



## Year 3 – Sequences of learning – English – Week 2

### Daily English Activities


Every day warm ups (try doing some of these every day to build up your English Powers!)

- 1) Read out loud a story or part of a book you are reading to anyone in your home
- 2) Ask someone to read a chapter book with/to you
- 3) Start and write a daily diary entry - what did you do today? Write a short paragraph explaining what you have done. What was your favourite part of the day? Why? Upload to Google classroom if you can.
- 4) 10 min – Spelling practise (Use your online resources or see strategies video/ resources list from your school)
  - Practice spelling the 10 Words of the Week using the look, say, cover, write method  
This week focus words are all with a “ee” sound but spelt with ‘ey’

chimney	valley
monkey	honey
donkey	kidney
trolley	money
keys	hockey

**NB – DO NOT WRITE IN YOUR CGP BOOKS. PLEASE COMPLETE ANY ACTIVITIES IN THE EXERCISE BOOK PROVIDED.**

# Week Two

	Reading 30 mins	Grammar/Writing 30 mins
<b>Monday</b>	<p><b>Activity focus: Instructional text comprehension</b></p> <ol style="list-style-type: none"><li>1. Read page 13 of the KS1 English Comprehension Target Question CGP book (Making a bird feeder)</li><li>2. Read and answer questions 1-4 in your exercise book.</li><li>3. In your book, create a list of all the things you need (nouns) to make the bird feeder. Draw them too!</li><li>4. Instructional texts do not use many adjectives. Why do you think?</li></ol> <p><u>Challenge:</u> Write a list of all the instructions you may know/seen/read before. Ask an adult if you need some ideas. E.g. How to round numbers to the nearest 10, how to plant a seed, how to brush your teeth etc</p> <p><b>OR</b> follow the lesson <a href="https://teachers.thenational.academy/lessons/to-listen-and-respond-to-a-set-of-instructions-crr64r">https://teachers.thenational.academy/lessons/to-listen-and-respond-to-a-set-of-instructions-crr64r</a> and complete the activities.</p> <p><b>Suggested videos:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zgqxwnb/articles/zfrcmfr">https://www.bbc.co.uk/bitesize/topics/zgqxwnb/articles/zfrcmfr</a></p>	<p><b>Activity focus: Prepositions</b></p> <ol style="list-style-type: none"><li>1. Read page 9 of the Key Stage Two English Study Book (dark blue cover).</li><li>2. Complete the quick activity at the bottom of page 9.</li><li>3. Write the definition of a preposition and give some examples. Draw and label them.</li><li>4. Write a list of all the prepositions you can spot in the text- Making a bird feeder.</li></ol> <p><u>Challenge:</u> Look at the picture and write 5 prepositional phrases about it. Underline the preposition in your sentence.</p> <p>Eg: The guitar is <u>on</u> the floor</p> 

**Suggested videos:**

<https://www.bbc.co.uk/bitesize/articles/zh8nscw>

**Tuesday**

**Activity focus: Fiction comprehension**

1. Read page 14 of the KS1 English Comprehension Target Question CGP book (The Tear Thief)
2. Read and answer questions 1-4 in your exercise book.
3. Predict what will happen next in the story. Write the next paragraph of the story using your prediction.

Use the clues to complete the words. The letters in the green boxes reveal something found in a classroom.

l    a  y = a place to read books

i  t    = study of the past


n  w   = the opposite of 'question'

m  m   r = the opposite of forget

k   w l    e = things that you know

Hidden word:

Puzzle Complete?



Challenge:  
Complete the words using the clues. Can you find the hidden word?

**Activity focus: Determiners**

1. Read page 4 of the Key Stage Two English Study Book (dark blue cover).
2. Complete the quick activity at the bottom of page 4.
3. Write the definition of determiners in your exercise book.
4. Using the text – The Tear Thief, write down and underline the determiners with the nouns.  
E.g. a handkerchief, her back

Challenge:

	<p><b>Suggested videos:</b>  <a href="https://study.com/academy/lesson/making-predictions-while-reading-lesson-for-kids.html">https://study.com/academy/lesson/making-predictions-while-reading-lesson-for-kids.html</a></p>	<p>Choose the correct determiner to complete the sentences below using <b>a</b>, <b>an</b> or <b>the</b>.</p> <p>1) I watched a / an / the film you told me about last night.</p> <p>2) Can you pass me a / an / the salt please.</p> <p>3) I would like a / an / the anteater for Christmas please.</p> <p>4) I would like a / an / the drink right now.</p> <p>5) I want to eat a / an / the ice-cream.</p> <p>6) Do you want a / an / the apple for lunch time.</p> <p>7) Can you close a / an / the door on your way out.</p> <p>8) It's time for a / an / the piece of cake.</p> <p><b>Suggested videos:</b>  <a href="https://www.youtube.com/watch?v=wdv59REiNZQ">https://www.youtube.com/watch?v=wdv59REiNZQ</a></p>
<p><b>Wednesday</b></p>	<p><b>Activity focus: Fiction comprehension</b></p> <ol style="list-style-type: none"> <li>1. Read page 9 of the KS1 English Comprehension Target Question CGP book (The Enchanted Wood)</li> <li>2. Read and answer questions 1-3 in your exercise book.</li> <li>3. Create three comprehension questions about The Enchanted Wood for a member of your family to answer.</li> <li>4. Create a glossary of all the words you know the meaning of - an example can be found on pages 88-89 in the Key Stage Two English Study Book</li> </ol>	<p><b>Activity focus: Basic punctuation (capital letters, full stops, question marks and exclamation marks)</b></p> <ol style="list-style-type: none"> <li>1. Read pages 10 and 11 of the Key Stage Two English Study Book (dark blue cover).</li> <li>2. Complete the quick activity at the bottom of page 11.</li> <li>3. Define each type of sentence; question, exclamation, statement, command.</li> </ol>

(dark blue cover).  
E.g. Wood- an area of land covered in trees

Challenge: (watch first half- 15 minutes)

If you have some spare time, watch and listen to the YouTube story 'Famous five have a puzzling time' by Enid Blyton.

**Suggested videos:**

<https://www.youtube.com/watch?v=DzTN-2VqWZ4>

Remember to include the correct punctuation.

4. For each picture below, write a statement, an exclamation and a question.



**Thursday**

**Activity focus: Non-fiction comprehension**

1. Read page 10 of the KS1 English Comprehension Target Question CGP book (Amy Johnson)
2. Read and answer questions 1-3 in your exercise book.
3. Write down three interesting facts you have learnt about Amy Johnson.
4. If you could ask Amy three things what would you ask? Write the sentences in your book using the correct punctuation.

Challenge: (watch second half – 15 minutes)

If you have some spare time, watch and listen to the YouTube story 'Famous five have a puzzling time' by Enid Blyton.

**Activity focus: Apostrophes (possession)**

1. Read page 12 of the Key Stage Two English Study Book (dark blue cover).
2. In your book, explain when we use apostrophes for possession.
3. The two characters below are wanted by police. Can you help describe them?  
You must use at least three possessives for each character.  
E.g. The girl's hair is long and wavy  
Then man's hat is large and brown

**Suggested videos:**

<https://www.youtube.com/watch?v=DzTN-2VgWZ4>

Top tip: Colour the picture in to help you add detail



to your description.

**Suggested videos:**

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs>

**Friday**

**Activity focus: Non-fiction comprehension**

1. Read page 11 of the KS1 English Comprehension Target Question CGP book (Tim's Diary)
2. Read and answer questions 1-3 in your exercise book.

**Activity focus: Apostrophes (contractions)**

1. Read page 13 of the Key Stage Two English Study Book (dark blue cover).
2. Complete the quick activity at the bottom of page

3. Write a list of all of Tim's possessions.  
E.g. Tim's garden, Tim's Dad

Challenge:

Imagine you are Tim. Write a diary entry of your day out in the sun. What did you do? What did you see? feel? hear?

**OR** follow the lessons on <https://classroom.thenational.academy/lessons/to-identify-features-of-a-recount-6cu68e?activity=video&step=1> and complete the activity.

13.

3. Explain and give examples of the two types of apostrophes (possession and contraction).

Challenge:

Re-write the sentences in your book with the contracted form. Use the word bank to help you.

1. I am having school dinners today.
2. I do not want to play that game.
3. I will help you.
4. She did not leave me any!
5. There is not any butter left.
6. We cannot find it anywhere!
7. You should not go in there!
8. I was not able to go to her party.
9. You are too late.
10. I could not wake up this morning!

<b>can't</b>	<b>won't</b>
<b>don't</b>	<b>they've</b>
<b>I'm</b>	<b>didn't</b>
<b>shouldn't</b>	<b>isn't</b>
<b>couldn't</b>	
<b>wasn't</b>	<b>I'll</b>
<b>you're</b>	<b>haven't</b>
<b>you've</b>	
<b>wouldn't</b>	
<b>should've</b>	

**Suggested videos:**

[https://www.youtube.com/watch?time\\_continue=4&v=LVT9mXXn6\\_Q&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=LVT9mXXn6_Q&feature=emb_logo)  
<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt>

## Year 3 – Sequences of Learning – Maths – Week 1

### Daily Maths Activities

Every day warm ups (try doing these every day to build up your Maths powers!)

- 1) 10 min – times table practise (Use your TT Rockstars log in, see strategies video/ resources list from your school )
  - Year 3 should already be secure with 2,5 and 10x tables (if not practise these before moving on)
  - Start with 3, 4 and 8 (Take each one in turn – learn each one fully before moving onto the next)
  - Move into 11, 6, 7, 9 & 12 if secure with all above
- 2) Regular time checks:
  - What time is it? Use your home learning timetable to check if you are on track.
  - Read and write the time you start and finish your tasks – how long did it take you to complete the activities?
  - Aim to focus for at least 30 min on your maths tasks
- 3) Counting out loud forwards and backwards in different steps from 0 to 50/100/1000
  - e.g. count forwards in steps of 2 from 0 – 50 and then back to 0
  - count forwards in steps of 5 from 0 to 100 and then back to 0
  - count forwards in steps of 10 from 0 to 500 and then back to 0
  - If you get fast and accurate with 2,5 and 10 – try steps of 3, 4, 6 and 8
  - Try different starting points e.g. steps of 2 starting at 24 up to 68
- 4) Keep practising writing out numbers (in both numbers and numerals) – Look around the house – what numbers can you see?

**NB – DO NOT WRITE IN YOUR CGP BOOKS. PLEASE COMPLETE ANY ACTIVITIES IN THE EXERCISE BOOK PROVIDE**



## Week Two

Suggested Activities		Resources to support learning:
Day 1	<p><b>Activity focus: Can you identify numbers that are 10 or 100 more or less than another one?</b></p> <ol style="list-style-type: none"> <li>How many tens in the following numbers? Write the answer in your books               <ol style="list-style-type: none"> <li>50, 78, 76</li> <li>320, 182, 989</li> <li>How many hundreds in the 3 numbers in b.?</li> </ol> </li> <li>Did you know you can use the place value chart to help you find out 10 or 100 more/less of any number? To find out ten more, you add one digit to the ten column. To find ten less, you subtract one digit in the ten column. For example: to make ten more than 35 you would replace the 3 in the place value chart with a 4 because it is one ten more. Answer = 45</li> <li>Read through p 5 of the CGP Maths Study Book.</li> <li>Answer questions 6 and 7 on p 10 of the Study Book.</li> <li>Use your number cards: Pick 3 cards at random to create a number. Write that number in your book. Then calculate 10 more and 10 less than that number. Also calculate 100 more and 100 less than that number. (you can use dice if you have them or use the online dice roller too!)</li> </ol>	<p><b>Additional online support:</b> If you Google <i>Online Dice Roller</i> you can pick the dice apps and use them to create numbers in the game instead of the cards. Or use <a href="https://www.random.org/dice/">https://www.random.org/dice/</a></p> <p><b>Resources you will need:</b> CGP Book: Key Stage Two Maths – Year 3 Pencil Ruler Class exercise book Place Value Chart (O,T,H, Th) Number cards zero – 9</p>
Day 2	<p><b>Activity focus: Can you order numbers?</b></p> <ol style="list-style-type: none"> <li>Write the number that is 10 more than: 5, 87, 10, 146, 194</li> <li>Write the number that is 10 less than: 76, 24, 69, 384, 102</li> <li>Read through page 6 of the CGP Maths Study book               <ul style="list-style-type: none"> <li>What does ascending order mean? <b>Answer = Lowest numbers first then up to the highest</b></li> <li>What does descending order mean? <b>Answer = Highest numbers first then down to the lowest</b></li> </ul> </li> </ol>	<p><b>Additional online support:</b> BBC bitesize: How to order numbers <a href="https://www.bbc.co.uk/bitesize/articles/z793p4j">https://www.bbc.co.uk/bitesize/articles/z793p4j</a> Take the quiz to see how well you can remember.</p> <p>Oak Academy Maths Place Value lesson : Ordering and comparing 3 digit numbers</p>

H	T	O
	3	5
	4	

4. Answer questions 8 and 12 on page 10/11 of the CGP Maths Study Book.

5. Look carefully at the table and answer the questions.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
burgers	123	267	458	321	953	206	811
candyfloss	884	414	902	421	111	900	411
hot dogs	847	623	525	455	324	706	651
fish and chips	344	723	151	636	963	556	226

- 1) Order the burger sales by day from most sales to least sales.
- 2) On which day of the week were the most hot dogs sold?
- 3) On which day of the week was the least amount of fish and chips sold?

6. Circle and explain the mistake in each sequence:

- a. 50, 100, 105, 200, 250, 300
- b. 990, 950, 900, 850, 800

<https://classroom.thenational.academy/lessons/ordering-and-comparing-3-digit-numbers-68w68d>

**Resources you will need:**

CGP Book: Key Stage Two Maths – Year 3 – Targeted Study Book

Pencil

Ruler

Class exercise book

White board pen

Day 3 **Activity focus: Can you compare numbers?**

1. Write the number that is 100 more than 74, 27, 94, 208, 1
2. Write the number that is 100 less than 932, 657, 297, 100, 946
3. Read again the bottom half of page 6 of your CGP Maths Study Book. Draw the symbols for greater than and less than in your book with a caption underneath.
4. Answer question 13 on page 11. Underneath each question draw a place value chart and explain how you know your answer is correct. e.g. I know that 44 is greater than 8 because there is a value of 40 in the tens column. 8 is less than 44 because it has no value in the tens column.
5. Calculate the difference between each set of numbers in question 13 e.g.  $15 > 8$  – the difference between these numbers is 7.  $15 - 8 = 7$

H	T	O
	4	4
		8

**Additional online support:**

Oak Academy Maths Place Value lesson : Ordering and comparing 3 digit numbers  
<https://classroom.thenational.academy/lessons/ordering-and-comparing-3-digit-numbers-68w68d>

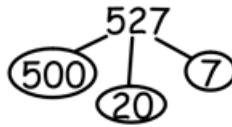
Comparing Numbers catch up lesson  
<https://www.bbc.co.uk/bitesize/articles/z793p4j>

**Resources you will need:**

CGP Book: Key Stage Two Maths – Year 3 –

	<ol style="list-style-type: none"> <li>6. Complete the ordering numbers worksheet at <a href="https://www.bbc.co.uk/bitesize/articles/z793p4j">https://www.bbc.co.uk/bitesize/articles/z793p4j</a> if you want to. There is a link to Twinkl if you scroll to the bottom of the page.</li> <li>7. Line up your family in ascending order of height, then change then around lined up in descending order of age. Are the lines different? Take a photo if you can and upload onto Google classrooms.</li> </ol>	<p>Targeted Study Book Pencil Class exercise book Place Value Chart (O,T,H, Th) – printed White board pen</p>
Day 4	<p><b>Activity focus: Can partition numbers in different ways?</b></p> <ol style="list-style-type: none"> <li>1. What is the missing number in this sequence? 3, 30, ____, 3,000, 30,000</li> <li>2. Look at the glossary p58 of your CGP book, what is the definition of partitioning? Write the definition and an example in your book. Why is it important to know place values of digits when partitioning?</li> <li>3. Read through page 7.</li> <li>4. Copy out and answer the questions below in your books.</li> </ol>	<p><b>Online support:</b> <b>Oak Academy Maths Partitioning numbers in different ways lesson:</b> <a href="https://classroom.thenational.academy/lessons/partitioning-numbers-in-different-ways-cgw34d">https://classroom.thenational.academy/lessons/partitioning-numbers-in-different-ways-cgw34d</a></p> <p>What is partitioning? Explanation for parents at: <a href="https://www.theschoolrun.com/what-partitioning">https://www.theschoolrun.com/what-partitioning</a></p> <p><b>Resources you will need:</b> CGP Book: Key Stage Two Maths – Year 3 – Targeted Study Book Pencil Class exercise book</p>

Activity 1: Partition the numbers.



- a. 527
- b. 682
- c. 453
- d. 891
- e. 706
- f. 920

Activity 2: Calculate the number represented by each set.

- 1. 1. Three large blue parallelograms and two small blue vertical bars followed by three dots.
- 2. 2. Two large blue parallelograms, three small blue vertical bars, and seven small blue dots followed by three dots.
- 3. 3. Two large blue parallelograms, four small blue vertical bars, and two small blue dots followed by two dots.
- 4. 4. Four large blue parallelograms, three small blue vertical bars, and five small blue dots followed by three dots.
- 5. 5. One large blue parallelogram, one small blue vertical bar, and one small blue dot.

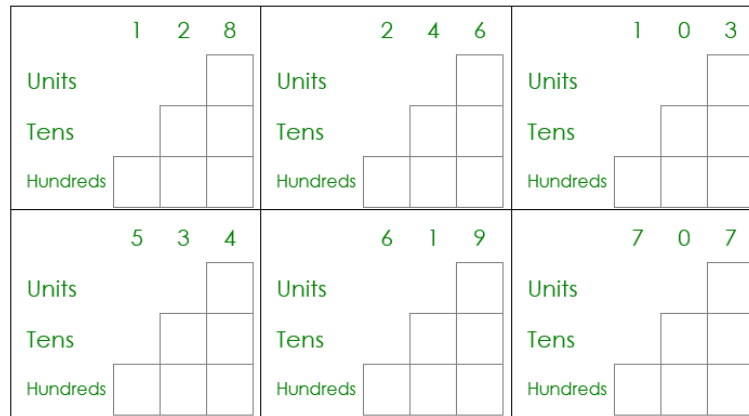
Activity 3: Find the missing numbers

- a.  $529 = 500 + 20 + \underline{\hspace{2cm}}$
- b.  $400 + \underline{\hspace{2cm}} + 2 = 452$
- c.  $\underline{\hspace{2cm}} = 800 + 70 + 1$
- d.  $7 + 40 + 300 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
- e.  $1,726 = \underline{\hspace{2cm}} + 700 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

- Answer question 9 on p 11 of the CGP Maths Study book BUT partition using the 3 different representations above (bubbles, dienes and number calculations)
- Answer question 15 on p 11.

Day 5 **Activity focus: Can you use partitioning to add?**

- Practice numbers bonds to 20 writing out all the combinations of bonds that you can think of. e.g  $1 + 19 = 20$ ,  $2 + 18 = 20$ ,  $20 - 19 = 1$  etc.
- Play one of the number bond games listed in online support
- Partition the number at the top into the grids below it.



- Read the bottom half of p 7 again. Complete the following calculations using the technique they explain there. See if you can do it in your head too by partitioning!
  - $24 + 51 =$
  - $73 + 16 =$
  - $48 + 11 =$
  - $37 + 42 =$
  - $162 + 23 =$
- Partition these numbers showing the addition calculations: (I have done the first one for

Online Support:

[https://www.mathplayground.com/number\\_bonds\\_30.html](https://www.mathplayground.com/number_bonds_30.html)

<https://www.topmarks.co.uk/maths-games/hit-the-button>

**Oak Academy Maths Partitioning numbers in different ways lesson:**

<https://classroom.thenational.academy/lessons/partitioning-numbers-in-different-ways-cgw34d>

**Resources you will need:**

CGP Book: Key Stage Two Maths – Year 3 – Targeted Study Book  
Pencil  
Ruler  
Class exercise book

you)

a.  $634 = 600 + 30 + 4$

b.  $529 =$

c.  $397 =$

d.  $400 + 20 + 1 =$

e.  $500 + \underline{\quad} + 3 = 543$