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 Halves from 10-20	https://www.topmarks.co.uk/maths-games/mental-maths-train Select ÷, then ÷3	https://www.topmarks.co.uk/maths-games/mental-maths-train Select ÷, hen ÷5	https://www.topmarks.co.uk/maths-games/mental-maths-train Select ÷, then ÷4	https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro_en.html Can you make the fraction of the given shape?
Four Days of Reasoning (Monday-Thursday)	Summer Term Week 5 (Wk commencing 18/5) 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	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	**LO: Order and retell a traditinal fable** **Read a story** Read ***King Midas and the Donkey Ears***. Have you ever heard the story before? Does it remind you of anything or anyone? **Order the events of the story** Look at the events on *Story Order***.** They're in the wrong order. Put them in the right order by cutting them out or numbering them. Illustrate each of the events. Share your Story Order with a grown-up. Use it to tell them the story of King Midas and the Donkey Ears. An**swer some questions** Read *King Midas and the Donkey's Ears Questions.* Think about your answers and then write them as clear sentences. **Try these Fun-Time Extras(optional)**Can you design a hat or disguise that King Midas could have worn to have kept his ears secret? https://www.bbc.co.uk/cbeebies/makes/a-midsummer-nights-dream-donky-ears	**LO: Plan and rewrite a tradional fable** Click on the link below to watch another story about King Midas https://www.youtube.com/watch?v=sWcJNvS0J80. As you watch the video, take notes about what it happening. You will have to watch it more than once and will probably need to use the pause button. **Task 1** Make a story board of the main events in the story. You could make a comic strip, or use labelled pictures. There is a story board you can use below, If hou don't have a printer, you can make your own. **Task 2** **Plan** your own retelling of the story of the story of Midas and the Golden Touch. Try to make it as exciting as you can. Who do you want to tell it to when you are finsished? How do you want your readers to feel about King Midas?		**LO: Write a traditional fable** **Write** the Final Version of the story you have been planning over the last two days. Remember that traditional fables such as these were mostly kept alive by the traditional of oral story telling (ie by being read aloud). When you story is finished, make sure you read it to someone at home (or maybe on the phone!). Your teachers look forward to reading your stories too – don't forget to edit before uploading to ClassDojo!	**LO: Learn spellings** See below for the spellings set by Ms Ross last week. Your task was to LEARN the spellings using a method that suits you. Today, you can ask an adult to test you in these spellings. Once marked, send into your teacher on ClassDojo. Good luck!

Home Learning: Year 3 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art
LO: Understand weather patterns in the UK. • Look at the map. Name each country and capital city in the UK. • Look at the weather graphs for London. What are they showing? Watch this video. https://vimeo.com/409721398/9e80f6cfb7 • Fill in the table below summarising the weather for London and Belfast. Where would you prefer to live and why?	**LO: To understand how seed are formed** How are seeds formed? • Make a tally of how many different fruits you find in your house. Which have seeds in them? • Watch this video https://www.bbc.co.uk/cbeebies/watch/fruit-factfile showing a variety of fruits. Do they have seeds? • Choose a fruit you found. Draw it as a whole and then draw the inside of the fruit, labelling the seeds (see pictures below)	**LO: research the life of prehistoric man** People in the Stone Age • Read this link https://kids.kiddle.co/%C3%96tzi_the_Iceman and take notes about Otzi the Iceman. • Draw a labelled picture based on Otzi the Iceman to explain to someone in your house what people in the Stone Age looked like.	Ascension Day in the Christian calendar is on Thursday 21st May this year. https://request.org.uk/restart/2017/07/21/bible-quest-the-ascension/ How do you think you would have felt if you had watched Jesus returning to heaven? What questions do you think you would have had? Do not forget to blow some bubbles to symbolise Jesus' ascent into heaven, as we do every year at school. You could also use bright colours to colour in the attached stained glass window.	**Jasper Johns Printing** You will need: paper, pencils, paint or colouring pencils or felt tips, scissors, glue. Have a look at the Jasper Johns images below – see how he makes repeated patterns in his printing. • Using a found object (support below) print and cover two pieces of paper each with a different pattern. Use the same colour of paint for each one. • On one piece of paper, you will draw and cut out a number – see sheet below for template ideas. On the second piece of paper, you will trace around your number and then lift it from the paper and colour the traced image using coloured pencils/chalk/oil pastels. • Smudge the edges of the coloured in traced image and then stick your number back onto the second piece of paper.
Everything is Interesting – Are you ready for a challenge?				

Maths Lesson 1 *(please scroll to the end of all learning resources for answers)*

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

2 Write fractions to complete the sentences.

a) ☐ of the tower is green.

b) ☐ of the tower is yellow.

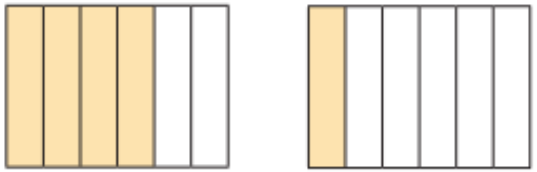
c) ☐ of the tower is blue.

3 What fraction of each shape is shaded?

a)

b)

c)



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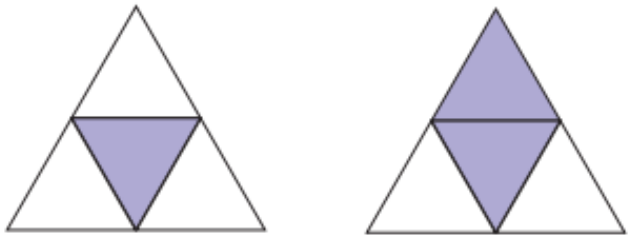

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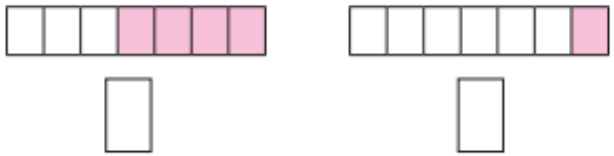


Tick the unit fraction in each pair of shapes.

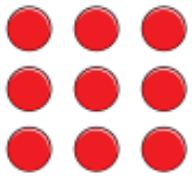
How did you know which was the unit fraction?

4 **a)** Colour $\frac{1}{5}$ of each shape.

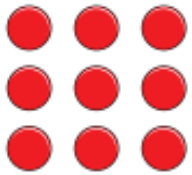
b) Colour $\frac{3}{5}$ of each shape.

What is the same and what is different about your answers?

5 **a)** Circle $\frac{1}{3}$ of the counters.



b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 **a)** What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is ☐

The numerator is always ☐

An example of a non-unit fraction is ☐

The numerator is always greater than ☐

Maths Lesson 2 *(please scroll to the end of all learning resources for answers)*

Making the whole

1 Here are some counters.

a) What fraction of the counters are yellow? ☐

b) What fraction of the counters are red? ☐

c) Complete the number sentence. ☐ + ☐ = ☐

2 Here is a tower of cubes.

a) What fraction of the tower is green? ☐

b) What fraction of the tower is blue? ☐

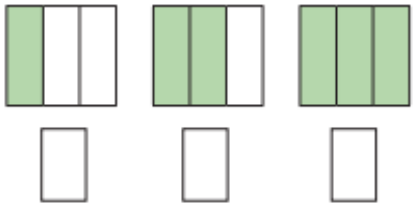
c) Complete the number sentence. ☐ + ☐ = ☐

3 What fraction of each shape is shaded?

Which fraction represents a whole?

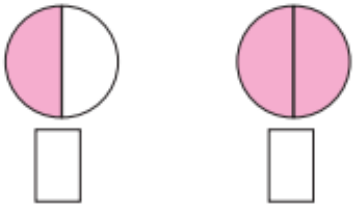
Fill in the missing fractions.

a)



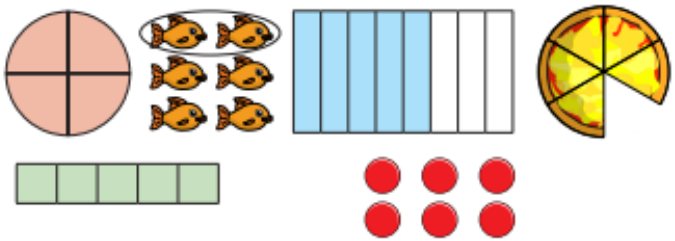
☐ = one whole

b)



☐ = one whole

4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

☐ ☐ ☐

b) Write three fractions that are equal to one whole.

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

5 Choose a phrase to complete the sentences.

greater than	less than	equal to

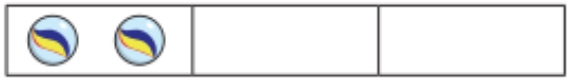
When the numerator is _____ the denominator, the fraction is less than one whole.

When the numerator is _____ the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

$\frac{3}{5}$	$\frac{4}{4}$	$\frac{6}{10}$	$\frac{2}{2}$
$\frac{10}{10}$	$\frac{8}{9}$	$\frac{3}{3}$	$\frac{5}{5}$

7 Here are $\frac{1}{3}$ of Jack's marbles.



Draw the rest of Jack's marbles in the bar model.

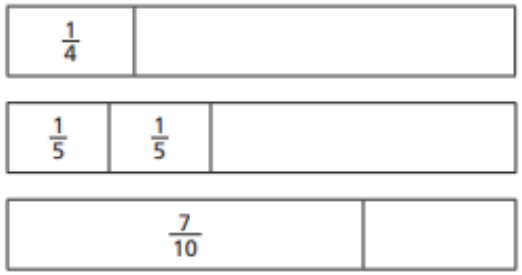
8 $\frac{2}{7}$ of a group of children are girls.

What fraction are boys?

☐ are boys.

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.



10 Complete the number sentences.

a) $\frac{3}{5} + \square = 1$

b) $\square + \frac{4}{10} = 1$

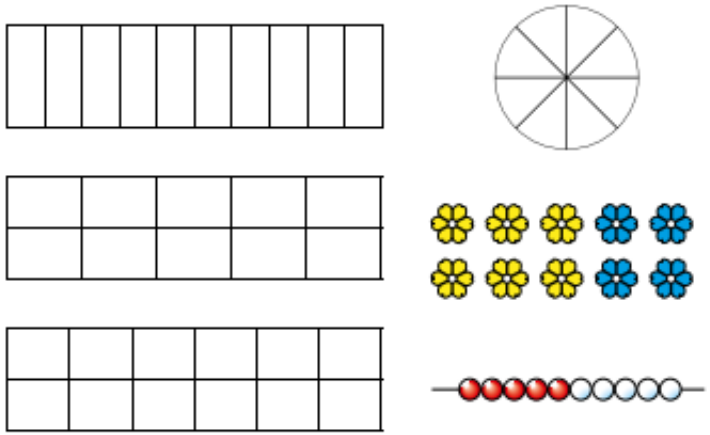
c) $\square = \frac{2}{7} + \frac{5}{7}$

d) $\frac{9}{9} = \square + \frac{5}{9}$

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

Tenths

1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

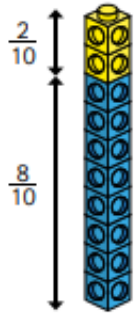
b) ☐ of the counters are red.

c) ☐ of the counters are green.

3 Amir has some blue and yellow cubes.

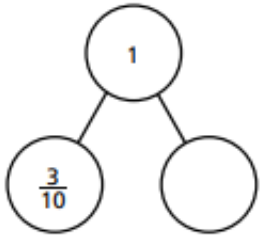
He makes a tower using 10 cubes.

Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

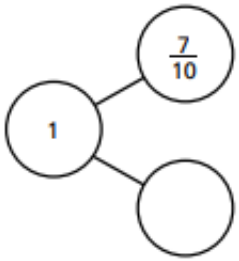


4 Complete the part-whole models.

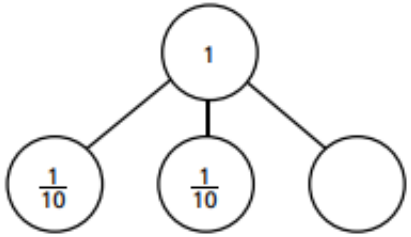
a)



b)



c)



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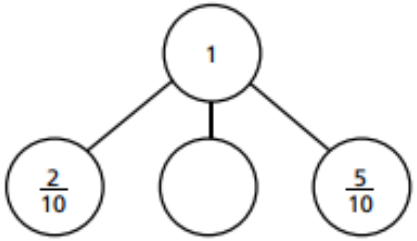
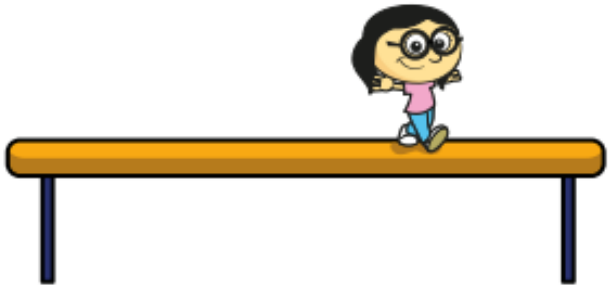


5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

6 10 boys share 3 pizzas equally.

What fraction of a pizza do they each get?

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

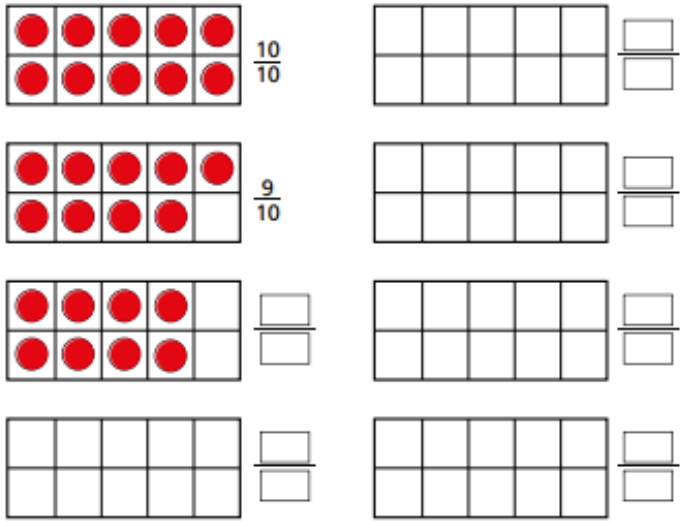
How many possible answers can you find?

Compare answers with a partner.

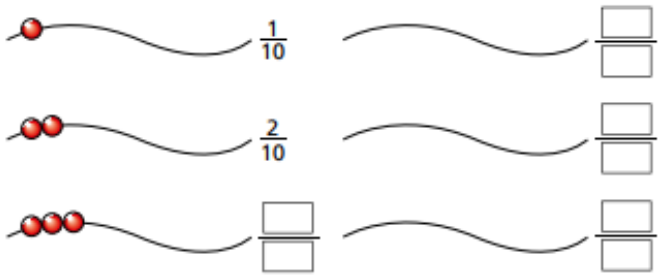
Maths Lesson 4 *(please scroll to the end of all learning resources for answers)*

Count in tenths

1 Continue the sequence.



2 Continue the sequence.



3 Write the missing fractions in each sequence.

a)

1/10	2/10		4/10	
6/10	7/10		9/10	10/10

b)

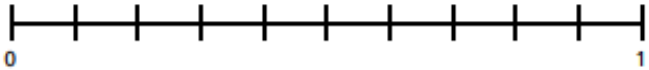
10/10	9/10		7/10	
5/10			2/10	1/10

4 What fraction is each arrow pointing to?

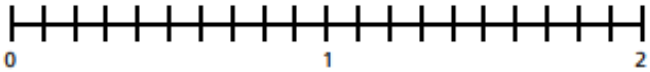
A = ☐ B = ☐ C = ☐

5 Write the fractions in the correct places on the number lines.

a) $\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$

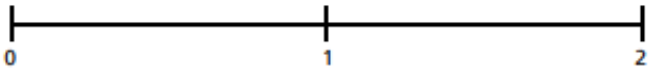


b) $\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$

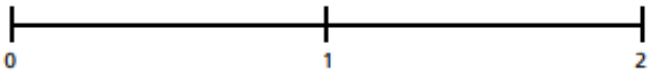


6 Draw and label arrows to estimate the position of the fractions on the number lines.

a) $\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$



b) $\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$



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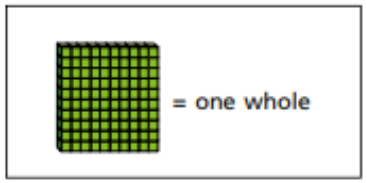
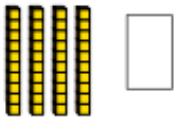


What number is represented in each picture?

a)



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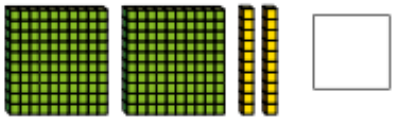

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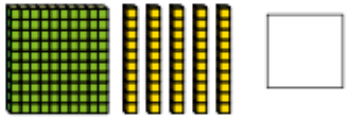
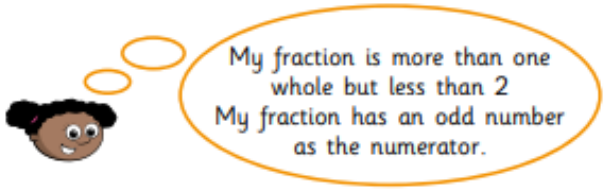


8 Whitney is thinking of a fraction.



What could Whitney's fraction be?

List all the possible fractions.

Compare answers with a partner.

English Day 1 - King Midas and the Donkey’s Ears

Once upon a time, a long time ago, Pan, the god of shepherds, challenged Apollo to a musical duel. Pan insisted his flute of reeds could produce a more beautiful melody than Apollo's silly harp. The two agreed on a contest with judges. One of the judges was King Midas.

After hearing the two melodies, all but one of the judges chose Apollo as the winner. But one judge, King Midas, preferred Pan's tune.

Furious that anyone could prefer a reedy pipe to his musical lyre, Apollo cooed, "I see the problem. It's your ears. They are too small to hear properly. Let me fix that for you."

King Midas felt his ears quiver. His ears sprang out, and out, and turned into the large furry ears of a donkey. King Midas was horrified. He grabbed his ears. "Pan, help me!" he cried. But Pan, with a quick nervous glance at Apollo, turned his back.

King Midas tried to hide his ears from his subjects by wearing a variety of huge hats, heavy helmets, and bulky scarves.

The only person who saw his ears was his barber. King Midas made his barber promise he would never tell a soul.

His barber kept his word. But keeping such a huge secret to himself was driving him crazy. Finally, the barber went up a mountain and almost to the edge of a cliff. He dug a hole in the midst of some reeds. He looked about, to make sure no one was near. Then, he whispered into the hole, "King Midas has the ears of a donkey. The King has donkey ears! The King has donkey ears!" Having got his secret off his chest, he felt much better. He returned home, sure that he had kept his word.

Unfortunately for King Midas, the barber had dug right into a piece of Echo. Echo was a wood nymph who could only repeat the last few sounds she heard. When she died, pieces of Echo were scattered all over the mountainous kingdom. In fact, pieces of Echo were scattered all over the world, repeating the sounds around her.

Although I suppose some people might think it was only the sound of the wind in the reeds, it was really a piece of Echo, whispering over and over, "The King has donkey ears, the King has donkey ears."

Sound travels well in the mountains, even whispers. It was not long before the entire kingdom knew King Midas’ secret.

King Midas and the Donkey's Ears

Questions

1. How did Midas anger Apollo?
2. Do you think Apollo was fair? Why or why not?
3. How do you think King Midas felt when he noticed the change?
4. Why do you think King Midas tried to hide his ears?
5. Why was it hard for the barber to keep the secret?
6. How will King Midas have felt when his secret was made public?
7. What do you think might happen next?
8. Who do you feel most sorry for in this story?
9. Who do you like least in this story?
10. What would you have done if you were the barber? Why?

Donkey Ear - Possible Answers

1. How did Midas anger Apollo?

He said that he preferred the music of Pan to the music of Apollo.

2. Do you think Apollo was fair? Why or why not?

No, Apollo was not fair because it was a competition and Midas had a right to say who he preferred.

3. How do you think King Midas felt when he noticed the change?

He felt terrible because he was embarrassed.

4. Why do you think King Midas tried to hide his ears?

He was afraid people would laugh at him, especially as he was the king.

5. Why was it hard for the barber to keep the secret?

He was the only one who knew and he was desperate to share his secret knowledge.

6. How will King Midas have felt when his secret was made public?

He will have been so sad, ashamed and embarrassed. He will also be scared of how people will laugh at him.

7. What do you think might happen next?

Maybe King Midas would try to find out who told his secret and punish that person.

8. Who do you feel most sorry for in this story?

I feel a bit sorry for King Midas because I think Apollo was really mean. I feel a little sorry for the barber.

9. Who do you like least in this story?

I think Apollo behaves very badly. He should not have been so spiteful just because Midas didn't choose his music. He is a bad loser.

10. What would you have done if you were the barber? Why?

Various answers acceptable.

King Midas and the Donkey's Ears

Story order

Order and then illustrate these scenes.

The barber whispers the secret	King Midas angers Apollo.	Everyone hears the king's secret.
The king's barber learns his secret.	Pan and Apollo have a competition.	King Midas tries to hide the ears.

English Day 3 Story Summary

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.

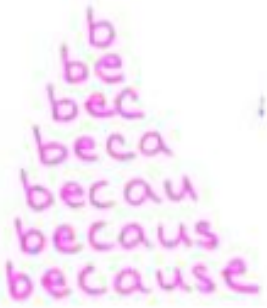
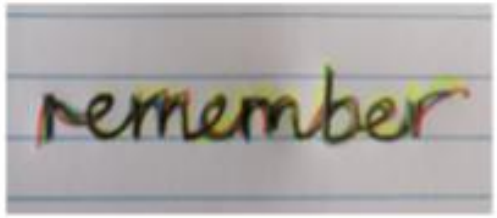
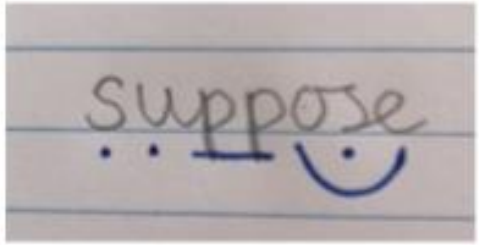
Green words – everyone must learn to spell these words

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			

Spelling Strategies

Pyramid Writing	Rainbow writing	Create a mnemonic
	Write the word over and over again using different colours. 	
Sound Buttons	**Underline the tricky part**	**Look, Say, Cover, Write, Check**
 **Note, this may not work for words you cannot 'sound out'	separate library naughty	**Look** at the word **Say** it out loud **Cover** it up **Write** it **Check** whether it is spelt correctly

Support
Science

Avocado

Watermelon

Apple

Pepper

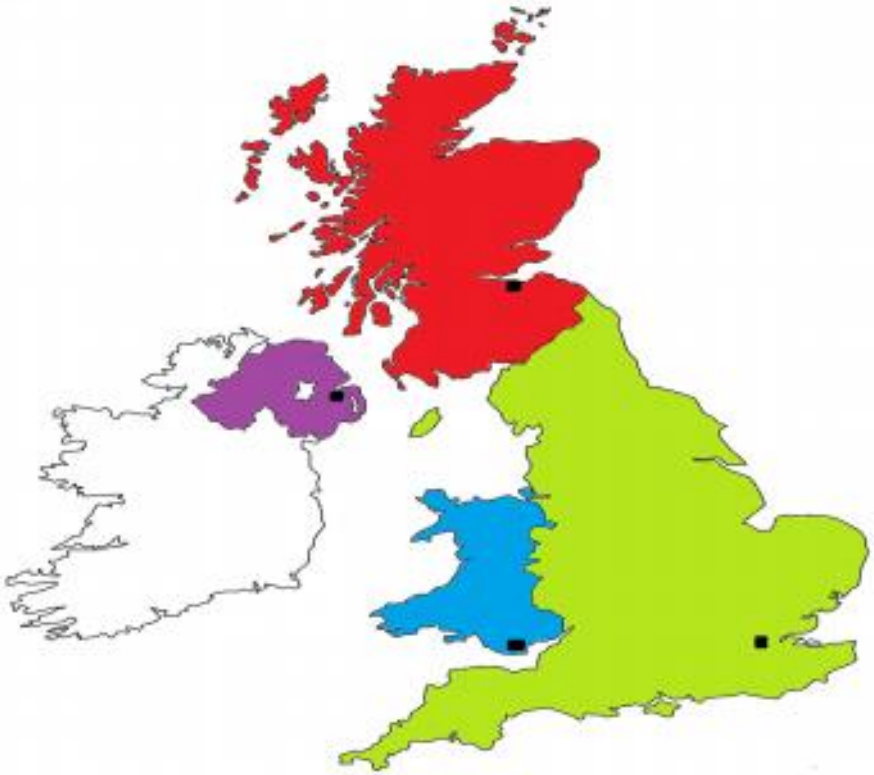
Nuts

Tomato

Dried Banana

Geography

UK map:



Example table:

	London	Belfast
Hottest month		
Coldest month		
Wettest month		
Driest month		
Most sunshine/Hours		
Least sunshine/Hours		

Art - Jasper Johns Printing

Jasper Johns – Crosshatch

Jasper Johns – Map

Jasper Johns – Alphabet

Use found objects to print with – this might be a fork, a cotton reel, the edge of a ruler, a paperclip, a lego brick – anything that creates a pattern. If using ready mixed paint, dip your item into the paint. If using watercolour paint, paint the raised edge of your item. If you don't have paint, you can use felt tips and again colour the edge of your item.

Using the same colour pick two objects and use each one to cover the surface of a piece of paper so that you have two printed papers. When they are dry, on one of the pieces of paper, draw a number – make it big and bold! Look at the template ideas here to help you.

Cut it out and lay it on your second price of paper. Draw around it then lift it off the page. Using crayon or chalk ,colour in the image of your number that you have just drawn on the second piece of paper, smudging the image around the edge.

When you have finished, glue the cut out number back down onto the second piece of paper over the image that you drew and coloured. You should be able to see the smudged edges.

Lesson 1

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) $\frac{1}{3}$ of the counters are yellow.

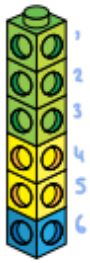
b) $\frac{2}{3}$ of the counters are red.

2 Write fractions to complete the sentences.

a) $\frac{3}{6}$ of the tower is green.

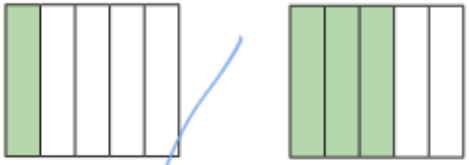
b) $\frac{2}{6}$ of the tower is yellow.

c) $\frac{1}{6}$ of the tower is blue.



3 What fraction of each shape is shaded?

a)

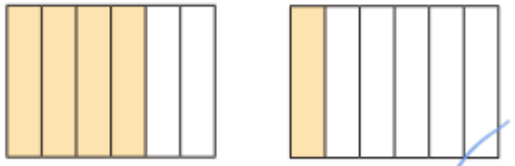


$\frac{1}{5}$ $\frac{3}{5}$

b)

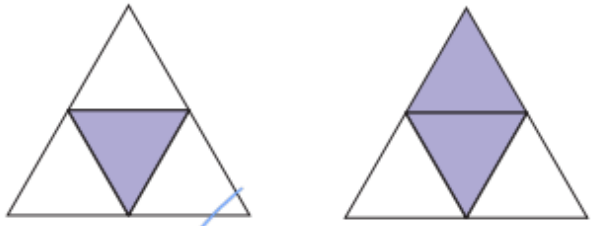
$\frac{1}{3}$ $\frac{2}{3}$

c)



$\frac{4}{6}$ $\frac{1}{6}$

d)



$\frac{1}{4}$ $\frac{2}{4}$

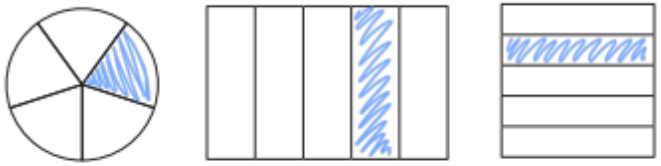
e)

$\frac{4}{7}$ $\frac{1}{7}$

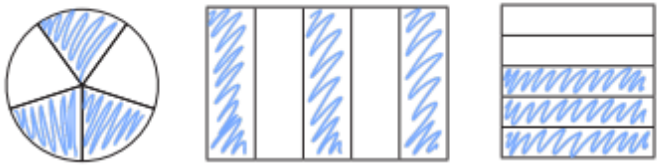
Tick the unit fraction in each pair of shapes.

How did you know which was the unit fraction?

4 **a)** Colour $\frac{1}{5}$ of each shape.

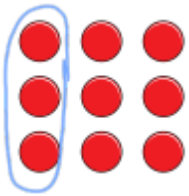


b) Colour $\frac{3}{5}$ of each shape.

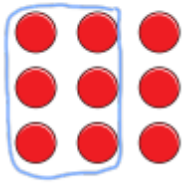


What is the same and what is different about your answers?

5 **a)** Circle $\frac{1}{3}$ of the counters.



b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{10}$ $\frac{1}{8}$

$\frac{3}{5}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{6}{1}$ $\frac{1}{250}$

Unit fractions	Non-unit fractions
$\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{1}{10}$ $\frac{1}{8}$ $\frac{1}{250}$	$\frac{3}{5}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{6}{1}$

Write two more examples of your own in each column.

7 **a)** What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is $\frac{1}{9}$

The numerator is always 1

An example of a non-unit fraction is $\frac{2}{9}$

The numerator is always greater than 1

Lesson 2

Making the whole

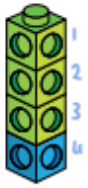
1 Here are some counters.

a) What fraction of the counters are yellow? $\frac{3}{5}$

b) What fraction of the counters are red? $\frac{2}{5}$

c) Complete the number sentence. $\frac{3}{5} + \frac{2}{5} = \frac{5}{5}$

2 Here is a tower of cubes.



a) What fraction of the tower is green? $\frac{3}{4}$

b) What fraction of the tower is blue? $\frac{1}{4}$

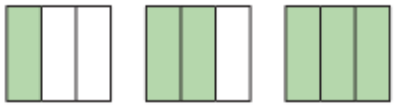
c) Complete the number sentence. $\frac{3}{4} + \frac{1}{4} = \frac{4}{4}$

3 What fraction of each shape is shaded?

Which fraction represents a whole?

Fill in the missing fractions.

a)

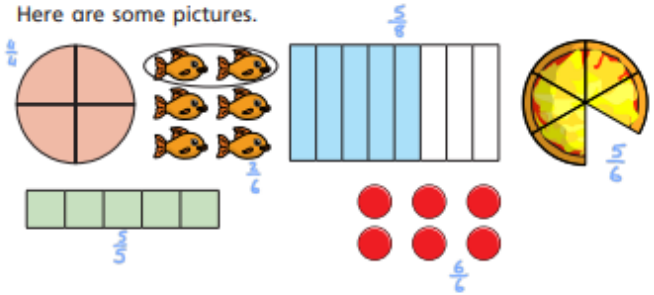


$\frac{1}{3}$ $\frac{2}{3}$ $\frac{3}{3}$ $\frac{3}{3}$ = one whole

b)

$\frac{1}{2}$ $\frac{2}{2}$ $\frac{2}{2}$ = one whole

4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

$\frac{2}{6}$ $\frac{5}{8}$ $\frac{5}{6}$

b) Write three fractions that are equal to one whole.

$\frac{4}{4}$ $\frac{5}{5}$ $\frac{6}{6}$

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

5 Choose a phrase to complete the sentences.

greater than	less than	equal to

When the numerator is less than the denominator, the fraction is less than one whole.

When the numerator is equal to the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

$\frac{3}{5}$	$\frac{4}{4}$	$\frac{6}{10}$	$\frac{2}{2}$
$\frac{10}{10}$	$\frac{8}{9}$	$\frac{3}{3}$	$\frac{5}{5}$

7 Here are $\frac{1}{3}$ of Jack's marbles.

Draw the rest of Jack's marbles in the bar model.

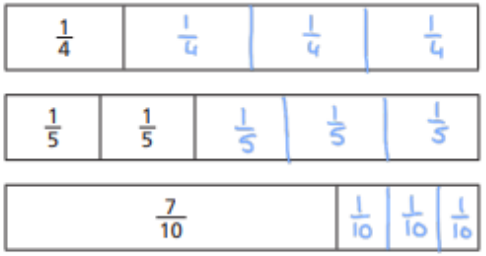
8 $\frac{2}{7}$ of a group of children are girls.

What fraction are boys?

$\frac{5}{7}$ are boys.

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.



10 Complete the number sentences.

This is the same as one whole.

a) $\frac{3}{5} + \frac{2}{5} = 1$

b) $\frac{6}{10} + \frac{4}{10} = 1$

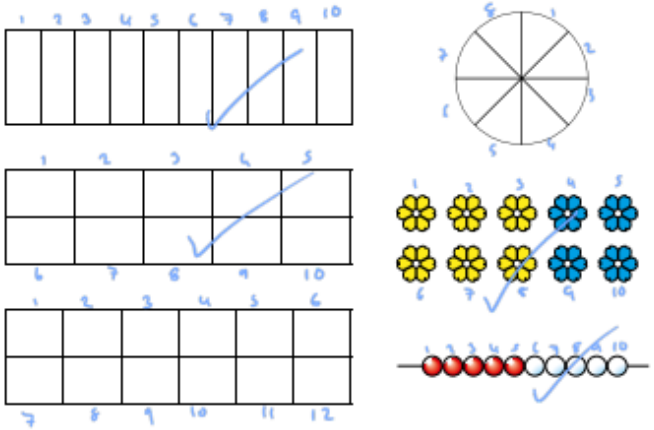
c) $\frac{7}{7} = \frac{2}{7} + \frac{5}{7}$

d) $\frac{9}{9} = \frac{4}{9} + \frac{5}{9}$

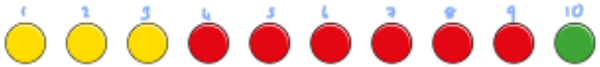
Lesson 3

Tenths

1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.



a) $\frac{3}{10}$ of the counters are yellow.

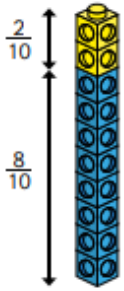
b) $\frac{6}{10}$ of the counters are red.

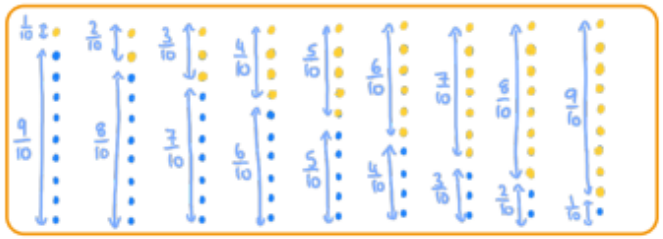
c) $\frac{1}{10}$ of the counters are green.

3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

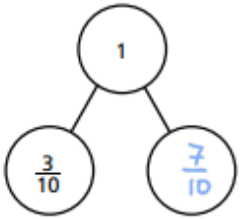
Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.



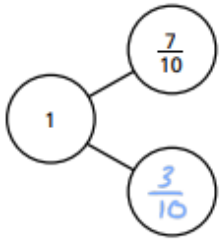


4 Complete the part-whole models.

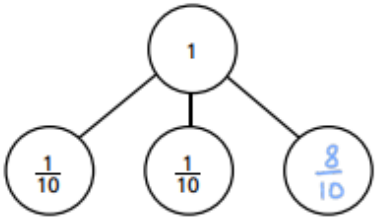
a)



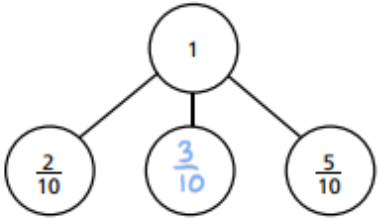
b)



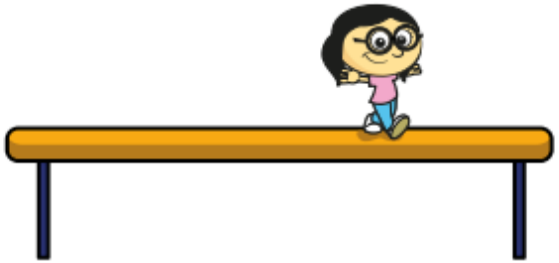
c)



d)



5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel? $\frac{3}{10}$

6 10 boys share 3 pizzas equally.

What fraction of a pizza do they each get? $\frac{3}{10}$

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green? $\frac{2}{10}$

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green? $\frac{1}{10}$

What fraction could be yellow? $\frac{5}{10}$

How many possible answers can you find?

Green $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$

Yellow $\frac{4}{10}$ $\frac{3}{10}$ $\frac{2}{10}$ $\frac{1}{10}$

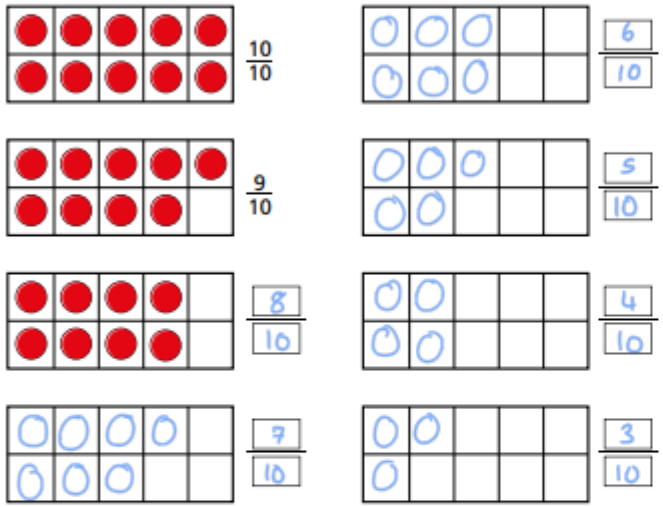
Compare answers with a partner.

Lesson 4

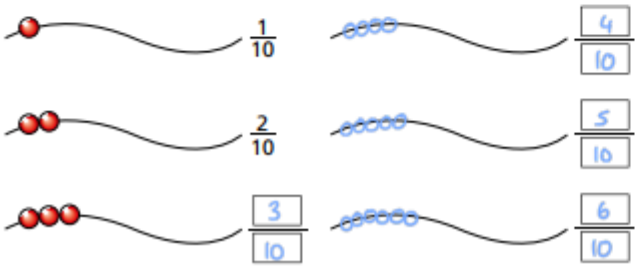
Count in tenths

Rose Maths

1 Continue the sequence.



2 Continue the sequence.



3 Write the missing fractions in each sequence.

a)

$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$
$\frac{6}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	$\frac{10}{10}$

b)

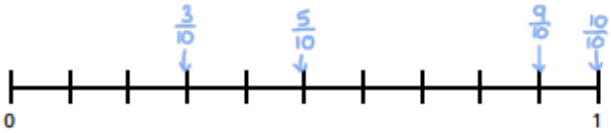
$\frac{10}{10}$	$\frac{9}{10}$	$\frac{8}{10}$	$\frac{7}{10}$	$\frac{6}{10}$
$\frac{5}{10}$	$\frac{4}{10}$	$\frac{3}{10}$	$\frac{2}{10}$	$\frac{1}{10}$

4 What fraction is each arrow pointing to?

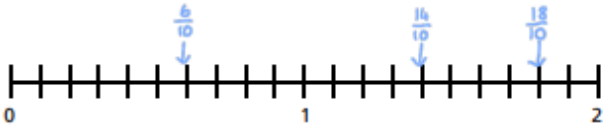
A = $\frac{1}{10}$ B = $\frac{5}{10}$ C = $\frac{8}{10}$

5 Write the fractions in the correct places on the number lines.

a) $\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$

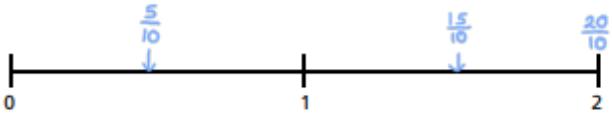


b) $\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$



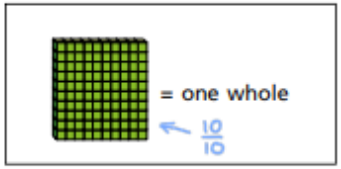
6 Draw and label arrows to estimate the position of the fractions on the number lines.

a) $\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$

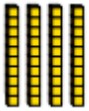


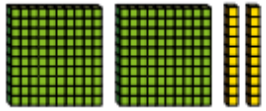
b) $\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$

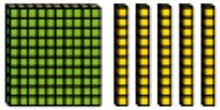
7



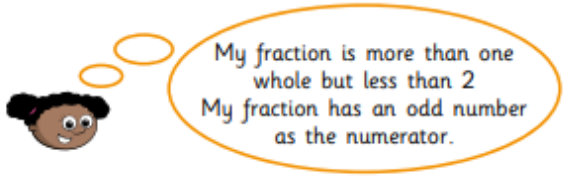
What number is represented in each picture?

a)  $\frac{4}{10}$

c)  $\frac{22}{10}$

b)  $\frac{15}{10}$

8 Whitney is thinking of a fraction.



What could Whitney's fraction be?

List all the possible fractions.

$\frac{11}{10}$ $\frac{13}{10}$ $\frac{15}{10}$ $\frac{17}{10}$ $\frac{19}{10}$

Compare answers with a partner.