Year 3 Weekly Planner Term 1 Week 7 WB 12th October 2020

WB 12th October 2020	Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary Ninja - Word of the Day	A new word of the day on each PowerPoint screen – starting with Grasshopper words for years 3/4. These can be found in PowerPoint or pdf format here. Children write the word, write the definition and use the word in their own unique sentence. They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.				
English We are looking at non-fiction instructions and the story How to Wash a Woolly Mammoth.	**WALT: be able to identify features of instructions.** Read 'How to Wash a Woolly Mammoth'. Discuss that this is a story but written as a set of instructions.	**WALT: be able to create a plan** Using the information from yesterday create a plan. Show where your title would be. Where the equipment/what you need would go and explain that you would use bullet points. Write number bullet points to show where your steps would be. Show where your pictures or diagrams would go.	**WALT: be able to write for a variety of genre** Using your plan from yesterday write your own set of instructions on how to wash your woolly mammoth. You can use some of the ideas from the story but try to think of your own too. You could create a set of instructions for how to get a woolly mammoth down from a tree.	**WALT: be able to make changes to improve our work** Read through your instructions you wrote yesterday. Make sure they make sense and include the correct features of a set of instructions. Edit work including capital letters, punctuation, spellings (use a dictionary).	**WALT: be able to write a final draft** Write a neat final draft of your instructions making sure edits are included.
Maths	*In school the Class Teacher will use a presentation, demonstrate and model methods when teaching. The children are then given a range of practical and recording tasks to explore and consolidate their learning. At home you will be provided with alternative lessons for maths which are linked to the same learning objectives being carried out in school over the course of the week.*				
	WALT: recognise, name and find 1/2 Follow the video link for recognising, naming and finding 1/2 here.	**WALT: recognise, name and find 1/4** Follow the video link for finding 1/4 here.	**WALT: be able to recognise, name and find ¾.** Follow the video link for finding ¾ here.	**WALT: be able to count in fractions** Follow the video link for counting fractions here.	**WALT: be able to know unit fractions and non-unit fractions** Follow the video link for unit fractions and non-unit fractions here.

	Complete the find a half worksheets attached below.	Complete the find a quarter worksheets attached below.	Complete the find three quarters worksheets attached below.	Complete the count fractions worksheets below.	Complete the unit and non-unit fractions worksheets below.
Spelling	This week we are going to be looking at Year 3/4 spelling rules 1-5 on Spelling Frame				
	Spelling Rule 1 Adding suffixes	Spelling Rule 2 The /ɪ/ sound spelt y	Spelling Rule 3 The /ʌ/ sound spelt ou	Spelling Rule 4 More prefixes (1 of 3)	Spelling Rule 5 More prefixes (2 of 3)
Foundation Subjects	**Computing** **WALT: be able to combine text and graphic** Open Microsoft PowerPoint. Explore the different features on MS PowerPoint. Learn how to add text and graphic (pictures). Create your own presentation about the Stone Age including a variety of text and graphics.	**R.E** **What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers** **WALT: understand that prayer is a way religious believers believe they can communicate with God.** Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit. Follow the video link for Christian prayers here and here.	**Science** **WALT: be able to recognise that soils are made from rocks and organic matter** **Observation – What are soils made from?** Have a look at some different types of soil including; loamy, sandy, silty and clayey. What is in it and how do you think it was formed? Watch the video below. http://www.bbc.co.uk/learningzone/clips/what-is-soil/2215.html Look at the websites below to find out more about soil and the different types. http://www.soil-net.com/primary/ http://www.bbc.co.uk/gardening/basics/techniques/soil_testingyoursoil1.shtml	**History** **WALT: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations** **Stone Age Houses and Food** Follow the video link for houses and food here. Can you do some of your own research about houses and food in the Stone Age and record it? Can you draw and design different houses in the Stone Age based on the different periods?	**French** **WALT: be able to name different clothes in French** Follow the video link for clothes in French here. Can you find any of these items of clothing in your wardrobe or drawers? Listen to and sing along to the clothes song. Click here.

		Discuss what Christians believe praying is and why Christians like to pray. You might like to write down your ideas, do a mind map, draw and label a picture or write some sentences.	**Classifying – Which types of soil do you have?** Moisten the soils with a little bit of water and then test if they are sticky. See if you can roll them into balls. If it was sticky and could roll into a ball, then see if it can break easily. Loamy = It is not sticky but it can roll into a ball Sandy = It is not sticky and cannot roll into a ball Silty = It is sticky, it can roll into a ball and it can break easily Clayey = It is sticky, it can roll into a ball and it won't break easily Record your findings in a table.		
	PSHE **WALT: understand how to keep calm and carry on** Keep Calm and Carry on	**PSHE** **WALT: understand how everyone is different** One Big Family	**P.E** **WALT: develop dribbling skills** Dribbling Skills	**P.E with sports coach** **WALT: develop ball skills** Football Skills	**Golden Time**

Find a half

1 Here are 6 counters.

a) Share the counters into 2 equal groups.

Group 1	Group 2

b) Complete the sentences.

There are 6 counters.

The counters are shared equally between ☐ groups.

There are ☐ counters in each group.

$\frac{1}{2}$ of 6 is equal to ☐

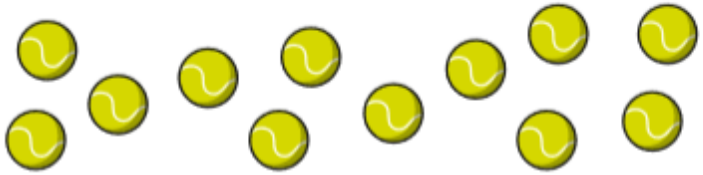
2 Use counters.

a) Can you share 10 counters into 2 equal groups? _____

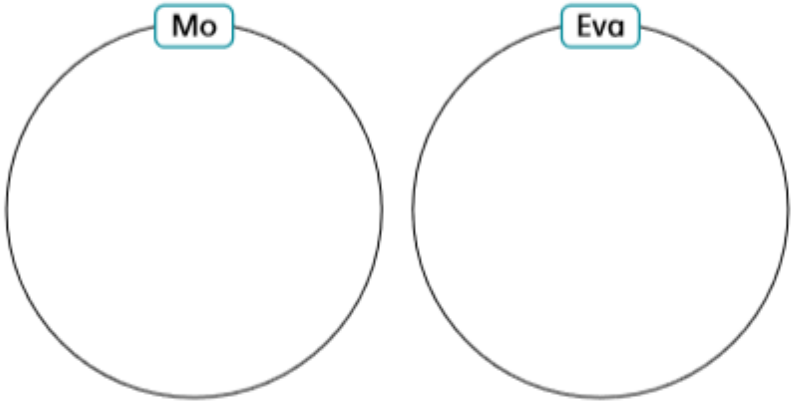
b) Can you share 11 counters into 2 equal groups? _____

Talk about it with a partner.

3 Mo and Eva have 12 tennis balls.



Share the tennis balls equally between Mo and Eva.

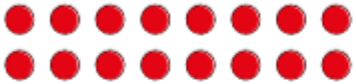


4 Find $\frac{1}{2}$ of each number.

Use the arrays to help you.

a) 

$\frac{1}{2}$ of 10 = ☐

b) 

$\frac{1}{2}$ of 16 = ☐

c) 

$\frac{1}{2}$ of 20 = ☐

5 Ron has run 20 m.

Rosie has run half that distance.

a) Draw an arrow on the running track to show where Rosie is.

a) How far has Rosie run? ☐ m

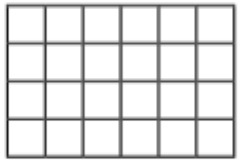
6 Here are half of Annie's sweets.

How many sweets does Annie have in total? ☐

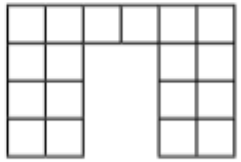
Compare answers with a partner.

7 Colour $\frac{1}{2}$ of each shape.

Use the shapes to help you complete the number sentences.

a) 

$\frac{1}{2}$ of ☐ = ☐

b) 

$\frac{1}{2}$ of ☐ = ☐

8 Complete the number sentences.

$\frac{1}{2}$ of ☐ = 10 $\frac{1}{2}$ of ☐ = 7

Find a quarter

1 Here are 8 counters.

a) Share the counters equally into 4 groups.

b) Complete the sentences.

☐ counters are shared equally

between ☐ groups.

There are ☐ counters in each group.

c) What is $\frac{1}{4}$ of 8? ☐

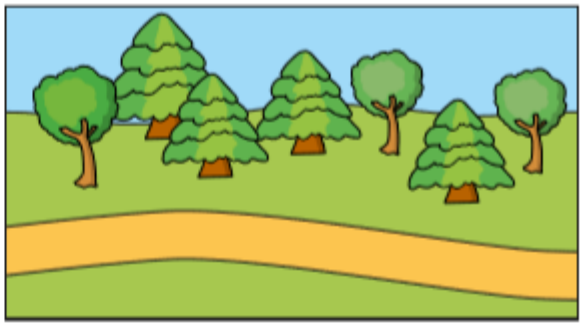
How did you work this out?

2 There are 12 pencils.

a) Share them equally between 4 pencil pots.

b) What is $\frac{1}{4}$ of 12? ☐

3 Tom and Dora are walking along a path.
By midday Dora has walked halfway.
Tom has walked a quarter of the way.

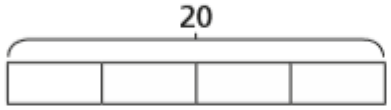


a) Draw an arrow to show where Dora is.

b) Draw an arrow to show where Tom is.

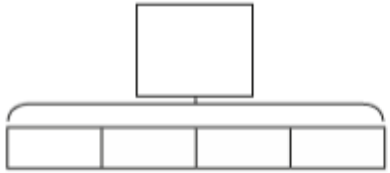
4 Use the bar models to help you work out a quarter.

a) Work out $\frac{1}{4}$ of 20



$\frac{1}{4}$ of 20 = ☐

b) Work out $\frac{1}{4}$ of 16



$\frac{1}{4}$ of 16 = ☐

5 Show that $\frac{1}{4}$ of 24 is 6

6

I can find a quarter by halving a number and halving again.

Use this method to find $\frac{1}{4}$ of 12

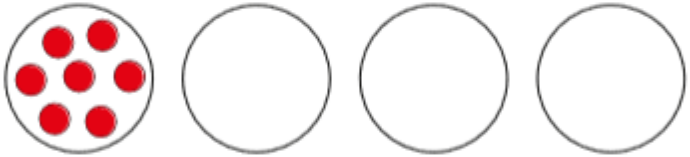
$\frac{1}{4}$ of 12 = ☐

7 Complete the table.

Number	$\frac{1}{2}$ of Number	$\frac{1}{4}$ of Number
8		
20		
24		

8 $\frac{1}{4}$ of a number is 7

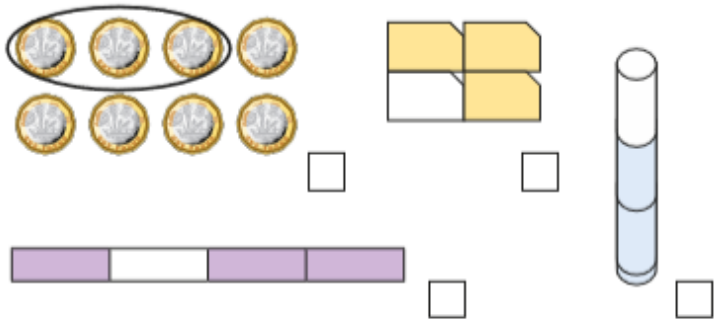
What is the number?



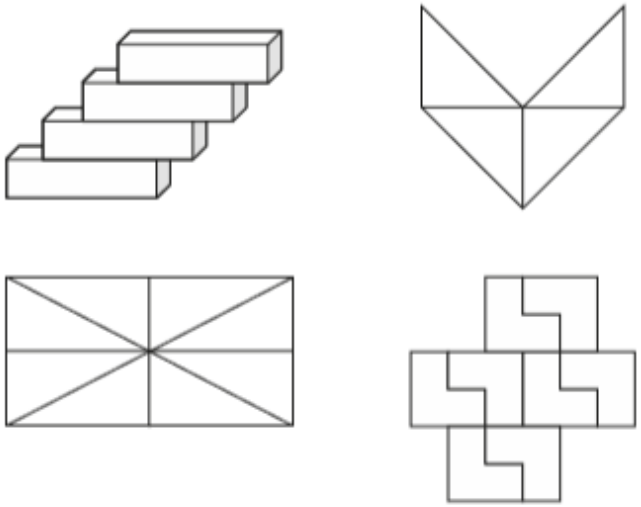
The number is ☐

Find three quarters

1 Tick the representations that show $\frac{3}{4}$



2 Colour $\frac{3}{4}$ of each shape.



3 Rosie is sharing out 16 strawberries.

She shares them into 4 equal groups.

a) What is $\frac{1}{4}$ of the strawberries?

$\frac{1}{4}$ of 16 = ☐

b) What is $\frac{2}{4}$ of the strawberries?

$\frac{2}{4}$ of 16 = ☐

c) What is $\frac{3}{4}$ of the strawberries?

$\frac{3}{4}$ of 16 = ☐

d) What is $\frac{4}{4}$ of the strawberries?

$\frac{4}{4}$ of 16 = ☐

4 Work out $\frac{3}{4}$ of £20

£ ☐

5 Year 2 are planting sunflower seeds.

Annie has 4 pots and 12 seeds.

She plants the same number of seeds in each pot.

a) Draw the seeds she puts in each pot.

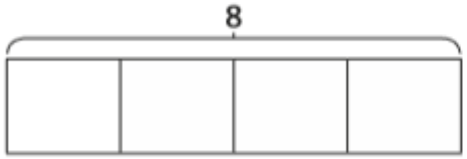
b) Complete the number sentences.

$\frac{1}{4}$ of 12 = ☐ $\frac{3}{4}$ of 12 = ☐

6 The bar model is split into 4 equal parts.

a) What is the value of each part?

Label it on the bar model.



b) Use the bar model to find $\frac{3}{4}$ of 8 ☐

7 Draw a bar model to find $\frac{3}{4}$ of 40

☐

$\frac{3}{4}$ of 40 = ☐

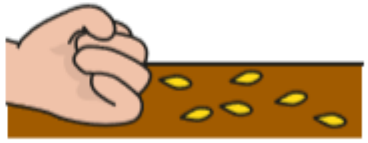
8 Write <, > or = to compare the statements.

a) $\frac{1}{4}$ of 4 ◯ $\frac{3}{4}$ of 4

b) $\frac{1}{2}$ of 20 ◯ $\frac{3}{4}$ of 20

9 Scott has some seeds.

He puts $\frac{3}{4}$ of the seeds into his hand.



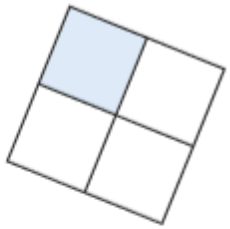
He puts the rest of the seeds on the table.

How many seeds does Scott have in his hand?

Use a bar model to help you. ☐

Count in fractions

1 Dani colours part of this shape.



a) What fraction of the shape has Dani coloured?

b) Colour another small square.

What fraction of the shape is now coloured?

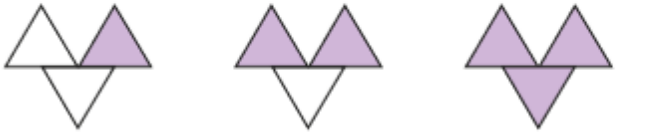
c) Colour another small square.

What fraction of the shape is now coloured?

d) Colour another small square.

What fraction of the shape is now coloured?

2 What fraction of each shape is shaded?

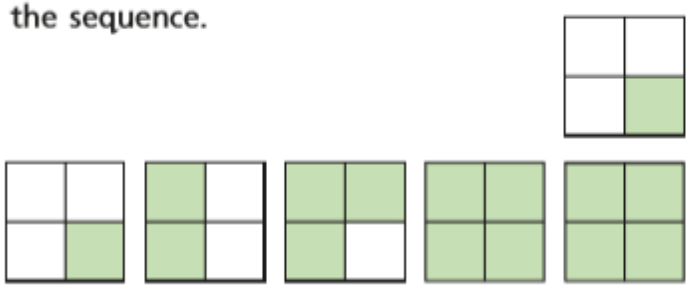


Say the fractions out loud to a partner.

3 Huan is colouring squares to make a sequence.

What fraction of each diagram is coloured?

Count the fractions out loud and continue the sequence.



$\frac{1}{4}$ $\frac{2}{4}$

4 Aisha is counting pieces of fruit.

How many strawberries are there altogether?

There are ☐ strawberries.

5 The children in the class would like a whole apple each.

How many whole apples can be made from these quarters?

☐ whole apples can be made.

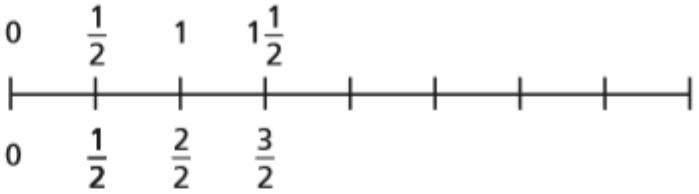
6 Write the missing fractions.

a)

5	$5\frac{1}{4}$	$5\frac{2}{4}$				

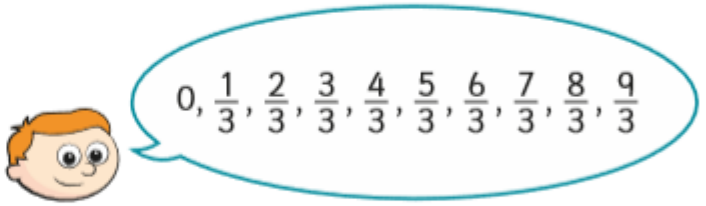
b)

7 Complete the number line.



What is the same? What is different?

8 Ron is counting to 3 in thirds.



Is Ron correct? _____

Use the number line to show how you know this.

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

2 Write fractions to complete the sentences.

a) ☐ of the tower is green.

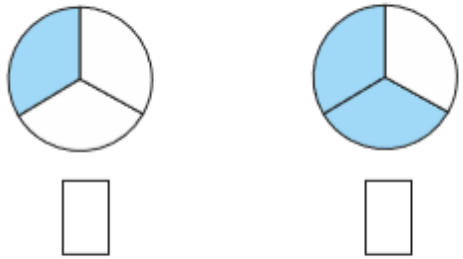
b) ☐ of the tower is yellow.

c) ☐ of the tower is blue.

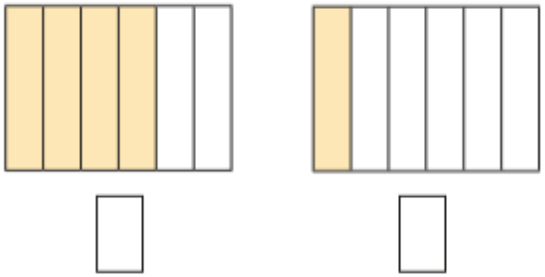
3 What fraction of each shape is shaded?

a)

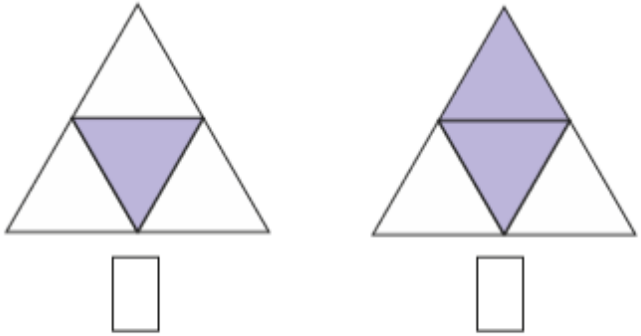
b)



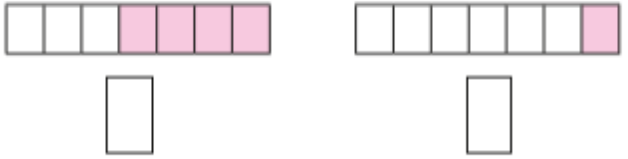
c)



d)



e)



Tick the unit fraction in each pair of shapes.

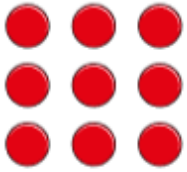
How did you know which was the unit fraction?

4 a) Colour $\frac{1}{5}$ of each shape.

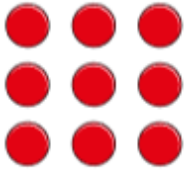
b) Colour $\frac{3}{5}$ of each shape.

What is the same and what is different about your answers?

5 a) Circle $\frac{1}{3}$ of the counters.



b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{10}$ $\frac{1}{8}$

$\frac{3}{5}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{6}{1}$ $\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is ☐

The numerator is always ☐

An example of a non-unit fraction is ☐

The numerator is always greater than ☐