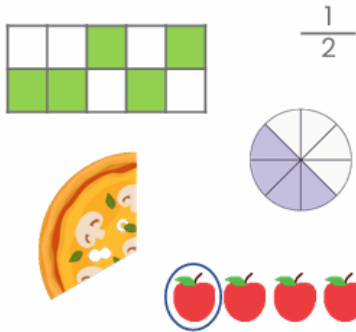


Wednesday 8th July

Morning Challenge

Circle the images that represent one half.



Circle the house number that Eleanor lives in.



18 10 28
7 8 6

Order the steps 1-4 for how to bake a cake.

___ Whisk the butter, sugar and eggs.
___ Pre-heat the oven and line two cake tins with parchment.
___ Add the flour and vanilla flavouring.
___ Finally bake for 25 minutes.

Choose the correct homophone to complete the sentences.

The tennis _____ was closed.
Jerry _____ the last train.
The trees were _____ of leaves.
The black _____ climbed the tree.
caught court
bear bare

Match the underlined words to the word type.

adjective verb
noun adverb

The dusty box was quickly found upon the tall bookshelf.

Extension: Write a sentence including these word types.

Match the correct punctuation to the sentences.

Can you help me with this .
The rabbit's escaped ?
The cake needs cutting !

Circle the appropriate sub-heading for the paragraph.

Young tree-frogs spend the first years of their lives as a brownish colour and later mature to bright green. Their tummies are either light blue or cream in colour and their eyes are vivid red.

Young tree-frogs What do tree frogs look like? 

Write the numbers that are being represented.

100 100 10 10
100 100 10 1
100 10 1
100 1

Complete the calculations.

6 x 5 =
12 x 4 =
7 x 8 =
2 x 11 =
9 x 7 =
3 x 10 =
10 x 12 =
8 x 5 =
4 x 7 =
11 x 9 =

If you complete your morning challenge, read your book.

Name
Score

EMW Y3 Su W4 D1

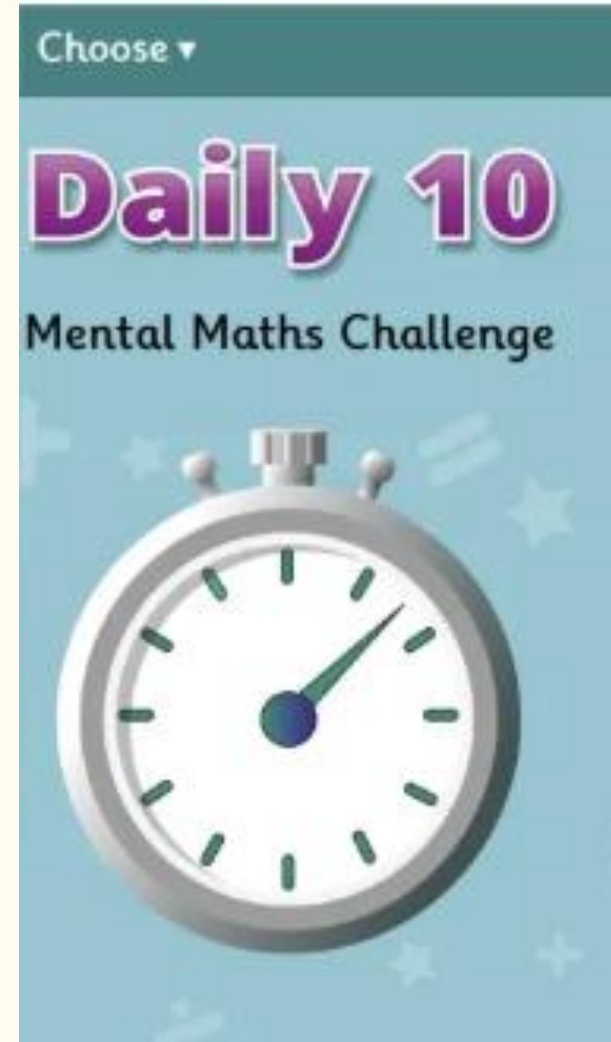


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08.07.26

TBAT: recognise equivalent fractions.

Mixed



TBAT: recognise equivalent fractions.

Count the animals.



Pet	Total
dog	
cat	
fish	
hamster	

Which is the third most popular pet?

Complete the missing numbers.

	10 less		10 more
A.		92	
B.		207	
C.		104	

Felix has a £5 note. He buys a bottle of water and a packet of crisps.



£1.65



£1.75

How much change does he get?

Star buys marbles in packs of 6.

In each pack, 2 marbles are red and 4 are blue.

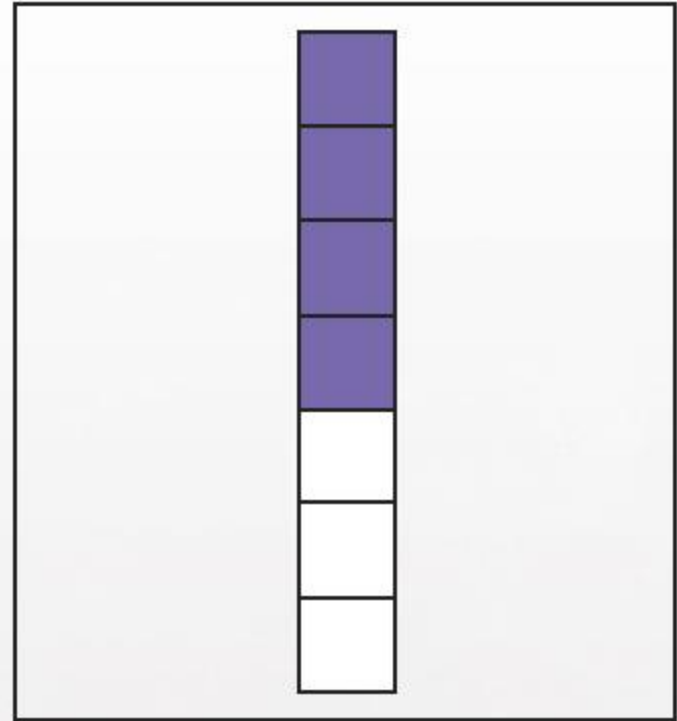
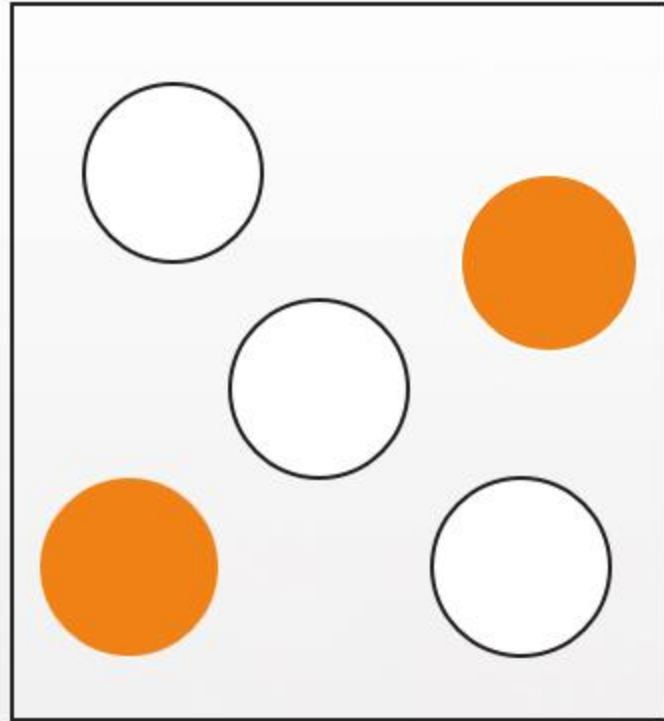


Star has 30 marbles.
How many of the marbles are red?

08.07.26

TBAT: recognise equivalent fractions.

What fraction of each of these is coloured?

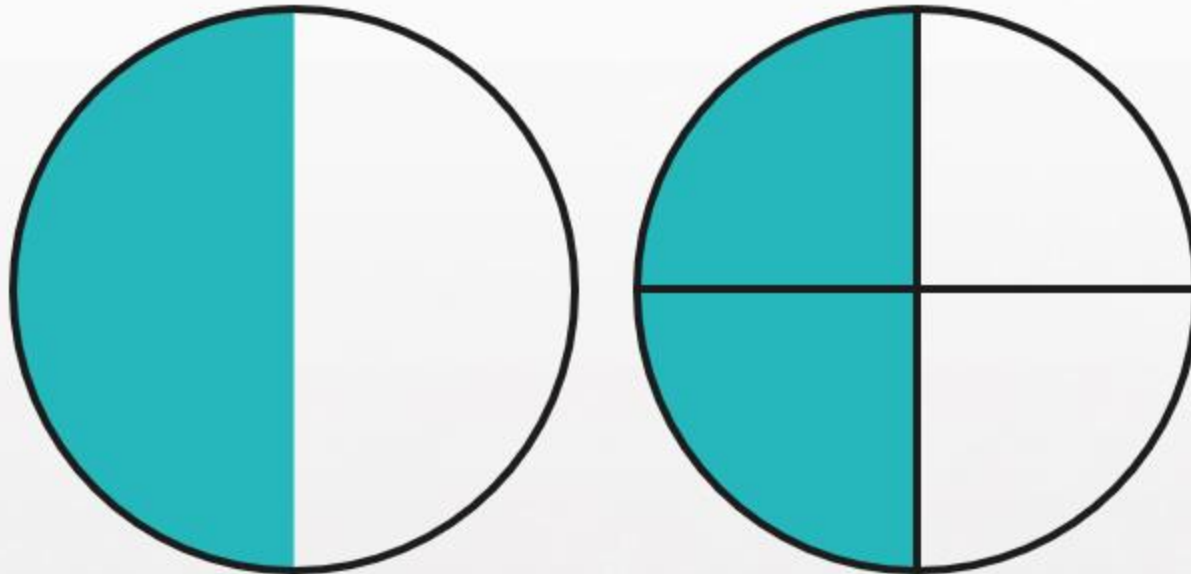


08.07.26

TBAT: recognise equivalent fractions.

Some fractions that are written with different numbers have the same value.

In other words, a fraction can be written in many different ways, but have the same value.



What is the value of these two circles?

08.07.26

TBAT: recognise equivalent fractions.

These are all equivalent fractions, even though they all have different numerators and denominators.

They show that the same amount of the bar has been shaded overall.



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TBAT: recognise equivalent fractions.

Talk Partners:

These 3 fractions are equivalent. They have the same value.

What is each fraction?



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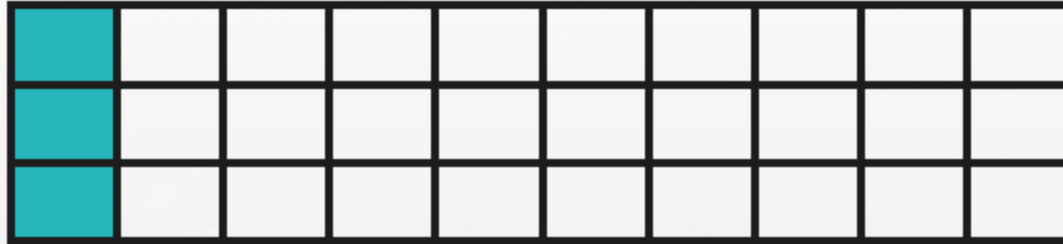
TBAT: recognise equivalent fractions.

Are these 2 fractions equivalent?

$$\frac{1}{10}$$



$$\frac{3}{30}$$

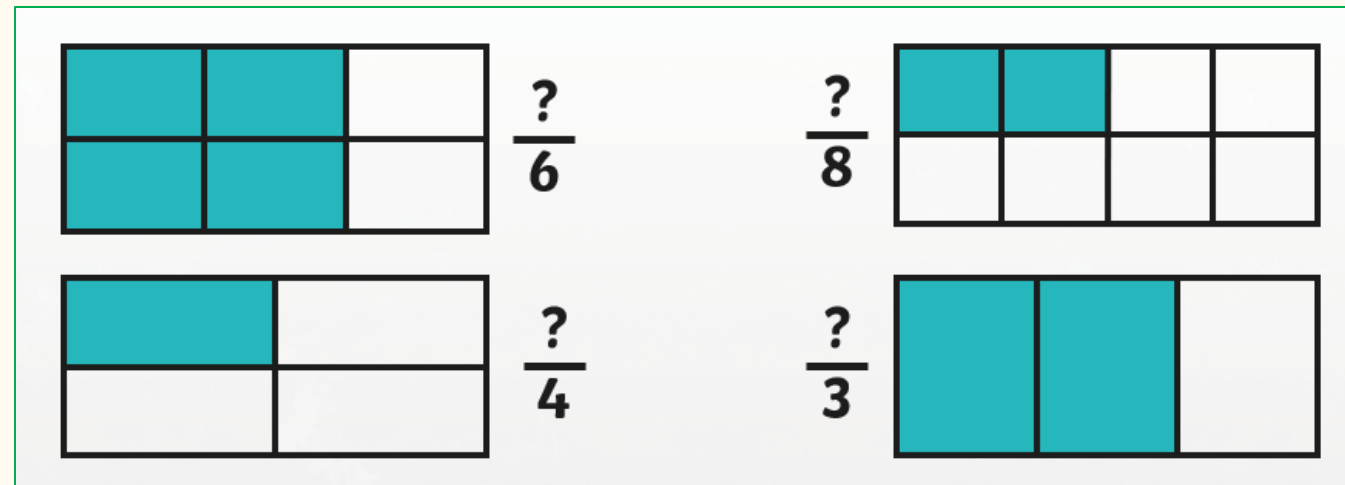
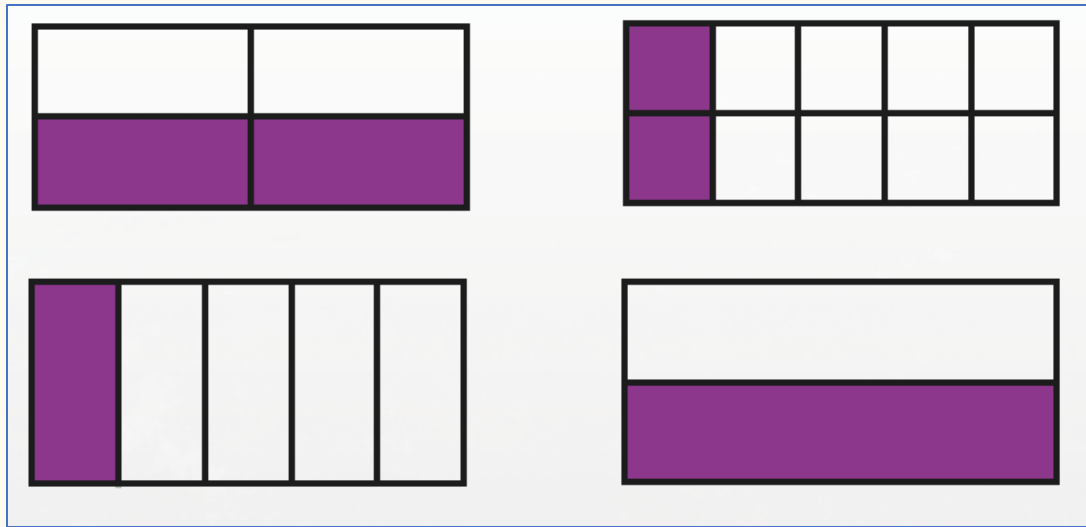


Yes!
Can you
explain why
they are
equivalent?

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TBAT: recognise equivalent fractions.

Blue/green
Match the equivalent fractions



Challenge:

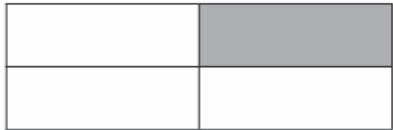
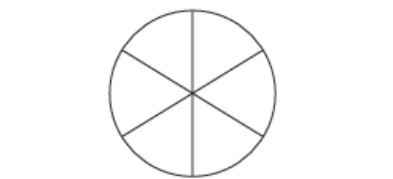
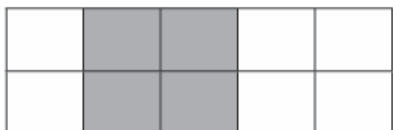
What is an equivalent fraction to 4/20?

08.07.26

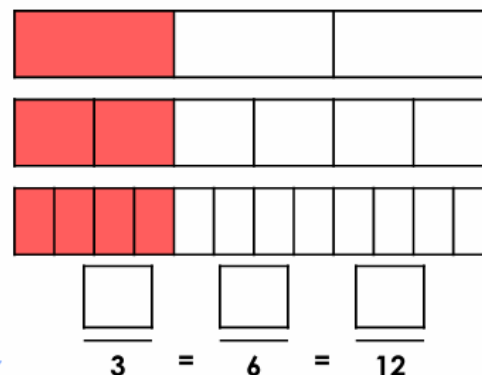
TBAT: recognise equivalent fractions.

Independent Task:

Shade the second shape to be equivalent to the first and write the equivalent fractions.

	$\frac{1}{4}$	=		$\frac{\quad}{8}$
	$\frac{\quad}{3}$	=		$\frac{\quad}{6}$
	$\frac{\quad}{10}$	=		$\frac{\quad}{\quad}$
	$\frac{\quad}{\quad}$	=		$\frac{\quad}{\quad}$
	$\frac{\quad}{\quad}$	=		$\frac{\quad}{\quad}$

5a. Complete the statement to match the image.



VF

12b. Complete the statements.

$$\frac{4}{10} = \frac{\boxed{\quad}}{20}$$

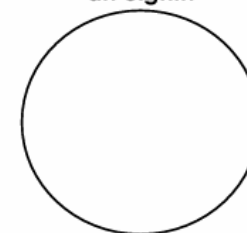
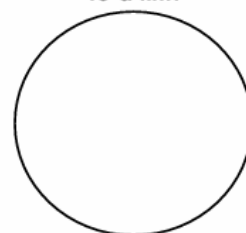
$$\frac{2}{5} = \frac{6}{\boxed{\quad}}$$



8a. Sort the fractions into the correct circle. Are there any fractions that don't fit in the circles?

Equivalent to a fifth

Equivalent to an eighth



$\frac{5}{15}$ $\frac{4}{20}$ $\frac{10}{20}$ $\frac{6}{30}$ $\frac{4}{32}$ $\frac{5}{40}$



PS

Wednesday 8th July

TBAT: write the problem to your narrative.

3 in 3 (whiteboards)

1. In the sentence below, underline the **nouns** and circle the **adjective**:

The beastly Space-Bat-Angel-Dragon stood under the clear night sky.

2. What is the **verb** in this sentence?

The Space-Bat-Angel-Dragon flew across the coast.

3. Rewrite this sentence with the correct punctuation.

I'm scared shouted Farmer Green.



With your partner...

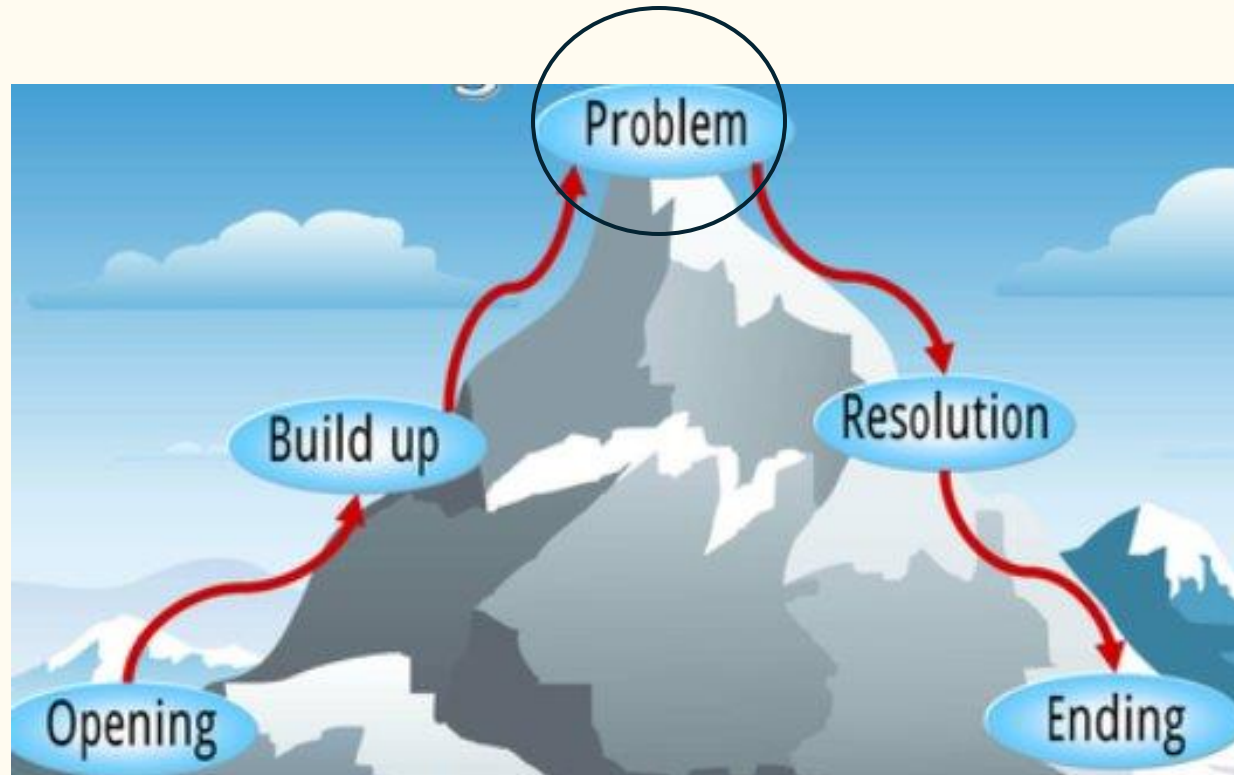
Read through your introduction and build up.

- What information does the reader know so far?
- How have you **hinted** about an upcoming problem?



Today, we are going to write the problem in our narrative.

What do we need to include in this paragraph?



Remember some of the words we found powerful in the battle with the space-bat-angel-dragon again.

While we read, write down any words that are powerful. We can create a word bank from these.

Colossal	Fiercely	Bellow	BUMP		
Immense	Blazing	Hair singed	Colossal wings	Licker	
Scorching	Flicker	Invisible	Visible	Dreadful	Cowardly

Remember some of the words we found powerful in the battle with the space-bat-angel-dragon again.

While we read, write down any words that are powerful. We can create a word bank from these.

Roared Melt Reptile Colossal Invisible Ponderous

Heavily Horror Challenge Astonishment Dreadful

Blazing flames Ordeal Dull Hair singeing Scorched Wizedened

Clash (The Battle!)

The dragon breathes fire at the Iron Man.

The Iron Man stands strong and does not melt.

They fight fiercely—fire, smoke, and loud crashes!

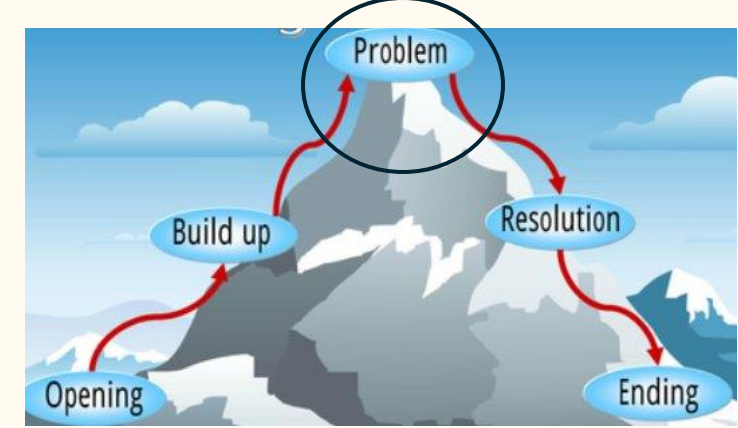
Using our bullet points, we are going to extend on them to create a battle scene.

Wednesday 8th July

TBAT: write the problem to a narrative.

WAGOLL

With a deafening roar, the terrifying dragon breathed blazing fire at the Iron Man. Undaunted, the mighty giant stood firm and did not melt. Thick smoke billowed around them as they fought fiercely, sending enormous flames roaring through the air. Loud crashes boomed in the distance while the fearless Iron Man battled bravely against the ferocious dragon. At last, the ground trembled violently as the two powerful giants collided in a tremendous clash.



Using your plan, you are going to write the problem to your narrative.

Features to remember to include:

- The **problem** in your story.
- Fronted adverbials
- Powerful verbs
- Powerful adjectives



Fronted Adverbials				
Fronted Adverbials are words, phrases or clauses at the beginning of a sentence which are used to describe the action that follows.				
Time	Frequency	Place	Manner	Possibility
After it had finished, Immediately before lunch, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, Just then, Eventually, Later that day, Through the night, Always early for the meeting, When the rain had stopped,	Often, Again, Every day, Each week, Once a fortnight, Twice a year, Sometimes when it is hot, Rarely, Every second, Several times a minute, Once or twice, Three times a week, Regularly, Frequently, Infrequently, Occasionally, Never in my life, Never before, Constantly talking to each other,	Above the clouds, Below the sea, Outside, Over there, Under the ground, Upstairs, In the distance, Everywhere she looked, Around the corner, Back at the house, Behind the sofa, Down the street, On the path, Inside the box, Along the riverbank, Over my bed, Far away, Wherever they went, North of here, Through the forest, Between the sea and the sky,	Fortunately, Sadly, Slowly, Awkwardly, Bravely, As fast as he could, Without a sound, Suddenly, Creeping cautiously, Unfortunately, Noisily eating his burger, Anxiously, Nervously, Mysteriously, Quickly and unexpectedly, Desperately looking for a way out, Carefully avoiding the cracks, Frantically searching for clues,	Almost unbelievably, Perhaps, Surely, Undoubtedly, Obviously, Certainly, Definitely, Maybe, Possibly, Clearly, Impossibly, With undoubtable certainty,

In a small seaside town, people lived in fear. Every night, a dreadful Space-Bat-Angel-Dragon soared across the dark sky. It had enormous wings, sharp jagged claws, sparkling scales and glowing red eyes. As it flew overhead, smoke curled from its nostrils and flames burst from its fiery breath. The fierce creature burned houses, frightened families and filled the town with thick smoke.

Everyone was worried. Nobody knew how to stop the terrible dragon. Nervously, people whispered stories about its fiery temper and the destruction it left behind. Each night, they watched the skies and hoped it would not return.

Then the townspeople heard about the Iron Man. He was colossal, strong and incredibly brave. Made from giant pieces of iron, he stood taller than the hills and was unlike anyone they had ever seen.

One windy afternoon, terrible news spread through the town. A huge Space-Bat-Angel-Dragon had been spotted flying across the sky. High above the clouds, its mighty wings flapped noisily as frightened villagers rushed through the streets, pointing at the dark shape overhead.

In the distance, flames flickered and danced as the dragon swooped over nearby towns. Its glowing eyes scanned the land below while its sharp claws gleamed in the sunlight. Seeing the fear and destruction the creature had caused, the Iron Man knew he had to help. Determined to protect the people, he prepared to face the terrifying Space-Bat-Angel-Dragon once and for all.

With a deafening roar, the terrifying dragon breathed blazing fire at the Iron Man. Undaunted, the mighty giant stood firm and did not melt. Thick smoke billowed around them as they fought fiercely, sending enormous flames roaring through the air. Loud crashes boomed in the distance while the fearless Iron Man battled bravely against the ferocious dragon. At last, the ground trembled violently as the two powerful giants collided in a tremendous clash.

With a _____ roar, the _____ dragon breathed
_____ fire at the Iron Man. Undaunted, the _____ giant
stood firm and did not melt. _____ smoke billowed around them as
they fought fiercely, sending _____ flames roaring through the
air.

Fronted adverbials	Powerful adjectives	Powerful verbs
• High above the town, • In the distance, • With great courage, • All around them, • Beneath their feet, • In a flash, • At last, • Finally, • Fearlessly, • Determined to win, • With incredible strength, • As the battle raged,	• fierce • powerful • enormous • jagged • glowing • thunderous • tremendous • fearsome • unstoppable • brave • monstrous • deadly	• battled • attacked • swooped • lunged • soared • slammed • stomped • crashed • bellowed • thundered • struck • dodged • defended • defeated

Wednesday 8th July

TBAT: develop officiating and performing skills.

Success Criteria

- Hold the bottom of the relay baton for smooth changeovers.
- Jump with balance and control by bending your knees at take off and landing.
- Sprint on the balls of your feet moving your hands from pocket to mouth.

Whole Child Objectives

Social: To work with my group to ensure that we are ready for the activity.

Emotional: To show determination to achieve my best at each station.

Thinking: To identify personal areas of strength.

Get Set 4 PE - Lesson Plan -6 for Year 3 Athletics

Wednesday 8th July

Q. How can we design a community centre that is suitable for everyone?

Talk partners

What does it mean to be part of a community?

Where do we feel part of a community?

Wednesday 8th July

Q. How can we design a community centre that is suitable for everyone?

Talk partners

What is a community centre?



Wednesday 8th July

Q. How can we design a community centre that is suitable for everyone?

Some of the people who live in a community below:

Children
Older people
Dads
Mums
Disabled
people
Babies
Toddlers
Teenagers



Can you think of any more groups of people in their community?

What can you see happening in these images? These are all images of inside community centres.





Wednesday 8th July

Q. How can we design a community centre that is suitable for everyone?

What would these people need in a community centre to help them live a full and happy life?

Children

Older people

Dads

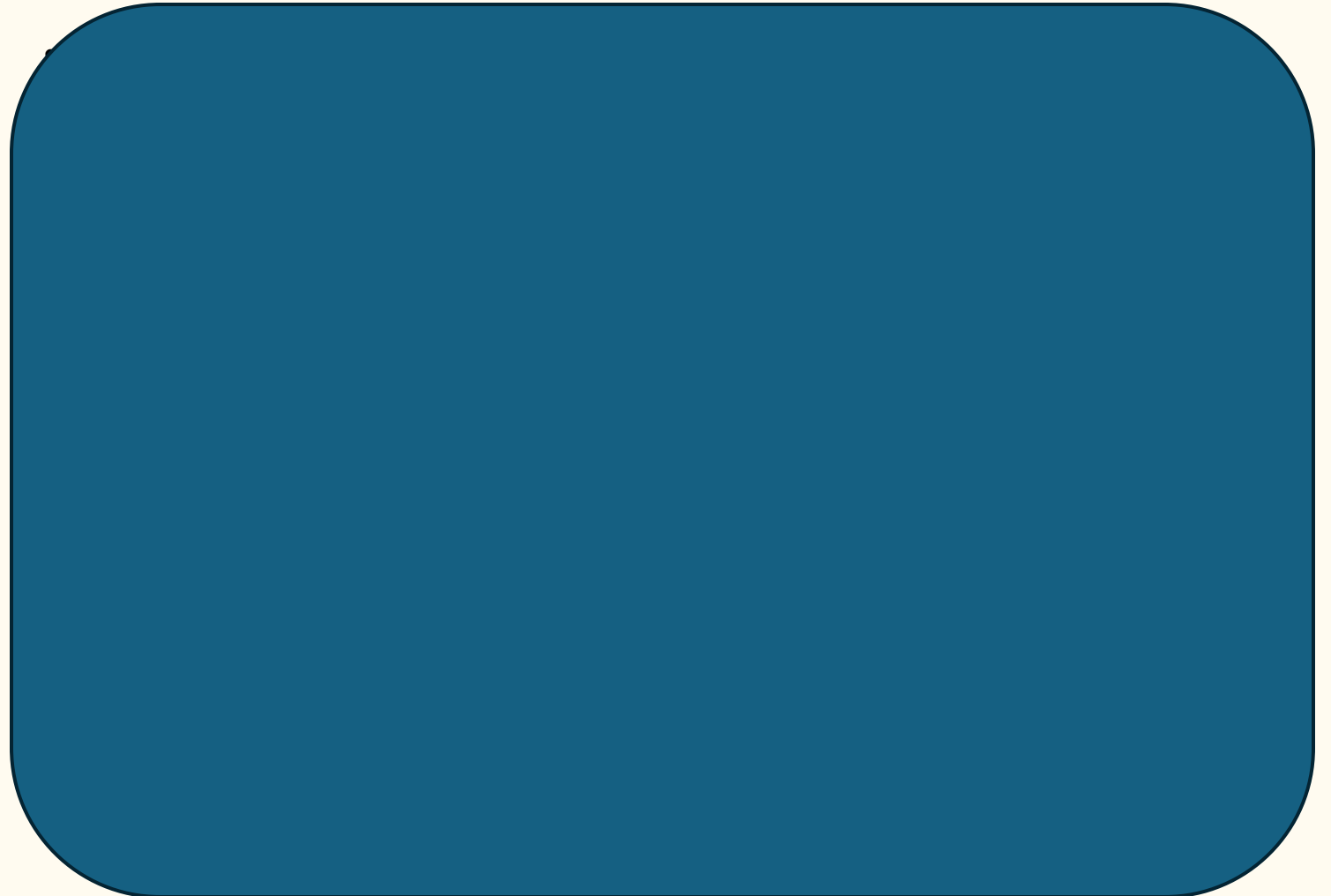
Mums

Disabled people

Babies

Toddlers

Teenagers



Wednesday 8th July

Q. How can we design a community centre that is suitable for everyone?

This is an example of a community centre.

In groups, you are going to design your own community centres.

- Think about the different facilities you need to suit the people in our local community.
- Plan a bird's eye view of your community centre.

