







Year 3: Remote Learning Schedule

W/C 22 nd February	Monday	Tuesday	Wednesday	Thursday	Friday		
Maths (approx. 45 mins per lesson) This week our focus is: Length and Perimeter	Lesson 1 To measure length. Click here to watch the video to support you.	Lesson 2 (Recap) To measure length (m). Click here to watch the video to support you.	Lesson 3 To explore equivalent lengths m&cm. Click here to watch the video to support you.	Lesson 4 To explore equivalent lengths m&cm. Click here to watch the video to support you.	Lesson 5 Arithmetic skills Challenge yourself with our weekly arithmetic paper.		
	You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!						
	<div><div></div><div>Remember to log in to TT Rockstars each week to practise your times tables! Message your teacher on <i>ClassDojo</i> if you've forgotten your login details.</div><div></div></div>						
<div><div></div><div>Remember to share your learning on ClassDojo! Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</div><div></div></div>							
English (approx. 45 mins per lesson) This week our focus is: Formal letter	Lesson 1: Poetry To answer questions about a poem.	Lesson 2: Grammar To use the past and present tense.	Lesson 3: To identify features of a formal letter.	Lesson 4: To compare formal letters based on their features.	Lesson 5: To understand formal writing.		
	The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!						
This week's spellings are: Automatic, autopilot, autobiography, autograph, autofocus (Remember to test yourself on Friday!)							
Reading for Pleasure is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.							
Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.			Mon:	Tues:	Wed:	Thurs:	Fri:
			Geography	RE	DT	Science	Computing
Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!							
Fairtrade fortnight - Fairtrade fortnight starts on Monday. Go to the last page to find out more!							



Year 3 Knowledge Organiser: Measurement – Length and Perimeter

VIPs

100cm is equivalent to 1 metre.

10mm is equivalent to 1cm.

Equivalent means it is worth the same amount (equal to).

< = less than, > = greater than.

To convert from metres to centimetres, you multiply the number by 100.

To convert from centimetres to millimetres, you multiply the number by 10.

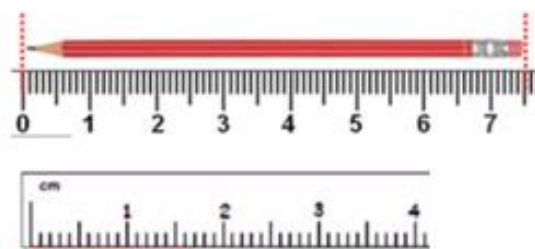
Before comparing lengths, they both must be the same unit of measurement (both centimetres, metres or millimetres).

Before adding lengths, they both must be the same unit of measurement (both centimetres, metres or millimetres).

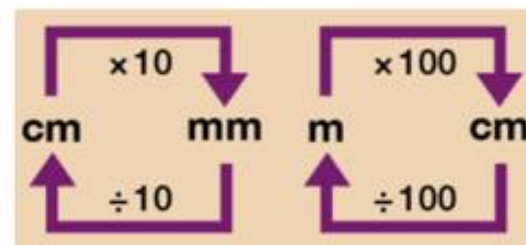
Perimeter is the total distance around all edges of the shape.

Measuring Lengths using a ruler – cm and mm

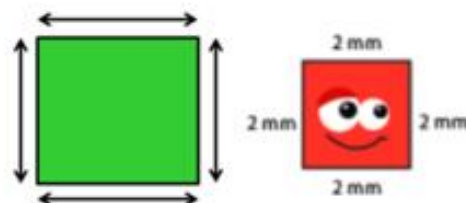
Always make sure that you measure the length from '0' on a ruler.



Conversions – Length

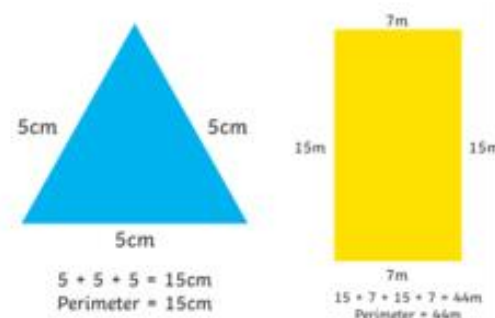


Measuring and calculating perimeter



Perimeter is the measurement of **all edges** around a shape. Repeated addition can be used to calculate perimeter.

Measuring and calculating perimeter



Key vocabulary

Centimetres

Millimetres

Metres

Metre stick

Rulers

Length

Height

Perimeter

Equivalent

Addition

Subtraction

Conversion

More than

Less than

Fat Question

What objects could you measure the perimeter of inside your house?



Intent

Pupils will be able to write and calculate mathematical statements for measurement, including length and perimeter. Pupils will be able to measure lengths, before moving on to compare, add and subtract them. In addition to this, children will be introduced to perimeter and be able to measure and calculate the perimeter of simple 2D shapes.

Children will solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems.

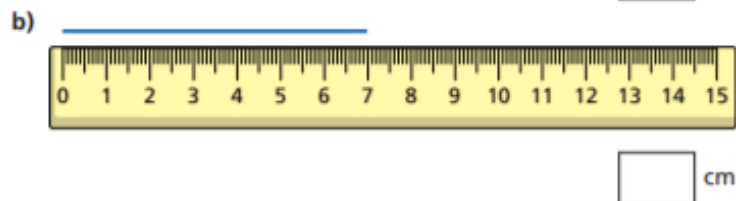
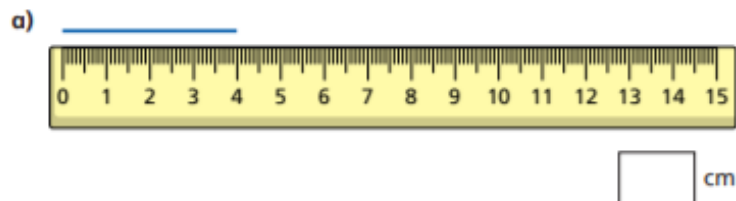


Maths lesson 1: To measure length (Main, Blue Task)

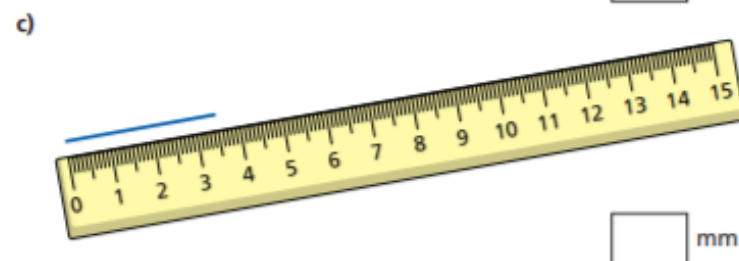
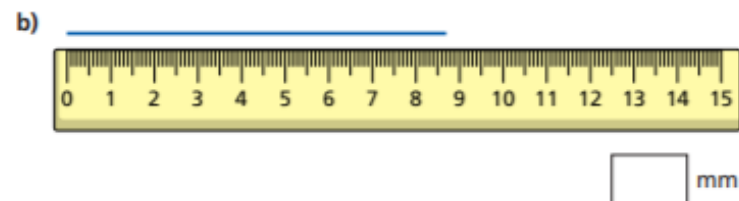
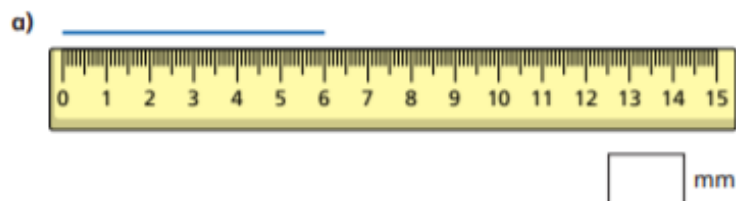
Measure length



1 What is the length of each line?



2 Write the length of each line to the nearest millimetre.



3 Use a ruler to draw lines of these lengths.

a) 5 cm

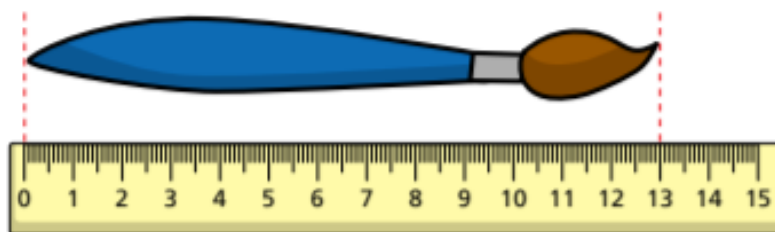
b) 75 mm

c) 42 mm



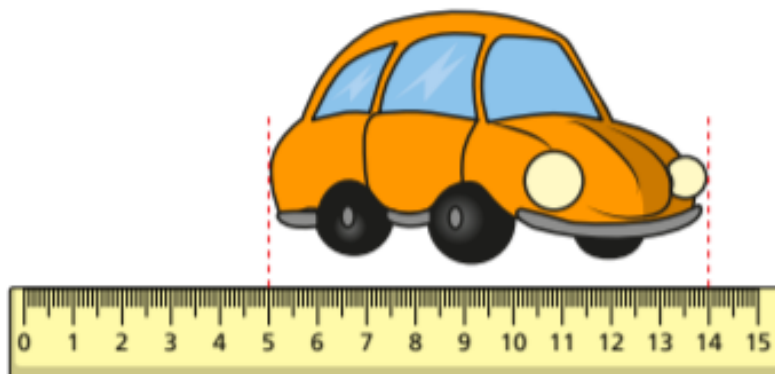


4 How long is the paintbrush?



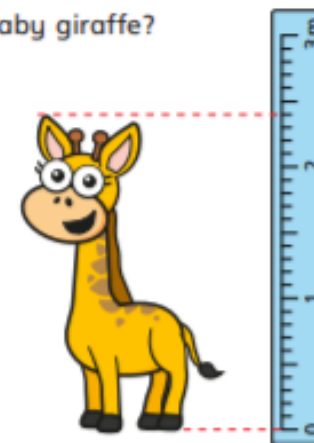
The paintbrush is cm long.

5 How long is the toy car?



The toy car is cm long.

6 How tall is the baby giraffe?



The baby giraffe is m and cm tall.

7 Tick the most sensible estimate for the height of a classroom door.

20 cm
☐

2 m
☐

20 m
☐

8 Find items in the classroom that are the following lengths.
Write your answers in the table.

Less than 10 cm long	Between 10 cm and 1 m long	More than 1 m tall
<input type="text"/>	<input type="text"/>	<input type="text"/>


Compare with a partner.





Maths Lesson 1: Red Tasks

If you find the main activity a bit too tricky, try these questions instead...


1a. Match each image to its length.


A.  2cm

B.  3cm


C.  4cm

2a. Imagine these objects are their usual size and match them to the most suitable length measurement.

fly  35cm

cat  6mm

3a. Tick the length of the bread.




0 10 20 30 40 50 60 70 80 90

Not drawn to scale

50mm ☐ 60mm ☐

4a. Complete the sentence below.




The line is cm long.


Maths Lesson 1: Gold Tasks


If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

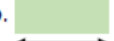
Varied Fluency

5a. Match each image to its length.


A.  40mm


B.  5cm


C.  3cm

D.  20mm


6a. Imagine these objects are their usual size and match them to the most suitable length measurement.

ladybird  11m

bus  8mm

book  15cm

7a. Tick the length of the pencil.




4 5 6 7 8 9 10 11 12 13

Not drawn to scale

6cm and 4mm ☐ 7cm ☐

8a. Complete the sentence below.




The line is cm and mm long.

Reasoning & Problem Solving

7a. This needle is 6cm and 2mm long.

Find 3 objects in your classroom that are longer than the needle.



Write the measurements of the objects carefully in cm and the closest 1mm.

Not drawn to scale


8a. Freya and Zain are discussing the measurement of a book shelf.

Freya: I think a book shelf would measure 2m and 15cm.

Zain: I think a book shelf would measure 12cm and 4mm.

Who do you agree with? Explain why.

9a. Mia has measured the chocolate bar.



I think the chocolate bar is 5cm and 8mm long.

7 16

Not drawn to scale

Is she correct? Convince me.



Deepen the moment...

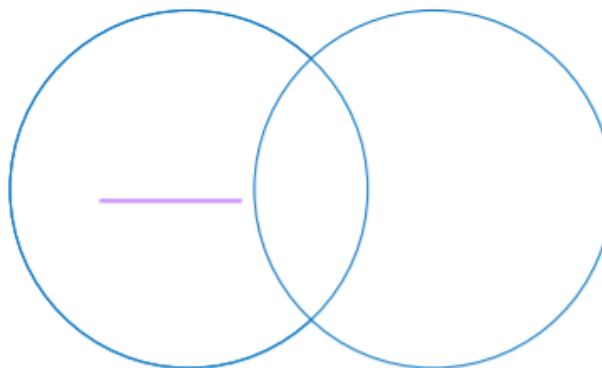
1. Measure the lines and determine the headings of the Venn diagram.

Lines to Measure



Venn Diagram Headings

Greater than 20mm
Less than 3cm
Multiple of 8
Multiple of 3
Multiple of 4



Sort the remaining lines according to the headings you have chosen.

Explore other ways to sort the lines onto the Venn diagram.

DP

2. Jane and Robin are playing a game. They each choose an object and give clues based on what they could use to measure them.



Jane

I would use a ruler to measure my object. It is no greater than 16cm long.



Robin

I would measure my object in millimetres. It is no greater than 30mm.



pencil



football field



scissors



calculator



pencil sharpener



sofa

Which items could Jane and Robin be thinking of? Explain your answer.

Choose an object from the selection and describe it to your partner.

DP



Maths lesson 2: (Recap) To measure length (m) - (Main, Blue Task)

Measure length (m)

White
Rose
Maths

1 Look around your classroom.

Choose 10 objects.

- Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
- Draw each object in the correct part of the table.

Longer than 1 metre	Shorter than 1 metre

c) Use a metre ruler to measure your objects.

Did you put them in the correct column?

d) Which object is closest to 1 metre long?

2



Dexter

I am 1 metre and
8 centimetres tall.



Ron

You can write this as
1 m and 8 cm.

Do you agree with Ron? _____

Talk about it with a partner.

Complete the sentences.

a) Dexter is 1 ____ and 8 ____ tall.

b) Dani is 1 metre and 21 centimetres tall.

Dani is m and cm tall.

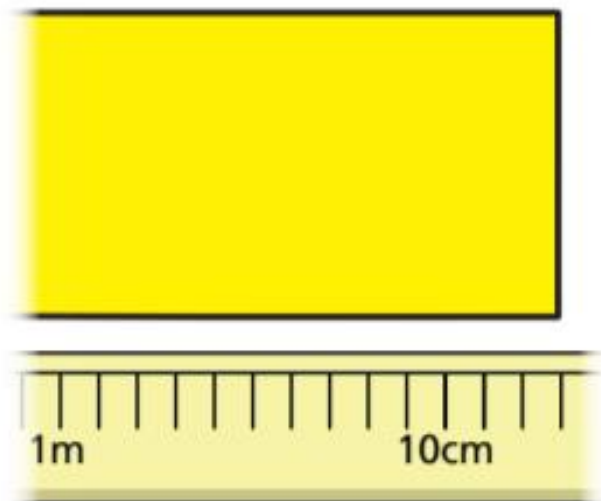
c) Scott is 1 metre and 11 centimetres tall.

Scott is and tall.



- 3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



How long is the poster paper?

m and cm

- 4 Measure the longest side of your classroom and complete the sentence.

My classroom is and long.



5



Daddy Bear is 2 metres tall.

Baby Bear is half as tall as Daddy Bear.

- a) How tall is Baby Bear?

m

- b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.

How tall could Mummy Bear be?

Mummy Bear could be and

tall.

Compare answers with a partner.



Maths Lesson 2: Red Task

If you find the main activity a bit too tricky, try these questions instead...

1a. True or false? This board is less than 1m tall.

1m and 10cm

not to scale

2a. Choose the correct word to complete the statement.

The school window is

than 1 metre and 20 centimetres.

longer shorter

3a. Circle the measurement that is the best estimate for the height of an elephant.

3m 30cm

40cm

1m 50cm

not to scale

4a. Match the object to the estimated length.

fishing net 4m 90cm

car 30cm

cucumber 1m 50cm

not to scale

Maths Lesson 2: Gold Task

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

9a. True or false? This tree is less than 1m tall.

213cm

not to scale

10a. Choose the correct word to complete the statement.

The school tables are

than 104 centimetres.

longer shorter

11a. Circle the measurement that is the best estimate for the height of a lion.

51cm

1m 24cm

197cm

not to scale

12a. Match the object to the estimated length.

racket 172cm

bike 2m 96cm

swings 73cm

not to scale



Deepen the moment...

7a. Use the digit cards to estimate a suitable length for these objects.

van cm






motor-bike m and cm

2 8 3 5 1 9



PS

8a. Sobia has been sorting objects into the chart below.

Measure in metres	Measure in centimetres
 horse  monkey  bike	 fish  umbrella

Has she sorted them correctly? Explain your answer.



R

9a. Awais is measuring objects. He says,



0m 1m 50cm 3m 4m 50cm



I think the snake is 379cm.

Is he correct? Explain your answer.



R



Maths lesson 3: To explore equivalent lengths (m and cm) - (Main, Blue Task)

Equivalent lengths – m and cm



- 1 There are 100 centimetres (cm) in 1 metre (m).
Use the bar models to complete the sentences.

1 m
100 cm

a)

1 m	1 m	1 m

There are cm in 3 m.

b)

1 m	1 m	1 m	1 m	1 m	1 m

There are cm in 6 m.

c)

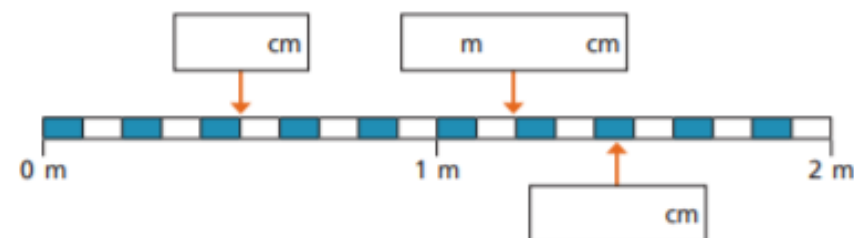
100 cm	100 cm	100 cm	100 cm	100 cm

There are 500 cm in m.

- 2 Complete the table to show equivalent lengths and continue the pattern.

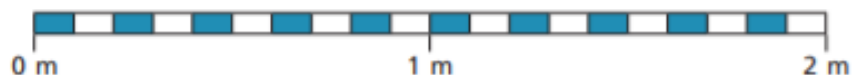
cm	m and cm
310 cm	3 m and 10 cm
320 cm	m and cm
330 cm	m and cm
cm	3 m and 40 cm
cm	3 m and 50 cm
cm	m and cm
cm	m and cm

- 3 Write the missing measurements.





- 4 Draw an arrow to show the position of each measurement.



A

20 cm

B

0 m 75 cm

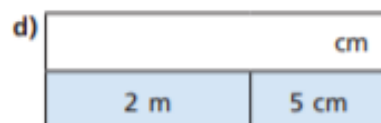
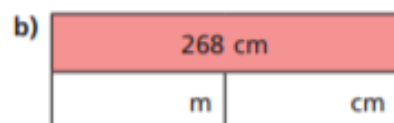
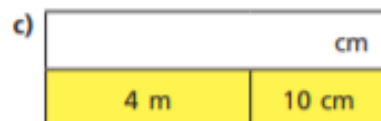
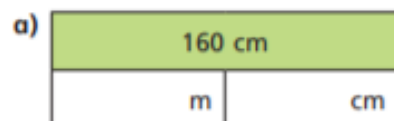
C

130 cm

D

1 m 65 cm

- 5 Complete the bar models.

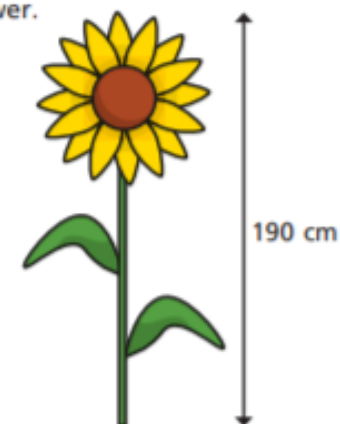


- 6 Complete the sentences.

a) 240 cm = m and cm

b) 319 cm = m and cm

- 7 Here is Huan's sunflower.



Dani's sunflower is 2 m and 30 cm.

Tom's sunflower is exactly halfway between Huan's and Dani's.

How tall is Tom's sunflower?

Write your answer in metres and centimetres.

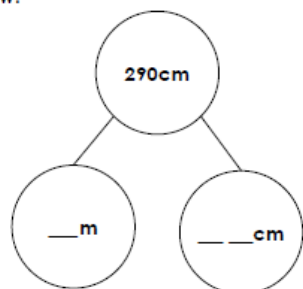
m and cm



Maths Lesson 3: Red Task

If you find the main activity a bit too tricky, try these questions instead...

1a. Complete the part-whole model below.



VF

2a. Circle the measurement that is the odd one out.

500cm

50cm

5m



VF

3a. Put these lengths in order from shortest to longest.

3m and 20cm

230cm

395cm

2m and 95cm

shortest

longest



VF

4a. Complete the conversion table:

m and cm	cm
2m and 40cm	___ cm
___ m and ___ cm	410cm
8m and 70cm	___ cm
___ m and ___ cm	990cm
3m and 90cm	___ cm



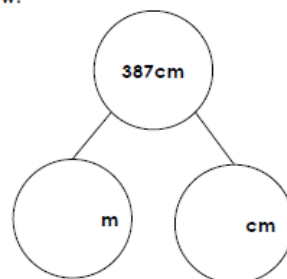
VF

Maths Lesson 3: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

5a. Complete the part-whole model below.



VF

6a. Circle the measurement that is the odd one out.

$1\frac{1}{2}$ m

150cm

1m and 21cm



VF

7a. Put these lengths in order from shortest to longest.

3m and 29cm

239cm

2m and 97cm

2m and 93cm

392cm

279cm



VF

8a. Complete the conversion table:

m and cm	cm
6m and 48cm	cm
	416cm
9m and 64cm	cm
	589cm
0m and 98cm	cm



VF

Reasoning & Problem Solving

7a. Freddy's caravan is 4m and 4cm long. Will it fit on his drive?



My drive is $4\frac{3}{4}$ m long.

Convince me.



R

8a. True or false? The lorry is $2\frac{1}{4}$ m longer than the car.

Not drawn to scale



6m and 5cm

$8\frac{1}{2}$ m

905cm

Explain your answer.



R

9a. Stanley has used digit cards to make two pairs of equivalent lengths.



I used two even digit cards.

$$\begin{array}{|c|c|c|} \hline \square & \square & \square \\ \hline \end{array} \text{ cm} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} \frac{\begin{array}{|c|} \hline 2 \\ \hline \end{array}}{\begin{array}{|c|} \hline 2 \\ \hline \end{array}} \text{ m}$$

$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} \frac{\begin{array}{|c|} \hline 2 \\ \hline \end{array}}{\begin{array}{|c|} \hline 2 \\ \hline \end{array}} \text{ m} = \begin{array}{|c|c|c|} \hline \square & \square & \square \\ \hline \end{array} \text{ cm}$$

Which digit cards could he have used?









PS



Deepen the moment...

1. The children below discussing different lengths. They are trying to work out which of their lengths are equal and can be paired together.

 John	 Mark	 Simon
 Alice	 Meera	 Taylor

My length is $\frac{1}{2}$ of 1m.

My length is one metre and five centimetres.

My length is $< 1\text{m}$ and is a multiple of 5.

My length is $\frac{3}{4}$ of one metre.

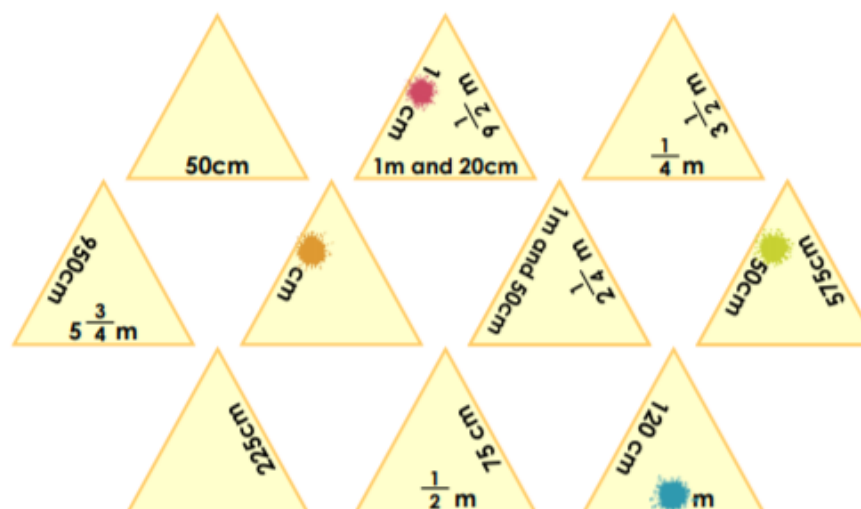
My length is between 40cm and 80cm.

My length is $> 100\text{cm}$. It has a digit sum of 6 and 0 as a place holder.

Use the clues to investigate which children could be paired together.

DP

2. Arrange the triangles below so that touching sides show equivalent lengths. Be careful – some numbers are missing and need to be filled in!



DP



Maths lesson 4: To explore equivalent lengths mm and cm (Main, Blue tasks)

Equivalent lengths – mm and cm



- 1 There are 10 millimetres (mm) in 1 centimetre (cm).
Use the bar models to complete the sentences.

1 cm
10 mm

a)

1 cm	1 cm	1 cm

There are mm in 3 cm.

b)

1 cm	1 cm	1 cm	1 cm	1 cm	1 cm	1 cm

There are mm in 7 cm.

c)

10 mm	10 mm	10 mm	10 mm

There are 40 mm in cm.

- 2 Match the equivalent lengths.

1 cm 3 mm

3 cm 1 mm

30 mm

33 mm

30 cm

300 mm

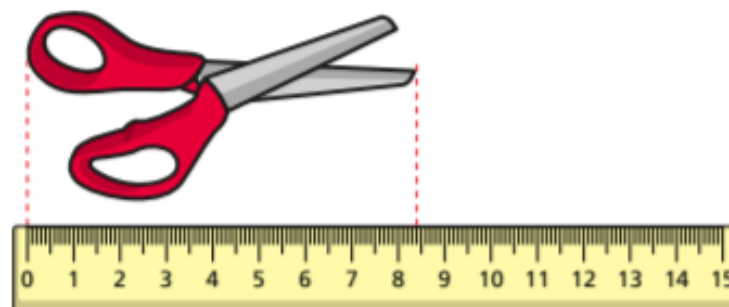
13 mm

31 mm

3 cm 0 mm

3 cm 3 mm

- 3 How long are the scissors?



The scissors are cm and mm long.

The scissors are mm long.



- 4 Find three items in your classroom.

Measure them and complete the table.

One has been done for you.

Item	Length in cm and mm	Length in mm
toy car	9 cm 6 mm	96 mm



- 5 Filip and Kim are building towers using cubes.

Each cube is 3 cm high.

- a) Filip uses 6 cubes.

How tall is Filip's tower?

Give your answer in millimetres.

Filip's tower is mm tall.

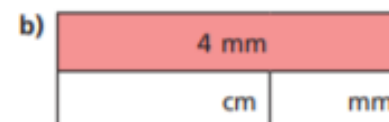
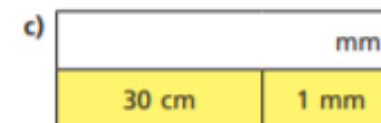
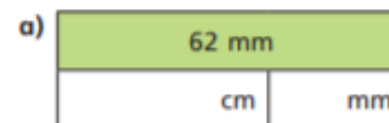


- b) Kim's tower is 300 mm tall.

How many cubes does she use?

Kim uses cubes.

- 6 Complete the bar models.





Maths Lesson 4: Red Task

If you find the main activity a bit too tricky, try these questions instead...

1a. Complete the measurement to match the length shown on the ruler.

☆ cm 5 mm VF

2a. Join the equivalent lengths.

☆ VF

3a. Circle the longest length.

☆ VF

4a. Tick the insect that is the same length as the caterpillar below.

Not to scale

A. 60cm 5mm ☐

B. 6cm 5mm ☐

☆ C. 6cm ☐ VF

Maths Lesson 4: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

5a. Complete the measurement to match the length shown on the ruler.

☆ cm mm VF

6a. Join the equivalent lengths.

☆ VF

7a. Circle the longest length.

☆ VF

8a. Tick the ribbon that is the same length as the one below.

Not to scale

A. 111mm ☐

B. 61cm 5mm ☐

☆ C. 10cm 1mm ☐ VF

Reasoning & Problem Solving

7a. Who is correct? Prove it.

Josh: I can jump the highest. I can jump 504mm.

Milly: I can jump the highest. I can jump $54\frac{1}{2}$ cm.

☆ R

8a. Spot two mistakes. Explain your answer.

cm and mm	mm
34cm and 0mm	340mm
3cm and 44mm	34mm
30cm and 4mm	304mm
40cm and 4mm	404mm
44cm and 4 mm	440mm

☆ R

9a. Find the odd one out.

A. 60cm 4mm

B. 604mm

C. 59cm 14mm

D. $60\frac{1}{2}$ cm

Write 2 equivalent lengths for the odd one out.

Not to scale

☆ PS



Deepen the moment...

1. Cut out all the cards below and place them face down. With a partner take turns to pick two cards. Your aim is to match up a length and a written description.

This length can be cut into four equal lengths of less than 20mm

27mm

This length is between $\frac{1}{2}$ cm and $5\frac{1}{2}$ cm

2cm 4mm

This length is equal to 120mm

3cm 6mm

This length cannot be changed into whole cm. It is less than 55mm

43mm

This length is more than 2cm but less than 38mm. It can be divided by 6 equally.

7cm and 2mm

This length can be split into nine equal parts of less than 1cm.

12cm

DP

2. Benny the Bank manager is trying to open the lock on the safe to refill the cash machines before the day begins. Unfortunately, he cannot remember the codes!



I have found the clues I wrote to help me remember the code to open the safe.

Lock 1

this is the equivalent to half of 800mm

Lock 3

this is 10cm greater than lock 1

Lock 2

this is greater than 120mm but less than 13cm

Lock 4

this is less than $5\frac{1}{2}$ cm but greater than 48mm



Investigate which codes could be used to help Benny unlock the safe.

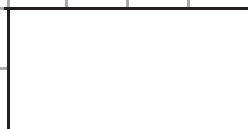
DP

[illegible]



7

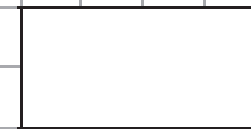
$183 + 638 =$



1 mark

10

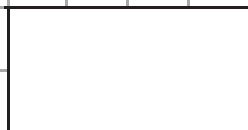
$96 \div 8 =$



1 mark

8

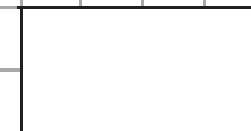
$701 - 456 =$



1 mark

11

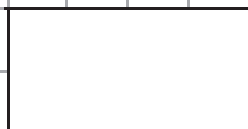
$33 \times 6 =$



1 mark

9

$4 \times 8 =$



1 mark

12

$88 \times 5 =$



1 mark



13

$$34 \div 4 =$$



1 mark

14

$$\frac{1}{8} + \frac{5}{8} =$$



1 mark

15

$$\frac{3}{4} - \frac{1}{4} =$$



1 mark



English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

Automatic			
Autopilot			
Autobiography			
Autograph			
Autofocus			

Use the first column example words to go over the letters and practise your handwriting joins.
Can you write sentences for each of your spellings?



Year 3 Writing Knowledge Organiser (Formal letter)

VIPs

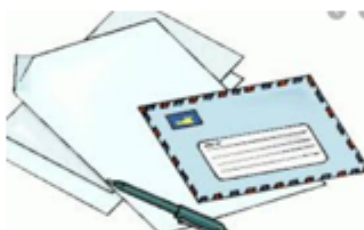
- A letter is a written, typed or printed communication, typically sent in an envelope by post.
- Features of a formal letter include: the sender's address, the date, an appropriate greeting, paragraphs around a theme, first person form, vocabulary that shows a formal style and an appropriate complimentary close.
- Formal writing should include longer sentences, limited range of emotions, little emotive punctuation and no contractions.
- 1st person is someone's own point of view e.g. I and we.
- A subordinating conjunction is one that introduces a subordinating clause, e.g. although, because. This is contrasted with a coordinating conjunction.
- A preposition is a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause, as in 'the man on the platform', 'she arrived after dinner'.
- Throughout the introduction, reasons why you are writing should be made clear.
- A conclusion must state what is going to happen next.
- Signing off should be an appropriate formal phrase such as: Kind Regards, Yours Sincerely, Regards.

Fat Questions

Do letters only have to be written by hand?

Is writing a letter the most efficient way of communicating with someone?

Are formal letters more important than informal letters?



Features of a formal letter

- the sender's address
- the date
- an appropriate greeting
- paragraphs around a theme
- first person form
- vocabulary that shows a formal style
- appropriate complimentary close

Learning intent

Children will use the reading canon book, The Accidental Prime Minister as a basis to write a formal letter using a variety of language features to help write a complaint. Children will learn the structural and language features of a formal letter and discuss how this makes them effective through comparing a range of formal letters. They will then focus on related SPaG lessons to help with their letter writing. Next, they will be able to use this knowledge to plan a formal letter before going on to write a letter of complaint. Children will use their editing and redrafting skills to check they have included all of the correct structural and grammatical features. They will use this vital part of the writing to up level their work before going onto the final phase of publishing and presenting.



Key Vocabulary

Letter- a written, typed, or printed communication, sent in an envelope by post.

Stamp- The main purpose of postage stamps is to provide evidence that the customer paid for postal services (sending a letter/package).

Recipient - a person or thing that receives something.

Formal- serious and official

Informal- personal and everyday language

Greeting- a polite word or sign of welcome or recognition.

Complimentary close- words such as "Sincerely" or phrases such as "Best wishes" that conventionally appears before the sender's signature or name at the end of a letter, email, or similar text.

Spoken communication- the use of speech for informal exchange of views or ideas or information.



Y3 Letter Writing Word Mat

Dear _____
Mr _____
Mrs _____
Sir _____
Madam _____
Yours sincerely _____
Yours faithfully _____
Love _____
From _____
Best wishes _____
address _____

writing

invite

reply

complain

inform

because

when

if

that

look
forward
to

as

since

during

discuss

finally

answer

notify

advise

therefore

however

firstly





English – Lesson 1

Finishing Off...

The teacher said;
Come here, Malcolm!
Look at the state of your book
Stories and pictures unfinished
Wherever I look.

This model you started at Easter,
These plaster casts of your feet,
That graph of the local traffic –
All of them incomplete.

You've a half-baked pot in the kiln room,
And a half-eaten cake in your drawer.
You don't even finish the jokes you tell –
I really can't take anymore.

And Malcolm said
... very little.
He blinked and shuffled his feet.
The sentence he finally started
Remained incomplete.

He gazed for a time at the floorboards;
He stared for a while into space;
With an unlined, unwhiskered expression
On his unfinished face.

Allan Ahlberg *Heard it in the Playground* 1991



English Lesson 2- To use the past and present tense correctly.

VIP: Past tense is something that has already happened.

Present tense is something that is happening right now.

Task 1: Tick whether the sentence is past or present tense.

	Past tense	Present tense
Yesterday I went to the park.		
I can see a bird in the sky.		
I am following my teacher's instructions.		
I played in the snow last week.		

Task 2: Copy the table with the missing verbs.

Simple Past Tense	Simple Present Tense (for I, you, we or they)
played	play
talked	
	swim
saw	
drank	
	try
chased	
knew	

Task 3: Write two sentences using present tense and two sentences using past tense

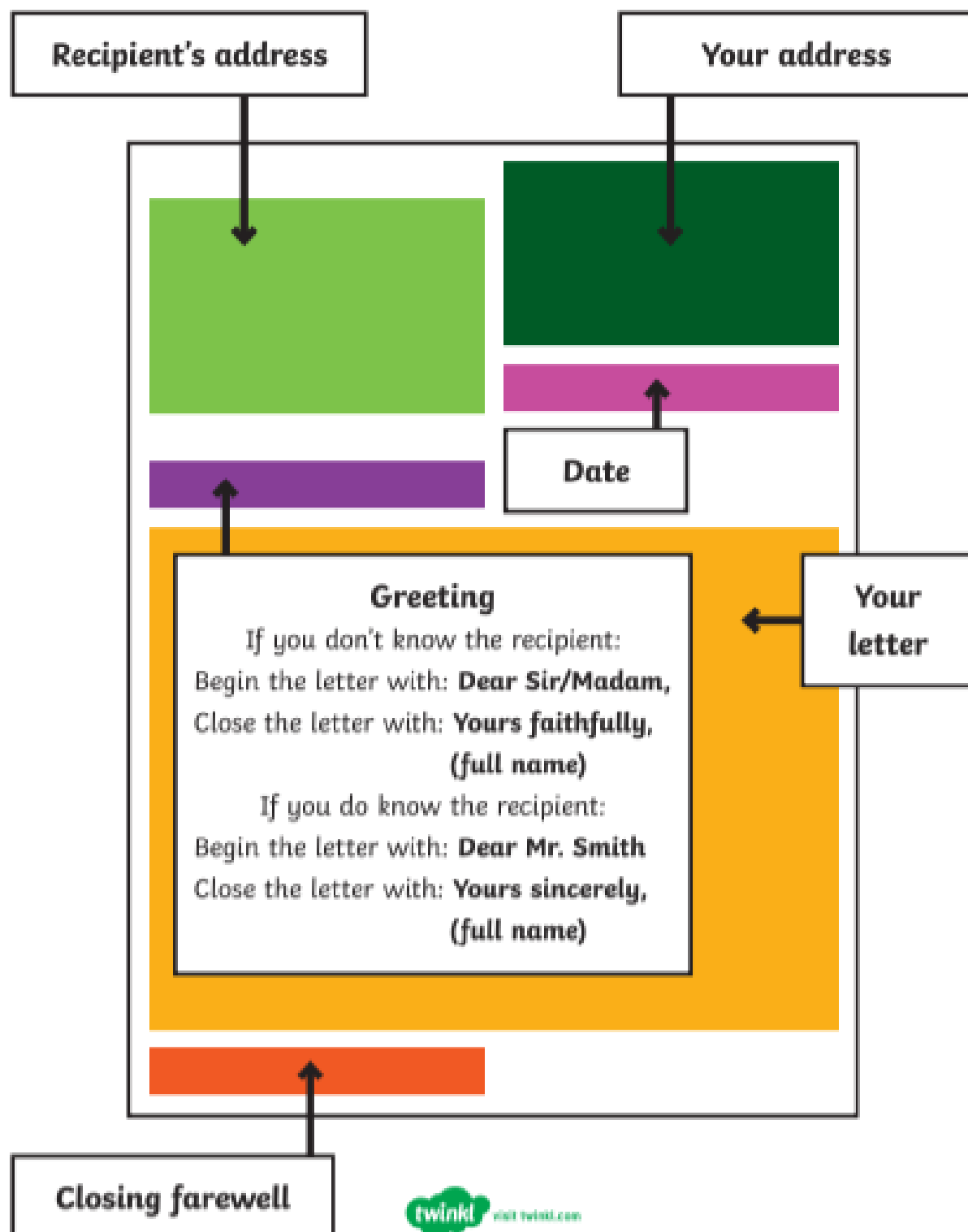
Deepening the moment:

Explain the difference between past and present tense.



Text Types

Formal Letters





English Lesson 3 - LO: To identify the features of a formal letter

Read the formal letter example. Use coloured pencils to identify the following features: **Senders address, recipients address, date, formal greeting, paragraphs, main body, closing farewell, senders name.**

Primrose Cottage,
Fairytale Land,
FT56 3MB

Three Bears Cottage Hotel,
Fairytale Land,
FT12 3TB

13th February 2016

Dear Mr and Mrs Bear,

I am writing to you to discuss my recent stay at your hotel. I wish to make a formal complaint because your website promised me a relaxing break with comfortable facilities and I was dreadfully disappointed.

Firstly, I would like to complain about the food. On my way to the hotel, I'd been looking forward to a delectable full English breakfast with juicy sausages, an egg with a runny yolk, delicious mushrooms and crispy toast but this was not offered at all! Instead, I was presented with a measly bowl of porridge. The first bowl was so salty that I almost choked. Then, a second bowl was brought out that was so sweet it was inedible. Finally, a third tiny bowl of porridge was placed in front of me which I just about managed to eat. Because of the bowl's size, I was left feeling very hungry but I daren't ask for anything else.

I decided to try to relax in the lounge area after my breakfast and read my newspaper. The first chair I sat on was so hard that it was terribly uncomfortable so I tried another. The next chair was so soft I sunk right into it like a hippo in mud! Once I'd fought my way out, I decided to try one more chair. The final chair I sat on smashed into a thousand pieces as soon as I put my weight on it. I was so embarrassed!

After an awful day, I decided to head up to bed because I thought a good night's sleep might help with my bad mood. In my bedroom, I changed into my pyjamas and then leapt onto the bed. What a monstrous mistake! The bed was so hard that it nearly broke my back so I asked for another room. In the next room, I didn't want to take any risks so I gently sat on the edge of my new bed but a spring popped out and poked me in the bottom! I shot up and immediately demanded yet another room. Eventually in the third bedroom I tried, I managed to get to sleep. Then in the middle of the night, I awoke to find the shadows of three peculiar characters lurking over my bed. I shot out of the window and ran as fast as my legs could carry me. I have never been so petrified in all my life!

In conclusion, I am writing to demand a full refund because of my appalling stay at your hotel. I have never had such a frightful time in all my life and would like the suitcase full of belongings that I left behind returned to my cottage as soon as possible.

Yours sincerely,

Goldilocks

Deepening the moment:

Explain who a formal letter would be sent to, justify your answer.



English Lesson 4 - To compare formal letters based on their features

VIPs:

Good examples of formal letters include all of the structural and language features.

Bad examples of formal letters may miss out key features and use the wrong choices of vocabulary and language features.

Mr S. Pilkington
32 Warren Drive
Warwickshire
S13 4AP

Mr T. Smith
89 Foxhole Lane
Twinklstone
WA12 4QP

Monday 26th November 2012

Dear Mr Pilkington,

I am writing to complain about the vegetables purchased from your shop three days ago. Firstly, the sweet potatoes were not only hollow, but had an infestation of ants within them. Secondly, the 500g of mushrooms were actually doorknobs which had been painted grey. Lastly was the watermelon. Upon closer inspection this was no watermelon, rather a football painted green and filled with jelly. I am uncertain of what gave you such a preposterous idea as to paint doorknobs grey and sell them as mushrooms or to fill a football with jelly. This standard is unacceptable and I demand a refund for these goods. You shall be expecting a visit from me within the week.

Yours sincerely

Mr T. Smith

Dear Sir or Madam,

Thank you for your email regarding my purchase of a plot of land. I have to say, however, that I am deeply disappointed with the lack of access to this land. I applied for this land because I would have liked to own a little piece of the Scottish Highlands. Sadly this land was at the very top of a highly inaccessible mountain and I feel I have wasted a precious £300.

Your comments would be appreciated.

Regards

Mrs S. Webb

Deepen the moment...

Is it important to include all of the features in a formal letter?

Explain and justify your answer.



Task 1:

Use the checklist to identify the features included in both examples.

Does your formal letter include...



the sender's address?	
the address of the recipient?	
the greeting 'Dear Sir/Madam' if you don't know the recipient or 'Dear Mr/Mrs/Miss (surname)' if you know the recipient?	
an introduction?	
formal sentence starters such as 'I am writing to inform you' or 'I would like to express'?	
details organised into paragraphs?	
a conclusion saying what needs to happen next?	
'yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do know the recipient when you have finished the letter?	
your name at the end?	

Task 2:

Explain which example, A or B, you think is the best. Justify your reason clearly.



English Lesson 5 - To understand formal writing.

VIPs

- Formal writing should include longer sentences.
- Formal writing should include a limited range of emotions and little emotive punctuation.
- When writing formal language, you should not use contractions. Formal writing should include longer sentences.
- Formal writing should include a limited range of emotions and little emotive punctuation.
- When writing formal language, you should not use contractions.

1. Read the speech below and highlight the formal vocabulary.

You should be able to find around 10 examples.

Good evening ladies and gentlemen. I am delighted to welcome you to the twenty-fifth annual charity ball. As you are all eminently aware the funds raised at our previous charity ball events have enabled us to support numerous charitable organisations in their worthwhile endeavours.

2. Now can you write the next paragraph of the speech keeping to the same formal style?

3. Highlight 5 examples of formal words or phrases you have used and write their meanings in the table.

Formal Word or Phrase	Meaning

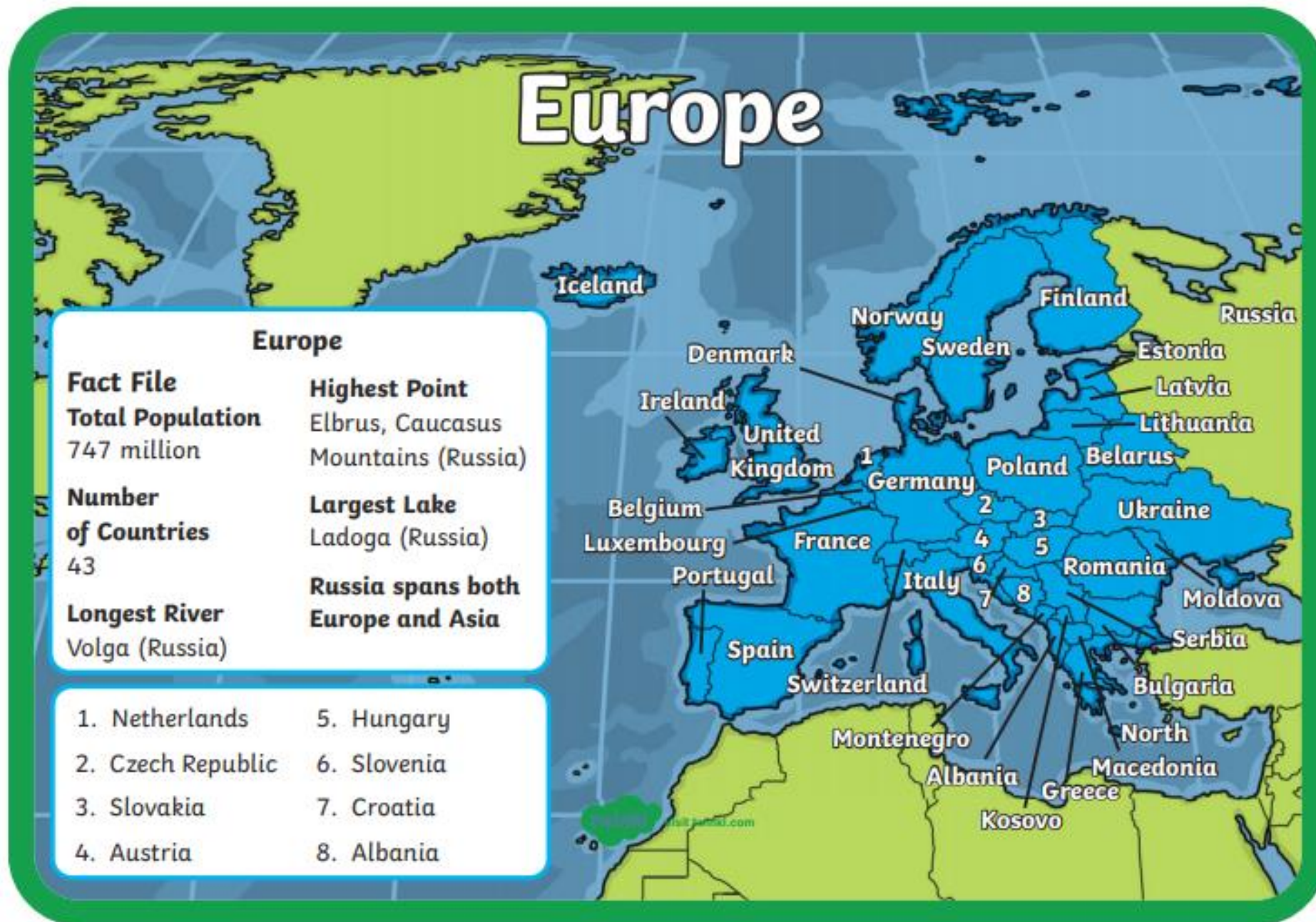


Deepen the moment...

Describe how formal and informal language differs (remember vocabulary, tone and audience).



Reading for Productivity Lesson 1: Geography





Geography - Europe Information Sheet – Year 3

Retrieval

- 1.) Which countries sit next to Sweden?
- 2.) What is the largest lake and which country is it in?
- 3.) Which country is number 8?
- 4.) How many countries are in Europe?

Vocabulary

- 5.) What does the word 'population' mean on the third paragraph?



Year 3 Extended Curricular Learning

Geography – Europe

Monday 22nd February – Activity

VIPs:

The country that we live in is England and the continent that we live in is Europe. Europe is entirely in the northern hemisphere with part of it in the north-east hemisphere.

You have been learning about Europe today. In reading for productivity, you have focused on the European map. Today, you will showcase your learning by creating a fact file or poster about just one biome you have found interesting. Follow the steps below for today's activity:

1. Research and identify the capital cities of these countries: Italy, England, Germany, France, Spain and Wales.
2. Locate each country on the map using an atlas.
3. Research and make notes about one country in Europe, for your poster.

Create a poster with lots of information and pictures about one of the countries in Europe.

Deepen the moment...

What capital city would you most like to live in within Europe? Explain your answer.





Reading for Productivity Lesson 2: RE



LO: To learn about the Muslim God, Allah.

The word **Allah** is the name of the Islamic God.

In Islam, Allah is the main word for "God." Muslims use 99 Names of God to describe God, but "Allah" is the most common of these and means all of them. Al-Hakim (The Wise), Al-Hakam (The Judge) and Al-Rahim (The Most Merciful) are examples of Allah's 99 names in the Qur'an. Subhah beads are used in prayer when Muslims are remembering the 99 names of Allah.

When a Muslim says "Allah," all of the other names of God are thought of as part of it. Muslims also believe that this word tells about God's being a single entity and as being without wrong or defect and of God having no partner.

"Allah" is often used by Muslims when they are praying. Muslims have a faith in one God. They believe that God is the one who made everything, the one judge, and the only one who has power over all things. They also believe that Allah created the heavens and the Earth just by saying "Kun" which means "Be".

Muslims believe that Allah:

- is the one true God - all worship and praise is directed towards him
- should be treated with respect as he is the supreme being
- is the creator, designer and sustainer of the world

The word Tawhid is used to describe the **oneness of Allah**, which is the fundamental belief of Islam. It means believing in Allah, believing that he is the one and only God. It helps Muslims to think of Allah as the centre point of life.

Muslims believe that Allah is:

- **Transcendent** – Allah is above and beyond anything that exists in the world.
- **Fair and just** - Allah judges everyone equally.
- **Immanent** - Allah is close to every human and within all things on Earth.
- **Omnipotent** - Allah is all-powerful.
- **Beneficent** - Allah is all-loving.
- **Merciful** - Allah shows compassion and mercy, and he forgives people.

Muslims believe that Allah is just and created the world in a fair way (Adalat). They also believe that he always behaves in a merciful way.



RE – Lesson 2 Reading for Productivity Questions **Year 3**

Retrieval

1. How many different names does Allah have?
2. What are used by Muslims when praying to remember the names of Allah?
3. What do Muslims believe Allah created?

Vocabulary

4. What does the word 'merciful' or mercy mean?

Inference

5. How could Muslims show respect to Allah in their everyday life?



Year 3 Extended Curricular Learning

RE

Tuesday 23rd February 2021



VIPs:

- The word for Allah is the Arabic term for God. In Islam, Allah is the main word for 'God'.
- Muslims use 99 names of God to describe God, but 'Allah' is the most common of these and means all of them.

In reading for productivity, you have read and answered questions to demonstrate your understanding about Allah, the Muslim God. Today, you will think about Allah and write information that will help you to compare different religions Gods in upcoming lessons.

1. Watch the video up to 2.10 and make notes:
<https://www.bbc.co.uk/bitesize/guides/zcss7p3/video>
2. Use the reading text, the video and the internet to research the Muslim God Allah.
3. Complete the table, remembering to make your notes as detailed as possible!

Deepen the moment...

Why do you think Muslims do not draw pictures of their God Allah?

	Muslim God
Main name and names of different versions	
Are there any other Gods? Or people close to the main God?	
Other interesting facts about the main God.	



Reading for Productivity Lesson 3: DT

Food Groups

Fruit and Vegetables

These are good sources of vitamins and minerals and fibre. Aim to eat 5 portions a day! Choose from fresh, frozen, tinned, dried or juiced. Fruit juice and/or smoothies should be limited to no more than a combined total of 150ml per day.



Food and Drinks High / or Sugar

Eat less often and in small amounts.



Proteins

Proteins such as beans, pulses, fish, eggs, meat are very important for helping us grow and build muscles. Beans and pulses are a good alternative to meat as they contain less fat and are higher in fibre and protein. Try to eat 2 portions of fish a week, and try to reduce intake of red and processed meat.



Carbohydrates

Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat. These are important for giving us energy. Choose higher-fibre, wholegrain varieties, such as wholewheat pasta and brown rice, or simply leave skins on potatoes.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.



Oil & spreads

Oil and Spreads

Choose unsaturated oils and spreads and use in small amounts. Eat sparingly.



Dairy and Alternatives

These are a source of calcium which is important for strong teeth and bones. Choose lower fat and sugar options.





Reading for Productivity- DT

Retrieval

1. Name two examples of fruit and vegetables.
2. What food and drink is high in sugar?
3. Name two types of protein that are important to our diet.

Vocabulary

4. What does the word '**alternative**' mean in this sentence?
Beans and pulses are a good **alternative** to meat as they contain less fat and are higher in fibre and protein.

Inference

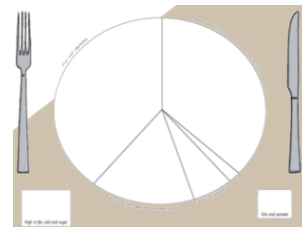
5. Why do you think it is important for a baby to have a good amount of protein and calcium in their diet?



Year 3 Extended Curricular Learning

DT

Wednesday 24th February 2021



VIPs:

- You should eat 5 fruit or vegetables a day.
- A healthy diet includes fruits, vegetables, proteins, grains and is light on fats and sugars.
- Humans obtain vitamins and minerals from fruit and vegetables.
- Humans obtain energy from carbohydrates and proteins.

Have a look at the examples of healthy food plates:



Create a healthy lunch for a child at school.

1. Decide which food options are healthy and unhealthy before choosing what foods will be on the plate.
2. Use the food groups to design a healthy, well balanced lunch.
3. Write a paragraph describing why you have chosen this meal.

Deepen the moment...

Are there any disadvantages to eating too much fruit? Explain your reasoning.



Reading for Productivity Lesson 4: Science

Reading for Productivity-seeds and bulbs

What is a seed?

Most plants come from seeds. Seeds come in all shapes, sizes, and types. They can be small, like radishes, medium, like marigolds, or large, like sunflowers. Seeds from flowering plants have seed coats to protect them. Seeds remain dormant (asleep) until they are given certain things.



When a seed begins to sprout this is called **germination**. As water is taken in, the seed's protective coat expands, eventually splitting open to allow oxygen inside. The plant's root is the first to emerge from the seed and anchors the plant within the soil. The root also enables it to absorb much needed water and nutrients. Next, the young shoot begins to grow, and soon afterward, it will develop its first real leaves. Once the seedling has sprouted its new leaves, the plant is able to begin making its own food.

What is a bulb?

Some plants grow from other means, such as bulbs. Bulbs are like giant seeds full of food storage helping a plant to grow. Bulbs, like seeds, are also available in different sizes, shapes, and types. Bulbs such as tulips, onions, and daffodils, contain a complete miniature plant inside. They have fleshy scales of food that nourish the plant.





Reading for Productivity- Seeds and bulbs.

Key vocabulary: seed, bulb, plant, growth, dormant, germination, emerge, absorb.

Retrieval:

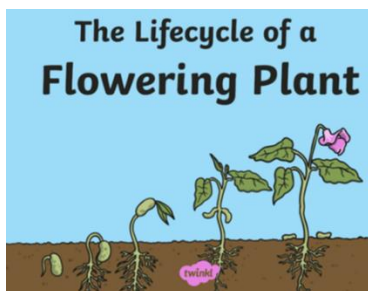
1. Name one plant that is grown from a bulb.
2. Which part of a plant is the first to emerge from a seed or bulb?
3. Name one small plant that comes from a seed.

Inference:

4. Explain why seeds remain dormant until they are given certain things.

Vocabulary:

5. Define the word 'germination'.



Year 3 Extended Curricular Learning

Science – Plants

Thursday 25th February 2021 – Activity



VIPs:

- Seeds remain dormant (asleep) until they are given certain things.
- Some plants grow from other means such as bulbs. Bulbs are like giant seeds full of food storage.
- Germination is the process where seeds and bulbs start to grow.
- When a seed takes in water the protective coat expands and splits open to allow oxygen inside.
- The root is the first to emerge from the seed and bulb.

You are going to consider what a seed needs to germinate by creating a hypothesis (prediction), before setting up your own experiment.

Experiment question: What does a seed need to germinate?

You will need consider the equipment you need and how you will make it a fair test.

Complete the prediction table below:

Will the seed germinate or not? Use a tick if you think it will and a cross if you think it won't?	
Water	No water
Light	No light
Warmth	Cold
Soil	Cotton wool

Deepen the moment...

Paul says seeds are always able to germinate. Explain what might happen to a seed to stop it from germinating.



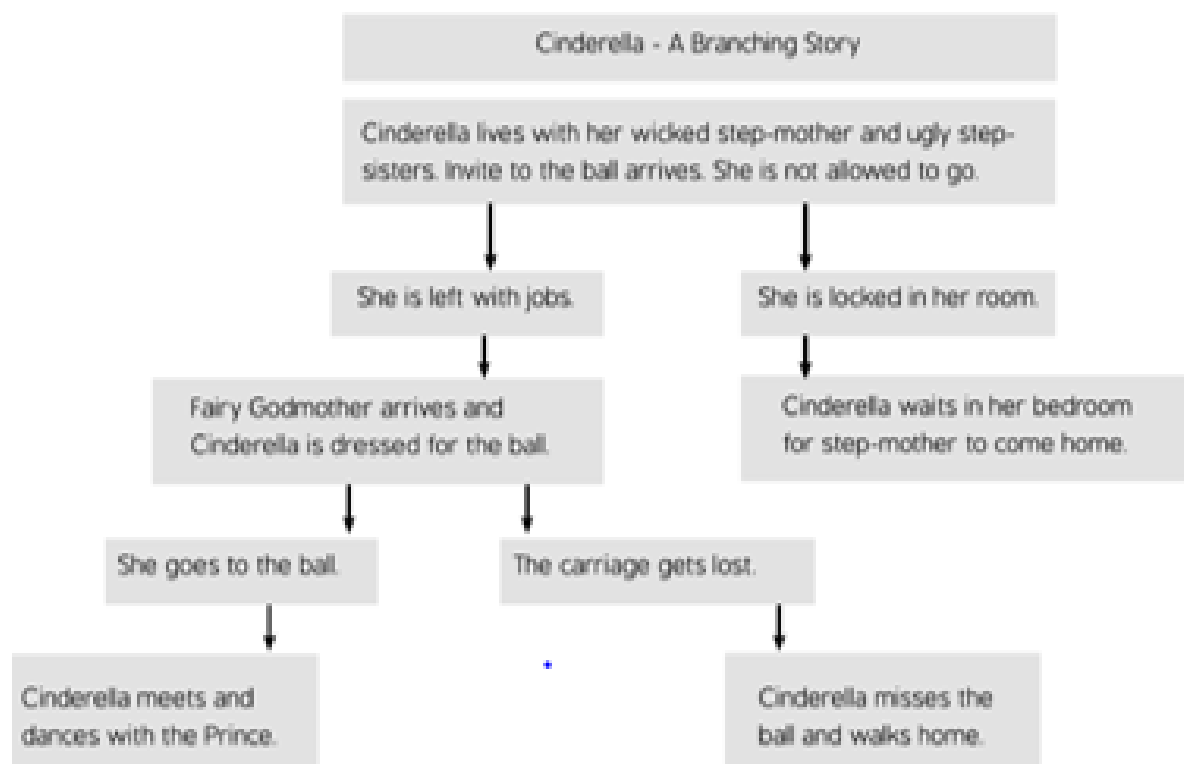
Reading for Productivity Lesson 5: Computing

Reading for Productivity – Computing 1

A Branching Story

When we read books, we often only have one beginning and one ending. The storyline is decided by the writer, when the book is being written. With a branching story, you start at the beginning until you get to a key decision that a character has to make. Instead of the writer making this decision, you get to choose from several options, and those options lead to new choices, which each lead to new choices...this can go on forever. In most branching stories, you will eventually reach a 'dead end' where there are no more choices. These are usually unhappy endings. If you choose the right path, and make the right choices, you will reach a happy ending.

Below is an example of a plan for a branching story:



You can see that the beginning of the story is the same but it branches off into two options. The reader can either decide that Cinderella is left at home with jobs to do, or she gets locked in her room. On this plan, if she is locked in her room then the result is a dead end because there are no more choices after that. The story could carry on forever with multiple options throughout.

Branching stories work best as an interactive, online story. Popular computer software such as Microsoft PowerPoint are great tools to create engaging, interesting stories.



Reading for Productivity – Year 3

Key words: branching, decision, dead end, beginning, ending, options.

Retrieval

1. What is a branching story?
2. Why is a branching story different to a normal story?
3. How many options could a branching story have?

Inference

4. Why do you think branching stories are better when using software such as PowerPoint? Explain your answer.

Vocabulary

5. Find and copy a word from the text that has the same meaning as 'for all time'.
6. What does the word 'interactive' mean?

Deepen the moment:

Can you continue the plan for Cinderella? What options could you add on to progress the story.



Year 3 Extended Curricular Learning

Computing

Friday 26th February 2021



VIPs:

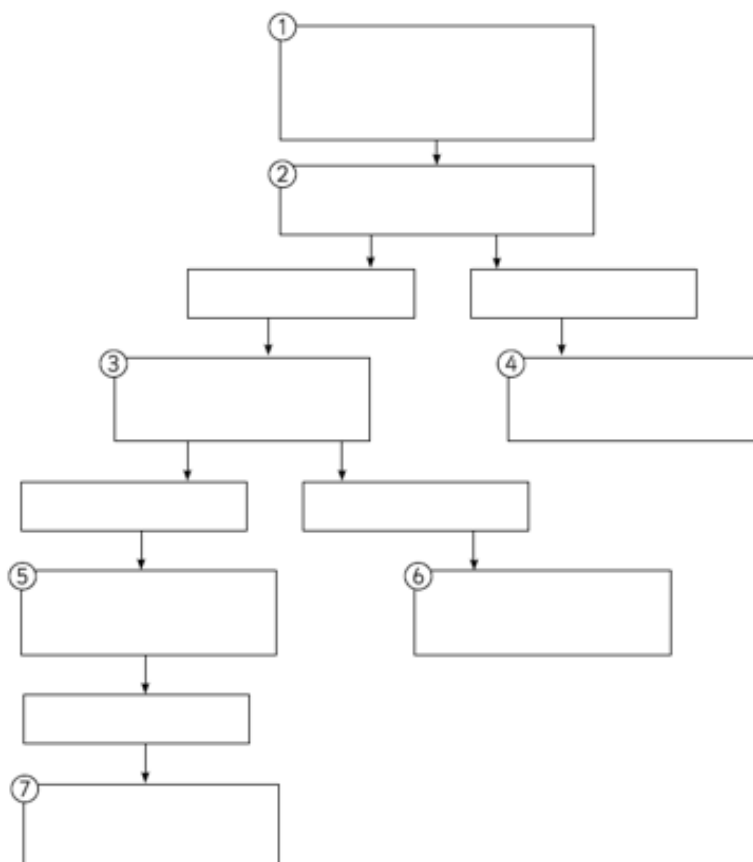
PowerPoint is software used to give information.

A branching story has multiple endings depending on decisions made throughout.

A branching story is a story that has different endings, depending on what decisions the reader makes as they go through, it allows the reader to choose the characters actions at certain points in the story.

You are going to have a go at creating your own branching story using a well-known story: Cinderella.

1. Familiarise yourself with the story by listening to it being told here:
https://www.youtube.com/watch?v=FngotT3x4g8&feature=emb_logo
2. Consider the main characters in the story: The wicked step mother, the Fairy Godmother, Cinderella and The Prince. Think about the choices they will make.
3. Use the branching template to design your own Cinderella branching story.



Deepen the moment...

Investigate other branching stories. Can you create an alternative ending to our class text?



Fairtrade Fortnight

Monday 22nd February - Sunday 7th March 2021

Monday 22nd February marks the beginning of Fairtrade fortnight. This Fairtrade Fortnight we are thinking about what we want the world to be and the ways in which we can make choices to shape the world.

To make a choice that is good for us, we need to know a bit about what our options are. But the choices we make don't just affect us. Many of our choices will have an effect on other people. Sometimes they will have a big effect.

Today, you have already made choices that impact the lives of many other people around the world. The things we buy and enjoy have a big effect on the lives of other people. Everything we eat, wear or play with has been grown or made by someone somewhere, and the products we buy will make a difference to the sort of lives those people have. The more we learn about the people we rely upon, the more likely we are to want to make good choices.

Task 1 : To join in with some of the activities you can do to understand Fairtrade better, why not follow some of the links below:

Come on in to Coobana: a board game to help students learn about Fairtrade, Coobana and the banana trade: <https://schools.fairtrade.org.uk/teaching-resources/come-coobana-board-game/>

The journey of a Fairtrade football: a presentation explaining the process of how footballs are made and how Fairtrade can help: <https://schools.fairtrade.org.uk/teaching-resources/journey-fairtrade-football/>

A Fairtrade quiz: <https://schools.fairtrade.org.uk/teaching-resources/primary-school-quiz-for-fairtrade-fortnight-2021/>

Or, Visit: <https://schools.fairtrade.org.uk/teaching-resources/climate-fairtrade-and-you-education-pack-for-primary-schools/> for the full Primary Schools pack.

Task 2: Watch this video to find out more about the things you can do to live a Fairtrade-conscious lifestyle: <https://schools.fairtrade.org.uk/teaching-resources/change-the-world-through-your-choices/>

Task 3: Make a poster outlining some of the ways people can help to make the world a fairer place by being conscious of Fairtrade.

Why not share some of the Fairtrade activities you've enjoyed with your teachers on Class Dojo or post them on to your school's social media platforms. You can tag @FairtradeUKed and use the hashtag #Fairtrade Together on social media posts!





Halfpenny Lane Reading Challenge

We are continuing to run our weekly 'Reading challenge' for all of our children throughout this National Lockdown period. Whilst you are at home, we would like you to continue to read at least 4 times a week and fill in your reading record.

Send us a picture of your completed reading record every Thursday each week on Class Dojo for an extra Dojo point and to be put into 'the reading raffle' for a chance of winning a prize upon our return.

At the end of each week, the names of the winning classes of our reading challenge and the randomly chosen children who have won our reading raffle, will be included in our weekly newsletter and posted on our school Twitter page.

Good luck everyone and continue to read as much as you have been doing!
Happy reading!





Halfpenny Lane TT Rockstars Weekly Battles

We are continuing to run our weekly TT Rockstars battles for all of our children in Year 2 to 6, throughout this National Lockdown period. Whilst you are at home, we would like you to continue to go on and access TT Rockstars as much as you can.

Each week we will be able to see how many correct answers each of you have got and which class has won their weekly battle.

An extra Dojo point will be awarded to those children going on and accessing this each week.

At the end of each week, the names of the winning classes and the top three children with the most correct answers across school, will be included in our weekly newsletter and posted on our school Twitter page. Prizes will be awarded upon our return.

Good luck everyone and rock on!

