

# Tuesday 30th September

## Morning Challenge

### 4 Times Table Activities

1. Count in 4s 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	37	38	39	40
41	42	43	44	45	46	47	48	49	50

2. Work out these answers:

a)  $4 \times 4 =$  \_\_\_\_\_

g)  $7 \times 4 =$  \_\_\_\_\_

b)  $3 \times 4 =$  \_\_\_\_\_

h)  $1 \times 4 =$  \_\_\_\_\_

c)  $5 \times 4 =$  \_\_\_\_\_

i)  $11 \times 4 =$  \_\_\_\_\_

d)  $2 \times 4 =$  \_\_\_\_\_

j)  $8 \times 4 =$  \_\_\_\_\_


e)  $9 \times 4 =$  \_\_\_\_\_

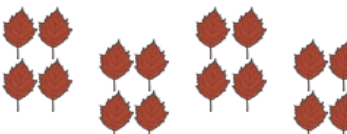
k)  $10 \times 4 =$  \_\_\_\_\_

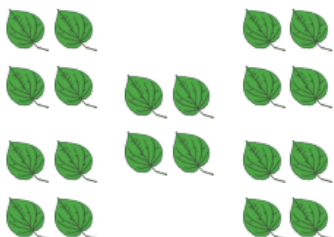
f)  $6 \times 4 =$  \_\_\_\_\_

l)  $12 \times 4 =$  \_\_\_\_\_

3. How many different leaves are there? Count in groups of 4 and write out the calculation.

a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

Tuesday 30th September

TBAT: recognise determiners.

A determiner can come immediately before a noun or before an adjective in a noun phrase, and they are included as part of the noun phrase.

Types of determiners:

- demonstrative (that, these, which)
- numbers and quantifiers (one, many, half)
- possessive (his, their, its).

## Introduction

Circle the possessive determiners below.

**her**

**that**

**this**

**their**

**some**

**many**

**his**

**those**

**each**

**my**

## Introduction

Circle the possessive determiners below.

her

that

this

their

some

many

his

those

each

my

Varied Fluency 2

**Would these nouns need 'a' or 'an' as their determiner?**

\_\_\_ **banana**

\_\_\_ **grape**

\_\_\_ **apple**

## Varied Fluency 2

Would these nouns need 'a' or 'an' as their determiner?

a banana

a grape

an apple

Varied Fluency 3

**Underline the determiner in the sentence below.**

**We have been to this park before.**

Varied Fluency 3

Underline the determiner in the sentence below.

We have been to this park before.



Varied Fluency 4

**Add the most suitable determiner to the sentence below.**

**There are precisely \_\_\_\_\_ eggs in the nest.**

**this**

**six**

**many**

#### Varied Fluency 4

Add the most suitable determiner to the sentence below.

There are precisely six eggs in the nest.

this

six

many

# Tuesday 30th September

## TBAT: recognise determiners.

Complete the questions on determiners. Fold and stick this into your book.

<p>1. Circle the noun phrases.</p> <p>his hero                  an alligator</p> <p>quiet                      Paul jumped</p> <p>I see                        my room</p> <p>VF</p>	<p>4. Vivian was asked to underline the expanded noun phrase in the sentence below.</p> <p>The proud, emotional parents watched their daughter collect <u>her medical certificate</u>.</p> <p>Has she underlined the correct part of the sentence? Explain how you know.</p> <p>R</p>
<p>2. Underline the expanded noun phrases in the sentences below.</p> <p>On a chilly, foggy Wednesday morning, Kevin dragged himself out of bed and got ready for work. As he stepped outside, the cold breeze hit his face and gave him the wake up call he needed.</p> <p>VF</p>	<p>5. Choose three noun phrases in the sentences below.</p> <p>The knight and his horse galloped speedily after the thief down the hill. Suddenly, a bang startled the horse and the thief hid in the forest.</p> <p>Change the noun phrases into expanded noun phrases by adding adjectives.</p> <p>A</p>

30.09.25

TBAT: read an analogue clock.



[Daily 10 - Mental Maths Challenge - Topmarks](#)

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

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TBAT: read an analogue clock.

3 in 3

Fill in the gaps:

\_\_\_ minutes = 1 hour.

The minute hand on a clock is the \_\_\_ hand.

The hour hand on a clock is the \_\_\_\_ hand.

**Smaller / bigger**

**Challenge**

**What time is this clock showing?**



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TBAT: read an analogue clock.

Blue

How many seconds are there in 1 minute?

Green

How many minutes are there in 2 hours?

Challenge

How many seconds are there in 2 minutes?

How many minutes are there in 4 hours?

30.09.25

TBAT: read an analogue clock.

As a class we are going  
to look at different  
times on an analogue  
clock.

Key words:

O'clock

Half past

Quarter past

Quarter to



[Teaching Clock](#)

30.09.25

TBAT: read an analogue clock.

## Partner Work

Answer in your books

- What time is this clock showing?
- Where would the big hand be if it was 12:15 or quarter past 12?
- If the big hand is at the 6 what does this mean?
- If the big hand is at the 9 what does this mean?

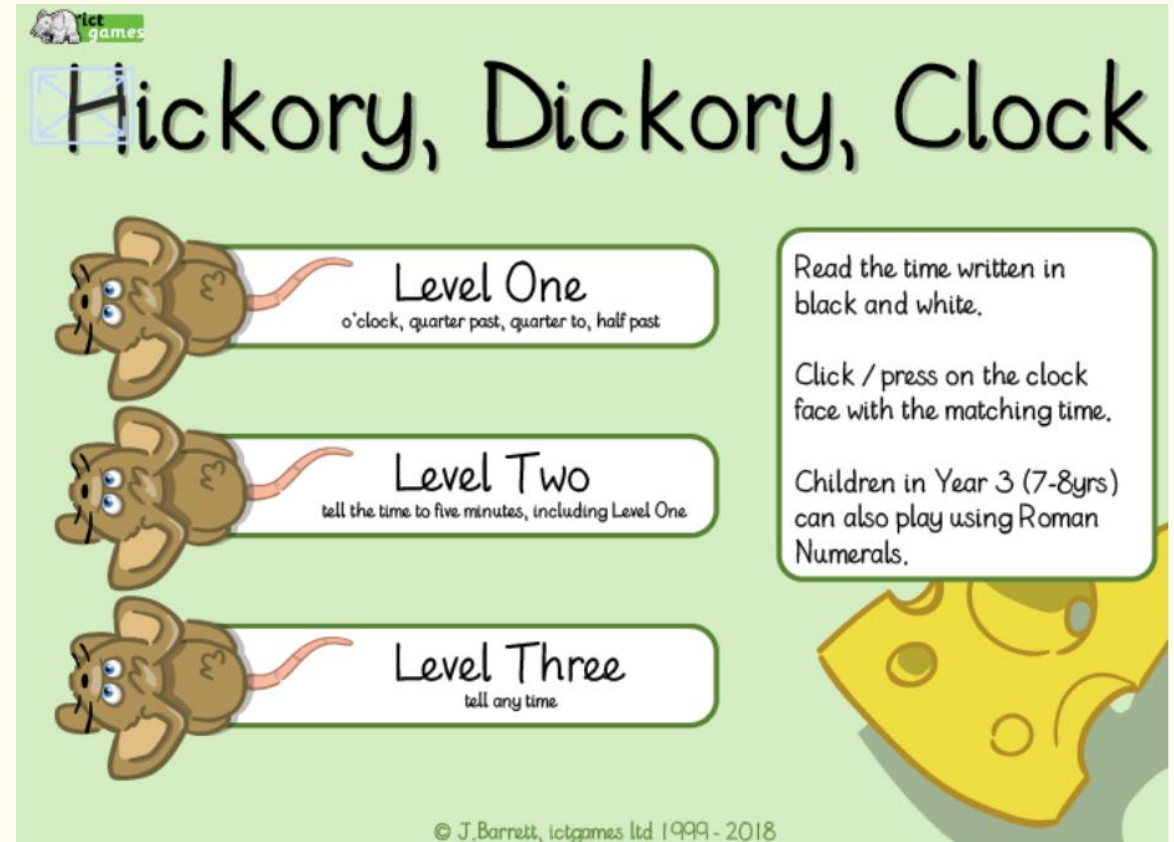




30.09.25

TBAT: read an analogue clock.

On your own  
clocks, can you  
show me the  
correct time so  
the mouse can  
find its cheese!



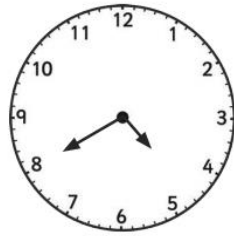
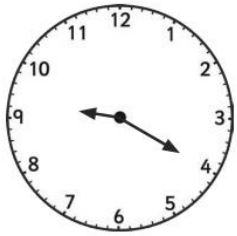
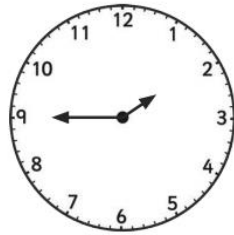
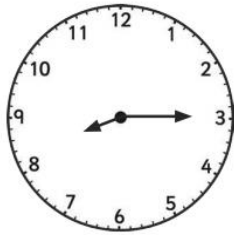
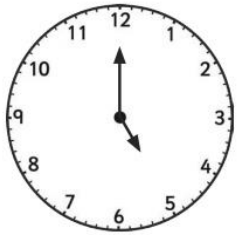
[Hickory Dickory Clock: A tell the time game](#)

30.09.25

TBAT: read an analogue clock.

## Independent work

1. Can you tell me the time?



### Challenge:

Emily starts her swimming lesson at 3:15pm. The lesson lasts 45 minutes. What time does her swimming lesson finish?

### Mastery:

6a. Yolanda needs to leave for school by seven o'clock to arrive on time.

What is the best time for her to leave?



A



B



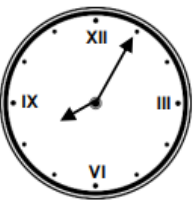
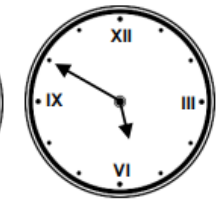
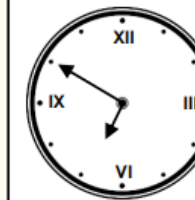
C

Explain why.



### Mastery Greater Depth:

7a. Find the odd one out.



A. Ten minutes to six

B. Five minutes past nine

C. Five minutes past eight

D. Ten minutes to seven



Tuesday 30th September

TBAT: choose verbs to enhance a command.

3 in 3

1. Draw a line to match each sentence with the correct conjunction.

1) They served roast lamb, chicken \_\_\_\_\_ vegetarian burgers.

so

2) Mum went shopping alone \_\_\_\_\_ no one wanted to join her.

and

3) It was getting cold in the wind \_\_\_\_\_ I went to fetch my coat.

because

2. Circle the nouns in the sentence below.

The sheep were tired so they laid down under the trees.

3. Insert the missing commas in the correct places in the sentence below.

When I go swimming I take a towel  
trunks flip flops and change for the locker.

Reorder the sentence (from question 3) so that it no longer starts with a conjunction.

Tuesday 30th September

TBAT: choose verbs to enhance a command.

Explain why a command is needed for instructional writing.

Explain why we use simple, short sentences for instructional writing.

Explain why people would need to use instructions.

# What Do You Think?

Close your eyes. Your teacher will read two sentences to you. Try to paint a picture in your head of what the sentence is saying.

The car **bumped** into the wall.

The car **smashed** into the wall.

In both of these sentences, the car hit a wall but which sentence made the accident sound worse?

We call this **shades of meaning**. Although words can **mean** the same, they have a different **impact** on the reader.



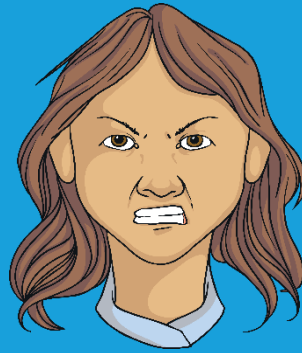
# Shades of Meaning: Adjectives

Let's explore this concept with adjectives. Who is the most annoyed?

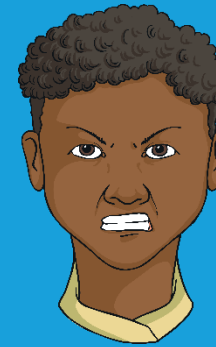
Joe was **cross**.



Salma was **irate**.



Kevin was **furious**.



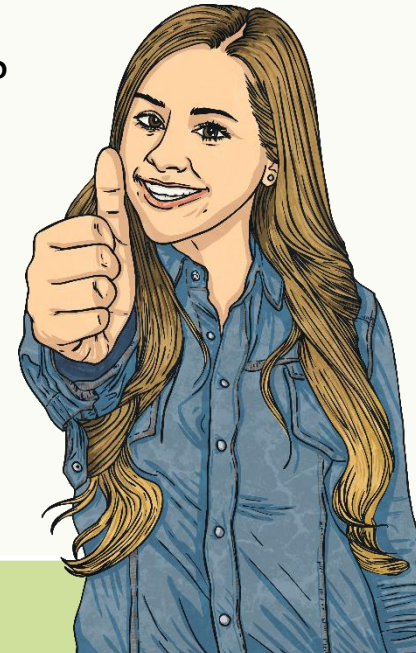
Although all of these adjectives mean that someone is annoyed, each choice changes how annoyed the person seems.

# Add the Missing Adjectives

Add the missing words to this scale. Which adjectives would fit to give the right degree of meaning?

good	great super	brilliant	excellent	phenomenal terrific
------	----------------	-----------	-----------	------------------------

Did you choose the same adjectives?  
Did you have different ideas?



# Add the Missing Adjectives

Add the missing words to this scale. Which adjectives would fit to give the right degree of meaning?

happy	cheerful joyful	jovial	beaming ecstatic	euphoric
-------	--------------------	--------	---------------------	----------

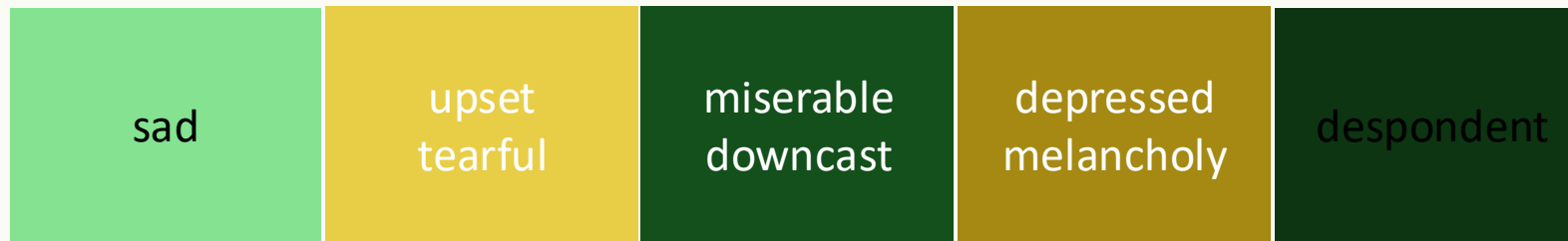
Which adjectives did you choose?





# Add the Missing Adjectives

Add the missing words to this scale. Which adjectives would fit to give the right degree of meaning?



Why might you choose to use one particular word rather than another within your writing?



# Change the Meaning

Look at this sentence:

Junaid was **disappointed** by his test results.

On a whiteboard, change the adjective 'disappointed' to show that Junaid was **extremely unhappy** with his test results.

Now, change the adjective again to show that Junaid was sad but **not too bothered** by his results.



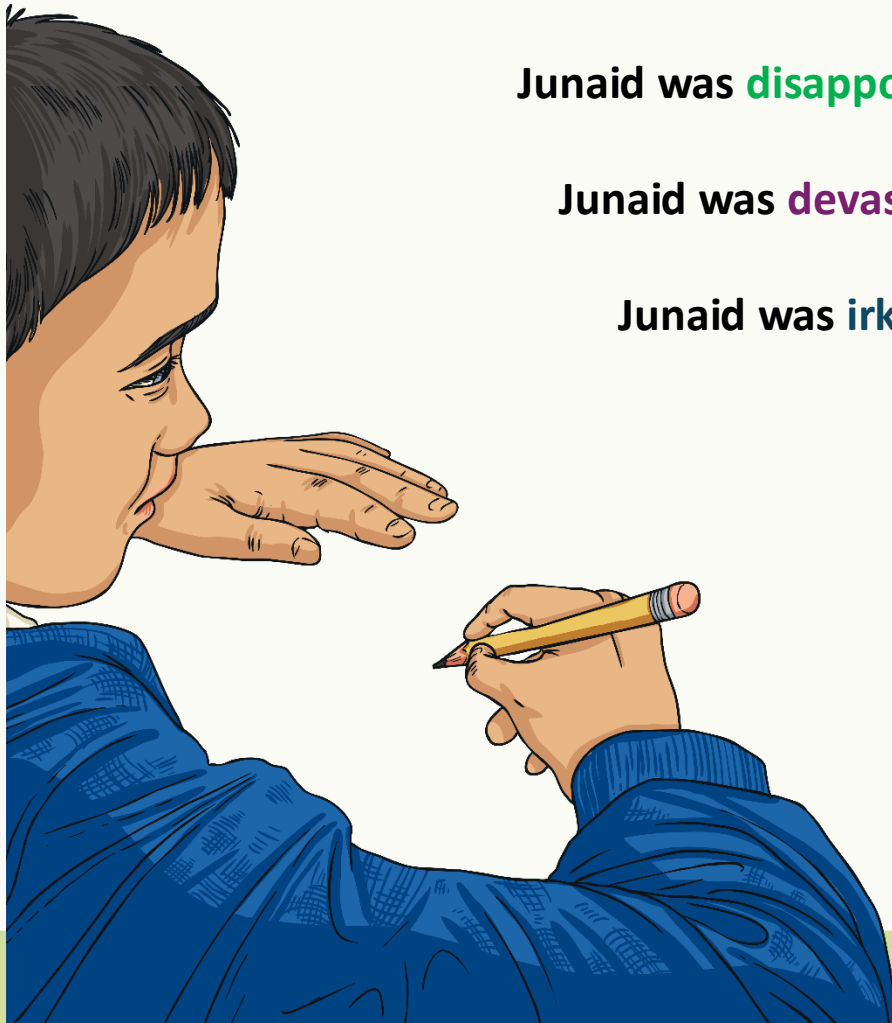
# Change the Meaning

You could have had:

Junaid was **disappointed** with his test results.

Junaid was **devastated** by his test results.

Junaid was **irked** by his test results.



Tuesday 30th September

TBAT: choose verbs to enhance a command.

Some of the words we could use in our instructions are:

Hold

Put

Move

In pairs, can you think of synonyms for each of these words?

Tuesday 30th September

TBAT: choose verbs to enhance a command.

Let's order the verbs on this table together.

Be prepared to explain why you think one verb is better than another.

Dump	
Scoop	
Shovel	
Tip	

Tuesday 30th September

TBAT: choose verbs to enhance a command.

In groups, you are going to be given a verb and synonyms to match it. I would like you to order these words - be prepared to *justify* why you have ordered them in this way:

**Put**

**Dump**

**Cover**

Write your words in order in your book and explain why you have ordered them this way.

**Challenge** - Write a command on how to grow a plant using a new verb you have learnt today. Include an adverb to explain **how** the action should be completed.

Tuesday 30th September

TBAT: practice our harvest festival song.

# Cauliflowers



# Fluffy

Cauliflowers Fluffy | Paintbox | Vegetable | Harvest | Kids Song |

Made by Red Cat Reading - YouTube

# Tuesday 30th September

## TBAT: understand how balance helps us in everyday life.

What is fitness?

What do we need fitness for?

### Get Set 4 PE - Lesson Plan -1 for Year 3 Fitness

#### Snakes and tunnels:

In 3s, 1 skipping rope. Two pupils hold the rope, the other pupil is the mover.

- Teacher calls 'snakes'. Pupils wiggle the ropes low on the ground. The 'mover' jogs around the space, stopping and jumping over the ropes.
- Teacher calls 'tunnels', pupils lift the ropes high. The 'mover' jogs around, ducking underneath the ropes.

Alternate between the two instructions. Rotate pupils every few minutes.



Tuesday 30th September

TBAT: how digital devices can be used for different activities

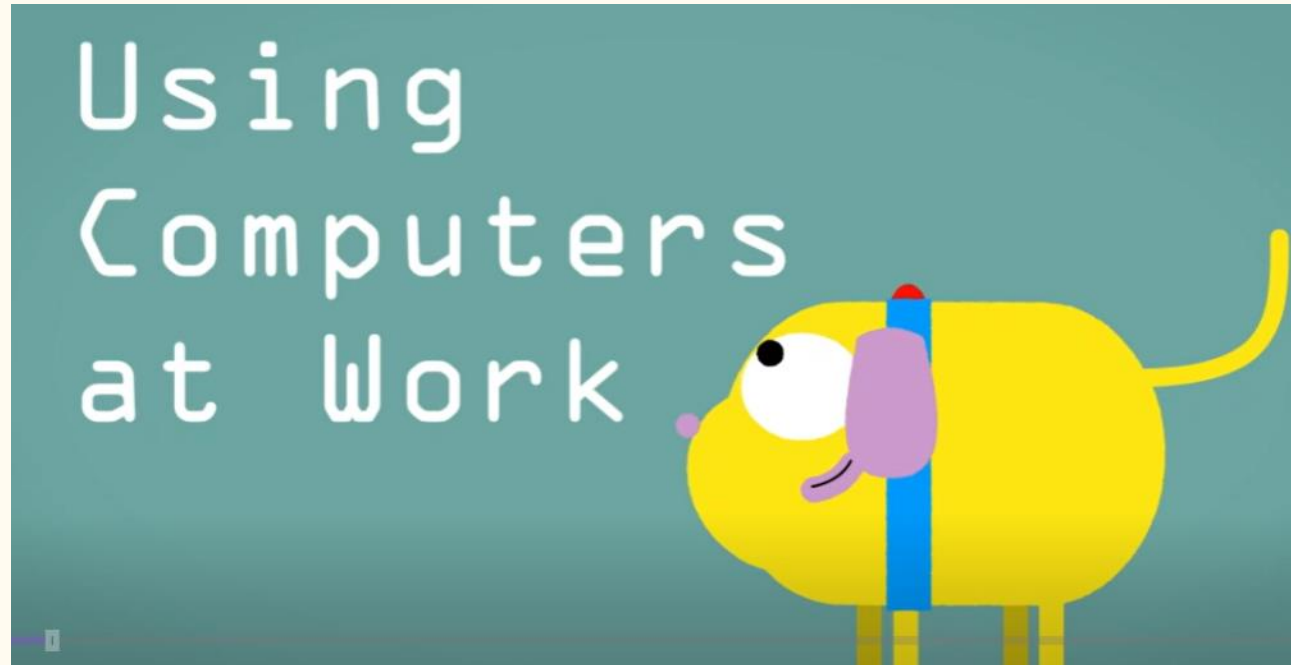
## Keywords

**digital device**      an object that uses computer technology to work; it stores or processes information

**non-digital tool**      an object that does not need computer technology to work

Tuesday 30th September

TBAT: how digital devices can be used for different activities



[How do we use digital technology? - BBC Bitesize](#)

Tuesday 30th September

# TBAT: how digital devices can be used for different activities

Do you enjoy these activities?



painting a  
picture



writing a story



playing music



Jacob

Sofia

talking to a friend



taking a photo

Partner talk:

Are there any digital devices that could help us with these activities?

Tuesday 30th September

## TBAT: how digital devices can be used for different activities

When writing a story, you might use:

- pen and paper
- a computer or tablet



Here are some of the differences between writing on paper and on a computer.

paper	computer
use a pencil or pen to write	type using a keyboard
rub out mistakes with a rubber	press backspace or undo to make changes
underline using a ruler	change text style with colour or bold
write on paper	save your writing as a file

Tuesday 30th September

TBAT: how digital devices can be used for different activities



Sofia

What are the benefits of using a computer to write?

Thinking Time:

What is good about using a computer to write?

Be ready to share to your partner.

Tuesday 30th September

# TBAT: how digital devices can be used for different activities

When painting, you could use:

- paints and brushes
- a painting program on a tablet or computer



## Benefits

- use a wide range of colours
- try out different brush styles
- undo mistakes easily
- fix errors quickly
- you don't need to wait for the paint to dry
- less messy than physical paints

Here are some of the differences between using real paint or a computer to paint.

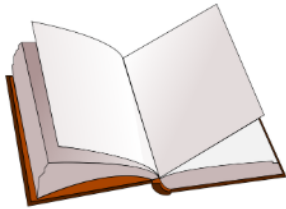
paint	computer
use paint and brushes on paper	use tools in a painting app
mix colours yourself	pick colours from a colour menu
fix mistakes by using a new page or painting over it	undo or erase mistakes
picture is kept on paper	save your artwork digitally

Tuesday 30th September

## TBAT: how digital devices can be used for different activities

When reading, you could use:

- a physical book
- an ebook on a tablet or e-reader



### Benefits

- carry lots of books on one device
- change font size to make text easier to read
- read in the dark with a screen light

book	ebook
turn real pages	tap or swipe to turn pages
read with natural light or a lamp	read on a screen, even in the dark
carrying lots of books can be heavy	carry many books on one device
text size stays the same	you can change the text size

Tuesday 30th September

## TBAT: how digital devices can be used for different activities

Listening to music:

- you can listen to music on a **digital device** such as a phone or tablet
- you can also hear music played live on instruments at concerts



non-digital	digital
music is played live by people	music is played through speakers
you hear it in real time	you can pause, rewind or skip songs
each performance is different	the music stays the same every time
you need instruments or tickets	you need a music app or files



Tuesday 30th September

TBAT: how digital devices can be used for different activities

Complete the table to show what **digital device** you could use and how it could be helpful

activity	what <b>digital device</b> could you use?	how could it help?
writing		
painting		
reading a book		
listening to music		

Tuesday 30th September

## TBAT: how digital devices can be used for different activities

Some tasks can be done in different ways, using a **digital device** or a **non-digital tool**.

- **Digital devices** can help people do things faster or more easily.
- There are also times when **non-digital tools** are better.
- **Digital devices** can be more expensive than **non-digital tools**.

Tuesday 30th September

## TBAT: how digital devices can be used for different activities

**Digital devices** are not always better.

It can depend on:

- what you are trying to do
- where you are
- what tools you have
- what you find easy

**Digital devices** are not always better.

- You might find it easier to draw with a real pencil instead of a mouse or finger.
- You might be somewhere with no power, so reading a paper book might be easier than an ebook.
- **Digital devices** often cost a lot more money than the **non-digital** alternative.