

Well being Wednesday

3rd June 2020

For the 'everyday' activities please see Monday's power point. This will save you having to keep printing the same slides.

Mindfulness Challenge Cards



Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



Ring a bell or make a lasting noise with another instrument or method.

Listen very carefully to the fading sound until you are sure you can no longer hear it.



Ask someone to drop a feather and watch it very closely as it floats to the ground.

Listen carefully to a piece of music and draw a line on a piece of paper which matches the feeling created by the music.



Maths !

- **First** complete the ten in ten arithmetic questions.
- We are carrying on with **week 4** as White Rose put a lot of work into one week and we thought there might be a bit too much.
- **Grown ups -**
- **Children -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. (Bonus points if you find a mistake!)
- **Maths this week**
- **Monday** - the 8 times table (White Rose Week 4 lesson 1)
- **Tuesday** - a recap of multiplying and dividing using the grid method. (NO WHITE ROSE VIDEO)
- **Wednesday and Thursday** - problem solving involving multiplication and division (White Rose video Week 4 lesson 4 - Week beginning 11th May)
- Watch the video on Wednesday.
- **Friday** - challenge time - Do the week 4 lesson 5 challenges. (week beginning 11th May)
- I hope that this is clear for all of you.
- <https://whiterosemaths.com/homelearning/year-3/>

Lesson 4 - Multiplication and division problem solving

Pencils 5

Rubbers 1 $1 \times 5 = 5$

There are 5 times as many pencils as rubbers.

Crayons 6

Pens 2 $2 \times __ = 6$

There are $__$ times as many crayons as pens.

Looking for the works check if they have a s
Alternatively, read mo
from BBC Bitesize.

Ten in Ten

Follow the link to your online mental maths for today. We have played this game lots in class with Mrs Wellings. You will need to set the 3 options. I have taken a screenshot to show you which ones.

Level 3

Multiplication

Mixed tables $\times 2, 3, 4, 5, 8, 10$

Then choose the time limit at the bottom - I would suggest 5 seconds for 3 star, 7 seconds for 2 star and 10 seconds for 1 star.

*** If you want to make it more of a challenge try giving yourself less time.

Level 3 ▾ Multiplication ▾ Mixed Tables: $\times 2, 3, 4, 5, 8, 10$ ▾

Daily 10

Mental Maths Challenge

You will be asked 10 questions.
Write down each of your answers.
Check your answers at the end.
Choose your question interval to start:

3 secs	5 secs	7 secs	10 secs	15 secs	20 secs	Manual
--------	--------	--------	---------	---------	---------	--------

Topmarks

<https://www.topmarks.co.uk/maths-games/daily10>

Today's White Rose uses bar models to help you to work out the answers - we often see these in our termly assessments.

Scaling

1 Aisha has some fruit.



Complete the sentences to describe the fruit.

There are apples.

There are strawberries.

There are times as many strawberries as apples.

2 Huan is comparing 2 pieces of ribbon.



Complete the sentences to describe the ribbon.

The spotty ribbon measures

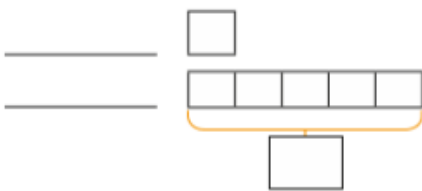
The plain ribbon measures

The plain ribbon is times as long as the spotty ribbon.

5 The red rope is 8 m long.

The blue rope is 5 times as long.

a) Label and complete the bar model.



b) How long is the blue rope?

The blue rope is m long.

6 Ron has 5 bananas.

Esther has 6 times as many bananas as Ron.

Draw a bar model to work out how many bananas Esther has got.

Esther has got bananas.

3 Match the bar models to the statements.

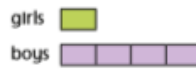
Write the missing statement.



There are 4 times as many boys as girls.



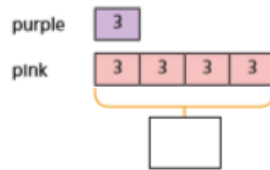
There are 3 times as many boys as girls.



4 There are 3 purple balloons.

There are 4 times as many pink balloons.

Complete the bar model to show how many pink balloons there are.

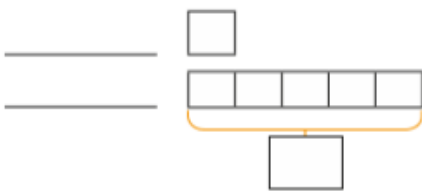


© White Rose Maths 2019

5 The red rope is 8 m long.

The blue rope is 5 times as long.

a) Label and complete the bar model.



b) How long is the blue rope?

The blue rope is m long.

6 Ron has 5 bananas.

Esther has 6 times as many bananas as Ron.

Draw a bar model to work out how many bananas Esther has got.

Esther has got bananas.

7 Complete the sentences.

45 is times greater than 5

$\times 5 = 45$

5 is times smaller than 45

$45 \div 5 =$

8 The children are weighing out flour.



Use the clues to work out which child used which scales.

- Eva has twice as much as Alex.
- Dexter has 9 times as much as Alex.
- Annie has 3 times as much as Eva.
- Tommy has twice as much as Eva and 4 times as much as Alex.

	Alex	Eva	Dexter	Annie	Tommy
Scales					

© White Rose Maths 2019

Answers

Scaling



- 1 Aisha has some fruit.



Complete the sentences to describe the fruit.

There are apples.

There are strawberries.

There are times as many strawberries as apples.

- 2 Huan is comparing 2 pieces of ribbon.



Complete the sentences to describe the ribbon.

The spotty ribbon measures .

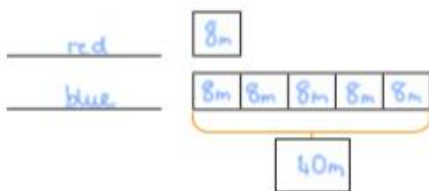
The plain ribbon measures .

The plain ribbon is times as long as the spotty ribbon.

- 5 The red rope is 8 m long.

The blue rope is 5 times as long.

- a) Label and complete the bar model.



- b) How long is the blue rope?

The blue rope is m long.

- 6 Ron has 5 bananas.

Esther has 6 times as many bananas as Ron.

Draw a bar model to work out how many bananas Esther has got.



Esther has got bananas.

- 3 Match the bar models to the statements.

Write the missing statement.



There are 4 times as many boys as girls.



There are 3 times as many boys as girls.

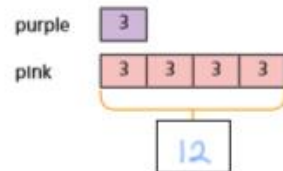


There are 5 times as many boys as girls.

- 4 There are 3 purple balloons.

There are 4 times as many pink balloons.

Complete the bar model to show how many pink balloons there are.



- 7 Complete the sentences.

45 is times greater than 5

\times 5 = 45

5 is times smaller than 45

45 \div 5 =

- 8 The children are weighing out flour.



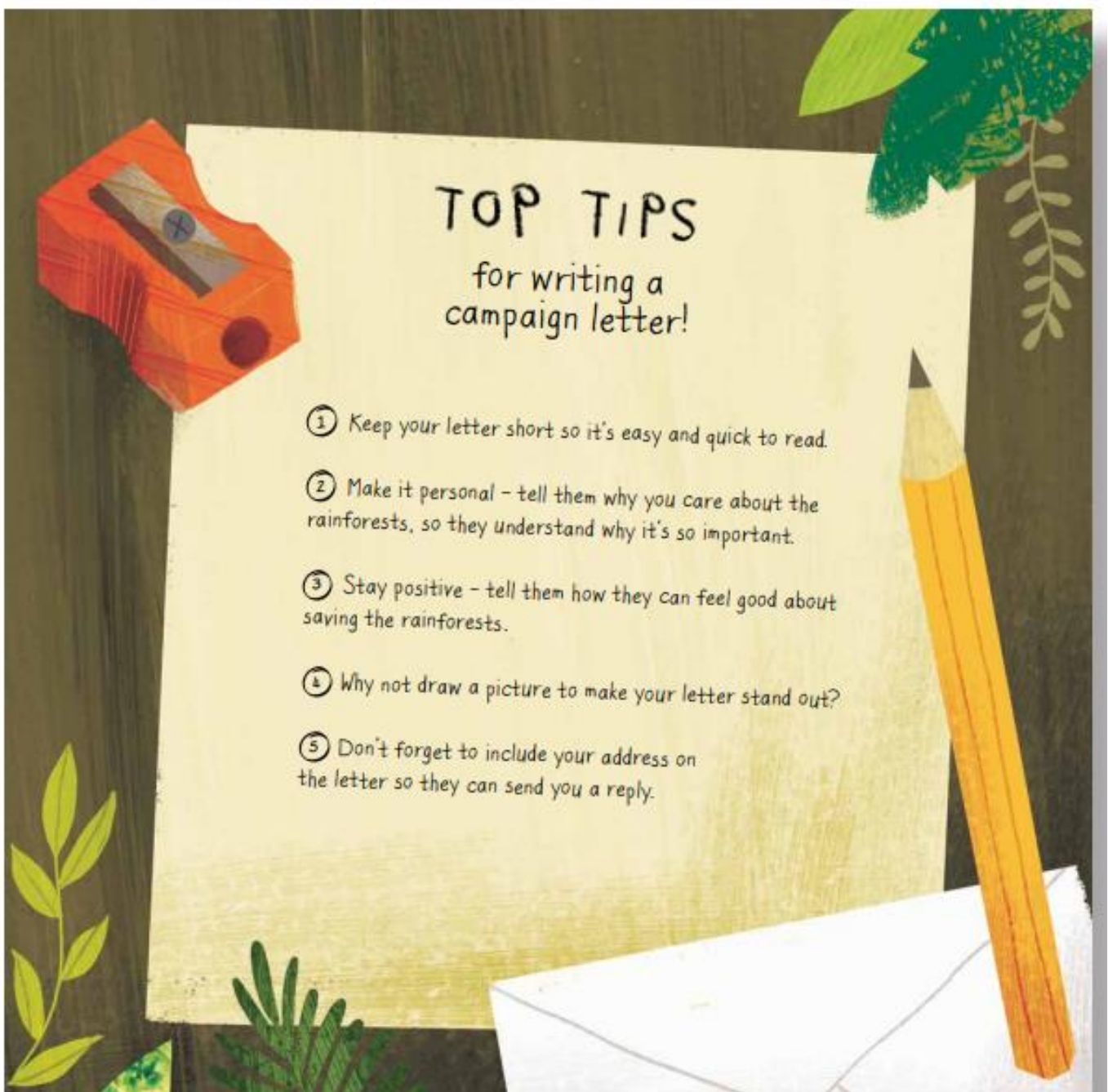
Use the clues to work out which child used which scales.

- Eva has twice as much as Alex.
- Dexter has 9 times as much as Alex.
- Annie has 3 times as much as Eva.
- Tommy has twice as much as Eva and 4 times as much as Alex.

	Alex	Eva	Dexter	Annie	Tommy
Scales	D	E	B	A	C

English

It's time to put your letter-writing skills to the test. Using the Top Tips for Writing a Campaign Letter at the back of the book, you're going to write a letter to a big company that uses palm oil in its products.



English

You need to persuade them to **SOURCE PALM OIL RESPONSIBLY**. Before you begin, use an A3 sheet of paper to create a map of everything you would like to say in your letter.

Use the headings below to help you start planning:

- Will your letter be formal or informal? Why?
- What language choices will you make? What vocabulary will you use?
- What sort of tone will your letter have?
- How will you open your letter?
- How will you close your letter?
- How many paragraphs will it have?
- What are your main points?
- What will you say in each paragraph?

Follow the link to watch this video to refresh your memories about the Problem with Palm Oil.

https://www.youtube.com/watch?time_continue=168&v=eH23_j1T1Ek&feature=emb_logo



English

Task 3: It's time to get writing! Use the template below to write your campaign letter to a big company which uses palm oil in its products. Don't forget to be polite and give lots of reasons for why you are writing; these are the most persuasive ways of getting your argument across and saving our orangutans!

Get a grown up to check our letter and read the instructions on the next slide telling you where to send all your letters.

The image shows a letter writing template with several orange boxes and labels. The labels are: "Recipient's address" pointing to a box on the left; "Your address" pointing to a box on the right; "Greeting" pointing to a box below the recipient's address; "Date" pointing to a box below the sender's address; "Your letter" pointing to a large central box; and "Closing farewell" pointing to a box at the bottom right.

English

Instructions on where to send your letters:

Mrs Wellings would like to read your letters before sending them off to our chosen company.

Please send your letters to our school address:

**To Mrs Wellings 'Year 3 Rainforest Letter'
Howley Grange Primary School
Howley Grange Road,
Halesowen
B62 0HS**

I will arrange a collection of the letters so that I can read them and provide you with some feedback.

I am looking forward to reading your work year 3!

If you could make sure if you are sending a letter that you post it by next Friday 12th June.

KS2 Relationships: Our Special People



© PSHE Association 2020

Home Learning: Friends and family

We are learning about what is important in friendships and family relationships

We will be able to:

- ✓ identify the qualities of positive friendships and family relationships
- ✓ explain how friends and family show they care for and value each other
- ✓ describe what is most important in a friendship or family relationship
- ✓ recognise that friendships and family relationships may change for different reasons and how to manage this

This week we are continuing the 'Our special people' theme.

PSHE Activities.

Below are the two activities for today. You will need the worksheets on the next slides.

Task 1:

Features of friendships

Complete the grid about the features of positive friendships and family relationships using **Resource 1** in your worksheet pack (*print off or type on the sheet*).

Features of positive friendships and family relationships			
Friends and family members...	Always	Sometimes	Never
...like doing all the same things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...help each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...hug each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...get cross with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...look out for each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...cheer each other up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...listen to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...have fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...speak kindly to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...stay in touch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write your idea here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write your idea here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick all the relevant boxes.

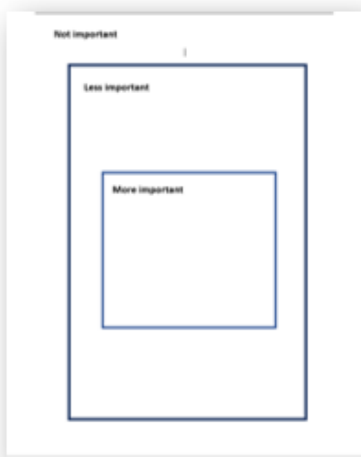


© PSHE Association 2020

Task 2:

What is most important?

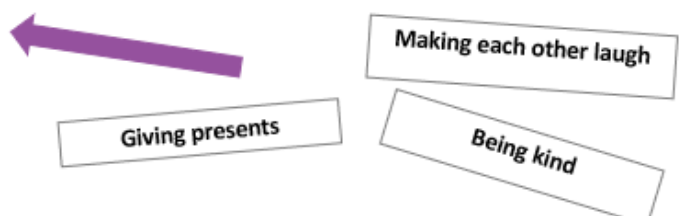
Now look at the zone of relevance activity (**Resource 2**) in your worksheet pack.



What is most important in a positive friendship or family relationship?

Sort the statements.

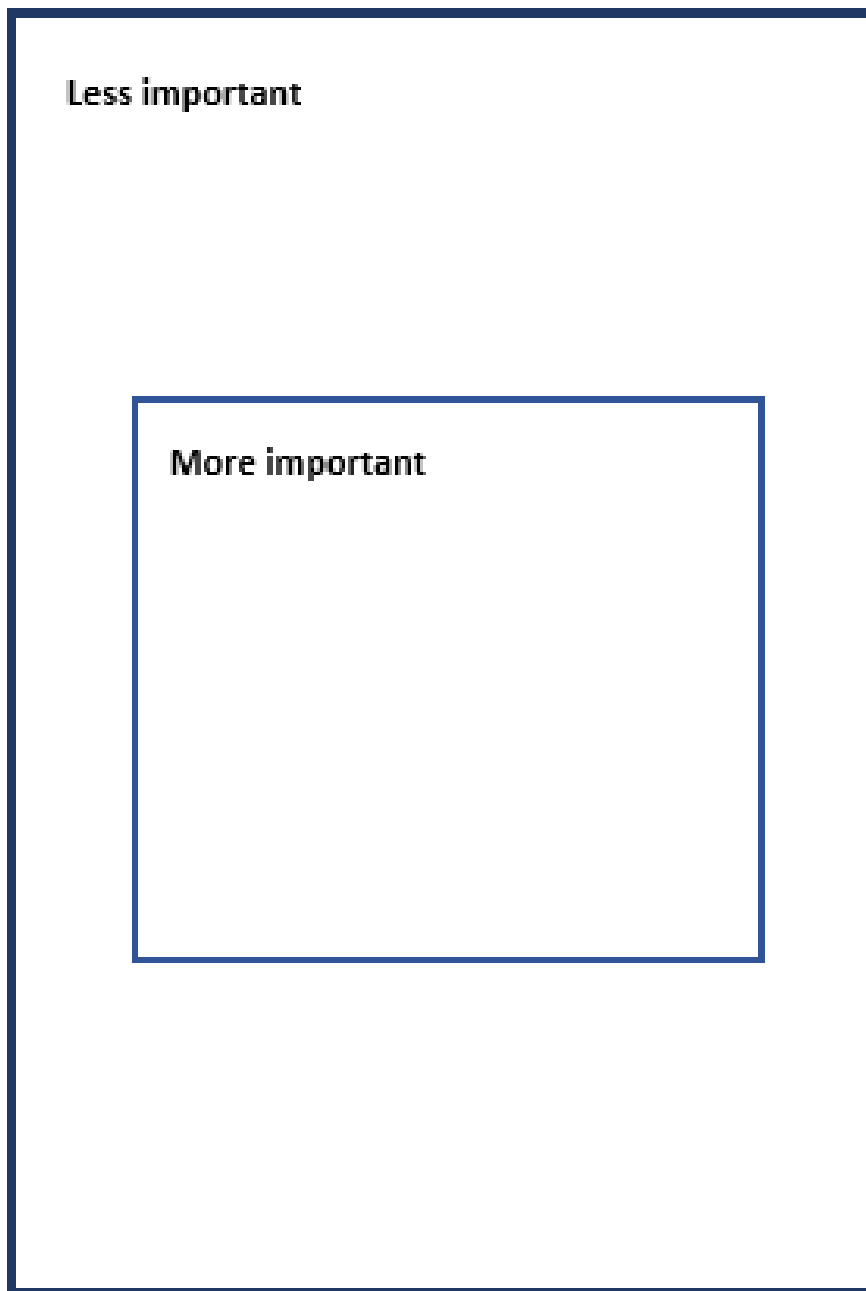
Put the things you think are most important for you in the centre square and the less important things in the outer square (*print off, type on the sheet or draw on a piece of paper*).



Resource 1 Friends and family statements

Features of positive friendships and family relationships			
Friends and family members...	Always	Sometimes	Never
...like doing all the same things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...help each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...hug each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...get cross with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...look out for each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...cheer each other up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...listen to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...have fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...speak kindly to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...stay in touch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...your idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...your idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not important



- | | | |
|---|---------------------------|---------------------------------------|
| Not getting cross with each other | Remembering special times | Making each other laugh |
| Cheering each other up if one person is sad | Sharing things | Holidays or special days out together |
| Staying in touch | Living near each other | Having fun |
| Talking to each other often | Listening | Giving hugs |
| Helping each other | Seeing each other often | Being the same religion |
| | Giving presents | Being kind |