

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/ordering-and-sequencing/caterpillar-ordering Ordering – 0-999 | Hit the multiples of 4 https://www.topmarks.co.uk/times-tables/coconut-multiples x4 | Hit the multiples of 8 https://www.topmarks.co.uk/times-tables/coconut-multiples x8 | Level 3 – Multiplication – mixed tables https://www.topmarks.co.uk/maths-games/daily10 x2,x3,x4,x5,x8,x10 | Level 3 – Multiplication – mixed tables https://www.topmarks.co.uk/maths-games/daily10 x2,x3,x4,x5,x8,x10 |
| Four Days of Reasoning (Monday-Thursday) | Summer Term Week 6 (Wk commencing 1/6) 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: Revise conjunctions Read <i>The Sorting Hat</i>. Have you read or seen this part of the story before? How do you think you would feel if you were there in the Great Hall? https://www.youtube.com/watch?v=AQclahf8M Remind yourself about clauses and conjunctions Use the <i>Revision Card</i> (below) to remind yourself. Complete the <i>Conjunctions Activity</i>. You can use the <i>List of Conjunctions</i> to help. Extension (optional) Watch the film clip of the Sorting Hat again. Now write some sentences about the scene. Use conjunctions in your sentences, using the <i>List of Conjunctions</i>. <i>Well done! Now show a grown-up your sentences.</i> Try these Fun-Time Extras Can you find out which house you belong to? Ask a grown-up to help you register and then use this Sorting Ceremony website: https://my.wizardingworld.com/sorting-hat/intro</p> | <p>LO: To infer meaning Read <i>Broomstick Lesson</i>. How do you think Harry was feeling? How is Madam Hooch described? How would you feel to be taught by her? Watch the film version of this scene (this covers the whole lesson). What do you notice about the opening scene? Think about what is different to the book? What is the same? https://www.youtube.com/watch?v=YT51VlvIGRg Think about how you would feel at different parts of the Broomstick lesson. Complete <i>How would you feel?</i> Use some of the <i>Emotion Vocabulary</i> in your answers. Design a broomstick. Make a labelled diagram to show its magical features. Optional: Can you make your own broomstick charm? Follow the instructions on this video: https://www.wizardingworld.com/features/learn-how-to-make-broomstick-charm</p> | <p>LO: To plan and write a short story Imagine that you and your classmates are taking part in a <i>Broomstick Lesson</i>. Describe what you do and how you feel, what happens to you and what happens to other people. Use <i>Conjunctions List (see day one)</i> and include some sentences with conjunctions, joining clauses together. If you like, you can use the <i>Planning Guide</i> provided below. Don't forget to reread and edit your story before uploading it to Class Dojo.</p> | <p>LO: Learn spellings Learn the new set of spellings you have been set by Ms Ross (see below). Use a strategy that suits you. There are some ideas below. 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.) <i>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.</i></p> |

Home Learning: Year 3 Curriculum

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|--|--|---|
| Geography | Science | History | RE | Activity Afternoon |
| <p>LO: Understand seasons Why does the UK have seasons?</p> <ul style="list-style-type: none"> ● Watch this video. https://www.bbc.co.uk/programmes/p04wf449 <p>You could also visit this site: https://www.dkfindout.com/uk/earth/seasons/</p> <ul style="list-style-type: none"> ● Make a poster explaining why the UK has seasons. Add the statements from resources below, to your poster. | <p>LO: To understand pollination What is the function of each part of a flower? (Check resources below).</p> <ul style="list-style-type: none"> ● There are two main ways that flowers are pollinated by: a)insects/birds https://www.bbc.co.uk/bitesize/clips/zfx76sg and b) wind https://vimeo.com/410177255/b8abd708e7 ● Draw a diagram to explain how insects/birds help pollination. | <p>LO: Research discoveries from the Stone and Iron Age Look at the following artefacts in this link. https://www.museumoflondon.org.uk/Resources/interactive/Stone-Age-to-Iron-Age-Explorer/</p> <ul style="list-style-type: none"> ● Design a museum leaflet that explains about one object from each time period and share it with someone in your house. | <p>The Christian festival of Pentecost was celebrated on Sunday 31st May. Watch the video to find out what the Bible tells us happened at Pentecost. http://request.org.uk/restart/2017/07/12/pentecost-2/</p> <p>Can you imagine what it must have been like to be there when the Holy Spirit landed on each of Jesus's followers? Christians also celebrate Pentecost as the birthday of the Church. Learn more about how the Church began here: https://request.org.uk/restart/2014/06/10/pentecost/</p> <p>See below for some activities linked to Pentecost.</p> | <p>Spend this afternoon enjoying:</p> <p>A PE lesson with Mr Henwood: https://www.youtube.com/user/DHenwood84</p> <p>Listening to a story: https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</p> <p>A music lesson with Mr Dollard: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p> |
| Everything is Interesting – Are you ready for a challenge? | | | | |



Tenths as decimals

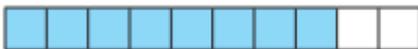
1 Complete the table.

| Representation | Words | Fraction | Decimal |
|----------------|----------|----------------|---------|
| | 1 tenth | | 0.1 |
| | | $\frac{7}{10}$ | |
| | | | 0.3 |
| | 5 tenths | | |

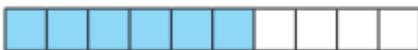
2 Match each bar model to the equivalent decimal.



0.8



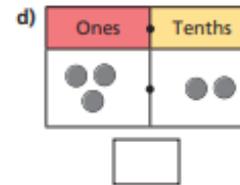
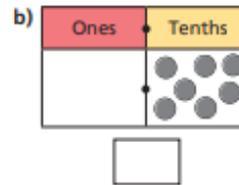
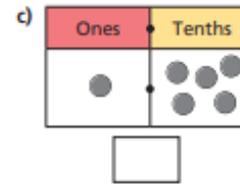
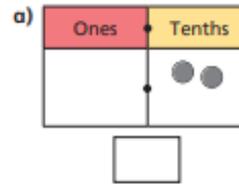
0.6



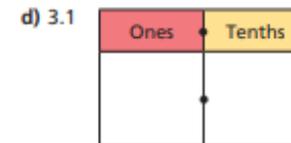
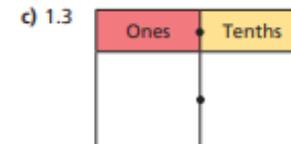
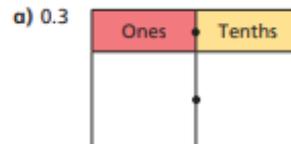
0.4

3 Mo is using a place value chart to represent numbers.

Write each number as a decimal.



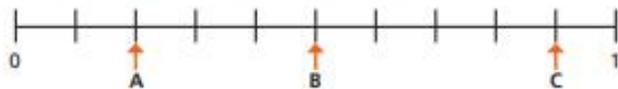
4 Draw counters to represent the numbers.



5 Continue the pattern.

| | | | | |
|----------------|-----|----------|----------------|-----|
| $\frac{1}{10}$ | 0.2 | 3 tenths | $\frac{4}{10}$ | 0.5 |
| 6 tenths | | | | |

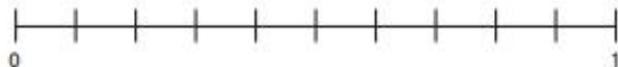
6 What decimal is each arrow pointing to?



A = B = C =

7 Estimate the position of the decimals on the number lines.

a) 0.1 0.5 0.8



b) 0.4 0.7 0.9



c)

0.6 1.2 1.7



8 Complete the statements.

a) $0.2 > \frac{\square}{10}$

c) tenths = 0.7

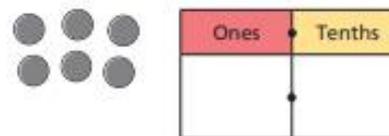
b) $0.8 < \frac{\square}{10}$

d) = $\frac{12}{10}$

Is there more than one answer for each?



9 Aisha places 6 counters onto this place value chart.



List all the possible numbers she could represent.



Fractions on a number line



1 Draw an arrow to show the fractions on the number lines.

a) $\frac{1}{2}$



b) $\frac{1}{3}$



c) $\frac{1}{4}$



Are your answers accurate or are they estimates?



2 Write $<$, $>$ or $=$ to compare the fractions.

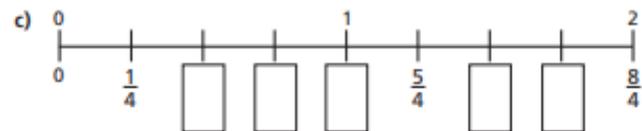
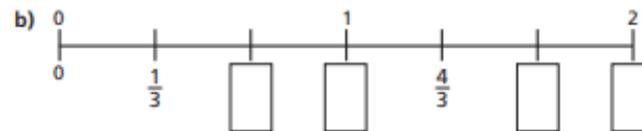
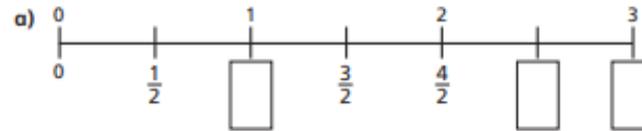
a) $\frac{1}{2}$ ○ $\frac{1}{4}$

b) $\frac{1}{4}$ ○ $\frac{1}{3}$

c) $\frac{1}{3}$ ○ $\frac{1}{2}$



3 Write the missing fractions on the number lines.



d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

What do you notice?

Talk about it with a partner.

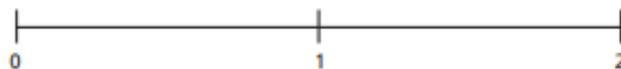


- 4 Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$



b) 1 and $\frac{2}{3}$



- 5 Write each fraction under the correct heading.

$\frac{2}{3}$

$\frac{4}{4}$

$\frac{5}{3}$

$\frac{1}{8}$

$\frac{3}{3}$

$\frac{3}{4}$

$\frac{7}{4}$

$\frac{8}{8}$

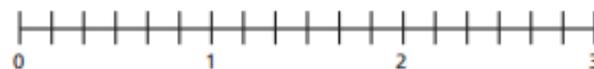
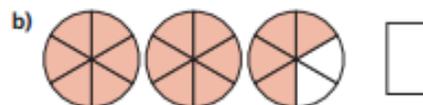
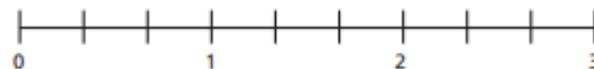
$\frac{7}{8}$

| Less than one whole | Equal to one whole | More than one whole |
|---------------------|--------------------|---------------------|
| | | |



- 6 What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.



- 7



One eighth is greater than one quarter.

Do you agree with Teddy? _____

Use the number line to show why.

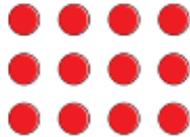


Maths Lesson 3 (please scroll to the end of all learning resources for answers)

Fractions of a set of objects (1)



1 Here are some counters.



a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle?

c) What is $\frac{1}{4}$ of 12?

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 =

b) $\frac{1}{2}$ of 16 =

c) $\frac{1}{4}$ of 8 =

d) $\frac{1}{4}$ of 16 =



3



To find a half I need to divide by 2

Do you agree with Dexter? _____

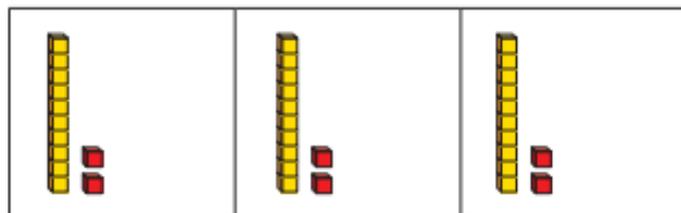
Talk about it with a partner.



4 Complete the table.

| Fraction | Division | Example | Drawing |
|-------------|-------------|------------------------|---------|
| one half | divide by 2 | $\frac{1}{2}$ of 6 = 3 | |
| one quarter | | $\frac{1}{4}$ of 8 = 2 | |
| | | | |
| | | | |

- 5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

- a) $\frac{1}{3}$ of 63 = c) $\frac{1}{4}$ of 92 =
 b) $\frac{1}{4}$ of 48 =

- 6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36



Use Nijah's method to complete the calculations.

- a) $\frac{1}{3}$ of 96 = c) $\frac{1}{4}$ of 52 =
 b) $\frac{1}{5}$ of 60 =

- 7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 or $\frac{1}{5}$ of £75

Show your workings.



- 8 Complete the number sentences.

- a) $\frac{1}{2}$ of = 30 c) $\frac{1}{5}$ of = 50
 b) $\frac{1}{4}$ of = 20

- 9 Rosie, Amir and Alex each find a fraction of 24 using counters.

- a) Order the children from least counters to most counters.

_____ _____ _____
 least counters most counters

- b) What fraction of the counters does Alex have?

- c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24



Fractions of a set of objects (2)



1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 =

b) $\frac{3}{4}$ of 8 =

c) $\frac{2}{5}$ of 20 =

2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?

9

$\frac{3}{5}$ of 15 = ?

6

$\frac{5}{6}$ of 12 = ?

15

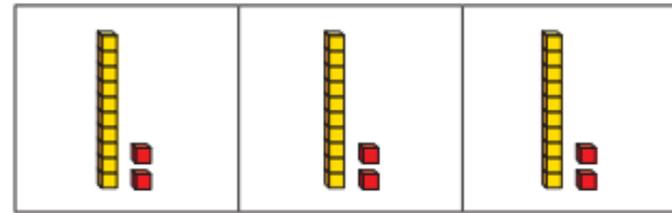
$\frac{3}{4}$ of 20 = ?

10

3 What is $\frac{6}{6}$ of 18?
How do you know?



4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 =

b) $\frac{3}{4}$ of 48 =

c) $\frac{3}{4}$ of 92 =

5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36



Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 =

b) $\frac{3}{5}$ of 60 =

c) $\frac{3}{4}$ of 52 =



6 Complete the number sentences.

a) $\frac{2}{3}$ of = 30

b) $\frac{3}{4}$ of = 30

c) $\frac{5}{6}$ of = 30

7



Tommy

To find $\frac{3}{4}$ of 12,
you divide by 4 and then
multiply the answer by 3

To find $\frac{3}{4}$ of 12,
you divide by 3 and then
multiply the answer by 4



Dexter

Who is correct? _____

How do you know? Show your working.



8 Dora, Whitney and Ron each find a fraction of 24 using counters.



Dora

I have $\frac{5}{6}$ of 24

I have $\frac{2}{3}$ of 24



Whitney



Ron

I have 18 counters.

a) Who has the most counters? Show your workings.

b) How many more counters does Dora have than Whitney?

9 Write fractions to make the statements correct.

of 36 < 18

of 36 = 18

of 36 > 18

How many different answers can you find for each?
Compare with a partner.



English Lesson 1 -The Sorting Hat



The door swung open at once. A tall, black-haired witch in emerald-green robes stood there. She had a very stern face and Harry's first thought was that this was not someone to cross.

'The first-years, Professor McGonagall,' said Hagrid.

'Thank you, Hagrid. I will take them from here.'

She pulled the door wide. The Entrance Hall was so big you could have fitted the whole of the Dursleys' house in it. The stone walls were lit with flaming torches like the ones at Gringotts, the ceiling was too high to make out, and a magnificent marble staircase facing them led to the upper floors.

They followed Professor McGonagall across the flagged stone floor. Harry could hear the drone of hundreds of voices from a doorway to the right – the rest of the school must already be here – but Professor McGonagall showed the first-years into a small empty chamber off the hall. They crowded in, standing rather closer together than they would usually have done, peering about nervously.

'Welcome to Hogwarts,' said Professor McGonagall. 'The start-of-term banquet will begin shortly, but before you take your seats in the Great Hall, you will be sorted into your houses. The Sorting is a very important ceremony because, while you are here, your house will be something like your family within Hogwarts. You will have classes with the rest of your house, sleep in your house dormitory and spend free time in your house common room.'

From: JK Rowling - Harry Potter and the Philosopher's Stone

English Day One – Revision Card

Clauses

Clauses are groups of words with an **active verb** and a **subject**; they make sense.

Harry looked around in amazement.

They stepped through the archway.

The sun shone brightly on a stack of cauldrons.

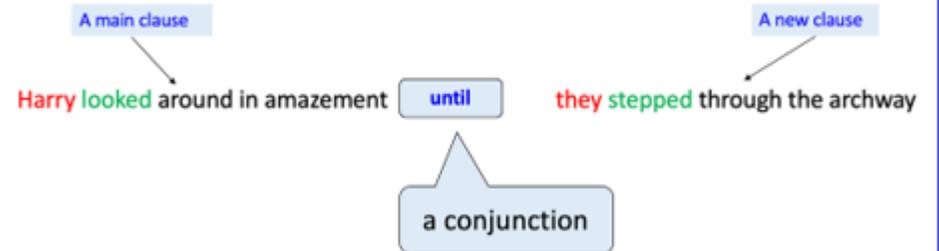
A cobbled street twisted out of sight.



The **subject** is 'the doer' of the verb; it can be a noun or pronoun.

Conjunctions are joining words

They help **add more detail** by joining new **clauses**... explaining **when, why or where** something happened.



Different conjunctions help us add different types of information

When?
before
after
when
while
as
until

Why?
because
as
so

Where?
where
wherever

I am worn
until I declare
which house a
student
should join.

I am worn
because I can
sense where
you belong.

I am worn
where
students are
judged.

I am worn...



Conjunctions Activity

Highlight or underline the conjunctions in these sentences.

Re-write the sentence using a different conjunction.

Does this change the meaning of the sentence?

Example

Hermione smiled with satisfaction **while** aiming the curse at Draco.

Hermione smiled with satisfaction **after** aiming the curse at Draco.

1. Hermione made a disappearing spell while Professor Snape wasn't looking.
2. Harry Potter released Hedwig because Dudley hurt him.
3. Ron skidded along the floor when it was wet.
4. Dudley's shirt buttons popped open as he ate his roast dinner.
5. The snake slithered quickly because he was hurt.
6. The Whomping Willow tried to hit Hermione because she was too near.
7. The Great Hall was lit with a thousand candles because it was dark outside.
8. Hagrid fed his dragon when he left for Privet Drive.
9. Moaning Myrtle cried in the toilets because she ran away.

List of Conjunctions

When?

before

after

when

while

as

until

Why?

because

as

so

Where?

where

wherever

English Lesson Two - Broomstick Lesson

At three-thirty that afternoon, Harry, Ron and the other Gryffindors hurried down the front steps into the grounds for their first flying lesson. It was a clear, breezy day and the grass rippled under their feet as they marched down the sloping lawns towards a smooth lawn on the opposite side of the grounds to the Forbidden Forest, whose trees were swaying darkly in the distance.

The Slytherins were already there, and so were twenty broomsticks lying in neat lines on the ground. Harry had heard Fred and George Weasley complain about the school brooms, saying that some of them started to vibrate if you flew too high, or always flew slightly to the left.



Their teacher, Madam Hooch, arrived. She had short, grey hair and yellow eyes like a hawk.

‘Well, what are you all waiting for?’ she barked. ‘Everyone stand by a broomstick. Come on, hurry up.’

Harry glanced down at his broom. It was old and some of the twigs stuck out at odd angles.

‘Stick out your right hand over your broom,’ called Madam Hooch at the front, ‘and say, “Up!”’

‘UP!’ everyone shouted. Harry’s broom jumped into his hand at once, but it was one of the few that did. Hermione Granger’s had simply rolled over on the ground and Neville’s hadn’t moved at all. Perhaps brooms, like horses, could tell when you were afraid, thought Harry; there was a quaver in Neville’s voice that said only too clearly that he wanted to keep his feet on the ground.

JK Rowling - Harry Potter and the Philosopher's Stone

English Day Two - How Would You Feel?

How would you feel as the lesson was starting?

How would you feel as you gave the 'Up' command?

How would you feel as you got on your broomstick?

How would you feel as it started to fly?

How would you feel when it came back to land?

Emotion Vocabulary



happy
content
pleased
relaxed
peaceful
jolly
pleased
glad



overjoyed
delighted
excited
thrilled
elated
ecstatic
jubilant
over the moon
tickled pink
on cloud nine



unhappy
sad
upset
down
disappointed
troubled



scared
afraid
worried
troubled
concerned
fearful
nervous
apprehensive



angry
cross
furious
grumpy
moody
mad



surprised
shocked
amazed
dumbfounded



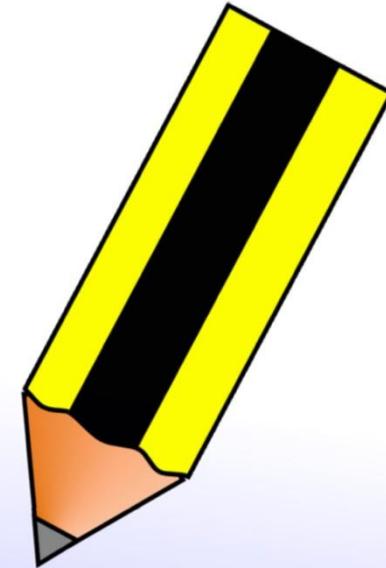
embarrassed
abashed



tired
sleepy
drained
weary



confused
baffled
bewildered
bemused



English Day Three and Four – Planning Guide

Paragraph One

Where? When? Who?

Set the scene by giving your reader information about the time and place that you meet your classmates. Who is your teacher? Create atmosphere by describing the weather, or nearby buildings. REMEMBER you can 'steal' ideas from JK Rowling.

Paragraph 2

What? Broomsticks are obviously very important – describe your own and those of your friends. You could include an illustration.

Paragraph 3

Describe how the lesson begins. How do you feel? (use emotions words). What instructions are you given by the teacher? How does everyone behave?

Paragraph 4

Flying! Describe how it feels to finally be flying. How do you feel? Describe using all your senses. What about your friends?

Conclusion – How does the lesson end?

The Sound /i/ written as y

<https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3mktv4>

Watch the short film and try some of the activities. Then read through the list of words to learn.

Friday 5th June - 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 /j/ written as y and words with ear | | 1st Attempt | 2nd Attempt | 3rd Attempt |
|--|------------|----------------------------|-------------|-------------|
| 1 | gym | | | |
| 2 | gymnast | | | |
| 3 | gymnastics | | | |
| 4 | learn | | | |
| 5 | heard | | | |
| 6 | earth | | | |
| 7 | early | | | |
| 8 | heart | | | |
| 9 | Egypt | | | |
| 10 | mystery | | | |
| 11 | mysterious | | | |
| 12 | symbol | | | |
| 13 | physical | | | |
| 14 | pyramid | | | |
| 15 | oxygen | | | |
| Word of the Week | | | | |
| physical | | to do with the body | | |
| In school, you have PE lessons, where you learn how to do things with your body. What do the letters P.E. stand for? | | | | |

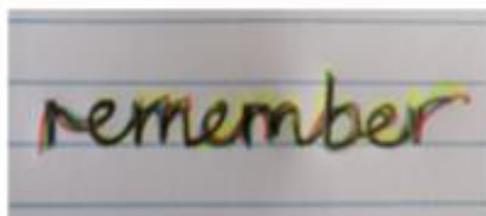
Spelling Strategies

Pyramid Writing

b
be
bec
beca
becau
becaus
because

Rainbow writing

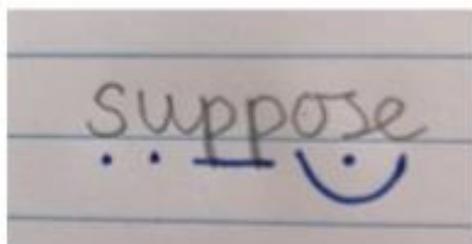
Write the word over and over again using different colours.



Create a mnemonic



Sound Buttons



**Note, this may not work for words you cannot 'sound out'

Underline the tricky part

separate

library

naughty

Look, Say, Cover, Write, Check

Look at the word

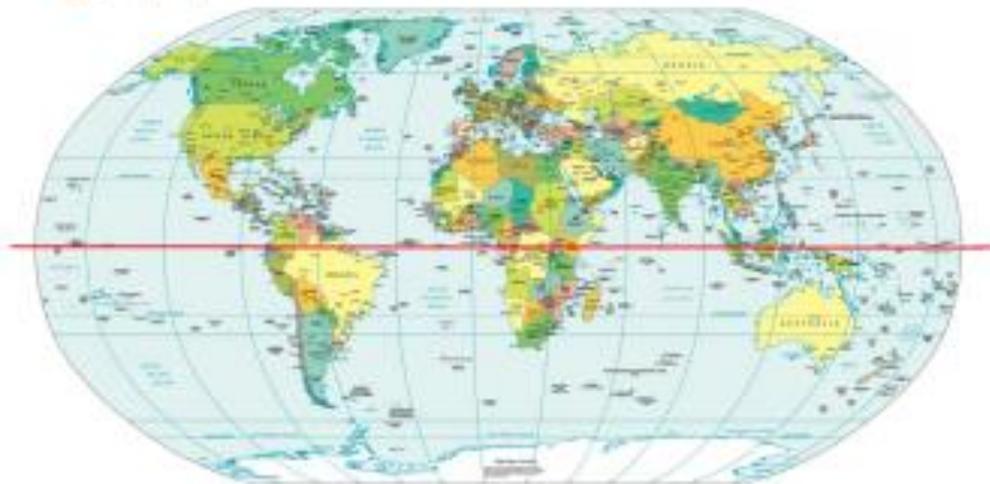
Say it out loud

Cover it up

Write it

Check whether it is spelt correctly

Geography



Sort these statements by season and add them to your poster.

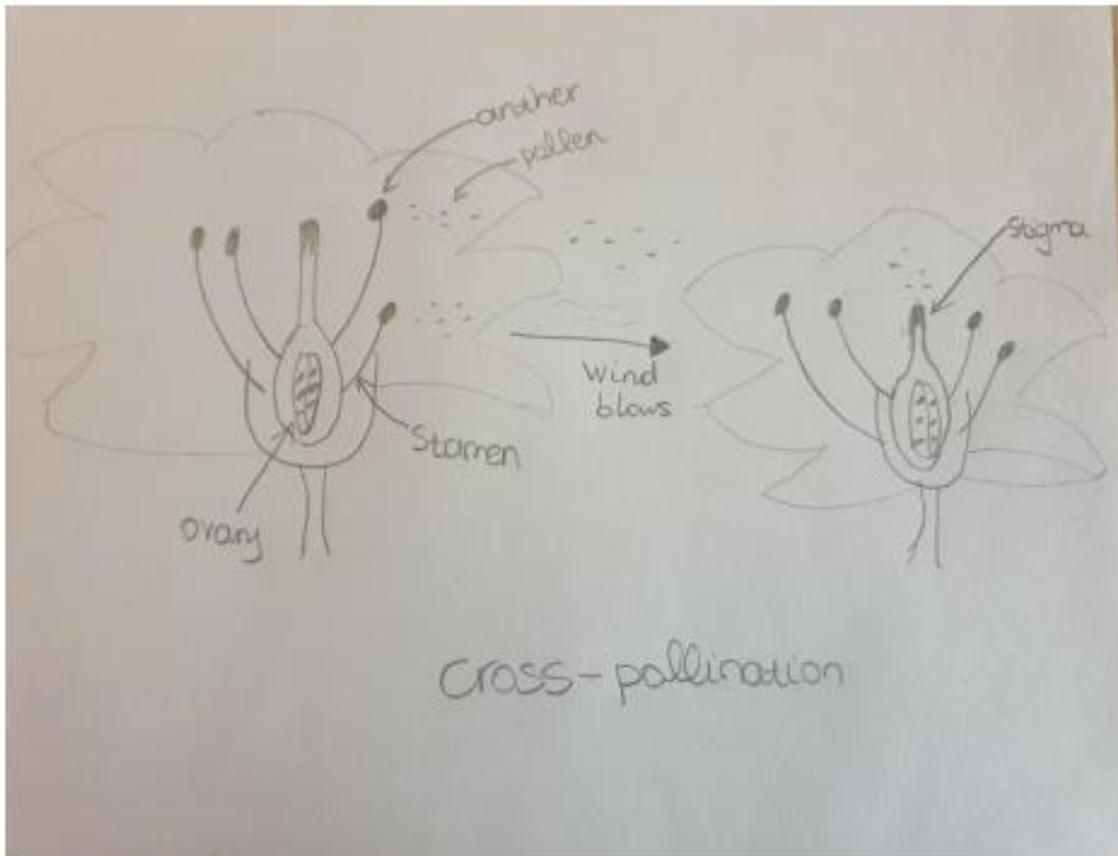
| | | | |
|--|--|---|---|
| The weather starts becoming colder. Leaves on trees will start turning orange and red and falling to the ground. | The Northern hemisphere is tilted towards the sun | March, April + May | The amount of sunlight hours is beginning to increase |
| The sun's rays are concentrated in the northern hemisphere | The temperature in the north starts to become warmer and trees and flowers will start to blossom | The amount of sunlight hours in a day begins to decrease. | The sun's rays are spread out in the winter. |
| June, July + August | December, January + February | The sun is lower in the sky in the northern hemisphere | September, October + November |
| Shortest day of the year | The climate in the northern hemisphere is at its warmest | The Northern hemisphere is pointing away from the sun | Longest day of the year |

Resources

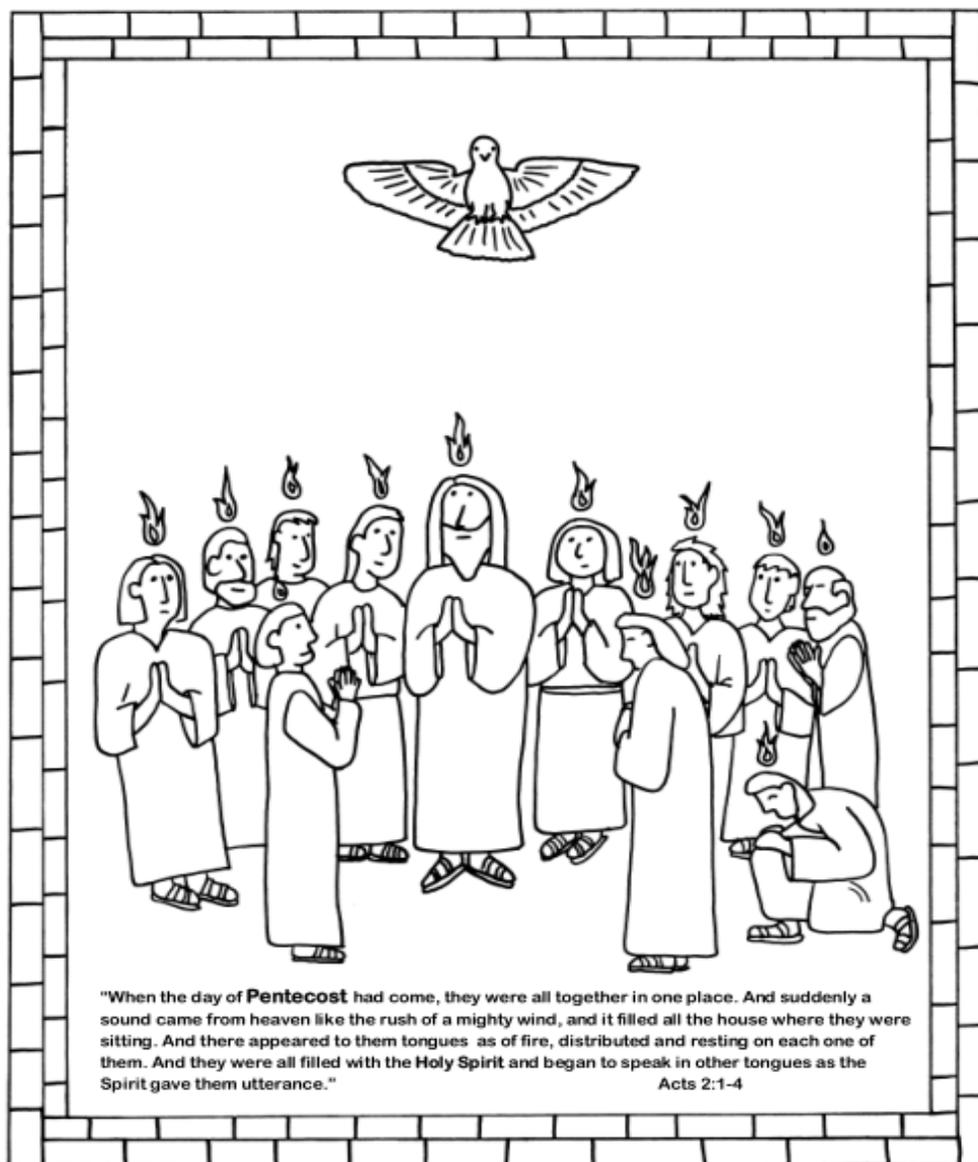
Science:

Making links: Function of each part of a flower.

- Sepals – (if present) help to protect the flower in bud
- Petals – attract insects with colour, scent and nectar
- Stamens – make pollen and hold it in position
- Stigma – receives pollen during pollination
- Ovary – contains undeveloped seeds (ovules) which, if fertilised following pollination, develop into seeds



Pentecost Colouring Sheet



Pentecost Jumble



WNID
3

IFER
2

SIRITP
8 1 4

SEKPA
5

CDORW
6 7

1 2 3 4 5 6 7 8 4

Unscramble each word and then place the numbered letters in the numbered boxes at the bottom to reveal the "Final Answer."

Puzzle Clues Check your answers by watching the video or looking them up in the Bible.

1. A sound like the blowing of a violent ____ came from heaven. (Acts 2:2)
2. They saw what seemed to be tongues of _____. (Acts 2:3)
3. All of them were filled with the Holy _____. (Acts 2:4)
4. They began to ____ in other tongues as the Spirit enabled them. (Acts 2:4)
5. Peter stood up and spoke to the ____ of people. (Acts 2:14)
6. FINAL ANSWER: All of these events took place on the day of _____. (Acts 2:1)

The Day of Pentecost

All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability. Acts 2:4 (NIV)

Based on Acts 2:1-21



Y K J T N K H J G A M A Z E D
T Q B F F P E N T E C O S T U
L P I Q H C I D Q I E S T R G
H R J C I W D F B E Q V C O G
H E A R O S T F I L L E D A R
P W S L G T P O C C K R X X S
Y S B P P F H I N U W I P F L
L V C D E N D E R G U I J C W
K A Z Z I A U W R I U L N R Y
I W N M O L K X Q U T E D D U
C F H G H E A V E N C I S A D
J O I O U E Z A E X G H T N O
R E Q R L A D E W E E N U Y Y
C H J P E Y G H I N T O H F H
F A H T I M L E U Y S T R G B

| | | | | |
|--------|----------|-----------|---------|---------|
| SPEAK | LANGUAGE | PENTECOST | HEAVEN | BLOWING |
| SOUND | OTHER | HOLY | SPIRIT | HEAR |
| FILLED | WIND | FIRE | TONGUES | AMAZED |

Pentecost Wordsearch

Tenths as decimals

1 Complete the table.

| Representation | Words | Fraction | Decimal |
|----------------|----------|----------------|---------|
| | 1 tenth | $\frac{1}{10}$ | 0.1 |
| | 7 tenths | $\frac{7}{10}$ | 0.7 |
| | 3 tenths | $\frac{3}{10}$ | 0.3 |
| | 5 tenths | $\frac{5}{10}$ | 0.5 |

2 Match each bar model to the equivalent decimal.

0.8

0.6

0.4

3 Mo is using a place value chart to represent numbers.

Write each number as a decimal.

a) 0.2

c) 1.5

b) 0.7

d) 3.2

4 Draw counters to represent the numbers.

a) 0.3

c) 1.3

b) 3

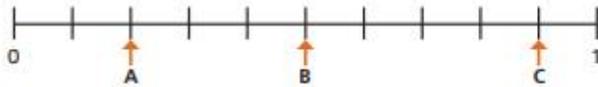
d) 3.1



5 Continue the pattern.

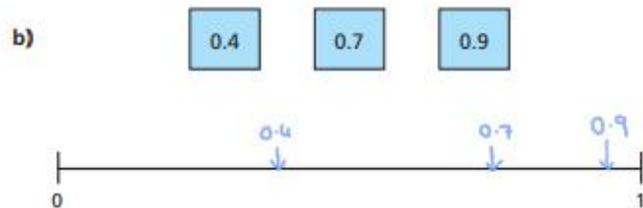
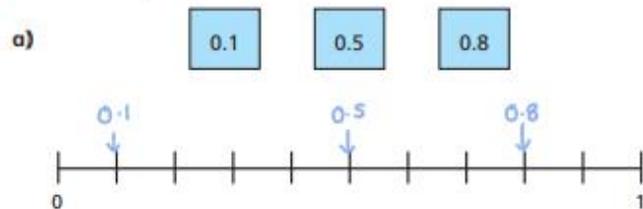
| | | | | |
|----------------|----------------|----------|----------------|-----------------|
| $\frac{1}{10}$ | 0.2 | 3 tenths | $\frac{4}{10}$ | 0.5 |
| 6 tenths | $\frac{7}{10}$ | 0.8 | 9 tenths | $\frac{10}{10}$ |

6 What decimal is each arrow pointing to?

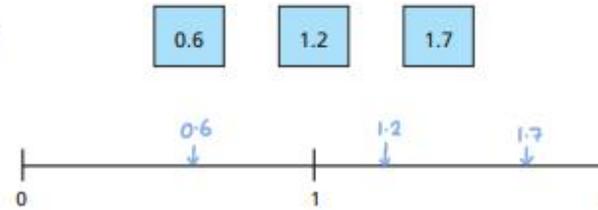


A = 0.2 B = 0.5 C = 0.9

7 Estimate the position of the decimals on the number lines.



c)



8 Complete the statements.

a) $0.2 > \frac{1}{10}$

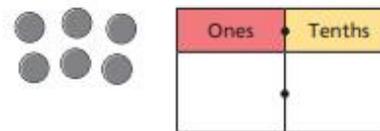
c) 7 tenths = 0.7

b) $0.8 < \frac{9}{10}$

d) 1.2 = $\frac{12}{10}$

Is there more than one answer for each?

9 Aisha places 6 counters onto this place value chart.



List all the possible numbers she could represent.

0.6 1.5 2.4 3.3
 4.2 5.1 6.0



Lesson 2



Fractions on a number line

1 Draw an arrow to show the fractions on the number lines.



Are your answers accurate or are they estimates?



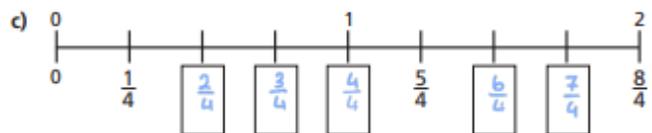
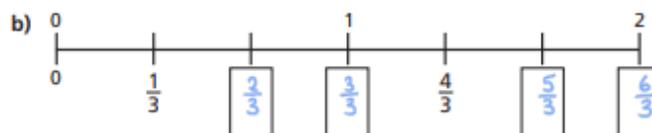
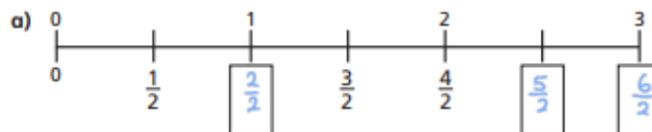
2 Write $<$, $>$ or $=$ to compare the fractions.

a) $\frac{1}{2} > \frac{1}{4}$

b) $\frac{1}{4} < \frac{1}{3}$

c) $\frac{1}{3} < \frac{1}{2}$

3 Write the missing fractions on the number lines.



d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

$\frac{4}{4}$ $\frac{3}{3}$ $\frac{2}{2}$

What do you notice?

The numerator is equal to the denominator.

Talk about it with a partner.



- 4 Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$



b) 1 and $\frac{2}{3}$



- 5 Write each fraction under the correct heading.

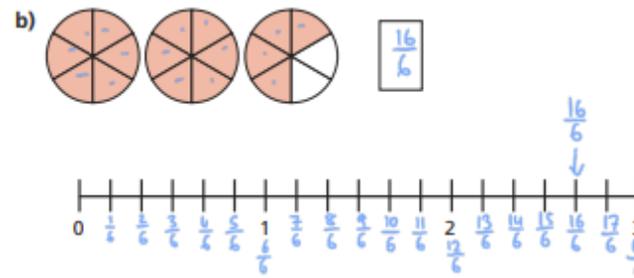
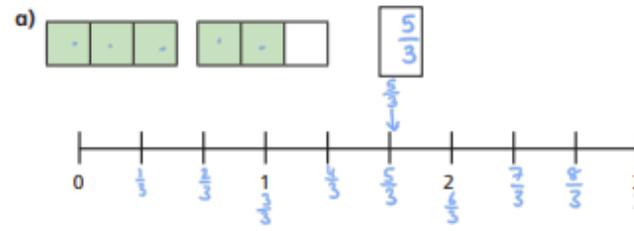
| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| $\frac{2}{3}$ | $\frac{4}{4}$ | $\frac{5}{3}$ | $\frac{1}{8}$ | $\frac{3}{3}$ |
| $\frac{3}{4}$ | $\frac{7}{4}$ | $\frac{8}{8}$ | $\frac{7}{8}$ | |

| Less than one whole | Equal to one whole | More than one whole |
|---|---|-----------------------------|
| $\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{8}$ | $\frac{4}{4}$ $\frac{8}{8}$ $\frac{3}{3}$ | $\frac{5}{8}$ $\frac{5}{3}$ |
| $\frac{3}{4}$ | | |



- 6 What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.



- 7



One eighth is greater than one quarter.

Do you agree with Teddy? NO

Use the number line to show why.

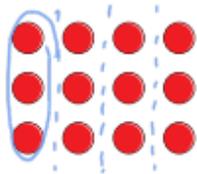


Lesson 3



Fractions of a set of objects (1)

1 Here are some counters.



a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle?

c) What is $\frac{1}{4}$ of 12?

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 =

b) $\frac{1}{2}$ of 16 =

c) $\frac{1}{4}$ of 8 =

d) $\frac{1}{4}$ of 16 =



3



To find a half I need to divide by 2

Do you agree with Dexter? yes

Talk about it with a partner.

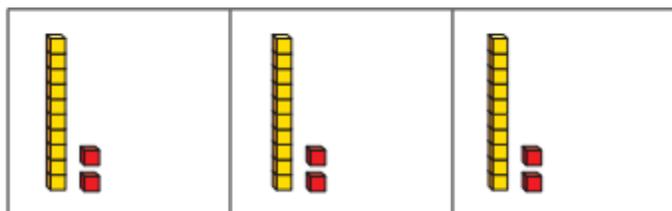
4

Complete the table.

| Fraction | Division | Example | Drawing |
|-------------|-------------|-------------------------|---------|
| one half | divide by 2 | $\frac{1}{2}$ of 6 = 3 | |
| one quarter | divide by 4 | $\frac{1}{4}$ of 8 = 2 | |
| one third | divide by 3 | $\frac{1}{3}$ of 15 = 5 | |
| one fifth | divide by 5 | $\frac{1}{5}$ of 15 = 3 | |



- 5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

- a) $\frac{1}{3}$ of 63 = c) $\frac{1}{4}$ of 92 =
- b) $\frac{1}{4}$ of 48 =

- 6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36



Use Nijah's method to complete the calculations.

- a) $\frac{1}{3}$ of 96 = c) $\frac{1}{4}$ of 52 =
- b) $\frac{1}{5}$ of 60 =

- 7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 or $\frac{1}{5}$ of £75

$\frac{1}{3}$ of £75 = £25
 $\frac{1}{5}$ of £75 = £15

Show your workings.

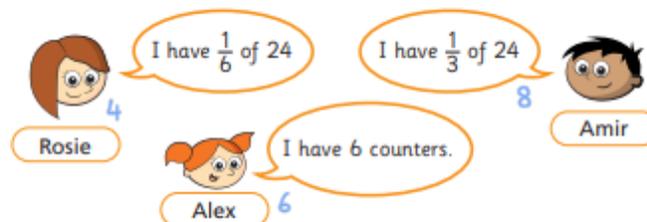
- 8 Complete the number sentences.

a) $\frac{1}{2}$ of = 30 c) $\frac{1}{5}$ of = 50

b) $\frac{1}{4}$ of = 20



- 9 Rosie, Amir and Alex each find a fraction of 24 using counters.



- a) Order the children from least counters to most counters.



- b) What fraction of the counters does Alex have? $\frac{6}{24} = \frac{1}{4}$
- c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

$4 + 8 = 12$

Lesson 4



Fractions of a set of objects (2)

1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 =

b) $\frac{3}{4}$ of 8 =

c) $\frac{2}{5}$ of 20 =

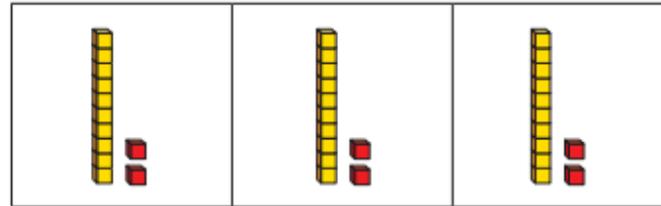
2 Match the questions and answers.

| | | |
|-------------------------|--|---------------------------------|
| $\frac{2}{3}$ of 9 = ? | | <input type="text" value="9"/> |
| $\frac{3}{5}$ of 15 = ? | | <input type="text" value="6"/> |
| $\frac{5}{6}$ of 12 = ? | | <input type="text" value="15"/> |
| $\frac{3}{4}$ of 20 = ? | | <input type="text" value="10"/> |

3 What is $\frac{6}{6}$ of 18?
How do you know?



4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 =

b) $\frac{3}{4}$ of 48 =

c) $\frac{3}{4}$ of 92 =

5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36



Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 =

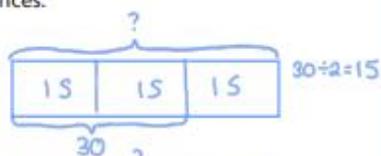
b) $\frac{3}{5}$ of 60 =

c) $\frac{3}{4}$ of 52 =

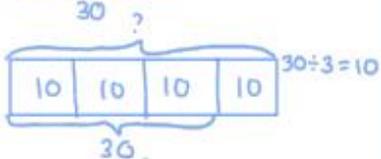


6 Complete the number sentences.

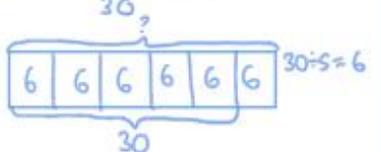
a) $\frac{2}{3}$ of $\boxed{45} = 30$



b) $\frac{3}{4}$ of $\boxed{40} = 30$



c) $\frac{5}{6}$ of $\boxed{36} = 30$



7



Tommy

To find $\frac{3}{4}$ of 12,
you divide by 4 and then
multiply the answer by 3

To find $\frac{3}{4}$ of 12,
you divide by 3 and then
multiply the answer by 4



Dexter

Who is correct? Tommy

How do you know? Show your working.

8 Dora, Whitney and Ron each find a fraction of 24 using counters.



Dora

I have $\frac{5}{6}$ of 24

I have $\frac{2}{3}$ of 24



Whitney



Ron

I have 18 counters.

a) Who has the most counters? Show your workings.

$\frac{5}{6}$ of 24 = 20 $\frac{2}{3}$ of 24 = 16

Dora

b) How many more counters does Dora have than Whitney?

$20 - 16 = 4$

$\boxed{4}$

9 Write fractions to make the statements correct.

e.g.

$\frac{1}{6}$ of 36 < 18

$\frac{1}{2}$ of 36 = 18

$\frac{3}{4}$ of 36 > 18

How many different answers can you find for each?

Compare with a partner.