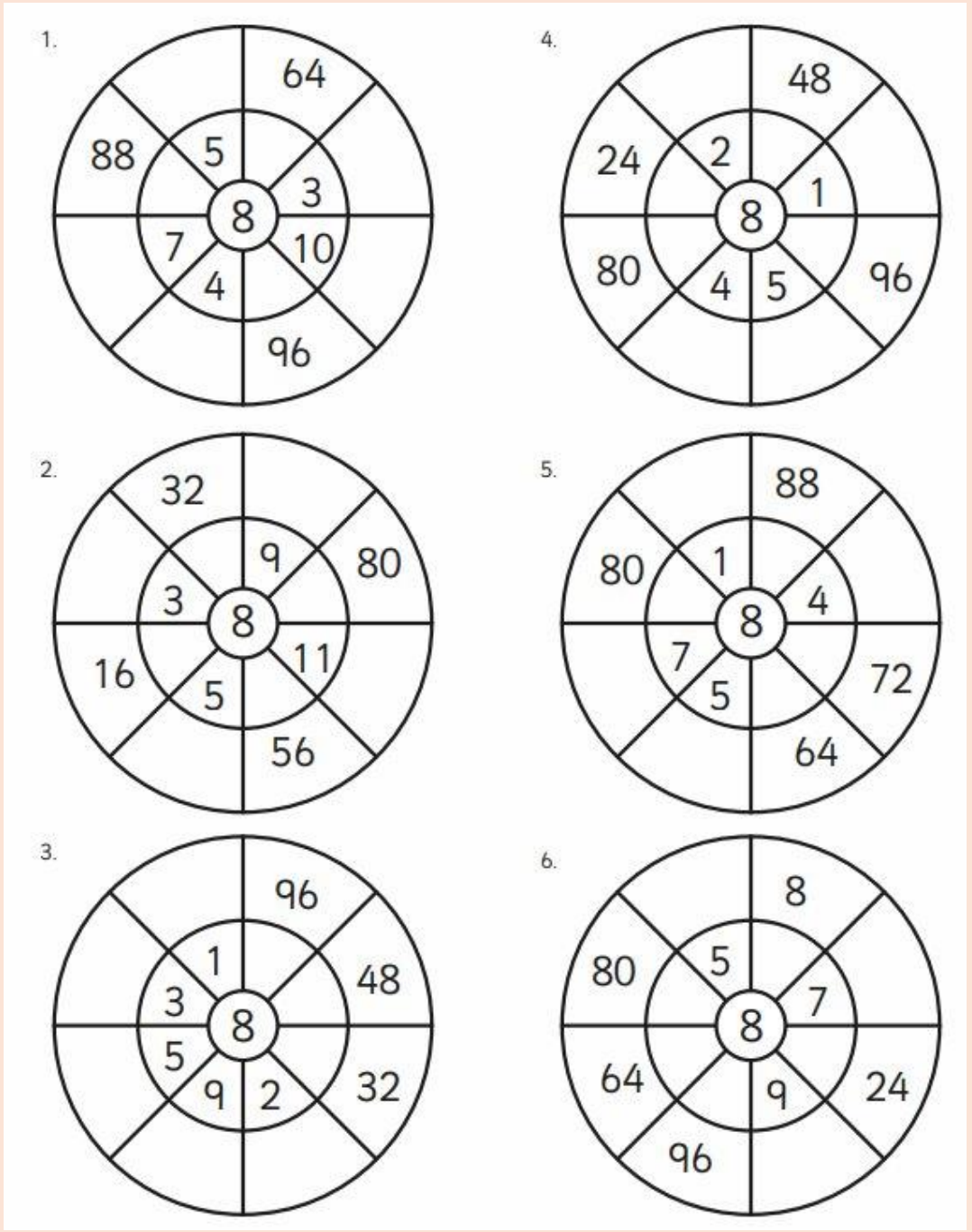
Tuesday 3rd June 2025
Morning challenge



Monday 3rd June 2025

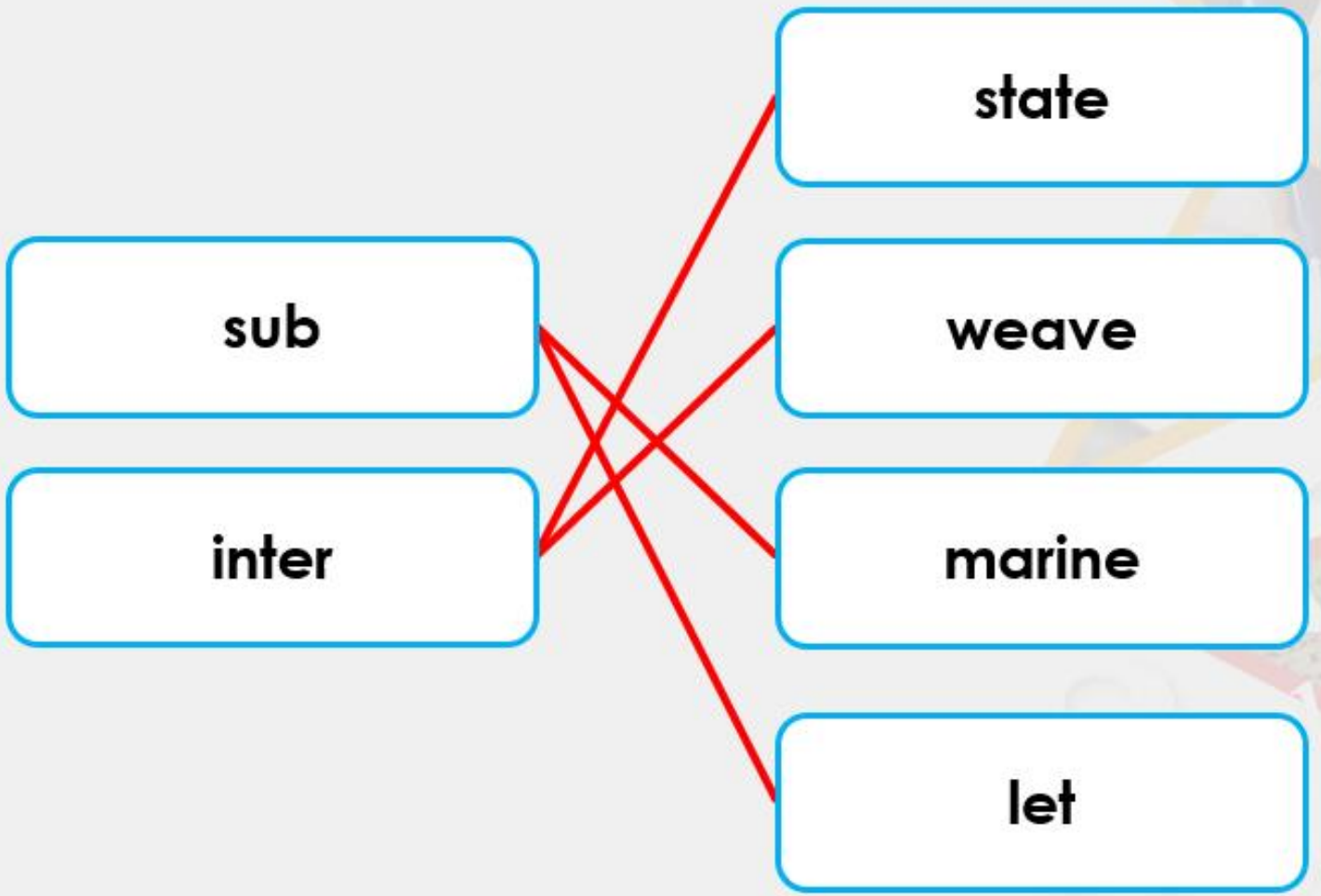
Word work – prefixes 'sub' and 'inter'

The prefix "sub-" generally means "under" or "below"

The prefix "inter-" typically means "between" or "among"

super	anti	auto
star	freeze	graph
store	clockwise	cue
hero		
model		

Match the prefix to the root word.



Monday 3rd June 2025

Word work – prefixes 'sub' and 'inter'

Put the root words into the correct column by matching the to a prefix to create a new word.

inter	sub

state net

marine merge

weave view

let city

03.06.25
Times tables

[8 Times Table Song | Skip Counting by 8 Multiplication Song]

BINGO

- Harry Potter maths
- Around the world
- Dice
- Hit the button
- Counting stick

03.06.25

TBAT: divide 100 into 2, 4, 5 and 10 equal parts

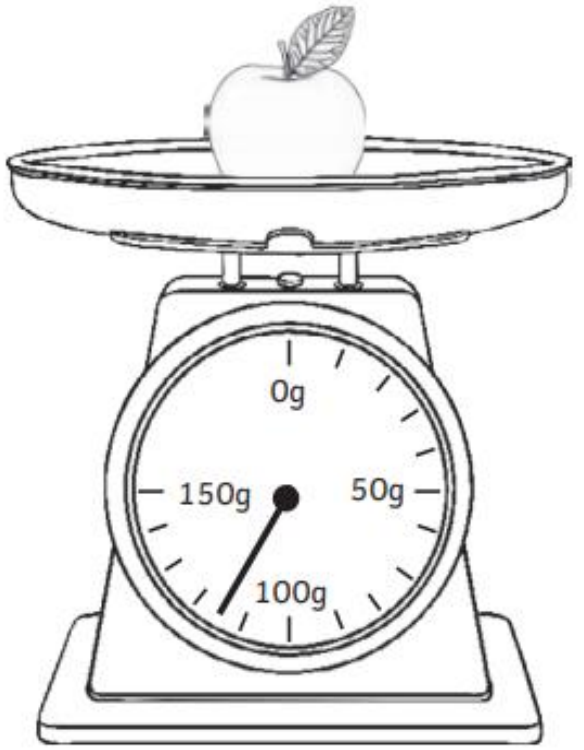
3 in 3

1. 11/12 - 8/12 =

2. 29 X 6 =

3.

David weighs an apple. What is the mass of the apple?



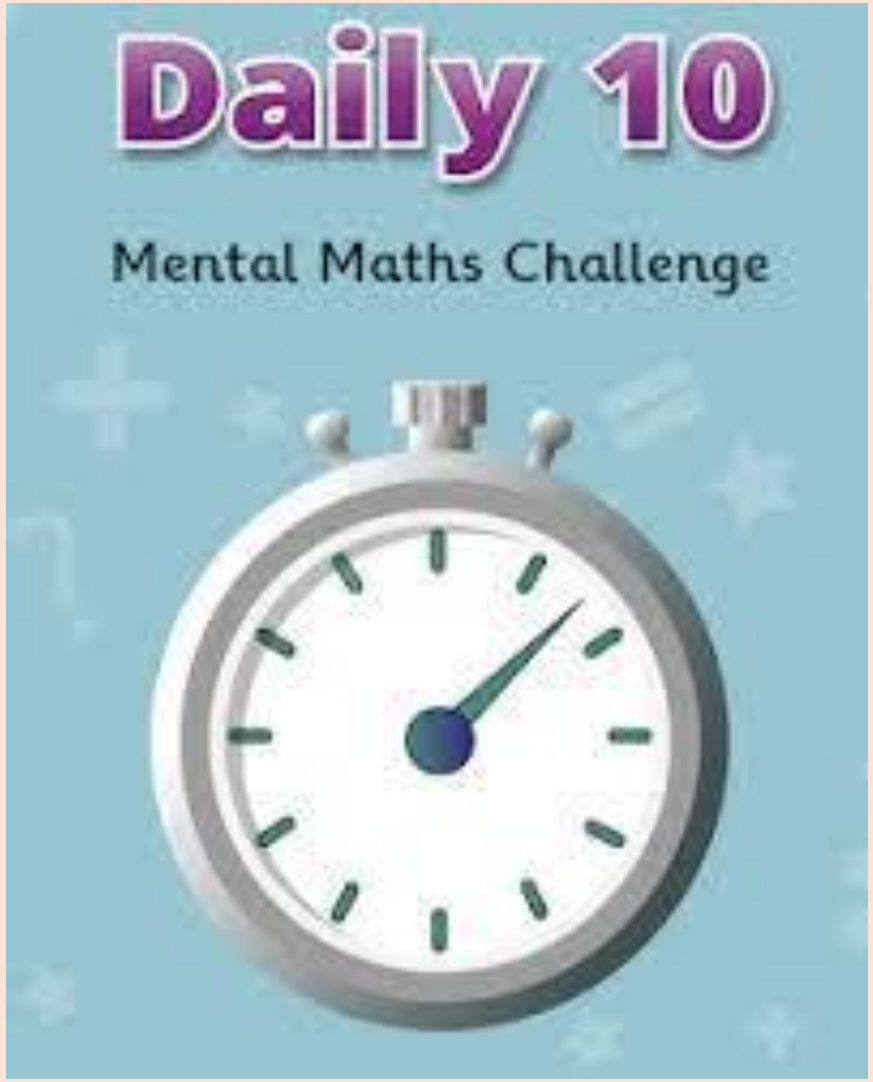
Write any 4 different numbers to complete this number sentence.

□ × □ = □ × □

03.06.25

Daily 10 - Mental Maths Challenge - Topmarks

3x, 4x and 8x



Revisiting number lines

In mathematics, we are used to reading number lines.

Some number lines are easier to read than others…

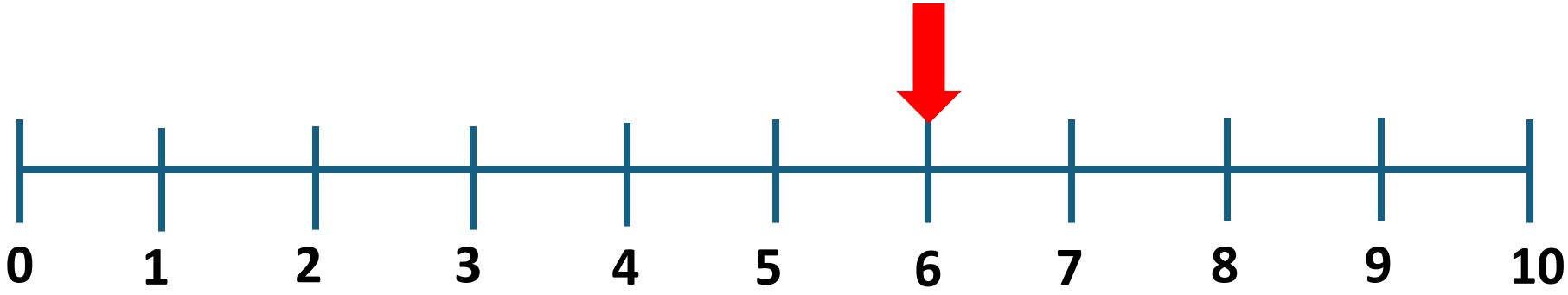
Number lines have **marks** or **divisions** at **regular intervals** that help us to read them.

We need to understand the **value** of each **division** in order to read the number line **accurately**.

Let’s look at some examples…

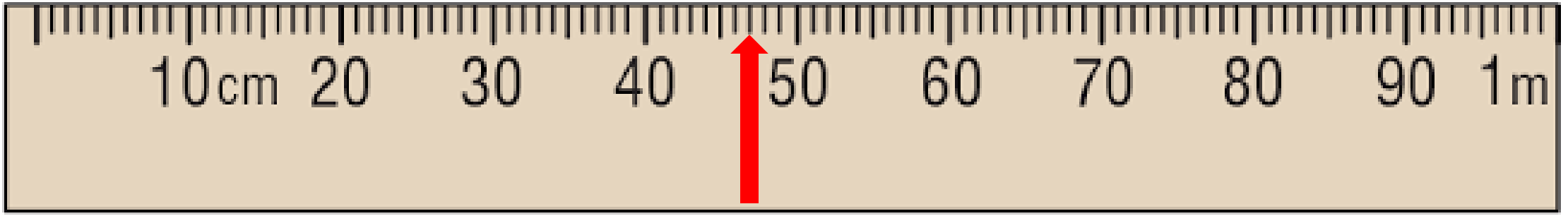
Revisiting number lines

Some number lines are straightforward to interpret because each division represents 1. Look at this example:



We can easily see where 6 appears, for example, on this number line.

Revisiting number lines



Sometimes, the divisions are not all labelled but each division is still worth 1.

We can see that on this metre rule each division is worth 1 centimetre, even though they have not all been labelled.

We can see where 47cm appears on the metre stick.

Revisiting 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is 100 ÷ 2?

Dividing by 2 is the same as finding one half.

One half of 100 equals 50.

100 ÷ 2 = 50

Revisiting 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is 100 ÷ 4?

Dividing by 4 is the same as finding one quarter.

One quarter of 100 equals 25.

100 ÷ 4 = 25

Revisiting 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is 100 ÷ 10?

Dividing by 10 is the same as finding one tenth.

One tenth of 100 equals 10.

100 ÷ 10 = 10

Revisiting 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is 100 ÷ 5?

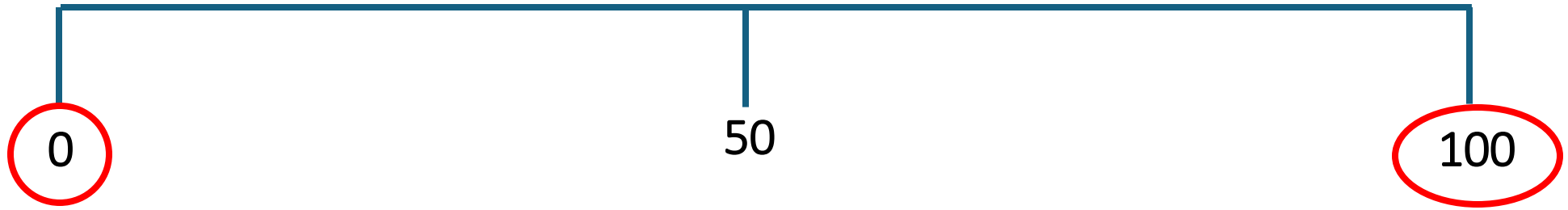
Dividing by 5 is the same as finding one fifth.

One half of 100 equals 20.

100 ÷ 5 = 20

Reading number lines

Some number lines are less straightforward to interpret because each division does not represent 1 whole. Look at this example:

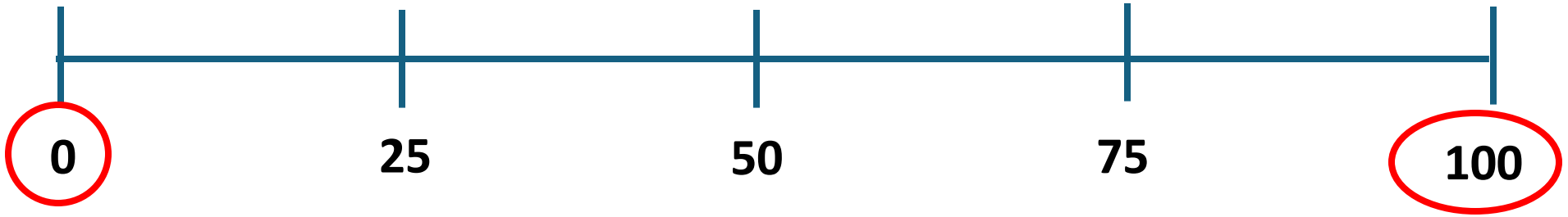


This number line starts at 0 with 100 at the other end and there are only two **divisions**.

We know that half of 10 is 5. Therefore, **half of 100 is 50**.

100 ÷ 2 = 50. Therefore, each **division** represents **50.**

Reading number lines



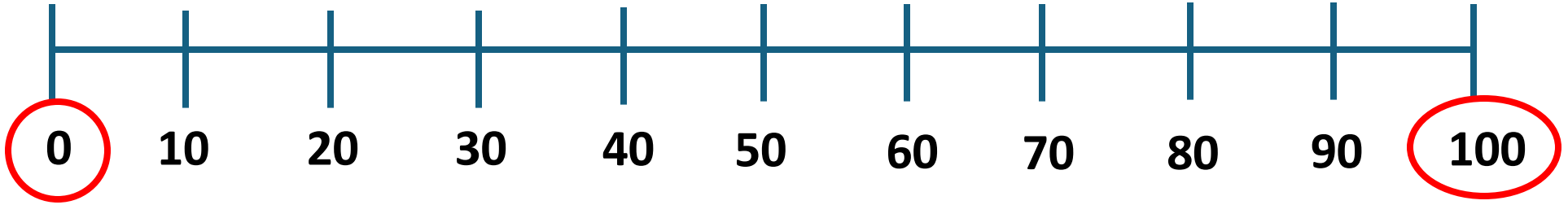
This number line also starts at 0 with 100 at the other end but there are **four divisions**.

We know that 100 ÷ 2 = **50**.

50 ÷ 2 = 25 or 100 ÷ 4 = 25. Therefore, **25** is our first marked **division.**

50 + 25 = 75 so **75** is our third marked **division.**

Reading number lines



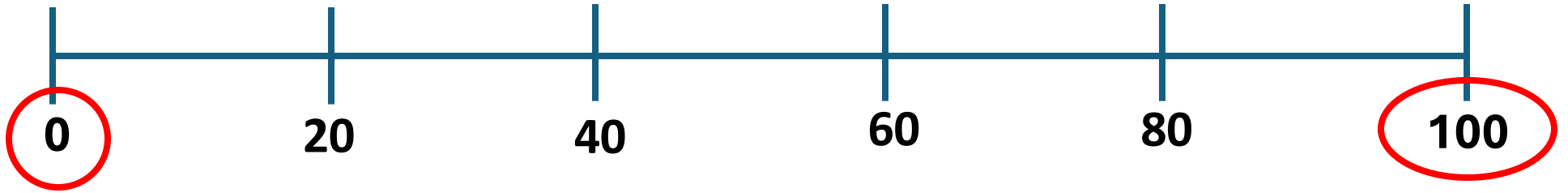
This number line also starts at 0 with 100 at the other end but this time there are **ten divisions**.

10 ÷ 10 = 1

So, 100 ÷ 10 = 10

Therefore, each **division** has a value of **10.**

Reading number lines

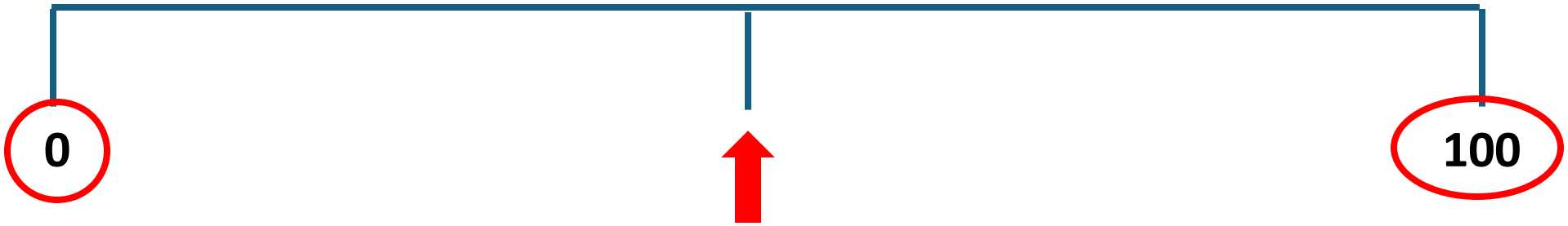


We can see that this number line also begins at 0 with 100 at the other end.
This time there are **five divisions**.
10 ÷ 5 = 2

So, 100 ÷ 5 = **20**

Therefore, each **division** has a value of **20**.

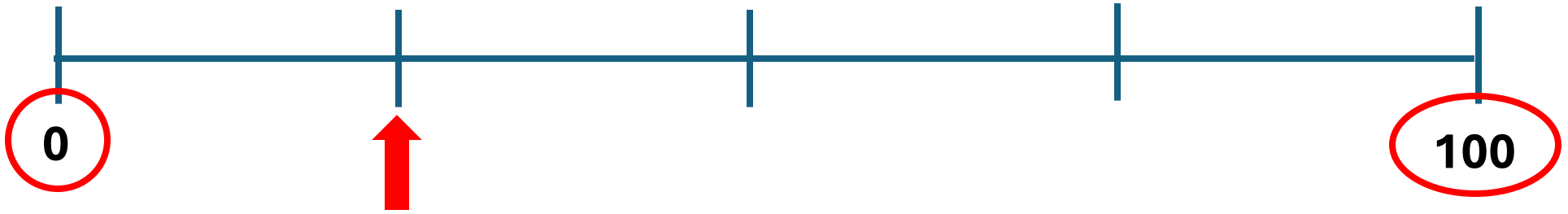
Reading number lines: your turn



This number line starts at 0 with 100 at the other end.
There are **two divisions**.

What number is marked by the arrow?

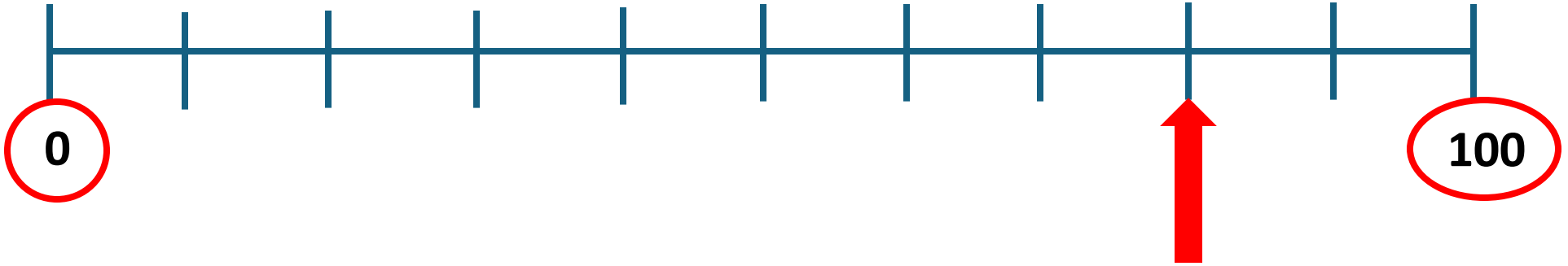
Reading number lines: your turn



This number line also starts at 0 with 100 at the other end.
There are **four divisions**.

What number is marked by the arrow?

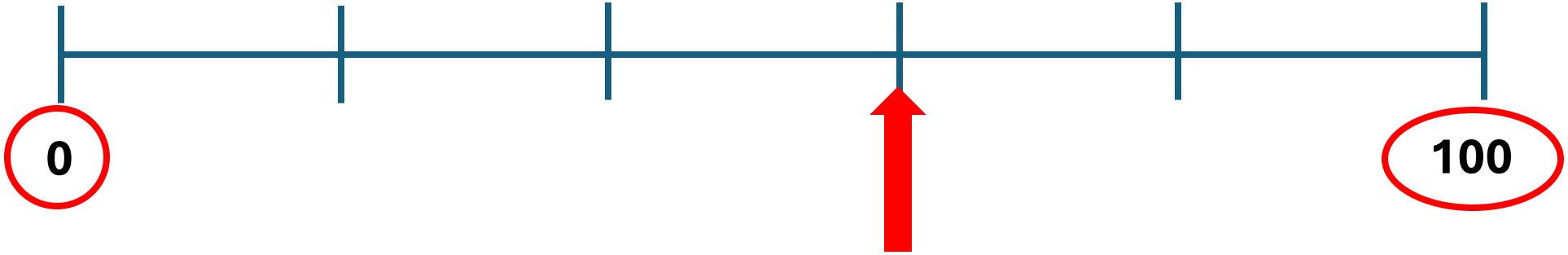
Reading number lines: your turn



This number line also starts at 0 with 100 at the other end.
There are **ten divisions**.

What number is marked by the arrow?

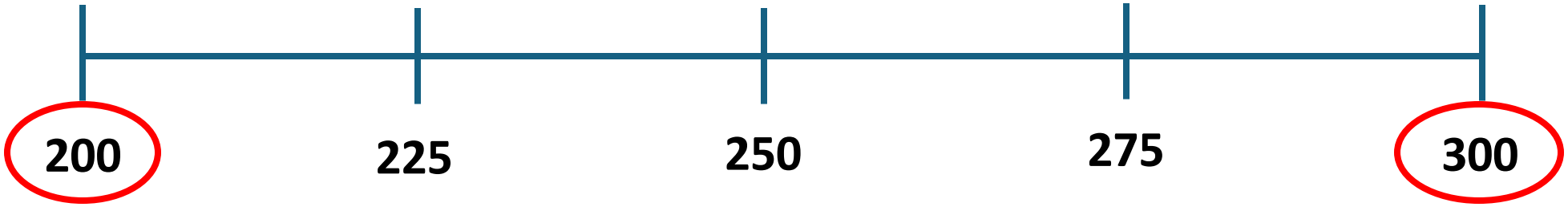
Reading number lines: your turn



This number line also starts at 0 with 100 at the other end.
There are **five divisions**.

What number is marked by the arrow?

Reading number lines



Be careful when reading number lines. This number line does not begin at zero.

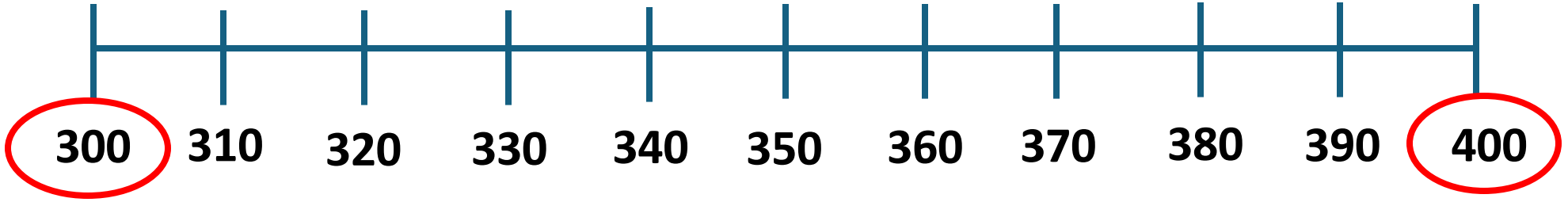
This number line starts at 200 and ends at 300.

The difference between 200 and 300 is 100.

Our number line has **four intervals or divisions**.

Each division has a **value of 25**.

Reading number lines



This number line does not begin at zero.

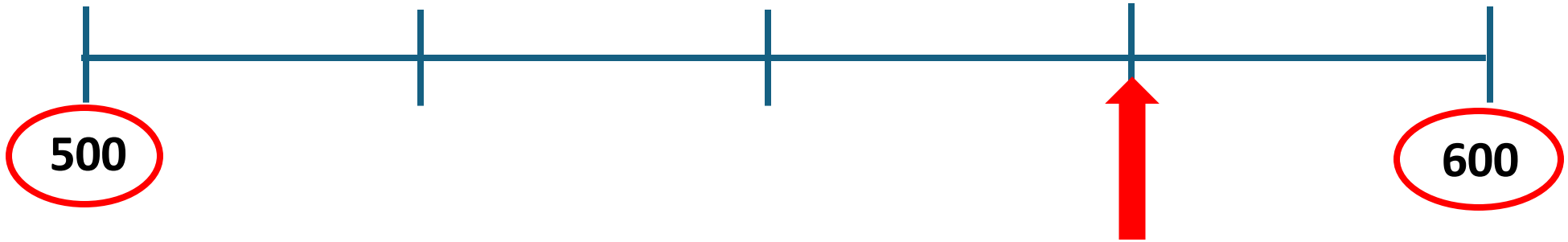
This number line starts at 300 and ends at 400.

The difference between 300 and 400 is 100.

Our number line has **ten intervals or divisions.**

Each division has a **value of 10**.

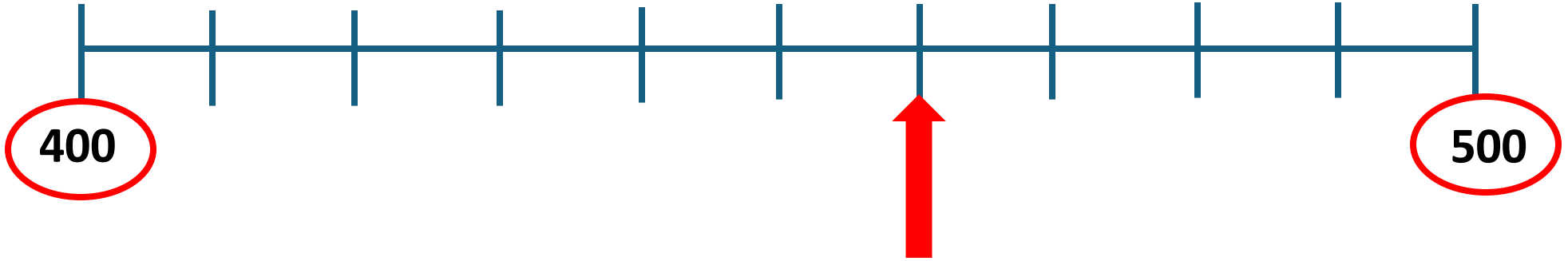
Reading number lines: your turn



This number line starts at 500 with 600 at the other end.
There are **four divisions**.

What number is marked by the arrow?

Reading number lines: your turn



This number line starts at 400 with 500 at the other end.
There are **ten divisions**.

What number is marked by the arrow?

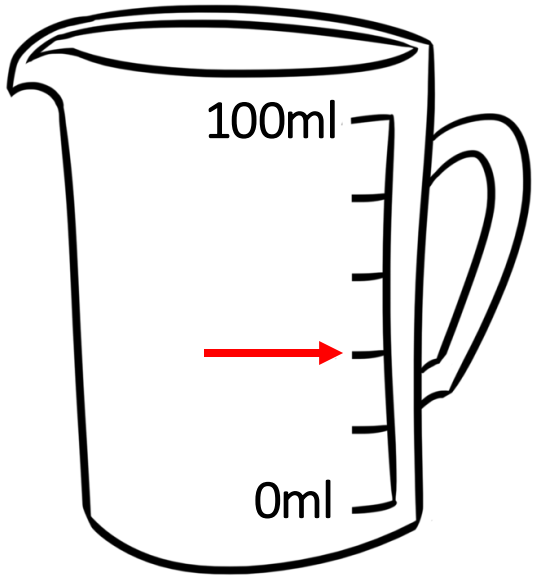
Reading number lines: your turn

This number line starts at 800 with 900 at the other end. There are **five divisions**.

What number is marked by the arrow?

Reading scales

Number lines are also used for scales on measuring instruments, such as measuring jugs, rulers, etc.



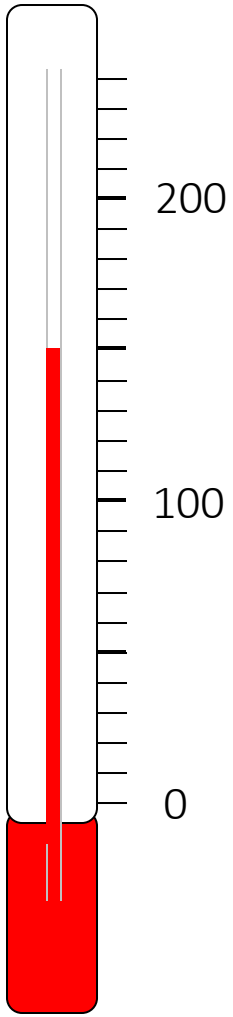
To work out the number shown by the arrow, we need to understand the **scale**.

Our scale starts at 0 and ends at 100. There are **5 divisions**.

We know that 100 ÷ 5 = 20 so each **division** has a **value** of 20ml.

The arrow is showing 40ml.

Reading scales



To work out the **reading** on this thermometer, we need to understand the **scale**.

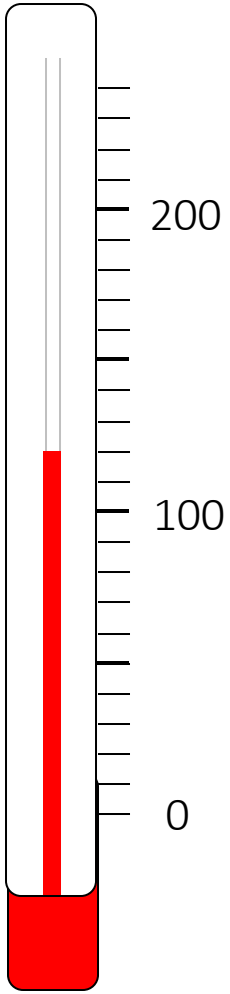
Our scale starts at 0. Both 100 and 200 are labelled.

There are 10 **divisions** between 0 and 100 and between 100 and 200.

We know that 100 ÷ 10 = 10 so each **division** has a **value** of 10.

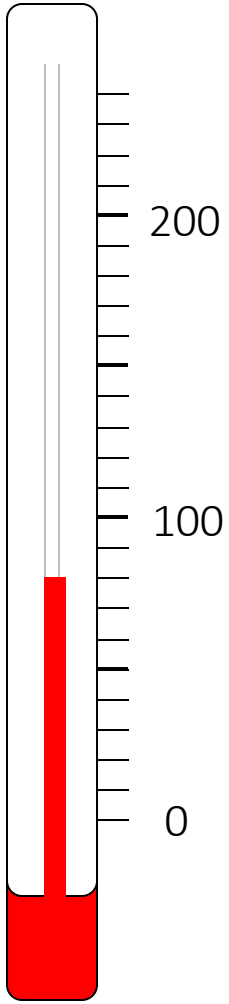
The thermometer is showing a reading of 150.

Reading scales: your turn



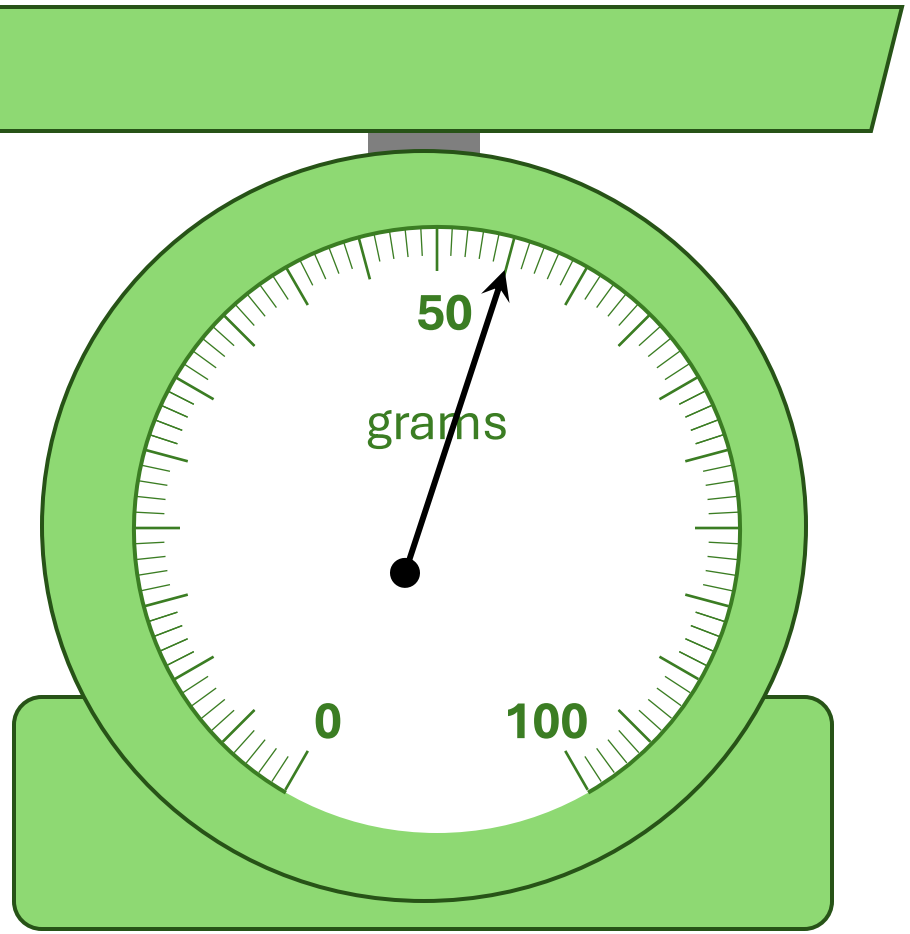
What is the **reading** on this thermometer?

Reading scales: your turn



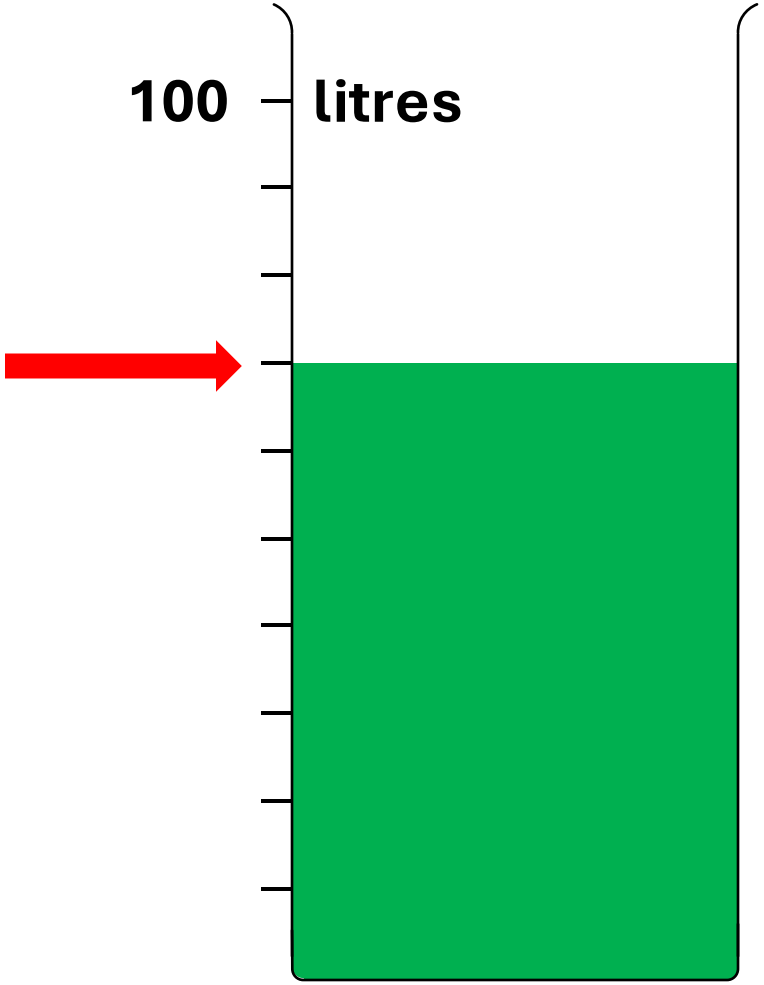
What is the **reading** on this thermometer?

Reading scales: your turn



What number is the arrow pointing to?

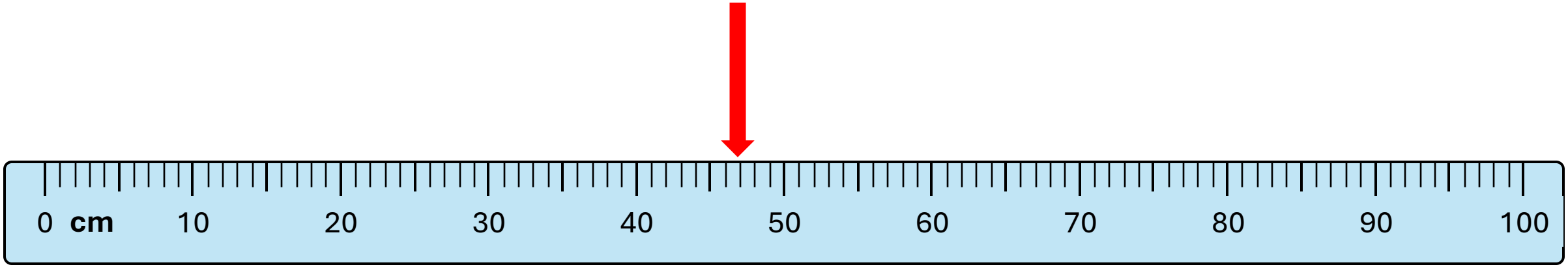
Reading scales: your turn



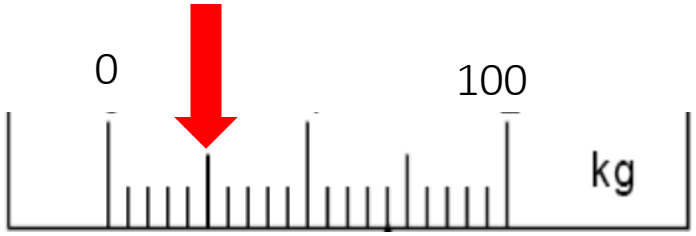
What is the number shown by the arrow?

Reading scales: your turn

What number is the arrow pointing to?

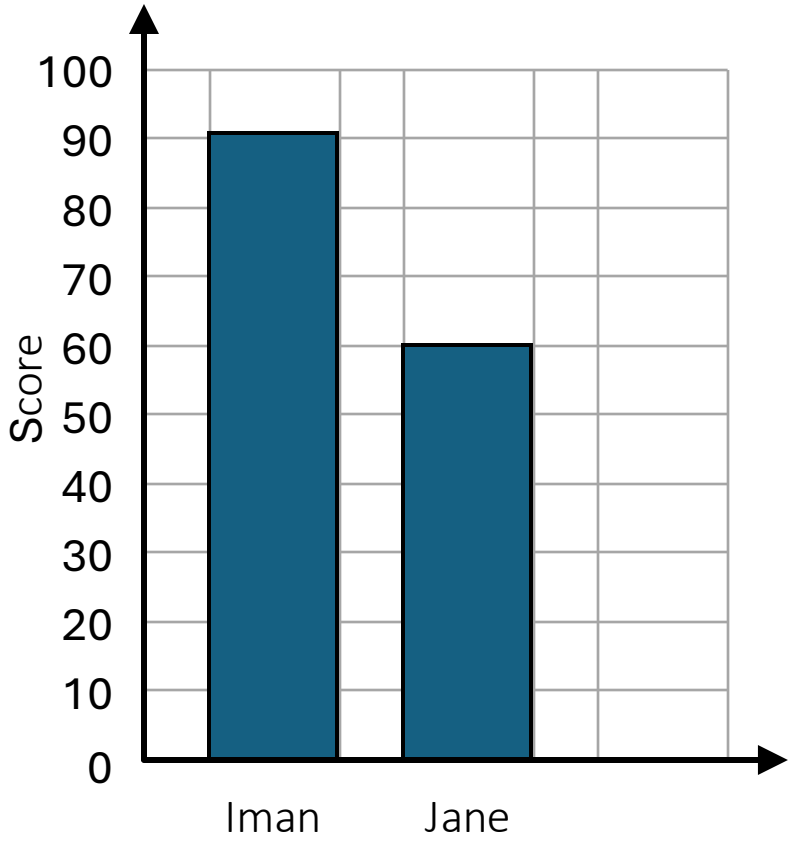


Reasoning



Sal says, “The arrow is pointing at 5.”
Do you agree with Sal? Explain your answer.

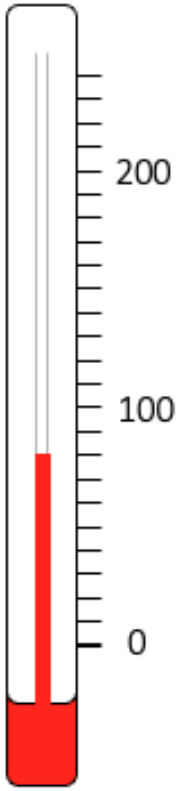
Problem solving



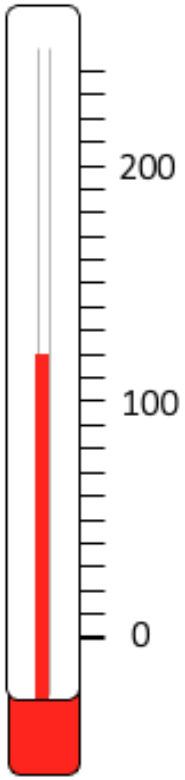
What is the difference between Iman's and Jane's scores?

How do you know?

Problem solving



Morning



Afternoon

The temperature was taken in the morning and in the afternoon.

By how many degrees had the temperature risen by in the afternoon?

Tuesday 3rd June 2025

TBAT: identify and use subordinating conjunctions.

3 in 3 - Read the text **as a class** with changes in pitch, pace, and volume:

The Exciting Trip to the Forest

One bright morning, Sam and Lily zipped up their jackets.
"Let's go on an adventure!" **shouted** Lily with a grin.
They marched into the forest—*stomp, stomp, stomp!*
Birds chirped sweet songs from the trees above.
"Did you hear that?" **whispered** Sam.
Something rustled in the bushes—*rustle, rustle!*
Suddenly... a rabbit popped out!
"Whoa!" **laughed** Lily. *"You scared us, little bunny!"*
The rabbit twitched its nose, then bounced away—*boing, boing!*
By lunchtime, the sun was high.
"I'm starving!" **groaned** Sam, rubbing his tummy.
They sat on a log, munched their sandwiches, and smiled.
"What a perfect day," Lily said **softly.**

Questions

1. **How did the children walk into the forest?**
2. **What rustled in the bushes?**
3. **Find and copy another word for hungry.**

Tuesday 3rd June 2025

TBAT: identify and use subordinating conjunctions.

Blue – What is a preposition? Can you give an example?

Green – What is a determiner? Can you give an example?

Challenge - Why do we use paragraphs when writing a narrative?

Talk partners

Tell me what a subordinating conjunction is.

… a subordinating conjunction is a joining word that links two clauses.

Examples of subordinating conjunctions:

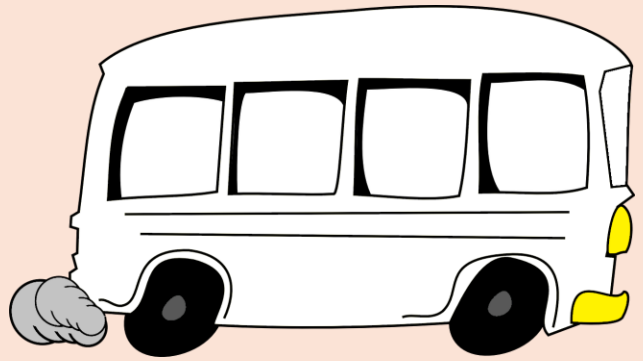
because, when, if

Subordinating conjunctions

To help you remember the subordinating conjunctions, use A WHITE BUS!

A	WH	I	T	E	B	U	S
as after although	while whilst when	if	though	even though	because before	until unless	since

These are some of the most commonly used subordinating conjunctions … there are others!



Subordinating conjunctions

Subordinating conjunctions introduce a subordinate clause (a group of words containing a verb that depends on the main clause to make sense).

main clause

subordinate clause

We bathed the dog <u>because</u> she was very muddy.

subordinating conjunction

Subordinating conjunctions

A subordinate clause can appear before or after a main clause. This means that a subordinating conjunction can be at the start of a sentence or somewhere in the middle.

subordinate clause **main clause**

Before we played a game, we did our homework.

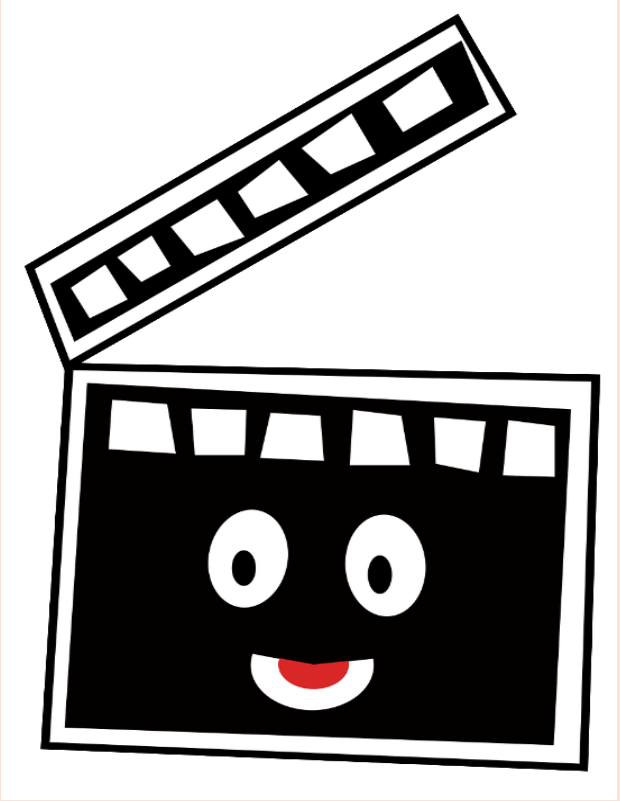
subordinating conjunction

Subordinating conjunctions

Sentences can contain more than one subordinating conjunction.

Although it was very icy outside, we walked to the cinema as we were desperate to see the new film.

The teacher said we can eat our lunch outside if we work hard unless it starts to rain.



Your turn

On your sheet, underline the subordinating conjunction in each sentence below.

1. Jay won the race though he only just beat Priya!
2. When we looked outside, we saw a delivery driver.
3. I got a dictionary as I wasn't sure how to spell a word.

Show all

Click on the question to show the answer. Click on it again to hide the answer.

Your turn

On your sheet, circle both subordinating conjunctions in the passage below.

Before mobile phones were invented, you had to use a home phone if you wanted to ring somebody.

Click on the question to show the answer. Click on it again to hide the answer.

Your turn

Write the sentences in your book. Insert a different subordinating conjunction to correctly complete each sentence.

1. Lots of people were late to the concert _____ there had been a big traffic jam.
2. I read my book _____ I was in the car.
3. My mum turned off the engine _____the traffic started moving again.

Click on the box to reveal the hidden word.

Reflect and remember

Remember to use these tips to help you identify and use subordinating conjunctions correctly.

- Subordinating conjunctions introduce a subordinate clause (a group of words containing a verb that depends on the main clause to make sense).
- To help you remember the subordinating conjunctions, use A WHITE BUS!
- Sentences can contain more than one subordinating conjunction.

Tuesday 3rd June 2025

TBAT: sing a sea shanty in a call and response structure.

The Collins Hub Educator > Library

Tuesday 3rd June 2025

PE – develop the sprinting technique and improve on your personal best

TBAT: Athletics

This half term in P.E will be athletics

- Changing for PE

- Rules and expectations moving to PE

- Move to the downstairs hall or outside

Get Set 4 PE - Lesson Plan -3 for Year 3 Cricket

Tuesday 3rd June 2025

Computing

TBAT: create questions with yes/no answers.

Key vocabulary

- Attribute (a quality or feature regarded as a characteristic)
- value
- questions
- table
- objects

Learning objectives

•I can investigate questions with yes/no answers

•I can make up a yes/no question about a collection of objects

•I can create two groups of objects separated by one attribute

Tuesday 3rd June 2025

TBAT: create questions with yes/no answers.

Blue - How does a computer know what to display?

Green - How does a computer connect to the printer?

Challenge - What is a process?

Different questions

When do you eat breakfast?

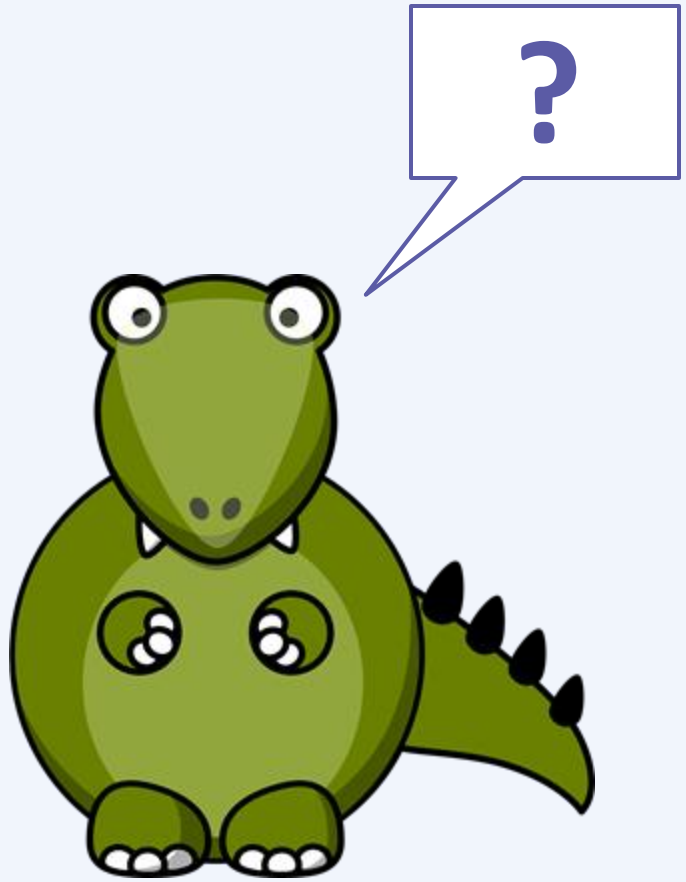
How do you get to school each morning?

Is it raining?

What is your favourite food?

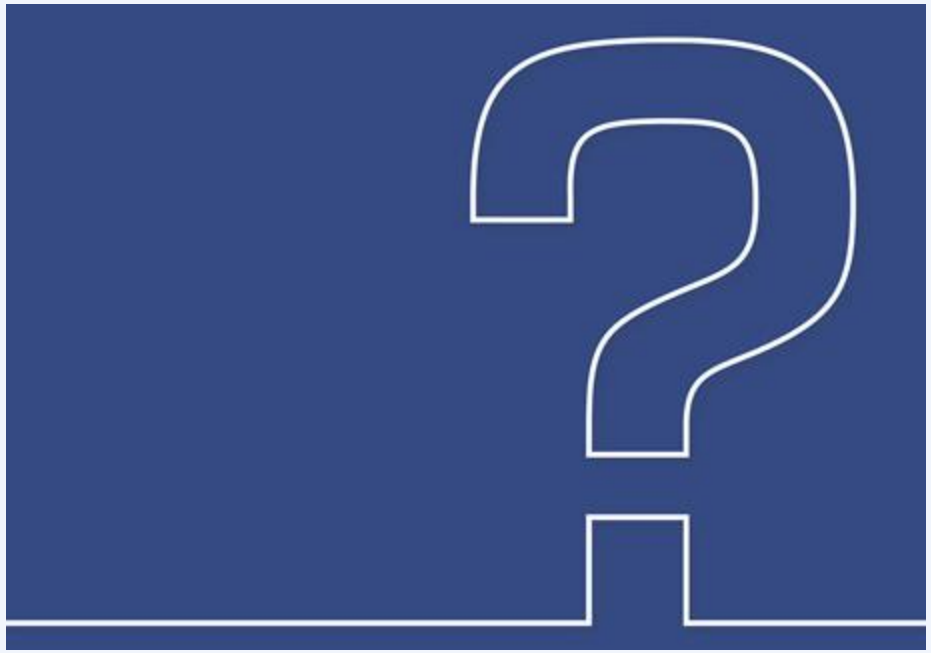
Is a parrot a bird?

Are the walls in the classroom pink?



Different questions

Think, pair, share: What is different about the answers you gave?

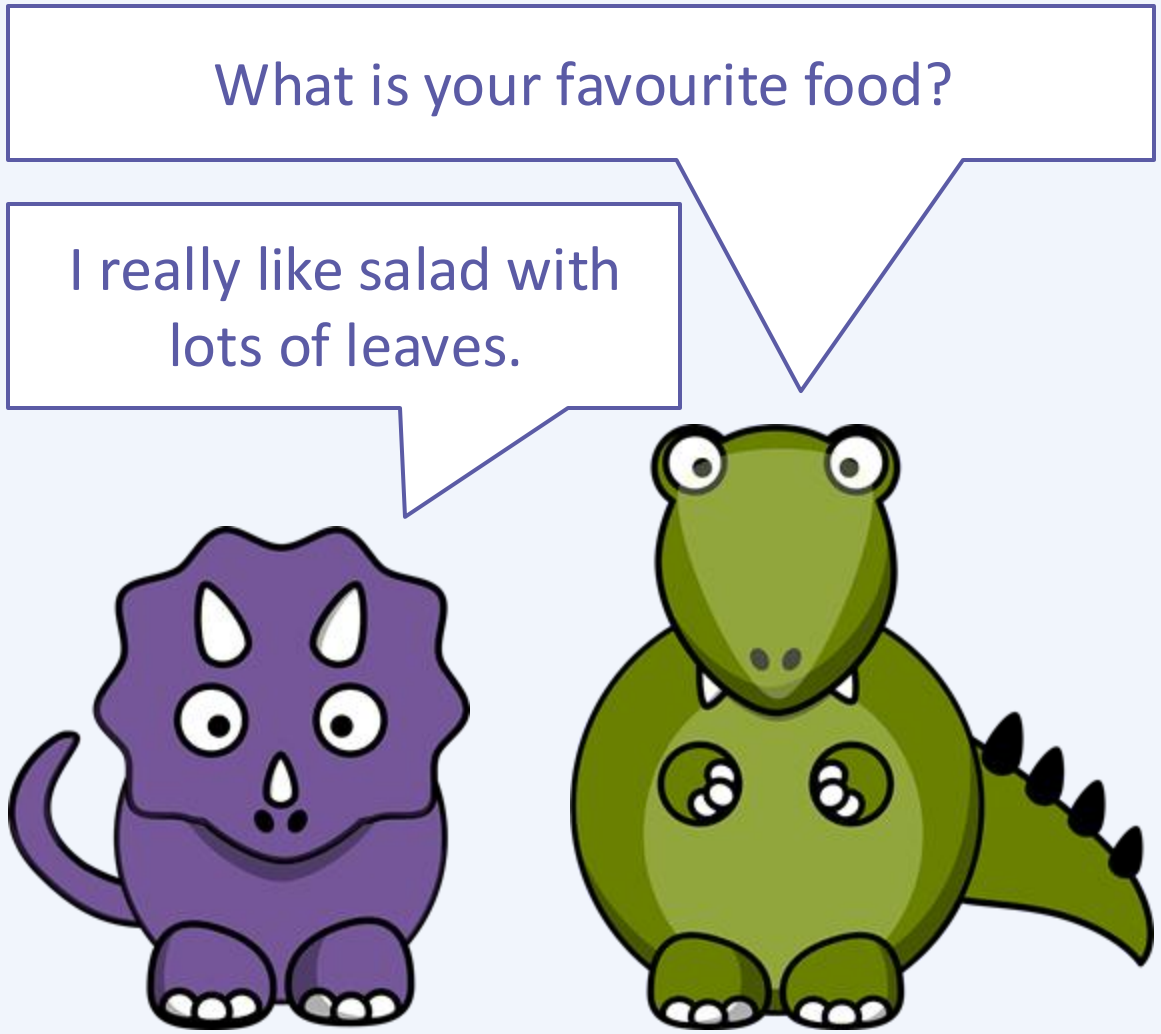


Questions can need different types of answers.

Open-ended questions

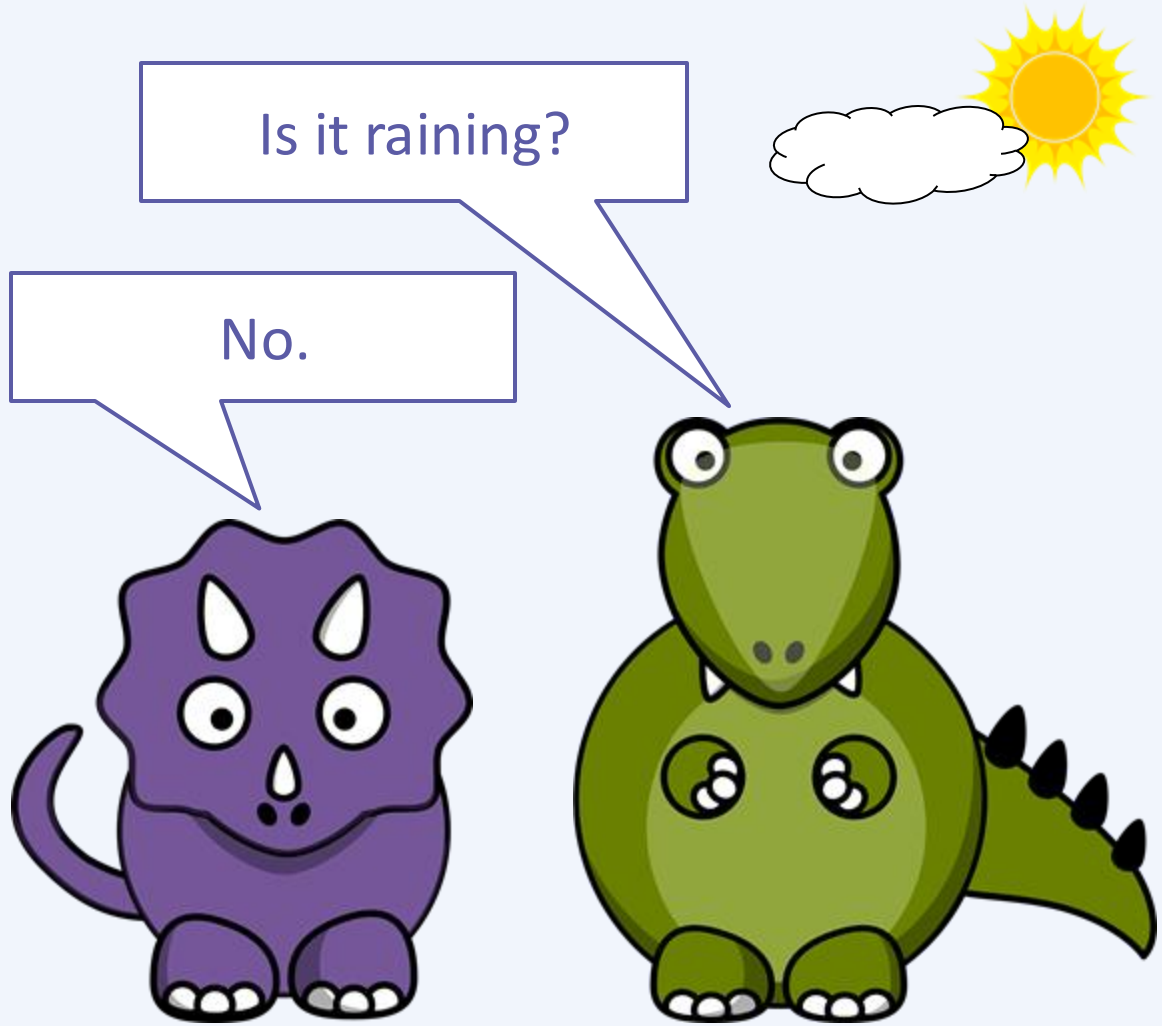
Some questions are open-ended.

You can give an opinion or add more detail.



Yes or no questions

Other questions are factual and can only be answered yes or no.



Sort these questions on your sheet.

Which questions are yes/no, and which questions are open-ended?

When do you eat breakfast?

How do you get to school each morning?

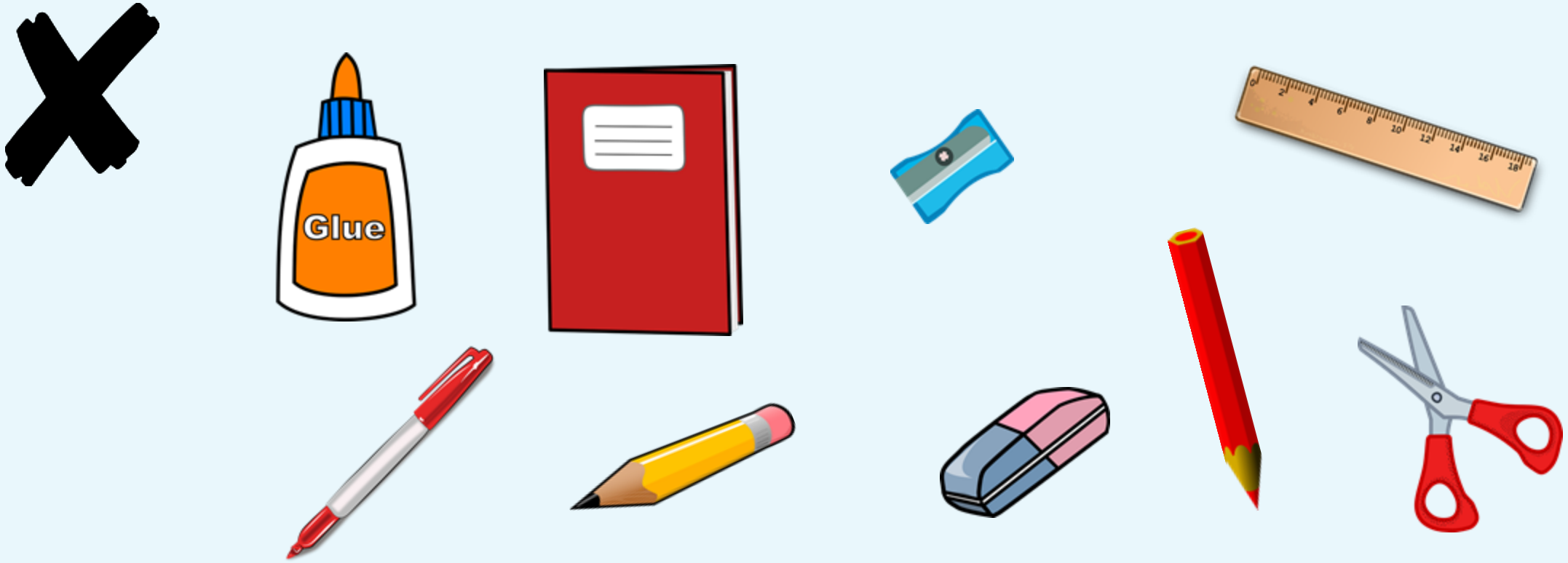
Is it raining?

What is your favourite food?

Is a parrot a bird?

Are the walls in the classroom pink?

I have chosen one object from below. Can you ask questions to guess which object I chose?



Think, pair, share: What questions could you ask?
You can only ask **yes** and **no** questions!

Can you find the object?

In your groups, take it in turns to pick an object.

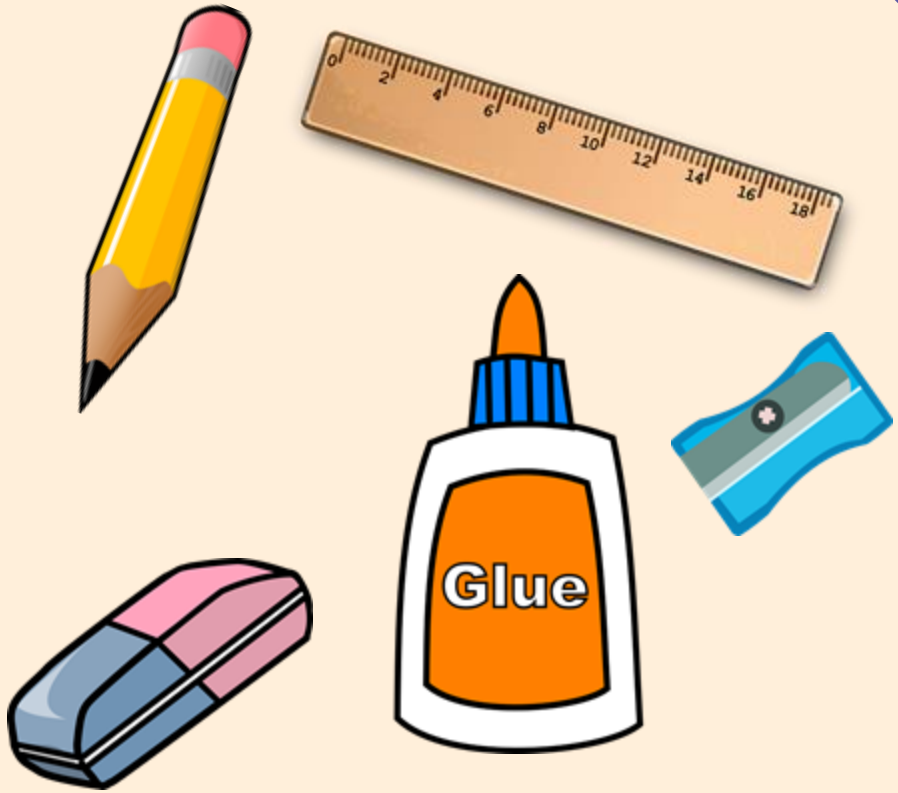
The rest of the group have to **ask questions** to find out what object you chose.

Remember, questions can only be answered with **yes** or **no**.

If you cannot answer with **yes** or **no**, do not answer the question.

Think, pair, share: How do you think these objects have been grouped?

Some red



No red

Think, pair, share: How do you think these objects have been grouped?

Does not write

Writes

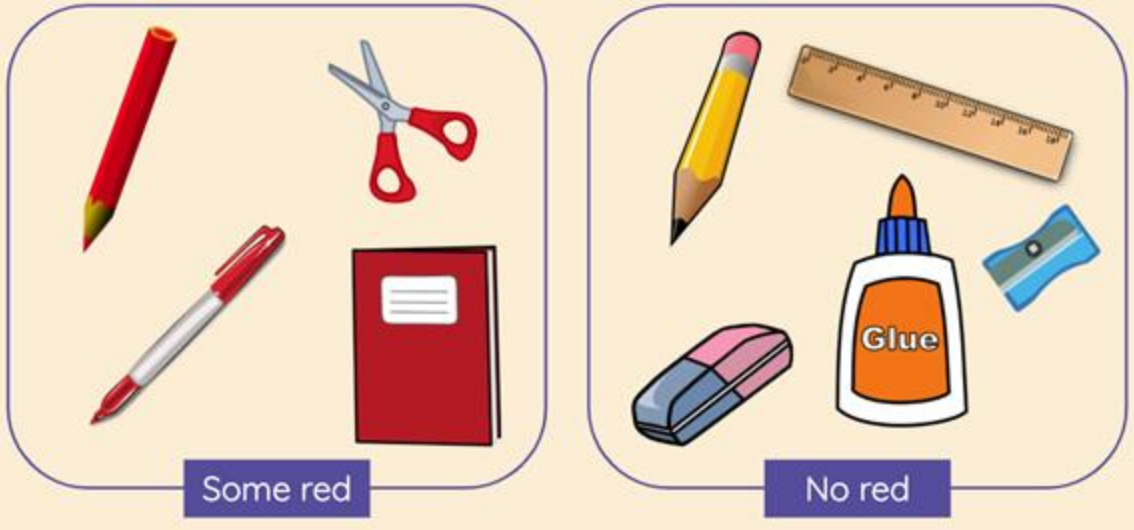
You have been grouping objects by their attributes

Is it red?

Attribute = Colour

Does it have any metal?

Attribute = Material



Tell your partner the answer...

1. Do you learn about computing at your school?
2. Is it raining?
3. Is it morning?
4. Does your school start at 9am?

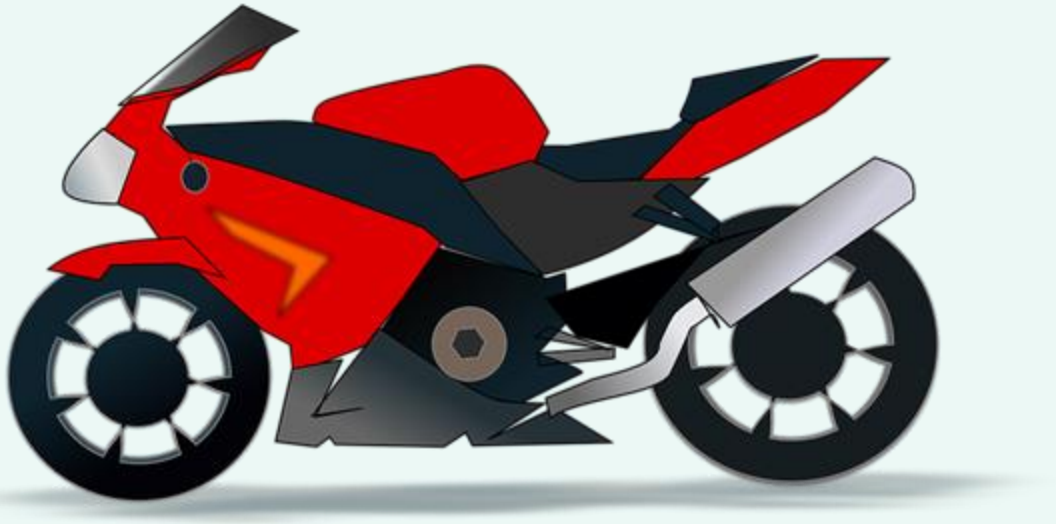
- Each answer is either **yes** or **no**
- The questions start with **is** or **do** or **does**
- Everyone had the same answers because they are facts

Think, pair, share: Think of three questions you could ask about this motorbike.

1. Is it...

1. Is it...

1. Does it...



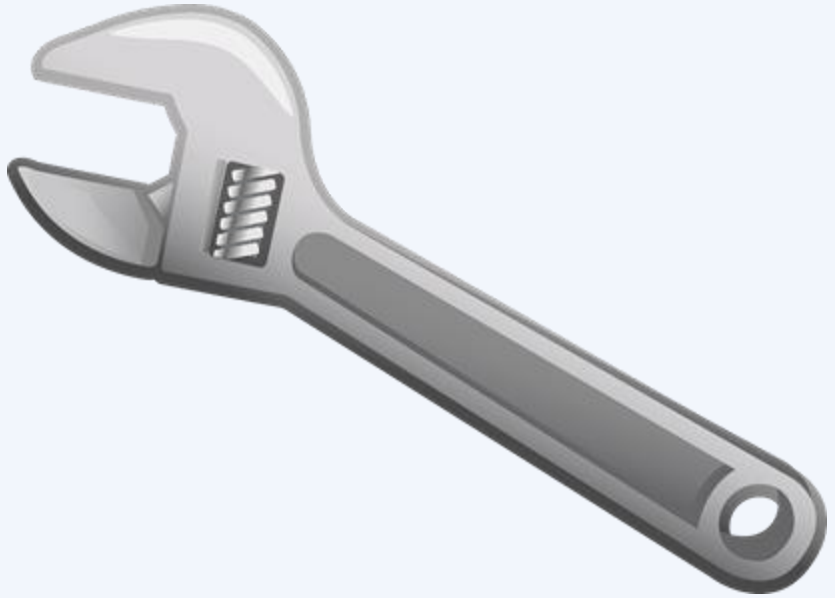
Remember: The answer must only be **yes** or **no!**

Write questions to group the objects. The first one has been done for you.

Question								Total 'Yes'	Total 'No'
Example: Does it have handlebars?	√	X	√	√	X	X	X	3	4

Yes/no questions about an object's attributes

Yes/no question	Attribute
Is it a spanner?	Type of object
	Material
Is it smaller than a car?	
Is it grey?	



Think, pair, share: What question could be used for the attribute 'material'?

How confident are you? (1–3)

- I can investigate questions with yes/no answers
- I can make up a yes/no question about a collection of objects
- I can create two groups of objects separated by one attribute

3 - Very confident

2 - Unsure

1 - Not confident