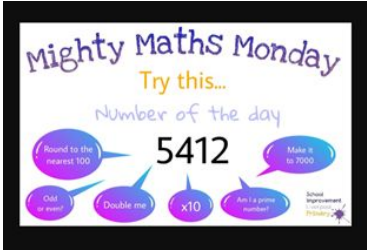













	Monday	Tuesday	Wednesday	Thursday	Friday				
<b>Maths</b>	<p>Practise 3 times tables</p> <p><b>Number of the Day</b></p> <p>Get your brains warmed up with this #mightymathsmonday challenge...</p>  <p>Can you challenge someone in your family with a different number?</p>	<p>Times Tables Rockstars  <a href="https://trockstars.com/">https://trockstars.com/</a></p> <p><b>Units of Time</b></p> <p>Start today with this amusing BBC Maths Class Clips video all about weeks, months and years.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-units-of-time/z6fqkmn">https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-units-of-time/z6fqkmn</a></p>  <p>Continue practising your skills when converting between years and months with this Months and Years quiz...Let us know how you get on!</p> <p><a href="https://www.twinkl.co.uk/go/resource/months-and-years-multiple-choice-quick-quiz-tg-2-m-27">https://www.twinkl.co.uk/go/resource/months-and-years-multiple-choice-quick-quiz-tg-2-m-27</a></p>	<p>Practise 4 times tables</p> <p><b>Pizza Time Problem Solving</b></p> <p>Using this information:</p> <table border="1" data-bbox="1070 560 1480 975"> <tr> <td> <p><b>Ingredients for 1 Pepperoni Pizza</b></p> <p>355g Bread flour            2 <math>\frac{1}{2}</math> teaspoons salt            3 tablespoon oil            240ml water            7g yeast            25 slices of pepperoni            170g mozzarella cheese            250ml tomato sauce</p> </td> <td> <p><b>Time</b></p>  <p>It takes 40 minutes to prepare the pizza and 15 minutes to bake it.</p> </td> </tr> <tr> <td> <p><b>Prices at Pizza Palace</b></p> <p>Margherita - £7 and 50p            Pepperoni - £8            Vegetarian - £7 and 75p            Hawaiian - £8 and 25p            Garlic Bread - £5 and 45p            Coca cola - £1 and 60p            Milkshake - £1 and 85p</p> </td> <td> <p><b>Pizza Pieces</b></p> <p>Pizzas are cut into 6 pieces</p>  </td> </tr> </table> <p>Can you answer these questions?</p> <ul style="list-style-type: none"> <li>- There are 30 children in the class and they want 2 slices of pizza each. How many pizzas do we need to make? How much of each ingredient is needed for the pizzas?</li> <li>- Tom spent £5 and 65p on the ingredients for his pizza. He paid with a £10 note and expected £5 and 45p change.</li> </ul>	<p><b>Ingredients for 1 Pepperoni Pizza</b></p> <p>355g Bread flour            2 <math>\frac{1}{2}</math> teaspoons salt            3 tablespoon oil            240ml water            7g yeast            25 slices of pepperoni            170g mozzarella cheese            250ml tomato sauce</p>	<p><b>Time</b></p>  <p>It takes 40 minutes to prepare the pizza and 15 minutes to bake it.</p>	<p><b>Prices at Pizza Palace</b></p> <p>Margherita - £7 and 50p            Pepperoni - £8            Vegetarian - £7 and 75p            Hawaiian - £8 and 25p            Garlic Bread - £5 and 45p            Coca cola - £1 and 60p            Milkshake - £1 and 85p</p>	<p><b>Pizza Pieces</b></p> <p>Pizzas are cut into 6 pieces</p> 	<p>Practise 8 times tables</p> <p><b>Place Value</b></p> <p>Watch this video clip to remind yourself about place value:</p> <p><a href="https://www.bbc.co.uk/bite-size/topics/zsjqtr/articles/z9w3q82">https://www.bbc.co.uk/bite-size/topics/zsjqtr/articles/z9w3q82</a></p> <p>Now click on this link...</p> <p><a href="https://www.schoolimprovementliverpool.co.uk/lets-talk-maths">https://www.schoolimprovementliverpool.co.uk/lets-talk-maths</a></p> <p>...and scroll down to 'Year 3'. Click on 'Place Value' and a powerpoint slideshow will download.</p> 	<p>Times Tables Rockstars  <a href="https://trockstars.com/">https://trockstars.com/</a></p> <p><b>Planning a Trip</b></p>  <p>We know it still may be a little while before we can plan any trips but in the meantime have a go at this activity:</p> <p><a href="https://www.nationalnumeracy.org.uk/sites/default/files/maths_activities_year_3_ages_7-8.pdf">https://www.nationalnumeracy.org.uk/sites/default/files/maths_activities_year_3_ages_7-8.pdf</a></p> <p>(Scroll down to page 3!)</p> <p>Where will you go? Who will you take? What will you eat? Have fun!</p>
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			<p>Is he correct? Explain your answer.</p> <ul style="list-style-type: none"> <li>- Charlotte said the flour weighs more than the cheese, is she right Can you write this using the inequality symbols? (&lt;,&gt;)</li> <li>- Jessica started making her pizza at 4pm, Aaron started making his 20 minutes before 3.30pm and Tom started making his 10 minutes after 3.15pm - Who's pizza came out the oven first? Completing this table may help you work it out:</li> </ul> <table border="1" data-bbox="1106 608 1435 756"> <thead> <tr> <th></th> <th>Start time</th> <th>Finish time</th> </tr> </thead> <tbody> <tr> <td>Jessica</td> <td></td> <td></td> </tr> <tr> <td>Aaron</td> <td></td> <td></td> </tr> <tr> <td>Tom</td> <td></td> <td></td> </tr> </tbody> </table>		Start time	Finish time	Jessica			Aaron			Tom			<p>Work through some of the challenges to try and spot the mistakes!</p> <ul style="list-style-type: none"> <li>- What have you spotted?</li> <li>- Explain why it is wrong?</li> <li>- What <i>should</i> it be?</li> </ul> <p>We'd love to see photos and videos of you doing these challenges!</p>	
	Start time	Finish time															
Jessica																	
Aaron																	
Tom																	

**Word of the day-** find the definition, write it in a sentence and learn how to spell it.

English

Word of the day: **business**

**Reading lesson**  
Reading challenges

Choose a reading book you have at home or on the Oxford Owl website  
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Can you complete the following challenges?

1. Find 5 interesting words in the text. Write down the meaning of each word and use each one in a sentence of your own.
2. Draw a picture of your favourite character in the story. Describe them using 5 adjectives.
3. Write 3 questions you could ask someone to find out if they read this book carefully.
4. Think of a question you would like to ask one of the characters.
5. Write an alternative ending for the story you have read.

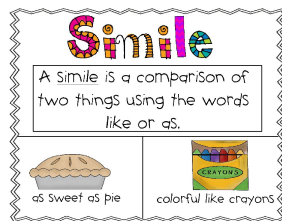


Word of the day: **calendar**

**Writing lesson**  
Similes

Have a look at these well-known similes and try to think up some new up-to-date versions:

1. As happy as a pig in mud.  
As happy as .....
2. As fresh as a daisy.  
As fresh as .....
3. As quick as a wink.  
As quick as .....
4. As clean as a whistle.  
As clean as .....
5. As snug as a bug in a rug.  
As snug as .....

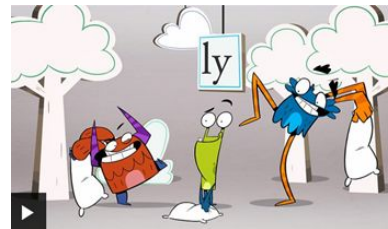


Word of the day: **caught**

**Spelling lesson**  
Using the suffix -ly

Use BBC bitesize to remind you about the spelling rules adding the suffix -ly  
<https://www.bbc.co.uk/bitesize/topic/s/z8mxrwx/articles/zqghtyc>

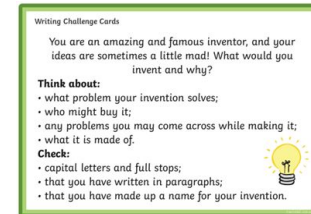
Test your knowledge on the suffix -ly by completing the activities and quiz below the video.



Word of the day: **centre**

**Creative writing**  
Become an inventor!

Use the challenge card below to help you to write about your own amazing invention. Use your imagination and have fun!



Word of the day: **century**

**Grammar lesson**  
Fronted Adverbials to show time

Fronted adverbials can be added to sentences to describe time. For example:





Early in the morning, I went for a stroll in the park.




The fronted adverbial in this sentence is 'Early in the morning' because it tells the reader when the stroll took place.

Can you add fronted adverbials to show time in the following sentences?

1. \_\_\_\_\_ Harry ate his delicious breakfast.
2. \_\_\_\_\_ I celebrate my birthday.
3. \_\_\_\_\_ the rain cleared and the sun came out.
4. \_\_\_\_\_ John had to put his uniform on.
5. \_\_\_\_\_ Sarah began to fall asleep.



<p><b>Foundation subjects</b></p>	<p><b>Transition activity</b> <b>What will change?</b></p> <p>As we prepare to move on to year 4, we may feel lots of different emotions. You may feel excited or nervous, or maybe something else.</p> <p>Split a page in two with the heading stay the same on one side and change on the other. Write a list of the things that will change and the things that will stay the same when you move year groups and how this makes you feel and why.</p> 	<p><b>Spanish</b> <b>Message from Melissa</b></p> <p>Our Spanish teacher, Melissa has recorded a lesson for all of us, going over lots of the things she has taught us so far!</p> <p><a href="https://drive.google.com/file/d/1ybrbugWB5w_LpTAASo_zAxioWWa-cSw/vi/ew">https://drive.google.com/file/d/1ybrbugWB5w_LpTAASo_zAxioWWa-cSw/vi/ew</a></p> 	<p><b>Physical activity</b> <b>PE with Joe Wicks - Live @ 9am</b> <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></p> 	<p><b>PHSE</b> <b>What is community?</b></p> <p>What do you think the word community means? Also, think about words similar to it. e.g. communicate (where people spend time with each other and help each other, people with shared connections, where people do the same things etc.)</p> <p>Think together about different groups of people who come together for a common purpose and list these, thinking about what it is they have in common.</p> <p>Children to think about what communities they are part of and what the benefits are of being part of those communities.</p> 	<p><b>Art/ DT</b> <b>Designing a greenhouse</b></p> <p>We have learned in class about the importance of greenhouses in growing plants. They provide plants with sunlight, heat and ventilation.</p> <p>Your task is to design your own greenhouse and label the different parts and materials you would use.</p> <p>Key things to think about:</p> <ul style="list-style-type: none"> <li>• How will sunlight enter it?</li> <li>• How will air ventilate it?</li> <li>• What shape will your base and roof be to make sure it is sturdy and stable?</li> </ul> <p>If you have access to the internet, you could design in using CAD on <a href="http://www.tinkercad.com">www.tinkercad.com</a></p> <p>For an added task, why not find materials around your home and have a go at building your own miniature greenhouse!</p>
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<p><b>Foundation subjects</b></p>	<p><b>RE</b> <b>Reconciliation</b></p> <p>The word reconciliation means “the restoration of friendly relations.”</p> <p>What this means is that we should be able to get along and be friends with others even if we have different views or opinions. We all have a role to play when it comes to reconciliation, and in playing our part we collectively build relationships and communities.</p> <p>This week I would like you to make a poster about reconciliation, based around the message ‘we are all in this together’. It is up to you what you include but try to think about celebrating our differences and supporting others. Please share some of your creations to twitter or weduc. I can’t wait to see what you produce!</p>	<p><b>Physical activity</b> <b>Standing Long Jump</b></p> <p>Today we are going to try an athletics challenge. Seeing how far you can jump from a standing start. The rules are explained on the card below. Good Luck!</p>  <p>The card provides instructions for a standing long jump challenge, including 'How to play', 'Top Tips', and 'Let's Reflect' sections. It also features logos for Complete P.E. and Youth Sport Trust.</p>	<p><b>Science</b> <b>Classifying animals</b></p> <p>Earlier this year we looked at how animals could be sorted by their skeletons and some other features. Animals with a backbone are called vertebrates, animals without a backbone are called invertebrates. Watch the video and read the information to learn more.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx">https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx</a></p> <p>Try to complete the classification quiz when you're done. Can you think of any other ways to group animals?</p>  <p>The diagram shows a tree-like structure for classifying animals, with various animals like a chicken, a fish, a frog, and a turtle placed on different branches. A 'Quiz' label is at the top right.</p>	<p><b>Music</b> <b>Sounds of daily life</b></p> <p>Explore the sounds heard on different journeys</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- What does the journey to the park sound like – what may we hear on the way?</li> <li>- A journey around a supermarket will involve a range of different sounds.</li> <li>- A journey to school, whether by foot, by bus or in a car will also involve a range of sounds.</li> </ul> <p>Listen out for sounds on journeys and think about how these sounds could be recreated at home? You could make a piece of music or draw a picture that represents different sounds and types of journeys that you make. Are there any surprises on your journey and what may this sound like?</p>	<p><b>Physical activity</b> <b>Yoga - Minecraft</b></p> <p><a href="https://www.youtube.com/watch?v=02E1468SdHg">https://www.youtube.com/watch?v=02E1468SdHg</a></p>  <p>The image shows a Minecraft character in a blue suit holding a sign that says 'COMIC KIDS!' in a colorful, bubbly font.</p>
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