

Home Learning: Year 3 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 3	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://www.topmarks.co.uk/maths-games/hit-the-button Hit the answer - x 8	https://www.topmarks.co.uk/maths-games/hit-the-button Hit the answer - divided by 8	https://www.topmarks.co.uk/maths-games/hit-the-button Hit the answer - divided by 8	https://www.topmarks.co.uk/maths-games/daily10 level 3-multiplication-mixed tablesx2,x3,x4,x5,x8,x10	https://www.topmarks.co.uk/maths-games/daily10 level 3-multiplication-mixed tablesx2,x3,x4,x5,x8,x10
Four Days of Reasoning (Monday-Thursday)	Summer Term Week 3 (Wk commencing 4/5) https://whiterosemaths.com/homelearning/year-3/ Worksheets for each lesson can be found below. Answers are available on the White Rose website.	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. If you feel your child needs greater challenge click onto this link https://whiterosemaths.com/homelearning/year-4/ If your child struggles with maths, they could work on the learning set for year groups lower down the school.			
Friday	On Friday you can revise any part of the week's learning that you found difficult. You can simply repeat one of the lessons if you like. You can also practise times tables.				

Home Learning: Year 3 English

Y3	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing	<p>LO: Infer meaning from a story 'Watch the 'Wallace and Gromit Cracking Contraption' video: https://vimeo.com/405383080/13538e6b34 Answer the following questions: 1. What activity or task are Wallace and Gromit finding difficult in the video? 2. What is the machine and what does the contraption do? 3. How does the contraption work? 4. How would you improve the contraption?</p>	<p>LO: Label and Annotate a Diagram You are going to create your own contraption. Use the questions below to help you create your own ideas: 1. What activity, task or job do you find difficult? e.g. Picking peas up from my plate. 2. What would make it easier? <i>E.g. A contraption that picks up lots of peas at once.</i> Once you have decided, draw your contraption and label it. See the example below.</p>	<p>LO: Plan an Explanation Text. Today you are going to plan an explanation of how to use the contraption you designed yesterday. Use the questions below to structure your paragraphs: Paragraph 1 - What is the problem? e.g. · Peas - slip and slide on plate · Impossible to get from plate to mouth. · Shoot off in another direction when using a fork. Paragraph 2 - Where can you buy the contraption? Paragraph 3 - What does the machine look like? Paragraph 4 - How does the machine work? (numbered steps or instructions) Paragraph 5 - conclusion.</p>	<p>LO: Write an explanation. Start by thinking of a title Use your questions from your plan to write out your paragraphs. Remember to: ● Talk to the reader so they are engaged and interested Eg. You should, you can ● Use adverbials to explain when something will happen Eg. once, after, as, when, before, while ● Use conjunctions to link your ideas together Eg. because, as, so, which, that ● Add extra details using brackets Eg. (avoid using a fork as they will easily slide off the side) See Writing Example below</p>	<p>LO: Use Persuasive Language Create a poster to persuade people to purchase the contraption. Remember to include: ● The name of gadget ● A Picture of your gadget ● 3 or 4 sentences that persuade the reader to buy it e.g. You should buy... You will not want to miss out on... Buy it now for only... ● Price ● Reviews from other customers</p>

Home Learning: Year 3 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	Science	RE	Art
<p>LO: To understand food wasted and how to avoid it.</p> <p>Look at the food waste facts below. What could you do at home to reduce food waste? What could be done in schools to reduce food waste?</p> <p>Task: Write a letter / poem, or create a leaflet / brochure telling people at home or school how to reduce food waste.</p>	<p>LO: To Understand the Main Food Groups Have a look at https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/ or this website: https://www.gosh.nhs.uk/conditions-and-treatments/general-health-advice-children/eat-smart/food-science/food-group-fun</p> <p>What are the 5 main food groups we need to eat to keep healthy?</p> <p>Task: Give at least 3 examples of food for each of the food groups. Write a summary of what each food group provides the body. E.g. We eat meat, eggs and other protein to.....</p>	<p>LO: Apply Understanding of Food Groups Make and complete a food diary for 1 day (or more) recording all the food you eat in that day. By the end of the day, have you eaten a balance of all the main food groups? Which food group have you eaten most/least of? Draw your own 'helaty eating plate' grouping all the foods you have eaten by food group E.g. carbohydrate, protein etc</p>	<p>Your class Virtue is Friendship. https://www.youtube.com/watch?v=o-3Kdpb1DgE</p> <p>Watch the story of the Lost Sheep. Think about friendship and what it means to you. Write or type a prayer about Friendship. Illustrate it if you like. Do not forget to share your prayer with your class teacher.</p>	<p>This week we want you to create your own sketchbook. Look at the ideas for creating a sketchbook here. https://q1e.co.uk/data/dynamic/spaw/documents/Week%203%20Art%20Home%20learning.pdf Choose any object from home and 1 of the challenges below to practise your careful looking (observation) and your observational drawing skills.</p>
Everything is Interesting – Are you ready for a challenge?				



Convert pounds and pence

1 a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £10



2 How many 1p coins do you need to make £1?

3 Write the price of each item in pence.



p



p



p

4 Write each amount in pounds and pence.

a) 274p = £ and p b) 592p = £ and p

374p = £ and p 591p = £ and p

474p = £ and p 590p = £ and p

c) $111\text{p} = \text{£} \square \text{ and } \square \text{ p}$

d) $405\text{p} = \text{£} \square \text{ and } \square \text{ p}$

5 Annie has some coins.



a) How much money does Annie have? $\text{£} \square \text{ and } \square \text{ p}$

b) What is 10p more? $\text{£} \square \text{ and } \square \text{ p}$

What is 10p less? $\text{£} \square \text{ and } \square \text{ p}$

c) What is 100p more? $\text{£} \square \text{ and } \square \text{ p}$

What is 100p less? $\text{£} \square \text{ and } \square \text{ p}$

6 What amount is represented in each box?



$\text{£} \square \text{ and } \square \text{ p}$



$\text{£} \square \text{ and } \square \text{ p}$



$\text{£} \square \text{ and } \square \text{ p}$

7 Eva empties out her money box.



How much money was in her money box? $\text{£} \square \text{ and } \square \text{ p}$

How did you count the coins? Compare with a partner.

8 a) What is the fewest number of coins you can use to represent 315p?

b) Use 6 coins to make an amount that is more than £3, but less than £4. Draw your answer.

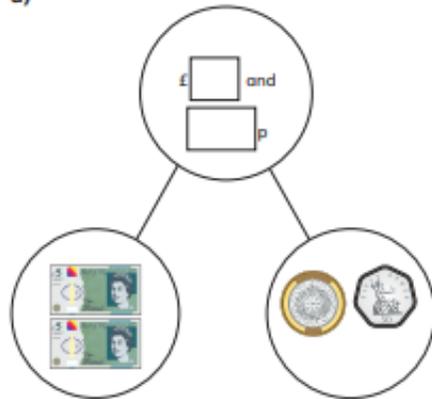


Compare answers with a partner.

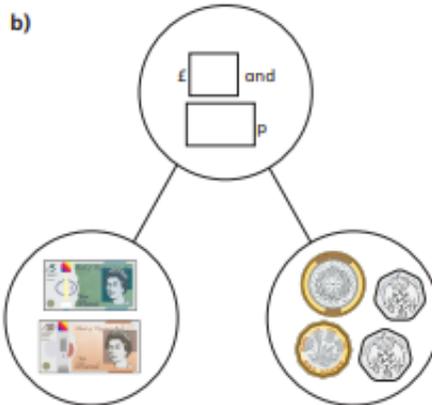
Add money

1 Complete the part-whole models.

a)



b)



2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

$$£ \square + £ \square = £ \square$$

$$\square \text{ p} + \square \text{ p} = \square \text{ p}$$

Dora spends £ and p.

3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £ and p

b) £3 and 30p + £5 and 30p = £ and p

c) £3 and 50p + £5 and 50p = £ and p

d) £4 and 50p + £5 and 50p = £ and p

What do you notice?



- 4 Brett has £6 and 55p.
Aisha has £2 and 55p.
How much money do they have altogether?

£ and p

- 5 Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

- a) Annie orders a tomato pizza and cheese bites.
How much does it cost?

£ and p

- b) Alex has £10
She wants to buy potato wedges and a vegetable pizza.
Does she have enough money? _____
Explain your answer.

- 6 Mo buys a cap for £6 and 50p.
He also buys a key ring.
He spends £10 in total.
How much does the key ring cost?



£ and p

- 7 Complete the bar models.



- 8 Eva has £6 to spend.



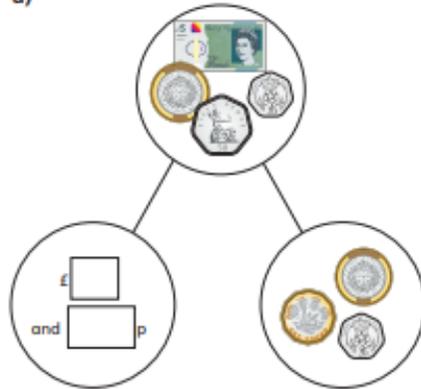
What can Eva buy?

Compare answers with a partner.

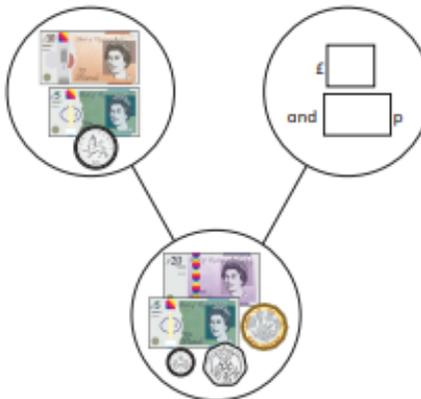
Subtract money

1 Complete the part-whole models.

a)



b)



2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.

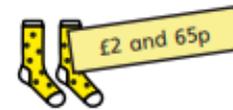
How much is left in his pocket?

£ and p

3 Whitney has £4 and 80p.

She buys this pair of socks.

How much money does Whitney have left?



£ and p

4 Complete the statements.

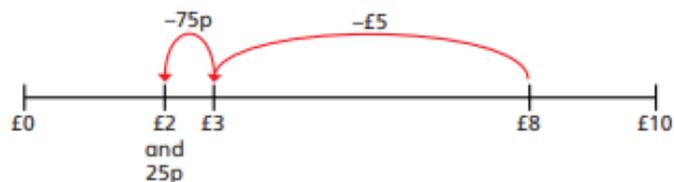
a) £8 and 65p - £5 and 25p = £ and p

b) £8 and 65p - £5 and 65p = £ and p

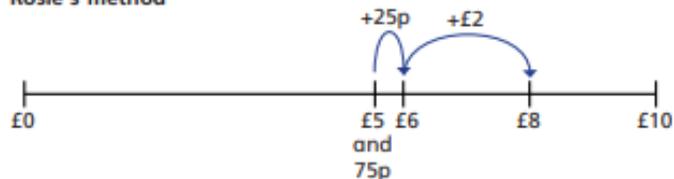
c) £8 and 65p - £8 and 30p = £ and p

5 Amir and Rosie use a number line to subtract £5 and 75p from £8

Amir's method



Rosie's method



Amir and Rosie both get £2 and 25p as their answer.

a) Explain each of these methods to a partner.

b) Whose method do you prefer? _____

Explain why.

6 Complete the number sentences.

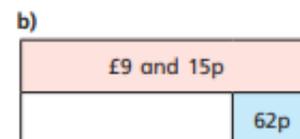
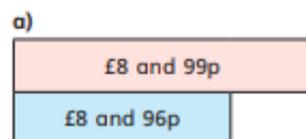
a) £3 and 50p - £1 and 20p = £ and p

b) £3 - £1 and 50p = £ and p

c) £6 and 15p - £2 and 85p = £ and p

d) £8 and 7p - £3 and 54p = £ and p

7 Complete the bar models.



The 3 times-table

1 Complete the multiplications.

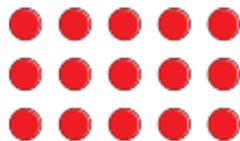


$$\square \times \square = \square$$



$$\square \times \square = \square$$

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \\ \square \div \square = \square \\ \square \div \square = \square \end{array}$$

3 Complete the number sentences.

a) $6 \times 3 = \square$

d) $\square \div 3 = 5$

b) $3 \times \square = 27$

e) $12 \times 3 = \square$

c) $\square \div 11 = 3$

f) $\square \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \square$

b) $6 = 3 \times \square$

$4 \times 3 = \square$

$12 = 3 \times \square$

$8 \times 3 = \square$

$18 = 3 \times \square$

What patterns do you notice?

5 Write $<$, $>$ or $=$ to compare the statements.

a) $33 \div 11 \bigcirc 3$

d) $6 \times 3 \bigcirc 6 \div 3$

b) $27 \bigcirc 30 \div 3$

e) $3 \times 6 \bigcirc 18 \div 3$

c) $9 \div 3 \bigcirc 3 \times 6$

f) $0 \times 3 \bigcirc 3 \div 3$

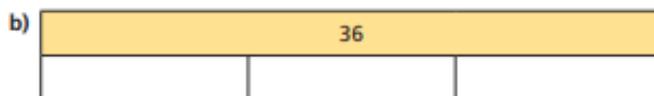
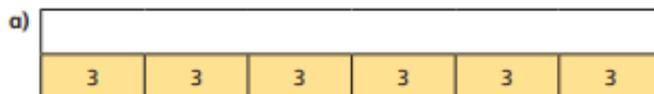


- 6 Colour all the numbers in the 3 times-table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

- 7 Work out the missing values in each bar model.



- 8 Mo has 7 packets of 3 stickers.
Eva has 3 packets of 9 stickers.
Who has the greatest number of stickers? _____



- 9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
$1 \times 3 = 3$	<input type="checkbox"/>	<input type="checkbox"/>
$2 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$3 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$\square \times 3 = 12$	<input type="checkbox"/>	<input type="checkbox"/>

- b) What would the next multiplication be?

$$\square \times 3 = \square$$

- c) What do you notice about the products?
d) Will the product of 11×3 be odd or even? _____

- 10 Use the fact that $12 \times 3 = 36$ to work out the calculations.

$$13 \times 3 = \square$$

$$3 \times 15 = \square$$

$$14 \times 3 = \square$$

$$24 \times 3 = \square$$

How did you work this out?

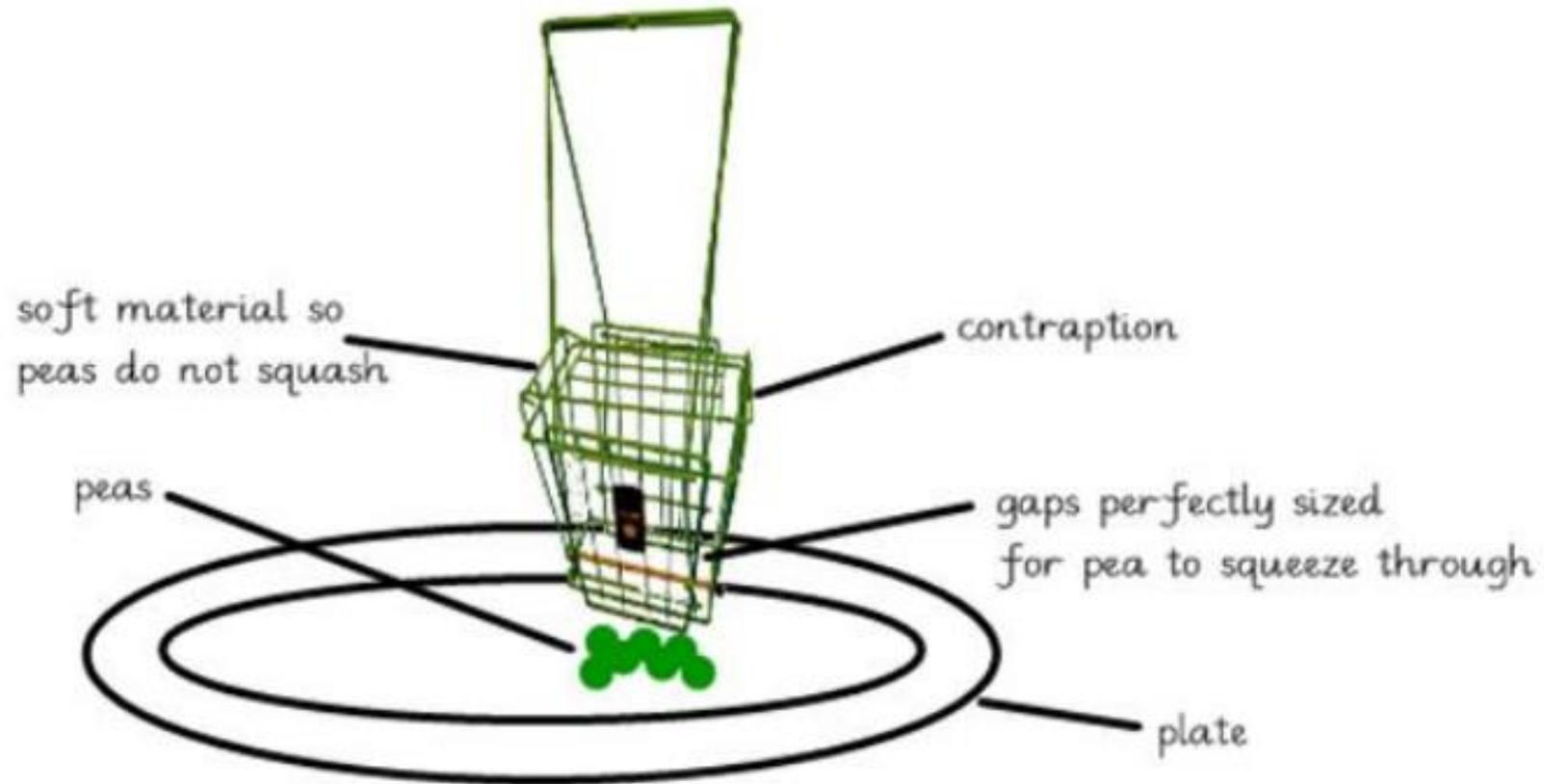
Did you find the answers in the same way as your partner?



English

Day 2 - Contraption Diagram Example

Pea Hunter



Day Four Writing Example

Do you find it tricky to pick up peas from your plate?

Peas slip and slide all over your plate (especially when drowned in butter). Sometimes, it can be impossible to get them from your plate to your mouth. They shoot off in another direction when you stab them with a fork and it is no easier to use a spoon, as it never scoops up more than a couple at once.

Firstly, you will need to order a 'Pea Hunter', which you can purchase from many online retail stores, for a very reasonable price. You should choose next-day delivery, so you receive it quickly!

Once you have received it in the post, you will need to remove it from the packaging. Do this carefully so you do not break the soft material. As you take out the contraption, you will see that it is quite small and very delicate. It is made of a green, soft material which can be cleaned easily, using soap and water. There are small gaps at the bottom of the contraption, that are important for picking up the peas. The device has a firm but comfortable handle at the top for you to grip with your fingers.

Now, test your new contraption! You should hold the gadget by the handle at the top and push down gently on a few of the peas. The peas will pop through the gaps in the soft, green material and remain in the basket. Once the gadget is full, you can carefully transfer the peas to your spoon (avoid using a fork as they will easily slide off the side). This step helps to make the peas easier to eat. After you have eaten them all, you should wash the contraption thoroughly with washing up liquid, so it is clean. You should put it back in the box when it is dry for safe keeping.

The 'Pea Hunter' is then ready to use the next time you are finding it tricky to pick up those slippery peas!

Day 5 Poster Example

Pea Hunter

Available now!



Do you find it tricky to pick up slippery peas from your plate?

You should try the 'Pea Hunter'!

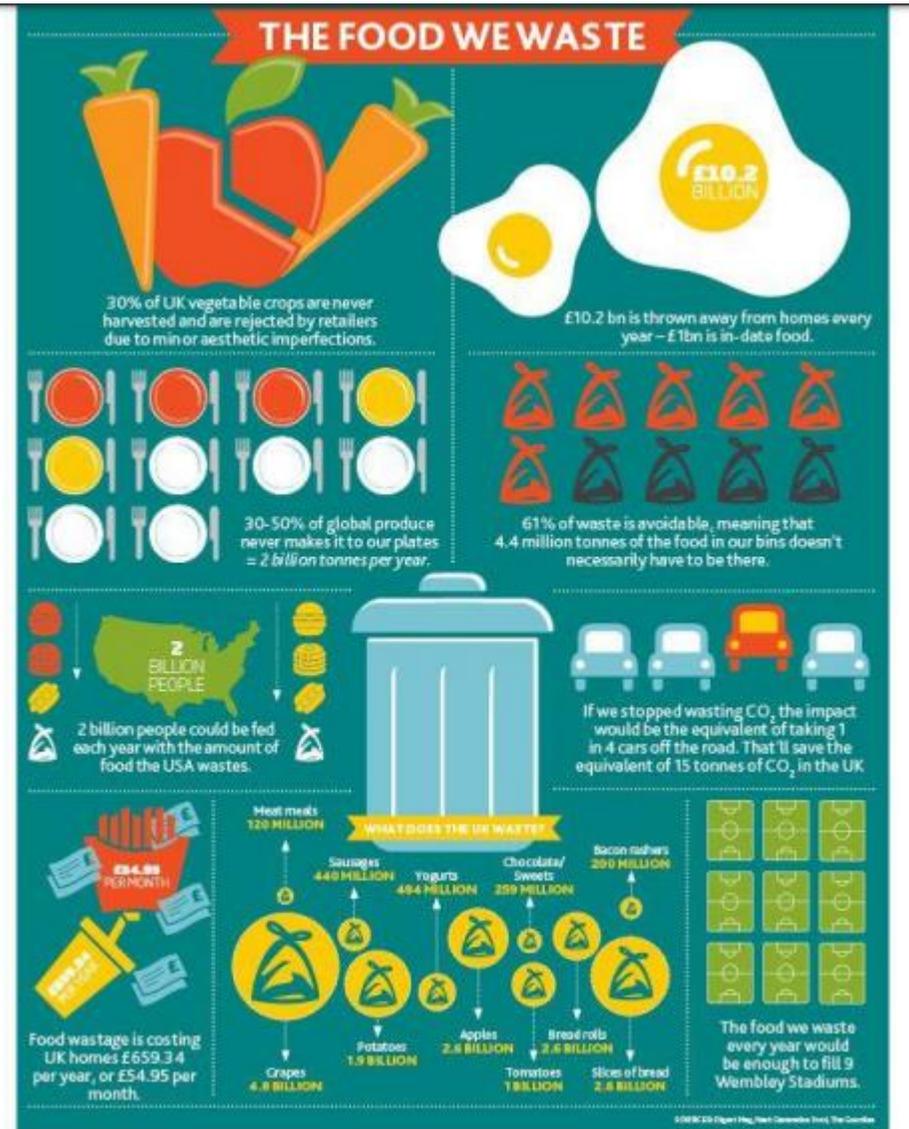
Buy it now for only **£4.99!**

Easy peasy with this great gadget! - John Lewis

One of the most helpful contraptions created this century! - Amazon

A fantastic gadget for a tricky task! - Sainsbury's

Geography: Food Waste



Art

Use 1 of these prompts at a time to make a drawing of the object in the sketchbook you just made. You don't have to do them all- Just the ones you'd like to try.

Look and draw your subject in the time it takes to inhale and exhale one breath.

Draw the outline of your subject in one, strong gesture.

Draw your subject without blinking.

Draw your chosen subject in five lines.

Look at your subject and draw it without looking at the paper. No cheating!

Draw your subject with your non-dominant hand.

Look at your subject and draw it without looking at the paper. No cheating!

Draw your subject's shadow.

Draw your chosen subject in three lines.

Hold your pencil or pen lightly from the top (with all five fingers) and dangle it over the paper drawing your subject.

Place the object upside down to draw it .

Draw your subject from inside out with no outline or contour at all (use only shading).

Draw your subject in dots and specks.

Draw your chosen subject in a continuous line without taking your pencil or pen off of the paper.