


KS2

Wednesday 27th January 2021 – Year 3

9:00 – 10 am <u>Close Reading</u>	10 -11 am <u>English</u>	11- 11.15	11.15-12.15 pm <u>Maths</u>	12.15 – 1.15 pm	1.15 -2:15 pm <u>Science</u>
<p>All reading learning will be linked to a book or text from Fiction Express or Active Learn.</p>  <p>Our text this week is 'Tricks' by Cethan Leahy. We are reading Chapter 2 this week. https://en.fictionexpress.com/book/tricks/</p> <p><u>LO: to research and perform magic tricks</u></p> <p>Read Chapter 2 of 'Tricks,' by Cethan Leahy either independently or with an adult.</p> <p>Today we are going to look at different magic tricks for children. Click on the link below. There are a range of tricks (with videos) for you to try. https://www.care.com/c/stories/4051/easy-magic-tricks-for-kids/</p> <p><u>Please check with a grown up first which tricks you can try at home.</u></p> <p>Once you have mastered your trick then perform it to an audience either in class or at home. Video the performance and send it to us. Give yourself a new magician's name too.</p> <p>After you have performed your trick write a few sentences explaining what you did. Good luck!</p>	<p><u>LO: to generate words/phrases</u></p> <p>Yesterday we read the poem, 'The Magic Box,' by Kit Wright. Today we are going to think about what we can put into a box in readiness to write our own poems. For this we will be thinking of our senses. For example, the smells we can put in, things that we can hear, touch, see or taste.</p> <p>Use one of the two templates below to do this task on. You can write words/phrases and draw pictures too.</p> <p><u>Challenge</u></p> <p>Now write 1 or 2 of your ideas using alliterations (words with the same sounds). For example, gathering green leaves from the grass</p>	<p>Break</p>	<p><u>MLO: to recall multiplication and division facts</u></p> <p>Spend 10 minutes playing on 'Hit the Button'</p> <p>https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Activity 1:</p> <p><u>L.O. to add using column method</u></p> <p>Today we are going to add two and three digit numbers using column</p> <p>Watch the video clip to remind ourselves how we do this https://www.youtube.com/watch?v=S2eilbX65LQ</p> <p>Now you add, using column</p> <p>25 + 64 = ____</p> <p>36 + 49 = ____</p> <p>53 + 68 = ____</p> <p>154 + 78 = ____</p> <p>327 + 83 = ____</p> <p>Activity 2:</p> <p><u>L.O. to add using column method</u></p>	<p>Lunch</p>	<p>Following on from your previous lessons we are now going to think about what plants need to grow</p> <p><u>L.O. to identify why plants are important</u></p> <p>Follow the link below - 'What are the requirements for plant growth? Watch the video clip https://www.bbc.co.uk/bitesize/topics/zxfwrmn/articles/zss9msg</p> <p>Complete the 'Fill in the gap' activity - recording your answers</p> <p>Complete the quiz - you can record your answers if you would like to</p> <p>Self-Assessment – Do you now know why plants are important? Answer yes or no and bullet points to explain why plants are important</p> <p>Well done! To complete today's learning please go and read a book of your choice for 15 minutes - this can be silent reading or reading out loud to someone in your family. If you silent read please tell an adult</p>

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			<p>Solve two and three digit addition calculation, with regrouping</p> <p>Challenge: Complete Mastery Checkpoint – Have you mastered written and mental addition</p>		<p>after what happen or what the story/text was about</p>
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Please send your completed work to 3A@marshill.bham.sch.uk / 3W@marshill.bham.sch.uk

English and Maths to be emailed by 12.30pm

Foundation work to be emailed by 2.30pm

This is to allow staff to respond to work completed daily

Close Reading

I am _____



This is the trick I performed:

English

The Magic Box by Kit Wright

I will put in the box....

the swish of a silk sari on a summer night,
fire from the nostrils of a Chinese dragon,
the tip of a tongue touching a tooth.

I will put in the box....

a snowman with a rumbling belly
a sip of the bluest water from Lake Lucerene,
a leaping spark from an electric fish.

I will put into the box....

three violet wishes spoken in Gujarati,
the last joke of an ancient uncle,
and the first smile of a baby.

I will put into the box....

a fifth season and a black sun,
a cowboy on a broomstick
and a witch on a white horse.

My box is fashioned from ice and gold and steel,
with stars on the lid and secrets in the corners.
Its hinges are the toe joints of dinosaurs.

I shall surf in my box

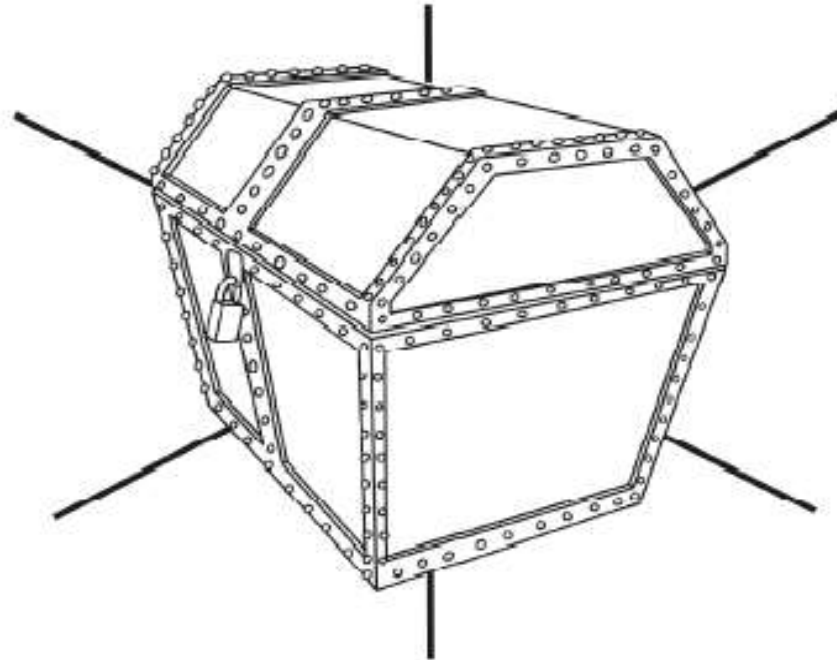
on the great high-rolling breakers of the wild Atlantic,
then wash ashore on a yellow beach
the colour of the sun.

Activity 1

The Magic Box

By Kit Wright

What would YOU put in the magic box? Use this spidergram to gather some ideas together.
What are your favourite things to see, hear, smell, taste and feel?



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Activity 1




Challenge:

My examples of alliteration:

Maths

Challenge

 **Mastery Checkpoint**

Have you mastered mental and written addition?

- a) Use a mental method to work out these additions.
 $240 + 350$ $534 + 210$ $420 + 200 + 140$
- b) Use column addition to work out these additions.
 $524 + 238$ $351 + 272$ $326 + 231 + 234$
- c) Choose a mental or written method to work out these additions.
 $456 + 218 + 127$ $450 + 210 + 100$



Champions' Challenge

Use the digits 1, 2, 3, 4, 5, 6, 7, 8 and 9 to make three 3-digit numbers that add together to make the smallest total possible.

Science

Fill in the Gap

Living things need plants to live - they eat them and live in them.

Plants help to clean water too.



▶ Fill in the blanks using the words:
clean - oxygen - carbon dioxide - food

Plants absorb and release which we need to breathe.

They help the water and provide for animals.

Science

Quiz

Question 1 of 3

What do plants do that helps other living things live on Earth?

release carbon dioxide

release oxygen

take in water

Question 2 of 3

Animals need ___ to live because they can provide food and shelter.

cakes

lorries

plants

Science

Question 3 of 3

Select the true statement:

Plants release oxygen.

Plants burn carbon.

Plants top every food chain.