James Cambell Primary School

Partnership Learning

29/6/2020
Year 3 School Closure Work Schedule

We would love to see videos or pictures of what you have been doing at home! You can send them to year3@jamescambellprimary.org.uk

Day of the week	Maths	English	Reading/SPAG	Weekly Curriculum Topic
Monday	**Lesson 1 - Equivalent fractions (1)** https://whiterosemaths.com/homelearning/year-3/ ***(make sure you select the correct page as the work is week 7 w/c 8th June –We are behind the schedule)*** ***See worksheet on later slides***	Lesson 1 – To retrieve facts. https://classroom.thenational.academy/lessons/instructions-reading-comprehension-fact-retrieval/activities/2 You will need paper, a pencil/pen and a place to work that is free from distractions. This week's spelling to be looked at everyday: 1. touch 2. double 3. country 4. enough 5. young 6. cousin Can you notice the spelling pattern?	**Reading - Bug club-** work through your next book and answers the questions and bugs provided. AND **Fossil** reading comprehension on later slides **SPAG**: How many syllables does a word have? https://uk.ixl.com/ela/year-3/how-many-syllables-does-the-word-have	**History**: The Norman Conquest **lesson 1** https://classroom.thenational.academy/lessons/norman-conquest-lesson-1/ You will need a paper, pencil/pen and a ruler. The Norman Conquest **lesson 2** https://classroom.thenational.academy/lessons/norman-conquest-lesson-2 **Science:** What conditions could we change to investigate the growth of a plant? https://classroom.thenational.academy/lessons/plants-what-conditions-could-we-change-to-investigate-the-growth-of-a-pl

Day of the week	Maths	English	Reading	
Tuesday	**Lesson 2 - Equivalent fractions (2)** https://whiterosemaths.com/homelearning/year-3/ ***(make sure you select the correct page as the work is week 7 w/c 8th June)*** ***See worksheet on later slides***	Lesson 2 LO: To understand word meaning using a range of strategies. https://classroom.thenational.academy/lessons/instructions-reading-comprehension-word-meaning/activities/2 You will need paper, a pencil/pen and a place to work that is free from distractions.	**Reading-Bug club-** work through your next book and answers the questions and bugs provided. **SPAG – Use a sense word** https://uk.ixl.com/ela/year-3/use-sense-words	
Wednesday	**Lesson 3 - Equivalent fractions (3)** https://whiterosemaths.com/homelearning/year-3/ ***(make sure you select the correct page as the work is week 7 w/c 8th June)*** ***See worksheet on later slides***	Lesson 3 LO: To identify and understand the features of instructions. https://classroom.thenational.academy/lessons/instructions-identifying-and-understanding-the-features-of-a-text/activities/2 You will need paper, a pencil/pen and a place to work that is free from distractions.	**Reading- Bug club-** work through your next book and answers the questions and bugs provided. And **The Weeds Get Everywhere** reading comprehension on later slides. **SPAG-** Select the best preposition https://uk.ixl.com/ela/year-3/select-the-best-preposition-to-match-the-picture	

Day of the week	Maths	English	Reading	
Thursday	**Lesson 4 - Compare fractions** https://whiterosemaths.com/homelearning/year-3/ ***(make sure you select the correct page as the work is week 7 w/c 8th June)*** ***See worksheet on later slides***	Lesson 4 LO: To identify and use adverbs. https://classroom.thenational.academy/lessons/instructions-spag-focus-adverbs/activities/2 You will need paper, a pencil/pen and a place to work that is free from distractions.	Reading- **Bug club-** work through your next book and answers the questions and bugs provided **SPAG-** Use conjunctions https://uk.ixl.com/ela/year-3/use-conjunctions	
Friday	**Friday Maths Challenge** https://whiterosemaths.com/homelearning/year-3/ ***(make sure you select the correct page as the work is week 7 w/c 8th June)*** ***ONLINE CHALLENGE***	Lesson 5 LO: To write a set of instructions. https://classroom.thenational.academy/lessons/instructions-write-a-set-of-instructions/activities/2 You will need paper, a pencil/pen and a place to work that is free from distractions.	**Reading –** **Bug club-** work through your next book and answers the questions and bugs provided. AND **Your Digestive System** reading comprehension on later slides. **SPAG** – Select the nouns. https://uk.ixl.com/ela/year-3/select-the-nouns	

Spellings for this week

touch

double

country

enough

young

cousin

Can you work out the spelling rule?

Equivalent fractions (1)

Monday/Lesson1

1 Shade the bar models to represent the fractions.

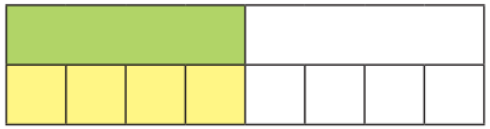
a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

What do you notice?

2 Complete the equivalent fractions.

a)

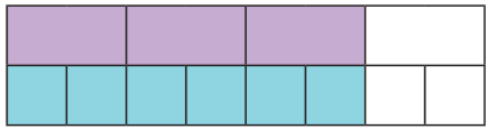


$\frac{1}{2} = \frac{\square}{8}$

b)

$\frac{1}{4} = \frac{2}{\square}$

c)



$\frac{3}{4} = \frac{6}{\square}$

3 Shade the bar models to represent the equivalent fractions.

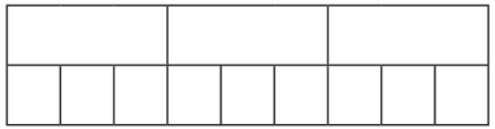
a)

$\frac{1}{3} = \frac{2}{6}$

b)

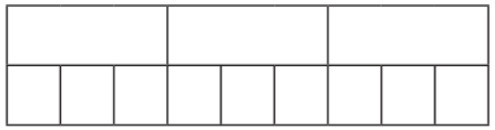
$\frac{2}{3} = \frac{4}{6}$

c)



$\frac{1}{3} = \frac{3}{9}$

d)



$\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

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Monday/Lesson1

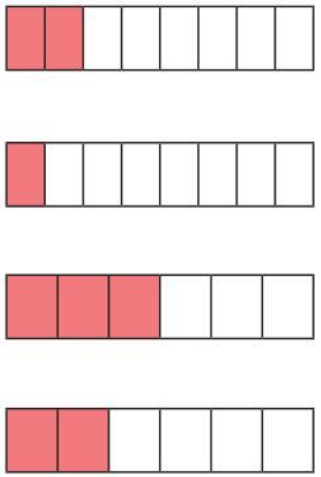
4 Match each bar model to its equivalent fraction.

$\frac{1}{2}$

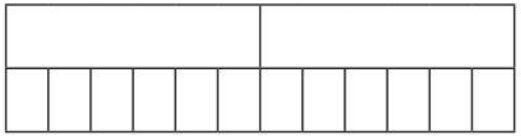
$\frac{1}{3}$

$\frac{1}{4}$

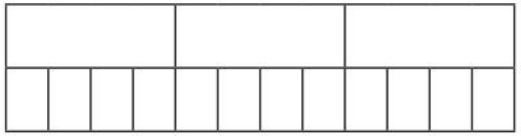
$\frac{1}{8}$



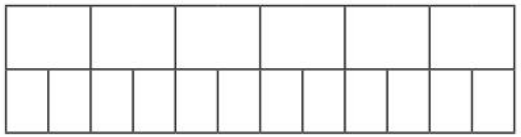
5 Shade the bar models to complete the equivalent fractions.

a) 

$\frac{1}{2} = \frac{\square}{12}$

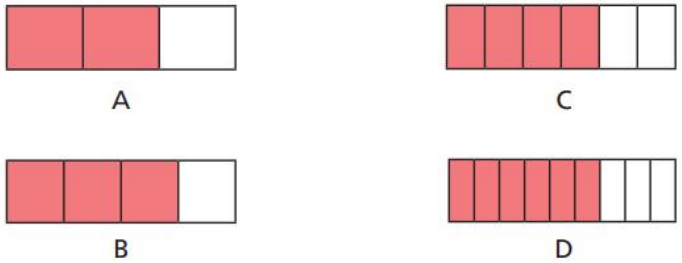
b) 

$\frac{1}{3} = \frac{\square}{12}$

c) 

$\frac{1}{6} = \frac{\square}{12}$

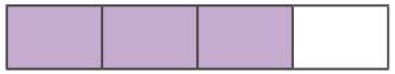
6 The bar models represent fractions.



Which is the odd one out? _____

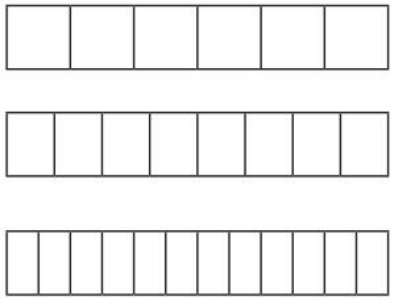
Why do you think this?

7 This bar model represents $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.



☐

☐

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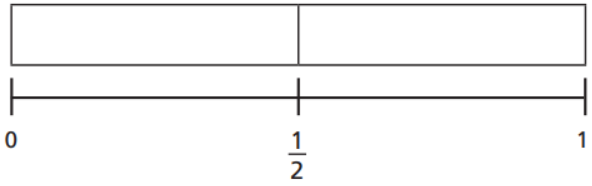
Talk to a partner about your answers.

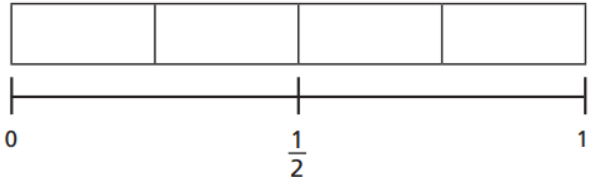
Equivalent fractions (2) Tuesday/Lesson 2

1 Shade the bar models to represent the fractions.

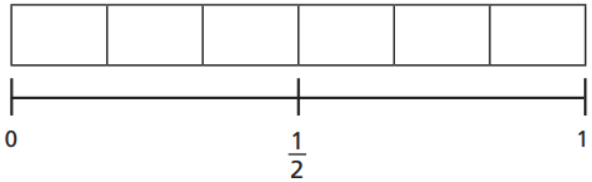
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.

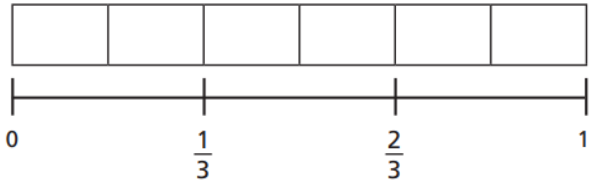


d) What do you notice?

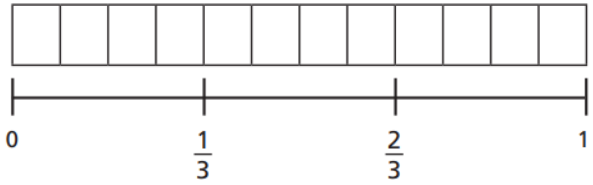
e) Write another fraction that is equivalent to $\frac{1}{2}$ $\square$

2 Shade $\frac{2}{3}$ of each bar model.

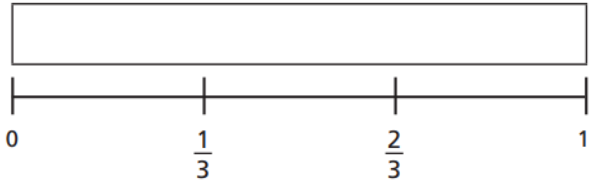
a)



b)



c)



d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

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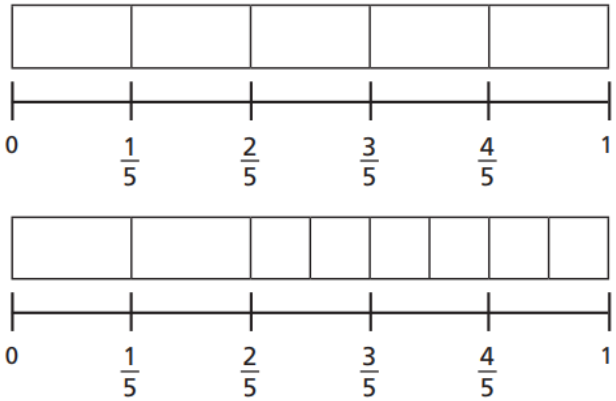
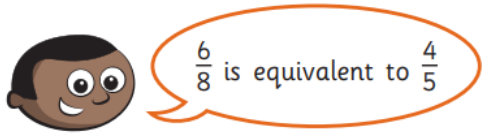
Tuesday/Lesson 2

3 Mo is finding equivalent fractions.



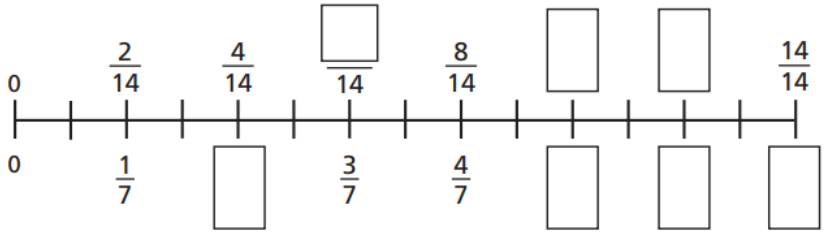


Do you agree with Mo? _____

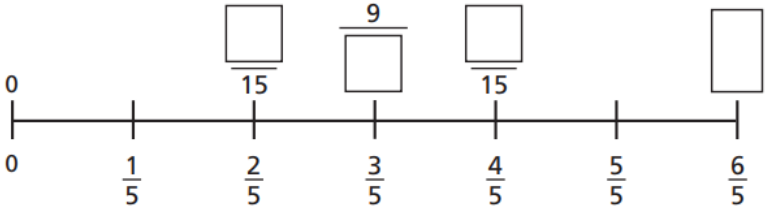
Explain your answer.

4 Find the missing numbers.

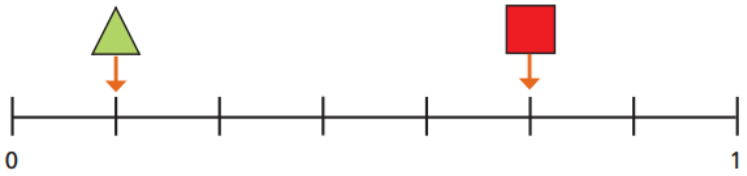
a)



b)



5 Here is a number line.

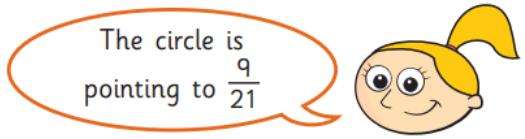


a) What fraction is each shape pointing to?

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

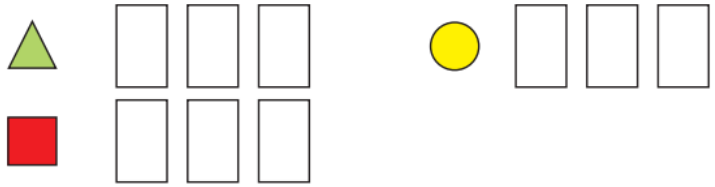
c)



Do you agree with Eva? _____

Show how you worked this out.

d) Write three equivalent fractions for each shape.



Compare answers with a partner.

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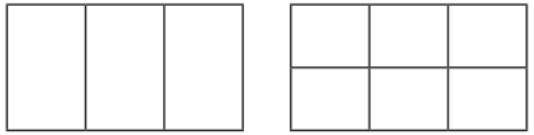
Equivalent fractions (3)

Wednesday/Lesson 3

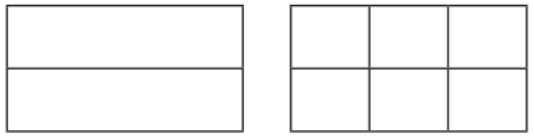
1 Shade the shapes to help you complete the equivalent fractions.

a)



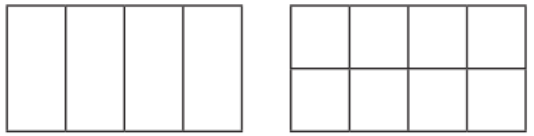
$\frac{1}{3} = \frac{\square}{\square}$

b)



$\frac{1}{2} = \frac{\square}{\square}$

c)



$\frac{3}{4} = \frac{\square}{\square}$

d)

$\frac{3}{4} = \frac{\square}{\square}$

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$		
$\frac{1}{6}$	$\frac{1}{6}$		$\frac{1}{6}$	$\frac{1}{6}$		$\frac{1}{6}$	$\frac{1}{6}$	
$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$

a) $\frac{1}{3} = \frac{\square}{6}$

b) $\frac{1}{3} = \frac{\square}{9}$

c) $\frac{2}{3} = \frac{4}{\square}$

d) $\frac{2}{3} = \frac{6}{\square}$

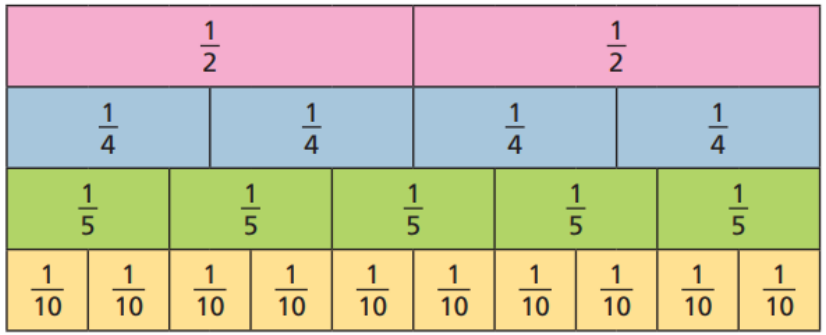
e) $\frac{4}{6} = \frac{6}{\square}$

f) $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

Wednesday/Lesson 3

4 Use the fraction wall to decide whether the fractions are equivalent or not.



Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ _____ equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ _____ equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ _____ equivalent to $\frac{5}{10}$

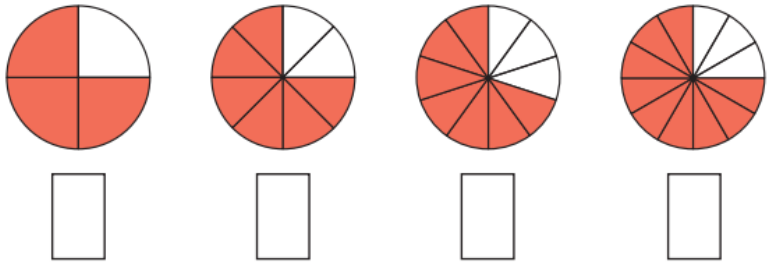
d) $\frac{3}{10}$ _____ equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ _____ equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ _____ equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 **a)** What fraction of each shape is shaded?



b) Use the fractions in part a) to complete the sentences.

☐ is equivalent to ☐

☐ is equivalent to ☐

☐ is not equivalent to ☐

☐ is not equivalent to ☐

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$

Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?

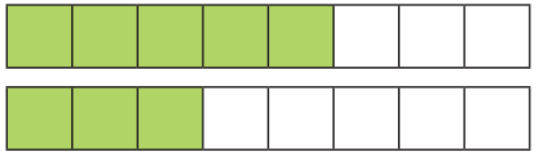
Compare fractions

Thursday/Lesson 4

1 Write <, > or = to compare the fractions.

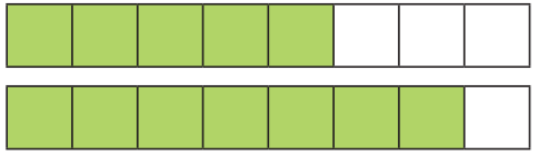
Use the bar models to help you.

a)



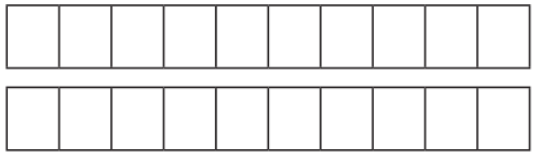
$\frac{5}{8}$ ◯ $\frac{3}{8}$

b)



$\frac{5}{8}$ ◯ $\frac{7}{8}$

c)



$\frac{5}{10}$ ◯ $\frac{7}{10}$

2 Write <, > or = to compare the fractions.

a) $\frac{1}{5}$ ◯ $\frac{3}{5}$

b) $\frac{2}{5}$ ◯ $\frac{2}{5}$

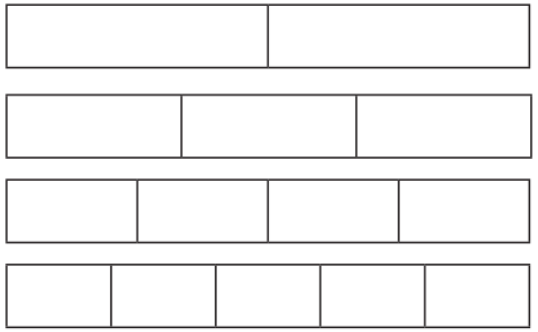
c) $\frac{2}{7}$ ◯ $\frac{6}{7}$

d) $\frac{6}{7}$ ◯ $\frac{2}{7}$

e) $\frac{6}{13}$ ◯ $\frac{12}{13}$

f) $\frac{13}{15}$ ◯ $\frac{13}{15}$

3 Here are some bar models.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$ ◯ $\frac{1}{3}$ $\frac{1}{4}$ ◯ $\frac{1}{3}$ $\frac{1}{5}$ ◯ $\frac{1}{3}$

$\frac{1}{3}$ ◯ $\frac{1}{2}$ $\frac{1}{4}$ ◯ $\frac{1}{5}$ $\frac{1}{5}$ ◯ $\frac{1}{2}$

Thursday/Lesson 4

4 What could the missing numerators and denomina

Give three examples for each.

a) $\frac{1}{5} < \frac{\square}{5}$ $\quad \frac{1}{5} < \frac{\square}{5}$ $\quad \frac{1}{5} < \frac{\square}{5}$

b) $\frac{1}{5} < \frac{1}{\square}$ $\quad \frac{1}{5} < \frac{1}{\square}$ $\quad \frac{1}{5} < \frac{1}{\square}$

5 Jack is comparing fractions.

$\frac{1}{8}$ is greater than $\frac{1}{4}$
because 8 is greater than 4

Draw bar models to show that Jack is wrong.

6 Sort the fractions into the circles.

$\frac{5}{6}$ $\quad \frac{1}{8}$ $\quad \frac{1}{2}$ $\quad \frac{2}{6}$ $\quad \frac{1}{12}$ $\quad \frac{3}{6}$

greater than $\frac{1}{6}$

less than $\frac{1}{6}$

7 Complete the sentences using the word bank.

numerator | denominator | greater | smaller

a) When fractions have the same denominator, the greater

the _____, the _____ the fraction.

b) When fractions have the same numerator, the greater the

_____, the _____ the fraction.

Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies and gets covered over, it can stay there and over time, become a fossil.

Dinosaurs

Fossils are really important in understanding what has happened a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!

Did You Know...?

- 'Sue' is the nickname given to the most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When some plants or animals die, their body sinks into mud or is buried by sand. This often happens at the bottom of the sea and stops it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be, to make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years.

Reading activity

1. Which one is closest in meaning to the word **decay**. Tick **one**.
   - ○ fossil
   - ○ rot
   - ○ disappear
   - ○ die
2. Use the text to fill in the blanks:
   Fossils are made when a dead animal or plant gets _____ _____.
3. Explain in your own words why we have only known about dinosaurs for 200 years.
   _____
   _____
   _____
4. What does the Latin word '**fossilis**' mean?
   _____
5. What is the name of the place that is good for fossil hunting? Tick **one**.
   - ○ St Hilda
   - ○ Whitby
   - ○ Ammonites
   - ○ Sedimentary
6. What is the name of the spiral shaped fossil pictured in the text? Tick **one**.
   - ○ immonites
   - ○ ammonites
   - ○ Sue
   - ○ minerals
7. Why aren't there any fossils of cats that lived twenty years ago?
   _____
   _____
8. Number the boxes to show the order in which fossils are created. The first one has been don for you.
   - [ ] It is squashed under more layers of sand and mud.
   - [ ] Minerals and water seep into the bones and where the bones used to be.
   - [ ] The layers of sand and mud turn into rock, and create a fossil.
   - [ ] Their body sinks into the mud or sand.
   - [1] A plant or animal dies.

How Weeds Get Everywhere!

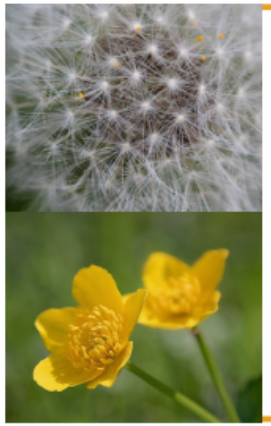
How come weeds get everywhere in our gardens? One minute your lawn can be lovely and green and the next minute it's covered - and I mean covered - in dandelions! Well, it's all to do with the clever way that plants reproduce and spread their seeds far and wide to keep their species alive.

Making the Seeds

So, how do the plants make so many seeds?

Most plants are made up of some female and male plant parts. Bees and other insects are attracted to the flowers because of their lovely smells and colours. While they are at the flower, they help move pollen around to fertilise the plant. Sometimes even the wind can help with moving the pollen around to the right places.

Once the plant is fertilised, the seeds can grow. When this happens in a dandelion, the yellow flower turns into what we call a dandelion 'clock'. If you look closely at a dandelion clock (also called a 'seed head'), it is full of dark coloured seeds with light, feathery, white tops that look like umbrellas.



Fact File

- A weed is only a plant that someone does not want in their garden. They can be very pretty!
- Nettles are used for making tea and medicines, so they are actually very useful.
- The world's largest weed is giant hogweed. It can grow up to 3.65m in height and have leaves that measure 91cm long.
- Some people think that if you hold a buttercup under your chin and the yellow reflects on your skin it means that you like butter.

Spreading the Seeds

So, how do the seeds get everywhere?

This is the clever bit…

As we said before, dandelions make lots and lots of seeds. They all have feathery, white tops that look like umbrellas. This makes the seeds brilliant at floating and flying through the air. So, all they need is the wind to carry them near and far. Before you know it, there are hundreds of seeds all over your lawn, which are all ready to germinate and make yet more dandelions. Other flowers and plants also have other clever ways of spreading their seeds, including putting them inside tasty fruit so that animals eat them. Eventually, the seeds come out of the other end in their poo and start to germinate.

Reading activity

1. Name the world's largest weed.

2. Name something mentioned in this text, other than bees and other insects, that can move pollen around in the flower.

3. What is another name for a dandelion 'clock'?

4. What is a good thing that nettles can be used for?

5. What makes dandelion seeds good at floating in the air?

6. Name another way mentioned in this text, apart from the wind, that seeds can be spread around to germinate in other places.

7. How tall can the largest weed grow?

8. What does 'germinate' mean in the final paragraph?

9. In paragraph one, the author has written the contracted word **it's**. Write the full words without the apostrophe.

10. In the first paragraph, what does the word 'reproduce' mean?

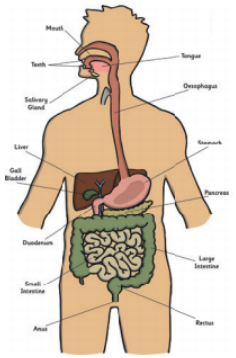
Your Digestive System

Have you ever wondered what happens to your food after you've chewed it in your mouth? Your body is amazing and has a system that sorts and uses the food you eat to make sure your body has everything it needs to stay healthy. This is called your digestive system. Here's how it works...

Before the Stomach

Firstly, we all know that you put food in your mouth to eat it. You enjoy the taste and the texture of the food whilst your teeth break it down into smaller pieces. Then, saliva is mixed with it and your mouth cools it or warms it to a good temperature for you to be able to swallow.

When the food is broken down enough, it is swallowed and goes down a big tube to your stomach called the oesophagus (say: a-soff-a-guss). Muscles in the oesophagus move in waves to move the food down to your stomach. These muscles are so good at this job that they could even get the food to your stomach if you were standing on your head! (Don't try to eat your tea standing on your head though!)



Fact File

- An adult eats about 500kg of food per year.
- Your body can produce up to 1.5 litres of saliva every day.
- An adult oesophagus is about 25cm long.
- A camera has been invented now that is as small as a pill (called Pillcam). It can be swallowed so it passes through your oesophagus in order to take photos of the inside of your body. It can take up to 55,000 pictures over the 8 hours that it's in there! It's been used since 2001 to let doctors see inside patients.

At the Stomach

When the chewed-up food arrives in the stomach, it is mixed with acid that breaks the food down even more into something that looks a bit like porridge. This substance is called 'chyme'.

After the Stomach

The next part of the journey for your food (which doesn't look like food anymore) is through the small intestine. It's here that all the goodness is taken out of the food and goes off to different places in the body for you to use.

When the small intestine has done its job of getting all the goodness out of the food, all the material that is unwanted goes into the large intestine. Then, it makes its way out of the body as poo at the end of the large intestine.

So, there you have it. Isn't your body clever?

Reading activity

1. Why do you have to chew food before it goes down the oesophagus?

2. Name something that happens to the food whilst in your stomach.

3. How much food does the average adult eat in a year?

4. Put these organs in the correct order to show the stages of the digestive system:

large intestine mouth small intestine stomach oesophagus

5. Where in your body does all the waste go right before it leaves the body?

6. In the 'After the Stomach' section, the author has used brackets to remind us that the food does not look like food at this point. Why doesn't it look like food?