

Tuesday 9th September

Morning Challenge

3 Times Table Activities

1. Count in 3s and colour in the grid:

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

2. Work out these answers:

a) $3 \times 4 =$ _____

g) $3 \times 7 =$ _____

b) $3 \times 3 =$ _____

h) $3 \times 1 =$ _____

c) $3 \times 5 =$ _____

i) $3 \times 11 =$ _____

d) $3 \times 2 =$ _____

j) $3 \times 8 =$ _____

e) $3 \times 9 =$ _____

k) $3 \times 10 =$ _____

f) $3 \times 6 =$ _____

l) $3 \times 12 =$ _____

3. How many pieces of fruit are there?



_____ \times _____ = _____



_____ \times _____ = _____



_____ \times _____ = _____



_____ \times _____ = _____

Youngs Spellings



Tuesday 9th September

Times tables practice

[Times Tables Song \(5\) - Cover of Old Town Road](#)



[5 Times Table Song | Friend Like Me from Aladdin |](#)
[Laugh Along and Learn](#)



Tuesday 9th September

TBAT - To add several numbers using number bonds.



In your book write 1 - 10
ready to answer the daily
10 questions.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Tuesday 9th September

TBAT - To add several numbers using number bonds.

3 in 3

$$1.5 \times 4 =$$

$$2.85 + \underline{\quad} = 100$$

$$3.100 - 60 =$$

Challenge - Toby has 6 boxes of dinosaurs. In each box there are 10 dinosaurs. How many dinosaurs does he have altogether?

Tuesday 9th September

TBAT - To add several numbers using number bonds.

Talk Partners:

How would you work out this number sentence?

I would solve this by...

$$\boxed{7} + \boxed{8} + \boxed{3} =$$

Tuesday 9th September

TBAT - To add several numbers using number bonds.

As a class can we remember all the number bonds to ten?

For example...

$$1 + 9 = 10.$$

Navigators



Tuesday 9th September

TBAT - To add several numbers using number bonds.

Talk Partners:

Can you work out this number sentence?
(On your whiteboard)

$$8 + 2 + 9 =$$

Tuesday 9th September

TBAT - To add several numbers using number bonds.

Independently:

1. $5 + 6 + 4 =$

2. $9 + 1 + 9 =$

3. $4 + 4 + 6 + 5 =$

4. $18 = 7 + _ + 8$

5. Tom had 5 apples, 9 grapes and 5 oranges.
How much fruit did Tom have altogether?

6. Ron went to the beach and discovered lots of items. He found 7 shells, 6 stones, 3 crabs and 5 fish swimming in the sea. How many items did he find altogether?

Challenge

$103 + 105 + 207 =$

Tuesday 9th September

TBAT - To add several numbers using number bonds.

Mastery

Mastery Challenge

Jim wants to buy 3 items with £1:

An apple = 17p

A chocolate bar = 13p

A drink = 55p

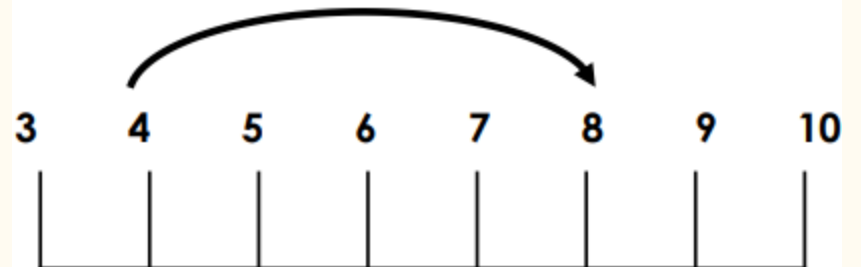
Does he have enough money? Explain your answer.

Mastery greater depth

2b. Aryan is using the number line to create related facts. He says,



The number line shows $4 + 4 = 8$. I can add ten to show $40 + 4 = 80$.



Do you agree? Explain your reasoning.

Tuesday 9th September

TBAT: use time conjunctions.

3 in 3

Different Seeds

Seeds come in many shapes and sizes, and they have different ways of growing into plants. Some seeds are tiny, like those of a dandelion, which are carried by the wind. Others are much larger, such as the seeds of a pumpkin, which grow into big plants with large fruits. Some seeds, like those of a sunflower, are eaten by animals before they can grow, while others, like acorns, fall to the ground and sprout into oak trees. Each type of seed has its own special way of finding a place to grow and becoming a new plant.

- 1. How do dandelion seeds travel to find a place to grow?**
- 2. What happens to sunflower seeds before they can grow?**
- 3. What is one way that some seeds, like acorns, find a place to grow?**

Tuesday 9th September
TBAT: use time conjunctions.

Write down 2 coordinating conjunctions.

Write down 2 subordinating conjunctions.

Explain why a conjunction is used in a sentence.

What Is a Time Conjunction?

Conjunctions can be used to join two clauses together in a sentence. They are used to give more information, reasons or to add more detail.

A clause is a group of words that include a subject and a verb. They can be main (independent) or dependent.

The dog played.

(subject) (verb)

Time Conjunctions

A **time conjunction** tells the reader when something is happening. Here are some examples:

- when
- after
- before

Are there any more?

Time conjunctions can be used at the **beginning** of a sentence.

After the cat had her dinner, she curled up on the mat.

Time conjunctions can be used in the **middle** of a sentence.

The cat purred softly **when** she had settled down on the mat.

Action it!

Decide on an action that can be performed when a conjunction is heard.



Action Ideas:

- clap
- jazz hands
- wave
- wiggle fingers

What other actions could be used?
Talk to a partner and then feedback
to the class.

Time Conjunction Text

Read through the following text and perform the chosen action when a **time conjunction** is used.



Mum,
I hope you have a nice walk before you go to work today. I will tidy my bedroom when I get home. I hope that is ok because I was in a rush this morning. When I was locking the front door, I even had a bit of toast hanging out of my mouth. I didn't think you would mind since you will be home late. I will make sure to get my home learning done after I have cleaned my room.
See you later!

Time Conjunction Text Answers

Read through the following text and perform the chosen action when a **time conjunction** is used.



Mum,
I hope you have a nice walk **before** you go to work today. I will tidy my bedroom **when** I get home. I hope that is ok because I was in a rush this morning. **When** I was locking the front door, I even had a bit of toast hanging out of my mouth. I didn't think you would mind **since** you will be home late. I will make sure to get my home learning done **after** I have cleaned my room.
See you later!

Spot the Time Conjunction

Before she left for school, she brushed her teeth.

She had retied her laces a total of six times since beginning the journey to school.

After the rain had stopped, the children went out to play.

The children took their wet shoes off when they came back inside.

Read these sentences. Can you spot the **time conjunction** that has been used in each sentence?



Practice Time!

Talk partners

Decide which **time conjunction** would work best in each of these sentences.

after

since

before

whenever

until

1. I enjoy playing at the park _____ going to school.

2. _____ I have a treat, I eat my meal.

3. I do not go to bed _____ I have brushed my teeth.

4. _____ starting year three, I have been feeling grown up.

5. I wear a waterproof coat _____ it rains heavily.

Time Conjunctions

Time Conjunction

Time Conjunctions

I know what a time conjunction is.

1. Time conjunctions link ideas in a sentence. Look carefully at the events that are being described. Match each of the beginning parts to an appropriate ending. Then, underline the time conjunction in each sentence.

I am good at apologising...

when the rain has stopped.

The children will go out to play...

whenever I have made a mistake.

Sarah can watch her favourite cartoon...

before she goes to work.

Mum will drink a cup of tea...

after she has finished her homework.

Independent Complete the Time Conjunctions Activity Sheet.

Time Conjunctions

I know what a time conjunction is.

1. Complete the sentences. Then, complete the time conjunction in each sentence.

a)

I am good at apologising...

Sarah

b)

When the rain has stopped...

before

c)

After she has finished her homework...

when

d)

Mum will drink a cup of tea...

the children

e)

The post

2. Rewrite the sentence.

a)

Mary went to the park

after school has finished

3. Create two sentences.

a)

Tom likes to brush his teeth

he washes his face

b)

Harry cheers loudly

his favourite team

c)

she discovered the mess

Mum was angry

d)

e)

f)

g)

h)

i)

j)

k)

l)

m)

n)

o)

p)

q)

r)

s)

t)

u)

v)

w)

x)

y)

z)

aa)

ab)

ac)

ad)

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af)

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Independent - Write these sentences in your book , adding the correct time conjunction.

1. Using after or before, fill in the time conjunction to show that she ate her sandwich first in this sentence.

She had finished her sandwich, she opened her bag of crisps.

2. Using after or before, fill in the time conjunction to show that the new baby was born first in this sentence.

The new baby was born the nursery was decorated.

3. Using after or before, fill in the time conjunction to show that she arrived home first in this sentence.

She arrived home with her new football, she ran out of energy.

4. Using after or before, fill in the time conjunction to show that he sat down first in this sentence.
He had just sat down the doorbell chimed.

Time Conjunctions – Class Sentences

Listen to the instructions of how to play **Class Sentences**.
You will each need a whiteboard and a pen.

Choose a Main Clause:

It was raining.

The dog barked loudly.

Tom read his book.

I went outside.

Sally ate her tea.

It was sunny.

The cat jumped.

I put my coat on.

Choose a Time Conjunction:

before

after

while

1. Each child should write one of the **main clauses** on their whiteboard.
2. Children then move around the classroom for 10 seconds and when instructed, find a partner with a different sentence to theirs on their whiteboard.
3. The children join their two clauses together orally to make a sentence using one of the **time conjunctions**. The time conjunction should go in the middle of the new sentence.

Tuesday 9th September

Music Express - Mountains

TBAT: Explore the pentatonic scale through singing, playing and graphics.

[The Collins Hub Educator > Library](#)

Mountains – Lesson 1.

We are going to listen to this song and see if you can move your hand up and down to match the pitch.

'Pitch' means how high or how low the sound is.

I've got five notes

1 2 3 4 5

MUSIC EXPRESS

Tuesday 9th September

Music Express - Mountains

TBAT: Explore the pentatonic scale through singing, playing and graphics.

Talk Partners -

Before we listen to the music, what could the shape of the mountain show us about the pitch of the words?

After we hear the music, with our fingers can we try and tap to the beat of the song on the table?

Mountain 1



Tuesday 9th September

Music Express - Mountains

TBAT: Explore the pentatonic scale through singing, playing and graphics.

Let's try and tap the beat to this mountain music.

Left side of the classroom first, then the right side and then altogether.

Mountain 2

A

G

E

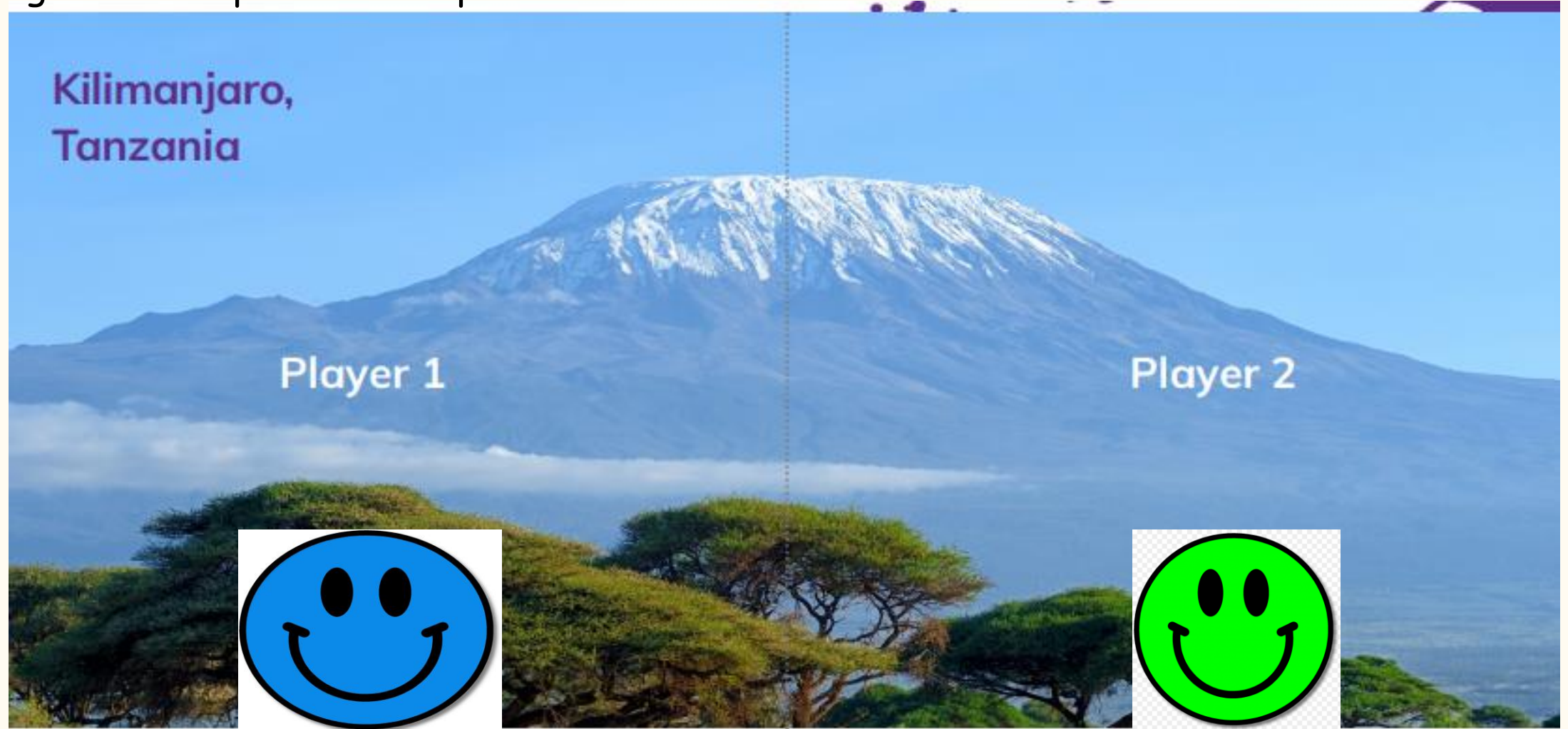
D

C



Talk Partners:

Can you discuss the pitch your side of the mountain might change to. For example start of high then drop low. Attempt to draw it on a whiteboard.



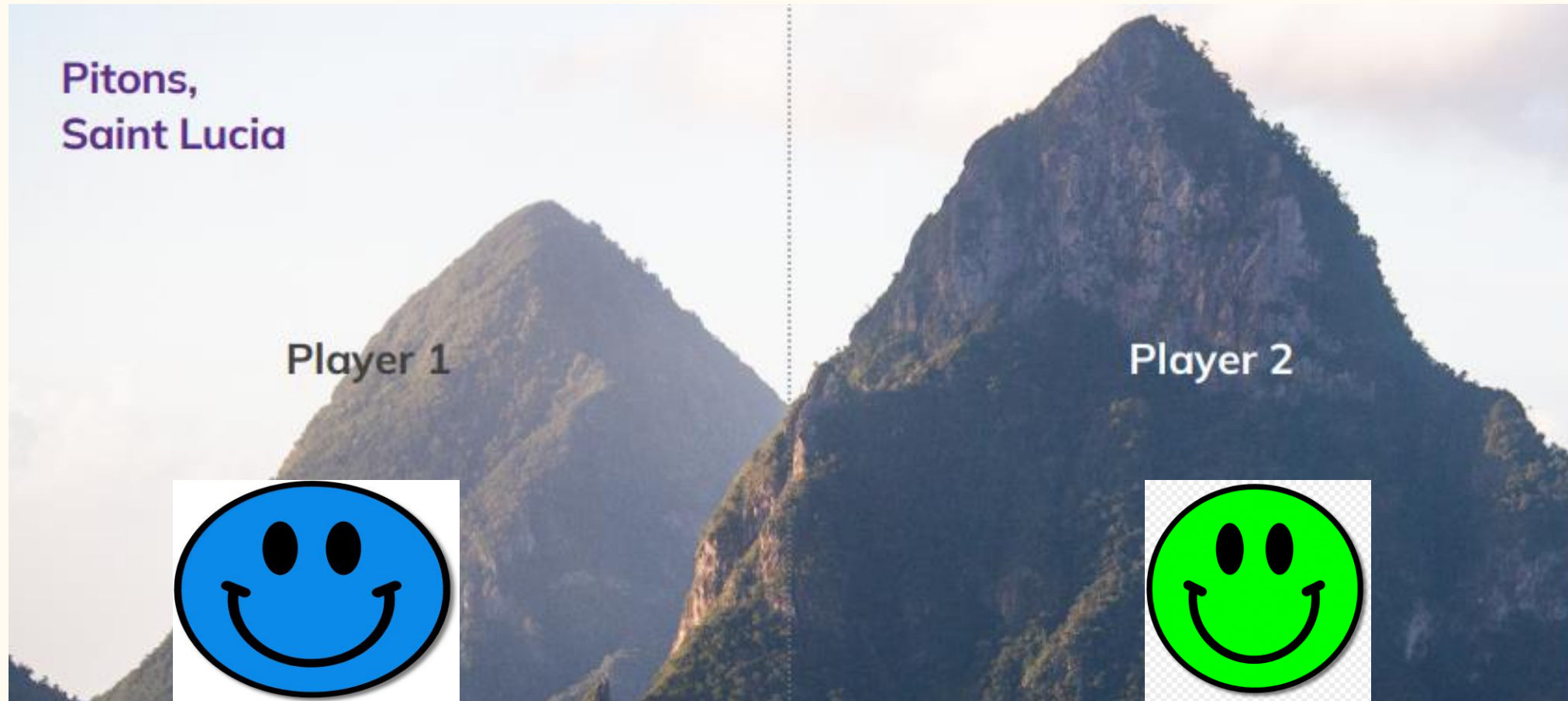
Talk Partners:

Can you discuss the pitch your side of the mountain might change to. For example start of high then drop low. Attempt to draw it on a whiteboard.



Talk Partners:

Can you discuss the pitch your side of the mountain might change to. For example start of high then drop low. Attempt to draw it on a whiteboard.



Tuesday 9th September

Computing

TBAT: to be aware of how to stay safe online.

Talk Partners:

When is it okay to share information online?

When is it OK to share?

Tuesday 9th September

Computing

TBAT: to be aware of how to stay safe online.

When is it OK to share?

You should not share **personal** information online as we do not know who can see this personal information.

Sometimes we may need to share information online to access things such as logging in to TTRS. Make sure you are with a trusted adult when going online!

If you are unsure about sharing or feel pressured to share, then talk to a trusted adult and they will help you.

Tuesday 9th September

Computing

TBAT: to be aware of how to stay safe online.

Talk Partners:

Information



What is information?

Why might we be concerned about sharing
information with others online?



Tuesday 9th September

Computing

TBAT: to be aware of how to stay safe online.

What services do you use?



NETFLIX



Minimum age restrictions on social media platforms



Instagram

13



Whatsapp

16



Discord

13



X / Twitter

13



TikTok

13



Pinterest

13



Facebook

13



Twitch

13



Snapchat

(with additional security 13-17))

13



YouTube

(with parental permission)

13



Tuesday 9th September

Computing

TBAT: to be aware of how to stay safe online.



Safe - Keep all your personal information safe.

Meet - Don't meet up with strangers you have talked to online.

Accept - Think before you accept anything online.

Reliable - Not everyone is reliable. They may not be who they seem to be.

Tell - Tell a responsible adult if you feel worried or uncomfortable.

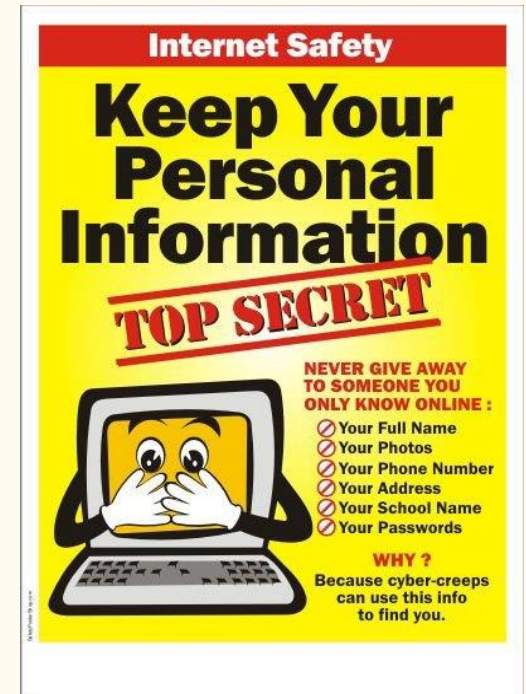
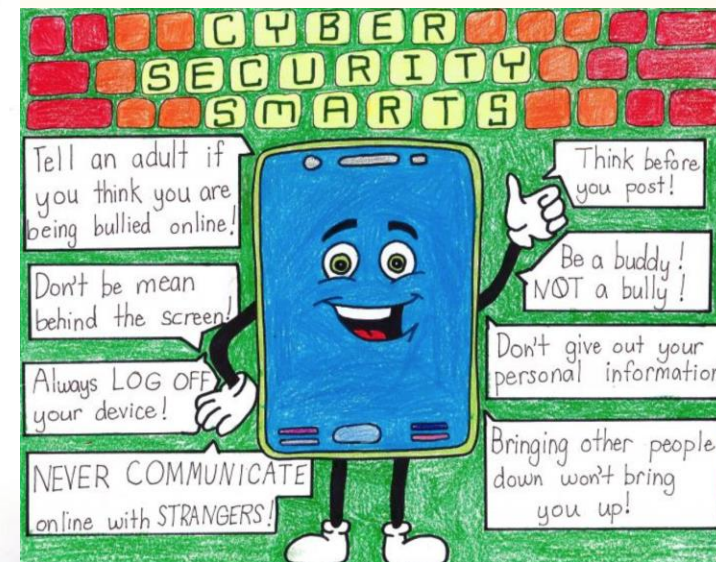
Tuesday 9th September

Computing

TBAT: to be aware of how to stay safe online.

Independent Task:

Create a poster about how we can keep safe online. Think about the key points we might need on our poster to inform people how to stay safe.



Tuesday 09th September

TBAT: develop the attacking skill of dribbling.

- Changing for PE
- Rules and expectations moving to PE
- Move to the downstairs hall or outside

[Get Set 4 PE - Lesson Plan -1 for Year 3/4 Football \(getset4education.co.uk\)](http://getset4education.co.uk)

