

Tuesday 2nd February 2021

Maths

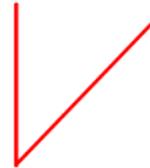
WALT: Recognise acute and obtuse angles.

Online resource: (This includes degrees but in Y3 we don't need this information yet)

<https://www.bbc.co.uk/bitesize/articles/z2gcsk7>

Let's recap yesterday. Use your angle monster to find right angles around the room. Remember it must be a perfect 'L' shape.

Which colour below is a right angle? Can you show it by drawing a square?

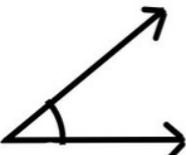
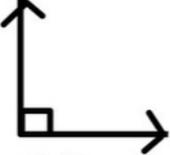


Activate
Go to Setti

Now we know right angles really well, we can start thinking about OBTUSE and ACUTE angles.

An 'acute' angle is smaller than a right angle! Think of it as cute and tiny. Say 'acute' in a squeaky, quiet voice.

An 'obtuse' angle is larger than a right angle! Say the word in a deep, loud voice, it is large!

Acute angle	Right angle	Obtuse angle
		

You can use your angle monster to help you spot obtuse and acute angles. Hold it against an angle. If it is bigger than the monster, it is obtuse. If it is smaller, it is acute.

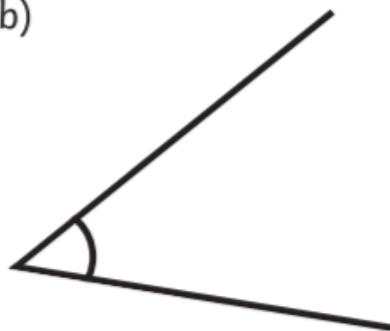
We can compare these angles. An acute angle is less than a right angle. An obtuse angle is more than a right angle.

Activity 1

Look at the following angles. Can you label them? Are they a right angle, obtuse or acute. Use your angle monster to help you.



b)



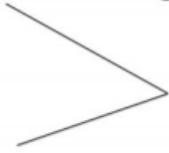
c)



Activity 2

Write the type of angle:

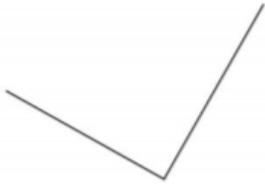
1.



2.



3.



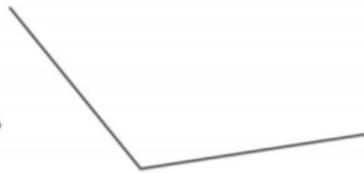
4.



5.



6.



Now look

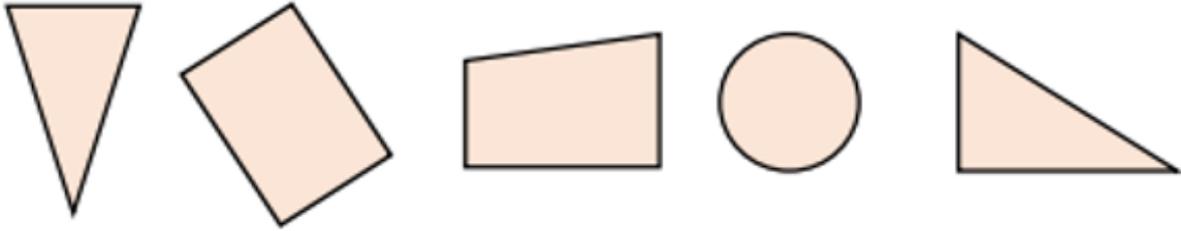
at these clocks. Look at the lines of the hands.

What angles do they show?





Have a look at these shapes. Can you spot any angles? Colour obtuse and acute in different colours. If you see a right angle draw the L shape.



Acute:	<input type="checkbox"/>
Obtuse:	<input type="checkbox"/>
Right angle:	L

Extension/Challenge

Order these angles from smallest to largest.

1. a) b) c)

2. a) b) c)

English

Tuesday 2nd February 2020

WALT: Improve a sentence using adverbs.

What is an adverb? We use adverbs to describe a verb. We can use them in instructions to add detail and make our meaning clear. Can you find and circle the adverbs in these sentences:

Carefully cut the brownie in half. Brush your teeth thoroughly. Spread the icing evenly over the cake.

Adverbs can be a feature of instructions, but are also useful for any kind of descriptive writing.

You could play the adverb game at home to practise using them. Give another person a verb such as 'walk' then call out different adverbs for that person to act out the verb. E.g. walk quickly, walk sleepily.

Have a go at adding adverbs to these sentences to improve them.

Activity 1

Insert appropriate adverbs.

1. Mike raninto the garden.

2. Jane's cat meowswhen you step on its tail.

3. Monkeys swingthrough trees.

Make up the rest of these sentences so that they makes sense with the adverb

1.

.....
..... beautifully.

2.

.....
..... hungrily.

Activity 2

Now try adding adverbs to the following instructions. They need to make sense and be useful.

_____ add flour to your mixture.

Stir _____ and simmer _____ until the sugar has dissolved.

_____ add syrup to your mixture and watch _____.

_____ Pour your mixture into a tray.

Put on oven gloves and _____ place the tray into the oven.

_____ draw on decoration using icing.

Spellings

Mrs Collins' Group

night	knight
hour	our
buy	by
flour	flower
eye	I

Week 5
Creating negative
meaning using
prefix dis-

disappear

dishonest

disallow

dislike

disbelieve

disobey

disapprove

discolour

discontinue

discover

Magic Spell: Conjunctions to express time

We can use conjunctions to express time and link two ideas in a sentence. Words such as after, before, during, while, meanwhile.

1. Match each sentence to the correct conjunction to express time. Only use each conjunction once.

A. We will go to the park to play cricket _____ we have finished our homework.

while

B. Izma ate her lunch at the table _____ her mum fed the baby.

when

C. We always sing along to the radio _____ we go out in the car with our dad.

after

Tom was good at
apologising...

...after Tom had left for
school.

Tom knew that his mum
would be cross...

...whenever he made a
mistake.

Mum took a deep breath...

...when she discovered he
had left a mess.

Mum found the note...

...before Tom walked through
the door.

Read these parts of a sentence. Draw a line to match them up, make sure they make sense!

Science

Today we are learning about nutrition. Food gives us the energy our body needs. To look after our bodies and stay healthy it is important for us to eat a 'balanced diet'. That means to try to eat food from the different food groups. Find out about the 5 food groups here:

<https://www.bbc.co.uk/bitesize/clips/zytjpm3>

5 Groups

Carbohydrates

Bread, rice, potatoes, pasta and other starchy foods. These should make up a third of the food we eat each day and are usually the basis of each meal. They give us energy and it is good for our bodies to eat whole grain versions such as brown bread.

Fruit and vegetables

Fruit and vegetables should make up about a third of the food we eat each day. It is recommended to eat 5 pieces of fruit or veg a day. It is important to eat a variety of fruit and vegetables as different types provide us with different nutrients. The main nutrients this food group provides are vitamins and fibre.

Dairy and alternatives

Milk; milk products such as yoghurt, cheese and milk powder; any dairy free alternatives such as rice or Soya milk. These foods provide us with a source of calcium which is needed for strong bones. It includes These foods can often be high in saturated fat so where possible opt for low fat varieties.

Protein

Meat, fish, eggs, beans, Quorn, tofu, fish, eggs, beans, pulses, lentils and nuts

Food in this group includes meat and alternatives such as. The main nutrients supplied by this food group are protein, iron and zinc which are needed for muscle growth, healthy blood cells and immune function (helping us fight off illness). We should try to eat two portions of fish each week. Eating oily fish can help look after your heart.

Activity 1

Read through the two PowerPoints and have a go at the worksheet attached.

