

Class 3 Home learning

Writing

Friday 28th January 2022

LO: Can I identify and use third-person pronouns?

Read and work through the slides to familiarise yourself with third-person pronouns. Decided which of the example sentences are third-person. Change the block of text from a first-person piece of writing to a third-person piece of writing. Then, explain what types of writing you think these pronouns must be used in and why they are needed.

Third Person


If you are writing in the third person, you write about other people or characters.

You use the **character's name** or pronouns such as '**he**', '**she**' and '**they**'.

Other pronouns used in the third person:

her/hers
his
theirs

For example:
Michelle sped off at top speed and was soon in first place. **She** couldn't believe that **she** was going to win!



Further help: <https://www.bbc.co.uk/bitesize/clips/zt3nvcw>

First, Second or Third Person?

Decide if the following sentences are in the first, second or third person.

Sophie was going to the cinema to meet her friends.

I couldn't believe what I was seeing – it was incredible!

"Where shall we go now?" wondered Tim and Holly as they sat in their car.

Do you believe in ghosts? Well after reading this story, you will!

As I walked into my new school, my stomach churned and my hands began to shake.

Are you an early bird or are you a night owl?



Third to First

Change this passage from the third to the first person by changing the pronouns.

My friends and **I** decided to go to the park after school. As soon as the bell went, **we** grabbed **our** bags, sped out of school and sprinted to the football pitches at St John's park. **I** scored a goal and celebrated by cartwheeling five times and finishing with a roly-poly. **I** knew **my** gymnastics lessons would pay off one day! As **we** were playing, three older boys from Merryfield's Academy walked on to the pitch. **My** heart sank as **I** knew who the boys were and **I** knew that they didn't want to play football. **My** friends and **I** were in big trouble.

Help: Sentence 1 could start as, "**Alan** and **his** friends decided to go to the park after school.

Maths

LO: Can I multiply and divide by 10, 100 and 1000?

To multiply any **number by 10**, all digits must move **one** place value column to the **left**.

To multiply any **number by 100**, all digits must move **two** place value columns to the **left**.

To multiply any **number by 1000**, all digits must move **three** place value columns to the **left**.

To divide, we can simply inverse these rules. Use this knowledge to calculate the following multiplications and divisions.

Dividing by 10, 100 or 1,000 Where Answers Are Decimals

When dividing a number by 10, 100 or 1,000 the value of each digit is divided sometimes giving a decimal answer.

Each digit moves the necessary number of place to the right because dividing by 10 decreases the number.

$$3020 \div 10 = 302$$

$$3020 \div 100 = 30.2$$

$$3020 \div 1000 = 3.02$$

	3	0	2	0	.	0	
$\div 10 \rightarrow$	3	0	2	.			
$\div 100 \rightarrow$	3	0	.	2			
$\div 1000 \rightarrow$	3	.	0	2			

Remember:

1. Keep the digits together.
Don't let any 0's jump in!

$$34 \div 10 = 3\cancel{0}.4$$

2. Round to check:

$$340 \div 100 = 3.4$$

$$\text{use } 300 \div 100 = 3$$

3. Use the inverse to check:

$$3.4 \times 1000 = 3400$$

Multiplying Decimals by 10, 100 or 1000

When multiplying a decimal number by 10, 100 or 1000, the value of each digit is multiplied.

Each digit moves the necessary number of places to the left because multiplying by 10, 100 or 1000 increases the number.

$$3.02 \times 10 = 30.2$$

$$3.02 \times 100 = 302$$

$$3.02 \times 1000 = 3020$$

			3	.	0	2	
		3	0	.	2		← x 10
		3	.	0	2		
	3	0	2	.			← x 100
	3	.	0	2			
3	0	2	0	.			← x 1000

Remember:

1. Keep the digits together.

Don't let any 0s jump in!

$$3.02 \times 100 = \begin{matrix} 300.2 & \times \\ 302 & \checkmark \end{matrix}$$

2. Round to check:

$$\begin{aligned} 3.02 \times 1000 &= 3020 \\ \text{use } 3 \times 1000 &= 3000 \end{aligned}$$

Solve these divisions and multiplications. Then choose 3 which you will divide by 1000 and multiply by 1000.

$$2264 \div 10 = \underline{\hspace{2cm}}$$

$$765 \div 10 = \underline{\hspace{2cm}}$$

$$817 \times 100 = \underline{\hspace{2cm}}$$

$$734 \times 10 = \underline{\hspace{2cm}}$$

$$403 \times 100 = \underline{\hspace{2cm}}$$

$$1864 \div 10 = \underline{\hspace{2cm}}$$

$$3908 \div 100 = \underline{\hspace{2cm}}$$

$$8764 \times 10 = \underline{\hspace{2cm}}$$

$$201 \times 100 = \underline{\hspace{2cm}}$$

Fill in the space with either \times or \div so that the calculation is correct:

$742 \text{ ____ } 10 = 74.2$

$4230 \text{ ____ } 10 = 42\ 300$

$873 \text{ ____ } 100 = 8.73$

$767 \text{ ____ } 10 = 7670$

True (T) or False (F):

$287 \times 100 = 28\ 700$

$209 \div 10 = 2.09$

$176 \div 100 = 600$

$602 \times 10 = 6200$

Challenge

I had a number which I multiplied by 100.

My product was 13.07.

What was my original number?

Reading

LO: Can I use the skill of inference to create sensible, logical ideas.

Inference is a skill where you use evidence and reasoning to draw a logical conclusion. You have a series of images with accompanying questions. Use what you can see in the images to answer the questions. Then, use the same skill of inference to answer the questions about the short piece of text.

Look at this picture, then talk about these questions with a partner.



Enlarge Picture

Why is the man wearing small binoculars clipped to his glasses?

Why are two people needed for this procedure?

Why is a bright light above the patient's head?

How can you tell that the people want to stay safe from infection?

Look at this picture, then talk about these questions with a partner.



Enlarge Picture

Where was this photograph taken?

Why do lots of people have suitcases with them?

Is the woman's drink hot or cold?
How do you know?

What is the weather like outside of this building?

His brow began to glisten with sweat and his hands trembled as the Britons charged. He clasped his sword in an iron grip and braced against the broad, crimson shield which covered his chest and stomach. Despite being highly trained, well-equipped and experienced, the feeling deep inside him before the clash never changed.

Who could this piece of text be written about? How do you know?

How is the person in the text feeling?

Has this person fought before? How do you know?

Art

LO: Can I use tessera to create a mosaic design?

Use graph paper (or draw a grid) and use alternating colours to create a mosaic pattern. The colours could be primary, secondary and tertiary. They could also be complementary. DO not use more than 4 colours for your design.

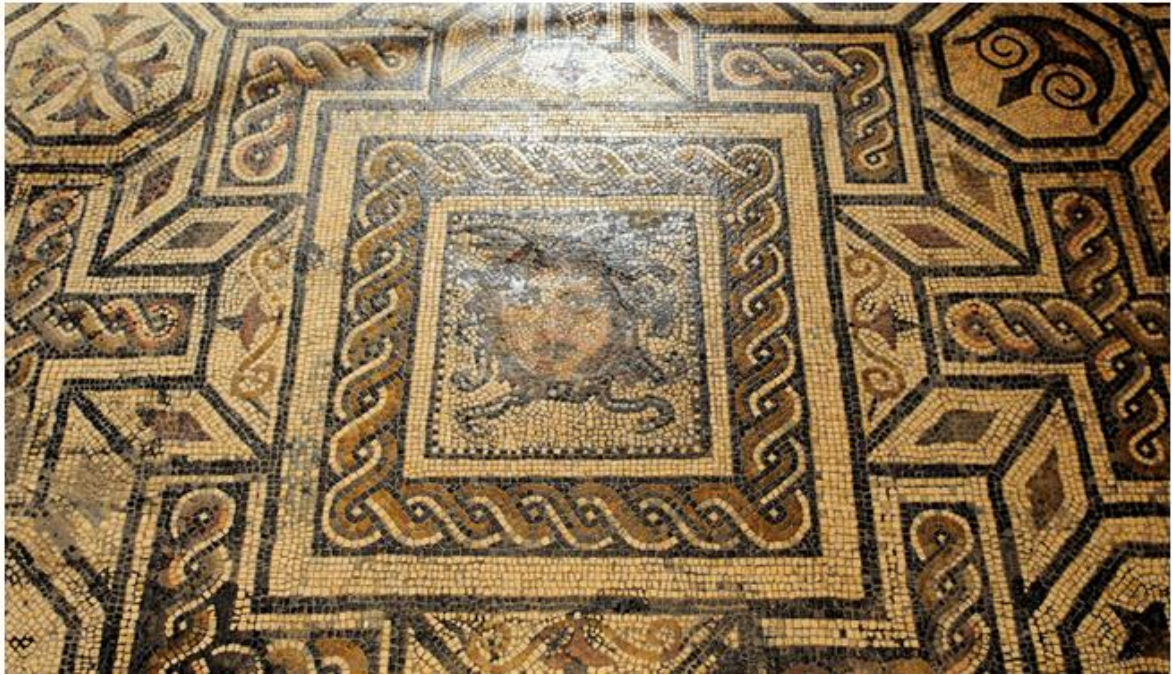
If it is easier and you are able, you could do this digitally on a program such as paint.

Mosaics

The floors of Roman buildings were often richly decorated with mosaics. Mosaics were made from tiny coloured stones which they called tesserae.



Mosaic Examples



You could use the following template to create a pattern or design. Remember, select only 3-4 colours. What can you create?

