

Tuesday 21st October

Morning Challenge

Year 3 Number of the Day Maths Fluency

in words:

draw it:

today's number >

today's number <

Which digit is in the...?

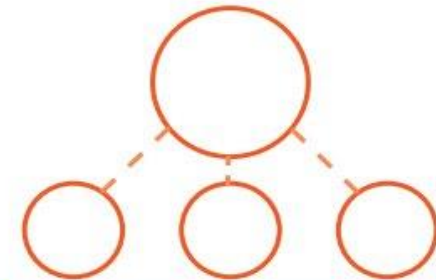
1s column: _____

10s column: _____

100s column: _____

235

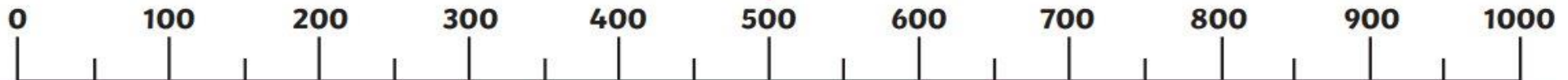
complete this part-whole model:



100 more:

100 less:

Where is it? Draw an arrow on the number line:



partition it: (e.g. $356 = 300 + 50 + 6$)

subtract 153: _____

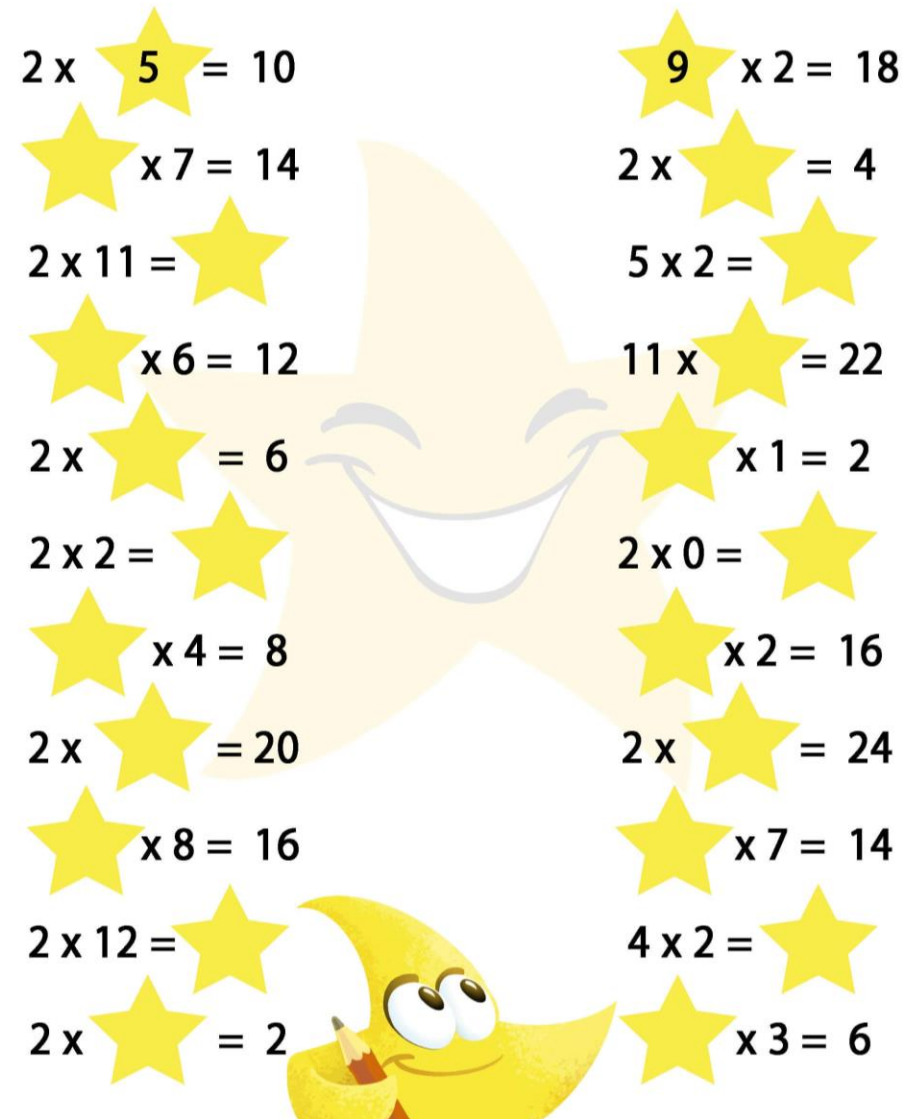
add 348: _____

Is it in these times tables?

$2 \times$ ☐ $3 \times$ ☐ $4 \times$ ☐ $5 \times$ ☐ $8 \times$ ☐ $10 \times$ ☐

21.10.25

Times Tables



$2 \times 5 = 10$	$9 \times 2 = 18$
$\star \times 7 = 14$	$2 \times \star = 4$
$2 \times 11 = \star$	$5 \times 2 = \star$
$\star \times 6 = 12$	$11 \times \star = 22$
$2 \times \star = 6$	$\star \times 1 = 2$
$2 \times 2 = \star$	$2 \times 0 = \star$
$\star \times 4 = 8$	$\star \times 2 = 16$
$2 \times \star = 20$	$2 \times \star = 24$
$\star \times 8 = 16$	$\star \times 7 = 14$
$2 \times 12 = \star$	$4 \times 2 = \star$
$2 \times \star = 2$	$\star \times 3 = 6$

21.10.25

TBAT: order 3-digit numbers on a number line



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

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

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TBAT: order 3 digit numbers on a number line

3 in 3

Order these numbers from smallest to largest

505, 320, 401, 198.

Compare these numbers < = >

501 ____ 499

Add these numbers

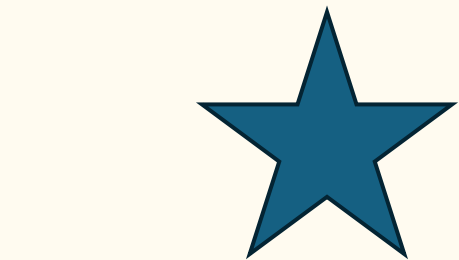
141 + 7 =

504 + 11 =

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TBAT: order 3-digit numbers on a number line

Higher or lower (up to 1000)



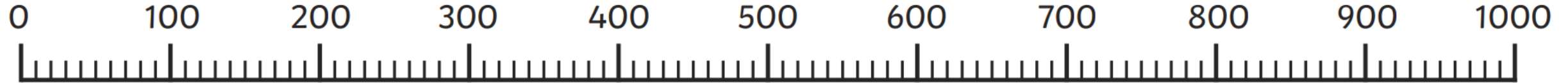
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TBAT: order 3 digit numbers on a number line

Talk Partners:

On this number line, what is it counting in?

What amount does each smaller line equal to?

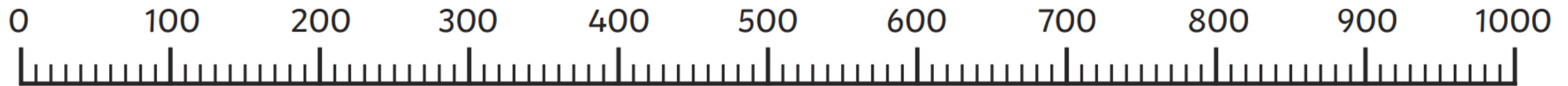


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Model

TBAT: order 3 digit numbers on a number line

610, 260, 850

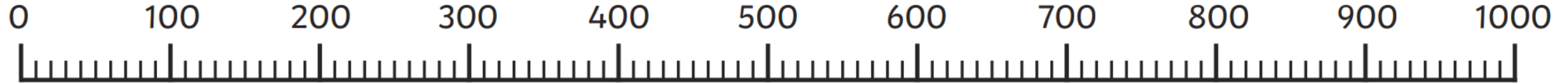


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Model

TBAT: order 3 digit numbers on a number line

220, 760, 430



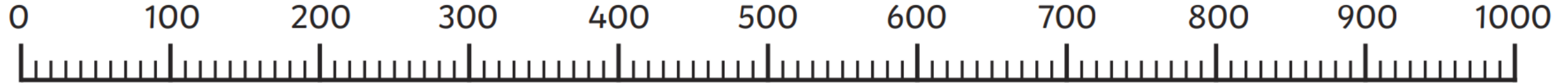
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TBAT: order 3 digit numbers on a number line

On your number lines, order these numbers

340, 150, 970

930, 270, 680



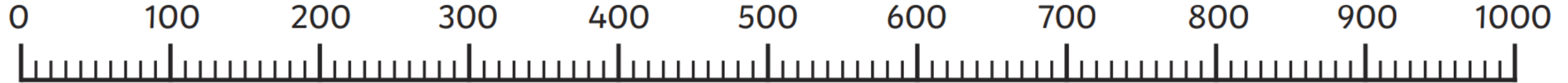
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TBAT: order 3 digit numbers on a number line

Independent Task:

Individually, order these on the number
line

400, 210, 660, 350, 980, 270, 820, 530



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TBAT: order 3 digit numbers on a number line

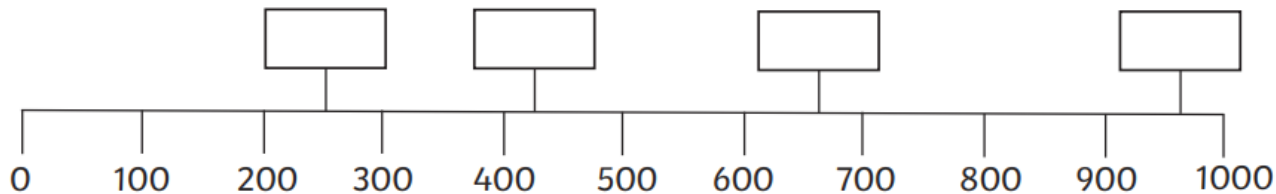
Challenge:

1. Fill in the missing numbers.

900	800		600	500		300	
-----	-----	--	-----	-----	--	-----	--

230		250			280		300
-----	--	-----	--	--	-----	--	-----

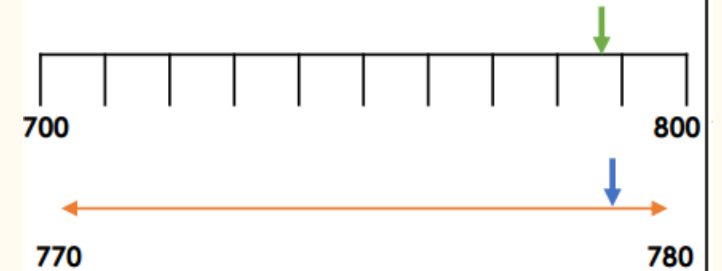
2. Estimate to fill in the missing numbers.



Mastery:

6a. Mitchell says,

I have placed the same number on these number lines.



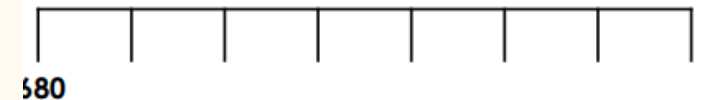
Do you agree? Convince me.



R

Mastery Greater Depth:

8a. Joseph has drawn this number line but has forgotten to include the end point.



He knows that the increments are a multiple of 10. He also knows that 755 did fit on the line but 905 did not.

What could the end point of the number line be?



PS

Tuesday 21st October

TBAT : understand the meaning of powerful adjectives.

Replace the adjective in this sentence with a strong and powerful adjective to picture the noun.

Laura cut up her red apple before she ate it.

Simon put his brown coat on his peg.

How many ways can you think of to improve the following noun phrase: The old man walked.

Tuesday 21st October

TBAT : understand the meaning of powerful adjectives.

Read the sentences below. Has the most appropriate synonym been used?
Change the adjectives if necessary.

- The **big** / **enormous** dragon flew over the castle, its wings beating so hard that the flags on the towers flapped wildly.
- The **nice** / **delicious** cake was covered in pink icing and sparkly sprinkles that shimmered in the sunlight.
- The **scary** / **terrifying** storm made the trees shake and the lightning flash across the dark, rumbling sky.
- The **happy** / **joyful** puppy wagged its tail and barked excitedly as it bounded through the tall, tickly grass.

Look up the word 'tasty' in the thesaurus and write any other synonyms you find.

Tuesday 21st October

TBAT: choose powerful adjectives to enhance a description.

3 in 3

1. Tick **one** word to complete the sentence below.

Karl wanted to play outside _____ it was raining.

Tick **one**

and

1

but

2

or

3

that

4

2. Circle the most appropriate **preposition** to complete the sentence below.

(Before / Below) breakfast, I brushed my teeth.

3. Circle the **adjective** in the sentence below.

The tortoise was faster than the hare .

Improve Q3 by adding an expanded noun phrase.

Tuesday 21st October

TBAT: choose powerful adjectives to enhance a description.

Explain why it is important to use senses when describing a setting.

Explain why expanded noun phrases are needed in setting descriptions.

When is a setting description usually written/read in a narrative? Explain why.

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.



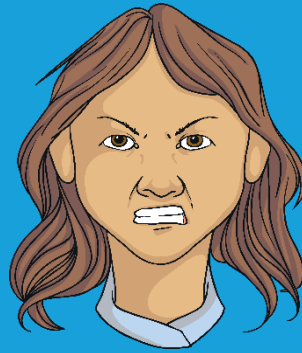
Shades of Meaning: Adjectives

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

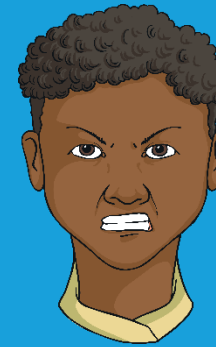
Joe was **cross**.



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?

sad	upset tearful	miserable downcast	depressed melancholy	despondent
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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.



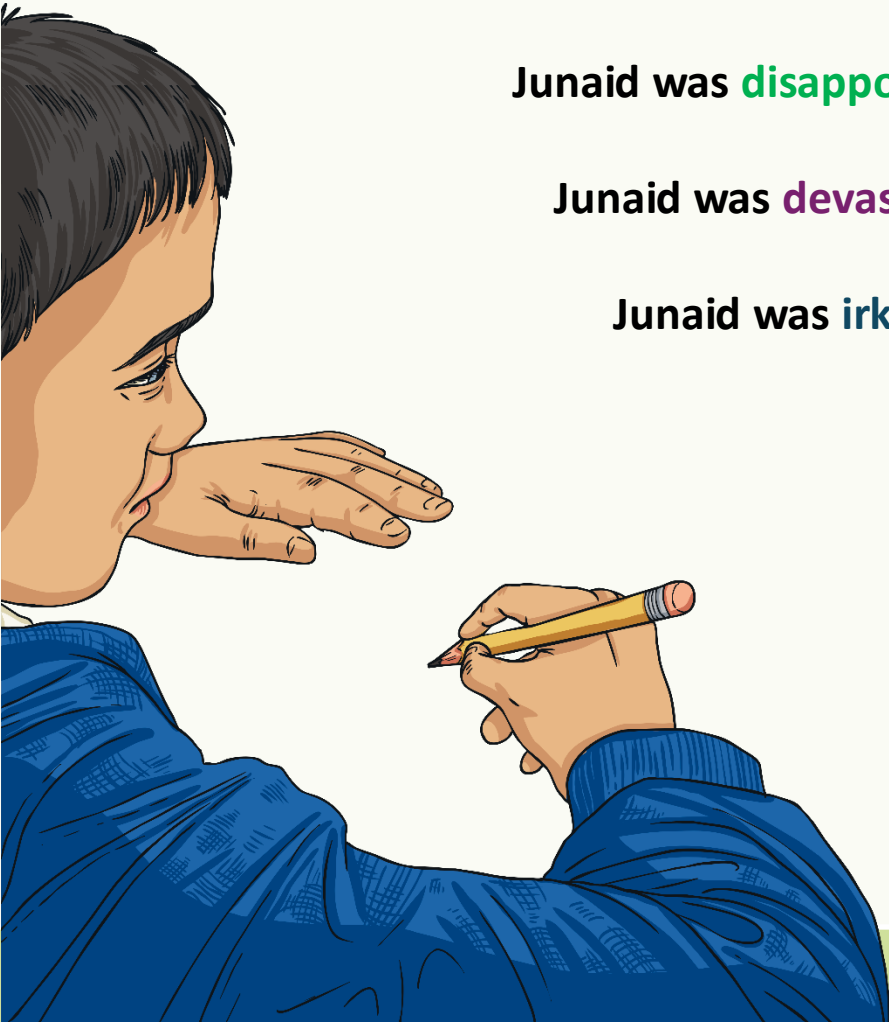
Change the Meaning

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 21st October

TBAT: choose powerful adjectives to enhance a description.

Some of the words we could use in our setting description are:

Dark

Scary

Quiet

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

Tuesday 21st October

TBAT: choose powerful adjectives to enhance a description.

Let's order the adjectives on this table together.

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

Scary	
Eerie	
Frightening	
Exciting	

Tuesday 21st October

TBAT: choose powerful adjectives to enhance a description.

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

Dark

Cold

Scary

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

Challenge - Choose an adjective and use a thesaurus to uplevel it. Write your descriptive sentence using your new word.

Tuesday 21st October

TBAT: practice for our singing assembly



Give Me Joy in My Heart (Sing Hosanna - 3vv+refrain) [with lyrics for congregations]

Tuesday 21st October

TBAT: identify the physical components of a network

Keywords:

network

a group of interconnected
computing devices

router

a device that manages the flow of
data between computer networks

Tuesday 21st October

TBAT: identify the physical components of a network

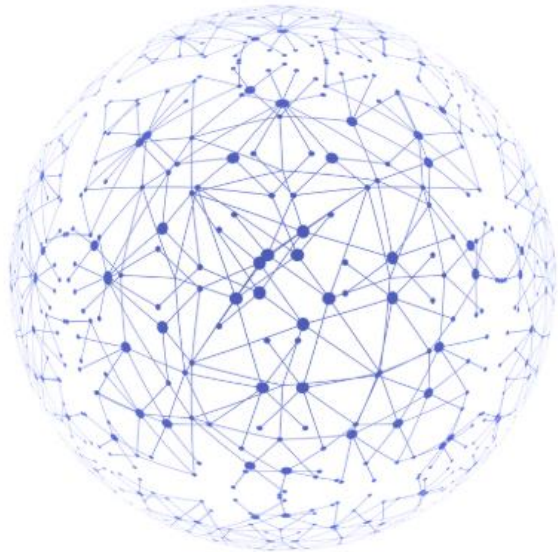
What is a network?

What does it mean when things
are connected in a network?

Tuesday 21st October

TBAT: identify the physical components of a network

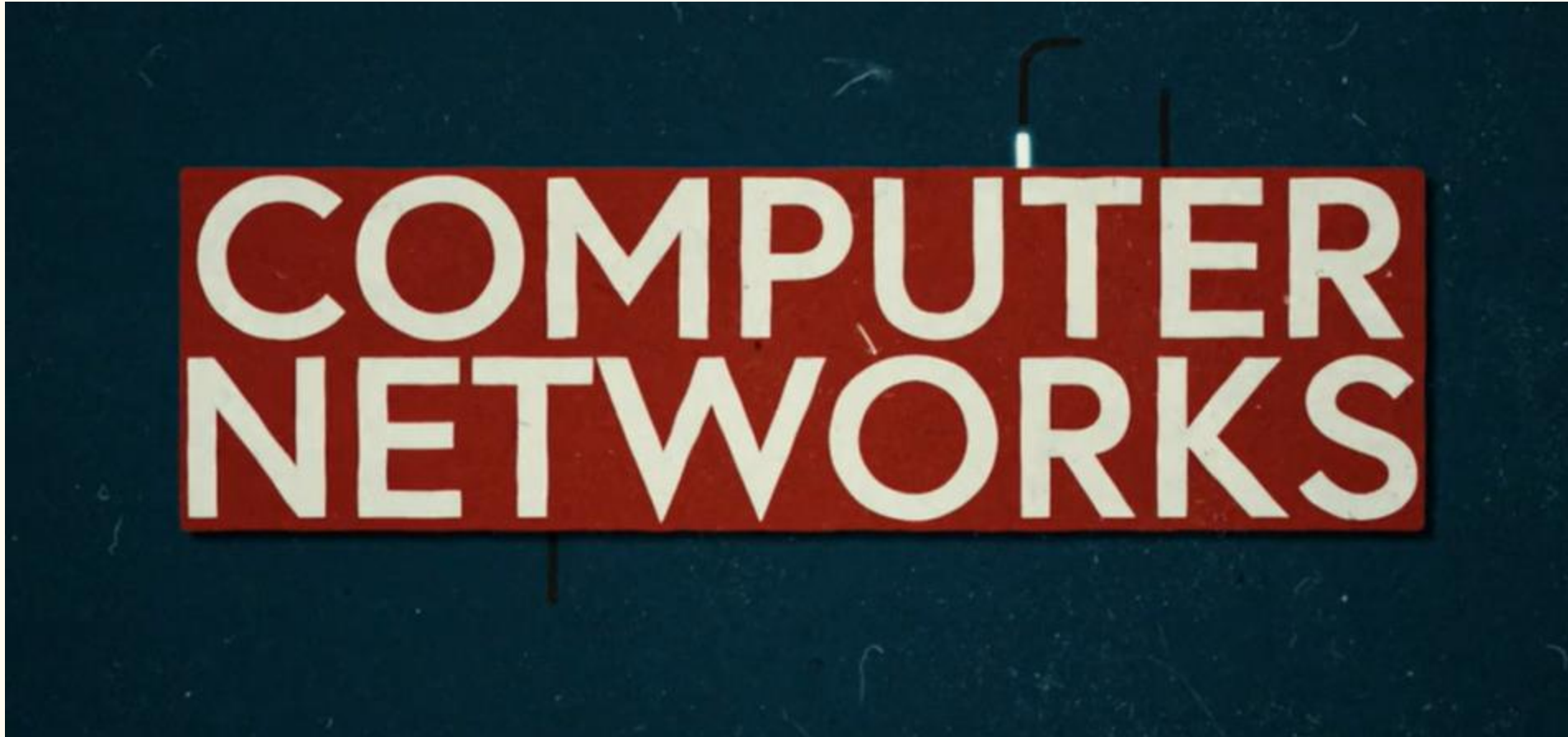
A group of connected people or things that can work together or share things with each other.



A **network** is a group of devices like computers, tablets or printers that are connected to each other so that they can share data.

Tuesday 21st October

TBAT: identify the physical components of a network



[Computer networks - BBC Teach](#)

Tuesday 21st October

TBAT: identify the physical components of a network

A **network** has different parts:



devices



wireless access
points



routers



switches

We often find these devices connected in **networks**:

- laptops
- tablets
- printers
- smartboards

These can be connected using wires or with wireless signals.

Tuesday 21st October

TBAT: identify the physical components of a network



Jacob

What does a **router** do?



A **router** is a device that sends data between different devices. It also enables devices to connect to the internet.

The **router** connects to:

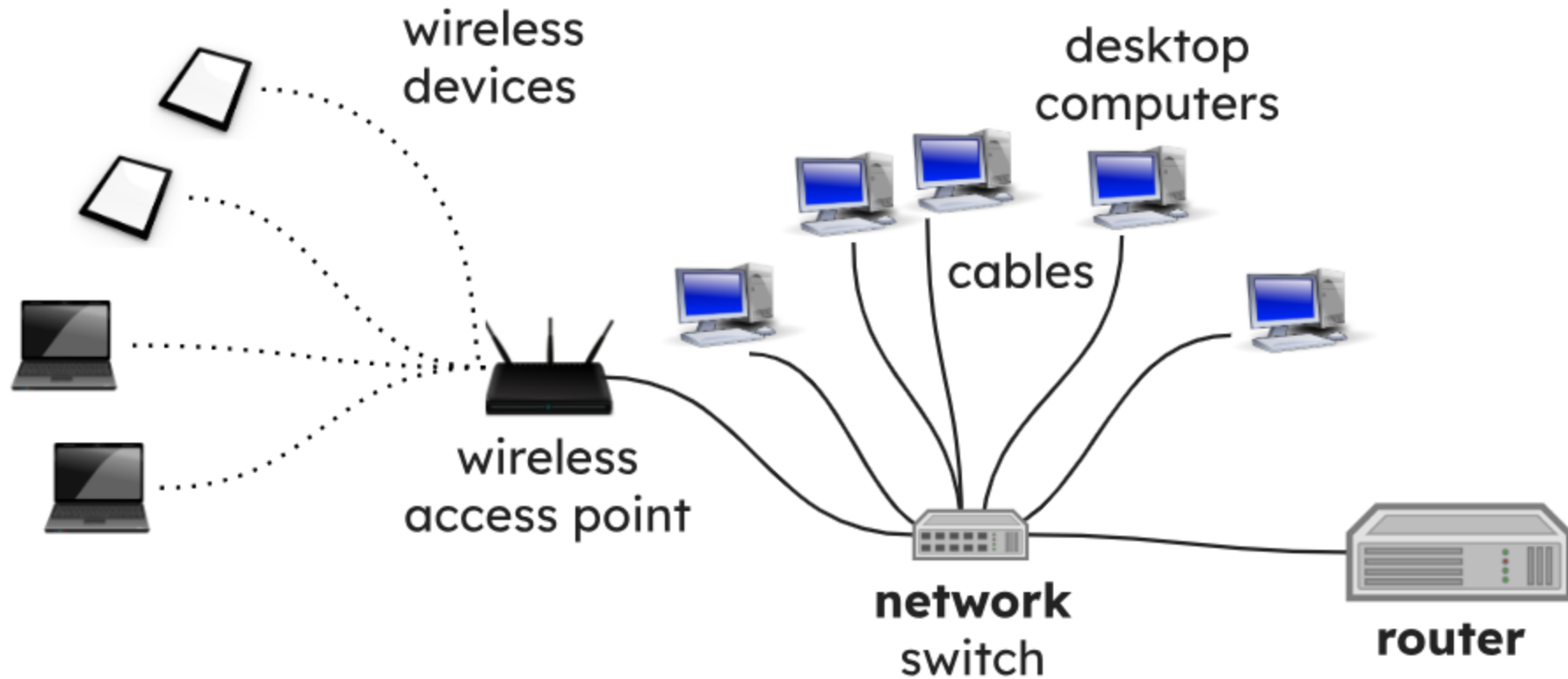
- switches
- wireless access points
- the internet



Tuesday 21st October

TBAT: identify the physical components of a network

The **router** connects the **network** to the internet.



Tuesday 21st October

TBAT: identify the physical components of a network

A computer **network** lets us:

- share files
- print from anywhere
- access the internet
- use a central storage
- play games together

In a **network**, devices can send and receive files easily.

Instead of using a USB stick, you can send a file directly over the **network**.



Tuesday 21st October

TBAT: identify the physical components of a network

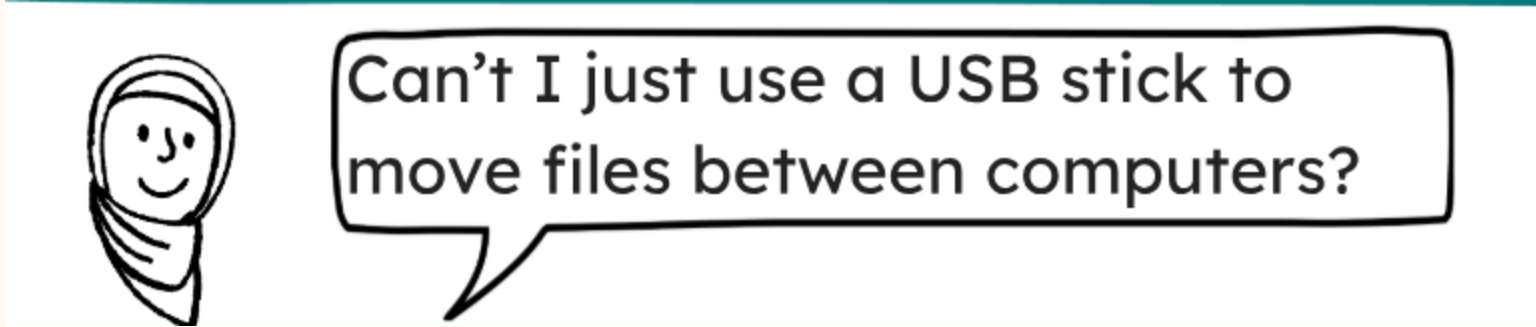
A USB stick is a small device used to store and carry files.

- You plug it into a computer's USB port.
- Then you copy files, such as photos or documents, onto it and take them to another device.
- It is also called a “memory stick” or “flash drive”.



Tuesday 21st October

TBAT: identify the physical components of a network



Talk Partners:

Respond to Aisha's question?

Can we use a USB stick to move files?

Would this be quicker or slower than the network?

Tuesday 21st October

TBAT: identify the physical components of a network

The **router** helps all the devices in a **network** share one internet connection.

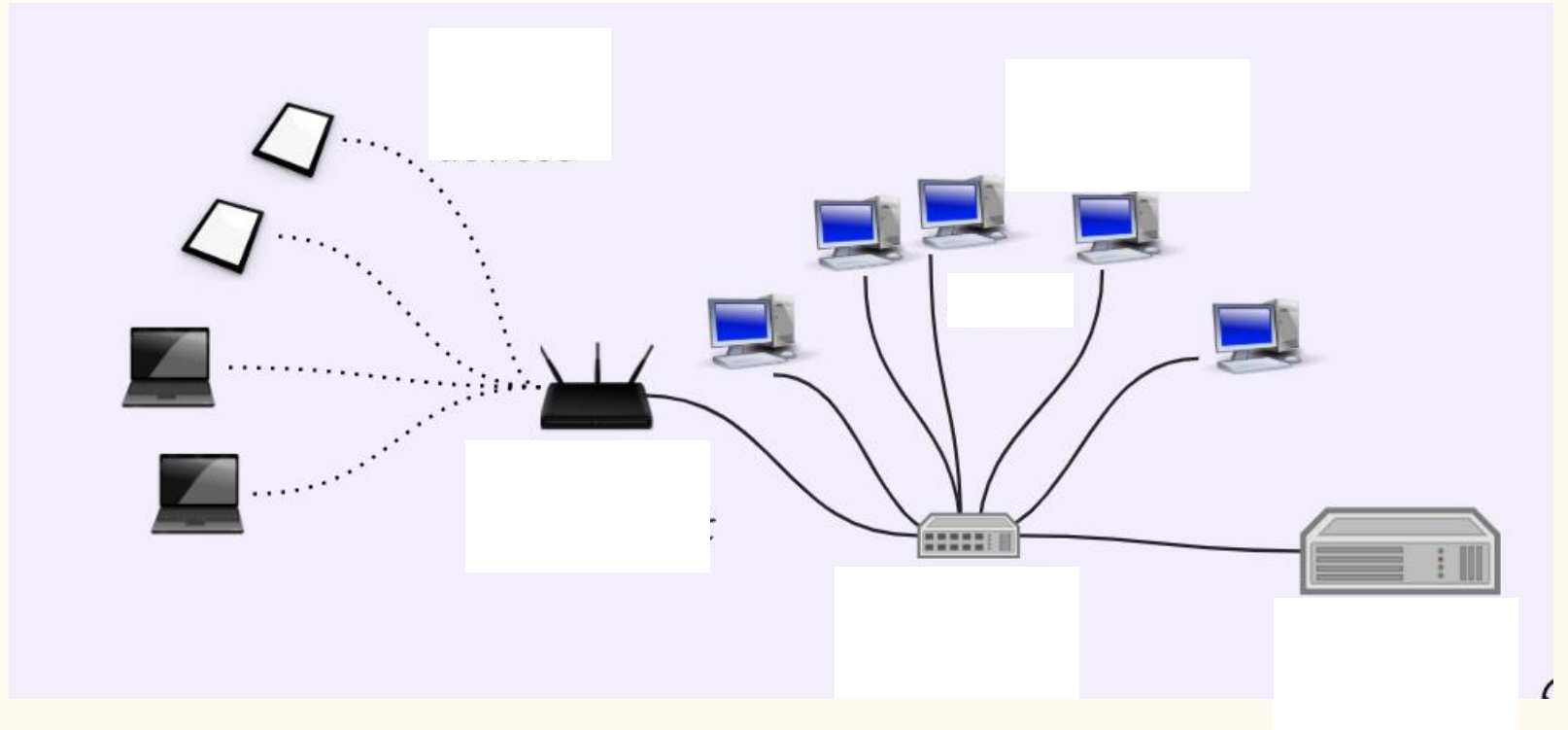
Without a **network**, every device would need its own connection.

Tuesday 21st October

TBAT: identify the physical components of a network

Paired Task

List the parts of a network



Challenge (on scrap paper):

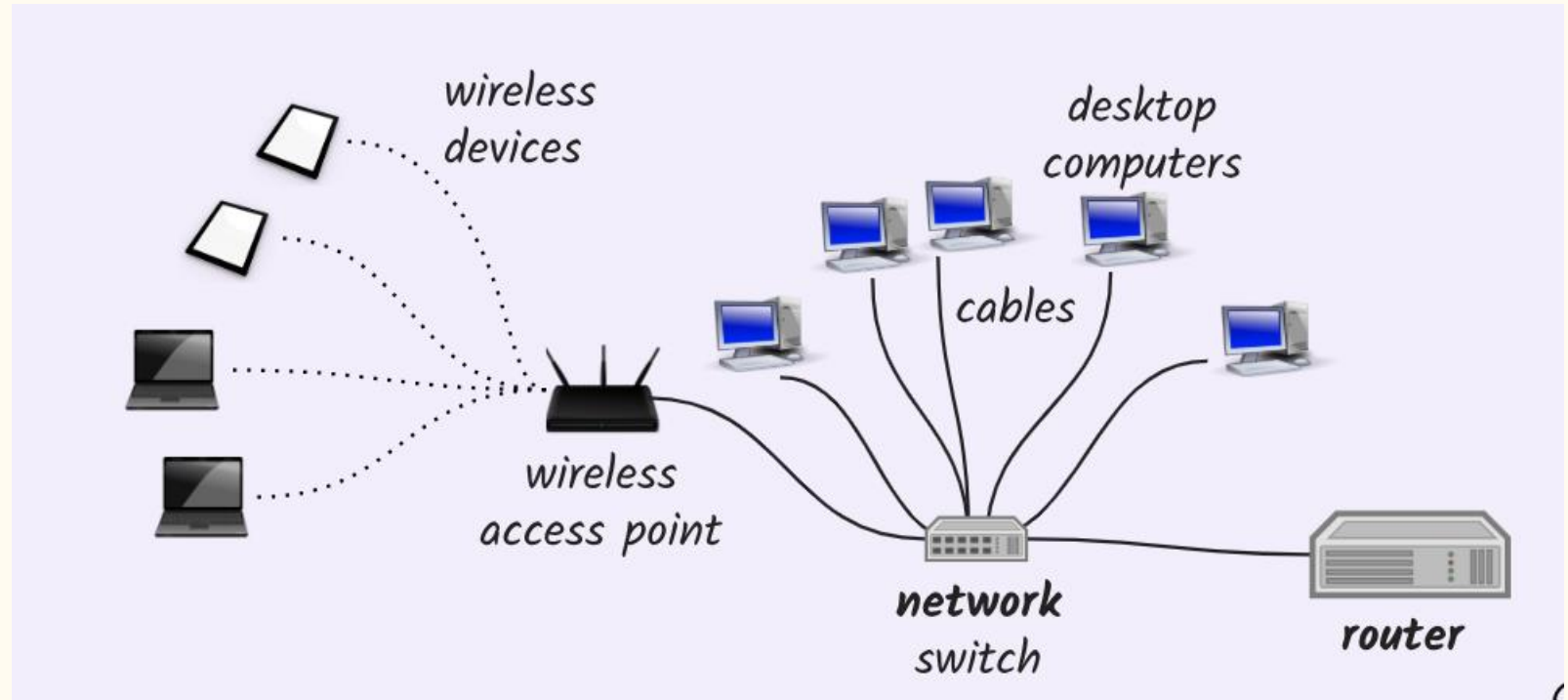
When printing a document off the computer, what would happen if there was a network?

What would happen if there wasn't a network?

Tuesday 21st October

TBAT: identify the physical components of a network

Answers to independent task



Challenge answers:

With a network: A worksheet is sent from the computer to the shared printer. The printer is connected to the school network.

Without a network: It is impossible to print.

Tuesday 21st October

TBAT: identify the physical components of a network

Summary Physical components of a computer network

A **network** is a group of devices like computers, tablets or printers that are connected to each other so that they can share data.

A **router** sends data between different devices and lets devices connect to the internet.

The **router** helps all the devices in a network share one internet connection. Without a **network**, every device would need its own connection.

Tuesday 21st October

TBAT: understand how agility helps us in everyday life.st

What is strength? How can we improve our strength?

What is speed? How could our speed be improved?

Get Set 4 PE - Lesson Plan -5 for Year 3 Fitness