

Session 1	Maths
Session 2	Break
Session 3	English
Session 4	Lunch
Session 5	Science/RE/Spanish/Art/Geography
	<p>Reading EVERY day.</p> <p>Please use this opportunity to read 1:1 with your child/children and ask them questions about what they are reading.</p> <p>For example, why did a character do something? How does the character feel? How do you know? (Find the answer in the text) What is going to happen next?</p>

Don't forget that the Body Coach has many videos that you can fit into your schedule whenever is easiest for you.

Year 3 Holy Trinity

Wednesday 1st April

Thank you to everyone who has been using the folders that I have created in the Class Dojo for the work to be uploaded to. Please make sure that you put the work in the correct folder and for the correct day. Let me know if you are not sure about anything.

The first maths exercise will involve a little bit of cutting out.

You need to do this exercise in pairs, so an adult can supervise two children or be one of the two people in the pair.

For this activity there are not necessarily any right or wrong answers. It is an opportunity to look at place value and talk about the value of different digits depending on where they are in a number, whether in the hundreds, tens or ones.

0

1

2

3

4

5

6

7

8

9

You need: one set of digit cards of all the numbers from zero to nine and a second set of digit cards that is either all of the odd digits **or** all of the even digits. You should have fifteen cards.

Person A: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 1, 3, 5, 7, 9

Person B: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 2, 4, 6, 8, 0

What to do:

- You may only use each digit card once! (If you have two '1' cards, use *each one* once).
- Arrange the digits in any order to get as close as possible to the following 3-digit targets (all numbers must have exactly three digits):

Make the largest odd number

Make the largest even number

Make the largest multiple of ten

Make the largest multiple of five

Make the closest number to 500

Use the digit cards to help you find the best combination of numbers and keep trying to improve your answers to get closer to each target number.

DO: Explain and justify your choices using the language of place value

DON'T: Write your numbers on this sheet until your teacher tells you to.

Think about: Is it easier with extra even numbers or extra odd numbers?

Literacy:

Your Literacy homework for today and the rest of the week will be based on a short clip that can be found here: <https://www.literacyshed.com/catchit.html>

For today I want your child to describe the beautiful setting of the African plains as depicted in the video. They can talk about the colours that they see and the distinguishing features of the land, for example. One paragraph.

Please note that they are not to write anything about the characters – this will be for subsequent lessons.

Here is your R.E. work and the link you need

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7>

What is Judaism?

It is time to find out something about what is important to many Jewish people. Watch the What is Judaism? film on this webpage.

www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7



The film told you lots of things about the Jewish day of rest called Shabbat. In the box below draw some of the things that you would find on a Shabbat dinner table. You could watch the film and pause it when it shows a picture of the table set out for the Shabbat meal to help when you are drawing. Around your picture add labels and descriptions of the items. Next add some speech bubbles saying what Jewish people are remembering at Shabbat. You could also add in extra things you have found out about Shabbat.

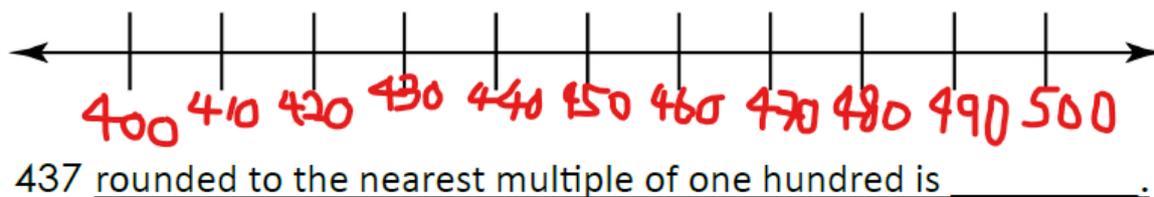
Shabbat dinner table

Year 3 Holy Trinity

Thursday 2nd April

The maths work for today is slightly more straight forward than yesterdays!

Here is an example of how to tackle the first question.



Write all the multiples of 10 between 400 and 500 on a number line as above. You can now visually see where 437 is on the line, and which multiple of 100 it will be rounded up or down to.

This is only one approach.

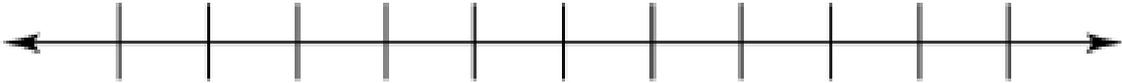
Normally in class I would teach that the above method is the visual way of working out the answer, whilst the preferred and more mathematical approach would be to look at the tens digit and if it is a 0, 1, 2, 3 or 4 to round **down** and if it is a 5, 6, 7, 8 or 9 to round **up**.

To challenge your child further, ask them to round numbers to the nearest 10 or 100. Check that they know which digit they are focussing on to determine how to round the number. For example, 239 rounded to the nearest 10 is 240, so it rounds up, but to the nearest 100 it is 200, so therefore it rounds down. This can be confusing for some children but a great challenge for others.

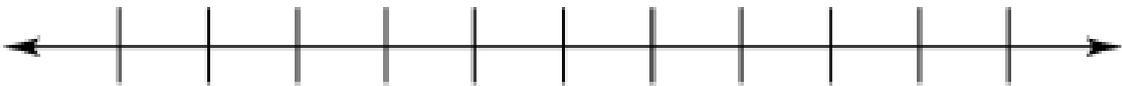
The set task is on the next page and the page after that is the **EXTRA OPTIONAL** homework (the one that has number riddles or challenges).

Rounding to the nearest multiple of one hundred

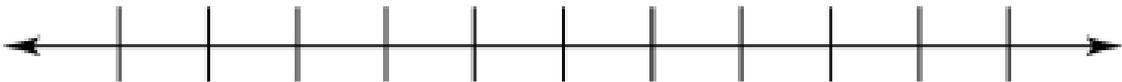
- Write the correct multiples of one hundred at each end of the number line
- Place the given number accurately on the number line
- Complete the rounding statement for each number



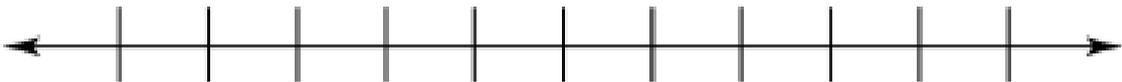
437 rounded to the nearest multiple of one hundred is _____.



154 _____.



542 _____.



771 _____.



931 _____.

EXTRA OPTIONAL MATHS WORK

Can you find all the possible answers?

How will you know that you have found all the possible answers?

What systems will you use?

What numbers can you make that are less than 500 and have a 6 in the tens column? Before making all of them, can you predict how many there are?	What do you know and what can you find out about the number 144?
I wrote down a number with one zero in it but I cannot remember what the number was. I know it was between 600 and 700. What number could it be?	A number has been rounded to 600. What could the original number have been? Can you find all the possibilities? Does it matter if you rounded to the nearest multiple of ten or one hundred?
How many 3-digit numbers can you write with a 6 in the hundreds place?	What numbers can you make using the digits 1, 7 and 8? Can you find all the possibilities?
A car travelled <u>about</u> 800 miles. What might the actual distance it travelled be?	Someone has written two numbers in words but the words have been mixed up! What might the numbers have been?

Literacy:

For today's lesson, please use the same video that you used yesterday.

<https://www.literacyshed.com/catchit.html>

Today, I want your child to tell the story of what happens from the point of view of the meerkat. A good way to do this is as a recount. Imagine that one of the meerkats who is in the video is telling another meerkat who was not there what happened.

I look forward to seeing all your amazing work in the Class Dojo!

Thank you to everyone that has sent in photos and even videos of all the things you have been up to.

All the best, Mr Broughton!