

Friday 1st May 2020

For the 'everyday' activities please see the slides at the beginning of Monday's power point. This is to save you printing more than you need to.

Friday's Maths !

First complete the 30 quickfire arithmetic questions.

Next watch the video on this link that is from White Rose Maths - you will notice that it is similar to the power points that we use in class.

<https://whiterosemaths.com/homelearning/year-3/>

There are four flashback questions That you can answer if you want to. We are starting on week 2 from Spring term.

This is what the page looks like.



Grown ups - If for any reason the link doesn't work it is because everyone is trying to access the same documents potentially from all over the country if not world. Please try the link again later in the day or later in the week. It is an excellent resource and once everyone has settled into a routine you should be able to access it. White Rose was the only website that didn't continually crash due to traffic in the first couple of weeks and the resources are excellent.

Children - you should be able to watch the little video and complete the work on your own (I've tried it out on my own children and it works well) The videos are only 5 or 6 minutes long and you can pause them to go and try the questions and then carry on.

- **Then** complete the activities. If you can't print the worksheets, don't panic, most of the activities can be done on a piece of paper, you might just have to draw a few things out, like we sometimes do in class.
- **Finally** check your answers and correct any mistakes, just like we do in class. You can even use a pink and green pen if you want to.

Friday quick fire - these sums are for working out mentally, remember to use your place value skills.

1. $398 + 5 =$

16. $450 + 90 =$

2. $465 + 6 =$

17. $772 + 70 =$

3. $299 + 2 =$

18. $650 + 50 =$

4. $256 + 4 =$

19. $409 + 60 =$

5. $109 + 8 =$

20. $987 + 70 =$

6. $391 + 9 =$

21. $483 + 400 =$

7. $301 + 1 =$

22. $319 + 100 =$

8. $998 + 3 =$

23. $402 + 300 =$

9. $256 + 7 =$

24. $503 + 500 =$

10. $602 + 9 =$

25. $150 + 900 =$

11. $389 + 40 =$

26. $483 + 200 =$

12. $245 + 80 =$

27. $399 + 600 =$

13. $509 + 20 =$

28. $217 + 800 =$

14. $104 + 10 =$

29. $194 + 700 =$

15. $598 + 30 =$

30. $210 + 900 =$

Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

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

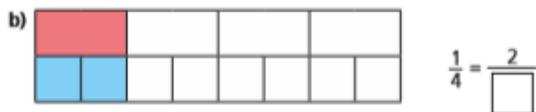
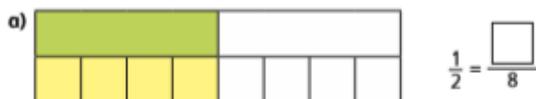


b) Shade $\frac{2}{4}$ of the bar model.



What do you notice?

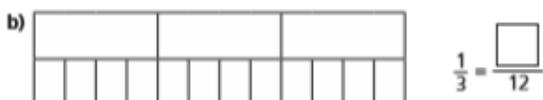
2 Complete the equivalent fractions.



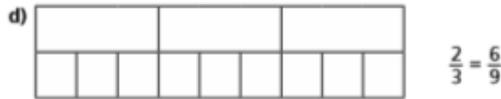
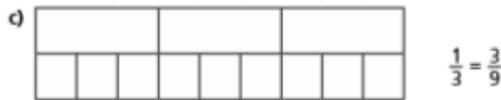
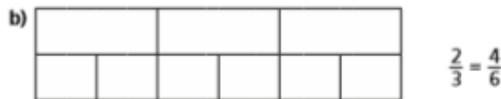
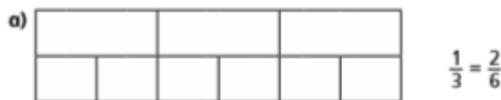
4 Match each bar model to its equivalent fraction.



5 Shade the bar models to complete the equivalent fractions.

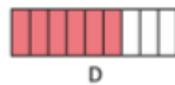
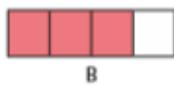


3 Shade the bar models to represent the equivalent fractions.



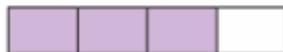
Can you find any more equivalent fractions using the bar models?

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.



Talk to a partner about your answers.

Friday's answers

Equivalent fractions (1)



1 Shade the bar models to represent the fractions.

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

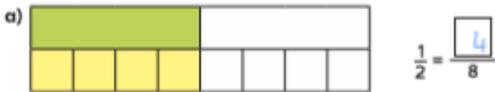


b) Shade $\frac{2}{4}$ of the bar model.

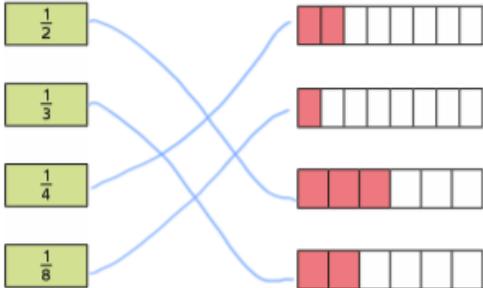


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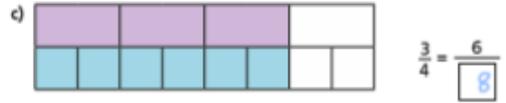
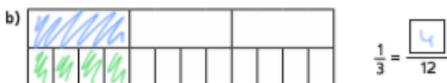
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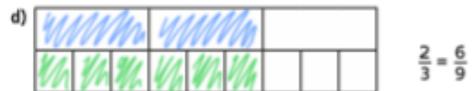
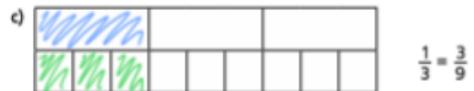
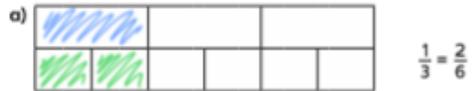
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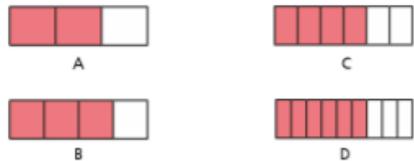
3 Shade the bar models to represent the equivalent fractions.



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

6 The bar models represent fractions.

Rose Maths 20



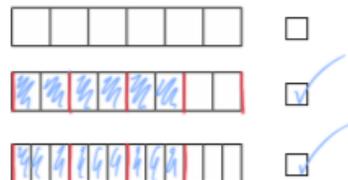
Which is the odd one out? B
Why do you think this?

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.



Talk to a partner about your answers.

English: Friday

Activity: Write an animal speech

Teach and Model

What is the purpose of a speech? The purpose of the speech is to express an opinion you want others to share. To be convincing, you will need to support your opinions with examples, reasons, or facts.

Practice and Apply

You could model your speeches after those used in *The Great Kapok Tree*. Try listing facts and examples to support your opinions before you write your own speeches.

Examples from the text:

The bee - "Senhor, my hive is in this Kapok tree, and I fly from tree to tree and flower to flower collecting pollen. In this way I pollinate the trees and flowers throughout the rain forest. You see, all living things depend on one another."

The birds - , "you must not cut down this tree. We have flown over the rain forest and seen what happens once you begin to chop down the trees. Many people settle on the land. They set fires to clear the underbrush, and soon the forest disappears. Where once there was life and beauty only black and smouldering ruins remain."

English: Friday

Your task

To write a speech from the point of view of an animal about why people should protect the rainforest.

Things to think about:

1. Think about what reasons you are going to use in your speech and what reasons the animals used in the story.
2. What animal could you be? Think about what animals are endangered and why they might need the rainforest. (You might want to do some research first).
3. Express your own views and try to be persuasive.

Your speech doesn't have to be long. Just a few sentences. If you are feeling motivated you could always write a few different speeches from different animals points of view.

You could always present your speech to your grown up.



PSHE What can I do to help myself be calm during lockdown?

We all find ourselves currently living in quite a different world compared to just a few weeks ago. Here are some ideas to help you to become calm if you are worried or anxious at all. After you have read the ideas below and maybe tried a few out you can try and think of your own calming ideas.



Place your hand on your chest and your tummy.

If you place one hand on your chest and one hand on your tummy, you will instantly feel slightly calmer. This effect can be improved by practising the technique every day at a time when you feel very calm and relaxed, so that you subsequently link it with that feeling. A good time, for example, might be just as you are falling asleep.



Count your breathing.

By focusing on and counting your breathing, you have a job to do and something to concentrate on. This can distract you from the difficult emotion so that you are able to retrieve a feeling of control and then work through the emotion.



Stop and look.

Take a moment to stop and look at how you are behaving. Ask yourself if it is really what you want to be doing. Think about why you are behaving that way and give yourself the choice to stop and be back in control.



Think about your zone.

Spend time recognising the emotions and behaviours you are displaying and which zone you have entered with them. Remind yourself that you will only be able to sort things out when you are back in the 'emotionally stable' zone.



Talk to people.

When you are feeling in control and are in the 'emotionally stable' zone, spend some time talking with an adult you trust and like. Talk to them about what happens when you experience more difficult emotions and how you feel. Then discuss with them which zone you might have moved into at these times and think together with them about things you could do, or they could do, to try and help bring you back in control of your responses to your emotions.



When you are calm and in control again, resolve the original emotion. Often, when we are calm and back in the 'emotionally stable' zone, we can move on from what made us leave the zone in the first place and just talk about how we behaved when we were not in control. While this is important too, losing control can only be prevented the next time if we actually understand and resolve the feeling or emotion that led to it.

My Own Idea

This is Mrs Faber's idea - finger breathing with memories of a special place. (3FW have learnt how to finger breathe in class.)

The idea is to walk a finger up and down the fingers on your other hand, breathing in and out slowly. While you are doing this you can think back to a calmer, happier, better time.

Have a go at this yourself or invent your own calming technique.



Weekly Bonus Activity: Time Capsule

On the next few slides I have included an **OPTIONAL** activity for you to complete during your time in lockdown.

You are living through history right now and many years from now when we look back on this time it might be nice to reflect on what things we have done, what memories we have created and how we felt during this time.

Take your time completing this booklet. It is for you to keep and should be personal to you and your thoughts and feelings.

MY 2020 COVID-19 TIME CAPSULE



BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- | | |
|--|---|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS | <input type="checkbox"/> FAMILY / PET PICTURES |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES |



 DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♥♥ ALL ABOUT ME ♥♥

I AM _____
YEARS
OLD

I STAND _____
INCHES
TALL

MY EYE COLOUR _____

SHOE SIZE _____

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

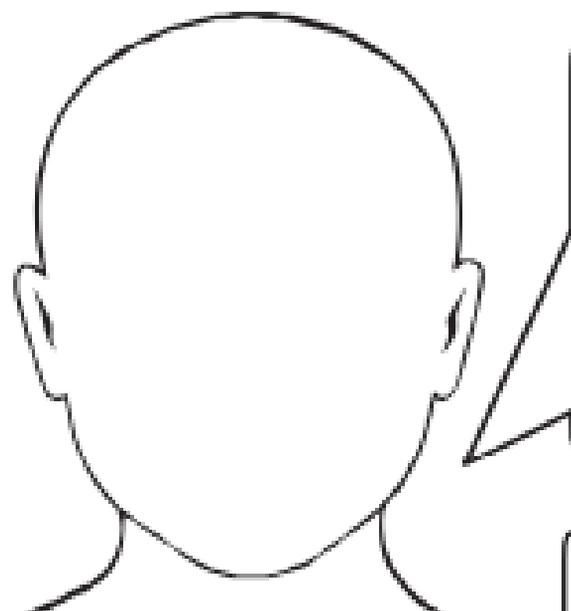
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE: _____

HOW I'M FEELING



WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS



WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

I AM MOST THANKFUL FOR

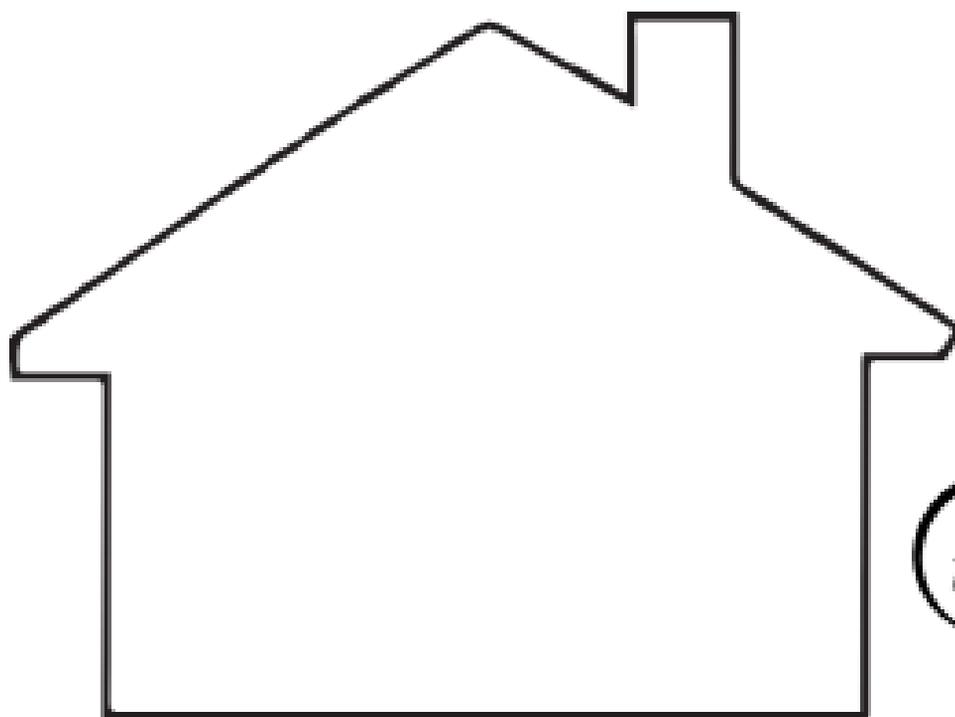
THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY



COLOUR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:



**WHAT ARE YOU DOING TO HELP FEEL
CONNECTED HAVE FUN OUTSIDE** = (E.G. HEARTS IN THE
WINDOWS, CHALK NOTES ON THE PAVEMENTS ETC.)

HOW ARE YOU CONNECTING WITH OTHERS?



YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING TO
KEEP BUSY AT HOME:

OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE

SPECIAL OCCASIONS

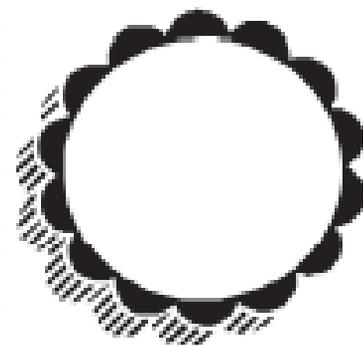
WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
EG: BIRTHDAYS, EASTER, ANNIVERSARIES

EVENT	DATE	HOW YOU CELEBRATED

INTERVIEW YOUR CARERS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED: _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FAVOURITE TIME OF DAY: _____

**YOUR GOAL
AFTER THIS**

