



Year 3 Week 8 Day 2

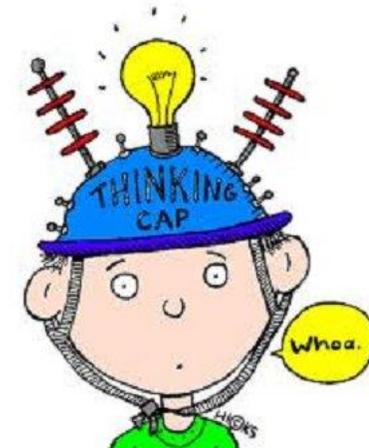
## Order of Learning

1. Starter
2. Main Activity

**Fractions: Finding equivalent fractions**

If you want to Challenge yourself,  
try our

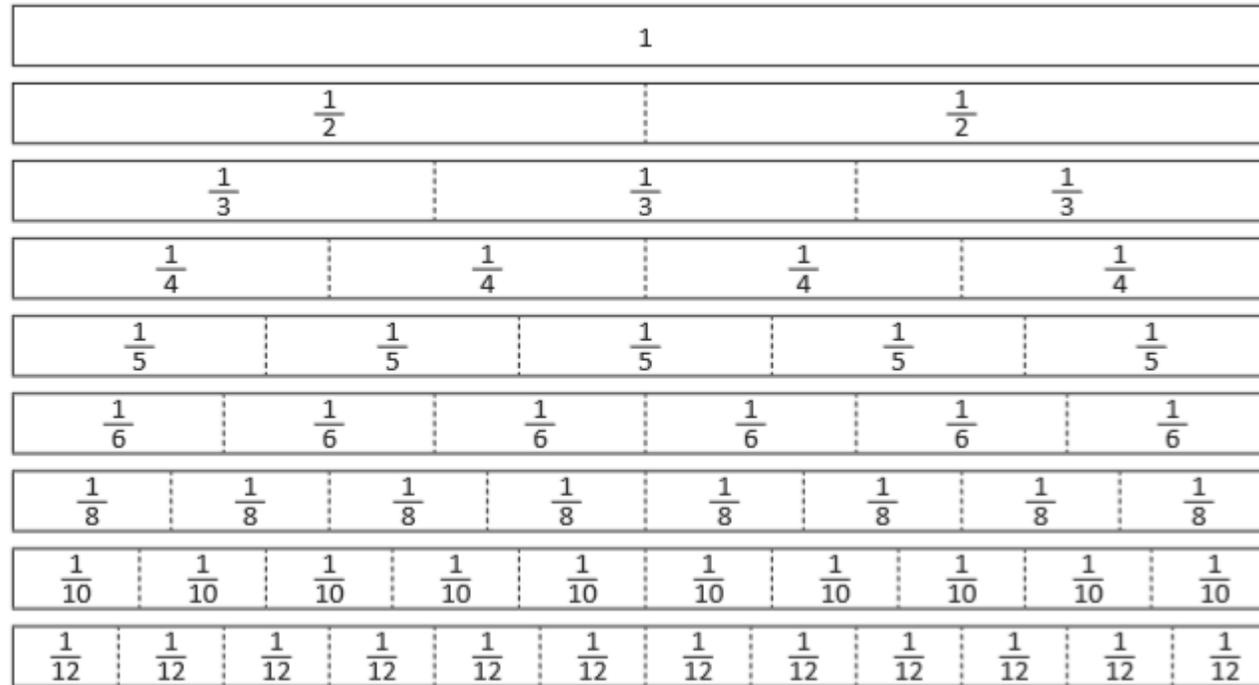
HOTs



To be completed by everyone

Answers will be given on the answer sheet on Friday

Starter:



6 Use the number lines above to help you put these fractions in order from smallest to largest:

a  $\frac{8}{12}$   $\frac{1}{2}$   $\frac{2}{6}$

b  $\frac{1}{4}$   $\frac{2}{6}$   $\frac{1}{12}$

c  $\frac{3}{4}$   $\frac{1}{2}$   $\frac{5}{12}$

d  $\frac{5}{6}$   $\frac{1}{3}$   $\frac{1}{4}$

# Maths - Fractions

To be completed by everyone

## Main Activity

### **Fractions: Finding equivalent fractions**

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/fractions-finding-equivalent-fractions-year-3-wk3-2>

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



Mo makes 3 rugby shirts.



Each rugby shirt uses 150 cm of material.

He has a 600 cm roll of material.

How much material is left after making the 3 shirts?

What fraction of the original roll is left over?

Alex and Eva share a bottle of juice.

Alex drinks  $\frac{3}{5}$  of the juice.

Eva drinks 200 ml of the juice.



One fifth of the juice is left in the bottle.

How much did Alex drink?

What fraction of the bottle did Eva drink?

What fraction of the drink is left?

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. centre
2. exercise
3. interest
4. library
5. different
6. describe
7. quarter
8. notice

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 - Setting Description Lesson 2

Here is the second lesson of the week.

<https://www.thenational.academy/year-3/english/setting-description-reading-comprehension-word-meaning-year-3-wk2-2>

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 - Setting 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

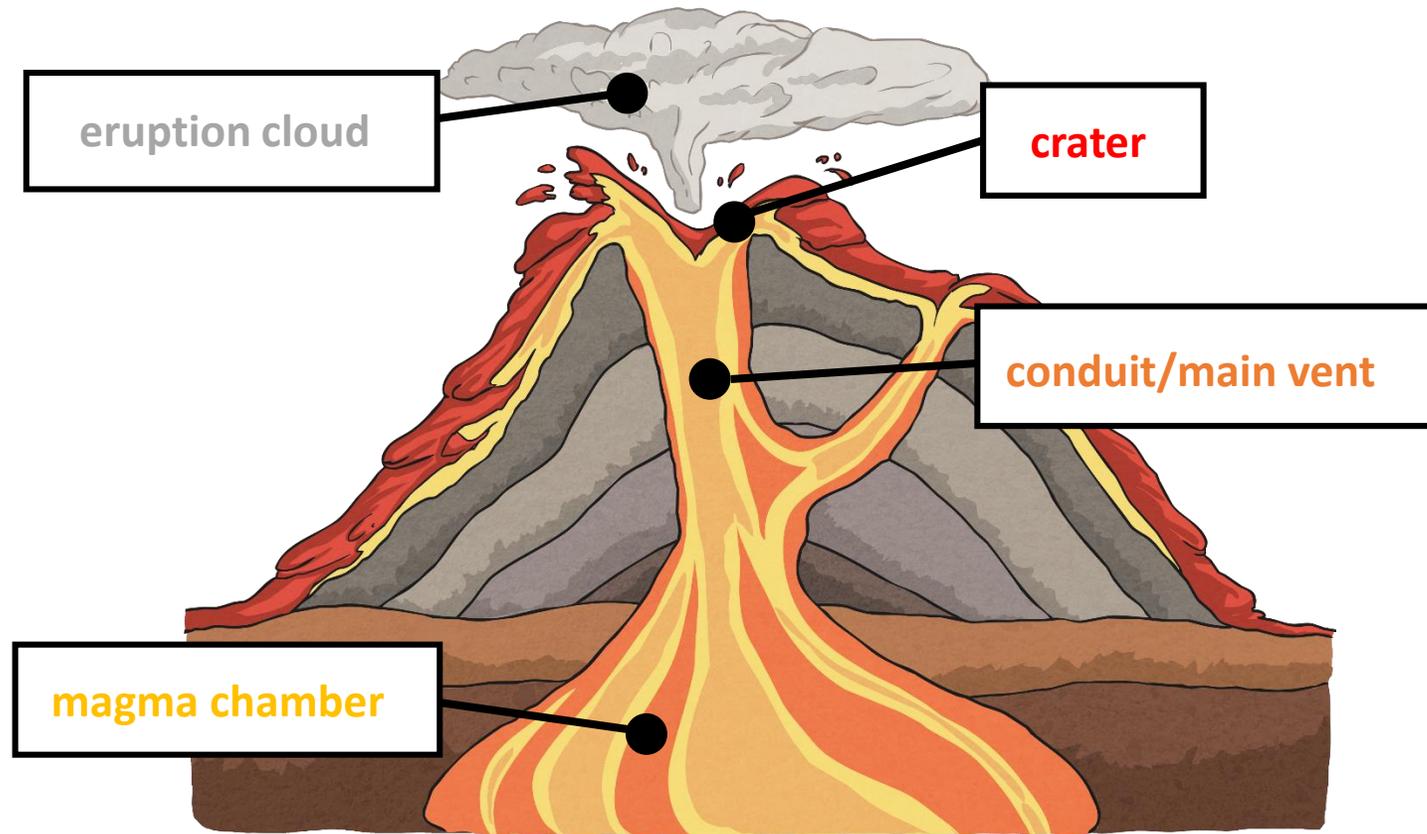
- To explain how volcanoes affect people's lives.

## Success Criteria

- State the location of volcanoes on a world map.
- I can tell you where volcanoes are found.
- State the different types of volcanoes.
- I can use extinct, dormant and active when describing volcanoes.
- Suk
- I can list the risks and benefits of living near to a volcano.
- I can explain the impact of volcanoes on the environment.

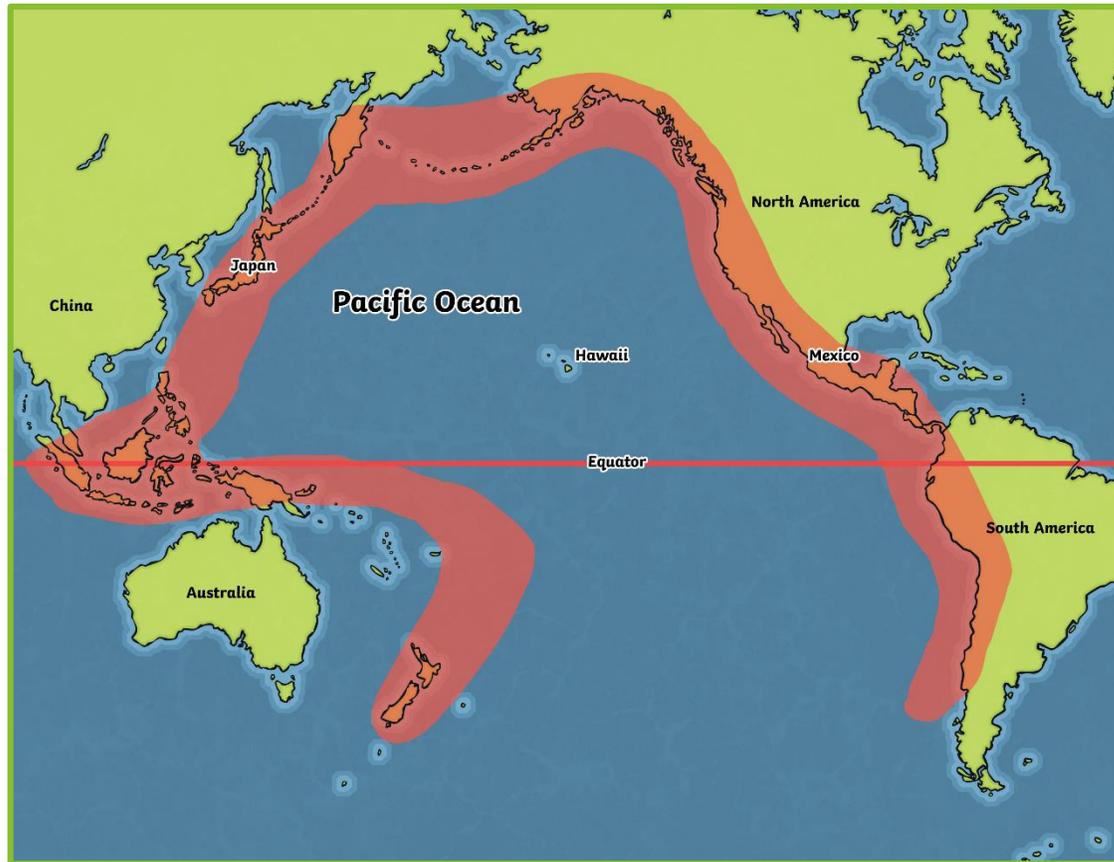
# What's It All Called?

Can you name the main parts of this volcano?  
Can you explain how the grey layers were made?



# Where Are Most Volcanoes Located?

Look at this map.



Most volcanoes are located in the red area, which is named “Ring of Fire”.

Why do you think it is called that?

# What Do They Mean?

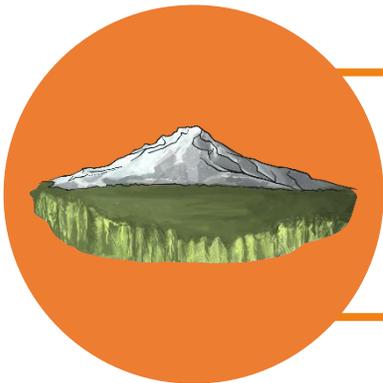
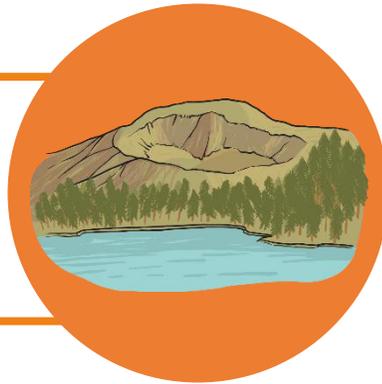


## **active**

A volcano that has erupted in the last 10 000 years.

## **dormant**

A volcano that hasn't erupted in the last 10 000 years, but may erupt again.



## **extinct**

A volcano that hasn't erupted in the last 10 000 years, and isn't expected to erupt again.

Would You Like to Live Near  
These Volcanoes?





Would You Like to Live Near  
These Volcanoes?

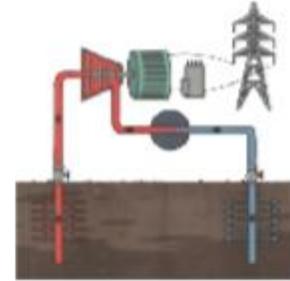


Create a table in your books - For and Against

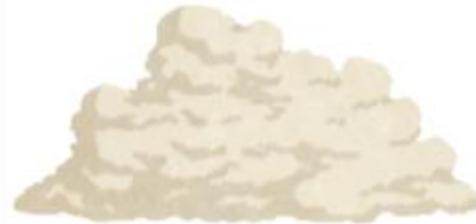
Sort these and the cards on the following slides into For and Against (copy the cards into your book and you can draw the images)



Farming near a volcano can be really good, because the volcanic soil can produce very good crops.



Volcanic regions can produce geothermal energy, which is clean and renewable.



Ash can destroy farm crops.



Volcanoes are tourist attractions bringing money and jobs to the area.



Buildings can be destroyed by lava flow.



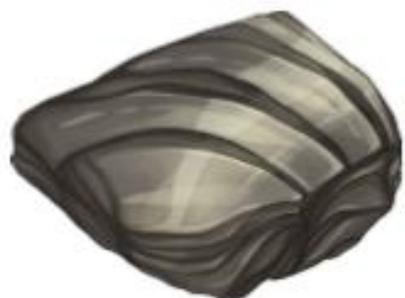
Scientists can predict when a volcano will erupt.



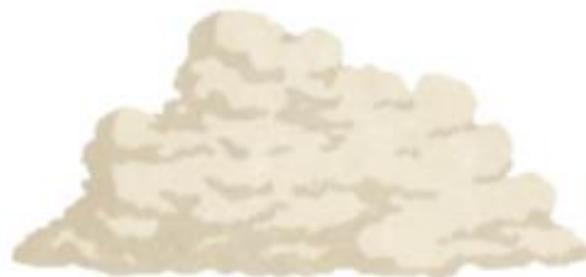
Dormant volcanoes may not erupt for hundreds of years.



The isolated slopes of volcanoes are good habitats for rare plants and animals.



Minerals and rocks made from volcanic lava are mined and used for building materials, bringing jobs to the area.



People can be swept away by pyroclastic flows or lahars (mudflows).



Ash can cause health problems for people and animals.



Frequent earthquakes can damage property.