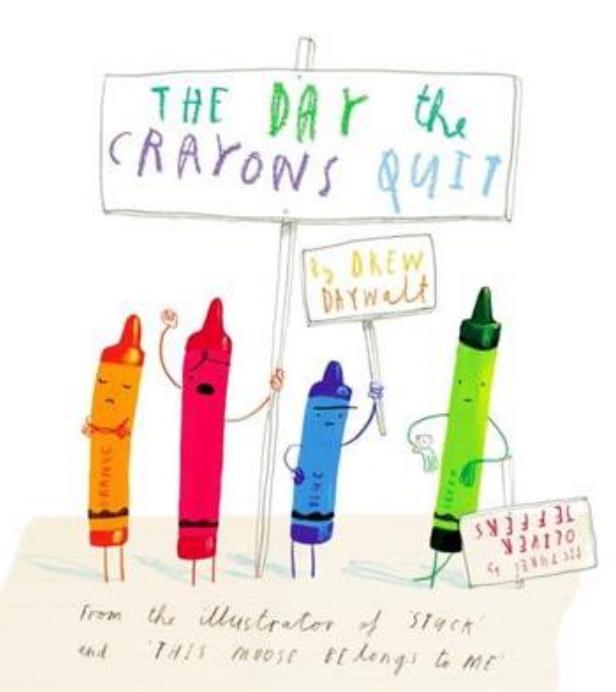
And finally Jacob, Orla and Charlie for their work about what makes a special friend, where each of them really thought about what is so important to us in the people we care about 😊.

And so to our learning...

You will find a grid below again that outlines the lessons and activities for this week.

Some will just require paper and pencil, and for some you will follow links to on-line tutorials or videos. You have an English and Maths lesson each day, with the LO written in and then an outline of what you need to do and links to the resources for the sessions.





For English, we will be starting a series of lessons based around The Day the Crayons Quit, which is by Drew Daywalt, with illustrations

by the wonderful Oliver Jeffers. The lessons are going to be mainly on Oak National Academy, but there will be extra activities in the daily box and some frames on Purple Mash where you will be sharing your work with me.

This is a lovely reading of the book that you can use to go back to at different points in the week, maybe when you want to think about some of the characters, or when you just want to enjoy listening to the story straight through 😊.

[The Day the crayons quit - Books Alive! Read Aloud book for children - YouTube](#)

We will be trialling some new tech this week (Fingers crossed that it works!), so make sure that you are logging on with your new Teams ID. Information will be coming out to you all separately.



In maths, we are carrying on with our work on multiplication and division.

We are using Oak Academy resources, so you will find a web-link for each session, which will take you to the learning for that day. Read the instructions for each day below first, as they will help you in the lesson and direct you to any extra tasks 😊.

Remember to start a new page for each activity, writing the date and LO neatly. Choose your own line of requirement for each writing based session from our Y3/4 spellings. For maths slots, for your line of requirement, practise a different measure fact each day.

For the afternoons,
I have now put the different subjects in a block below (read through now and see what they are) so that you can decide what order you do them in.

Daily extras:

- * Fresh air and exercise - remember that you can find links to activity ideas on our class page. There is a **Keeping Active in Lockdown** heading, with ideas for you to click on. - Have you tried the Daily Mile yet? (I'm building up gradually to mine!) (It's 16 laps of the playground!)
- * TT Rockstars practise AND quick math skills that I've set on Purple Mash for you.
- * Y3/4 spellings - focus on a few at a time, practising them using the strategies we've looked at, such as Rainbow spellings or pyramids. They are all back up our class page, so see if you can spell those correctly so far.
- * How have you been creative? Remember to send me pictures of your winter themed art... Scroll down to see this week's multi-coloured challenge 😊.

Reading: use your Purple Mash log-in to access your group reading book. Your new chapter will pop up on Mondays. Here you will also find tasks that I have assigned you based on your book.



Make sure that you are reading for at least twenty minute a day, and this should include choice books of your own from home.

If you are stuck with something, remember to think about what we would do in class first, and then talk it through with somebody at home. If you are still in a pickle, then your parent can e-mail me on our class e-mail: year3@fairway.uwmat.co.uk and I will try to get you back on track as soon as possible😊.

Monday

Maths

English

This week you will be completing the multiplication and division unit, again using lessons on Oaks National Academy.

Follow the link for your lesson, which will be led by Miss Brinkworth.

LO: I can recall and apply my learning.

[Consolidating multiplication and division knowledge \(Part 1\)](#)

(thenational.academy) (Session 10 in the multiplication and division sequence)

Today you are going to be revising your learning from last week, looking especially again at commutativity and related number sentences, making sure that you understand it before we move on to a new use of your multiplication and division skills tomorrow.

Main English session: today is your first session looking at The Day the Crayons Quit, by Drew Daywalt and Oliver Jeffers.

Today's objectives are:

LO: I can say why a character is feeling a particular way.

LO: I can retell a story that I have heard, explaining the main theme.

1) Go to Oak National, following the link below. The teacher, Ms Bourke is going share the story with you, but she is going to ask you to pause the video at different points to either make a prediction, or to explain how you think a character is feeling - and I can tell you now that a lot of the characters are quite cross! Make sure that you jot down your ideas as you go, as you will need them for the second part of the session. 😊

<https://classroom.thenational.academy/lessons/to-share-and-discuss-a-story-c9h36c>

2) Next go to Purple Mash - you have a frame where you are going to tell me the main theme of the story, what it was about, and then you are going to tell me about four of the crayons, explaining how they were feeling and why. Make sure that you refer to what the crayons say in their letters.

		<p>You can use the crayons that you looked at with Ms Bourke, or choose other ones.</p> <p>Spelling: this session you will be looking at silent letters</p> <p>https://classroom.thenational.academy/lessons/to-investigate-silent-letters-c9gk4r</p>
		<p>Afternoon:</p> <p>Reading - start Chapter Three on Purple Mash. (Your quiz on the chapter will pop up either today or Wednesday, depending on which book you have. Remember to go back to the chapter to check your answers for the quiz, as you need to be super precise.)</p> <p>Keeping Active: choose an activity off our class page.</p> <p>Choose two activities from the Afternoon box.</p>
Tuesday	<p>Maths</p> <p>LO: I understand how to solve correspondence or scaling problems. Today you are going to have to practise working logically through a problem to help you solve it, with your first go on correspondence or scaling questions. You'll start off though with a warm-up using your 3s and 4s - I hope that you are all getting super confident with these by now!</p>	<p>English</p> <p>LO: I can identify the features of a persuasive letter. So last week we started off by picking out features from a range of texts - we looked at a diary, a non-chronological report and a narrative. We then looked at the features of a poem. We always need to do this, as it's very hard to write a new type of text, if we don't know the features that it should have!</p> <p>1) You are going to start with the Oak lesson with Ms Bourke again, where you are going to pick</p>

Solving correspondence problems
(thenational.academy) (Lesson 11 in
the sequence)
Enjoy!

persuasive features out of some of the crayons'
cross letters.

<https://classroom.thenational.academy/lessons/to-explore-the-features-of-a-persuasive-letter-cgvked>

2) The independent task is going to be looking at a letter from Mr Fox and picking out the features that you've been looking at. I have put the letter on the class page. Pause the video at the right place so that you can complete this, before going back to the video to see if you have picked out all of them - good luck!

Spelling: LO: I can spell words that use silent letters.

Today you are going to practise the spellings from yesterday, plus look at other silent letter words. You will find the list of silent letter spellings on our class page, plus an activity on Purple Mash.

Keeping Active: choose an activity off our class page.

Choose two activities from the Afternoon box.

Wednesday

Maths

Remember that today you have a special introduction to the day's learning, so log-on to Teams and open it up 😊.

English

LO: I can use recognise synonyms.

LO: I can use new vocabulary in sentences.

In today's lesson you are going to be looking closely at some new vocabulary around emotions, using each new

LO: I can use doubling to find new times tables facts.

So today's lesson is a really important one for helping you with our next target times tables. Hopefully by now you should know the 2s, 10s and 5s inside out, and be nice and confident in counting up and down in and recalling the 3s and 4s. Today's lesson is going to show how we can use those facts that we know already to help us learn new facts - namely the 6s and 8s times tables 😊.

To help you tin the lesson, you will need to remember the doubling strategy we looked at in class:

Double 12:

12

10 2 (Partition the number.)

20 4 (Double each part.)

24 (Put the parts back together.)

[Using doubles to multiply](#)

([thenational.academy](#))

(Lesson 12 in the sequence)

word in lots of different ways. Follow the link to the lesson:

<https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-negative-emotions-chhp8c>

- 1) Work through the lesson, which is led by Ms Butt, remembering to pause for the mini activities as you go.
- 2) For the independent task, you are going to use the three main new words in sentences, and you will find a frame on Purple Mash for this.
- 3) You will also see that there are three more emotion words that some of the crayons in the story may be experiencing - exhausted, frustrated and confused. For each of these you are going to find other synonyms that you could use too. Jot them down for each one, and then practise using them aloud in different sentences.

Deflated: feeling hopeless, let down or saddened

Desperate: frantic, anxious or despairing

Humiliated: ashamed, very embarrassed or crushed

Grammar: this week's grammar is going to be on sentence level work, looking at compound sentences. A compound sentence is made up of two main clauses, as

	<p>When you've finished the session, remember to spend time practising doubling your 3s to find your 6s, and the 4s to find the 8s. 😊</p>	<p>in two simple sentences that would each make sense on their own, but have been joined together.</p> <p>https://classroom.thenational.academy/lessons/to-explore-compound-sentences-6wt3jt</p>
	<p>Afternoon:</p> <p>Keeping Active: choose an activity off our class page.</p> <p>Choose two activities from the Afternoon box.</p>	
Thurs-day	<p>Maths</p> <p>LO: I can multiply by ten to find new number facts.</p> <p>Today's lesson is going to practise another skill that we have looked at previously - that of multiplying my 10 to make new related number facts -</p> <p>$4 \times 7 = 20$ so...</p> <p>$40 \times 7 = 280$</p> <p>Remember that when we multiply whole numbers by 10, we jump the digits one place to the left and slap on the placeholder (0).</p> <p><u>Using ten times greater for known times tables (thenational.academy)</u> (lesson 7 in the sequence)</p> <p>Challenge: if you get on super well in the lesson, then you could practise the</p>	<p>English</p> <p>LO: I can devise a character and explain how they are feeling.</p> <p>Today you are going to take inspiration from Duncan's crayons and devise two characters based on something that you own. Follow the link for the lesson, then go onto Purple Mash to complete your work. Remember to use the help prompts and audio on Purple Mash to get you going and keep you on track! I'm looking forward to seeing what you come up with!</p> <p><u>To devise a character and describe how they are feeling (thenational.academy)</u></p> <p>Spelling: this session will take us back to the silent letters that we've worked on at the start of the week, and it will also include a test.</p>

	<p>skills from yesterday and today together, making number webs for facts in the 6 or 8 times tables.</p> <p>$7 \times 6 = 42$</p> <p>$70 \times 6 = 420$ or even $700 \times 6 = 4200$</p> <p>$7 \times 60 = 420$</p>	<p>https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-silent-letters-including-test-6mvkjc</p>
	<p>Afternoon:</p> <p>Keeping Active: choose an activity from our class page.</p> <p>Choose two activities from the Afternoon boxes - check to see that you are on track for the week😊.</p>	
Friday	<p>Maths</p> <p>LO: I can apply my multiplication and division skills in a range of contexts. So today we are going to finish the week as we started it, with a recap of our learning.</p> <p><u>Consolidating multiplication and division knowledge (Part 2) (thenational.academy)</u></p> <p>Times Tables: today, after the lesson I want you to carry on practising your target tables by playing the card game, and making inverse cards. If you're not confident with the 3s or 4s yet, you need</p>	<p>English</p> <p>LO: I can give a character's opinions and explain their reasons. Our last session this week is going to be developing our work on our new characters from yesterday. You will start with some practise of the conjunctions that we've looked at this week first. Then the main activity is going to look at giving reasons and explaining them, using different conjunctions (so and because). Follow the link below to:</p> <p><u>To express opinions and give reasons for them (thenational.academy)</u></p> <p>Again you have a frame on Purple Mash where you will write your work😊.</p>

to work on those, but hopefully you are ready to move onto the 6s or 8s.

For the normal card game, remember that you just use a pack of playing cards, one person is the dealer and puts a card face up. If you're practising the 6s and the card is a 9, then it is the first person to shout out the correct answer to 9×6 who gets to keep the card. Ace is 1, Jack is 11, Queen is 12 and King is Dealer's Choice 😊.

To make the inverse cards, you'll need 12 smallish bits of card, and in big numbers you write one of the times table facts for that table on the front of each one, as in either 6 or 12 or 18 or 24 till you have one number on each card, finishing at 72. On the reverse, choose a symbol and repeat it 6 times (choose an easy symbol!) to make it look like a real playing card 😊.

Spelling: use time today to look at the Y3 and 4 statutory spellings. Remember that all the ones that we have looked at so far are on our class page. Pick five words that you are getting wrong and practise them with your chosen strategy. Make sure that you get someone to test you later on in the day, to see how well you are remembering them now. 😊

Afternoon:

Keeping Active: choose an activity from our class page.

Finish off the activities from the Afternoon boxes.

Science

LO: I can explain why we have night and day.

I can explain how the movement of the Earth causes day and night.

I can rehearse and then deliver a short demonstration, using props to explain the movement of the Earth.

I can draw a labelled diagram to explain my learning.

We are going to carry on our learning around light and dark this week by looking at why we have them! Your first learning is going to be on Oak National Academy, where Miss Emms again will be leading the session. She will ask you to pause the video at different times for different activities. You will see from our Steps to Success that you will need to deliver a presentation, so make sure that you rehearse it and how you will explain the learning really well, before you share it with someone at home - you'll need to be ready to answer their questions!

To share your learning with me, you may either complete the template I've set on Purple Mash, or send me pictures of your diagrams instead - the choice is yours 😊.

[What is the difference between night and day? \(thenational.academy\)](#)

Geography

LO: I can explain some features of the six key biomes.

I can explain what a biome is.

I can explain how a biome is different to an ecosystem.

I can say some of the Earth's biomes.

I can say why certain biomes might be hot, cold, dry or wet.

So you have been doing some lovely geographical studies so far, first looking at the regions of Europe and then looking more closely at Greece. Before we go back to Greece as part of our new Bronze topic, we're going to find out about the world's biomes. After this week, you

should hopefully be able to look at where Greece is in the world and say what type of biome it is in, and what that means for Greece's climate - hopefully anyway!

Your learning is in two parts - first you have a session on oak National Academy which will introduce the idea of biomes to you. There are a lot of big words in this session, but the teacher, Miss Reid, is lovely, and she's going to explain things super clearly. Make sure that you join in, saying the answers when you need to and pausing the video to jot your answers down. 😊

[What are the Earth's biomes? \(thenational.academy\)](#)

The second part is on Purple Mash, where you will see I have set a habitats quiz for you. You will need to use your learning with Miss Reid to help you match up the pictures with the labels, and then answer some questions. I think that you should enjoy it!

French

LO: I can use family vocabulary.

So how did you get on with these words last week?

Ma mère

Ma soeur.

Ma grand-mère

Ma tante

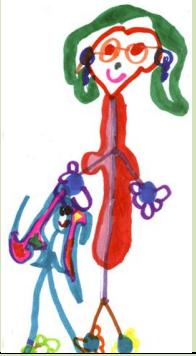
Mon père.

Mon frère.

Mon grand-père

Mon oncle

You are starting off today with a quick quiz on Purple Mash to help you refresh these words. As you go through, make sure that you listen to the ways the words are said (the pronunciation) and practise as you go.



When you have finished the quiz, write out the family vocabulary (if you haven't already), draw a picture of your family and friends and label each person with the correct sentence.

Voici ma mère et ma soeur.

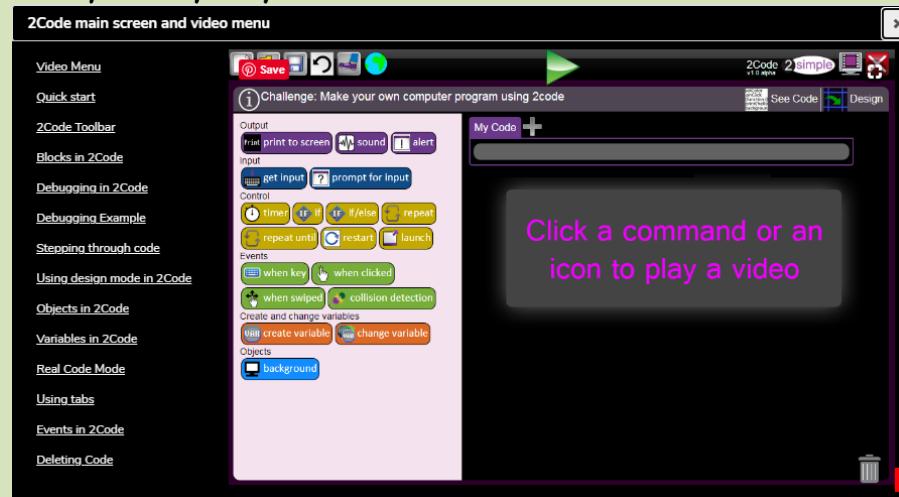
Computing

Purple Mash, Computing

Log in and go to Computing, then 2 Code. Did you try any of the on-line tutorials? Remember that you will find them at the top, under the Getting Started header.

The list of the available tutorials are on the left - start off with Quick Start. These tutorials are good to come back to if you are stuck on an activity, as they help to explain the different functions😊.

Remember that you are aiming to work steadily through 2Code, starting at the Chimp level. Use the Hint boxes first if you are stuck on anything.



Music and PSHE

How did you enjoy the ballet last week? If you haven't watched it yet, then remember to go back and watch some of it (I love the moment when we first see the swans - they were so perfectly in time with each other that Lukas said it was as though they'd copy and pasted the

same dancer on to the stage - go and check out 27 minutes in to see what he means! [SWAN LAKE BOLSHOI BALLET - YouTube](#))

This week I want you to take some time to think about the music that makes you feel better. Did you know that humans have been making music since the Stone Age! We have music for so many different reasons and use it for many different things. It can excite us, calm us, scare us, make us want to dance, cry or sleep - it's very powerful!

This week we will carry on with our focus on the classical world.



[Classic FM Hall of Fame 2020](#) You can follow this link for extracts from the 2020 countdown, where people voted for their favourite piece of classical music. Check it out and see which pieces would make your top ten. See if the

people in your house agree - see if you agree on any of them in fact...

You will find a frame on Purple Mash where you can share your list with us. For each piece, say why you like it - as in is it relaxing, exciting, terrifying or does it always make you blub!

Art



Our art this week is taking inspiration from *The Day the Crayons Quit*. In Duncan's box he has crayons of many colours - and most of them grumpy! I would like you to experiment with creating a colour wheel in an unusual way. The basic colour wheel shows the primary (red, yellow and blue) and secondary (orange, green and purple) colours. You can see here that there are many different ways of showing a colour wheel! You could make a 2D version, then a 3D one... Enjoy and send me pictures of your creations!



Hope that you all relax and enjoy the weekend - time for a Friday hot chocolate and making MORE pom-poms! ☺

