Home Learning – Cuddington and Dinton C of E Primary School

Year 3 – Daily Lesson Plans

Day 1

Lesson 1
Phonics, Spelling or Guided Reading

Grammar challenge:

A noun is an object or thing. An adjective is a describing word. A verb is an action, and an adverb describes the verb.
Identify the following in the section of writing:

- noun
- adjective
- verb
- adverb

Dad's home science experiment had gone horribly wrong! He had zapped the kids in the garden with his new ELECTROZORBTASTICLASERJETBRAIN-GUN, which was supposed to make his three children the smartest children in the entire world. Instead, the zap had back-fired, making Dad even more brainy, but the children…Extremely tiny! Stood in the middle of the garden path, they suddenly found themselves running as fast as they could away from a rolling pebble (which was actually tiny, but now seemed as big as a house).

Lesson 2
Maths

Section 1
Sophie made 6 sandcastles. Jenny made double that amount. How many sandcastles did Jenny make?

Section 2
If the letter **A** is 10 can you work out what the letter **B** is?

5 + A = B

B =

Section 3
Draw arrows on the number line where these numbers should be:

6 13 38

0 5 10 15 20 25 30 35 40

Section 4
Sophie scores 16 points on a computer game. Layla only scores 9. How many more points did Sophie score than Layla?

Section 5
How many ways can you make 28p with coins?

Section 6
16 birds are sitting on a roof. 10 more join them. Then 6 fly away. How many are on the roof now?

Section 7
Owen will go to bed in 1 hour. What time will this be?

Section 8
Put the correct sign in:

×	+	=
5		5 = 10
2		4 = 8
10 × 7		70

Lesson 3
English

Tiny Dragon

One morning you find this tiny dragon in your garden. Write a short story about what happens next.
Do you adopt it as your pet?
Why do you think it is so small?
Does it turn out to have magic powers?
Do you keep it hidden from your family?
Do you carry it around in your pocket?

Don't forget CL, FS, exciting language, conjunction and similes.

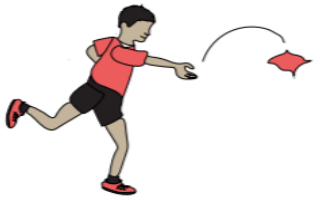
Lesson 4
PE

Battleships
PE Home Learning

Time to Learn:

- Play with a partner. Each player places three targets known as battleships in front of them.
- Players take turns to throw an object towards their opponent's battleships.
- Each time a battleship is hit, it is removed.
- Players are not allowed to stop the object from hitting a battleship.
- The winner is the first player to hit all of their partner's battleships.

Can you play fairly and keep the score?



Play on your own! How many attempts does it take you to hit all three targets?

Play for three minutes! The player with the most battleships at the end of the game is the winner.

Have a competition! Create a league table and play against different family members.

Top Tips

Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.

Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?

Complete P.E. | YOUTH SPORT TRUST

Day 2

Lesson 1 Phonics, Spelling or Guided Reading	Read the passage below and answer the questions:

The Frog Prince

Many years ago, there lived a prince who was unkind. One day, a travelling witch cast a curse on him. He was transformed into a frog with a swish of her wand. She told him that he would only be turned back when he was thanked for a good deed.

The prince had a loyal servant named Henry. He was so upset at his master's curse that the witch was worried his heart would break. With another flick of her wand, she encased his heart in bands of iron.

INFERENCE FOCUS

1. Why do you think the witch cast a curse on the prince?
2. Why would a good deed turn him back?
3. Why was Henry so upset at the curse?
4. Why was his life as a frog lonely?
5. Why did the princess throw the frog away?

For many years, the prince lived a lonely life as a frog with only Henry to keep him company. They spent their days around a large pond at the foot of a castle. Inside the castle lived a princess who was spoilt and as just as rude as the prince had been.

One sunny morning, the princess was playing with a ball of solid gold. It had been a gift from a suitor, but she had taken it and turned him away. On this day, she was throwing it high into the air and trying to catch it. Unfortunately, she missed the ball, and it rolled down the bank and into the muddy pond.

Seeing a chance to be helpful, Henry told the princess that his friend could help her. When the Frog Prince hopped into sight, she screamed and threw him against a tree.

"My lady," Henry shouted, "that frog is no ordinary frog. He was once the prince of

Without hesitating, the prince jumped into the pond and swam to the bottom. He picked the ball of gold up in his mouth and swam back to shore. When the princess saw what he had done, she was so happy she bent down and gave him a kiss on the head. "Thank you," she said.

Henry and the prince jumped as glittery stars circled their heads. When it had disappeared, the frog was once again a prince and Henry's heart was from freed from its iron cage. Hand in hand, the princess and the Frog Prince walked back to the castle where they were married.

	Which word means that his heart was covered in metal? What was her ball made from? What appeared above their heads when the prince turned back? Can you identify what happened first in the story: the princess kissing the frog or the frog fetching the ball? Why did the author say the wand "swished"?
Lesson 2 English	It is important that we understand the difference between the words, there, their and they're. 'There' describes the location of something, 'their' is used when something belongs to more than one person (their dog) and 'they're' is the contracted version of 'they are.' Write out each sentence inserting the correction homophone. The first three are done for you. 1. "Look at the beautiful rainbow over there!" gasped Lydia. 2. The one with the white fence is their house. 3. Do you think they're hiding? 4. Put the book over _____ on the shelf. 5. _____ bus was running late. 6. The cold wind made _____ teeth chatter. 7. Could they be in _____? 8. Blue Smarties are the best, _____ my favourites. 9. Ava and Lucas put _____ hands up at the same time. 10. Are you sure _____ not real? 11. The new teacher got _____ books in a muddle. 12. I went _____ last summer too! 13. Is _____ a doctor anywhere near?

Lesson 3
Maths

Section 1

Liz and Ben share some seashells equally. They each have 7. How many shells are there altogether?

Section 2

□ + 17 = 25

20 - □ = 8

□ + 10 = 15

Section 3

$\frac{1}{2}$ of 18 is □

$\frac{1}{4}$ of 20 is □

$\frac{1}{2}$ of 12 is □

Section 4

How many 10ps would you need to make £2?

Section 5

Which times table are these numbers from?

30 40 10 60 80 20

Section 6

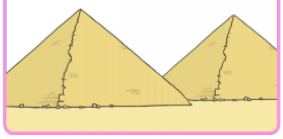
Eggs are packed in boxes of 6. I have 2 boxes. How many eggs altogether?

Section 7

Addition Pyramid

Add the bottom numbers to find the top number

17	2



Section 8

There are 4 weeks in a month. How many weeks in 3 months? Show your working out.

Lesson 4
Outdoor learning

Lockdown Indoor/Outdoor Remote Educational Activities

Ice Eggs

Location— Indoors or Outdoors	KS1 or KS2 — Science

Activity

Fill some small balloons with water and freeze them over-night. Try and make them the same size.

Cut off the balloon outer and find some natural materials in the garden to insulate them and slow down melting.

Or, wrap them in different materials from your home that will slow the melting process.

Health and Safety Considerations

- Leave them somewhere that they can melt without causing any damage.
- You may need an adult to help fill and freeze the balloons.
- Use gloves if handling the eggs for a long time.

Extensions

Make up a story around where the ice eggs came from. Maybe a dragon from the North Pole!

Try some food dye in the eggs next time!

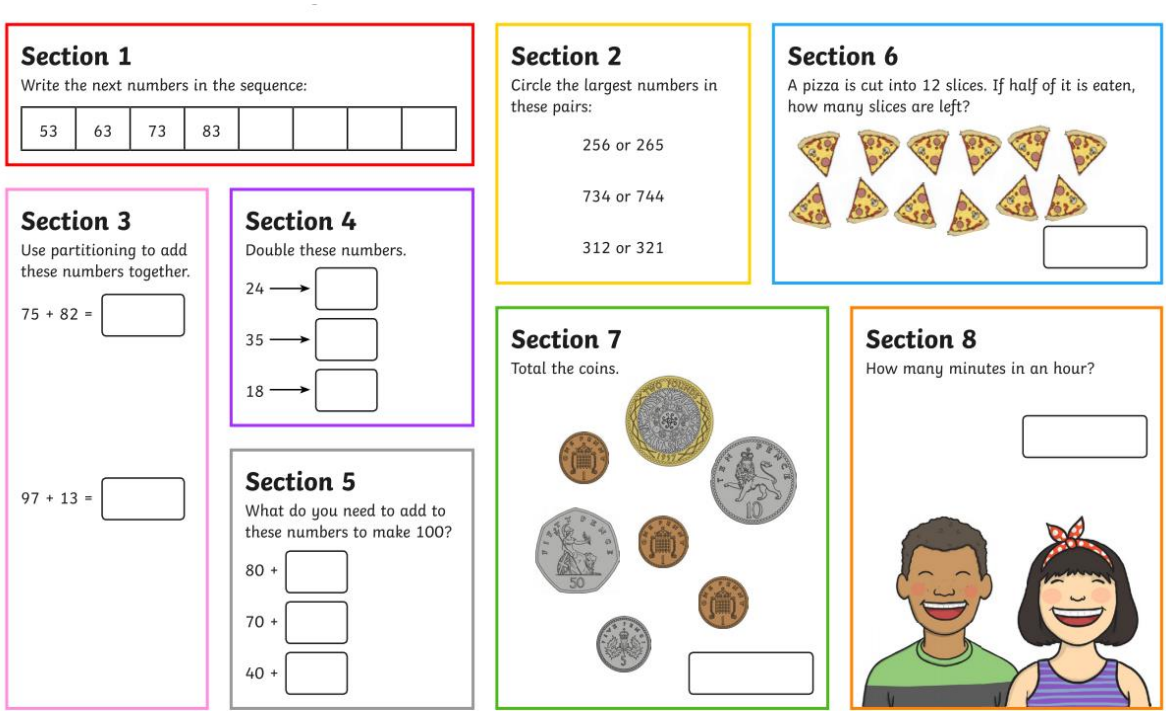
Make a graph to show your results.

Review

List the materials that were the best insulators.

Who had the longest/shortest melt-time in your home/class?

Day 3

Lesson 1 Phonics, Spelling or Guided Reading	Please use this session to practise your spellings. You must use each spelling in a sentence.
Lesson 2 Maths	 **Section 1** Write the next numbers in the sequence: 53 63 73 83 ☐ ☐ ☐ ☐ **Section 2** Circle the largest numbers in these pairs: 256 or 265 734 or 744 312 or 321 **Section 6** A pizza is cut into 12 slices. If half of it is eaten, how many slices are left? **Section 3** Use partitioning to add these numbers together. 75 + 82 = ☐ 97 + 13 = ☐ **Section 4** Double these numbers. 24 → ☐ 35 → ☐ 18 → ☐ **Section 5** What do you need to add to these numbers to make 100? 80 + ☐ 70 + ☐ 40 + ☐ **Section 7** Total the coins. **Section 8** How many minutes in an hour?
Lesson 3 English	 Story starter Wisteria Carrow had always been unusual. People tended to stay well away from her, suspicious of her unusual appearance: wavy, grey hair and a mysteriously pale complexion. Wisteria Carrow also enjoyed her own company, living far away from civilisation and the hustle and bustle of towns and cities. She lived not far away from the shoreline on the edge of Darkmist forest. She had always painted, but she was not like any other painter in the world. The paintings done by Wisteria Carrow were different, because they came alive.

	The sound of the water gently lapping against the shore accompanied the release of her latest creation. Wisteria Carrow poured the miniature ships into the ocean, watching as the breeze rippled their unfurled sails. It was all part of her plan and Wisteria Carrow was a witch… <u>Question time</u> • If you could paint a picture that could come alive, what would you paint? • Is there anybody on board the ships? • Who is controlling them? • What is the witch's plan? • How do you think Wisteria Carrow became a witch? • What other magic might she be capable of performing? • Where does she live? What might it be like inside her house? Does she live alone? Task 1: Warm up time! You must make the boring sentence below even more exciting - T*he sky was cloudy. The ships went across the water.* Task 2: Using the picture as inspiration can you write descriptive sentences. Remember that exciting language!
Lesson 4 Art	 Look at this picture again, if you could paint a picture that could come alive, what would you paint? Task: Using any art media that you have available you must create a picture that you would want to come alive.

Day 4

Lesson 1 Phonics, Spelling or Guided Reading	

Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies it can get covered over and, over millions of years, become a fossil.

Dinosaurs

- Fossils are really important to know what happened a long time ago.
- Without fossils we would not even know that dinosaurs existed!
- People who study fossils are called palaeontologists.
- Palaeontologists started studying fossils 200 years ago, so we've only known about dinosaurs for 200 years!

Did You Know...?

- 'Sue' is the nickname given to the most complete and best preserved Tyrannosaurus rex specimen ever found
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When a plant or animal dies, their body can sink into mud or be buried by sand. This usually happens at the bottom of the sea. When this happens it doesn't disappear. When it is underground, water and minerals leak into the bones and where bits of body used to be. This makes a hard shape. Next, the fossil gets squashed under more layers of sand, mud and other bits that make sedimentary rock. Finally, over many,many millions of years a fossil is created for someone to dig up one day.

1. How long have we known about dinosaurs? Tick **one**.

   - ○ 200 million years
   - ○ 200 thousand years
   - ○ 200 years
   - ○ 200 days

2. What is the name of a person who studies fossils?

   _____

3. What is the nickname of the best preserved Tyrannosaurus rex skeleton? Tick **one**.

   - ○ Sam
   - ○ Sue
   - ○ Sylvia
   - ○ Sandra

4. Fossils got their name from the old word **fossilis** which is an old word meaning... Tick **one**.

   - ○ fossils
   - ○ dug up
   - ○ buried
   - ○ old

5. Tick the boxes to say whether the sentences are true or false.

	True	False
Some people used to think ammonites were snakes turned into stone.		
Whitby is a town in South Yorkshire.		
Fossils can't be made under the sea.		
Fossils take millions of years to make.		

6. Why weren't fossilised animals or plants eaten by other animals?

   _____

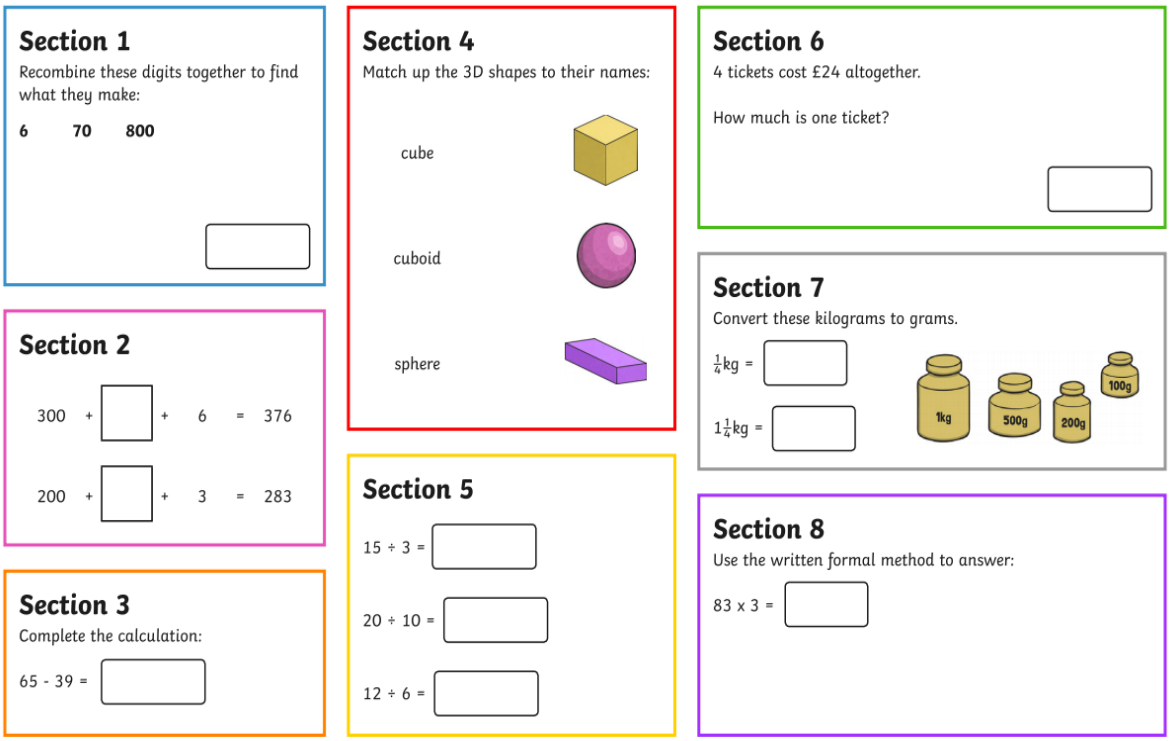
7. The author used an exclamation mark at the end of the **Did You Know...?** section to make it sound surprising. Why is that sentence surprising?

   _____

   _____

Lesson 2
English

Yesterday we looked at this picture and wrote exciting descriptive sentences. Today's challenge is to continue the story.

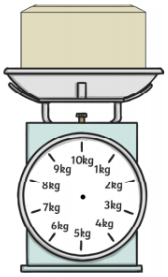
	Wisteria Carrow had always been unusual. People tended to stay well away from her, suspicious of her unusual appearance: wavy, grey hair and a mysteriously pale complexion. Wisteria Carrow also enjoyed her own company, living far away from civilisation and the hustle and bustle of towns and cities. She lived not far away from the shoreline on the edge of Darkmist forest. She had always painted, but she was not like any other painter in the world. The paintings done by Wisteria Carrow were different, because they came alive. The sound of the water gently lapping against the shore accompanied the release of her latest creation. Wisteria Carrow poured the miniature ships into the ocean, watching as the breeze rippled their unfurled sails. It was all part of her plan and Wisteria Carrow was a witch…
Lesson 3 Maths	
Lesson 4 Computing	We are going to use an online program to practise typing with two hands. The more we practise, the easier typing will become for us. **BBC Dance Mat Typing:** https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr You may find it tricky but keep trying and, with practise, it will become easier for you. This is a skill that you will be able to use throughout your life.

Day 5

Lesson 1 Phonics, Spelling or Guided Reading	Dear adventurer, I am writing this letter to ask for your assistance. Over the last few weeks, we have been receiving reports of strange activity coming from the forest just south of here. Perhaps the most worrying thing is the large footprints that have started appearing at the forest edge. It seems as though whatever is creating them is getting bored of staying hidden and could soon become a threat. Tomorrow, we will be sending a search team into the forest to investigate. I expect that you will be joining us. You will, of course, be paid a handsome sum for your bravery. Yours expectantly, King Dom 1. In which direction is the forest? _____ 2. Find and copy one word which means the same as **help**. _____ 3. How do you think King Dom would react if the adventurer refused to join in with the investigation? _____ _____ _____ 4. What do you think will happen tomorrow? _____ _____
Lesson 2 Maths	

Section 1

Draw an arrow pointing to 5kg 250g.



Section 2

Complete this calculation:

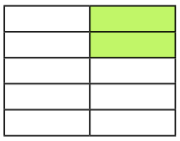
$$\begin{array}{r} 8\ 9 \\ \times\ \ 2 \\ \hline \\ \hline \end{array}$$

Section 3

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

Section 4

What fraction is coloured in?



Section 5

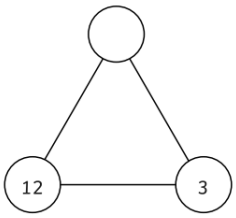
Measure this with your ruler. How long is it in mm?

Section 6

140 + 20 + 20 =

Section 7

Multiply the two bottom numbers to find the missing number.



Section 8

Start at 126.

Count on 30.

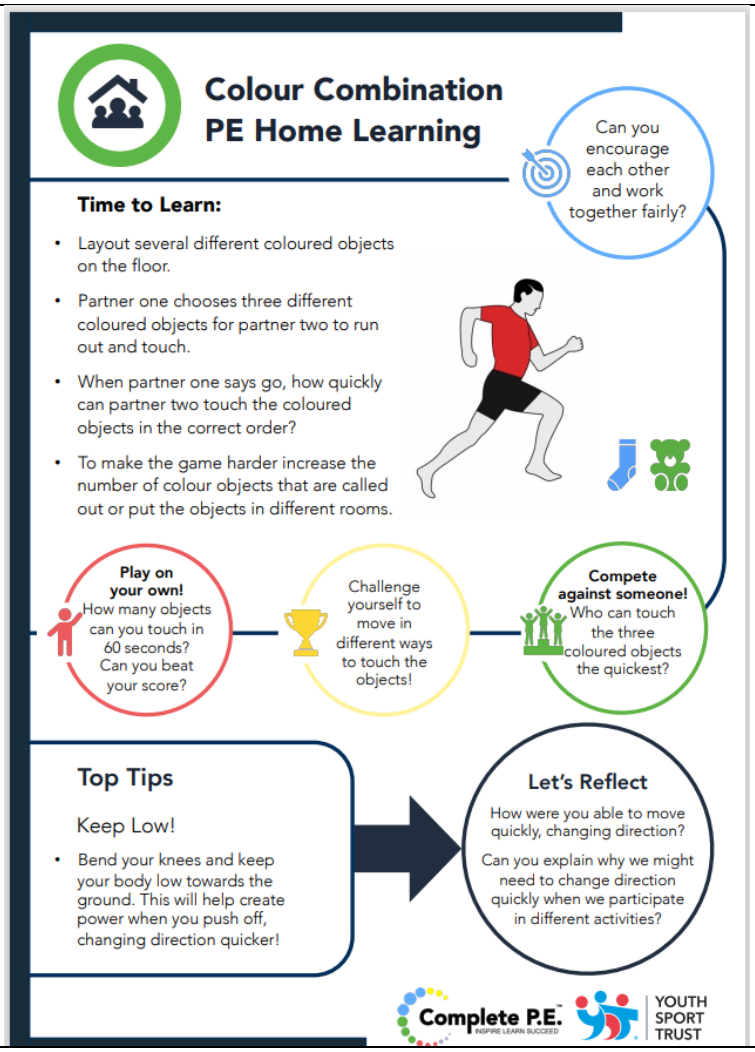
What is your answer?

Lesson 3
English

Fire and Ice

Would you rather control fire or ice? Discuss this with a family member.

Task:
To write sentences explaining why you would rather control fire or ice. Make sure you are explaining your reasons.
Some helpful vocab below.

I would rather
because
I think that
reason
why
since
for the reason that
as long as
considering
due to
in order to
as a result

	I believe **heat** **wet** **powerful** **flames** **waves** **burn** **blaze** **flood** **grow** **warm**
Lesson 4 PE