

Tuesday 11th November
Morning Challenge

Work out these calculations:

1. $9 \times 8 =$

2. $12 \times 3 =$

3. 27 divided by 3 =

4. 60 divided by 5 =

5. $63 + \underline{\hspace{2cm}} = 100$

6. $42 + 78 =$

7. Half of 30

8. Double 26

Tuesday 11th November
TBAT: identify adverbs.

Talk partners

Describe an action in the picture below using a verb and adverb.



Tuesday 11th November

TBAT: identify adverbs.

Which of the following words are adverbs?

plate

new

upstairs

angrily

time

safely

Add the correct adverb to the sentence below.

once frequently away

When Greg heard the dog growl, he ran _____.

On whiteboards:

Change the verb and the adverb in the sentence below.

**Lisa and her pet dog walk in the park
daily.**

Make sure your sentence still makes sense!

Tuesday 11th November
TBAT: identify adverbs.

Write **two** sentences of your own using verbs and adverbs from the table below.

E.g. The girl **laughed** **loudly** as her friend told the joke.

laughed	calmly	shouted	quietly
today	kicked	loudly	cried
went	over	angrily	sighed

Tick the sentence which uses an adverb incorrectly.

Kiran and her son put the new flower pots outside.

☐

"I will do it tomorrow," sighed Derek.

☐

Tom lost his favourite toy so he cried joyfully.

☐

Explain why the adverb does not make sense.

11.11.25

Times Tables 4x



[Becoming Lord Voldemath - Online Game](#)

11.11.25

TBAT : add two digit numbers



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

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

11.11.25

TBAT : add two digit numbers

3 in 3

$$1.67 + \underline{\quad} = 100$$

$$2.8 \times 4 =$$

3. Greg has 58 sweets; he shares them equally with his friend. How many sweets do they get each?

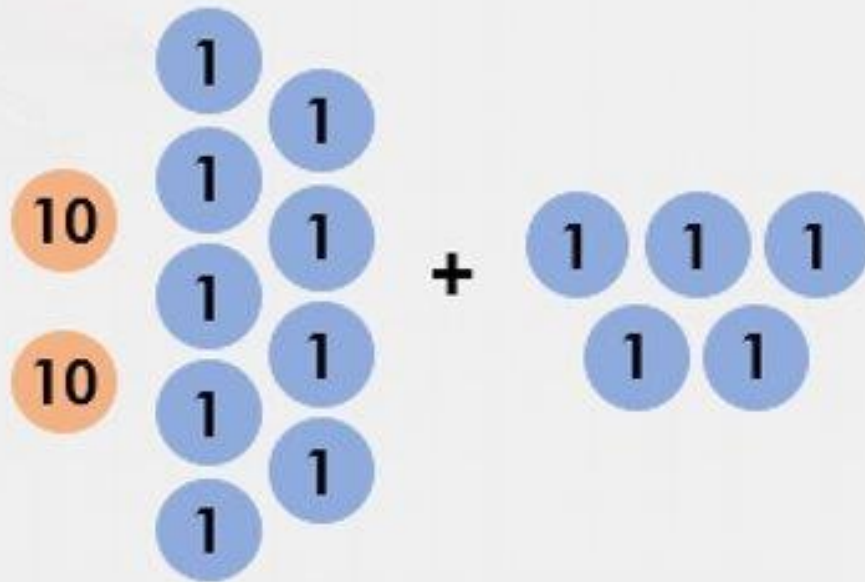
Ch

Which is bigger $\frac{1}{3}$ or $\frac{1}{6}$? How do you know?

11.11.25

TBAT : add two digit numbers

Use the place value counters and the column method below to calculate $29 + 5$.



	2	9
+		5

11.11.25

TBAT : add two digit numbers

How could we work out the following questions?

$$54 + 27 =$$

$$63 + 28 =$$

True or false. $38 + 46 < 47 + 52$

11.11.25

TBAT : add two digit numbers

A.			B.		
	7	4		5	1
+	2	3	+	3	8

A.			B.		
	4	2		6	2
+	3	6	+	1	5

Sam says he can buy two chocolate bars. He has £1. Each chocolate bar costs 65p. Do you agree or disagree with him? Prove it.

11.11.25

TBAT : add two digit numbers

Independent

1. $34 + 42 =$

2. $72 + 15 =$

3. $33 + 25 =$

4. $36 + 23 =$

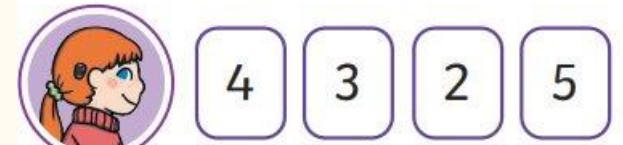
5. Holly has 24 marbles. Jess has 39 marbles. How many do they have in total?

Challenge

	2			4	9
+	3	1	+		0
	5	7		7	9

Mastery Challenge

Meg is using these digit cards to make pairs of 2-digit numbers to add together.



What totals could Meg make?

What is the greatest possible total?

Mastery with Greater Depth

Flo and Jim are answering a problem:

Danny has read 62 pages of the class book, Jack has read 43. How many more pages has Danny read than Jack?

Flo does the calculation $62 + 43$. Jim does the calculation $62 - 43$.

Who is correct?

Explain how you know.

Tuesday 5th November

TBAT: recognise direct speech.

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. Tick **one** box to show where a **comma** should go in the sentence below.

I saw some pink purple and silver balls on the mat.

↑
a

↑
b

↑
c

↑
d

3. Look at the parts of the words in **bold**.

care**less**

wonder**ful**

pleas**ed**

larg**est**

What is the grammatical term for this part of the word?

Tick **one**

adverb

1

noun phrase

2

verb

3

suffix

4

1 mark

Tuesday 5th November

TBAT: recognise direct speech.

Direct speech is shown by writing exactly what was spoken between inverted commas. For example: "Hello!" said Shilo.

Inverted commas (") are punctuation marks which show where speech begins and ends. They are also known as speech marks.

A **reporting clause** is the part of a sentence which states who is speaking or thinking. For example: David wondered; Shabir asked; Tommy whispered.

In this lesson, we will be learning about recognising direct speech.

Direct speech is used to show that someone is speaking.

“Where is the report?” Sandra asked her secretary.

“I’m not sure. I left it on your desk yesterday evening,” Jordan replied timidly.

The direct speech has been highlighted to show what Sandra and Jordan have said to each other.

We use inverted commas (“ ”) to show when direct speech has been used.

One set of **inverted commas is used to show that the speech has started.**

“How are you...

And another set is used to show that the speech has finished.

“How are you today?”

We must always remember to use two sets of inverted commas to show when speech has started and finished.

[The Direct Speech Song \(Inverted Commas\)](#)

Select the sentences that use direct speech.

Johnny was running down the street and shouting.

“I’ve had enough of this!”

The fans chanted songs during the game.

“Is it almost time to start?”

Select the sentences that use direct speech.

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“Is it almost time to start?”

We can see these sentences use direct speech because of the inverted commas.

As we can see from the previous examples, sentences that use direct speech are usually made up of two parts.

One part is made up of speech and inverted commas.

The other part is known as the **reporting clause**.

“Leave me alone!” **Daisy screeched.**

“How will we get to the top of the mountain?” **queried Ali worriedly.**

Simran laughed loudly, “That was a great joke!”

We do not include the reporting clause in the inverted commas because it has not been spoken aloud.

This means it is not part of the direct speech.

“That water is very refreshing,” claimed Bec.



The words that have
been spoken.
(Direct speech)



Who said them and
how they were said.
(Reporting clause)

The reporting clause is still important, however, as it gives more information to the reader about who has spoken and how they have said.

Sometimes, the reporting clause can be placed before the direct speech.

“How will we get to the top of the mountain?” queried Ali worriedly.

Simran laughed loudly, “That was a great joke!”

This has no effect on the meaning of the sentence but we must ensure that we check the position of the reporting clause before we use inverted commas.

When reporting how the direct speech has been spoken, we usually use the word 'said'. To ensure we use a wide range of vocabulary, we can use the words shown in the word bank below.

Words instead of said
called
implied
uttered
mumbled
told
suggested
stated
replied
explained
claimed

Underline the direct speech in the passage below.

“We must be quick so we can have more time to enjoy our drinks at the café,” informed Jayne as she entered the shop with Helen and Rebecca.

“Ok, I want you to get the milk, sugar and eggs,” Rebecca directed.

“Rebecca, can you get the bread, fruit and ice cream?” questioned Helen.

Rebecca replied, “Of course!”

The women quickly scurried off in different directions.

Tuesday 5th November

TBAT: recognise direct speech.

Writers use direct speech in their stories to convey more about a character or move the action on. Read the scenarios below. Your task is to write a response using direct speech. You can be as creative and imaginative as you like!

For example:

Kit and Ahmed are playing in the park.

"Race you to the slide!" yelled Ahmed.

"You're on!" exclaimed Kit and he started running.

1. Levi and Jim are watching a football match.

"Did you see that?" asked Levi.

2. Mrs Evans and Miss Fuller are in the staff-room.

"I thought there were some biscuits in the tin," said Mrs Evans.

3. Tim and Susie are at the bus stop.

"Do you think the number 57 is ever going to come?" asked Tim.

Tuesday 11th November

TBAT: play a singing game and listen to medieval music to explore changes of pitch in melodies.



[The Collins Hub Educator > Library](#)

Key words:

Pitch - how high or low a sound is.

Melody - mixture of high and low pitch played one after the other.

Improvise - create and perform music without preparation.

Conductor - a person who directs the performance of a choir or orchestra.

We are going to listen this singing game and see what actions they do to match the melodic pitches.

Then in partners you will practice singing the song while doing the actions.

Tuesday 11th November

TBAT: play a singing game and listen to medieval music to explore changes of pitch in melodies.

Blue green partners:

What did you notice during this singing game?

What different actions could we do to match the song?

Tuesday 11th November

TBAT: play a singing game and listen to medieval music to explore changes of pitch in melodies.



Activity (3) - Listen to this song O Beata Infantia

While you are listening to this song, move your hands to the music to match the pitch as it rises and falls.

Tuesday 11th November

TBAT: create interesting point and patch balances.

What is a balance?

Why is it important to warm up before exercise?

[Get Set 4 PE - Lesson Plan -1 for Year 3 Gymnastics](#)

Tuesday 11th November

TBAT: explain that animation is a sequence of pictures.

animation

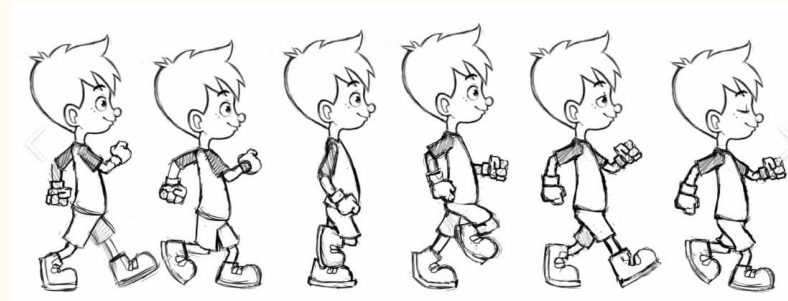
a way of making pictures or objects look as if they are moving by showing them quickly one after another

flipbook

a small book where the pages each have a slightly different picture and can be flicked through to show a simple animation

sequence

a set of pictures in a specific order



Tuesday 11th November

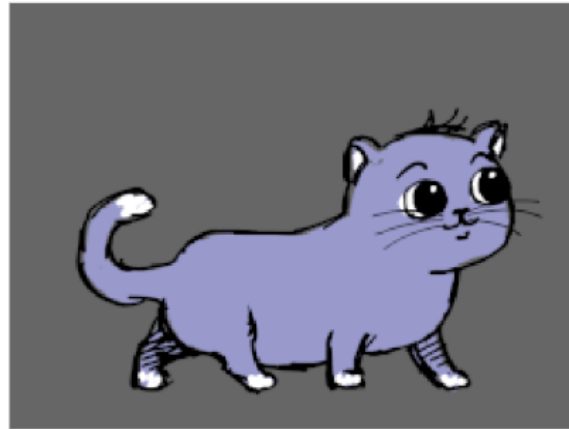
TBAT: explain that animation is a sequence of pictures.

Talk Partners:

Can things in a picture move?

If you agree, then how?

Can things in a picture move?



You can **animate** pictures to make it look as if the things in them are moving.



Alex

Tuesday 11th November

TBAT: explain that animation is a sequence of pictures.

What is **animation**?



Animation is where a number of pictures are drawn or taken of an object or picture, and the pictures are shown quickly one after another in **sequence**.

This makes it look as if the object or picture is moving.



Tuesday 11th November

TBAT: explain that animation is a sequence of pictures.



In **animation**, a **sequence** is when you show pictures one after another in the right order.

Each picture is a bit different to the previous one.

When you play them quickly one after another, it looks as if the picture is moving.

Tuesday 11th November

TBAT: explain that animation is a sequence of pictures.



Jun

Animations have
been created
throughout history.

They were being
made even before
computers were
invented!



Jacob

Have you seen any **animations**?

Tuesday 11th November

TBAT: explain that animation is a sequence of pictures.

Animation is used to create films, games, TV shows and all sorts of projects.

Some of the characters that you know from your favourite shows might be **animated**.



This means that they are created using lots of drawings or pictures, and the pictures are shown quickly in **sequence** to make it look as if they are moving.

Tuesday 11th November

TBAT: explain that animation is a sequence of pictures.

There are many ways to make **animations**:

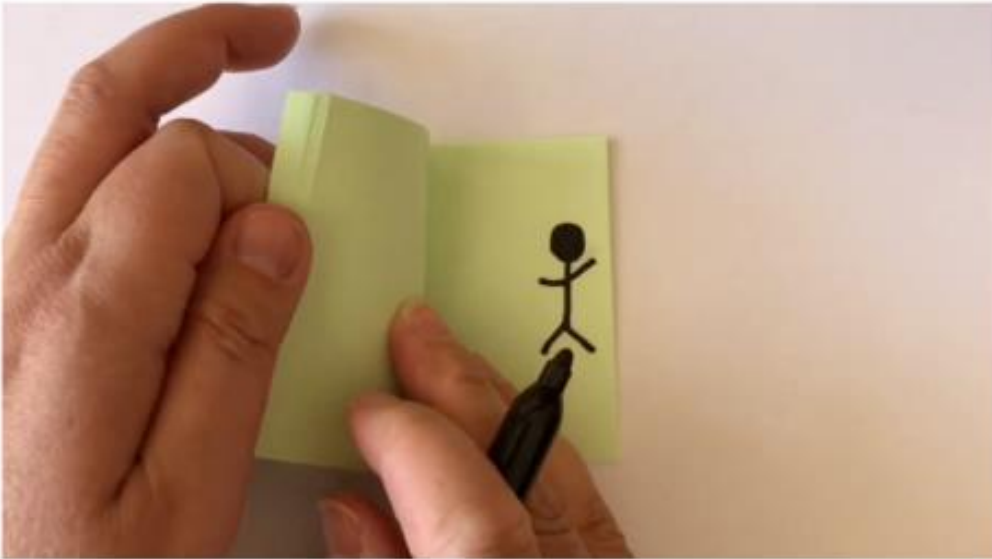
- you can draw using a pencil and paper
- you can use modelling clay, building bricks or other materials and then photograph them
- you can use computers to make pictures

Afterwards, the pictures need to be put in **sequence**.



Tuesday 11th November

TBAT: explain that animation is a sequence of pictures.



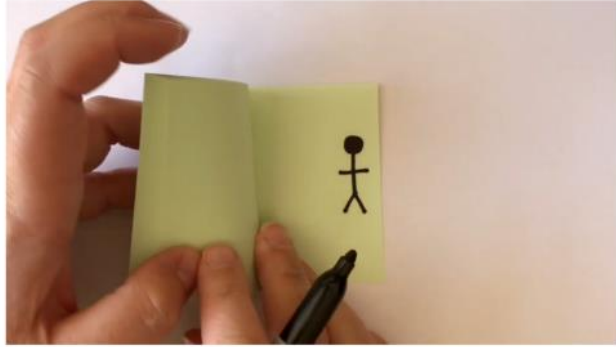
A **flipbook** is a small book where each page has a slightly different picture.

When you flip the pages, it looks as if the picture moves.

Tuesday 11th November

TBAT: explain that animation is a sequence of pictures.

To create a **flipbook**:



- 1) Start on the bottom sheet.
- 2) Draw your simple stick person on the open edge of the sticky note.

You start on the bottom sheet so that when you turn the page, you can see where the previous drawing is.



- 3) Turn over to the next page.

Look at the previous drawing on the page underneath and use this as the guide for your next picture.

Tuesday 11th November

TBAT: explain that animation is a sequence of pictures.

[Lesson Media: Introduction to animation | KS2 Computing | Oak National Academy](#)

Flipbook animation video



4) Make a small change to the part of the drawing that you want to move.

Draw the changed part before the rest of the body so that you don't forget!



5) Turn over the page and repeat.

The more pages you draw, the longer your **animation** will be.