

# Wednesday 3rd June

## Morning Challenge

### Section 1

Which number is the odd one out and why?

80    60    32    40    20

.....  
.....

### Section 2

Put these amounts of money in order from smallest to largest.

£3.21    £2.31    £1.32    £2.13

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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smallest largest

### Section 3

Fill in the missing numbers:

$$12 \times \square = 48 \qquad 36 \div \square = 9$$
$$\square \times 10 = 90 \qquad 27 = 9 \times \square$$

### Section 4

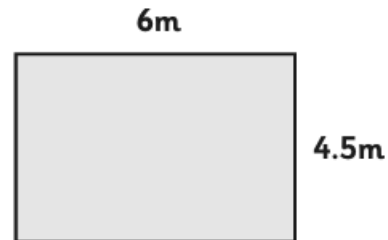
How much will it cost to buy six ice creams?



**Ice Cream Cones**  
35p Each

### Section 5

A rectangular dining room measures 4.5m and 6m. What is the perimeter of the room?



### Section 6

Use Roman numerals to write the numbers:

$35 = \square$

$44 = \square$

### Section 7

If there are five zebras and two ostriches in a zoo, how many legs are there altogether?



### Section 8

Ben's cat eats two pouches of cat food each day. He buys a box holding 64 pouches. How many days will this last?

Wednesday 3rd June

Extended reading (Pg 5-8)

It looked around. Then it darted and jabbed one of the gulls with its stiffly held finger, then darted at the other and jabbed him. The two gulls flew up into the wind with a frightened cry. Slowly then the hand crept over the stones, searching. It ran forward suddenly, grabbed something and tugged. But the thing was stuck between two rocks. The thing was one of the Iron Man's arms. At last the hand left the arm and went scuttling hither and thither among the rocks, till it stopped, and touched something gently. This thing was the other hand. This new hand stood up and hooked its finger round the little finger of the hand with the eye, and let itself be led. Now the two hands, the seeing one leading the blind one, walking on their fingertips, went back together to the arm, and together they tugged it free. The hand with the eye fastened itself on to the wrist of the arm. The arm stood up and walked on its hand. The other hand clung on behind as before, and this strange trio went on searching. An eye! There it was, blinking at them speechlessly beside a black and white pebble. The seeing hand fitted the eye to the blind hand and now both hands could see. They went running among the rocks. Soon they found a leg. They jumped on top of the leg and the leg went hopping over the rocks with the arm swinging from the hand that clung to the top of the leg. The other hand clung on top of that hand. The two hands, with their eyes, guided their leg, twisting it this way and that, as a rider guides a horse. Soon they found another leg and another arm. Now each hand, with an eye under its palm and an arm dangling from its wrist, rode on a leg separately about the beach.

Wednesday 3rd June

Extended reading (Pg 5-8)

Hop, hop, hop, hop they went, peering among the rocks. One found an ear and at the same moment the other found the giant torso. Then the busy hands fitted the legs to the torso, then they fitted the arms, each fitting the other, and the torso stood up with legs and arms but no head. It walked about the beach, holding its eyes up in its hands, searching for its lost head. At last, there was the head - eyeless, earless, nested in a heap of red seaweed. Now in no time the Iron Man had fitted his head back, and his eyes were in place, and everything in place except for one ear. He strode about the beach searching for his lost ear, as the sun rose over the sea and the day came. The two gulls sat on their ledge, high on the cliff. They watched the immense man striding to and fro over the rocks below. Between them, on the nesting ledge, lay a great iron ear. The gulls could not eat it. The baby gulls could not eat it. There it lay on the high ledge. Far below, the Iron Man searched. At last he stopped, and looked at the sea. Was he thinking the sea had stolen his ear? Perhaps he was thinking the sea had come up, while he lay scattered, and had gone down again with his ear. He walked towards the sea. He walked into the breakers, and there he stood for a while, the breakers bursting around his knees. Then he walked in deeper, deeper, deeper. The gulls took off and glided down low over the great iron head that was now moving slowly out through the swell. The eyes blazed red, level with the wavetops, till a big wave covered them and foam spouted over the top of the head. The head still moved out under water. The eyes and the top of the head appeared for a moment in a hollow of the swell. Now the eyes were green. Then the sea covered them and the head. The gulls circled low over the line of bubbles that went on moving slowly out of the deep sea.

Wednesday 3rd June

Extended reading (Pg 5-8)

Order the events from the extract from the Iron Man.

	Th
	The Iron Man walks into the sea.
	The hands find and join onto an arm.
1	The hand with the eye scares the gulls away.
	The Iron Man rebuilds his body pieces.
	The gulls watch the Iron Man disappear into the sea.

03.06.26

Times tables

Beat the teacher!

In partners you will each have 5 questions to answer but you both need to be finished before your teacher finishes all 10!

$3 \times 3 =$

$3 \times 5 =$

$3 \times 8 =$

$3 \times 10 =$

$3 \times 2 =$

$3 \times 1 =$

$3 \times 4 =$

$3 \times 6 =$

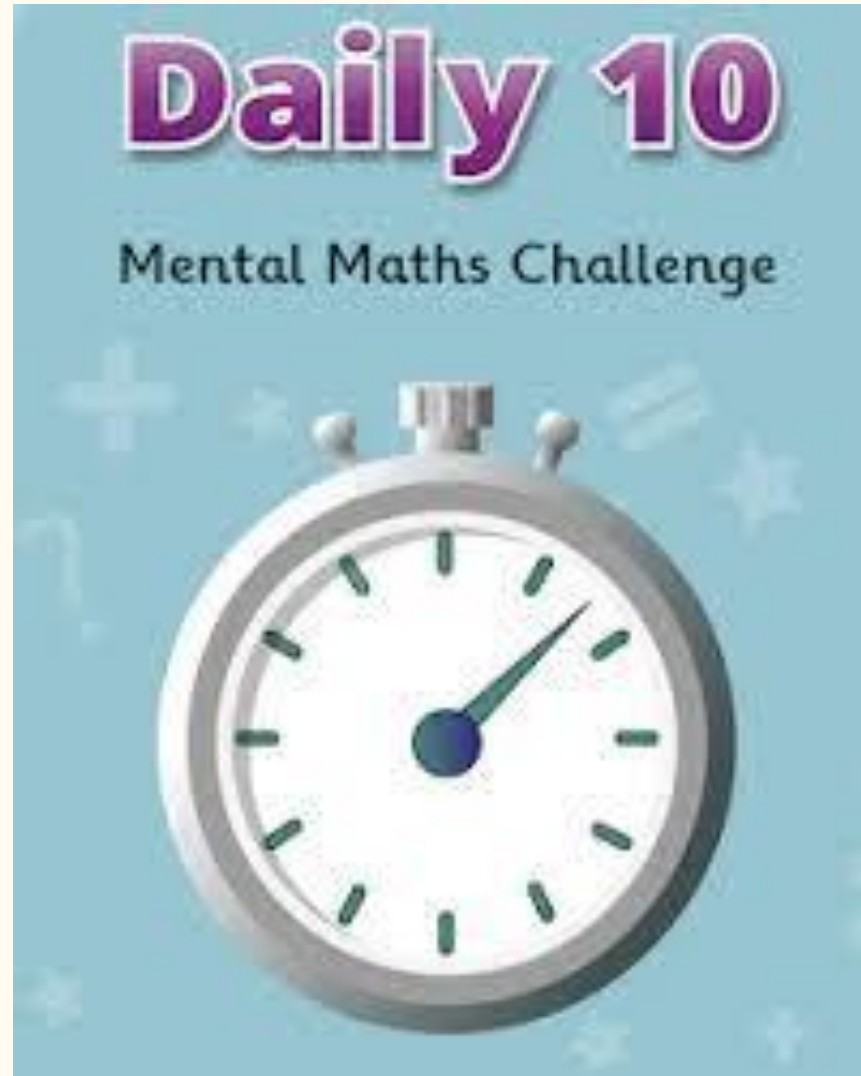
$3 \times 11 =$

$3 \times 9 =$

03.06.26

TBAT: add and subtract multiples of 10.

3x



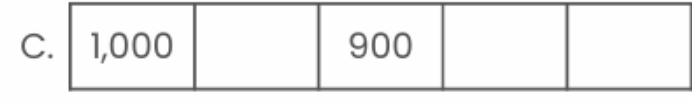
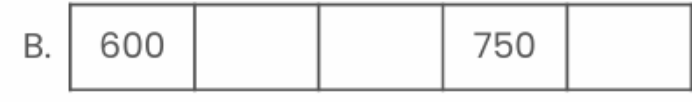
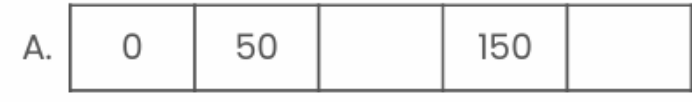
03.06.26

TBAT: add and subtract multiples of 10.

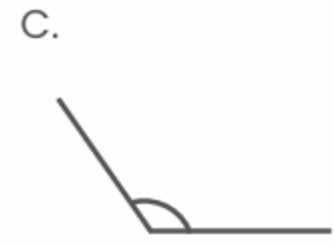
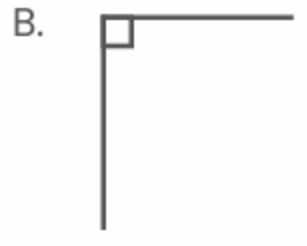
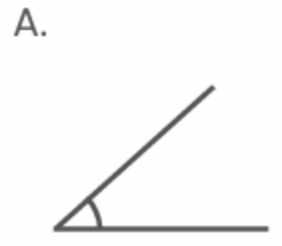
3 in 3

	4	6	4
+	3	3	7
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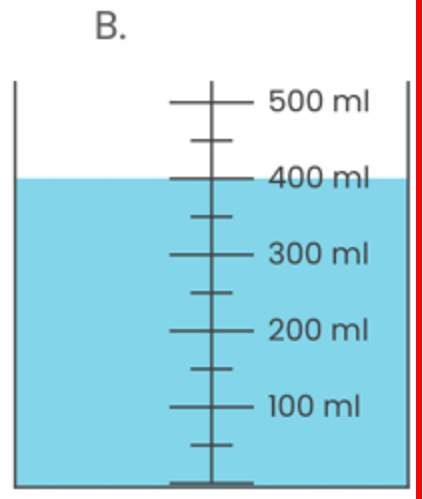
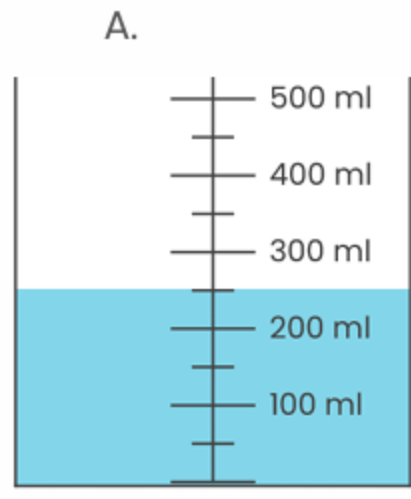
Complete the number tracks.



Which angle is greater than a right angle?



Which container contains the smallest volume of water?



03.06.26

TBAT: add and subtract multiples of 10.

When adding or subtracting a **multiple of 10**, the ones digit stays the same.

For example,  
 $47 + 30$

$4 \text{ tens} + 3 \text{ tens} = 7 \text{ tens}$

$= 77$

03.06.26

TBAT: add and subtract multiples of 10.

When adding or subtracting a **multiple of 10**, the ones digit stays the same.

For example,  
 $83 - 40$

$$8 \text{ tens} - 4 \text{ tens} = 4 \text{ tens}$$
$$= 43$$

03.06.26

TBAT: add and subtract multiples of 10.

Class:

$$235 + 30 =$$

$$107 + 20 =$$

$$93 + 30 =$$

PLACE VALUE CHART		
H hundreds	T tens	O ones

03.06.26

TBAT: add and subtract multiples of 10.

On whiteboards:

$$\bullet 24 + 50$$

$$\bullet 73 - 20$$

$$\bullet 61 + 30$$

$$\bullet 88 - 10$$

$$\bullet 284 + 40$$

$$\bullet 212 - 40$$

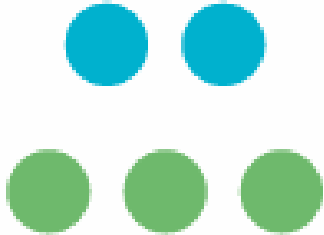

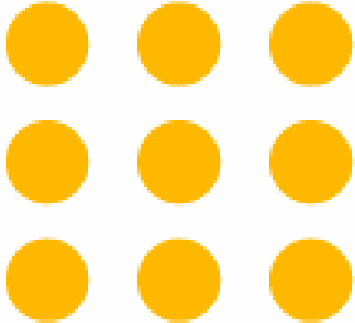
03.06.26

TBAT: add and subtract multiples of 10.

Talk Partners:

1b. Annabelle is solving the calculation using a place value chart.

$$239 + 30$$

H	T	O
		

She thinks her answer is 529. Find and explain her mistake.

03.06.26

TBAT: add and subtract multiples of 10.

**Independent Task:**

1.  $12 + 20$

2.  $45 - 10$

3.  $33 + 40$

4.  $67 - 30$

5.  $84 + 50$

6.  $92 - 60$

7.  $185 - 70$

8.  $213 + 80$

RP- A zoo has 46 birds. They bring in 20 more parrots but send 30 ducks to another zoo. How many birds are there now?

**Challenge:**

6. Alisha is using number bonds within 10 to subtract multiples of ten to a 3-digit number.

She says,



I know  $9 - 8 = 1$ , so  
 $590 - 80 = 501$ .

Is she correct? Explain why.

**Mastery:**

2b. Khalid and Giulia have given some clues. Investigate their possible complete calculations.



Khalid

I subtract 20 from an even number between 145 and 150.



Giulia

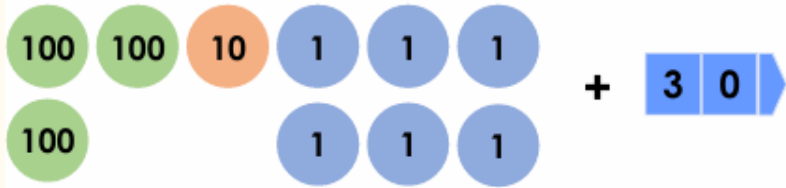
I add 60 to a number greater than 301 but less than 304.

03.06.26

TBAT: add and subtract multiples of 10.

Mastery GD:

7a. True or false? Explain your answer.



A diagram showing base ten blocks. On the left, there are three green blocks labeled '100', one orange block labeled '10', and six blue blocks labeled '1'. To the right of these is a plus sign followed by three blue blocks labeled '300'. This represents the equation  $330 + 300$ .

>



A diagram showing base ten blocks. On the left, there are three yellow blocks labeled '300', two blue blocks labeled '90', and one yellow block labeled '7'. To the right of these is a minus sign followed by two orange blocks labeled '20'. This represents the equation  $397 - 20$ .



R

Wednesday 3rd June

TBAT: Identify and use effective devices to describe a character.

**3 in 3**

**1. Which words need a capital letter?**

The gulls were unaware that the objects on the sand were parts of the iron man, scattered all around.

**2. Which of these sentences is punctuated correctly?**

The Iron man fell off the brink. Tumbling and scattering below.

The Iron Man fell off the brink, Tumbling and scattering below?

The Iron man fell off the brink tumbling and scattering below.

The Iron Man fell off the brink, tumbling and scattering below.

**3. Insert an appropriate adjective to complete the sentence.**

The Iron Man tumbled and crashed down the dark, \_\_\_\_\_ cliffs.

# Key Vocabulary:

**Simile** – to describe something by comparing it to something else:

**As tall as** the highest mountain

The sky was dark, **like** the depths of the ocean.

**Preposition** – describing the position of something

Words collected by the class from the lesson before



on



in front of



in



behind



## Recap: Read the text. Highlight the words that tell you something about the Iron Man.

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows. **Taller than a house**, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea. He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff. And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

- **Challenge, can you describe which word type they are?**

# Knowledge Check



In your pairs, give each other a **noun**.

1. Write an **adjective** to suit the **noun**.
2. Write a **simile** to go with your **noun**.

**Noun** – mouse

**Adjective** – tiny mouse

**Simile** – the mouse was as small as the palm of my hand.

**Challenge:** add further adjectives and commas to create an expanded noun phrase.

# Prepositions - describing the position of something



Preposition	Example Sentence
<b>on</b>	The book is <b>on</b> the table.
<b>under</b>	Shoes are <b>under</b> the bed.
<b>in</b>	Keys are <b>in</b> my pocket.
<b>at</b>	Meet me <b>at</b> the corner.
<b>by</b>	He sat <b>by</b> the window.
<b>to</b>	Give it <b>to</b> your sister.

Knowledge Check: Find the **prepositions** in these sentences.



1. Then the other gull flew up.

2. He swayed in the strong wind that pressed against his back.

3. The wind sang through his iron fingers.

4. Slowly, then the hand crept over the stones, searching.

**Challenge:** His great iron ears fell off and his eyes fell out.

# Let's look at the description of the Iron Man together.



The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed.

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

I am going to highlight some words and phrases that will help me to describe the Iron Man. Look at your copy. Working in pairs, can you help me?

# Let's create some sentences.

The author described the Iron Man '**as tall as a house.**'

- **I do** - As the Iron Man reached the edge of the cliff, he looked **as tall as a house.**
- **We do** – who has found a good word or phrase?

---

Let's create a sentence using the phrase together.

---

- **You do** – find a word or phrase to describe the Iron Man.

---

Put it into a sentence. Do not forget to check your punctuation.

---

# Sharing Time



- Share your sentence with your partner.
  - Does it sound correct?
  - Is it spelt correctly?
  - Could you uplevel it?
- 
- Let's share some of our examples with the whole class, to get some more good ideas.

# Independent Write

Imagine you are describing the Iron Man to someone who has never seen him. Create some sentences to describe him.

## **Check!**

Are your words spelt correctly?

Are your sentences punctuated correctly?

## **Challenge**

**Have you used adverbs, adjectives, fronted adverbials in your sentence?**

**Have you included similes and prepositions in your sentences?**

Wednesday 3rd June

Q: How is music used in a church?

## Keywords

**service** a set time when Christians meet to worship God together

**worship** to show devotion or respect

**hymn** a song or poem of praise to God

**choral** sung or chanted by a choir

- **Service** — *Our class went to a church **service** where people gathered to pray and learn together.*
- **Worship** — *During **worship**, everyone showed respect to God by singing, listening, and being calm.*
- **Hymn** — *We sang a cheerful **hymn** that thanked God for the world around us.*
- **Choral** — *The **choral** group sang together in harmony, making the music sound full and beautiful.*

Wednesday 3rd June

Q: How is music used in a church?

I find it hard to sit still in assembly, but I love to sing the songs, especially if they have actions!



Izzy



Andeep

I like assembly time. School is so busy, so it is good for me to have some peaceful time to think and reflect. I like to sing quiet, thoughtful songs.

Do you sing in school, or somewhere else?

Do you have a favourite song?



Do you ever have assembly at your school?

Some schools gather all the children into the school hall for assembly. Assemblies might include stories and time for reflection or prayer.

What happens in your school assembly?

Wednesday 3rd June

Q: How is music used in a church?

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Do you sing songs in assembly?  
Are the songs ever about God  
or the world?

Listen to the audio track to  
hear children singing an  
assembly song.

What can you hear the children  
singing about?



Wednesday 3rd June

Q: How is music used in a church?

[oaknationalacademy-](https://oaknationalacademy-)

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Louise has a Christian worldview. She attends a Methodist church.



Louise

Christians usually meet at church to **worship** God together on a Sunday. The meeting is called a **service**. It is a little bit like a school assembly with songs to sing and time to think. At my Meth Listen to the audio recording to hear a methodist together and read **hymn** being played on a church organ.



Methodist church organ

We enjoy singing **hymns** and songs of praise. We use a **hymn** book and someone plays the organ to accompany our singing.



Louise



Wednesday 3rd June

Q: How is music used in a church?

Knowledge check:

What is a **hymn**?

**a** a song of praise ✓

**b** a prayer

**c** a Bible reading

Wednesday 3rd June

Q: How is music used in a church?

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Asher has a Christian worldview. He attends a free church.



Asher

My church has a **worship** band with different instruments such as guitars and drums. The band leads the music for the **service** each Sunday. The song words are shown on a big screen so that everyone can join in.

Listen to the audio recording to hear the **worship** band at Asher's church.



The music is lively and modern. We sometimes sing a **worship** song several times over.



Asher

Wednesday 3rd June

Q: How is music used in a church?

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Fiona has a Christian worldview. She attends an Anglican church.



Fiona

My church choir sings during the Sunday **service**. Some of the **choral** music is complicated, so they have to practise during the week. The choir wears special robes for the Sunday morning **service**. Their beautiful singing helps us to **worship**.

Listen to the audio recording to hear some **choral** music.



Sometimes we join in with the **hymns** and sometimes we just listen and reflect on the words.



Fiona



Wednesday 3rd June

TBAT: develop changeover technique in relay events.

## Success Criteria

- Communicate with your team to let them know if they need to hold the baton higher.
  - Hold the bottom of the relay baton for smooth changeovers.
- Run to the receiving side of your teammate when passing the baton on.
- Sprint on the balls of your feet moving your hands from pocket to mouth.

## Whole Child Objectives

**Social:** To support and congratulate others.

**Emotional:** To be confident to lead others.

**Thinking:** To provide feedback to my team to help us achieve a shared goal.

Talk partners

How is jogging different to a sprinting technique?

[Get Set 4 PE - Lesson Plan -2 for Year 3 Athletics](#)

Wednesday 3rd June

TBAT: explain how to thread a needle and sew a run of stitches.

**thread (noun)**

a thin piece of string used to sew

**thread (verb)**

pass through a small hole

**blanket stitch**

a decorative edging stitch

**back stitch**

a reverse stitch creating a solid line

**run**

a completed line of stitches

Wednesday 3rd June

TBAT: explain how to thread a needle and sew a run of stitches.

Sewing is a method of joining fabrics together.

Hand sewing uses a needle and **thread** to make stitches.

[How can fabrics be joined together? - KS2 - BBC Bitesize](#)



joined fabric



needle and **thread**



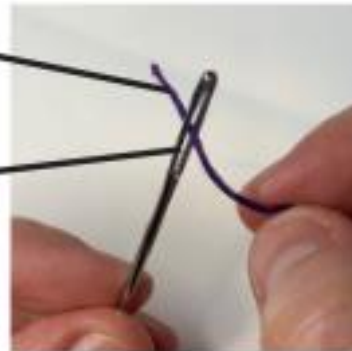
sewing stitches

To begin stitching, first you need to **thread** the needle by passing the **thread** through the eye.

Using a needle threader can make this easier.

thread

eye

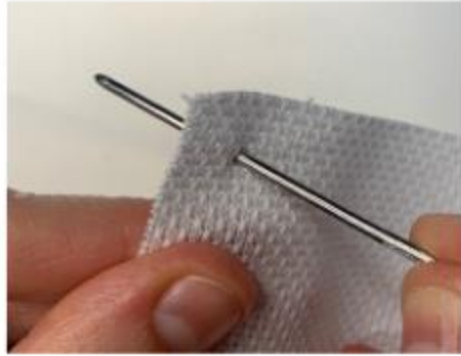


needle threader

Wednesday 3rd June

TBAT: explain how to thread a needle and sew a run of stitches.

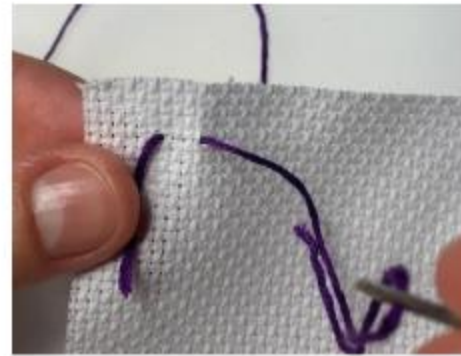
To begin **stitching**:



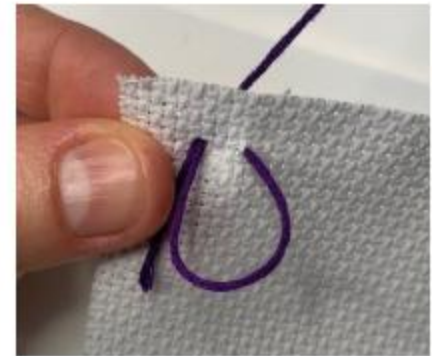
Holding the fabric in one hand, use the other hand to push the needle through.



Pull the **thread** all the way through the hole from the back.



Push the needle back through from the other side, close to the first hole, to make a small stitch.

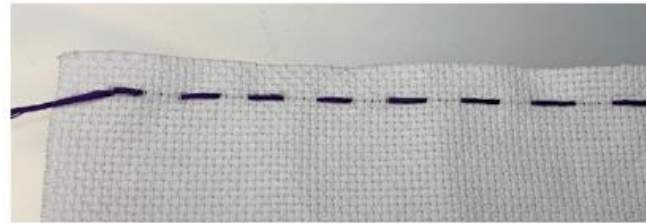
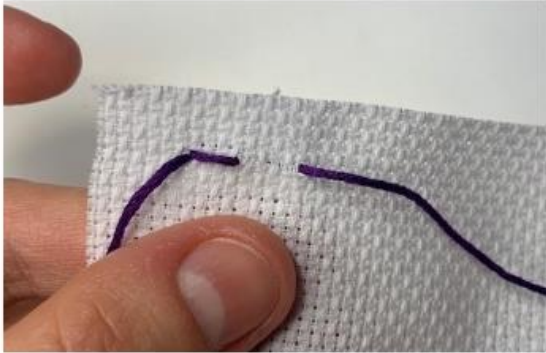


To secure the **thread**, repeat the same stitch using the same holes.

Wednesday 3rd June

TBAT: explain how to thread a needle and sew a run of stitches.

If you continue to pass the needle and **thread** through the fabric and return it from the other side, you create stitches. Moving along in small, even spaces each time creates a simple running stitch.



We call this a **run** of stitches.

To end a **run** of stitches and secure the **thread**, repeat the last stitch in the same spot in the same way you did at the beginning.

