



Year 3 Week 7 Day 2

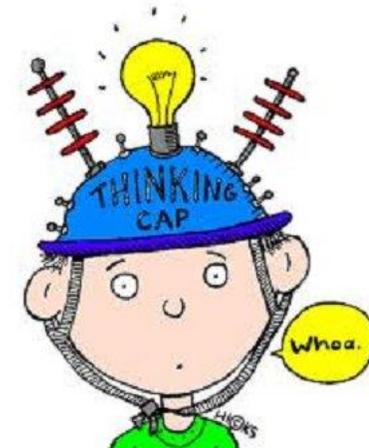
## Order of Learning

1. Starter
2. Main Activity

**Finding non-unit fractions of quantities**

If you want to Challenge yourself,  
try our

HOTs



To be completed by everyone

Answers will be given on the answer sheet on Friday

Starter:

**6** Find these amounts. Use counters to help you.

**a** How many sweets did I get if I was allowed  $\frac{1}{4}$  of 24? \_\_\_\_\_ sweets

**b**  $\frac{1}{3}$  of all the kids in my class have a pet dog.  
How many have a dog if there are 30 kids in my class? \_\_\_\_\_ kids

**c**  $\frac{1}{5}$  of all the kids in my class ate an apple at playtime.  
How many apples were eaten if there were 30 kids in my class? \_\_\_\_\_ apples

# Maths - Fractions

To be completed by everyone

## Finding non-unit fractions of quantities

### Main Activity

Click on the link and begin your learning journey.  
Complete the pre-quiz, watch the video and complete the activities

<https://www.thenational.academy/year-3/maths/finding-non-unit-fractions-of-quantities-year-3-wk2-2>

The answers will be given at the end of the video.  
Please stop the video and complete the activity before listening to the answers.

# HOTs



Dora says,



I have one third of a pizza because I have one slice and there are three slices left.

Do you agree? Explain your reasoning.

Alex says,

I have shaded  $\frac{2}{2}$  of the shape.



What mistake might Alex have made?

Alex, Annie and Whitney each show a piece of ribbon.

Whitney shows  $\frac{1}{2}$  of her whole ribbon.



Alex shows  $\frac{1}{4}$  of her whole ribbon.



Annie shows  $\frac{1}{3}$  of her whole ribbon.



Whose whole piece is the longest?  
Whose is the shortest?  
Explain why.

*Answers will be given on the answer sheet on Friday*

# Spellings

Can you write a sentence for each of these spellings? Ensure each sentence includes the one of the spellings and the spellings are spelt CORRECTLY.

1. caught
2. enough
3. February
4. continue
5. height
6. breath
7. accidentally
8. recent

Can you sort the spelling for this week into word classes?

Adjective

Adverb

Noun

Verb

Can you think of any more to add to each of the word classes?

# English -Character Description Lesson 2

Here is the second lesson of the week.

<https://www.thenational.academy/year-3/english/character-description-reading-comprehension-language-year-3-wk4-2>

Complete the quiz before starting the lesson so you can see the pre-learning (if you listened super carefully to yesterday's lesson this may help you with the quiz!) and also see where you may get stuck!

# English - Character Description

## Lesson 2

Once you have watched the video there is an activity to complete, this activity can be completed in your books.

The activity answers will be posted alongside the other answers at the end of the week.

Don't forget to complete the exit quiz which gives you instant feedback and answers.

Topic

Volcanoes



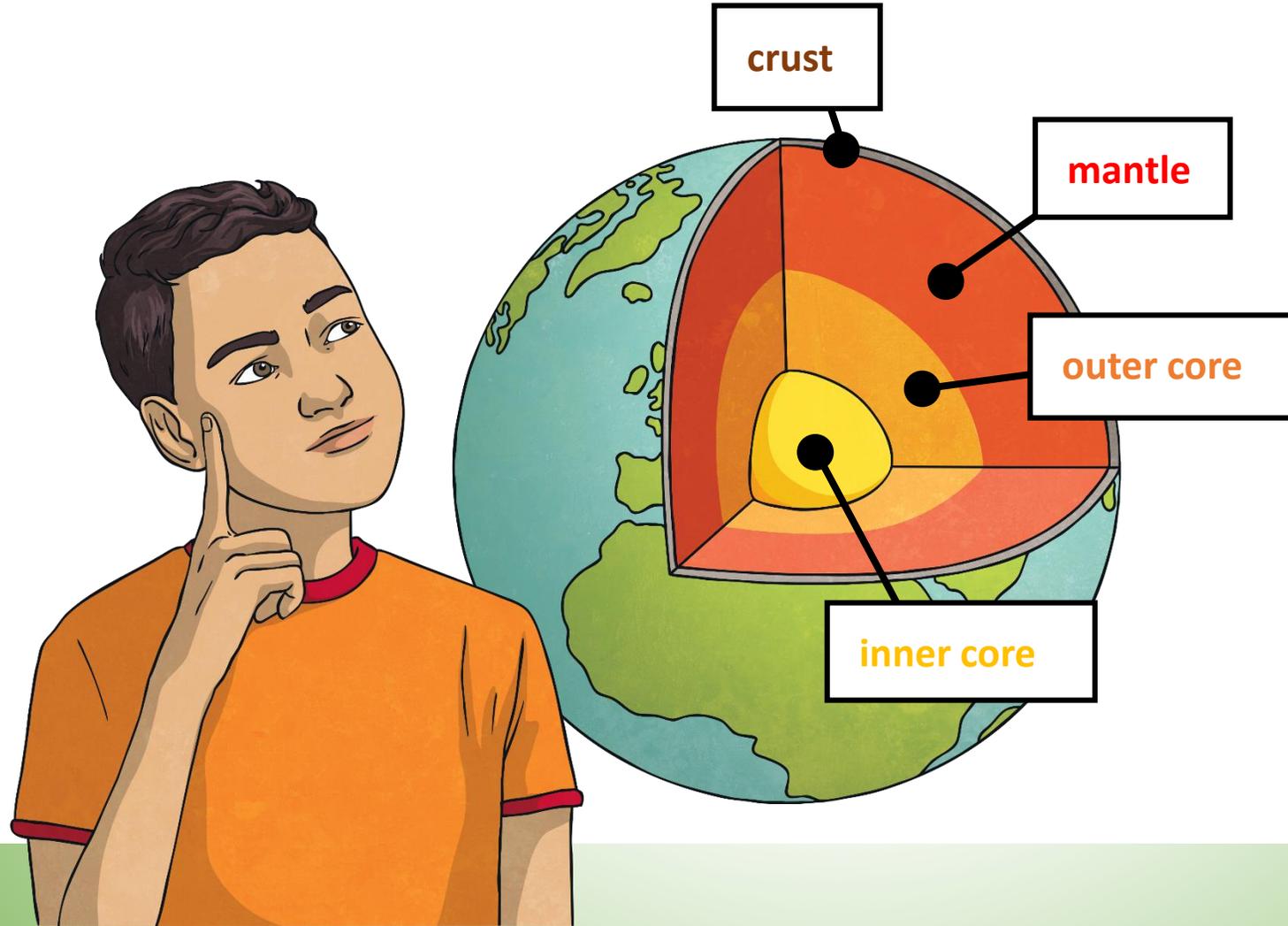
## Aim

- To explain how volcanoes are formed.

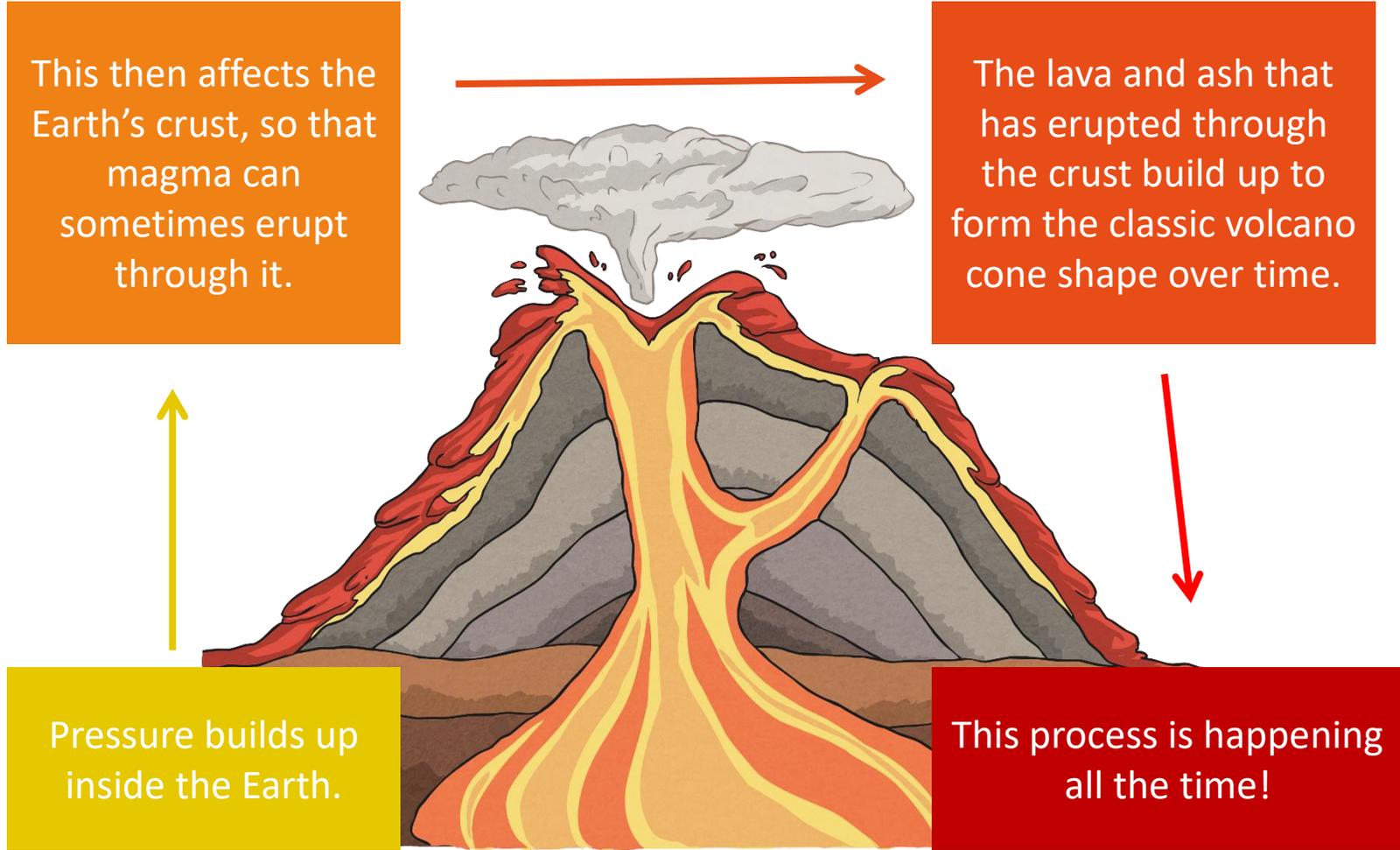
## Success Criteria

- State how tectonic plates move.
- State how a volcano is formed.
  - Sketch a volcano.
  - I can name some of the parts of a volcano.
  - I can tell you what happens when a volcano erupts.
- I can show you how tectonic plates move.
- I can tell you how a volcano is formed.

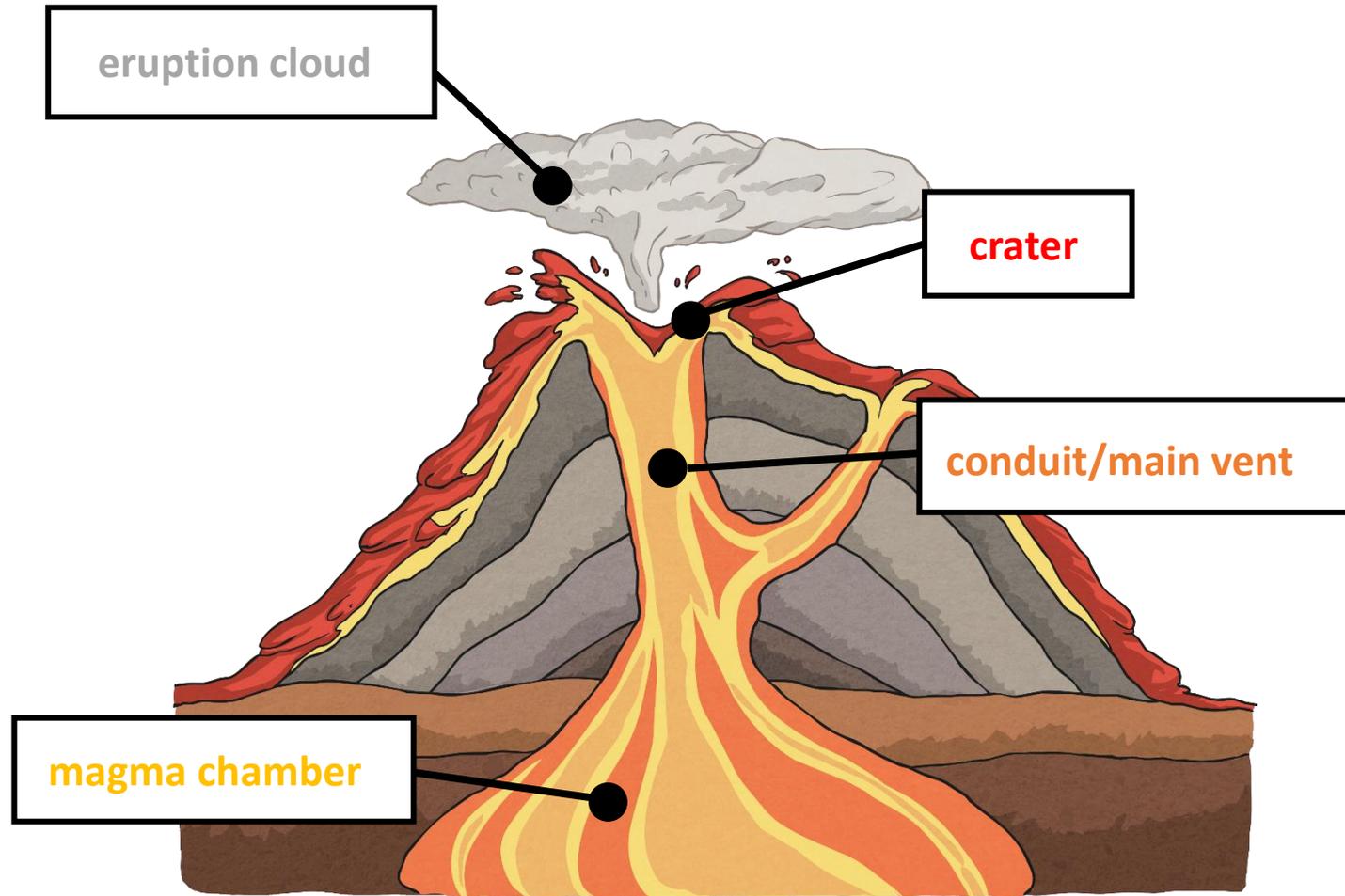
# Can You Remember What's Under Your Feet?



# How Are Volcanoes Made?



# What's It All Called?

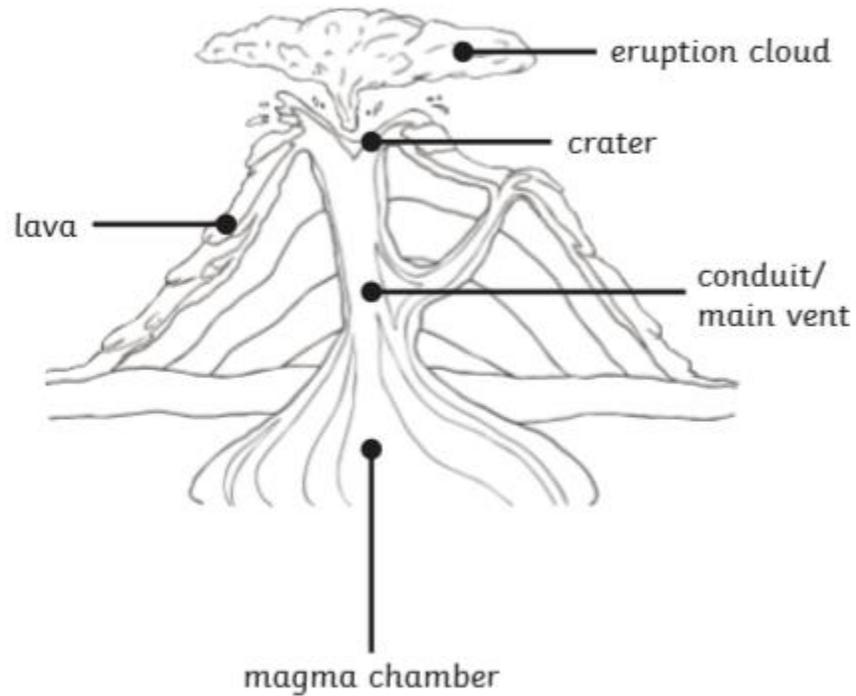


Can you draw this diagram in your books and label the different stages of the volcano's life? -There are some clues on the next slide to help.

1

3

Cut and stick the different stages of a volcano's life.



2

4

The lava and ash that have erupted through the crust build up to form the classic volcano cone shape over time.

This process is happening all the time!

Pressure builds up inside the Earth.

This then affects the Earth's crust, so that magma can sometimes erupt through it.