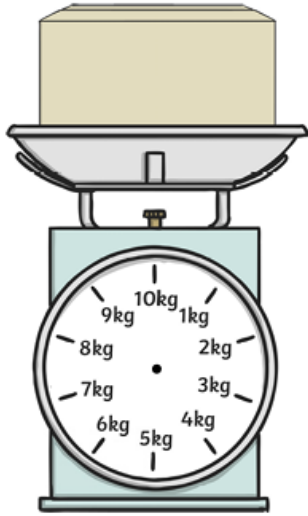


Tuesday 12th May

Morning Challenge

Section 1

Draw an arrow pointing to 5kg 250g.



Section 3

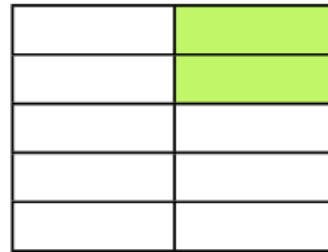
One pencil costs 28p. What do 3 pencils cost?

Section 6

$140 + 20 + 20 =$

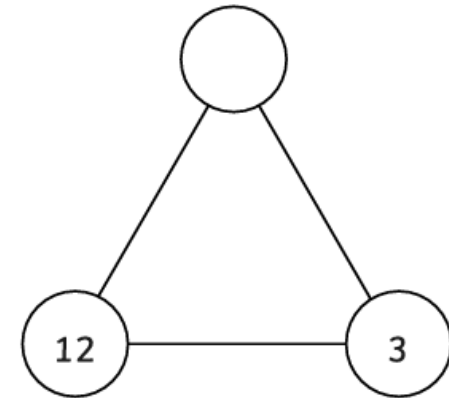
Section 4

What fraction is coloured in?



Section 7

Multiply the two bottom numbers to find the missing number.



Section 2

Complete this calculation:

$$\begin{array}{r} 89 \\ \times 2 \\ \hline \\ \hline \end{array}$$

Section 5

Measure this with your ruler. How long is it in mm?



Section 8

Start at 126.

Count on 30.

What is your answer?

Tuesday 12th May

TBAT: explore authors choice of language.

NIM STOOD IN the doorway, looking out to sea one last time before the sun set, just in case Jack got home faster than he thought, because no matter how much she liked reading letters from Alex Rover, she'd like to see Jack's sails even more.

Through the shadows she could see not a boat, but a brownish-green dot floating in on the waves. "Chica's coming!" Nim shouted, but Selkie and Fred had settled down for the night; Selkie grumble-barked, but neither of them moved. In a few minutes, it would be completely dark. Nim pulled on her sweater and grabbed the flashlight. Its light shone pale in the dusk as she jumped down the rocks to Turtle Beach. Walking slowly on the cold night sand, she turned off the flashlight and waited. The turtle paddled steadily toward her, a hump of shell glooming dark in the gray waves, and heaved herself onto the sand.

1. Why do you think the author describes the turtle as a "brownish-green dot"?
2. What picture do you get in your mind when the turtle "heaves herself onto the sand"?
3. How do the words about the "cold night sand" make you feel about the beach at that moment?

12.05.26

Times table practice

8x table.

Label the counting stick - what numbers first and why?

(Post its)

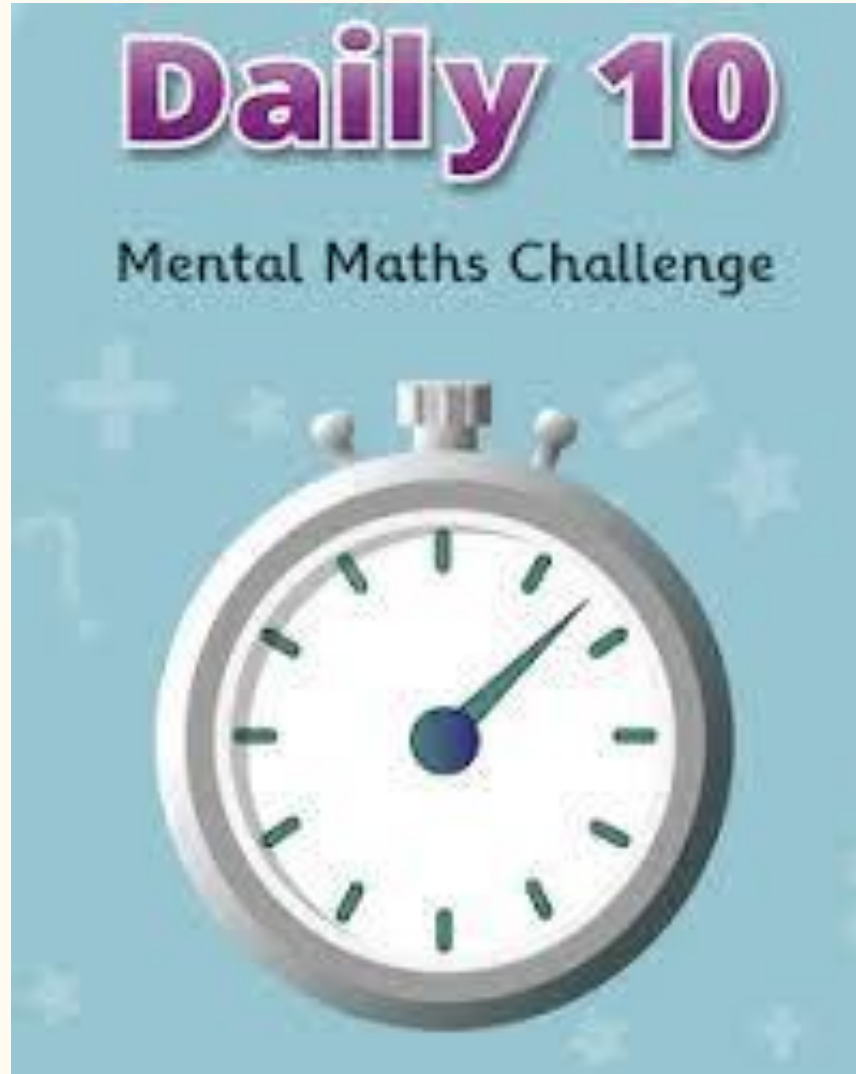


12.05.26

TBAT: add 3-digit numbers.

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

8x



12.05.26

TBAT: add 3-digit numbers.

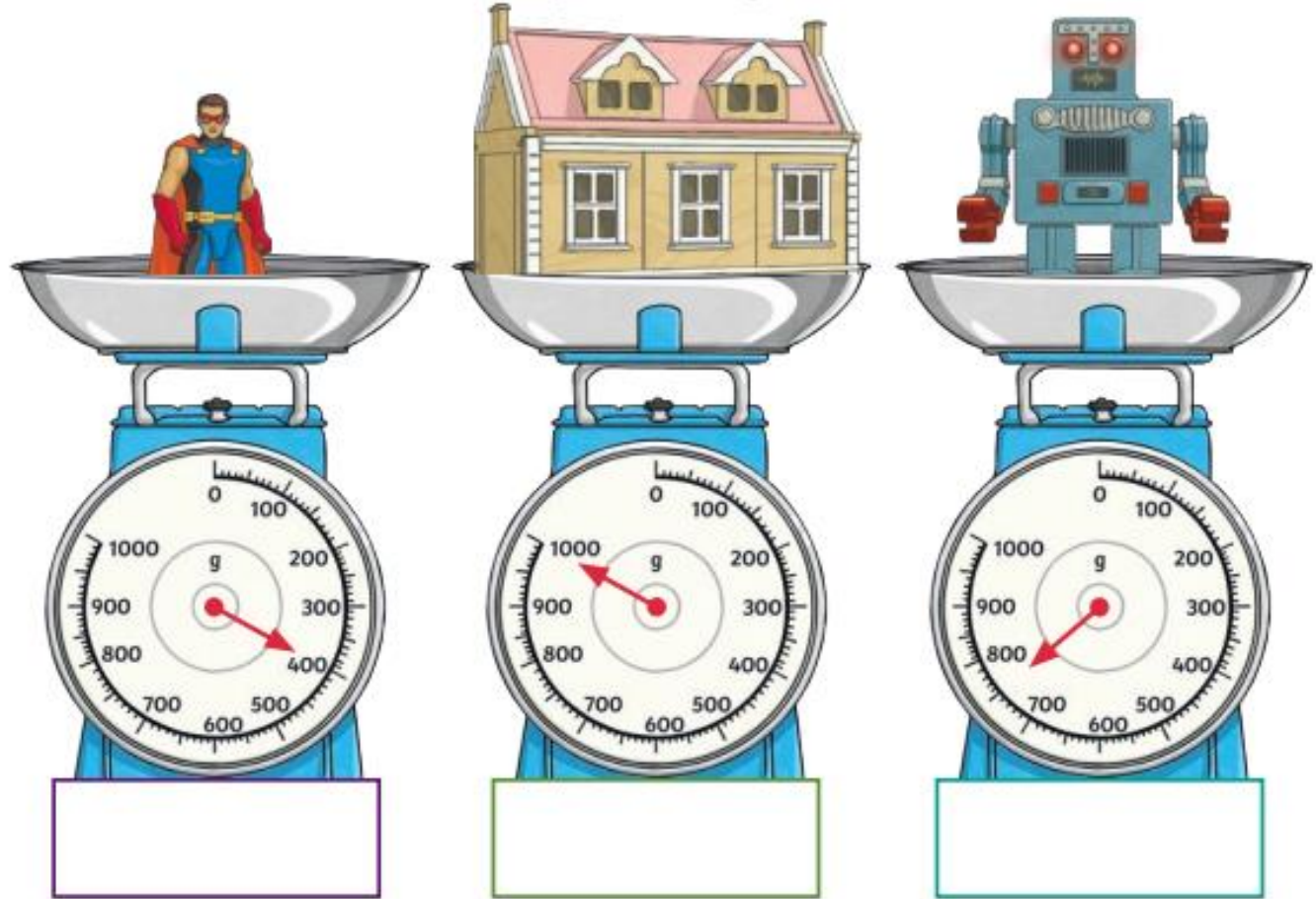
3 in 3

1. $3/7 + 3/7 =$

2. $34 \times 4 =$

3. There are 48 children altogether on the playground for PE. They get into groups of 8. How many groups are there? Explain how you know.

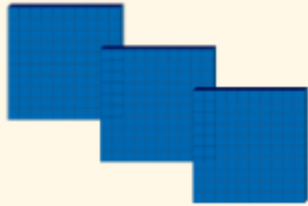


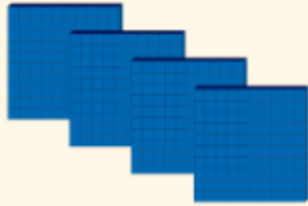


5. What is the mass of each toy?



12.05.26

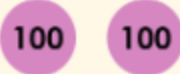





TBAT: add 3 digit numbers.

How can the addition problem be solved:

	Hundreds	Tens	Ones
			
+			

12.05.26

TBAT: add 3 digit numbers.

	Hundreds	Tens	Ones
			
+			

	2	1	6
+	4	8	2

Do the two representations show the same addition calculation?

12.05.26

TBAT: add 3 digit numbers.

	4	5	5
+	4	3	6
<hr/>			
<hr/>			

	6	0	8
+	2	3	4
<hr/>			
<hr/>			

	1	7	
+	1		5
<hr/>			
	3	1	8
<hr/>			
	1		

12.05.26

TBAT: add 3 digit numbers.

True or false? Armaan thinks C is the odd one out because it's the only calculation with a total above 385.



A

	1	5	2
+	2	3	1
<hr/>			
<hr/>			

B

	2	0	8
+	1	7	1
<hr/>			
<hr/>			

C

	1	7	6
+	2	1	3
<hr/>			
<hr/>			

12.05.26

TBAT: add 3 digit numbers.

Sophie and Charlie are trying to work out the missing numbers to this calculation using the digit cards.



Sophie

I think the missing numbers are 8 ones, 3 tens and 2 hundreds.

I think the missing numbers are 8 ones, 4 tens and 3 hundreds.



Charlie

	5		0
+		1	
<hr/>			
	7	4	8
<hr/>			

3

8

2

4

7

Who is correct? Explain your answer.

12.05.26

TBAT: add 3 digit numbers.

Use the column method to add these calculations:

$$1.252 + 325 =$$

$$2.418 + 204 =$$

$$3.384 + 244 =$$

$$4.635 + 284 =$$

$$5.366 + 285 =$$

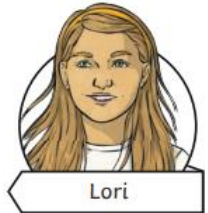
Challenge

Reggie and Lori are collecting superhero stickers together. Reggie has 472 and Lori has 309.

- a) How many stickers do they have altogether?



Reggie



Lori

- b) Kat has 160 more stickers than Lori does. How many stickers do Kat and Reggie have together?



Tuesday 12th May

TBAT: use imperative verbs and time conjunctions.

3 in 3

Write these verbs in their past tense form:

I bring _____

I buy _____

I deal _____

I freeze _____

Add the prefixes inter-, auto- or anti- to these root words:

active _____

social _____

pilot _____

Place the homophones 'seen' and 'scene' correctly in this sentence:


Have you _____ the _____ in the movie where the dinosaur appears?

Write some commands that Nim might say to the animals on the island.


Tuesday 12th May

TBAT: use imperative verbs and time conjunctions.

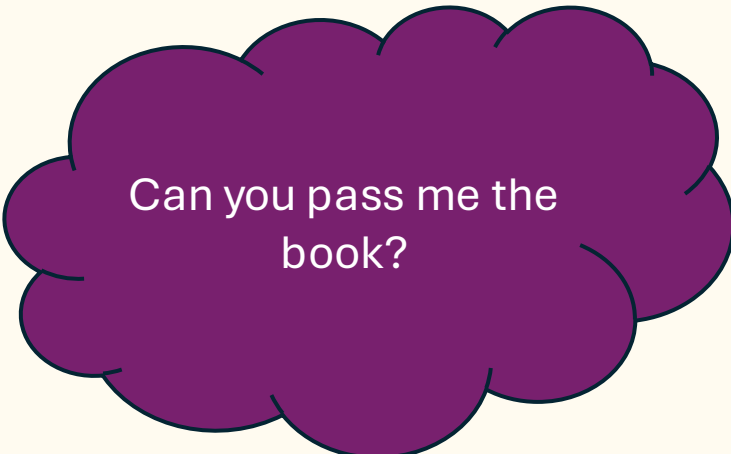
Can we make these questions into 'bossy' commands?



Can you open the
door?



Will you pick up your
toys?



Can you pass me the
book?

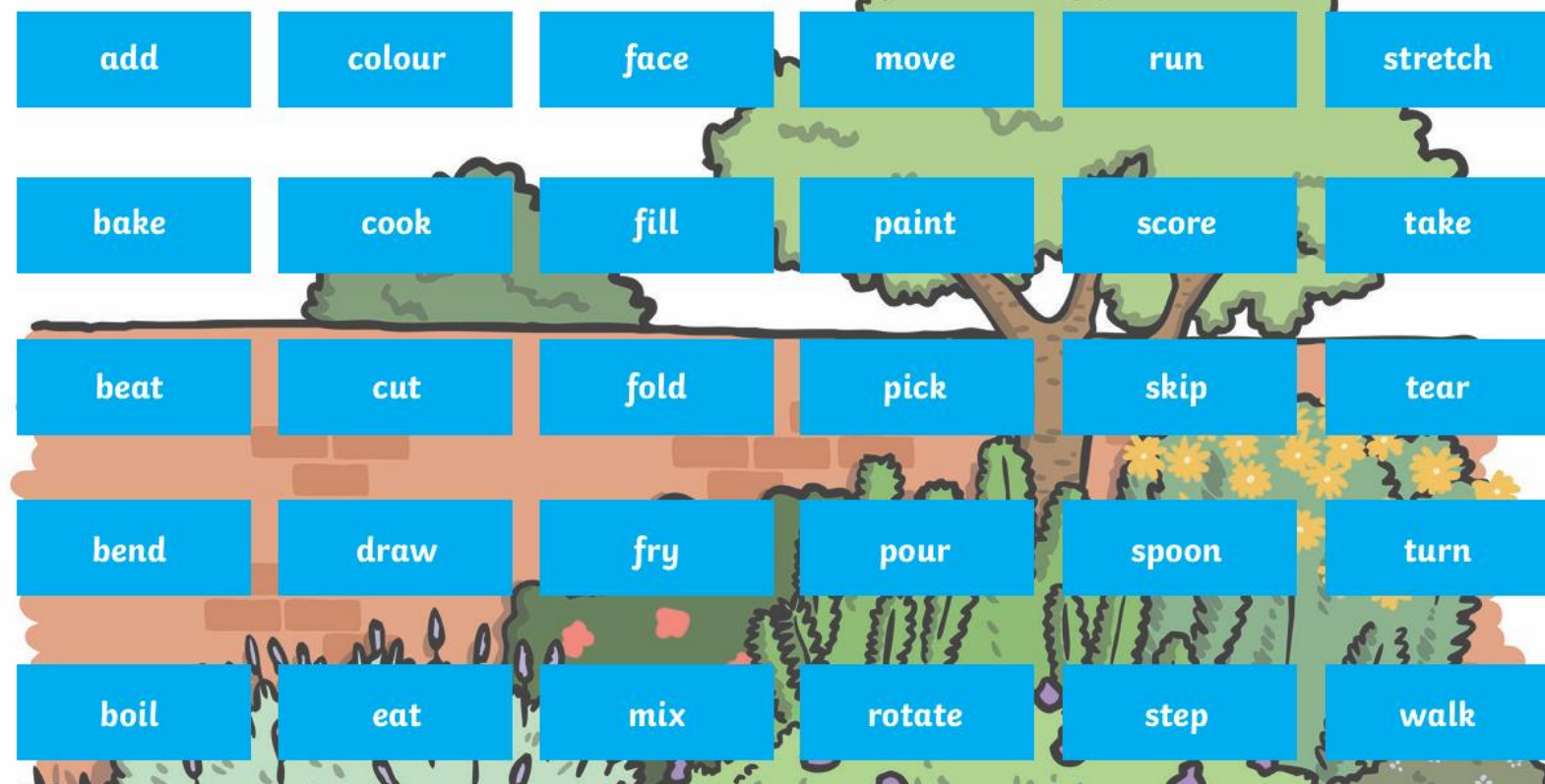
Tuesday 12th May

TBAT: use imperative verbs and time conjunctions.

'Bossy' verbs are also known as imperative verbs. They are used to give commands or to give instructions.

Talk Partners:

Can you name any imperative verbs?

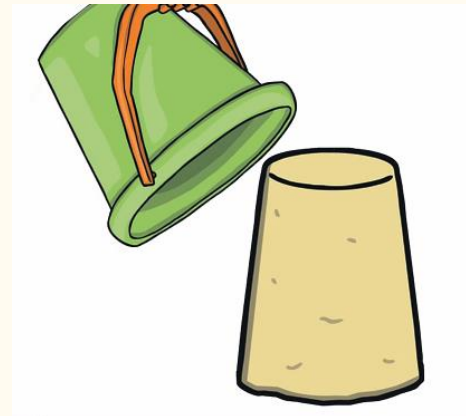
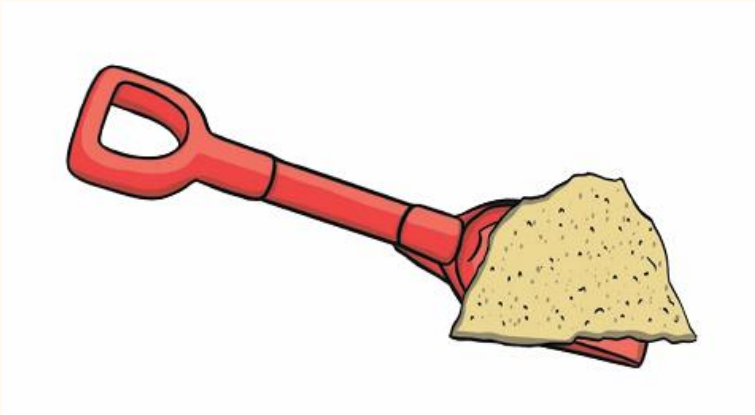


Tuesday 12th May

TBAT: use imperative verbs and time conjunctions.

Partner task:

Look at the image and create instructions with imperative verbs that link to each one.



Tuesday 12th May

TBAT: use imperative verbs and time conjunctions.

Talk Partners:

What are time conjunctions?

Can you think of any examples?

after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that

Tuesday 12th May

TBAT: use imperative verbs and time conjunctions.

Partner talk:

Match the time conjunctions to the instructions.

- _____ spread butter on both slices of bread.
- _____ add your filling, such as cheese, ham, or cucumber.
- _____ put the two slices of bread together.
- _____ cut the sandwich in half and enjoy it.

Finally

Next

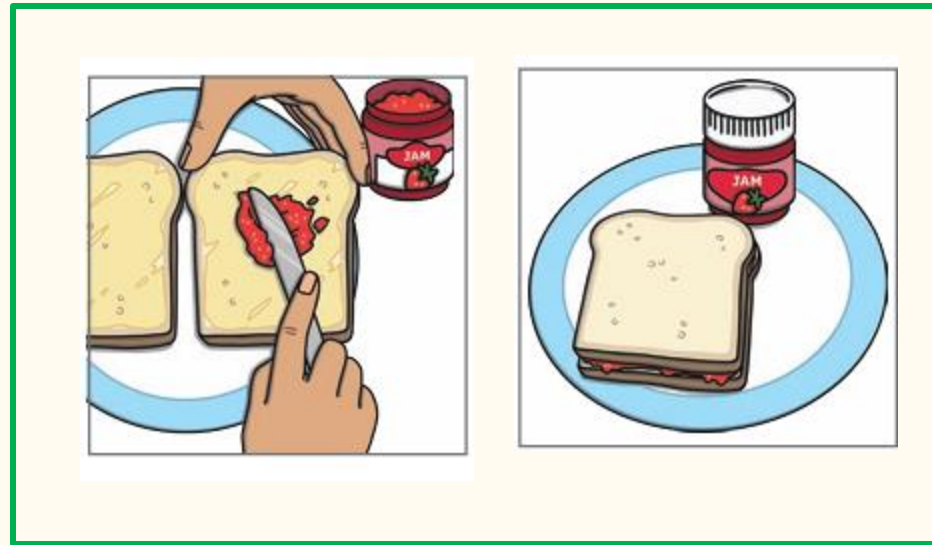
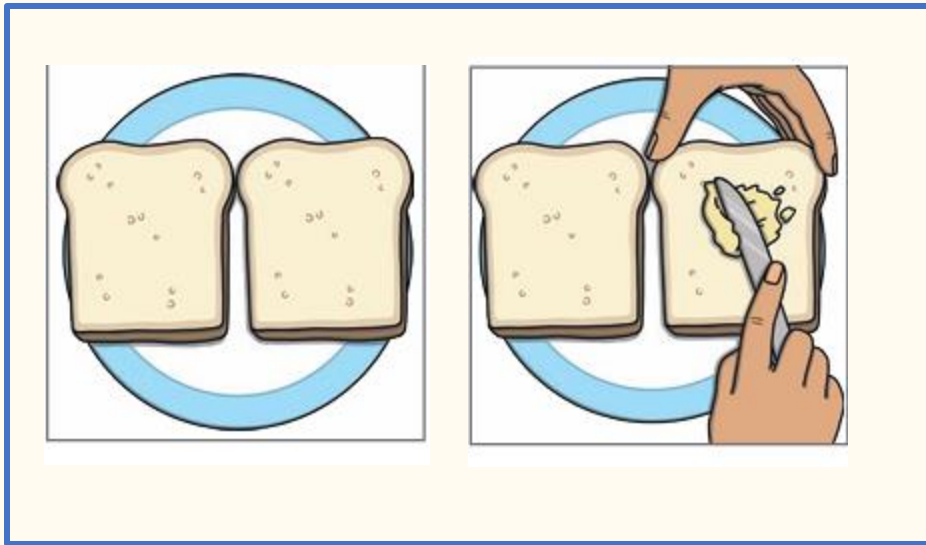
After that

First

Tuesday 12th May

TBAT: use imperative verbs and time conjunctions.

Write the steps of these images. Using time conjunctions and imperative verbs.
On whiteboards



Add adverbs to your instructions.

Tuesday 12th May

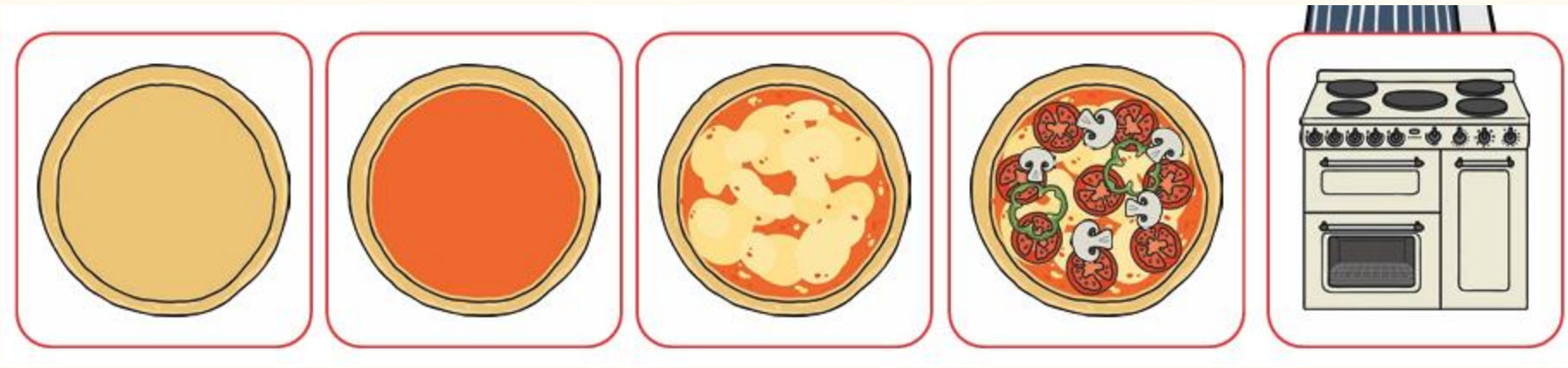
TBAT: use imperative verbs and time conjunctions.

Independent task:

Create instructions on how to make a pizza.

You need to include time conjunctions and imperative verbs.

Finally
Next
After that
First



Can you edit and improve instructions by adding adverbs.

Can you make an equipment and ingredient list.

Tuesday 12th May

TBAT: use imperative verbs and time conjunctions.

Scaffold.

1. _____ , _____ some tomato sauce on the pizza base.
2. _____ , _____ some cheese on top of the sauce.
3. _____ , _____ your different toppings.
4. _____ , _____ your pizza into the oven to cook .

Tuesday 12th May

TBAT: Explore contrasting musical sections through listening and composition



Listen to song 1.

Talk Partners:
Why do you think sailors need a cat
on their ship for journeys?

Pulse - The steady beat in music, like a heartbeat.

Lyrics - The words that are sung in a song.

Melody - The main tune of a piece of music - the part you can hum.

Structure - How a piece of music is organised.

Ternary form (ABA) - A musical structure with three parts.

Dynamics - How loud or quiet the music is.

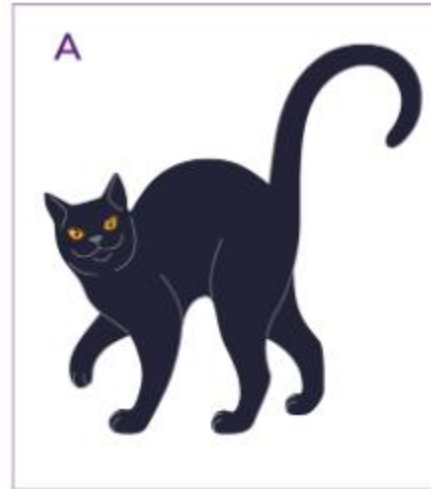
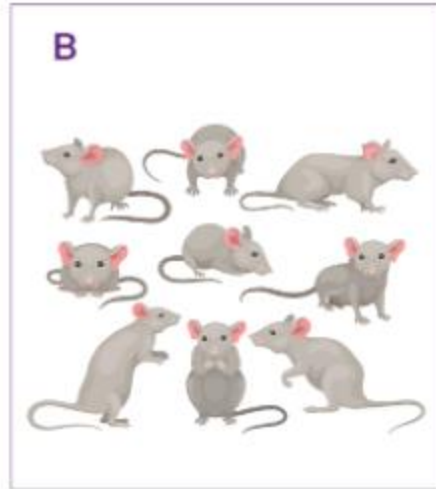
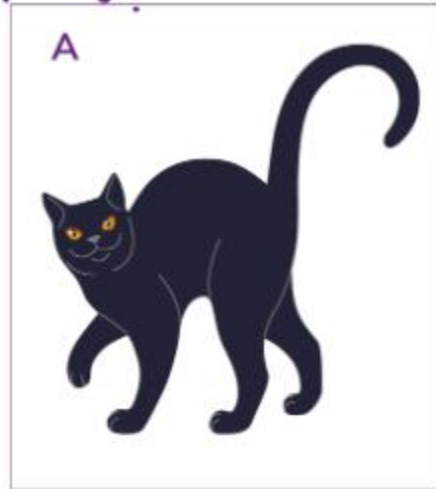
Tempo - How fast or slow the music is.

Timbre - The quality of a sound.

Tuesday 12th May

TBAT: Explore contrasting musical sections through listening and composition

Norwegian dance number 2 – Grieg



Listen to this piece of music.

As a class can we create a story line that matches the music and the images.

- A section: Pearl, the ship's cat walks purposefully around the ship looking for mice.
- B section: a frenzy ensues as the mice are discovered and run away, with the cat in hot pursuit.
- A section: peace is restored – the mice are in a safe hiding place; Pearl continues her measured walking, searching for new prey.

Now listen to the music again and create movements that match our story line.

Tuesday 12th May

TBAT: develop tracking and throwing skills.

Talk partners

How can you make sure you catch securely?

How can you dribble with control?

Get Set 4 PE - Lesson Plan -3 for Year 3 Ball Skills Y3/4

Four-in-a-Row

Multiplication up to 6×6

You will need:

Players: 2

- 2 dice
- a different coloured crayon for each player

- 1) Roll the two dice and multiply the two numbers.
- 2) Then, find the answer on the grid and colour it in your chosen colour to 'claim it'.
- 3) If an answer has already been claimed, play passes to the next player.
- 4) Continue play until a player gets four-in-a-row, diagonally, to win the game.

