

Good morning my lovelies!

Just as before you have instructions for each day, with either three or four daily lessons. (You will see that I've changed to a horizontal rather than vertical layout, as I hope it will then be easier for you to read the activities, plus I've gone colour-coded. I think I was missing our daily whiteboard slides and the way that we had a different background colour for different lessons!) Some will need Purple Mash, some will have resources on our class page, or some will just need things you have at home.

Remember to start a new page for each activity, writing the date and LO neatly. You will find the Line of Requirement (LoR) at the start of each activity. If the LO is in purple, then it is either on-line, or an oral session, where you don't need to write anything in your book - though you can still write it in if you think you are going to make notes or use your page for jottings/working out and so on 😊.

Two new things to notice:

- 1) There is a new spelling box, just above the Monday box. This has your spelling activities for the week, so check it out.
- 2) You have a reading activity now for most days. We are going to start using Serial Mash, which is on Purple Mash. I've put you into new reading groups (orange, pink, green, blue or purple) and I've picked out a different book for each group. The books on Serial Mash are short chapter books - five chapters for each. You'll have a chapter a week to read, which you can read online or print out (each can print in a Pdf of two sides of A4 I think, if you don't print the cover page). You will then have different activities allocated as 2Dos. Some will focus on ordering the events, some will be general questions on the story, some might look at some of the vocabulary in depth, or you might have a follow on writing task. The Book Glossaries that you did to go with your iron work were great, so

sometimes I might get you to do a glossary of the trickier words in the story. Think of it as being like our Close reading sessions in school, with the same text for the week☺.

Have you been sticking to the Daily box too?! Remember that it's at the top, with a reminder of learning or activities that should be happening every day. Keep to it, remembering that your progress is up to you! Remember too to check the marking for activities on Purple Mash, including clicking on any audio I've left you. I will reset tasks if I think you've got into a pickle, or if I think you could definitely do better, or even just for fun! If you're stuck, or have any questions, your grown-up can e-mail me at year3@fairwayprimary.co.uk or e.hammett-kay@fairwayprimary.co.uk

Send me pictures of your work and let me know what you are up to, what you're really proud of and generally how you are getting on.

For each of the tasks that require some kind of research or online support, think about using the sites that I would normally direct you to. As a reminder, these are good generally for areas of learning:

- [BBC Bitesize](#) [Purple Mash - with your log-in](#) Primaryhomeworkhelp.co.uk Ducksters.com

Keep safe, happy and positive and make sure that you are helping your family every day, Ms H-K x

Daily:

- 1) <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Get your daily P.E. lesson with Joe Wicks - his YouTube page has all the lessons so far, plus 5 minute quick burst ones too, so you can get any you've missed.

- 2) At least 20 minutes reading a day please. Read with or to someone in your house several times a week, making sure that you let them know what is happening in the story so far.

- 3) TT Rock Stars - some of you haven't logged on for a while! You need daily practise of this, or else using another way of practising your tables, but I would



like

everyone to be logging on to it at least twice a week. There are lots of different activities to try on there, plus remember that you can challenge each other. If anyone has forgotten their log-in details, then let me know and I can get you back up and running.

- 4) Recorder practise 😊 Look out as well for the music lesson on this week's plan, plus the new piece to learn on our class page.

Spellings: you're starting back on the Y3/4 spelling list now. I think that *G* words were the last that we had, so you will find the next words on our class page (*heard, heart, height, history, imagine, increase and exercise*). You will also see that there is a different copy of the Y3/4 spellings on there too, where the words are grouped according to their spelling pattern. Have a look and see if you can spot which spelling pattern all of your LoR words have this week 😊.

Activities:

- 1) Look at the new spellings on our class page - each in sentences. Try using each of them in different sentences (just orally is fine first). Try to think of some sensible sentences, then some that are just ridiculous! Choose your best sentence for each to write out.
- 2) Now practise each word using at least two strategies:
 - Rainbow spelling - heart
 - Pyramid spelling
 - Quick-write - how many times can you correctly write the word in a minute?
 - Make a link
 - Make a mnemonic
- 3) Look at the new version of the Y3/4 spelling on our class page - find this week's words on there. Which other words are they grouped with? Why?
- 4) What other words can you think of in the same word family? (heart: hearty, heartening, heartless...)

5) Then you're going to have to get some-one to test you!

If you do well with this week's spellings, then now would be a good time to look at the ones we've done so far, and check that you know them.

Did you learn all the 'super' words last week?

	Numeracy	Literacy	Reading	History
M O N D A Y	<p>Numeracy This is week 3 of our fraction focus. LO: I can order unit fractions. LO: I can find equivalent fractions LoR: $0.25 = \frac{1}{4}$ Warm-up: look on PM for your activity. Connect: order these fractions, from smallest to largest - $\frac{1}{8}, \frac{1}{5}, \frac{1}{2}, \frac{1}{3}, \frac{1}{10}, \frac{1}{4}$ What kind of fraction are they all? (The answers are at the end of the grid.) Now try ordering these. You will have to think harder about these, as you have a mix of unit and non-unit fractions. $\frac{3}{3}, \frac{2}{6}, \frac{1}{8}, \frac{1}{5}, \frac{1}{3}, \frac{1}{2}$ What was different here?</p> <p>Activate: on our class page there is a fraction wall sheet. Are the largest fractions at the top or at the bottom? How many types of fractions can you see? Demonstrate: complete the questions that are below the fraction wall. There are challenge questions too. Challenge: Always, Sometimes, Never - If a fraction is equivalent to one half, the denominator is double the numerator. Prove it. Can you find any relationships between the numerator and denominator for other equivalent fractions? Consolidate: can you make a fraction wall? As a hint, start off with at least 8 strips of paper, all an identical length.</p>			

Literacy

Spellings – 10 minute activity please from the spelling box above.

LO: I can think in role. LO: I can write direct and reported speech.

LoR - mention

Connect: https://www.youtube.com/watch?v=qsgQvZOBhEY&list=PLIHISMIJe8AH-8Mjpp9czBfTD--7ftr_G

Watch this clip from Charlie and the Chocolate Factory, showing when the children are outside the gates, waiting to go in. What is the atmosphere like? Who is there? What happens?

Activate: we are going to start a few weeks' work now which will be based around this wonderful story by Roald Dahl. Following on from your newspaper report last week, you are going to write one this week reporting on Charlie Bucket finding the ticket just the day before the Grand Opening, and then reporting on events outside Mr Wonka's factory as the crowds are gathered.

One of the features of newspaper reports is the use of quotes from witnesses, using either direct or reported speech. Today you will write some quotes that you might then use in your report on Wednesday.

Demonstrate: watch the clip again and then get down some ideas, thinking in role, as to what it was like, who was there, what happened and so on. You might want to think about the children who have got the Golden Tickets, the ones who weren't so lucky and are just there watching, the waiting parents, the shopkeeper, people from the town who know how long the factory has been closed to anyone and so on.

Then right some of the ideas down as speech -

Direct: "It couldn't have happened to a nicer kid!" insisted the shopkeeper who had sold the last lucky bar.

Indirect/Reported: The shopkeeper, who only yesterday had sold that last lucky bar, insisted that it could not have happened to a nicer kid than Charlie Bucket.

Consolidate: when you have lots you are happy with, then choose your best two of each to write up on the frame I've set you on Purple Mash.

Reading

LO: I can use knowledge of root word, prefixes and suffixes to decode words while reading.

LO: I can retell a story that has been read.

Today you have chapter one of your new book to read. You can either read it on-line or print it off, as you will be using this section all week. If you print it, it's a couple of pages if you don't print the cover picture.

When you have read the chapter, you then have a short quiz on the events so far - this will make sure that you are taking in your reading well 😊.

History

LO: I can make an annotated drawing of a hill fort.

LoR - correction

Connect: look on our class page at the PowerPoint of hill forts and just look at the first two images, which show Maiden Castle in Dorset. Why do you think people lived there?

Activate: watch this clip about Maiden Castle, which will introduce you to why it was built and how it was organised inside.

<https://www.youtube.com/watch?v=kxIbczNR9a8>

Now look back at the PowerPoint. Look at all the images - what common features do they have? Now look at the key vocabulary on the last slide and see if you can point out where these are or would have been - can you explain them?

Demonstrate: use the PowerPoint and any other on-line information about hill forts to fully understand why and how Iron Age people made them. Make a labelled drawing of a hillfort. Your labels need to explain the different features. An accompanying caption needs to explain succinctly what a hill fort was - rehearse this orally first, to make sure that it is short but clear.

Consolidate: what would it have been like to live in a hill fort? What would it have been like to try to attack it?

<https://www.youtube.com/watch?v=Uu9bLT9I9fi> This clip gives you an idea about life in the Iron Age, living in Danebury Hill fort.

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Numeracy

Literacy

Reading

French

Numeracy

LO: I am improving in ordering and comparing fractions.

LoR - $0.75 = \frac{3}{4}$

Warm-up: see on PM

Connect: draw 4 bars like this. Divide one into fifths, one into halves, one into thirds and one into tenths.

What do you notice about the size of the fraction, compared to the denominator? Look at the fraction wall from yesterday to see if you are right. (Answers below again)

Activate: Rocks, you've got a fraction equivalents activity on PM to do now.

Use < or > to order these fractions please:

$\frac{3}{4}$... $\frac{1}{4}$

$\frac{2}{5}$... $\frac{4}{5}$

$\frac{6}{7}$... $\frac{2}{7}$

Demonstrate:

$\frac{3}{8}, \frac{1}{8}, \frac{3}{5}, \frac{2}{2}, \frac{3}{6}, \frac{4}{5}, \frac{5}{5}, \frac{2}{8}, \frac{5}{10}, \frac{2}{6}, \frac{1}{7}, \frac{1}{3}, \frac{6}{4}, \frac{4}{8}, \frac{2}{3}$ and $\frac{9}{12}$

Choose from the fractions in the box to answer these questions please -

- 1) Choose two fractions to order using <
- 2) Choose two fractions to compare using =
- 3) Find two fractions that are equal to 1
- 4) Which fraction is improper?
- 5) Find three fractions that equal a half
- 6) Find a fraction that is bigger than $\frac{3}{4}$
- 7) Find a fraction that is equal to $\frac{3}{4}$

Challenge: What number is missing? Write your own missing number comparison using fractions.

$\frac{3}{10} < \frac{?}{2} < \frac{7}{10}$

Consolidate: how many fractions can you think of that are equal to a third? How can you prove that they are the same as a third?

Literacy

Spellings - 10 minute activity please from the spelling box above.

LO: I can identify features of a newspaper report. LO: I can plan out a report.

LoR - occasion

Connect: Quick! Give me (or rather someone who's there!) 5 features of a newspaper report.

Now look on our class page to see which other ones you could have had.

Activate: look at the 2Do that I've set you on Purple Mash. Tomorrow you will be writing your report on this template, but today you can use it to help you plan it out.

Demonstrate: look at the 'Think about' box to get the prompts you need, and then start planning it out in your book. Use the newspaper features prompt on our class page to help to. The main things are:

- 1) Short, snappy headline
- 2) Introductory paragraph
- 3) Clear recounting of the events, in order
- 4) Some quotes from witnesses or the winners and their adults.

Consolidate: check the checklist again for the language you'll be using, then draft out your opening paragraph.

Reading

LO: I can order events in a narrative.

LO: I can apply my grammar knowledge with new vocabulary and content.

LoR - possession

Connect: re-read the chapter.

Main:

- 1) You have a sequencing activity on our class page to complete.
- 2) See the follow-on SPaG activity, also on our class page.

For both of these, you can either print them off, or just write the answers in your book ☺.

French

Mardi 5 Mai

LO: I am improving in using adjectives.

LoR - très = very

Connect: look at our class page, where I've put a resource of French adjectives. You'll need to read through them straightaway.

Activate: *Le petit chaton rose, qui s'appelle Peggy, est très câlin.*

Which word is the odd one out here ?

Demonstrate: so today you are going to carry on writing descriptions of animals, but they can be outlandish if you like!

La souris verte, qui s'appelle Roger, est énorme et bavarde.

Write a description of the animal, following my examples, and then draw them - or if you're really lucky like me you'll be able to find a picture of Roger on-line!

Consolidate: red pen edit, then get some-one to test you on the adjectives. It will be a good idea to write out ones you haven't used in your book too.



W	Numeracy	Literacy	Reading	RE
E	<p>Numeracy LO: I can apply my understanding of fractions in different challenges. LoR - $0.75 = \frac{3}{4}$ Warm-up: see on PM Connect: $0.1 = \frac{1}{2} = 0.25 = \frac{4}{10} = \frac{5}{100} =$ I hope that you remember these from last week! Activate: explain these words to some-one at home - numerator, denominator, equivalent, unit fraction, non-unit fraction, improper fraction, mixed fraction Demonstrate: there are a series of challenges on our class page for today. Look at them and choose you level of challenge please. Consolidate: depending on how you're getting on, there are a couple of clips on BBC Bitesize Fractions KS2 that might help - What are unit and mixed fractions How to simplify fractions. Next week we'll be working on adding them, so you can always look at a clip on this too😊.</p>			
D				
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A	<p>Literacy Spellings - 10 minute activity please from the spelling box above. LO: I can write a newspaper report, following my plan. Connect: look over your plan again and the checklist on our class page. Watch the clip again to get you back in the moment. Activate: on PM, check where you will be writing each section. Remember that the recount should be in time order mainly. Demonstrate: write your report on PM, using the 'Think about' box and hints I've written there to keep you on track. Consolidate: 'red pen edit' on PM - no careless errors please, especially with any direct or reported speech. Have</p>			

Y

you gone back and looked at your activity from Monday?

Reading

LO: I can explain my ideas about a text.

LoR - question

Connect: re-read the chapter.

Main: you have five questions on our class page, that are designed to make you think a bit more carefully about the story. Write the answers in your book. If you have printed off the text, it would be a good idea to underline where you have found the evidence for your answer each time, just as we would in class, or you can use the quote in your answer.

PSHE

How did your circle time go last week?

This week, following on from that reflection, I would like you to try another of the activities in the Covid-19 Time Capsule on our class page.

T

Numeracy

Reading

Music

Science

Numeracy

LO: I can use a range of arithmetic strategies quickly and efficiently.

Warm-up: a quick burst on TT Rockstars please

H U R S D A Y

Main: for today you will find a Countdown Challenge on our class page. There are three levels to try - the last one is really quite tricky!

Print it off, or copy out each column as you try it. Do jottings using whichever method you think will be best.

See how far you can get, then e-mail me your answers 😊.

(No calculators allowed)

Reading

You have an activity allocated to you on Purple Mash today, which is different for each group. It is a writing activity based around your book, which you will complete on-line, just like your literacy tasks. Remember to look back at your chapter for ideas to help you.

I hope that your first week of Serial Mash has gone okay - let me know what you think lovelies!

Music

LO: I can read G, A, B, C and D on a staff.

Connect: over the Easter weekend each year, Classic FM share the results of the poll that they've done to find out the nation's favourite classical music. On their Hall of Fame website, you can find out what came top (you'll recognise it!), plus you can see what also made it in to the list

<https://halloffame.classicfm.com/2020/>

For each entry, you can click on it and hear a short burst.

Activate: recorders out please and practise your mini scale

G,A,B,C,D,C,B,A,B and

D,C,B,A,G,A,B,C,D

Remember that you want to be smooth and confident with these notes now.

Take a few minutes to practise the pieces that you have already, plus the one that you wrote (hopefully!) last week.

Demonstrate: so now you're going to start to learn a new piece. This is one of the main tunes from a very famous piece by Beethoven, called Ode to Joy. Luckily it only uses the five notes we're looking at 😊.

If you can, print off the music from our class page, or if not, then copy out the first line of it into your recorder

booklet. Write the note letters above each note to help, and then get playing.

See if you can manage the first line today☺.

Consolidate: go back to the Hall of Fame website and see where Ode to Joy came in. Can you see which came higher - Harry Potter or Star Wars?

You are carrying on with our topic, The Power of Forces. In last week's lesson you explored how air makes things move.

LO: I can investigate how objects move on different surfaces.

- I can decide how to carry out a comparative test.
- I can compare how an object moves on different surfaces.
- I can talk about how the surface affected the movement of the object across it.

LoR: friction

Connect: thinking about last week's experiment, what affected how well the windmills turned?

Activate: this week you are going to look at what affects how well an object moves when it is being pulled or pushed (two of our movements from Week 1 - what was the third?!). To carry out the activities you will need to look at the PowerPoint of the challenges on our class page. There are three challenges, so read them all through first. You could do Challenge 1, or Challenges 1 and 2, or Challenges 2 and 3, BUT NOT Challenges 1 and 3, or just 3! You'll see what I mean...

Demonstrate: Carry out your chosen challenge(s), making a note of your predictions and results. I have set a frame as a 2Do, so you will be able to share your work with me, but jot down your work in rough as you go.

Challenge: why did I choose your LoR word for this session?

Consolidate: look at this Bitesize clip to introduce what has been affecting how your objects moved today

<https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs>

Then look at this clip for a fuller explanation -

<https://www.youtube.com/watch?v=C7NPD9W0kro>

F
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SPaG

ICT

Handwriting

Creative choice

SPaG

You've got a mix of spelling and grammar activities this morning.

LO: I can choose the correct homophone.

Connect: we've done quite a lot on homophones this year (words that sound the same but are spelt differently and have different meanings). Read through these words and look up any that are unfamiliar.

to/too/two

there/their/they're

(How many times have we looked at these?!)

ate/eight, made/maid brake/break, shake/sheikh

stake/steak, male/mail sale/sail, vale/veil,

mane/main, plane/plain gate/gait, grate/great

waist/waste, wait/weight

prey/pray, which/witch

Activate: you've got a quick PM activity on recognising the correct homophone

Demonstrate: write out their, they're and there, plus three other homophone pairs that you know you find tricky on small slips of paper.

Say a sentence using each group in turn, holding up the right slip - getting someone to test you. Carry on until you're getting them all right!

Consolidate: write the groups out in your book so you can keep on going back to practise them.

A little grammar to finish...

A Y3 target is to use pronouns in sentences instead of repeating proper nouns (names) all the time. I've put you a sheet on pronouns on our class page - it's got an explanation at the start, then some sentences to try out. We did this a while back in class, so this is a practise activity.

ICT

Purple Mash

So for today I've set you the **Tick Tock Clock** challenge. This is going to require you to add sounds, so if you haven't got as far as the Sounds activity on Chimp, then try that out first.

Remember that there are always the Hint boxes that you can click on if you are stuck on anything.

Handwriting

Unit 20

I can use horizontal and diagonal joins.

Start with a line each of **caught** and **naughty** first please ☺

See the handwriting page on our class page.

Creative choice

Again you have a range of things to choose from, some of which are our ongoing projects. I won't put up all new things each week, as with different art or craft activities, putting more time and effort into exploring something really pays off, and produces higher quality work. While you can choose each week which you do, over the course of this half-term I will expect you to be having a go at most of them and developing well in them.

- 1) **God's Eyes** - Look back at last week's weekly grid for the links for this, and remember that once you've mastered that basic technique, try the second link to start to make different patterns.
- 2) **Kandinsky Shape project** - hopefully you have started this already. Look at the project on our class page if you haven't yet. Choosing just one shape and exploring it in a series of pictures should work really well.
- 3) **Book Illustrator Project** - I think I forgot to add this idea to the original project that went out to the school, and that is to make a diorama of a favourite scene in a book. You could use a shoebox as the frame for this. I always fancy making a diorama of Mole or Ratty's snug homes in *The Wind in the Willows*!
- 4) **Weaving Project** - so this is the new one starting this week, and it will follow on nicely if you got some yarn out last week for the God's Eyes. I have put a PowerPoint of it on our class page, and I will add to it over a few weeks. This week is a general introduction to weaving, using things that you will hopefully have

at home - recycling things is a great idea for weaving projects. Get to grips with the basics this week 😊.

Hope that you all relax and enjoy the weekend 😊

Monday answers:

$1/10, 1/8, 1/5, 1/3, 1/4, 1/2$ - All unit fractions

$1/8, 1/5, 2/6$ though = $1/3, \frac{1}{2}, 3/3$ - You need to know some equivalent fractions for this, and you need to know that $3/3 = 1$ whole

Tuesday answers:

The larger the denominator, the smaller the fraction.

$3/4 > 1/4; 2/5 < 4/5; 6/7 > 2/7$

- 1) $1/8 < 3/8$ etc
- 2) $2/6 = 1/3$ or $3/6 = 5/10$
- 3) $2/2$ or $5/5$
- 4) $6/4$
- 5) $3/6, 5/10$ and $4/8$
- 6) $4/5$ or $2/2$ or $5/5$
- 7) $9/12$