

Tuesday 3rd February

Morning Challenge

Half of 14 is _____

Double 9 is _____

Half of 18 is _____

Double of 12 is _____

$20 - \underline{\quad} = 13$

$13 - 6 = \underline{\quad}$

$9 + \underline{\quad} = 16$

$8 + \underline{\quad} = 17$

Tuesday 3rd February
TBAT: use conjunctions.

What is a conjunction?

Name 3 coordinating conjunctions

Has the conjunction been used correctly in this sentence?

I need to go to the shops so it's raining.

I Saw a Wabub...

...is an acronym to help you remember the first letters of some of the most important subordinating conjunctions.

If

Since

As

When

Although

While

After

Before

Until

Because

I SAW A WABUB!



Next Steps

So, how do we use subordinating conjunctions?

Subordinating conjunctions are the first words within a subordinate clause. Subordinate clauses do not make sense on their own but, when they are used with a main clause, they create a complex (multi-clause) sentence.

Subordinate clauses will always have a subject and verb within them, e.g.

after she smiled



subordinating
conjunction



subject



verb

is a subordinate clause

after Christmas



Here 'after' is being
used as a preposition.

is not a subordinate clause

Next



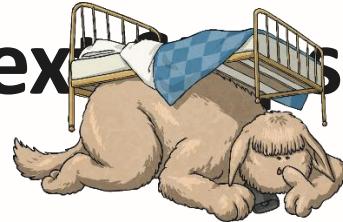
I SAW A
WABUB!



Can you spot the **subordinate clause** and the **subordinating conjunction** in this sentence?

The eager pupils sped into school
when the bell rang.

Nex



I SAW A
WABUB!



Can you spot the **subordinate clause** and the **subordinating conjunction** in this sentence?

**Whales give birth to live young
as they are mammals.**



Nex
s



I SAW A
WABUB!



Can you spot the **subordinate clause** and the **subordinating conjunction** in this sentence?

The hopeless rugby team lost the game **because** they hadn't trained.



Next



I SAW A
WABUB!



In the sentences we have looked at so far, the subordinate clause has always come after the main clause but watch...

When the bell rings, the teenagers
will speed the bus on.



I SAW A
WABUB!



**When the bell rang, the eager pupils
sped into school.**

Subordinating conjunctions can also be used as the first word in a sentence. When the subordinate clause comes before the main clause, make sure you remember to use a comma to mark where the subordinate clause ends.



New
Dogs

I SAW A
WABUB!



Can you swap these sentences around so that the subordinate clause comes before the main clause?
Don't forget your commas!

Whales give birth to live young as
they are mammals.

Because they hadn't trained, the
Igapeless rugby team lost the game.



Subordinating Conjunction Hunt

I SAW A
WABUB!



Can you spot the subordinating conjunctions in this piece of text?
Where have they been used in these sentences?

As he walked closer, Cleo could see the crocodilius in the cave entrance. The beast was hurriedly eating the remains of its last unlucky victim because it was ravenous. Cleo examined its bright red eyes, huge smoking nostrils and razor-sharp teeth while the beast was occupied. Although Cleo was standing quite a distance away, the terrible stench of the gruesome beast was still making him feel nauseous. Cleo took a deep breath before he tiptoed bravely forward. It was time for battle.



Practise Your Skills

I SAW A
WABUB!



Now, it's your turn.

Which subordinating conjunction would fit best
at the start of this subordinate clause?

Is there more than one possibility?

I am sending you a letter _____
I am your biggest fan.



Practise Your Skills

I SAW A
WABUB!



Now, it's your turn.

Which subordinating conjunction would fit best
at the start of this subordinate clause?

Is there more than one possibility?

I eat lunch, I am going
to an important meeting.



Practise Your Skills

I SAW A
WABUB!



Now, it's your turn.

Which subordinating conjunction would fit best
at the start of this subordinate clause?

Is there more than one possibility?

_____ he was thrown from his saddle,
Henry was wary of riding his horse.



Practise Your Skills

I SAW A
WABUB!



Now, it's your turn.

Which subordinating conjunction would fit best
at the start of this subordinate clause?

Is there more than one possibility?

The two chemicals should cause a
reaction _____ you have used them in
the right quantities.



Quick Quiz: Question 1

I SAW A
WABUB!



Can you spot the subordinating conjunctions
in these sentences?

- a) Until she tried, Daphne didn't know that she could whistle.
- b) Heavy snow poured from the skies while the children made a snowman.
- c) Although it was expensive, the couple enjoyed their meal at the award-winning restaurant.



Quick Quiz: Question 2

I SAW A
WABUB!



Complete the sentences below by writing the subordinating conjunctions from the box in the correct places to form complex sentences. Use each conjunction only once.

- a) The greenhouse got smashed _____ the boys were playing football.

- b) _____ they were in trouble, they had to go inside the house.

- c) _____ they were well-behaved, they could have their ball back next week.



Quick Quiz: Question 3

I SAW A
WABUB!



Can you remember all of the subordinating conjunctions
using the 'I SAW A WABUB' acronym?

If Since As When Although

While After Before Until Because

03.02.26

TBAT: round 3-digit numbers to the nearest 100.

Times table Bingo!

8	80	48
24	16	40

- Split your whiteboard into 6 sections.
- In each section, write an **answer** from the 8-x table (up to 12×8)
- I will call out an 8-x table calculation. If you have the **answer** on your board, cross it off.
- For example, " 6×8 " is 48 – so I would cross it off my board.

03.02.26

TBAT: round 3-digit numbers to the nearest 100.

Daily 10

Mental Maths Challenge



03.02.26

TBAT: round 3-digit numbers to the nearest 100.

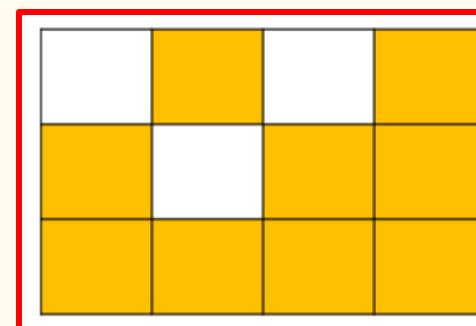
3 in 3

$$\boxed{} - 10 = 329$$

$$176 + \boxed{} = 276$$

$$\frac{7}{12} - \frac{5}{12} = \boxed{}$$

Write the image
as a fraction



Whiteboard work

Round the numbers to the nearest 10.

72



13



145



504



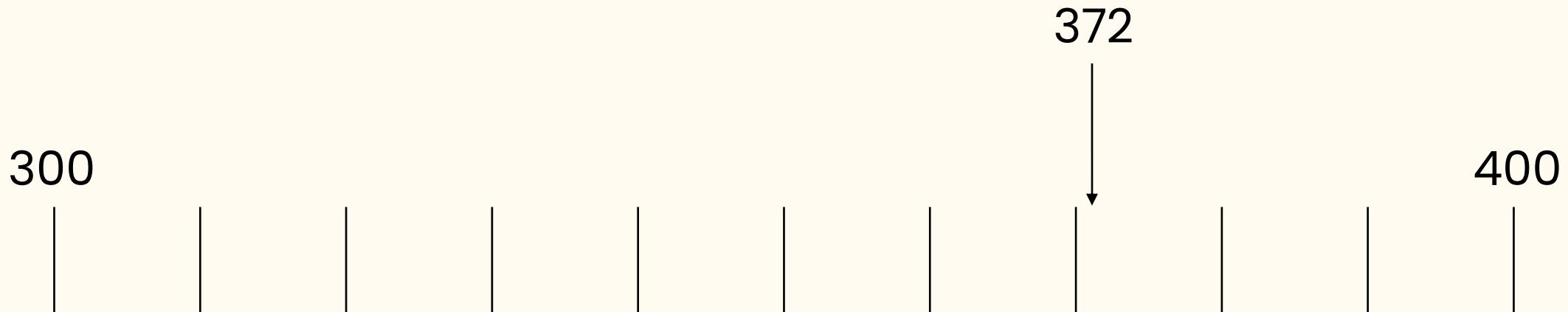
Remember

If the ones column contains a 1, 2, 3 or 4, we round down.
If the ones column contains a 5, 6, 7, 8 or 9, we round up.

When rounding to the nearest 100, we first need to work out which multiples of 100 the number falls between.

For example:

When rounding the number 372 to the nearest 100, we can see that it falls between 300 and 400.

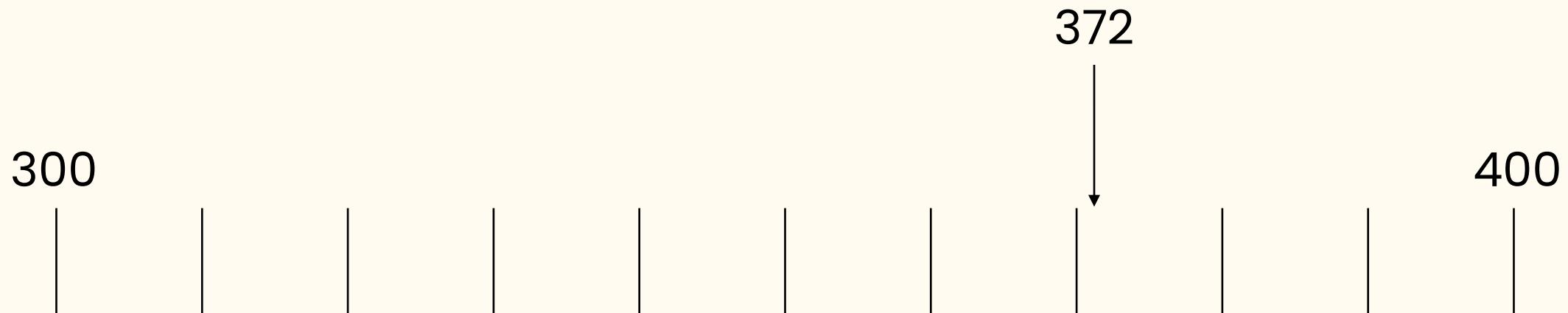


When rounding to 100, we must remember that there are rules to follow.

If the **tens** column contains a 1, 2, 3 or 4, we round down.

If the **tens** column contains a 5, 6, 7, 8 or 9, we round up.

372 contains a 7 in the tens column; therefore, we round up to 400.



Thinking time

Which multiples of 100 do these numbers sit between?

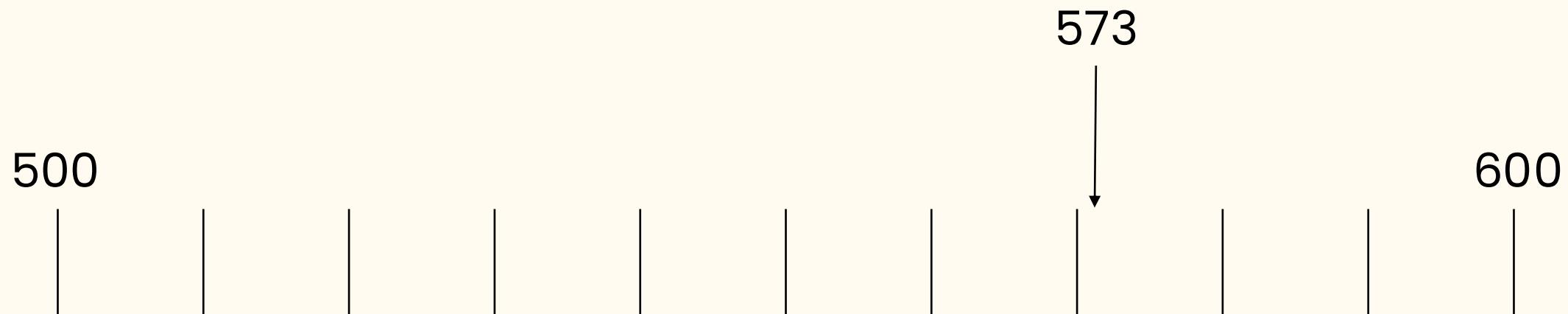


When rounding to 100, we must remember that there are rules to follow.

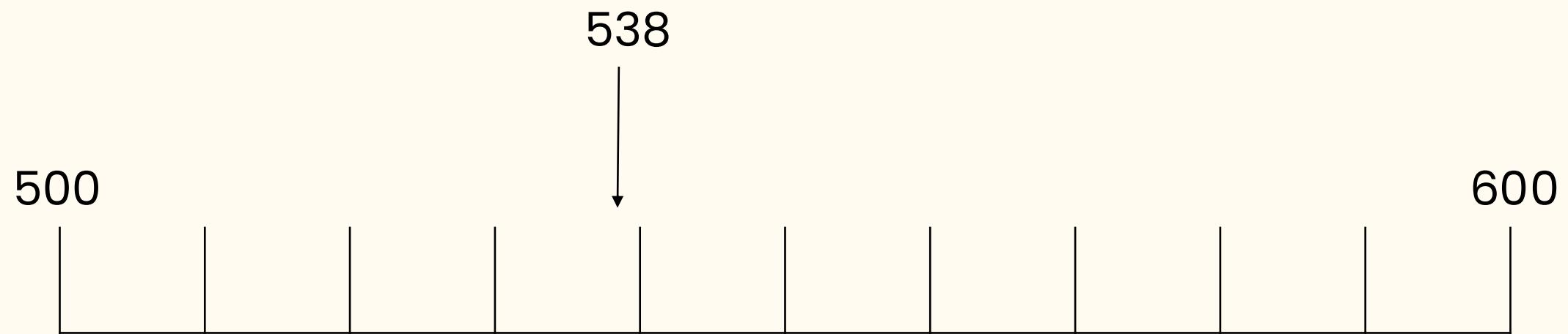
If the **tens** column contains a 1, 2, 3 or 4, we round down.

If the **tens** column contains a 5, 6, 7, 8 or 9, we round up.

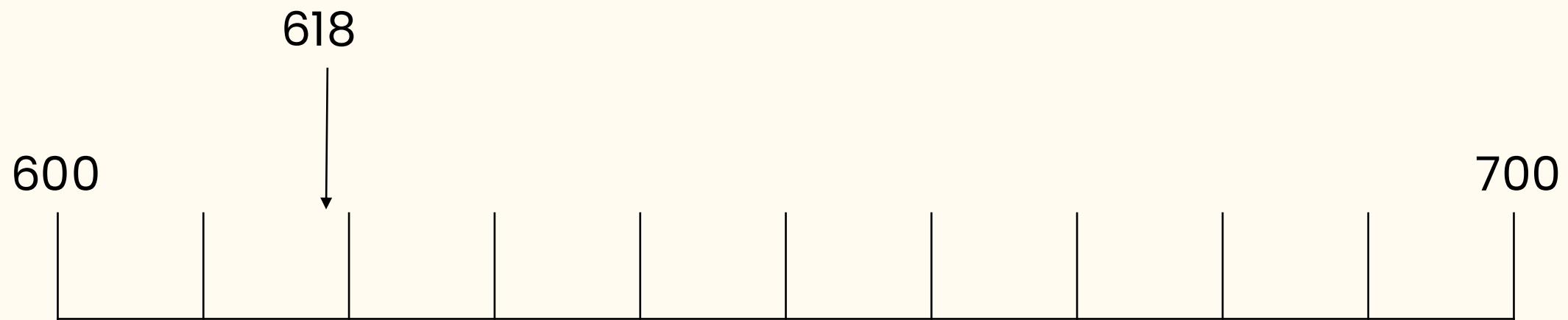
Which hundred would we round the following number to?



Which hundred would we round the following number to?



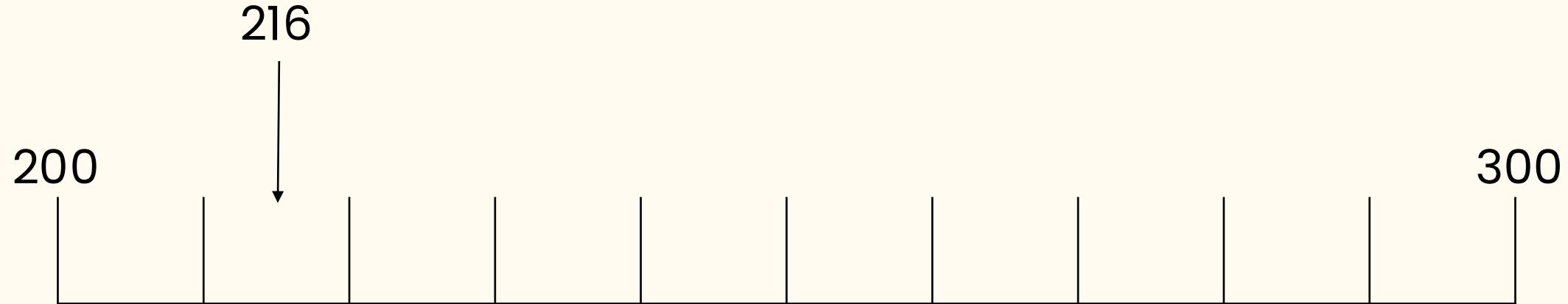
Which hundred would we round the following number to?



03.02.26

TBAT: round 3-digit numbers to the nearest 100.

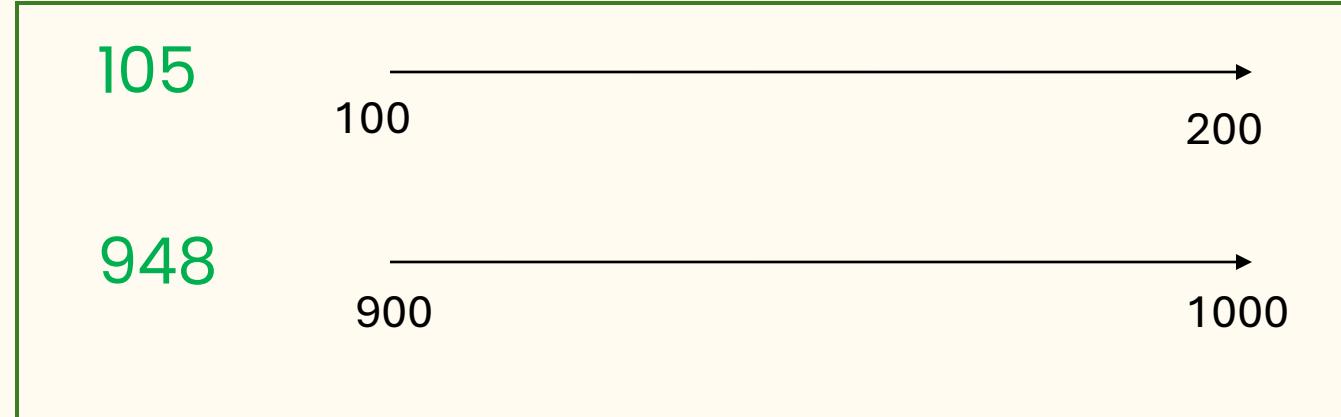
Knowledge check (whiteboards)



03.02.26

TBAT: round 3-digit numbers to the nearest 100.

Round the numbers to the nearest 100.



Remember

If the tens column contains a 1, 2, 3 or 4, we round down.
If the tens column contains a 5, 6, 7, 8 or 9, we round up.

03.02.26

TBAT: round 3-digit numbers to the nearest 100.

Independent

Round the following numbers to the nearest hundred.

1. 234



4. 542

5. 875

2.



RP: Amira is organising a school fair. She counts how many people visited in the morning and in the afternoon:

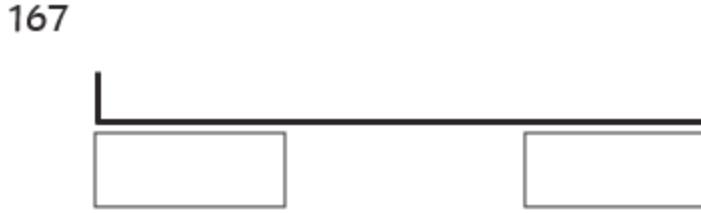
- Morning visitors: 362
- Afternoon visitors: 448

Amira says:

"If I round both numbers to the nearest 100, the morning group rounds to 300 and the afternoon group also rounds to 400."

Do you agree with Amira?
Explain your reasoning.

3.



TBAT: round 3-digit numbers to the nearest 100.

Challenge

6. When rounding to the nearest hundred, which of the statements below are false?

A. A number with a '5' in the hundreds column rounds up to the next hundred.

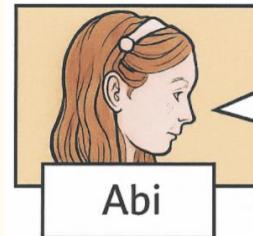
B. You use the digit in the tens column to decide whether to round up or down.

C. Any tens digit greater than 4 will always round up to the next multiple of 100.

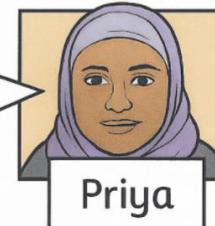
Explain your answer.

Mastery Challenge

Are Abi and Priya's statements true or false? Explain your reasoning.



750 and 850 both round to 800 as they are an equal distance away from 800.



If I round eight hundred and ninety-five to the nearest 10 and 100, I get the same answer.

Mastery with greater depth

Use the clues to find all five possible values of part A.

600 when rounded to the nearest 100

A	536
---	-----

A is a multiple of 5.

Both digits in A are odd.

Tuesday 3rd February

TBAT: explore shades of meaning of the characters emotions.

1. Which word class is underlined?

The sun was hiding behind the clouds.

Tick one

verb

preposition

conjunction

2. Underline the words being spoken.

"That tree is about to fall!" bellowed Logan.

3. Which word is the adverb in the sentence below? Tick one box.

The lion roared loudly at the frightened zebra.

Create similes about
the boy as he is
listening to
Grandmamas story.

Tuesday 3rd February

TBAT: explore shades of meaning of the characters emotions.

Starter – which one sounds more effective? (WB'S)

**Sad or
tearful**

**Cross or
irritated**

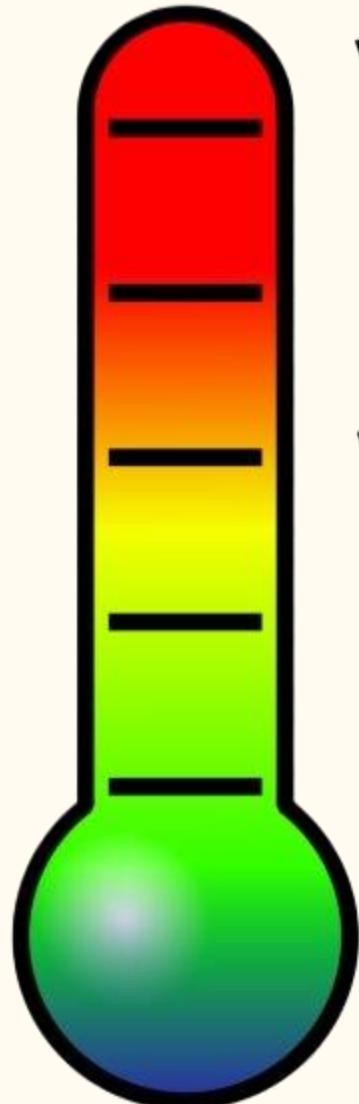
**Surprised or
stunned**

**Thrilled or
ecstatic**

**Worried or
panicked**

Tuesday 3rd February

TBAT: explore shades of meaning of the characters emotions.



VERY
HOT

Heartbroken

HOT

Devastated

WARM

Miserable

COOL

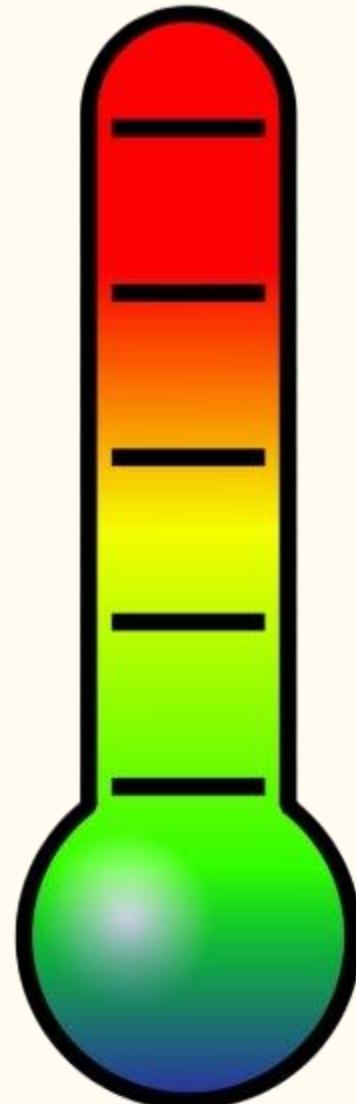
Upset

COLD

Sad

Tuesday 3rd February

TBAT: explore shades of meaning of the characters emotions.



VERY
HOT

Bursting with joy

HOT

Delighted

WARM

Excited

COOL

Cheerful

COLD

Happy

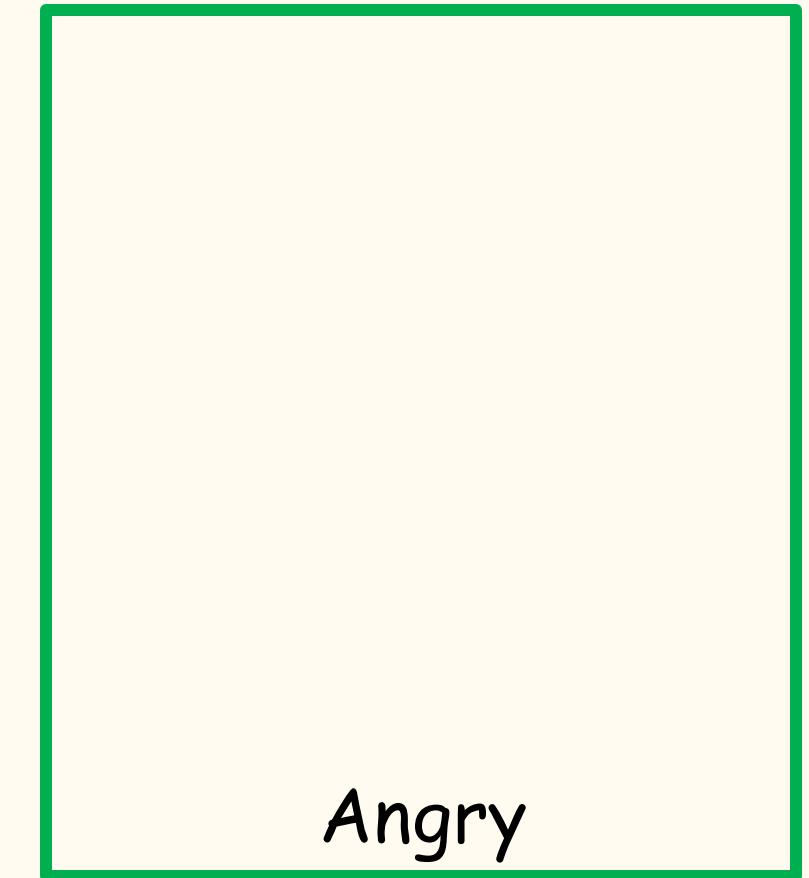
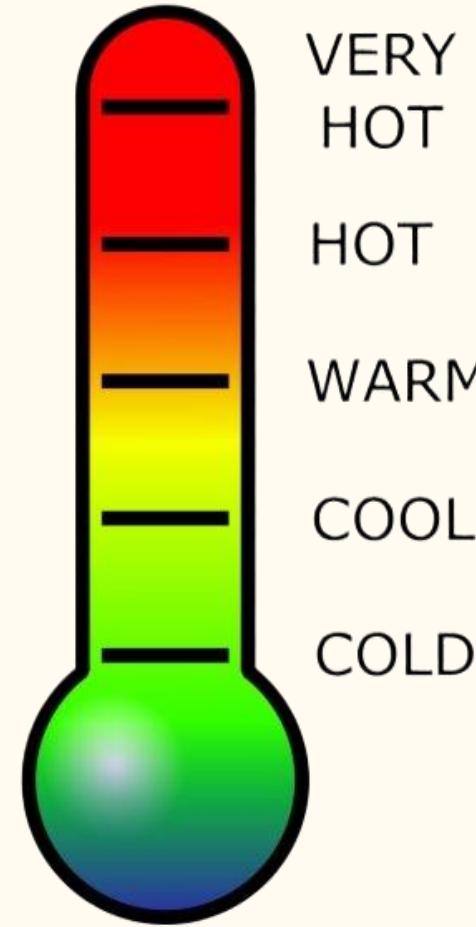
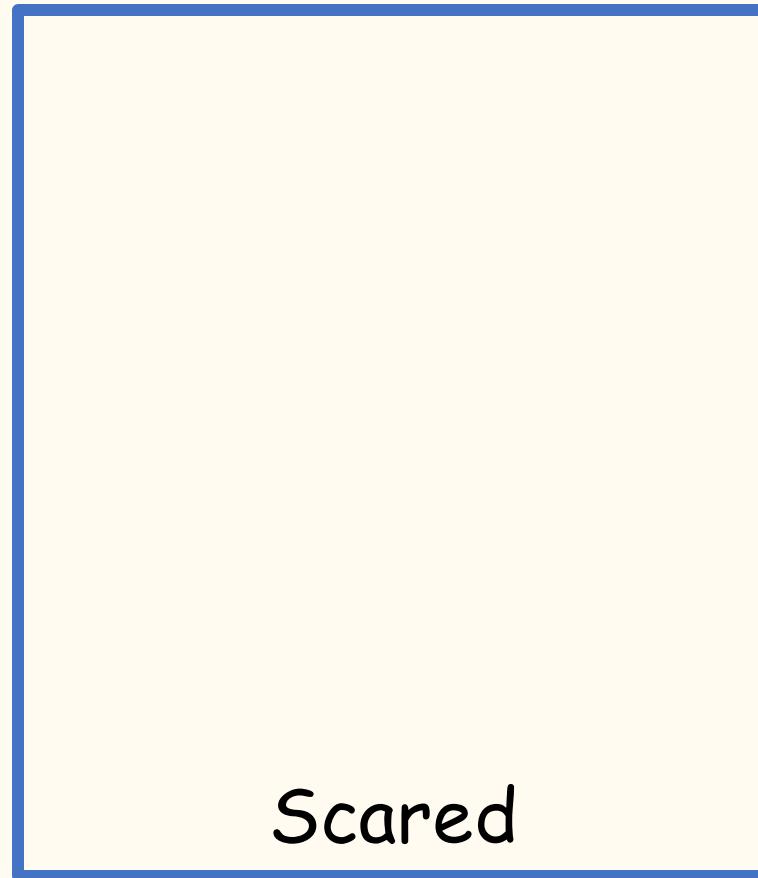
Talk partners:

Discuss the stronger adjectives for the word happy.

On your whiteboards write them from 'cold to very hot'.

Tuesday 3rd February

TBAT: explore shades of meaning of the characters emotions.



Turn your 'very hot' word into a sentence about how the boy is feeling from chapter 2.
Example, "I was heartbroken for the missing children that Grandma was telling me about".

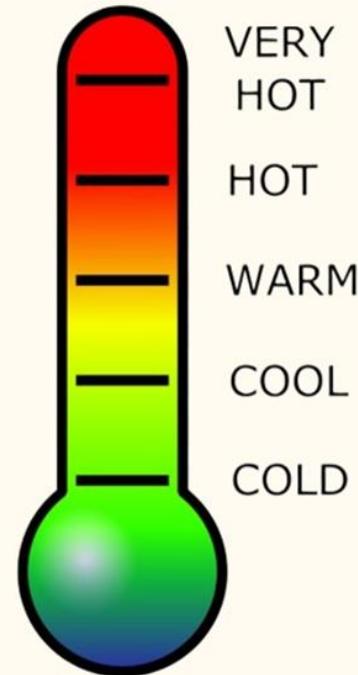
Tuesday 3rd February

TBAT: explore shades of meaning of the characters emotions.

Independent Task:

Order the adjectives from weakest to strongest word on the thermometer. Write the words in your chosen place.

Confused



Shocked

Confused -

Puzzled	Muddled
Unclear	Flustered

Shocked -

Surprised	Stunned
Speechless	Flabbergasted

Tuesday 3rd February

TBAT: explore shades of meaning of the characters emotions.

Challenge - Write these sentences in your books with the strongest adjective.

1. At the start, when his grandmother begins talking about witches, the boy feels _____.

curious - puzzled - confused

2. When he realised witches are real, he feels _____.

surprised - astonished - flabbergasted

3. When he hears what witches do to children, he feels _____.

worried - frightened - terrified

4. When his grandmother describes how to spot a witch, he feels _____.

uneasy - alarmed - horrified

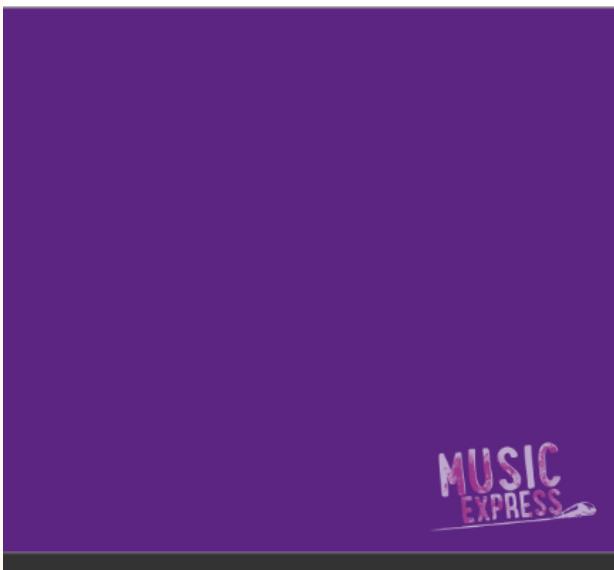
5. By the end of the conversation, the boy is thinking hard and feels a bit _____ about the world.

unsure - bewildered - lost

Tuesday 3rd February

TBAT: create a class rondo about our local area.

OUR PLACE



[The Collins Hub Educator > Library](#)

Listen to chant of 'our place' and tap knees gently to the beat.

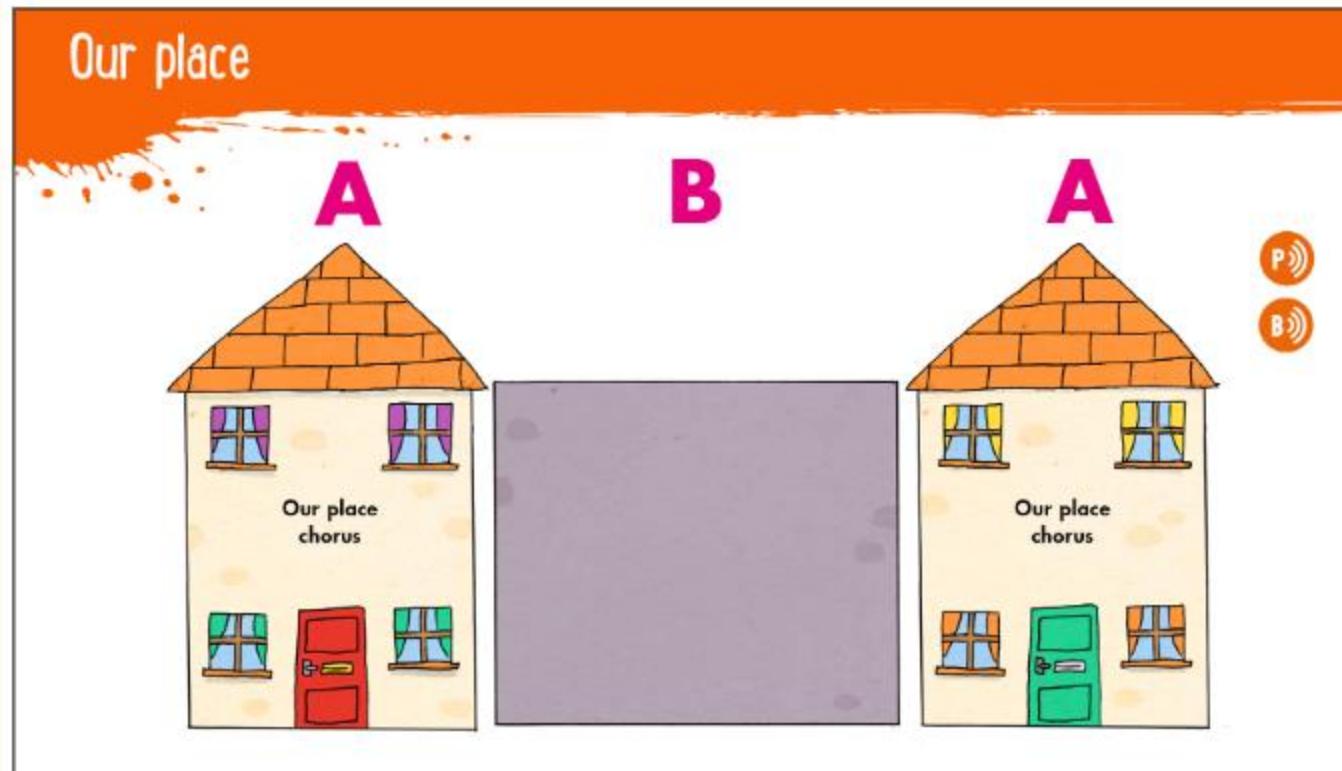
Keywords:

- **Pulse/Beat** - the steady, regular heartbeat of the music.
- **Ternary** - a three-part musical form: A-B-A.
- **Structure** - how the sections of a piece are organized.
- **Verse** - a song section with changing lyrics each time.
- **Chorus** - the repeated main section of a song.
- **Lyrics** - the words of a song.
- **Rhythm** - the pattern of long and short sounds.
- **Duration** - how long a sound or silence lasts.
- **Pitch** - how high or low a sound is.
- **Dynamics** - how loud or soft the music is.
- **Soundscape** - layers of sounds creating an atmosphere.
- **Rondo** - a musical form with a repeating main theme: A-B-A-C-A.

Tuesday 3rd February

Page 1, Step 2

TBAT: create a class rondo about our local area.

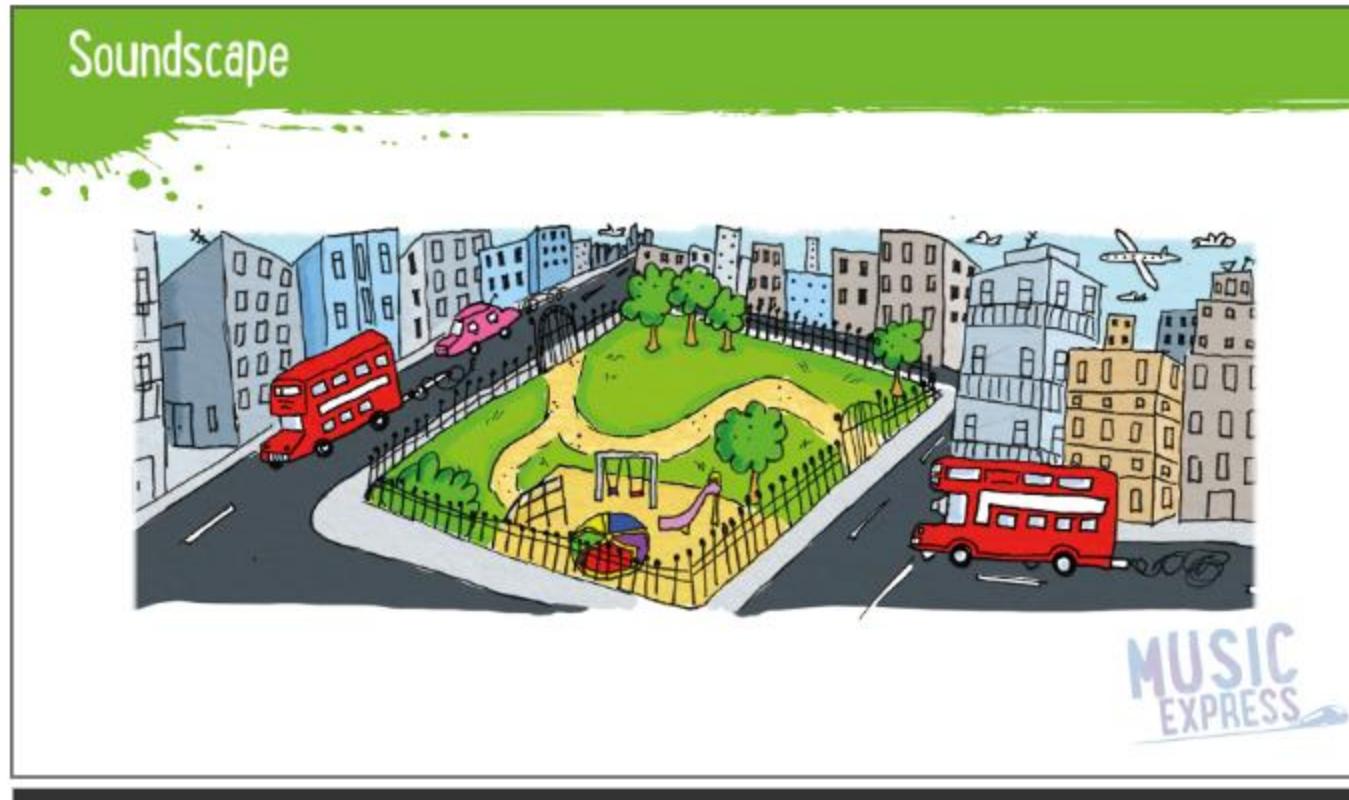


Think about our local area.

How could we describe it and turn it into a verse for this chant.

(Types of houses, gardens, schools, shops, the beach)

TBAT: create a class rondo about our local area.

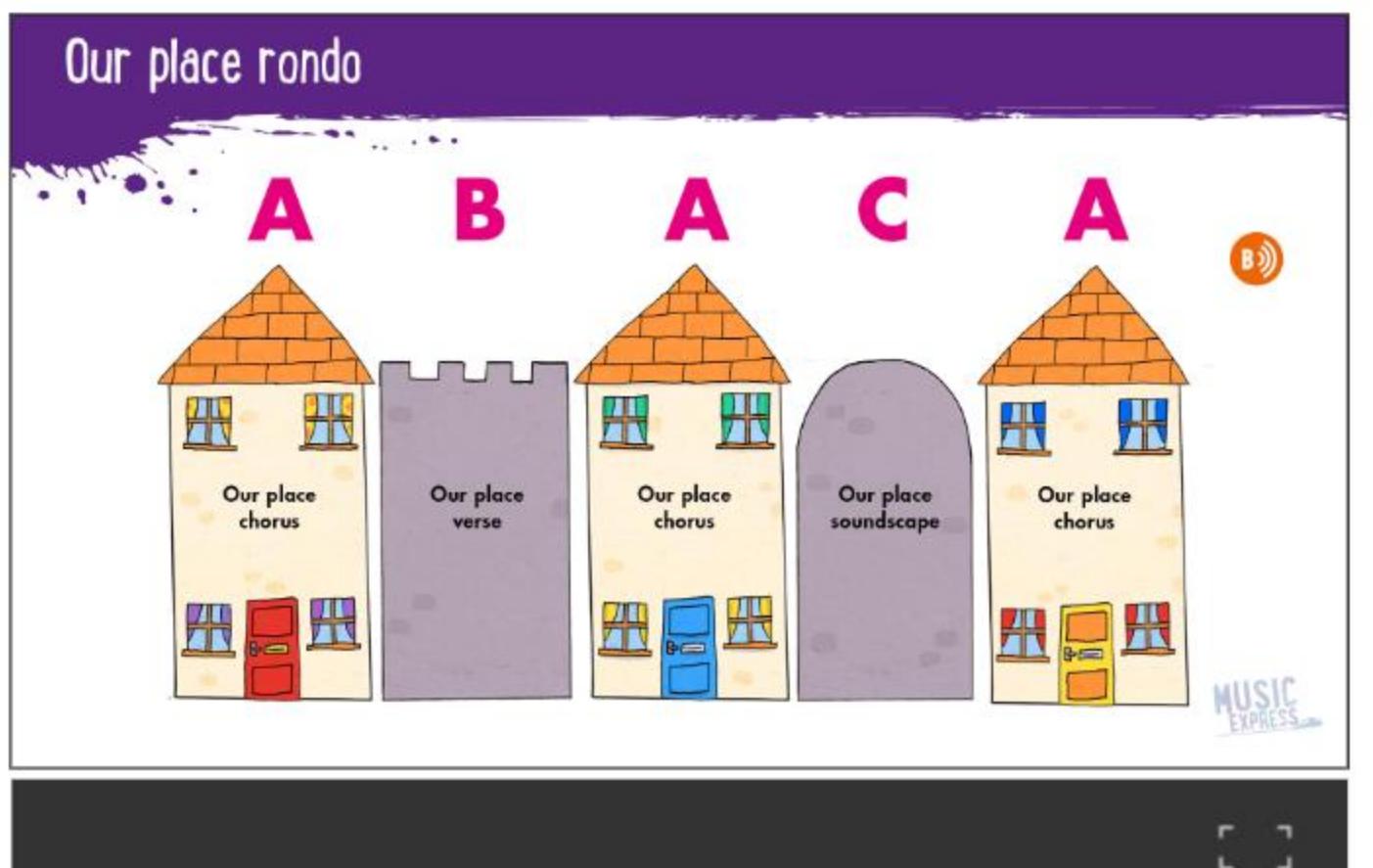


Using our voices and body percussion, we will remake the sounds that we hear within our local area.

For example:

- Birds chirping
- Waves crashing
- Car horns
- Footsteps

TBAT: create a class rondo about our local area.



Combine each step to create our class rondo for 'our place'.

Tuesday 3rd February

Q: How can the order of commands affect the output in a program?

order

the way things are arranged in a sequence

notes

the duration and pitch of a sound



chord

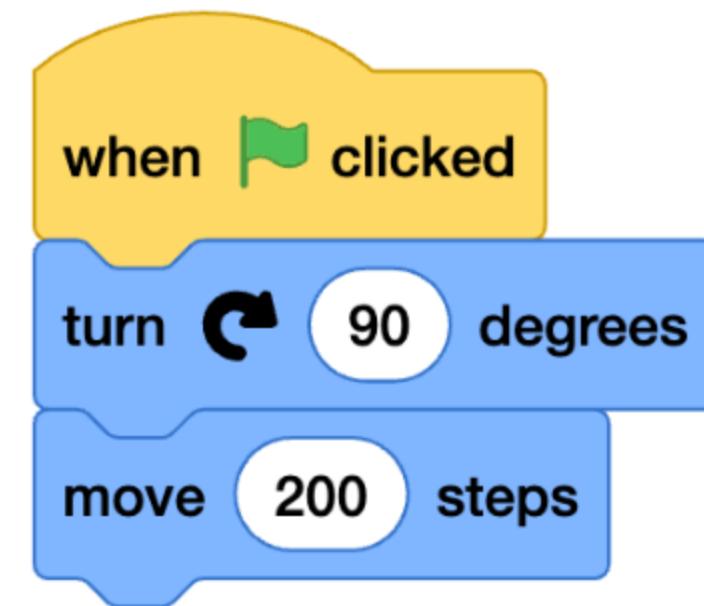
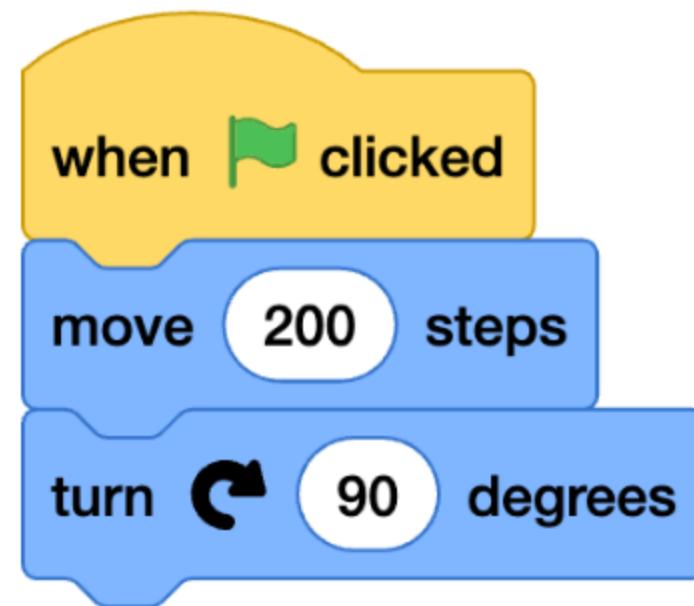
two or more notes played together at the same time



Tuesday 3rd February

Q: How can the order of commands affect the output in a program?

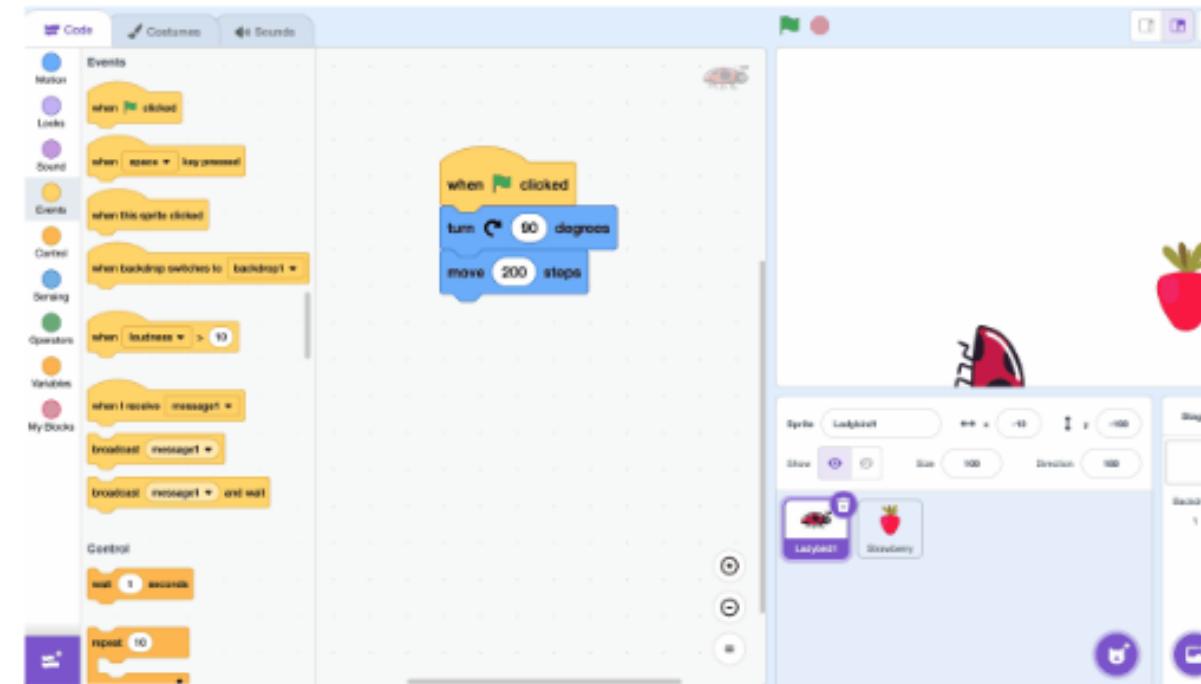
The **order** of a sequence is the way commands in a program need to be followed, one after the other.



Tuesday 3rd February

Q: How can the order of commands affect the output in a program?

A computer will follow a sequence of commands precisely. The outcome of the sequence will change if the **order** is different.



Tuesday 3rd February

Q: How can the order of commands affect the output in a program?

Draw on
whiteboards

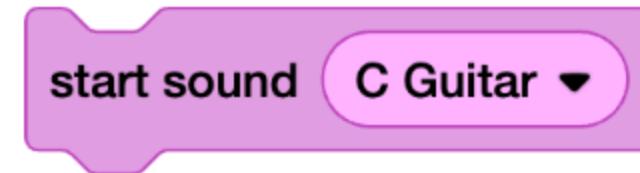
What comes next in the **order** of these sequences?



Tuesday 3rd February

Q: How can the order of commands affect the output in a program?

Each sprite has its own sound – for example, for the guitar sprite you can use:



Tuesday 3rd February

Q: How can the order of commands affect the output in a program?

To play musical **notes**, you need to choose a musical instrument sprite.



Guitar electric1



Guitar electric2



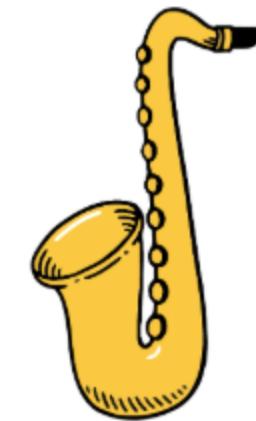
Guitar



Trumpet



Keyboard



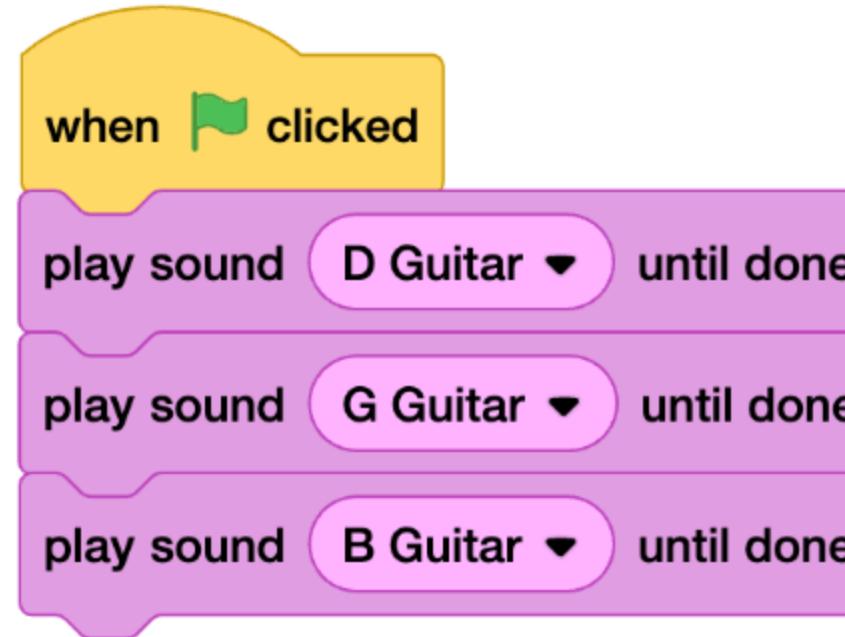
Saxophone



Tuesday 3rd February

Q: How can the order of commands affect the output in a program?

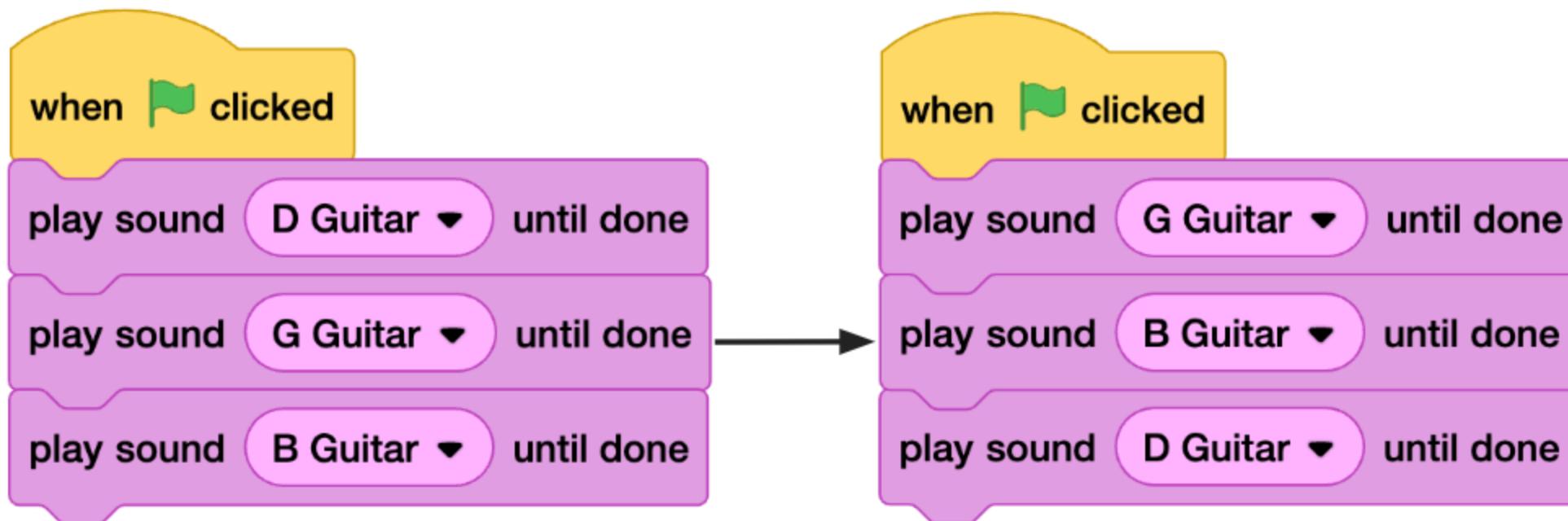
- 1) Open a new Scratch project and add a musical instrument of your choice.
- 2) Add the following code blocks in the **order** shown.



Tuesday 3rd February

Q: How can the order of commands affect the output in a program?

3) Change the **order** of the pink sound blocks, explain what happens when you change the **order** of the sequence?



10

Tuesday 3rd February

Q: How can the order of commands affect the output in a program?

Tuesday 3rd February

TBAT: use canon and unison to make our line dance interesting.

Talk partners

How many beats do we dance in?

What is the definition of a canon?

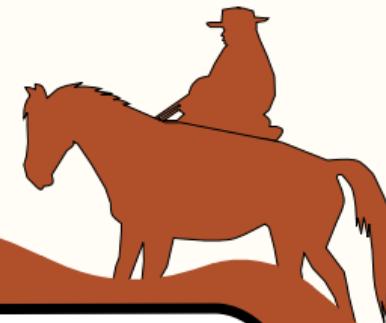
Get Set 4 PE - Lesson Plan -9 for Year 3 Dance

COUNTRY AND WESTERN LINE DANCING

Lots of line dances are performed to country and western music which originated in America.



In a line dance, a group of people repeat a sequence of steps whilst arranged in rows.



Line dancing is very popular in Texas where it is also known as 'kicker dancing'.

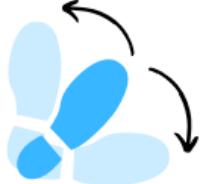
That's because lots of cowboys live in Texas and in our boots, it's easier to use flat-footed glides with heel and toe touches rather than a lot of 'toe type' dancing!



LINE DANCING STEPS

Step 1: The Fan

2 4 6 8



1 3 5 7

counts: 1,2,3,4,5,6,7,8



Get Set 4
Education



Step 3:

Step Kick, Step Touch

counts: 1,2,3,4,5,6,7,8



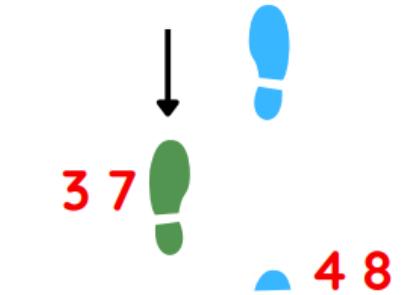
2 6



1 5



step forward right
foot, kick with left



step backward left foot,
touch toe back right

Step 2: Heel,Toe

counts: 1,2,3,4,5,6,7,8



1 2

heel x2



3 4

toe x2



5

heel



7

toe

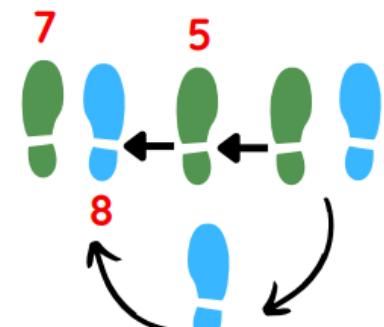
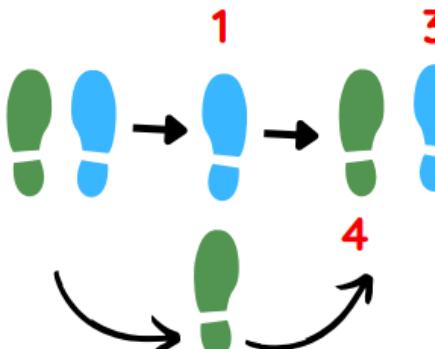


8

toe

Step 4: Grapevine

counts: 1,2,3,4,5,6,7,8



2

6