

Tuesday 7th October

Morning Challenge

Try to make these sentences even more interesting.

A robot walked down the street.

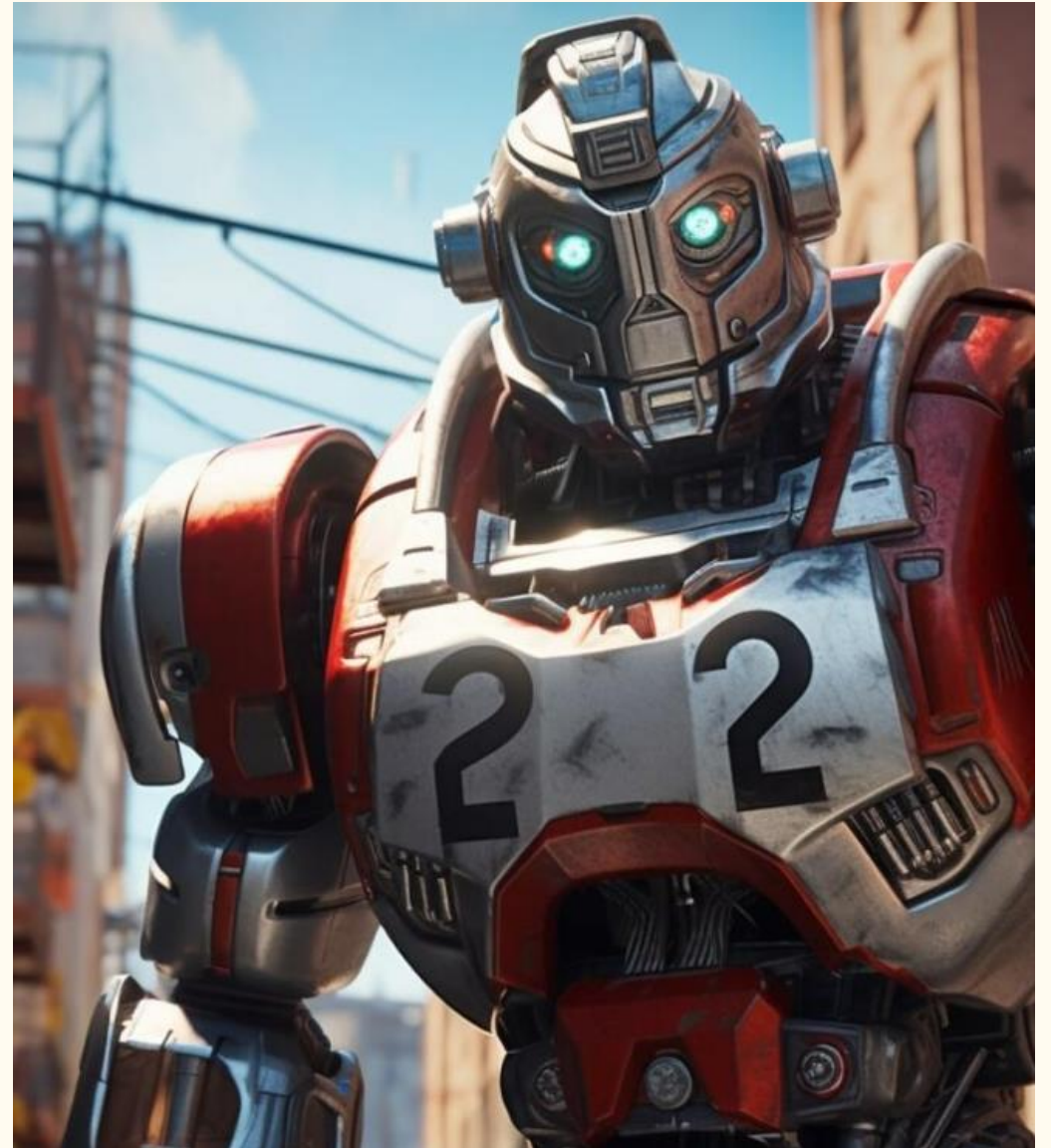
People were scared.

His body was big.

Use:

- Expanded noun phrases.
- Verbs and adverbs.

E.g. A huge, scary robot walked loudly down the quiet, narrow street.



Tuesday 7th October

TBAT: practice words with the /ur/ sound spelt ear.

earth

early

learn

heard

earn

pearl

search

unearth

earl

rehearse

Challenge - Use each Y3/4 word in a correctly punctuated sentence.
Include a conjunction.

Tuesday 7th October

TBAT: use adjectives to improve a sentence.

Underline the adjectives in the sentence below.

The gentle waves rolled onto the beautiful beach.

Tuesday 7th October

TBAT: use adjectives to improve a sentence.

Underline the adjectives in the sentence below.

The gentle waves rolled onto the beautiful beach.

The gentle waves rolled onto the beautiful beach.

Tuesday 7th October

TBAT: use adjectives to improve a sentence.

Circle the adjectives that are most appropriate to complete the sentence below.

A _____ frog turned into a _____ prince.

long

green

delicious

handsome

A _____ frog turned into a _____ prince.

long

green

delicious

handsome

Tuesday 7th October

TBAT: use adjectives to improve a sentence.

True or false? Adjectives have been used correctly in the sentence below.

The brave princess battled the hideous ogre.

True

Tuesday 7th October

TBAT: use adjectives to improve a sentence.

Circle an adjective in the list below that has a different meaning to the underlined adjective in the sentence.

The kind teacher gave us lots of smelly gel pens.

lovely

caring

mean

nice

Tuesday 7th October

TBAT: use adjectives to improve a sentence.

Independent

Add an adjective to each noun in the sentence below to make it more interesting.

The troll crossed the bridge.

Tuesday 7th October

TBAT: use adjectives to improve a sentence.

Independent

Write a sentence using two of the adjectives from the list below.

young

angry

large

beautiful

E.g. The young boy feared the large angry duck.

07.10.25

Times tables

Match the multiplication fact to the correct repeated addition facts.

5 x 5

5 + 5 + 5 + 5 + 5 + 5 + 5

5 x 2

5 + 5

5 x 7

5 + 5 + 5 + 5 + 5

5 x 4

5 + 5 + 5 + 5 + 5 + 5

5 x 3

5 + 5 + 5 + 5

5 x 6

5 + 5 + 5

Match the multiplication fact to the addition fact. The answer them underneath in your book.

07.10.25

TBAT: recognise and identify faces on 3D shapes.



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

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

07.10.25

TBAT: recognise and identify faces on 3D shapes.

3 in 3

Can you name two 3D shapes?

What is a face on a 3D shape?

How many faces does a cube have?

I have 1 curved face and 2 flat faces. What 3D shape am I?

07.10.25

TBAT: recognise and identify faces on 3D shapes.

Describe a 2D shape.

Describe a 3D shape.

What are the properties of a 3D shape?

07.10.25

TBAT: recognise and identify faces on 3D shapes.

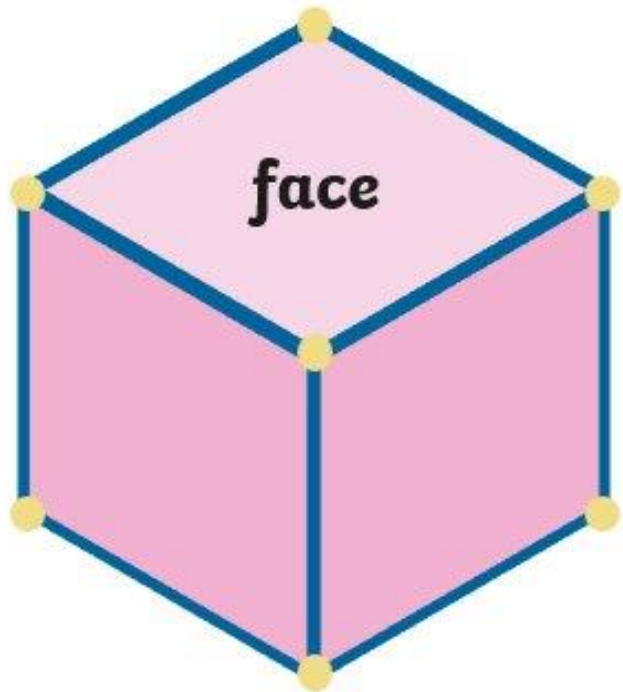
What 2D shapes can you spot in this famous piece of artwork by Kandinsky?



07.10.25

TBAT: recognise and identify faces on 3D shapes.

A polyhedron is a 3D shape (solid) with flat faces.
More than one polyhedron can be called polyhedra or **polyhedrons**.



The **face** is a flat surface of a polyhedron.

The **edge** is where the faces meet.

The **vertex** is where the edges meet.

Vertices: this is the word used for more than one **vertex**.

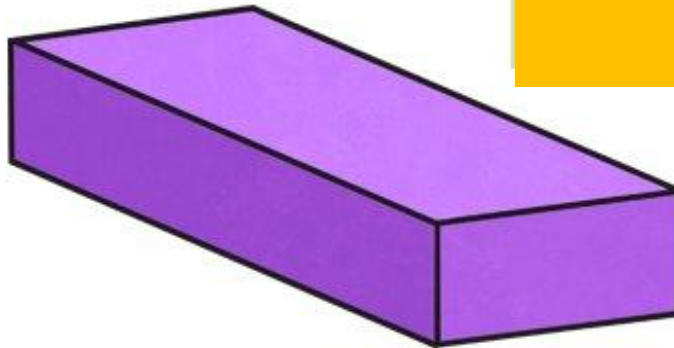
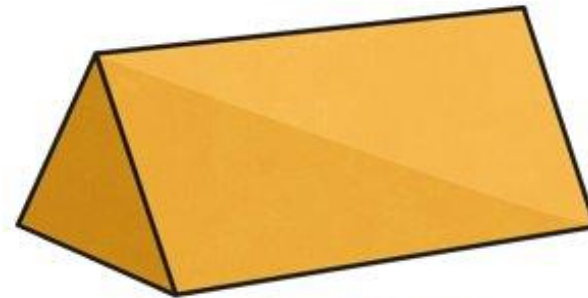
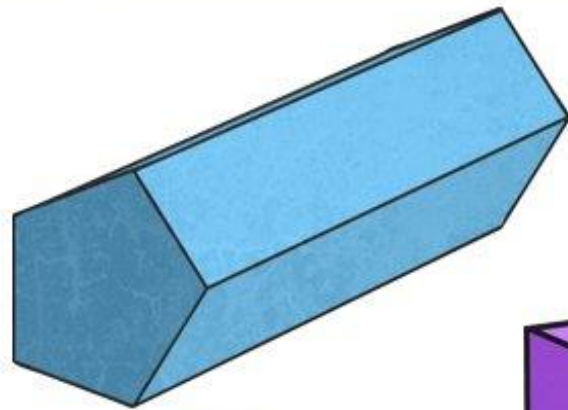
07.10.25

TBAT: recognise and identify faces on 3D shapes.

A prism is a polyhedron that has the same 2D shape face at both ends.

If you cut the prism, the cross-section will be the same shape and size as both the ends.

Can you name these prisms?



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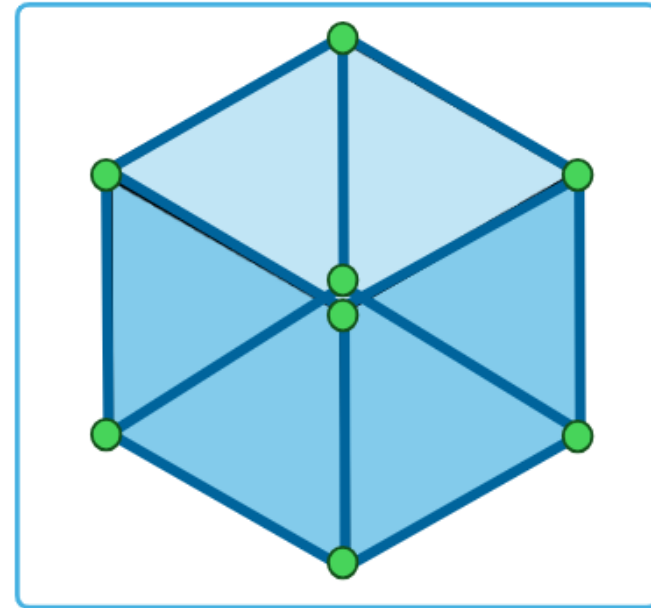
TBAT: recognise and identify faces on 3D shapes.

Let's practise describing a cube together.

6 faces

12 edges

8 vertices



A cube has 6 square faces, 12 edges and 8 vertices.

07.10.25

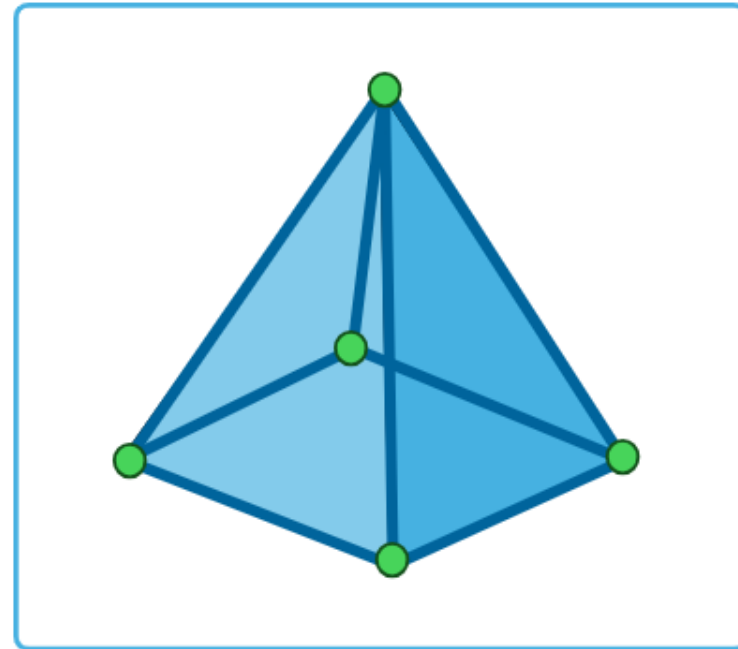
TBAT: recognise and identify faces on 3D shapes.

How would you describe this shape?

How many square faces?
How many triangular faces?

How many edges?

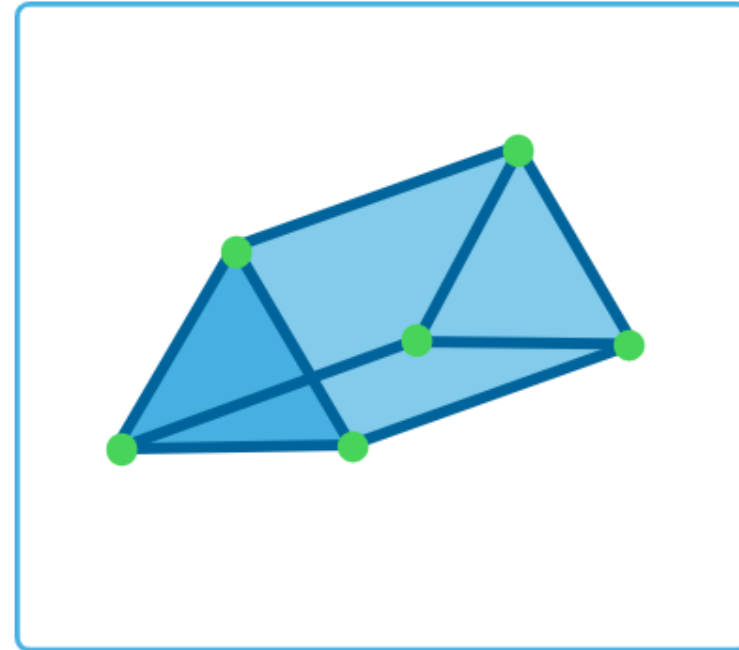
How many vertices?



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TBAT: recognise and identify faces on 3D shapes.


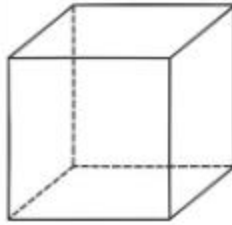
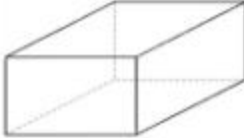

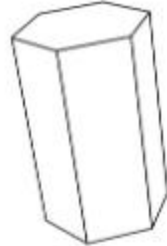

Can you describe this shape to a friend?



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TBAT: recognise and identify faces on 3D shapes.

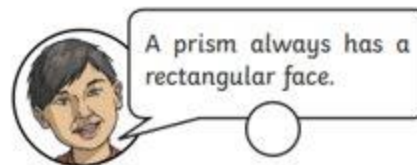
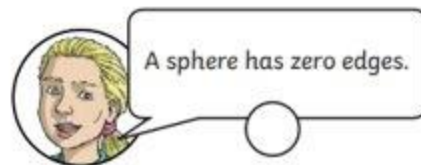
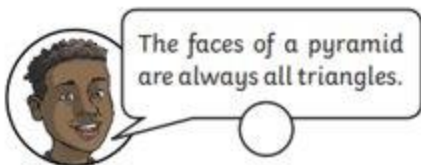
Independent Task:

Name of 3D Shape	Name of 3D Shape	Name of 3D Shape	Name of 3D Shape	Name of 3D Shape	Name of 3D Shape
					
It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces

A cube and cuboid both have flat faces. Do they have the same number of faces? How are their faces the same and how are they different?

Challenge

Tick the statements that are true and explain your choices:



07.10.25

TBAT: recognise and identify faces on 3D shapes.

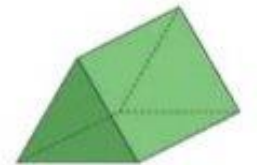
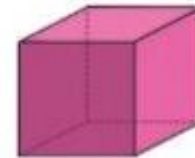
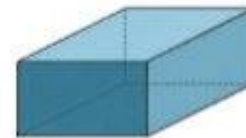
Mastery

A 3D shape has a flat, circular face. What shape could it be?



Mastery with greater depth

Which of these shapes could be the odd one out? Explain your answer.



Tuesday 7th October 2024

TBAT: recognise and use rhyming couplets.

Harvest Time Delight

In fields of gold where pumpkins grow,
And apples hang in rows just so,
The farmers work from dawn till night,
To gather crops, a joyful sight.

The scarecrow stands with arms out wide,
Guarding cornfields, side by side.
The leaves turn colours, red and brown,
As autumn breezes sweep the town.

With baskets full of nature's treats,
We pick the fruits and veggies sweet.
Carrots, potatoes, squash, and peas,
All gathered in the cooling breeze.

3 in 3

1. Name 2 crops mentioned in the poem that are harvested in autumn?
2. What does the phrase *'autumn breezes sweep the town'* mean?
3. What is guarding the cornfield?

Tuesday 7th October 2024

TBAT: recognise and use rhyming couplets.

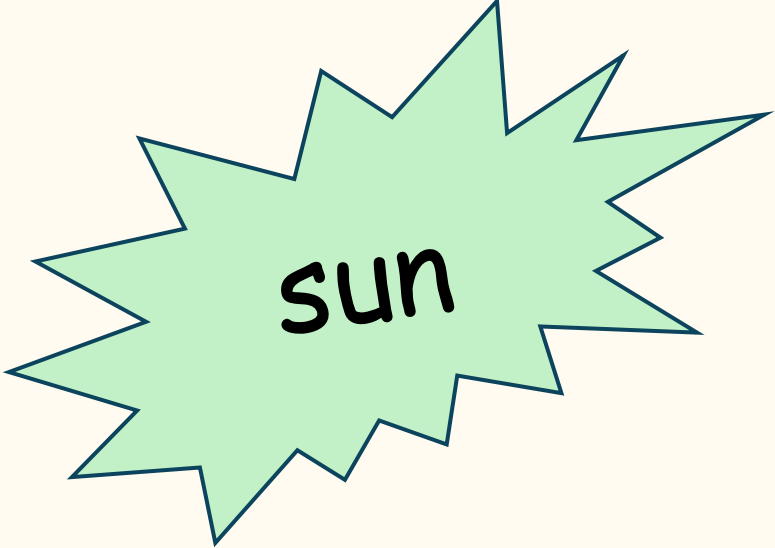
What are the features of a poem?

Do all poems have to rhyme?

Can you think of a word that rhymes with red?
How about a word that rhymes with barn?

Talk partners

Can you think of any words that rhyme with these words?



sun



net



ham



dog

Tuesday 7th October 2024

TBAT: recognise and use rhyming couplets.

All words are split into two parts:
The **Onset** and the **Rhyme**.

The **onset** is the initial phoneme (sound).

The **rhyme** is all the sounds after the onset put
together.

Dog

Cat

Horse

Farm

In a rhyming word, which part of the word stays the same?

Onset or rhyme?

Dog Log Frog



The **ONSET** is the phoneme (sound) at the start of the word.
This is changed to create a new rhyming word.

The **RHyme** is the end part of the word that sound the same as the rest of the words. This is the rhyming part. Sometimes it can be spelt using the same letters and sometimes using alternative letters that make the same sound such as ea and ee.

An example of this is:

pat

hat

cat

bat

read

bead

seed

need

What do you notice about this picture?
What rhyme could you say?





In poetry, when the words at the end of two lines rhyme we call this a **rhyming couplet**.

In poetry when you start a new line of your poem, you need a capital letter, even though there is not a full stop.

There is a **mole**,
Digging a **hole**.

With your partner, think of a rhyming couplet to match this picture. Write it in on your whiteboard.



Key things to remember:

- A rhyming couplet has two lines.
- At the end of each of the lines there should be a rhyming word.
- Capital letter to start your second line.

Which sentence is correct? Which is wrong and why?



There was a man,
Driving a car.



There was a man,
driving a van.



There was a man,
Driving a van.

This example does not have a rhyming couplet.
The second line, end word must rhyme with man.

This example does not have 2 clear lines of poetry
to make a rhyming couplet. They needed to start a
new line after driving.

Independent

I have given you the start of a rhyming couplet, you need to complete the second line using the rhyming words.

Gather veg at harvest time,

climb
lime
shine

twine
vine

Conkers fall, shiny and round,

found
sound
pound

ground
mound

Brown leaves fall from the tree,

see
flee
be

glee
free

Independent

You have an image to stick in your book.

Underneath the image, write some rhyming couplet sentences.



Orange pumpkins, plump and **round**,
Lay still and scattered across the **ground**.

Tuesday 7th October

TBAT: learn a harvest festival song.

Cauliflowers



Fluffy

Cauliflowers Fluffy | Paintbox | Vegetable | Harvest | Kids Song |
Made by Red Cat Reading - YouTube

Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

3 in 3 (Talk Partners)

What is a digital device?

Name two digital devices.

What activities can a computer help us
to do?

Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

Keywords

connection

a link between two or more people or things

network

a group of interconnected computing devices

network switch

a device that manages the flow of data within a computer network

Tuesday 7th October

TBAT: explain how a computer network can be used to share information.



Aisha

What is a **connection**?

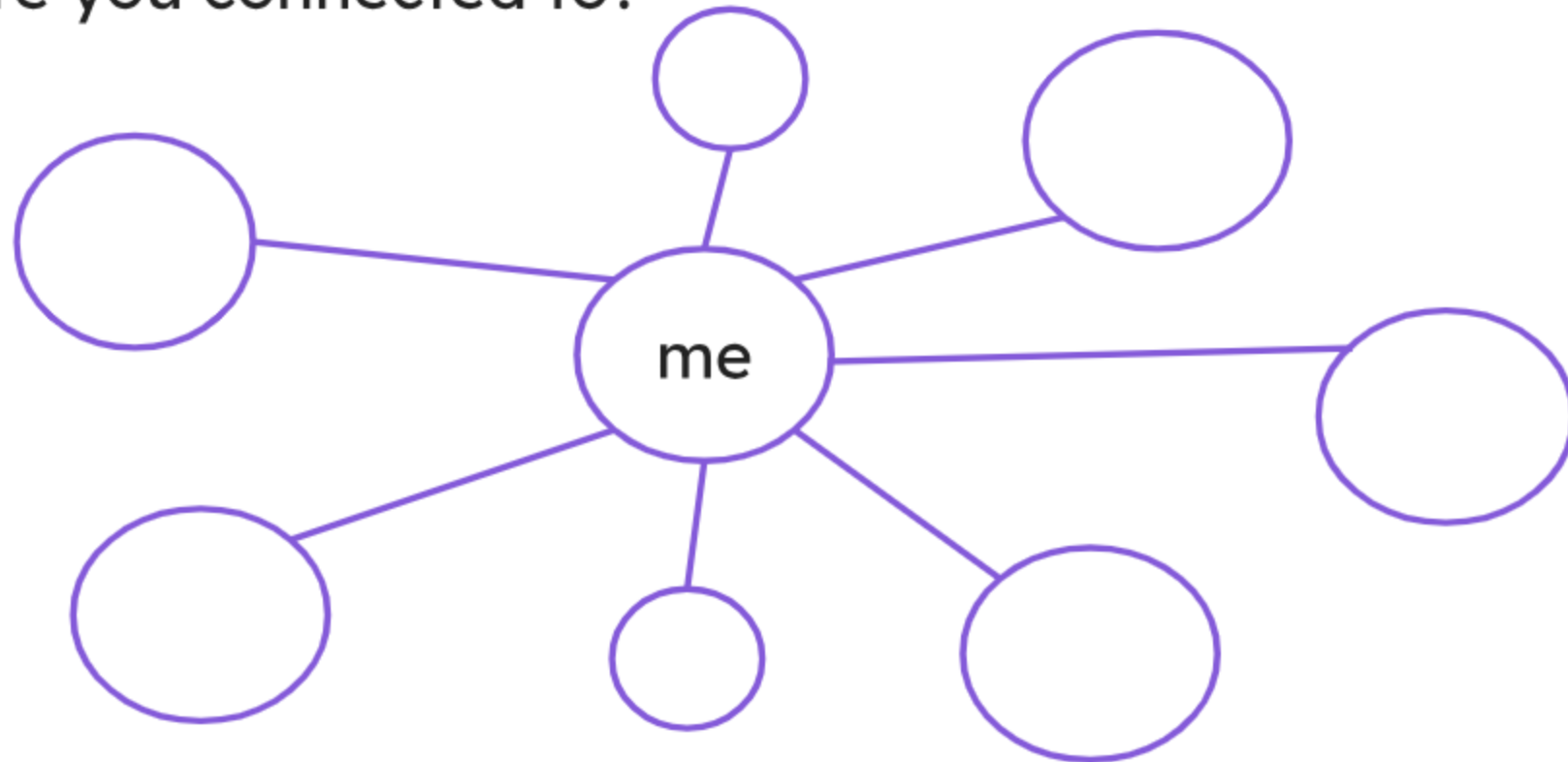
A **connection** is the link between people, places or things. It enables them to share information, ideas or messages.

Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

Talk Partners:

Who are you connected to?



How many **connections** can you think of?

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TBAT: explain how a computer network can be used to share information.

There are many different types of **connection**:

personal **connection** – friends

professional **connection** – teacher, boss, colleague

family **connection** – parents, grandparents, siblings

Tuesday 7th October

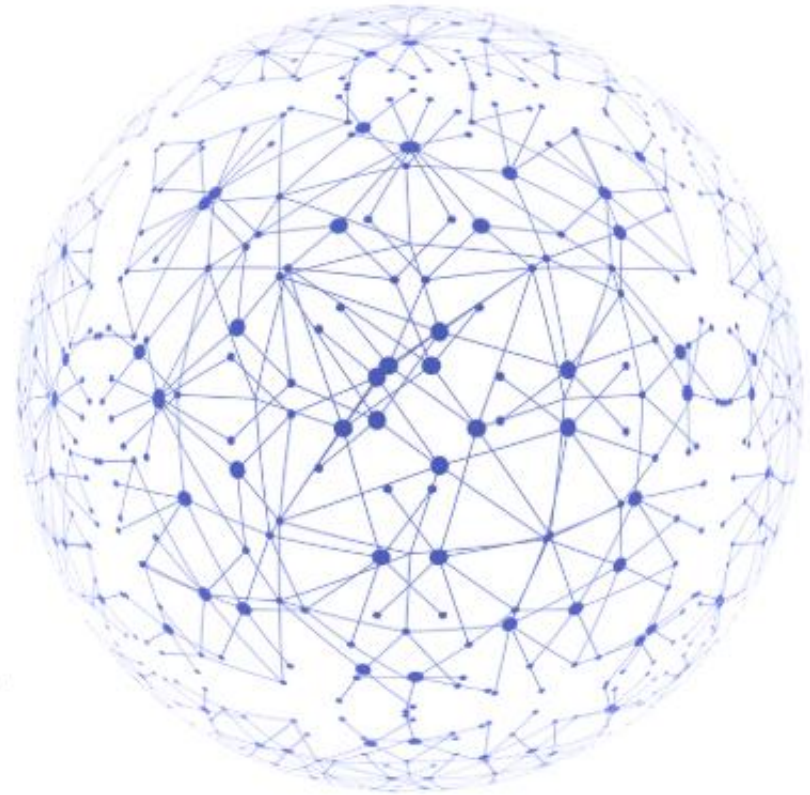
TBAT: explain how a computer network can be used to share information.



Aisha

What is a **network**?

A **network** is a group of many people or things that are connected and can work together or share things with each other.



Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

Some everyday **networks** include:

- road **networks**
- power **networks**
- railway **networks**
- social **networks**

Networks help us to move things or share things, such as roads for cars or wires for electricity.

Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

Thinking time then we will share

How are messages shared in a **network** of people?



Aisha



Alex



Sam



Izzy



Jun



Lucas

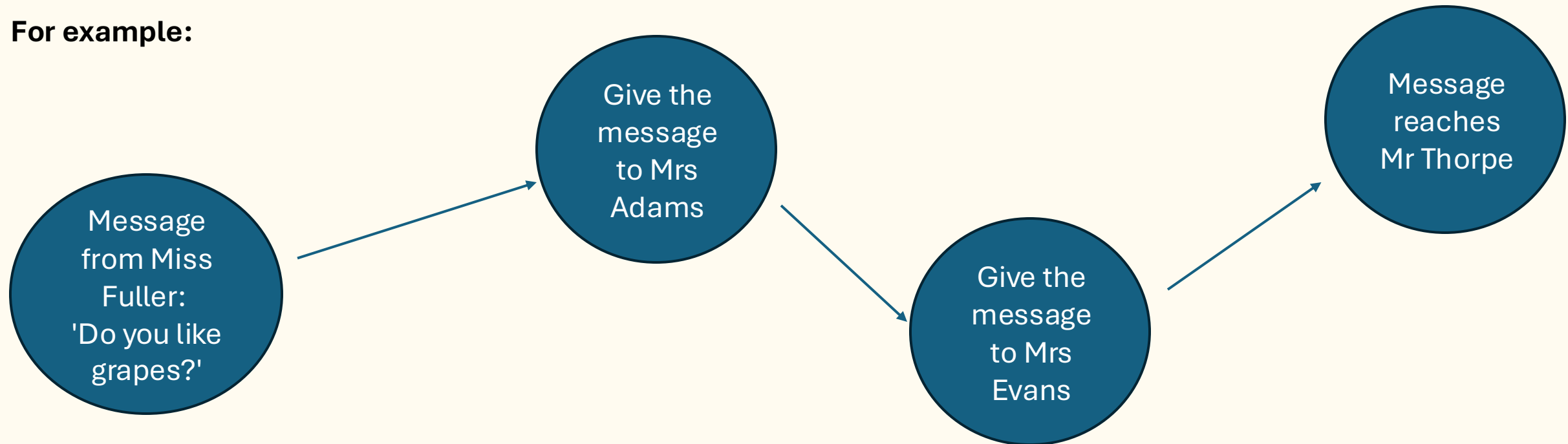
Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

On a scrap piece of paper, write a short message or question to **share** with someone.

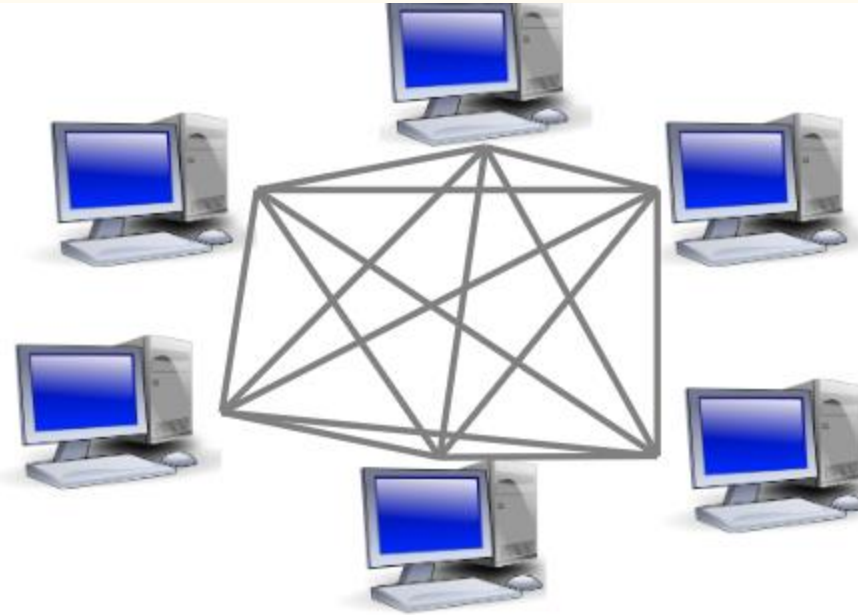
Decide whether your message will be **shared directly** to a friend you have chosen or through other people in your **personal network**.

For example:



Tuesday 7th October

TBAT: explain how a computer network can be used to share information.



If every computer connected to every other one, there would be a lot of wires. This would be messy and confusing.

Tuesday 7th October

TBAT: explain how a computer network can be used to share information.



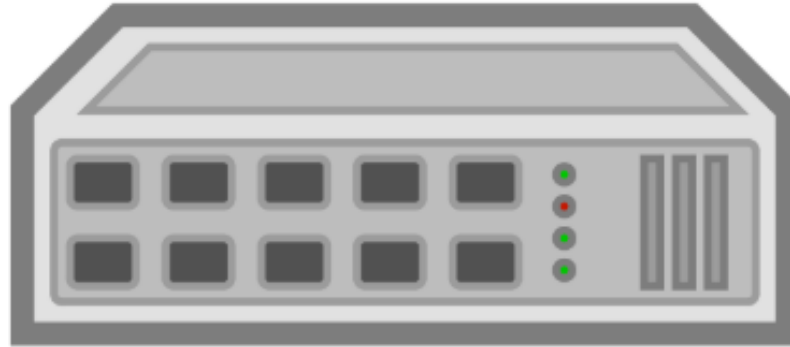
I didn't think devices needed cables to connect to the **network**.

Many devices use Wi-Fi to connect, but the Wireless Access Point is still connected to the **network switch** with a cable. The cable helps transfer the data between the wired and wireless parts of the **network**.

Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

This is a **network switch**.



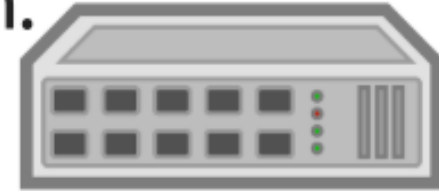
A **network switch** helps manage the **connections**.

It lets multiple devices connect through one central point.

Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

A **network switch** is like a smart postman.



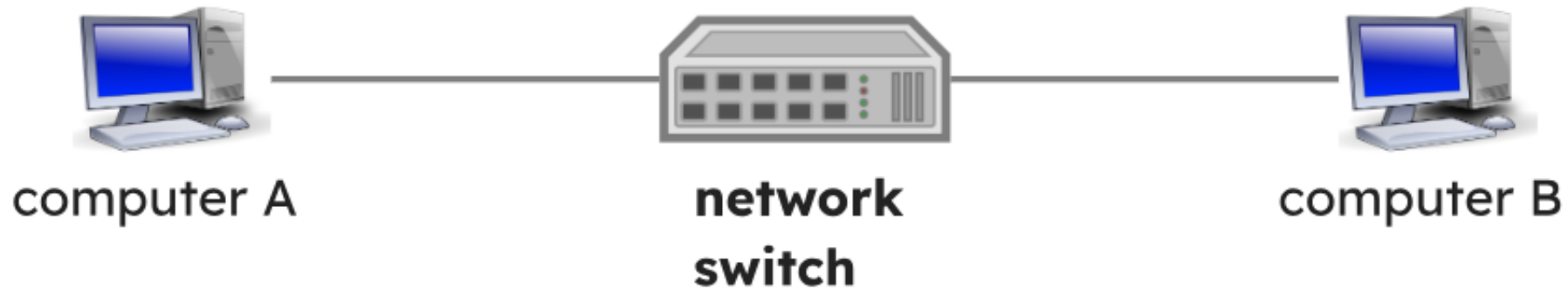
- Every device has its own address.
- The **network switch** reads the address and sends the message to the right device.
- It does not send it to everyone, just the one that needs it.

Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

Messages can be passed between the computers that are connected to the **network switch**.

The message goes to the switch and then to the right computer.



Tuesday 7th October

TBAT: explain how a computer network can be used to share information.

Use arrows or labels to show how a message can travel through a **network switch**.

1. Draw two computers.
2. Draw one box in the middle to be the **network switch**.
3. Send a message from one computer to another.
4. Use arrows or labels to show the following:
 - a. message is sent
 - b. message goes to the switch
 - c. switch sends message to correct computer



Welcome to Year 3's Reading Café



We ask parents to spend time reading at home **three times a week**; this can be reading together, reading to your child or taking it in turns. ***Please log this in their planner.***

Audiobooks are also a great way to spend a car journey or even as a bedtime story to help with sleep.

These websites may also provide some helpful resources and links.



Reading strands

Vocabulary

Work out the meaning of unknown words and phrases using context clues.

Retrieval

Retrieve and record key information found within the text.

Prediction

Make educated guesses about the text based on what information has been revealed.

Compare, contrast and comment

Discuss the content of the text and make comparisons between events or characters.

Inference

Find clues in a text about how someone might be feeling or why something has happened.

Author Choice

Think like an author to explain why specific words and phrases have been used.

Summary

Provide an overview of the main point(s) or main event(s) of a paragraph or text.

3 in 3

Harvest time is when farmers collect the fruits, vegetables, and grains they have grown all year. It's a busy and exciting time because there's so much food to gather. Farmers work hard to pick everything before the weather gets too cold. People often celebrate with festivals, music, and special meals to give thanks for the food. In some places, children help pick apples, pumpkins, or corn from the fields. Harvest time shows how important nature and farming are in giving us the food we eat everyday.

1. What do farmers collect at Harvest time?
2. Fill in the missing words in the sentence below.

It's a and time because there's so much food to gather.

3. Farmers work hard before what happens to the weather?

Why are farmers busier at Harvest time compared to the Winter season? Explain how you know.



Autumn Leaves

The autumn leaves show the passing of time
with the colours of the season.

Turning to orange, red and gold like flames
then falling to the ground below.

The first leaf lets go of its branch and falls
bobbing up and down on the wind,
like a boat on the water as it sails
softly down to the ground below.

This is the first of many leaves to shed
from the trees preparing to sleep.
More flutter through the air like confetti
as they float to the ground below.

Their new bright colours dancing on the breeze
shining in the sun as they move
and glide gently down and around the tree.
Then settle on the ground below.

Now the tree stands bare without any leaves.
Its branches look cold and lonely.
A carpet of colours vivid and crisp
lies so still on the ground below.

Remember to follow with your
finger as you read along.

Multiple choice questions

1. What are the colours of the leaves in the poem? Circle one.

Orange, red and yellow Orange, gold and brown Orange, red and gold

2. Where do the leaves fall to in this poem? Circle one.

The bottom of the tree To the ground below To the floor around the tree

3. What season is this poem?

Winter Autumn Summer

Retrieval questions

1. How do the leaves lie on the ground at the end of the poem?
2. What comes next? Fill in the missing word.

Turning to orange, red and gold like

3. What simile has been used to compare the leaves fluttering through the air?
4. In the final stanza, how does the tree stand?

Inference questions

1. Explain what the author means when they say 'Now the tree stands bare without any leaves. Its branches look **cold** and **lonely**.'
2. How does the poet show that the beginning of the poem suggests that Autumn has only just started?