

Tuesday 21st April

Morning Challenge

Label the sentences and add in the missing punctuation. S (statement), C (command), E (exclamation) or Q (question).

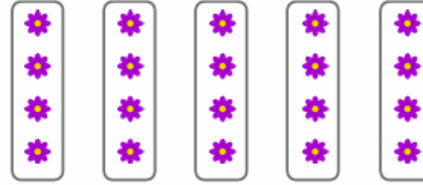
- What are you doing
- The sun is shining today
- Come here quickly
- Wow

What is the imaginary line around the middle of the earth called?

- Africa north pole
- tropical equator



Complete the calculation for the representation.



$$\square \div \square = 5$$

Underline the noun that should have an apostrophe to show possession.

On Sunday, Ted took Avas dog for a walk with her.

Match each French word to the correct coloured pom pom.



- vert
- violet
- orange
- bleu
- rose
- jaune



Match the word to its definition.

- complete
- different from one another
- various
- having all the necessary parts
- sentence
- a set of words that make sense

Extension: Choose a word from your spelling list and write its definition.

Write the time shown on each clock in words.



.....

.....

.....

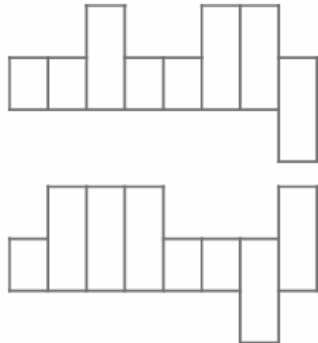
Complete the sentences with a conjunction.

- after
- while

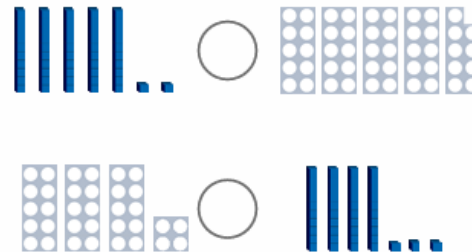
Can I read my book you do a jigsaw puzzle?

Amir got a sticker his check up at the dentist.

Insert the words 'although' and 'actually' into the word frames.



Enter the < > or = symbols to compare these representations.



What happens to a shadow if you move the object closer to the light source?



- It gets bigger.
- It gets smaller.

Name

Score

EMW Y3 Sp W8 D2



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Tuesday 21st April

TBAT: discuss language choices by the author.

Echo read text

"Mountain Madness. You said it was your very favorite, remember?"

"So I did," said Jack. "Because it's exciting?"

"I liked the people in it," said Jack. "I felt as if the hero could be my friend."

"It'd be funny having a friend that could talk."

"Honk, whuffle, grunt," said Jack in his best sea lion voice. "Selkie can talk! She's just not very good at telling stories."

Nim patted Selkie in case that hurt her feelings.

"Don't forget to check the e-mail," Jack went on. "Say I'll answer in a few days. Unless it's the Troppo Tourists— I'd rather meet six hungry sharks than that pink-and-purple boat!"

"I'd rather meet a cyclone at sea!"
"I'd rather jump in the fire from Fire Mountain...or talk to Nim when she hasn't had enough sleep!" said Jack.

"Don't stay up too late reading!"
So Nim blew iguana kisses into the phone and went back to the hut, and the breeze flicked her hair and was cool against her cheek.

Tuesday 21st April

Discussion –
potential
whiteboards.

TBAT: discuss language choices by the author.

1. How does the author make the characters sound friendly?

Clue - "Honk, whuffle, grunt," said Jack in his best sea lion voice.

2. How does the author show that Nim cares about Selkie?

3. What words help the reader imagine the island setting?

What type of language is this?

21.04.26

Times table practice

8x table.

Label the counting stick - what numbers first and why?

(Post its)

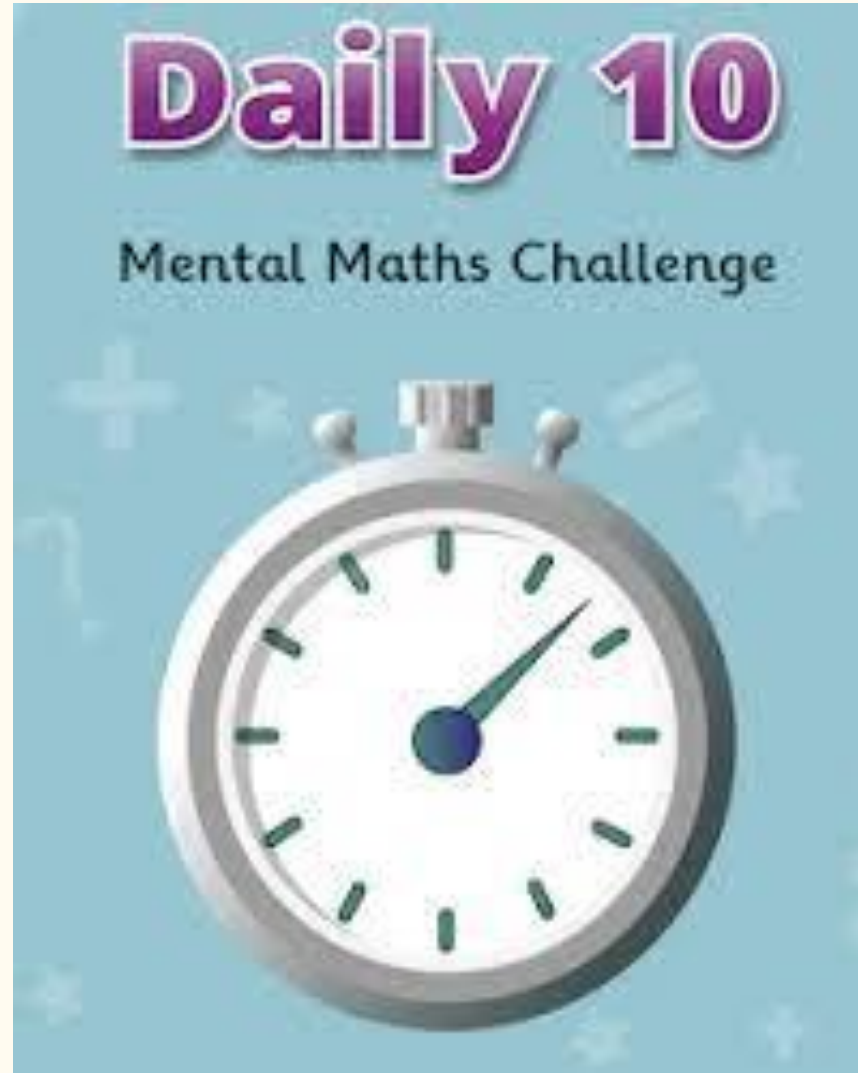


21.04.26

TBAT: solve scaling problems using multiplication.

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

8x



21.04.26

TBAT: solve scaling problems using multiplication.

3 in 3

1. $476 + 391 =$

2. $\frac{4}{7} + \frac{2}{7} =$

3. A block of cheese weighs 250g each. Sam cuts off 120g of cheese. How much is left?

Challenge

Lucy has $\frac{1}{4}$ of £400.

Jack has $\frac{3}{4}$ of £200.

Who has the most money?

21.04.26

TBAT: solve scaling problems using multiplication.

When we scale in multiplication, we look closely at the connection between the size of two values.

Look closely at these two bar models. Notice how each block is the same size.

A.



What is the total value of the blocks in B?

B.



21.04.26

TBAT: solve scaling problems using multiplication.

The total value of B is 56.

There are 7 equal groups of 8 and $7 \times 8 = 56$.

A.

8

 = 8

B.

8	8	8	8	8	8	8
----------	----------	----------	----------	----------	----------	----------

 = 56

These two numbers both appear in the 8 times table.

We know that $7 \times 8 = 56$ which also means that $8 \times 7 = 56$.

21.04.26

TBAT: solve scaling problems using multiplication.

As $8 \times 7 = 56$, this means that
B has 7 times as many 8s.

A.

8

 = 8

B.

8	8	8	8	8	8	8
----------	----------	----------	----------	----------	----------	----------

 = 56

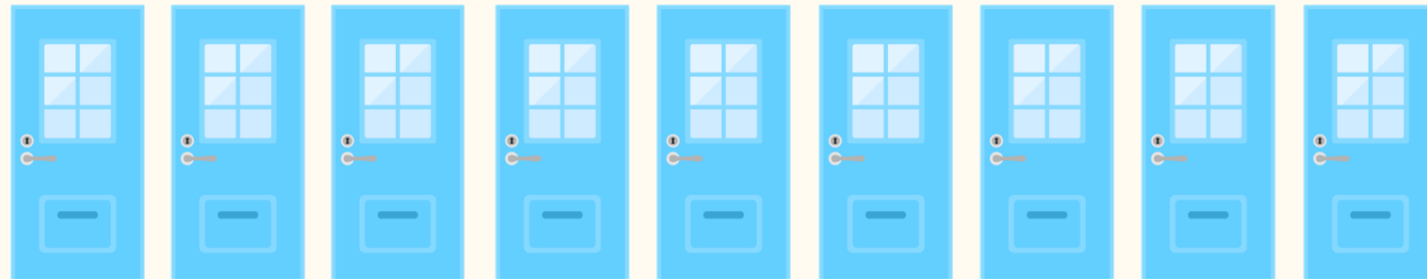
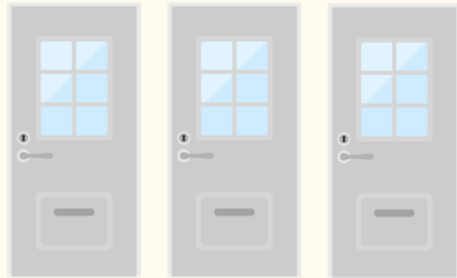
B has 7 times as many blocks.

21.04.26

TBAT: solve scaling problems using multiplication.

'Times as many' involves multiplication as it is another way of saying 'times' or 'multiply'.

Let's use scaling to compare the number of grey and blue doors.

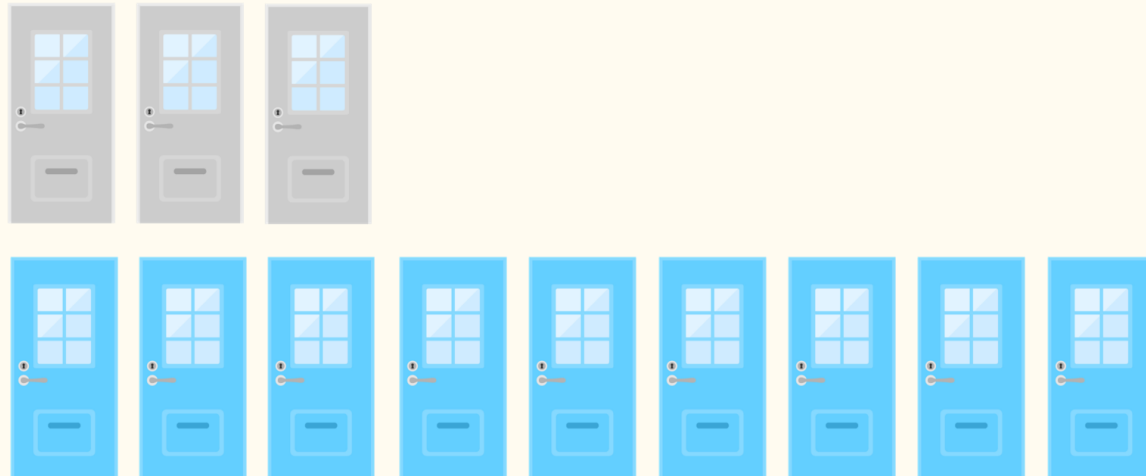


21.04.26

TBAT: solve scaling problems using multiplication.

There are 3 grey doors and 9 blue doors.

We can enter these values at the start and end of a multiplication number sentence. The missing value reveals how many times more there are.



What is the missing value?

$$3 \times \boxed{?} = 9$$

21.04.26

TBAT: solve scaling problems using multiplication.

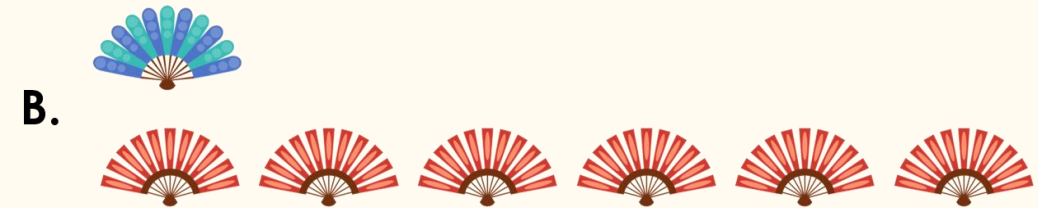
Knowledge check

Which representation has five times as many objects in the second row?

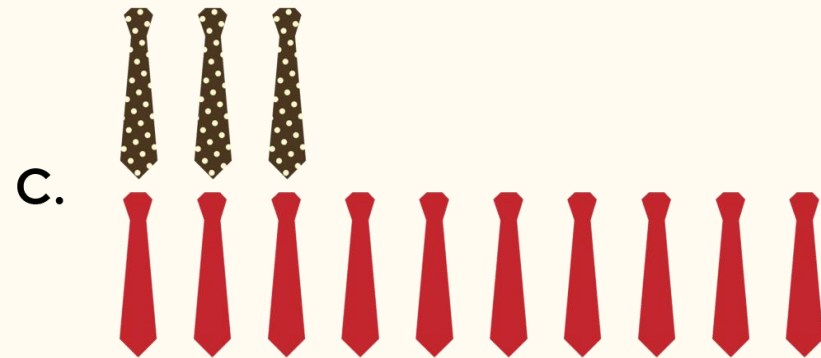
A



B



C



None of these

21.04.26

TBAT: solve scaling problems using multiplication.

4a. Alex has 6 toy cars.



Bella has 5 times as many cars as him.



How many cars does Bella have?

4b. Fay has 15 strawberries.



Greg has 3 times less than Fay.



How many strawberries does Greg have?

9a. Match the numbers on the left to the numbers which are 3 times smaller than them.

36

9

27

7

21

10

30

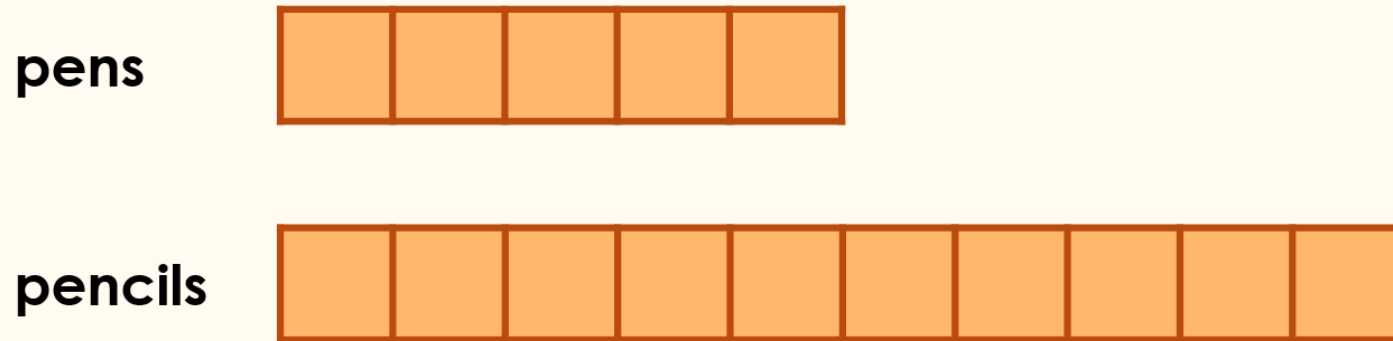
12

21.04.26

TBAT: solve scaling problems using multiplication.

Mrs Frenshaw has emptied her store cupboard and has recorded how many of the same objects she has found.

Usman thinks his teacher has found 5 times as many pencils because the second bar model has five more sections.




Is Usman correct? Explain your answer.

I agree/disagree because

21.04.26

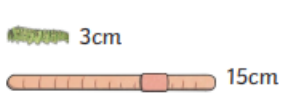
TBAT: solve scaling problems using multiplication.

1) Complete the missing information.




$\square \times 1 = 4$

There are \square as many snails as frogs.



$\square \times 3 = 15$

The worm is \square times as long as the caterpillar.




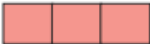
$\square \times \square = \square$

The squirrel is \square times as heavy as the mouse.

2) Draw bar models to represent the information. The first has been done for you.

a) There are 3 times as many pears as bananas.

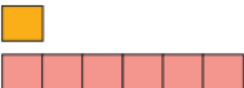
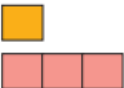
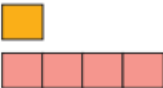
bananas 

pears 

b) The frog is 5 times as tall as the ant.

c) The owl is 6 times as heavy as the mouse.

3) Draw lines to match the bar models to the information they represent.

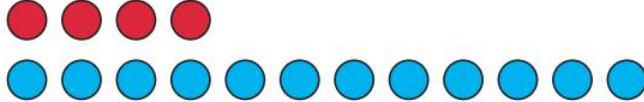
Height: 5mm
Height: 20mm

Mass: 30g
Mass: 180g

Time: 10 seconds
Time: 30 seconds


Challenge

1) Fill in the missing information.

a) 

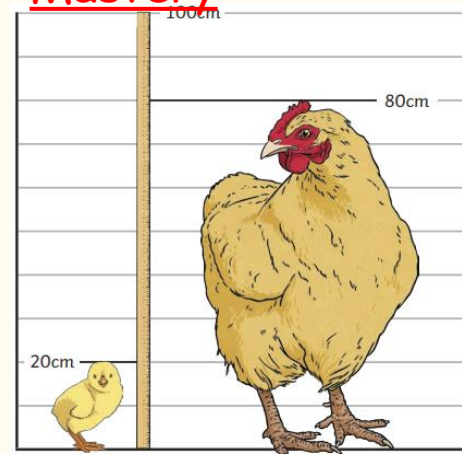
$\square \times 4 = 12$

There are \square times as many blue counters as red counters.

b) 

$\square \times 50 = 500$

Mastery



Mia says, "The adult chicken is 3 times as tall as the chick because you need 3 more lots of 20cm to make 80cm."

Do you agree with Mia? Explain your answer.

21.04.26

TBAT: solve scaling problems using multiplication.

Mastery with GD



Ajani

I need 1 more cube and my tower will be 3 times the size of Kai's.



Ruby

My tower is twice as tall as Kai's.

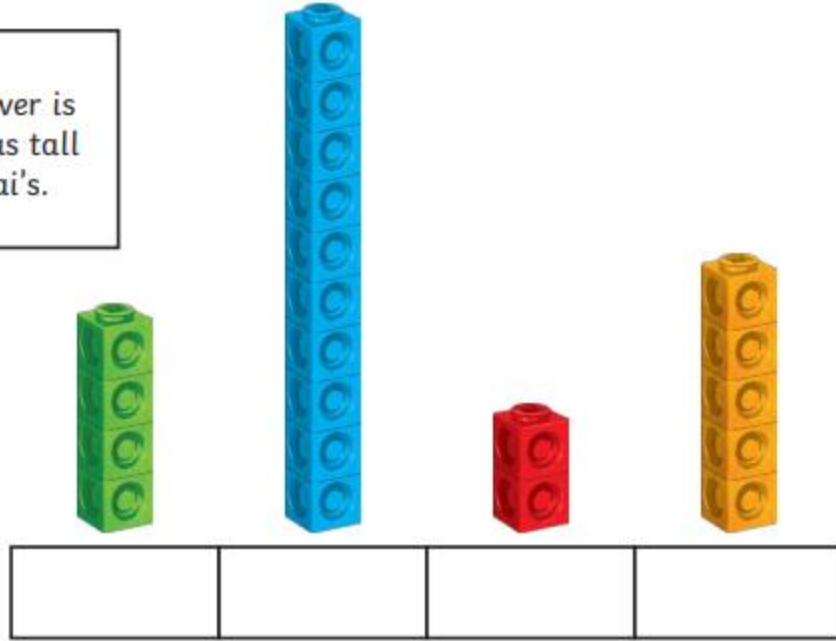


Sara

My tower is 5 times as tall as Kai's.



Kai



Tuesday 21st April

TBAT: explore shades of meaning in verbs.

3 in 3

Complete this table:

	starts with a vowel	starts with a consonant
garage		
newspaper		
unicorn		
igloo		

Which pair of homophone words fit in these sentences?

Fahad had a nasty cut on his leg but it was beginning to _____.

The _____ of Cassie's wellington boot had a hole in it and it was letting in water.

(heel/heal)

Add the prefixes tele- or tri- to these root words:

_____ port

_____ angle

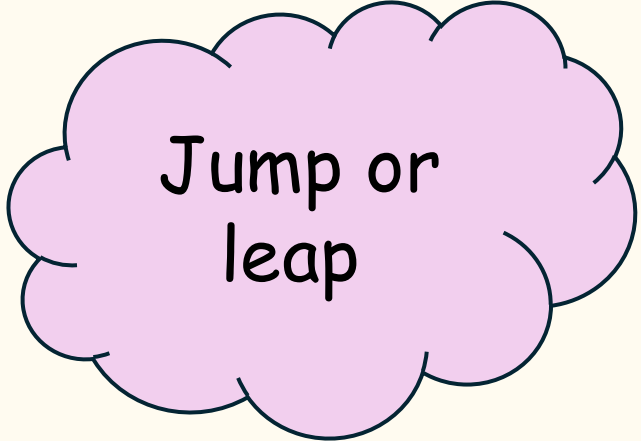
_____ cycle

List synonyms for 'walked'.

Tuesday 21st April

TBAT: explore shades of meaning in verbs.

Starter – which one sounds the strongest? (WB'S)



Jump or
leap



Look or
glance



Walk or
stroll



Laugh or
chuckle



Talk or
discuss

Tuesday 21st April

TBAT: explore shades of meaning in verbs.

From weakest
to strongest

hop

jump

leap

spring

hurry

rush

race

hustle

look

peek

glance

stare

Tuesday 21st April

TBAT: explore shades of meaning in verbs.

The dog moved across the field.

What could we swap the verb to?

Tuesday 21st April

TBAT: explore shades of meaning in verbs.

Blue

She walked to the bus stop.

Green

He looked at the door.

Challenge

The rain fell on the roof.

Tuesday 21st April

Class model

TBAT: explore shades of meaning in verbs.

As a class, can we uplevel some of the verbs in this paragraph:

Sam went into the forest just after sunrise. He moved along the narrow path and looked around at the tall trees. He went toward a small stream and moved across the rocks to reach the other side. As he went deeper into the forest, he heard a sound behind him. He turned and moved back a few steps, trying to see what it was.

Tuesday 21st April

TBAT: explore shades of meaning in verbs.

Independent task:

Identify the verbs in this paragraph and uplevel them (make them stronger).

Maria went across the playground and moved toward the benches. She looked around for her friends but didn't see anyone. She went to the edge of the field and moved along the fence, listening to the sounds of the school behind her. After a moment, she went back to the benches and looked at the sky, waiting for someone to arrive.

Create a short paragraph around chapter 1 of Nim's island with strong verbs.

Tuesday 21st April

TBAT: explore vocal and body percussion sounds to perform with a poem.



Watch the performance of this poem and discuss what is happening during it.

Practice the actions and chant the words.

Key vocabulary:

A verse is a section of a song where the lyrics change each time.

A pulse/beat is the steady, regular heartbeat of the music.

Rhythm is the pattern of long and short sounds arranged over the beat.

Accompaniment is the background music that supports the main melody.

Improvise means to create music spontaneously without planning.

Talk Partners:

What could the theme be for this poem?

Tuesday 21st April

TBAT: explore vocal and body percussion sounds to perform with a poem.

sound group 1

The tiniest sound in the world must be
A little green caterpillar eating his tea



sound group 3

The noisiest sound in the world must be
Thunder pushing mountains into the sea



sound group 2

The spookiest sound in the world must be
A ghost singing songs in a hollow tree



sound group 4

The happiest sound in the world must be
Our baby chuckling when she plays with mel



With your partner:
Create/improvise some
sounds using your
voices and body
percussions that
represent these
sounds.

As a class we will
choose the best ones
to perform.

Tuesday 21st April

TBAT: develop fielding skills to limit the batter's score.

Talk partners

Why do you think it is important for a fielding team to position themselves in spaces away from each other?

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



Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?

desktop publishing

software that helps you make documents such as cards, posters or certificates

font

the style in which text is presented



Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?

It is called **desktop publishing** because it was originally carried out using desktop computers.



Desktop publishing can be done on devices such as laptops, phones, tablets and desktop computers. It is sometimes referred to as DTP.

Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?

Some examples of **desktop publishing** are:



birthday card



poster



invitation

Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?

Talk Partners:

You might have written:



Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?

Font is the style text is presented in. When **desktop publishing**, you can change the style, size or colour of the **font**.

The **font** I use when typing my homework might be different to the **font** I use when making a birthday card.



Jacob

In my reading books the size, style and colour of the **font** is usually different in each book.



Sofia

Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?

When **desktop publishing**, you can also change the colour of the **font**. Below are examples of the same text written in different-coloured **fonts**.

School finishes at 3.15pm.

School finishes at 3.15pm.

School finishes at 3.15pm.

School finishes at 3.15pm.

School finishes at 3.15pm.

Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?

Jacob has been doing some **desktop publishing**. Here are the before and after versions of Jacob's birthday card to Sofia.



before



after

Which two things has Jacob changed in the **font**?

a

font style



b

font size

c

font colour



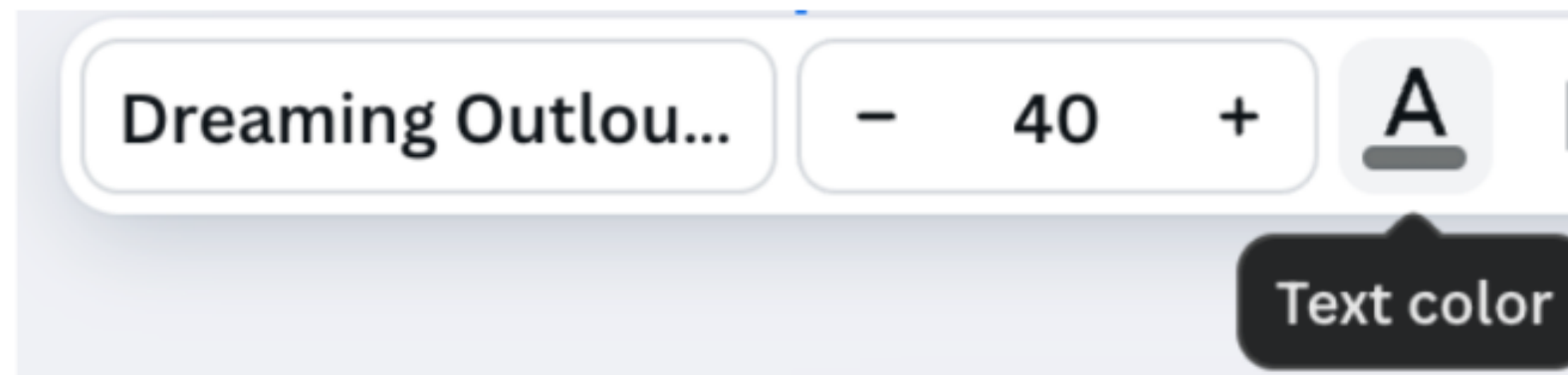
Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?

When you change the **font** style, size or colour, you are editing text.

To edit the **font** colour of the text:

1. Highlight the text you want to change by clicking and dragging the mouse over the text.
2. Go to the toolbar and select a colour from the text colour symbol.



Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?



Jacob

Why is it important to communicate clearly when **desktop publishing**?

If your **font** size is too small or too big, it won't be easy to read.

The **font** style you choose might be difficult to read.

Using lots of **font** colours, or using some colours together might make text difficult to read.

Using too many images can make something hard to understand.

{

Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?



Jacob has chosen an appropriate **font** size, style, colour and number of images.



Tuesday 21st April

Q: How can I change the font of text to make it suitable for its use?

As a class create a birthday card with clear font, text size and colour.

Talk partners - discuss design ideas on what should be on the front. (Text font, size and colour).

