

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://mathsframe.co.uk/en/resources/resource/116/telling-the-time 5. Tell time to the minute – 12-hour clock – Timed game	https://www.online-stopwatch.com/ Press start then close your eyes. Press pause when you think it has been a minute.	https://wordwall.net/resource/41387/maths/ordering-months-year Put the months in order	https://mathsframe.co.uk/en/resources/resource/116/telling-the-time 5. Tell time to the minute – 12-hour clock – Timed game
Four Days of Reasoning (Monday-Thursday)	Summer Term Week 4 (Wk commencing 11/5) https://whiterosemaths.com/homelearning/year-3/ Worksheets (and answers) for each lesson can be found below.	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	<p>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.</p>				
Writing	<p>LO: Infer meaning about characters Read the extracts from <i>Fantastic Mr Fox</i> (see below) Read chapter one which introduces the three farmers, Boggis, Bunce and Bean. Underline any words in the text which describe the characters – you could use a different colour for each farmer. Read chapter two which introduces Mr Fox. Underline any words in the text which describe him. Task: Draw a picture of each of the characters and label each one with the words and phrases which Roald Dahl uses to describe them. Try the Fun-Time Extras If you have it, watch the rest of the <i>Fantastic Mr Fox</i> film. The book's name <i>Fantastic Mr Fox</i> is alliterative (uses the same letter at the beginning of the words for effect). Can you give yourself an alliterative name that describes your character? For example, Amazing Anya or Brave Bella.</p>	<p>LO: Understand different tenses Read chapter 16 which describes what happens in Bean's cider cellar. Read through the Learning Reminder Verbs - Present Perfect Form. Look back at chapter 16 and find some past tense verbs (hint – look for doing words with <i>-ed</i> endings). Practise changing them into the present perfect form by adding <i>has or have</i>. Complete The tasks set below. Start with activity one, challenge yourself to see if you can do number two!</p> <p>Try the Fun-Time Extras Roald Dahl had a very interesting life. Did you know he was a fighter pilot during the second world war? See if you can find out more information and create a factsheet about him.</p>	<p>LO: Plan and write a short story If you haven't been able to read, watch or listen to the <i>Fantastic Mr Fox</i> read the summary of events in the story. Look at the story curve for <i>Fantastic Mr Fox</i>. Write your own story along the same lines as <i>Fantastic Mr Fox</i>. Use the story prompts to structure your story which will focus on an animal family and their enemies. Illustrate your story. Practise reading your story aloud. (You can see lots of celebrities reading stories on the CBeebies website https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories) Also visit the story time section on our school website (see above), Read your story aloud via FaceTime, Skype or Zoom to another member of your family. Can they guess which story gave you inspiration?</p>	<p>LO: Learn Spellings See below for the spellings set by Ms Ross. Your task is to LEARN the spellings this week, using a method that suits you. Next Friday, you can ask an adult to test you in your spellings. You can then send your marked spellings into your teacher on ClassDojo.</p>	

Home Learning: Year 3 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art
<p>LO: To begin to understand how weather is measured</p> <p>Watch today's weather forecast https://www.bbc.co.uk/weather Does it match what you see outside your window?</p> <ul style="list-style-type: none"> ● We use thermometers, rain gauges, and anemometers to measure weather. Find out how here. https://www.bbc.co.uk/bitesize/clips/z9g87ty ● Make a rain gauge for your garden or windowsill (see instructions below). Record how much it rains this week. 	<p>LO: To name the parts of a flower</p> <p>Look around your house or the nearby area. Can you see any plants?</p> <ul style="list-style-type: none"> ● Can you name any parts of the flower? <p>Use this video to help you and make some notes. https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zjmhkmn</p> <ul style="list-style-type: none"> ● Draw a flower and label its parts, or use the worksheet below 	<p>LO: Compare prehistoric periods in history</p> <p>Click here: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j</p> <p>scroll down and explore 'How do we know about prehistory?' Click on the images and record in words and pictures the main events for each prehistoric age.</p> <ul style="list-style-type: none"> ● Create a timeline: https://schoolsprehistory.files.wordpress.com/2014/08/later-prehistory-timeline.jpg <p>to explain to someone in your house the main events in the Stone Age, Bronze Age and Iron Age.</p>	<p>LO: Find 'awe and wonder' in our natural world.</p> <p>Christians believe that God created the natural world. Watch the video https://www.youtube.com/watch?v=N420Kg9B4n8</p> <p>Can you think of something in the natural world that makes you say 'wow' – it could be at home or in your garden/through your window/in the video or in a book.</p> <p>Draw your wow image in the 'view finder' below.</p>	<p>LO: To understand negative space.</p> <p>For this project you will be drawing what is not there!</p> <ul style="list-style-type: none"> ● Pick a simple-shaped object with a clear outline and put it against a plain background so you can see the outline clearly. ● Using charcoal, crayons, chalks or paint draw the area around the object, not the object itself. ● Keep on filling in the space until you get near to the outline of the object and then use a pencil and your colouring materials to shape and finish it.
Everything is Interesting – Are you ready for a challenge?				

The 4 times-table

1 Complete the multiplication.



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



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

2 Complete the number sentences.

a) $6 \times 4 = \square$

g) $24 \div 4 = \square$

b) $4 \times 3 = \square$

h) $8 \div 4 = \square$

c) $\square = 7 \times 4$

i) $0 \div 4 = \square$

d) $4 \times \square = 48$

j) $\square \div 11 = 4$

e) $0 \times 4 = \square$

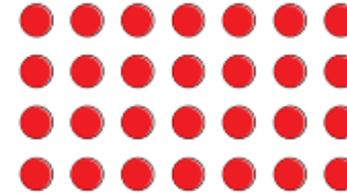
k) $\square \div 4 = 5$

f) $4 \times 9 = \square$

l) $1 \times 4 = \square$

3 What multiplication and division statements does the array represent?

Complete the statements.



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

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

$$\square \div \square = \square$$

$$\square \div \square = \square$$

4 Complete the number sentences.

a) $2 \times 4 = \square$

c) $3 \times 4 = \square$

$4 \times 4 = \square$

$3 \times 8 = \square$

$8 \times 4 = \square$

$3 \times 12 = \square$

b) $8 = 4 \times \square$

$16 = 4 \times \square$

$32 = 4 \times \square$

What patterns do you notice?



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

a) $48 \div 12$ 4 d) $4 \div 4$ 4×4

b) 36 $40 \div 4$ e) 1×4 4×1

c) $16 \div 4$ 4×4 f) 4×2 $32 \div 4$

6 A paper clip is 4 cm long.



How long are 6 of these paper clips?

7 Dexter buys 10 mugs and 4 key rings.
How much money does he spend in total?



8 The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

Animal	Pictogram	Number of animals
cat		
dog		28
bird		
mouse		

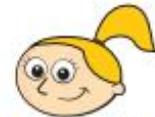
= 4 animals

9



Teddy

Some of the numbers in the 4 times-table are even, but not all of them.



Eva

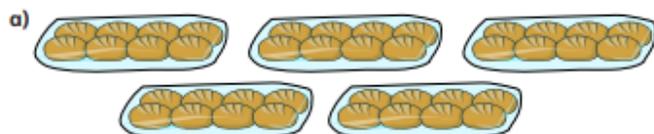
All numbers in the 4 times-table are even.

Who is correct? _____

How do you know? Talk about it with a partner.

The 8 times-table

- 1 How many are there in total?
Complete the multiplications.



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



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

- 2 Complete the number tracks.



- 3 Here is an array made up of triangles.



- a) What multiplication sentence can you see?

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

- b) What division sentence can you see?

$$\square \div \square = \square$$

- 4 Complete the calculations.

Try to do the calculations in your head.

a) $6 \times 8 = \square$

e) $72 \div 8 = \square$

b) $8 \times \square = 56$

f) $\square \div 11 = 8$

c) $10 \times 8 = \square$

g) $\square \div 8 = 5$

d) $\square = 8 \times 4$

h) $8 \times 1 = \square$

- 5 What multiplication can you see?



- 6 Complete the multiplications.

a) $2 \times 8 = \square$

b) $8 = 8 \times \square$

$4 \times 8 = \square$

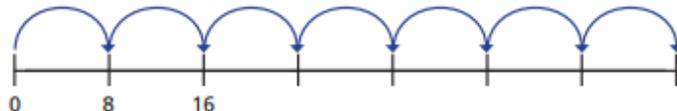
$16 = 8 \times \square$

$8 \times 8 = \square$

$32 = 8 \times \square$

What patterns do you notice?

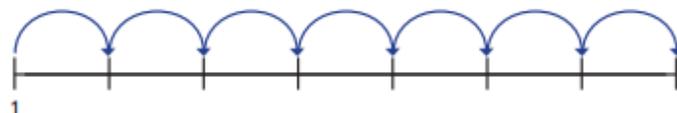
- 7 a) Amir draws 7 jumps of 8 on a number line.



What number does Amir end on?

Explain how you worked it out.

- b) This time, Amir makes 7 jumps of 8, but starts from 1



What number does Amir end on this time?

Explain how you know.

- 8 Boats can be hired on a lake.

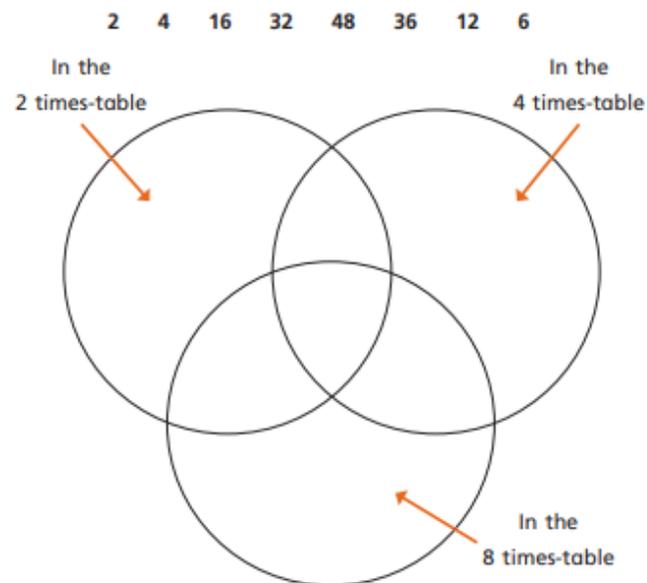
There are 5 large boats and 8 small boats on the lake.

Each boat is full.

How many people are on the lake?



- 9 Put the numbers into the sorting diagram.



Are any of the parts empty? Why?

Talk about it with a partner.

Multiply 2-digits by 1-digit (2)

1 There are 23 marbles in a jar.
There are 5 jars.



Tens	Ones

How many marbles are there in total?

$5 \times 3 \text{ ones} = \square$

$5 \times 2 \text{ tens} = \square$

$\square + \square = \square$

$5 \times 23 = \square$

There are \square marbles in total.

2 Work out 4×15

Tens	Ones

$4 \times 5 = \square$

$4 \times 10 = \square$

$4 \times 15 = \square$

3 Complete the multiplications.

a) $4 \times 24 = \square$

b) $3 \times 17 = \square$

c) $3 \times 25 = \square$

d) $34 \times 4 = \square$

4 Complete the column multiplications.

Tens	Ones

	T	O	
	2	4	
x		3	



Tens			Ones				
10	10	10	1	1	1	1	1
10	10	10	1	1	1	1	1
10	10	10	1	1	1	1	1
10	10	10	1	1	1	1	1

		T	O
		3	5
x			4
		<hr/>	

5 Work out the multiplications.

a) 25×5

		T	O
		2	5
x			5
		<hr/>	

c) 5×26

b) 35×6

		T	O
		3	5
x			6
		<hr/>	

d) 4×36



6 Tommy works out 37×2

		T	O
		3	7
x			2
		<hr/>	
		6	14

What mistake has Tommy made? Work out the correct answer.



7 Find the missing numbers.

		2	2
x			
		<hr/>	
		8	8

			1
x			
		<hr/>	
		1	24

8 Here are some digit cards.

1	2	3	4	5	8
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a) Use the digit cards to create a multiplication and work out the answer.

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

b) Work with a partner to find calculations that have:

- an odd product
- an even product
- an exchange in the ones column
- an exchange in the ones and tens columns.



Maths Lesson 3 (please scroll to the end of all learning resources for answers)

Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?

2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$72 \div 3 =$

4 Use base 10 or counters to work out the divisions.

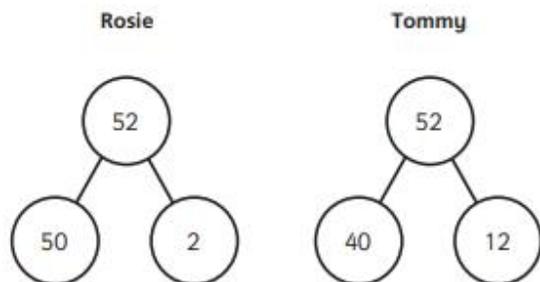
a) $45 \div 3 = \square$

b) $57 \div 3 = \square$

c) $92 \div 4 = \square$

5 Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.



a) Whose part-whole model will help them with the division?

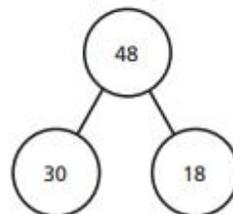
How do you know?

b) Use a part-whole model to work out $52 \div 4$



6 Use the part-whole models to complete the divisions.

a) $48 \div 3 = \square$

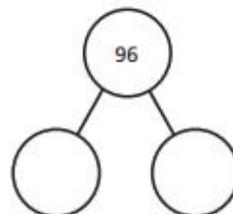


$30 \div 3 = \square$

$18 \div 3 = \square$

$48 \div 3 = \square$

b) $96 \div 4 = \square$



c) $65 \div 5 = \square$

d) $75 \div 3 = \square$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 = \square$

$96 \div 4 = \square$

$96 \div 2 = \square$

c) What do you notice? Talk about it with a partner.

Scaling



1 Aisha has some fruit.



Complete the sentences to describe the fruit.

There are apples.

There are strawberries.

There are times as many strawberries as apples.

2 Huan is comparing 2 pieces of ribbon.



Complete the sentences to describe the ribbon.

The spotty ribbon measures

The plain ribbon measures

The plain ribbon is times as long as the spotty ribbon.

3 Match the bar models to the statements.

Write the missing statement.



There are 4 times as many boys as girls.



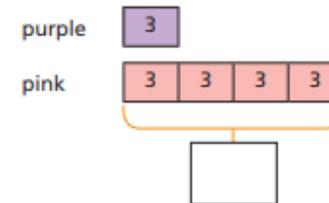
There are 3 times as many boys as girls.



4 There are 3 purple balloons.

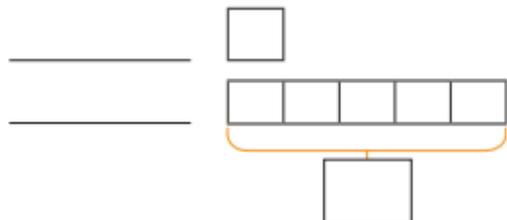
There are 4 times as many pink balloons.

Complete the bar model to show how many pink balloons there are.



- 5 The red rope is 8 m long.
The blue rope is 5 times as long.

a) Label and complete the bar model.



- b) How long is the blue rope?
The blue rope is m long.

- 6 Ron has 5 bananas.
Esther has 6 times as many bananas as Ron.
Draw a bar model to work out how many bananas Esther has got.

Esther has got bananas.



- 7 Complete the sentences.

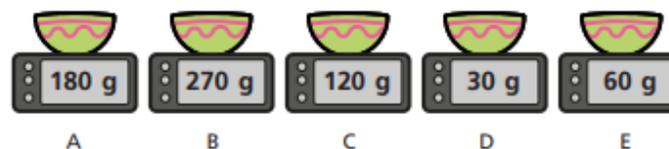
45 is times greater than 5

$$\square \times 5 = 45$$

5 is times smaller than 45

$$45 \div 5 = \square$$

- 8 The children are weighing out flour.



Use the clues to work out which child used which scales.

- Eva has twice as much as Alex.
- Dexter has 9 times as much as Alex.
- Annie has 3 times as much as Eva.
- Tommy has twice as much as Eva and 4 times as much as Alex.

	Alex	Eva	Dexter	Annie	Tommy
Scales					



English Day 1

Chapter One – The Three Farmers

Down in the valley there were three farms. The owners of these farms had done well. They were rich men. They were also nasty men. All three of them were about as nasty and mean as any men you could meet. Their names were Farmer Boggis, Farmer Bunce and Farmer Bean.

Boggis was a chicken farmer. He kept thousands of chickens. He was enormously fat. This was because he ate three boiled chickens smothered with dumplings every day for breakfast, lunch and supper.

Bunce was a duck-and-geese farmer. He kept thousands of ducks and geese. He was a kind of pot-bellied dwarf. He was so short his chin would have been underwater in the shallow end of any swimming-pool in the world. His food was doughnuts and goose-livers. He mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts. This diet gave him a tummy-ache and a beastly temper.

Bean was a turkey-and-apple farmer. He kept thousands of turkeys in an orchard full of apple trees. He never ate any food at all. Instead, he drank gallons of strong cider which he made from the apples in his orchard. He was as thin as a pencil and the cleverest of them all.

‘Boggis and Bunce and Bean

One fat, one short, one lean.

These horrible crooks

So different in looks

Were none the less equally mean.'

That is what the children round about used to sing when they saw them.

Chapter 2 Mr Fox

On a hill above the valley there was a wood.

In the wood there was a huge tree.

Under the tree there was a hole.

In the hole lived Mr Fox and Mrs Fox and their four Small Foxes.

Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, 'Well, my darlings, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean' And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself.

Boggis and Bunce and Bean knew very well what was going on, and it made them wild with rage. They were not men who liked to give anything away. Less till did they like anything to be stolen from them. So every night each of them would take this shotgun and hide in a dark place somewhere on his own farm, hoping to catch the robber.

But Mr Fox was too clever for them. He always approached a farm with the wind blowing in his face, and this meant that if any man were lurking in the shadows ahead, the wind would carry the smell of that man to Mr Fox's nose from far away. Thus, if Mr Boggis was hiding behind his

Chicken House Number One, Mr Fox would smell him out from fifty yards off and quickly change direction, heading for Chicken House Number Four at the other end of the farm.

‘Dang and blast that lousy beast!’ cried Boggis.

‘I’d like to rip his guts out!’ said Bunce.

‘He must be killed!’ cried Bean.

‘But how?’ said Boggis. ‘How on earth can we catch the blighter?’

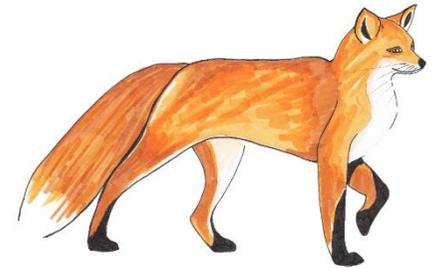
Bean picked his nose delicately with a long finger. ‘I have a plan,’ he said.

‘You’ve never had a decent plan yet,’ said Bunce.

‘Shut up and listen,’ said Bean. ‘Tomorrow night we will all hide just outside the hold where the fox lives. We will wait there until he comes out. Then...*Bang! Bang-bang-bang.*’

‘Very clever,’ said Bunce. ‘But first we shall have to find the hole.’

‘My dear Bunce, I’ve already found it,’ said the crafty Bean. ‘It’s up in the wood on the hill. It’s under a huge tree...’



English Day 2

Chapter 16 The Woman

'Quick!' said Mr Fox. 'Hide!' He and Badger and the Smallest Fox jumped up on to a shelf and crouched behind a big row of cider jars. Peering around the jars, they saw a huge woman coming down into the cellar. At the foot of the steps, the woman paused, looking to right and left. Then she turned and headed straight for the place where Mr Fox and Badger and the Smallest Fox were hiding. She stopped right in front of them. The only thing between her and them was a row of cider jars. She was so close, Mr Fox could hear the sound of her breathing. Peeping through the crack between two bottles, he noticed that she carried a big rolling-pin in one hand.



'How many will he want this time, Mrs Bean?' the woman shouted. And from the top of the steps the other voice called back, 'Bring up two or three jars.'

'He drank four yesterday, Mrs Bean.'

'Yes, but he won't want that many today because he's not going to be up there more than a few hours longer. He says the fox is bound to make a run for it this morning. It can't possible stay down that hole another day without food.'

The woman in the cellar reached out and lifted a jar of cider from the shelf. The jar she took was next but one to the jar behind which Mr Fox was crouching.

'I'll be glad when the rotten brute is killed and strung up on the front porch,' she called out. 'And by the way, Mrs Bean, your husband promised I could have the tail as a souvenir.'

'The tail's been shot to pieces,' said the voice from upstairs. 'Didn't you know that?'

'You mean it's *ruined*?'

'Of course it's ruined. They shot the tail but missed the fox.'

'Oh heck!' said the big woman. 'I did so want that tail!'

'You can have the head instead, Mabel. You can get it stuffed and hang it on your bedroom wall. Hurry up now with that cider!'

'Yes. Ma'am, I'm coming,' said the big woman, and she took down a second jar from the shelf.

If she takes one more, she'll see us, thought Mr Fox. He could feel the Smallest Fox's body pressed tightly against his own, quivering with excitement.

'Will two be enough, Mrs Bean, or shall I take three?'

'My goodness, Mabel, I don't care so long as you get a move on!'

'Then two it is,' said the huge woman, speaking to herself now. 'He drinks too much anyway.'

Carrying a jar in each hand and with the rolling-pin tucked under one arm, she walked away across the cellar. At the foot of the steps she paused and looked around, sniffing the air. 'There's rats down here again, Mrs Bean. I can smell 'em.'

'Then poison them, woman, poison them! You know where the poison's kept.'

'Yes, Ma'am,' Mabel said. She climbed slowly out of sight up the steps. The door slammed.

'Quick!' said Mr Fox. 'Grab a jar each and run for it!'

Rat stood on his high shelf and shrieked. 'What did I tell you! You nearly got nabbed, didn't you? You nearly gave the game away! You keep out of here from now on! I don't want you around! This is my place!'

'You,' said Mr Fox, 'are going to be poisoned.'

'Poppycock!' said Rat. 'I sit up here and watch her putting the stuff down. She'll never get *me*.'

Mr Fox and Badger and the Smallest Fox ran across the cellar
'Goodbye, Rat!' they called out as they disappeared through
for the lovely cider!

'Thieves!' shrieked Rat. 'Robbers! Bandits! Burglars!'



clutching a gallon jar each.
the hole in the wall. 'Thanks

Verbs

Verbs tell us that someone or something is **doing, feeling or being**.

Usually verbs have the name of a person or thing or a pronoun in front of them.

Boggis munches.
Bunce grumbles.
Bean thinks.
They are dreadful.



Verbs have **tense**. They tell us **when** the action happened.

In the present	In the past
He <u>is</u> too clever. He <u>creeps</u> outside.	He <u>was</u> too clever. He <u>crept</u> outside.



Perfect form

Perfect form describes an action *completed in the past*.

It also uses the verb *has/have* in front.

They have hidden behind the jars.
 She has taken two jars.

It uses past form of verbs.

The **present perfect form** of the past tense suggests that a **past action** is still affecting the present.

Simple past	Perfect form
I finished the feast. He lost his tail.	I <u>have</u> <u>finished</u> the feast. He <u>has</u> <u>lost</u> his tail.



Which are in the present perfect form?

Perfect Form
has/have + verb

She has collected the jars.
She collected the jars.
We have finished collecting the cider.
We finished collecting the cider.
They stood very still behind the jars.
They have stood very still behind the jars.



Perfect form

Perfect Form
has/have + verb

Remember: the **perfect form** describes an action *completed in the past* which is still affecting the present.

Perfect form describes an action *completed in the past*.

Perfect form also uses the verb *has/have* in front.

The animals have enjoyed the feast.
 Mr Fox has succeeded in his mission.

Now try writing five sentences of your own about *Fantastic Mr Fox* using the present perfect form.



Underline as many verbs as you can find in this chapter.

Activity 1: Sentences to sort

Cut out the sentences and sort them into two groups: **simple past tense** and **present perfect tense**. Use the learning reminder cards to help you. If you don't have a printer colour code them like I have – remember, *simple past tense* just has the 'ed verb', whilst the *present perfect tense* includes 'has' or 'have'

She has stopped right in front of them.	They have shot the tail but have missed the fox.
They have hidden behind the jars.	She walked away across the cellar.
The woman shouted to Mrs <u>Boggis</u> .	They have scampered across the cellar floor.
She has brought a rolling pin with her.	She hesitated at the third jar.
The little fox has held his breath.	Mr Fox's whiskers twitched.

Activity 2: Sentence pairs.

Present Perfect Form
has/have + verb

Draw a line to match the sentences and then underline the present perfect form

Mr Fox put the last brick back in place.	Badger has raised his glass.
They grabbed their jars of cider.	Mrs Fox has hugged the smallest fox.
Mrs Fox hugged the smallest fox.	The animals have attacked the succulent food.
The animals attacked the succulent food.	Mr Fox has put the last brick back in place.
Badger raised his glass.	They have grabbed their jars of cider.



Activity 2: Sentence pairs - **Answers**

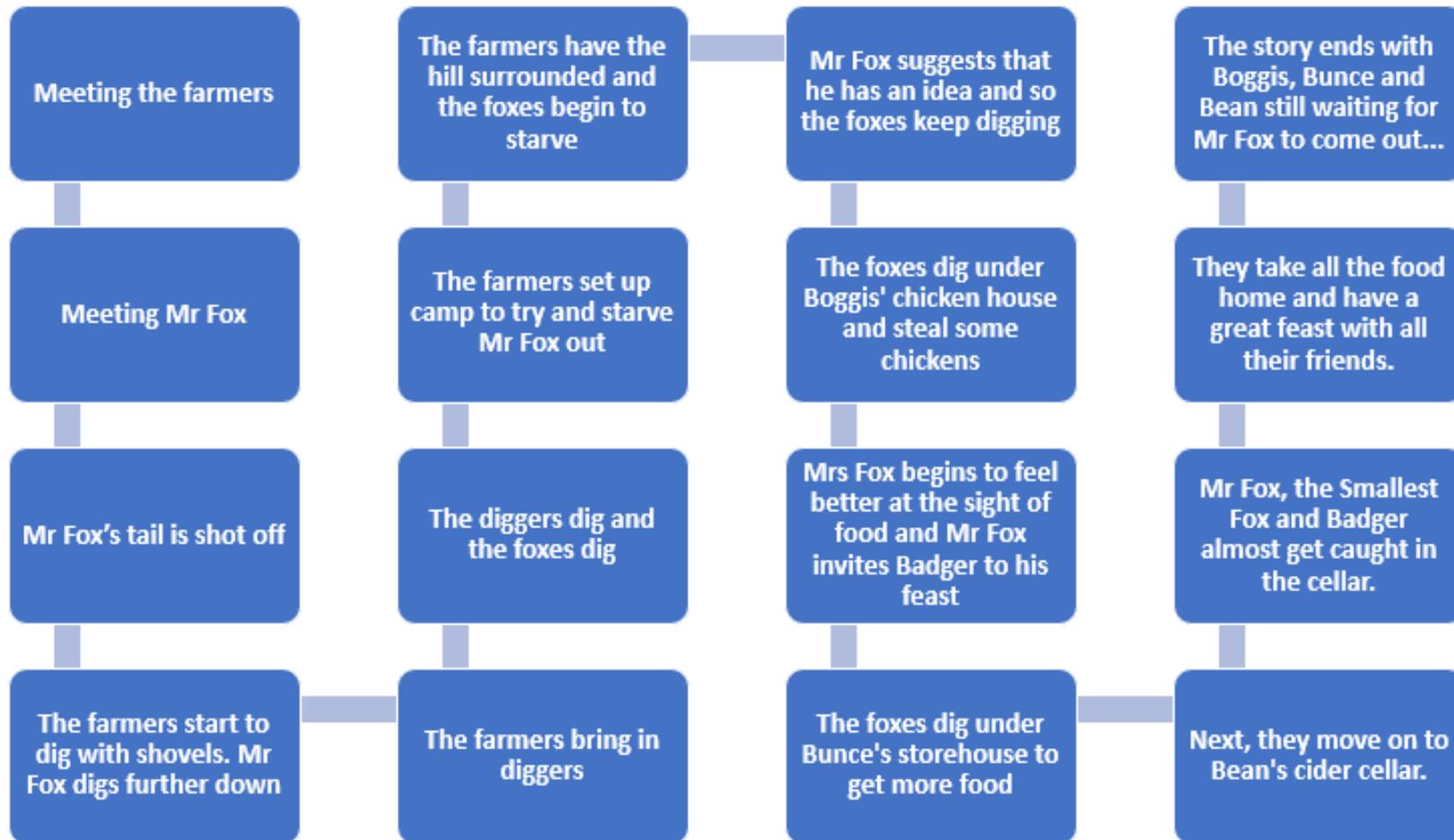
Present Perfect Form
has/have + verb

Draw a line to match the sentences and then underline the present perfect form

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The animals attacked the succulent food.	Mr Fox <u>has put</u> the last brick back in place.
Badger raised his glass.	They <u>have grabbed</u> their jars of cider.

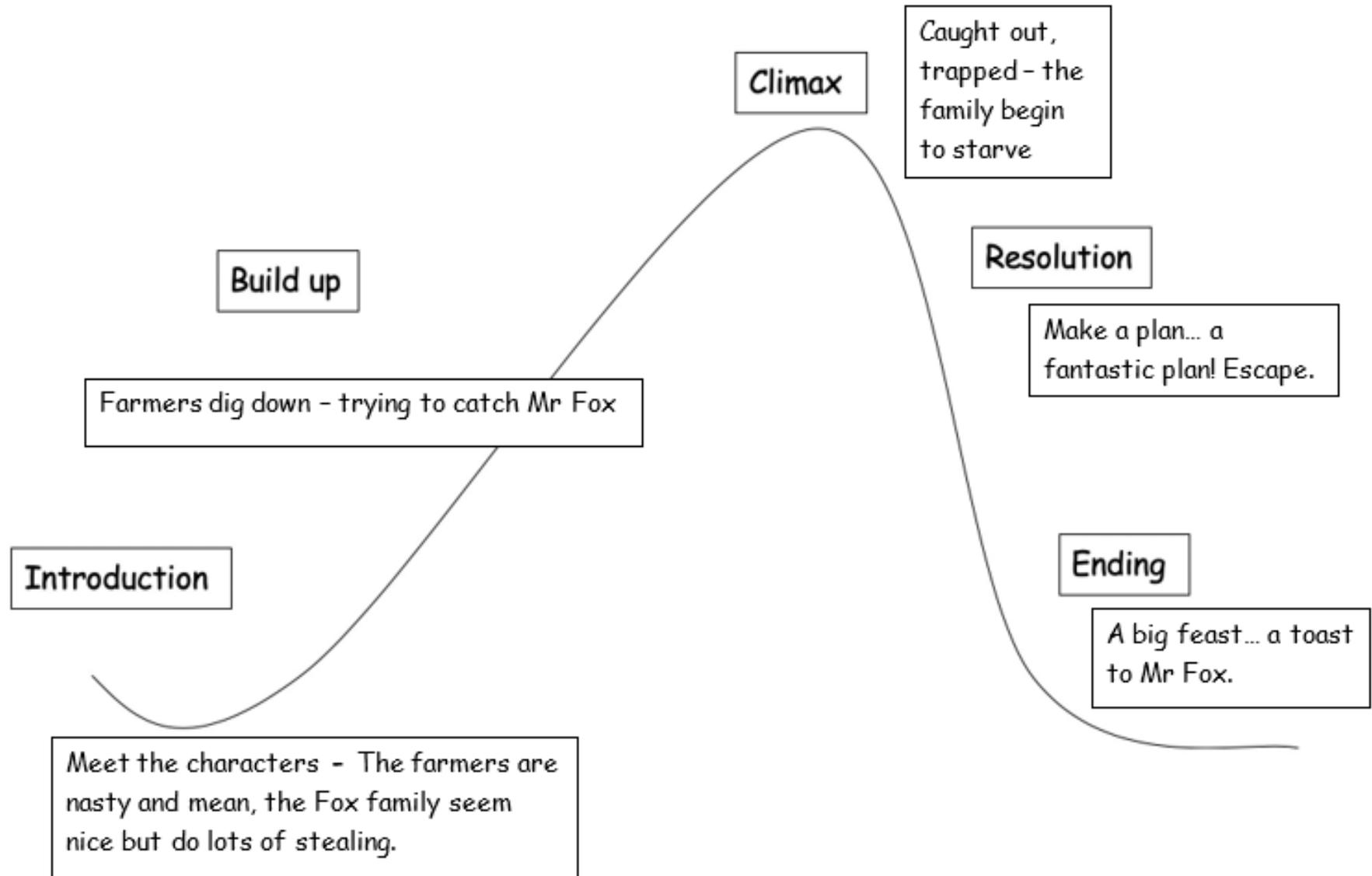
English Day 3

Summary of events in *Fantastic Mr Fox*



English Day 4

Story Curve for *Fantastic Mr Fox*



Story writing

- **Plan** your own story using *Fantastic Mr Fox* as inspiration.
- Decide on the family of animals you will write about and the setting for your story.
- Draw your own story curve and make notes for each section.
- Think about what might happen in each section of your story.
- **Now write your story!**

Friday 15th May - Spellings to Learn

TRY TO LEARN THE WORDS BY NEXT WEEK!

Learn the words the best way you can!

You do NOT necessarily need to print out this sheet and fill it in.

(If you do, please remember to CHECK as you go along and ask an adult to check all spellings are correct by the time you reach the 3rd column.)

You will have another lesson in a week's time when you will be asked to get someone to test you on the words. You will also be able to work on the words some more in that lesson if you need more time.

Green words - everyone must learn to spell these words

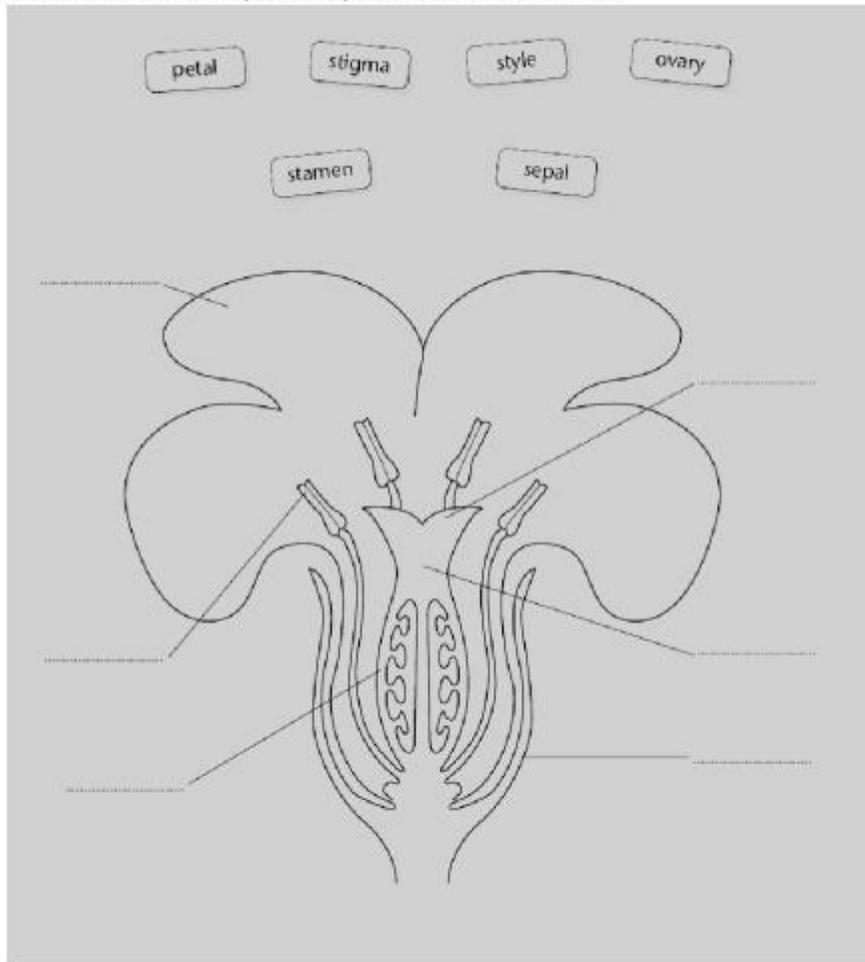
Blue words - most people will learn to spell these words too

Red words - some people will also learn these words

	The sound s written as ce or c (+e/i/y)	1st Attempt	2nd Attempt	3rd Attempt
1	place			
2	notice			
3	city			
4	sentence			
5	decide			
6	bicycle			
7	centre			
8	century			
9	circle			
10	circus			
11	experience			
12	exercise			
13	celebrate			
14	certificate			
15	cinema			
16	cylinder			

Science – Label the Parts of a Flower

Label the diagram of the flower using the words below. You can do this on the computer, print the sheet off or draw your own picture of a flower to label.



Challenge: What is the function of each part?

Geography – Instructions for Making a Rain Gauge

You will need:

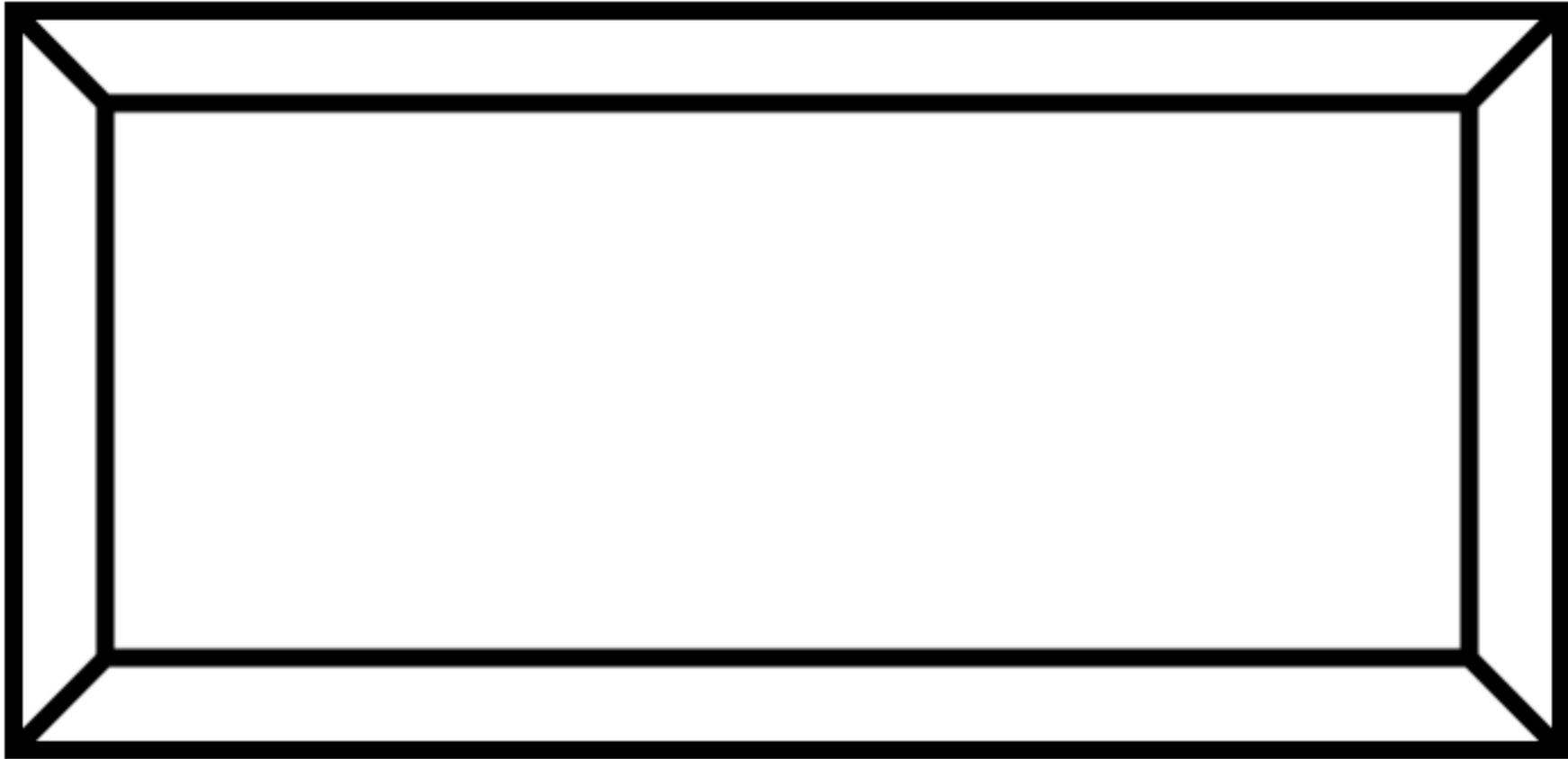
- A plastic bottle
- Some stones or pebbles
- Sellotape
- Marker (felt pen)
- A ruler
- Sharp scissors

Instructions:

1. Cut the top off the bottle.
2. Place some stones in the bottom of the bottle.
3. Turn the top upside down and tape it to the bottle (see photo).
4. Use a ruler and marker pen to make a scale on the bottle.
5. Pour water into the bottle until it reaches the bottom strip on the scale.
6. Put your rain gauge outside where it can collect water when it starts raining.
7. Each day check to see how far up the scale the water has risen and record how much it has rained.



RE: Viewfinder



Art

When filling in the space around the object, look for simple shapes that you can see – circles, triangle, squares and fill them in (see fig i)- this will help you to create the right shape for your object.

Always keep your mind on the shape of the space.



The 4 times-table

1 Complete the multiplication.



$$\boxed{8} \times \boxed{4} = \boxed{32}$$



$$\boxed{4} \times \boxed{3} = \boxed{12}$$

2 Complete the number sentences.

a) $6 \times 4 = \boxed{24}$

g) $24 \div 4 = \boxed{6}$

b) $4 \times 3 = \boxed{12}$

h) $8 \div 4 = \boxed{2}$

c) $\boxed{28} = 7 \times 4$

i) $0 \div 4 = \boxed{0}$

d) $4 \times \boxed{12} = 48$

j) $\boxed{44} \div 11 = 4$

e) $0 \times 4 = \boxed{0}$

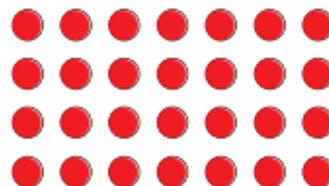
k) $\boxed{20} \div 4 = 5$

f) $4 \times 9 = \boxed{36}$

l) $1 \times 4 = \boxed{4}$

3 What multiplication and division statements does the array represent?

Complete the statements.



$$\boxed{4} \times \boxed{7} = \boxed{28}$$

$$\boxed{7} \times \boxed{4} = \boxed{28}$$

$$\boxed{28} \div \boxed{7} = \boxed{4}$$

$$\boxed{28} \div \boxed{4} = \boxed{7}$$

4 Complete the number sentences.

a) $2 \times 4 = \boxed{8}$

c) $3 \times 4 = \boxed{12}$

$4 \times 4 = \boxed{16}$

$3 \times 8 = \boxed{24}$

$8 \times 4 = \boxed{32}$

$3 \times 12 = \boxed{36}$

b) $8 = 4 \times \boxed{2}$

$16 = 4 \times \boxed{4}$

$32 = 4 \times \boxed{8}$

What patterns do you notice?



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

a) $48 \div 12$ $\boxed{=}$ 4

d) $4 \div 4$ $\boxed{<}$ 4×4

b) 36 $\boxed{>}$ $40 \div 4$

e) 1×4 $\boxed{=}$ 4×1

c) $16 \div 4$ $\boxed{<}$ 4×4

f) 4×2 $\boxed{=}$ $32 \div 4$

6 A paper clip is 4 cm long.



How long are 6 of these paper clips?

24cm

7 Dexter buys 10 mugs and 4 key rings.
How much money does he spend in total?



$£52$

8 The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

Animal	Pictogram	Number of animals
cat		16
dog		28
bird		20
mouse		4

= 4 animals

9



Teddy

Some of the numbers in the 4 times-table are even, but not all of them.



Eva

All numbers in the 4 times-table are even.

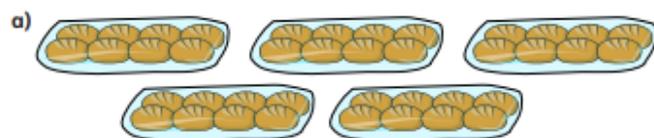
Who is correct? Eva

How do you know? Talk about it with a partner.

The 8 times-table

1 How many are there in total?

Complete the multiplications.



$$\boxed{5} \times \boxed{8} = \boxed{40}$$



$$\boxed{4} \times \boxed{8} = \boxed{32}$$

2 Complete the number tracks.



3 Here is an array made up of triangles.



a) What multiplication sentence can you see?

$$\boxed{8} \times \boxed{8} = \boxed{64}$$

b) What division sentence can you see?

$$\boxed{64} \div \boxed{8} = \boxed{8}$$

4 Complete the calculations.

Try to do the calculations in your head.

a) $6 \times 8 = \boxed{48}$

e) $72 \div 8 = \boxed{9}$

b) $8 \times \boxed{7} = 56$

f) $\boxed{88} \div 11 = 8$

c) $10 \times 8 = \boxed{80}$

g) $\boxed{40} \div 8 = 5$

d) $\boxed{32} = 8 \times 4$

h) $8 \times 1 = \boxed{8}$

- 5 What multiplication can you see?



- 6 Complete the multiplications.

a) $2 \times 8 = 16$

b) $8 = 8 \times 1$

$4 \times 8 = 32$

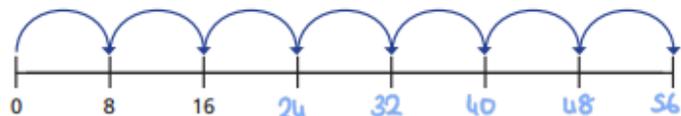
$16 = 8 \times 2$

$8 \times 8 = 64$

$32 = 8 \times 4$

What patterns do you notice?

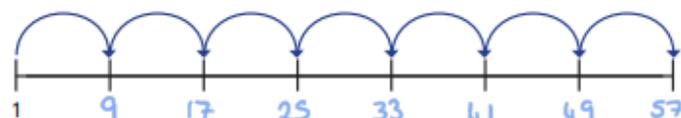
- 7 a) Amir draws 7 jumps of 8 on a number line.



What number does Amir end on?

Explain how you worked it out.

- b) This time, Amir makes 7 jumps of 8, but starts from 1



What number does Amir end on this time?

Explain how you know.

- 8 Boats can be hired on a lake.

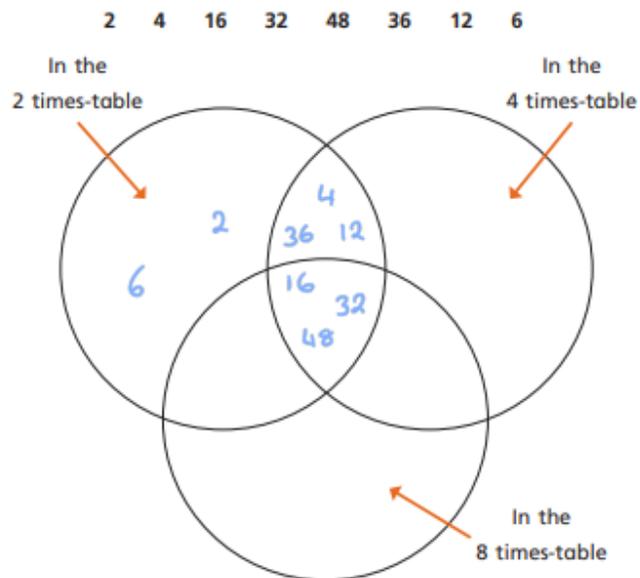
There are 5 large boats and 8 small boats on the lake.

Each boat is full.

How many people are on the lake?



- 8 Put the numbers into the sorting diagram.



Are any of the parts empty? Why?

Talk about it with a partner.

Lesson 2



Multiply 2-digits by 1-digit (2)

- 1 There are 23 marbles in a jar.
There are 5 jars.



Tens	Ones

How many marbles are there in total?

$$5 \times 3 \text{ ones} = 15$$

$$5 \times 2 \text{ tens} = 100$$

$$15 + 100 = 115$$

$$5 \times 23 = 115$$

There are 115 marbles in total.

- 2 Work out 4×15

Tens	Ones

$$4 \times 5 = 20$$

$$4 \times 10 = 40$$

$$4 \times 15 = 60$$

- 3 Complete the multiplications.

a) $4 \times 24 = 96$

b) $3 \times 17 = 51$

c) $3 \times 25 = 75$

d) $34 \times 4 = 136$

- 4 Complete the column multiplications.

Tens	Ones

	T	O	
	2	4	
x		3	
		7	2
			1



Tens	Ones
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1

	T	O
	3	5
x		4
	1	4
		2

5 Work out the multiplications.

a) 25×5

	T	O
	2	5
x		5
	1	2
		5
		2

c) 5×26

	T	O
	2	6
x		5
	1	3
		0
		3

b) 35×6

	T	O
	3	5
x		6
	2	1
		0
		3

d) 4×36

	T	O
	3	6
x		4
	1	4
		4
		2



6 Tommy works out 37×2

	T	O
	3	7
x		2
	6	1
		4

	T	O
	3	7
x		2
	7	4
		1

What mistake has Tommy made? Work out the correct answer.



7 Find the missing numbers.

	T	O
	2	2
x		4
	8	8

	T	O
	3	1
x		4
	1	2
		4

8 Here are some digit cards.

1	2	3	4	5	8
---	---	---	---	---	---

a) Use the digit cards to create a multiplication and work out the answer.

Eg. $\boxed{3} \boxed{2} \times \boxed{5} = \boxed{160}$

b) Work with a partner to find calculations that have:

- an odd product
- an even product
- an exchange in the ones column
- an exchange in the ones and tens columns.



Lesson 3

Divide 2-digits by 1-digit (2)



1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.



Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

14

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones
£10	£1 £1 £1 £1
£10	£1 £1 £1 £1
£10	£1 £1 £1 £1

b) How much money does each person get?

£14

3 Divide 72 by 3



Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1

Use the place value counters to help you.

$$72 \div 3 = 24$$



4 Use base 10 or counters to work out the divisions.

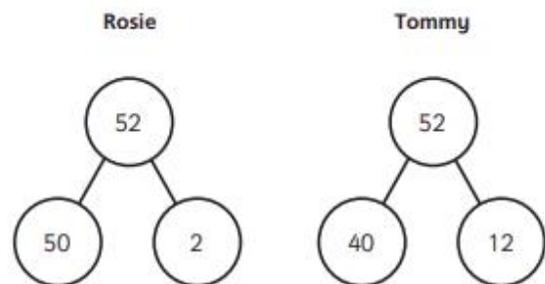
a) $45 \div 3 =$

b) $57 \div 3 =$

c) $92 \div 4 =$

5 Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.



a) Whose part-whole model will help them with the division?

Tommy

How do you know?

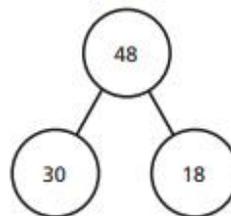
40 and 12 are both divisible by
4

b) Use a part-whole model to work out $52 \div 4$



6 Use the part-whole models to complete the divisions.

a) $48 \div 3 =$

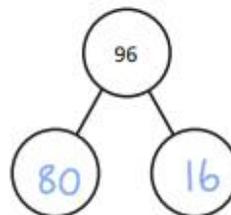


$30 \div 3 =$

$18 \div 3 =$

$48 \div 3 =$

b) $96 \div 4 =$



c) $65 \div 5 =$

d) $75 \div 3 =$

7 Here are 3 divisions.

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 =$

$96 \div 4 =$

$96 \div 2 =$

c) What do you notice? Talk about it with a partner.

Lesson 4

Scaling



1 Aisha has some fruit.



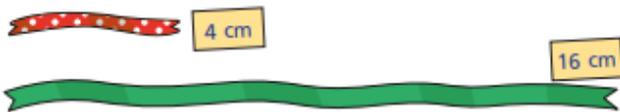
Complete the sentences to describe the fruit.

There are apples.

There are strawberries.

There are times as many strawberries as apples.

2 Huan is comparing 2 pieces of ribbon.



Complete the sentences to describe the ribbon.

The spotty ribbon measures .

The plain ribbon measures .

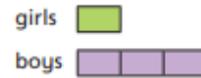
The plain ribbon is times as long as the spotty ribbon.

3 Match the bar models to the statements.

Write the missing statement.



There are 4 times as many boys as girls.



There are 3 times as many boys as girls.

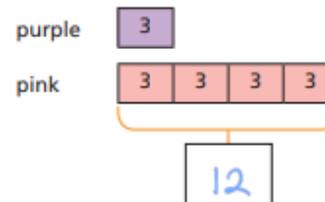


There are 5 times as many boys as girls.

4 There are 3 purple balloons.

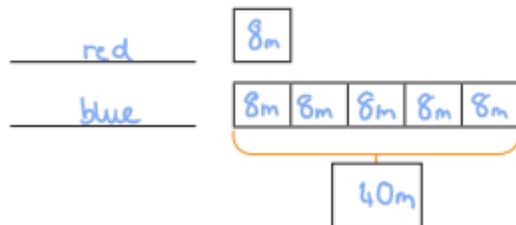
There are 4 times as many pink balloons.

Complete the bar model to show how many pink balloons there are.



- 5 The red rope is 8 m long.
The blue rope is 5 times as long.

a) Label and complete the bar model.



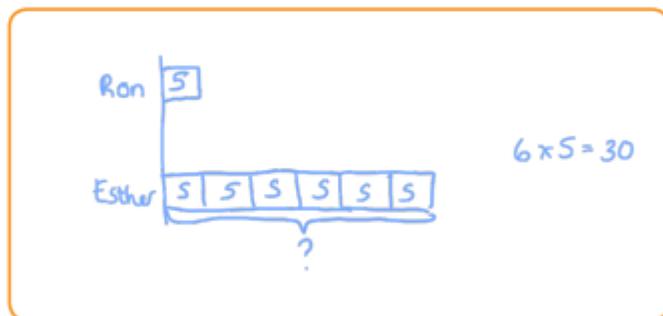
b) How long is the blue rope?

The blue rope is m long.

- 6 Ron has 5 bananas.

Esther has 6 times as many bananas as Ron.

Draw a bar model to work out how many bananas Esther has got.



Esther has got bananas.

- 7 Complete the sentences.

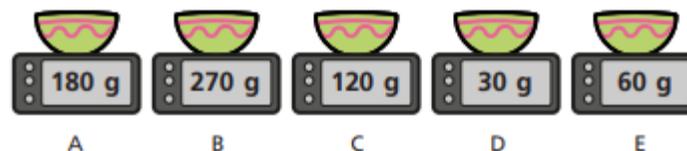
45 is times greater than 5

$$\boxed{9} \times 5 = 45$$

5 is times smaller than 45

$$45 \div 5 = \boxed{9}$$

- 8 The children are weighing out flour.



Use the clues to work out which child used which scales.

- Eva has twice as much as Alex.
- Dexter has 9 times as much as Alex.
- Annie has 3 times as much as Eva.
- Tommy has twice as much as Eva and 4 times as much as Alex.

	Alex	Eva	Dexter	Annie	Tommy
Scales	D	E	B	A	C

