

Home Learning - Year 3 Holy Trinity Week Beginning 18th January

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Divide with remainders' Activity</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/</p>	<p>Follow the lesson called 'Divide 2-digits by 1-digit (3)'</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Scaling'</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'How many ways?'</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/</p> <p>Follow up activity below</p>	<p>Online Maths Problems</p> <p>Remember to pause in order to answer the questions.</p> <p>https://vimeo.com/486802766</p>
X tables	<p>Remember: 2x, 5x, 10x - Bronze 3x, 4x, 8x - Silver 6x, 7x, 9x, 11x, 12x - Gold</p> <p>https://www.timestables.co.uk/ https://trockstars.com/</p>				
English	<p>Watch Y3 English Lesson 1 on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p>	<p>Watch Y3 English Lesson 2 on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p>	<p>Watch Y3 English Lesson 3 on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p>	<p>Watch Y3 English Lesson 4 on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p>	<p>Watch Y3 English Lesson 5 on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p>
SPAG	Your weekly SPAG lesson is available of the website and the supporting resource is below				
Reading	Make sure you have at least 20 minutes of reading to yourself every day. Find yourself a quiet and comfy spot and enjoy reading your book. You can have a look at some of the suggested reading books for Year 3 here .				
Other Subjects	<p>Geography</p> <p>To understand food wasted and how to avoid it.</p> <p>Look at the food waste facts below. What could you do at home to reduce food waste? What could be done in schools to reduce food waste?</p> <p>Task: Write a letter / poem, or create a leaflet / brochure telling people at home or school how to reduce food waste.</p>	<p>Science</p> <p>To Understand the Main Food Groups</p> <p>Have a look at https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/ or this website: https://www.gosh.nhs.uk/conditions-and-treatments/general-health-advice-children/eat-smart/food-science/food-group-fun</p> <p>What are the 5 main food groups we need to eat to keep healthy?</p> <p>Task:</p> <p>Give at least 3 examples of food for each of the food groups.</p> <p>Write a summary of what each food group provides the body. E.g. We eat meat, eggs and other protein to.....</p>	<p>Spanish</p> <p>To do this week's work, watch this video first (it's a lot of fun to have a little dance too!)</p> <p>https://www.youtube.com/watch?v=q4-Upjk_RGI&ab_channel=Pica-PicaOfficial</p> <p>Then watch the Spanish video on the school website and do the worksheet by labelling and colouring the fruits in Spanish!</p>	<p>RE</p> <p>The Parables of Jesus</p> <p>https://www.bbc.co.uk/bitesize/clips/zcy87h</p> <p>The story of the Good Samaritan shows that we should love and care for people even if they are different from us. Watch the video and read the story below, then answer the questions.</p>	<p>Science</p> <p>Apply Understanding of Food Groups</p> <p>Make and complete a food diary for 1 day (or more) recording all the food you eat in that day.</p> <p>By the end of the day, have you eaten a balance of all the main food groups? Which food group have you eaten most/least of?</p> <p>Draw your own 'healthy eating plate' grouping all the foods you have eaten by food group E.g. carbohydrate, protein etc</p>

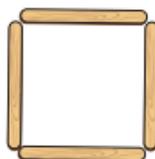
Divide 2-digits by 1-digit (3)

1 Mo has these lolly sticks.



He uses them to make squares.

How many squares can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 4

There is lolly stick remaining.

$17 \div 4 =$ remainder

Mo can make squares.

2 Mo now uses the lolly sticks to make triangles.

How many triangles can Mo make?



Complete the sentences.



There are 17 lolly sticks.

There are groups of 3

There are lolly sticks remaining.

$17 \div 3 =$ remainder

Mo can make triangles.

3 Finally, Mo uses the lolly sticks to make pentagons.

How many pentagons can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 5

There are lolly sticks remaining.

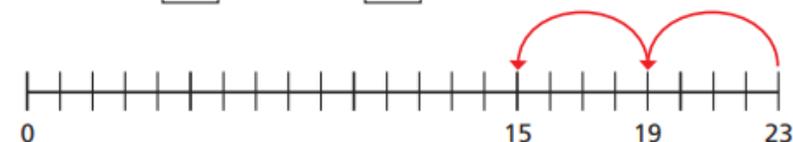
$17 \div 5 =$ remainder

Mo can make pentagons.

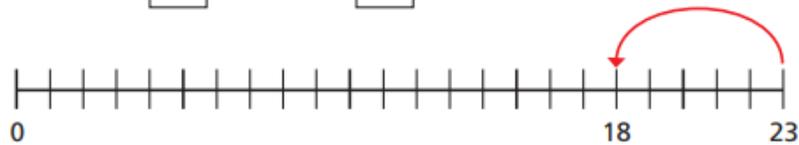
4 Use repeated subtraction to complete the divisions.

Use the number lines to help you.

a) $23 \div 4 =$ remainder



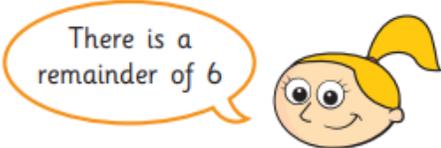
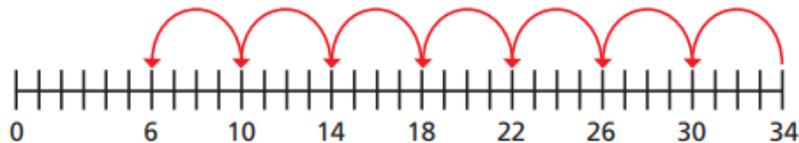
b) $23 \div 5 = \square$ remainder \square



c) $23 \div 3 = \square$ remainder \square



5 Eva works out $34 \div 4$



Is Eva correct? _____

How do you know?

6 Complete the calculations.

a) $29 \div \square = 4$ remainder 5

c) $29 \div \square = 14$ remainder 1

b) $29 \div \square = 4$ remainder 1

7 How do you know there is no remainder when 75 is divided by 5?

Without doing the division, what is the remainder when 76 is divided by 5?

8 Use place value counters and a place value chart to work out the divisions.

a) $87 \div 4 = \square$ remainder \square

b) $77 \div 3 = \square$ remainder \square

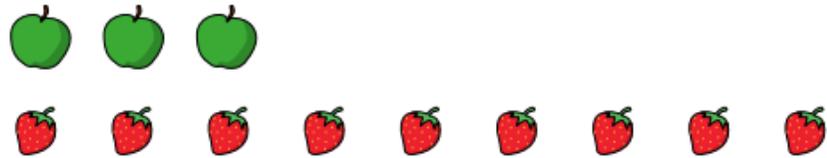
c) $74 \div 5 = \square$ remainder \square

9 Teddy has fewer than 60 marbles but more than 40. When he shares them equally into 3 pots he has no remainders. When he shares them equally into 4 pots he has remainder 3. When he shares them equally into 5 pots he has remainder 1. How many marbles could Teddy have?



Scaling

1 Aisha has some fruit.



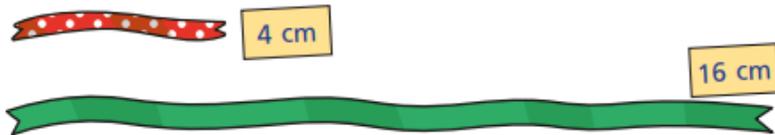
Complete the sentences to describe the fruit.

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.

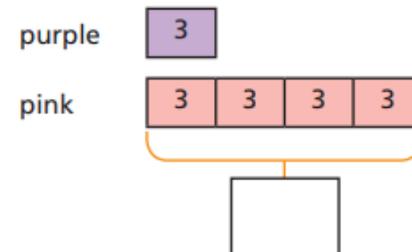


There are 3 times as many boys as girls.



4 There are 3 purple balloons.
There are 4 times as many pink balloons.

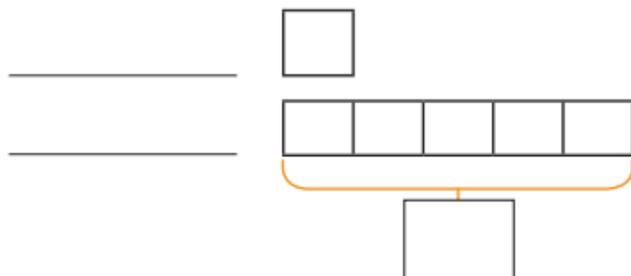
Complete the bar model to show how many pink balloons there are.



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.

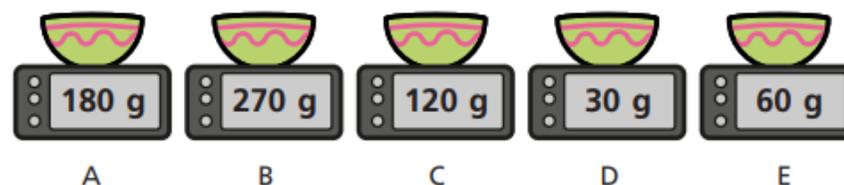
45 is times greater than 5

$$\square \times 5 = 45$$

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					



How many ways?

1 Dora is making ice creams.

She has 4 flavours and 3 toppings.



Dora chooses a flavour and a topping.

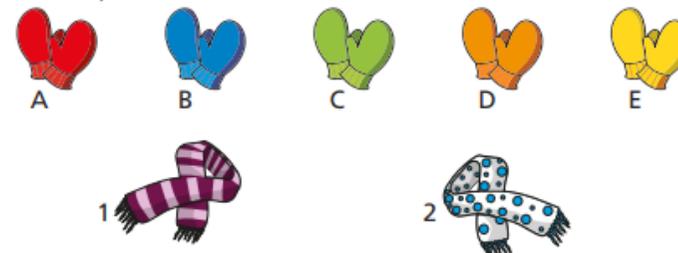
a) Complete the table to show the different combinations she could make.

Ice cream flavour	Topping
chocolate	nuts
chocolate	choc chips
chocolate	sprinkles

b) How did you work out the different combinations?
How do you know you have found them all?



2 There are 5 pairs of mittens and 2 scarfs.



Amir chooses a pair of mittens and a scarf.

a) List all the possible different combinations.

Mittens	Scarfs

b) How many different combinations of mittens and scarfs are there?

c) Are you sure you have found them all?
Compare with a partner.

d) What multiplication works out the number of combinations?

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

- 3 Whitney buys a snack and a drink.



chocolate



muffin



cookie



apple



juice



pop



milk



water

She says there are 8 combinations she could choose.

Do you agree? _____

Show how you know.

- 4 Teddy has 5 pairs of trousers.

He also has 4 shirts.

Each day he wears a shirt and a pair of trousers.

- a) How many possible combinations does he have?

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

- b) Teddy buys 2 more pairs of trousers.

How many possible combinations does he have now?

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



- 5 Jack and Alex are choosing food from a menu.

Starter	Main	Dessert
Soup	Burger	Ice cream
Cheese	Pizza	Brownie
Bread	Roast chicken	Fruit salad
	Egg and chips	
	Salad	
	Pie	

Jack chooses a starter and a main.

How many different combinations are there?

Alex chooses a starter, main and dessert.

How many different combinations are there?

- 6 Rosie is making a birthday card.

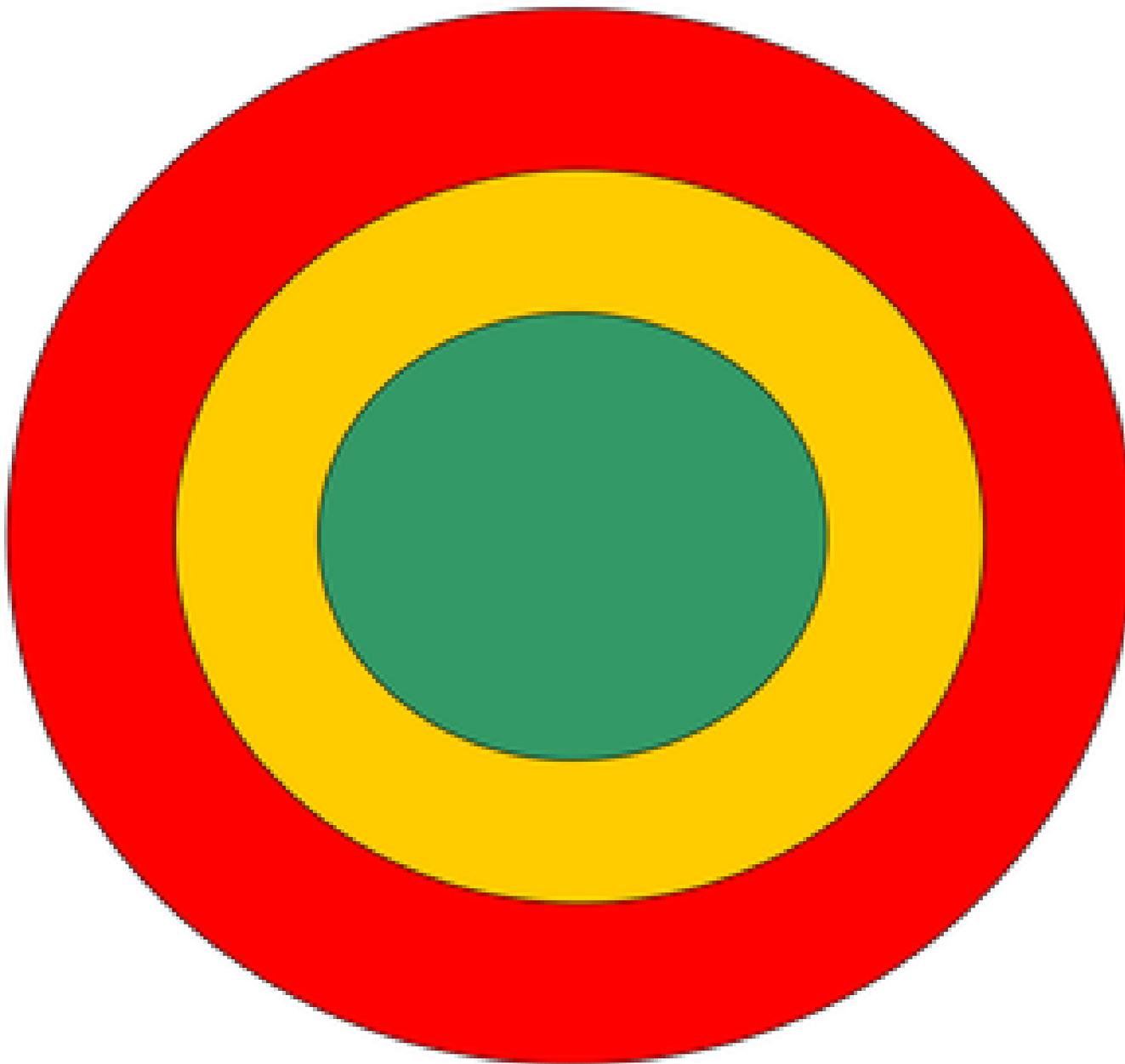
She uses a sheet of coloured card and sticks a shape on it.

She has 5 different shapes she can choose from.

She can make 40 different birthday cards in total.

How many different sheets of card does Rosie have?

Zones of Relevance Board





lonely small sad happy little big
worried confused tired excited thin skinny
young kind gentle pale clever unkempt
smart energetic funny serious plain spoilt

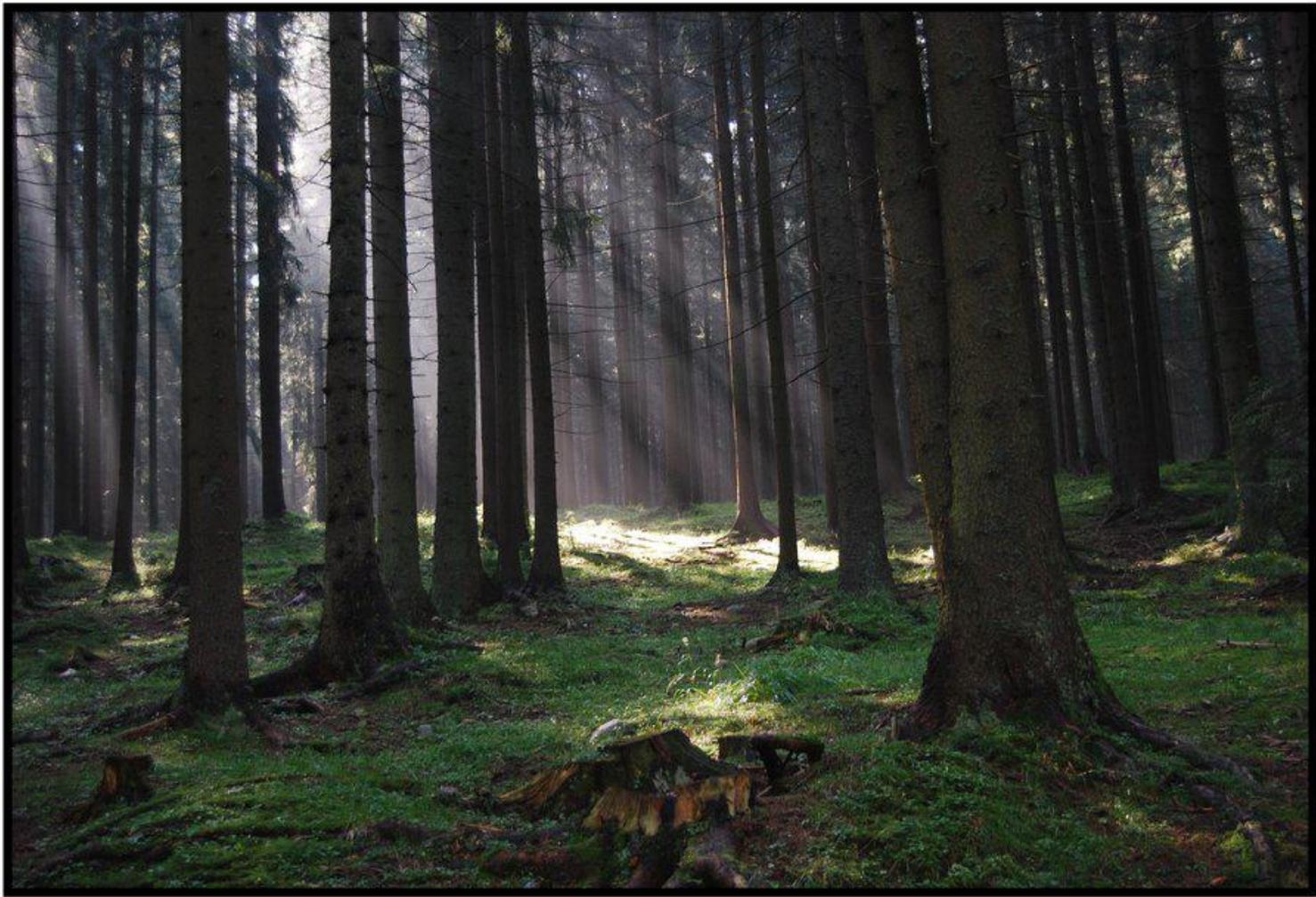
Tuesday 19th January Lesson 2

Use the pictures and photos below to help you write about a walk in a forest.

Remember to a) write in the first person, so you need to write things like: 'I could see' or 'As I walked along a narrow path'
And b) use sentences that start with prepositional phrases. There are some example sentence starters below.









in the distance

in the sky

next to me

under a log

inside the tree

underneath my foot

between the branches

frightening, lonely, scared, worried

dark, damp, black, brown, deep, big, musty, cold.

Wednesday 20th January Lesson 3

Pause the video when you get to the image of the log cabin that the boy and his grandmother live in.

Answer the following questions:

- 1) Who lives in the log cabin in the woods and why?
- 2) How would you approach this log cabin if you were out for a walk and saw it in the woods?
- 3) Would you go into the log cabin? Why or why not?
- 4) Would you like to live in this log cabin? Why or why not?
- 5) Can you describe the log cabin?

Thursday 21st January Lesson 4

This lesson will be a Zoom lesson with your classmates on Thursday 21st January!

Friday 22nd January Lesson 5

Can you fix the sentences below? You will need to add adverbs, adjectives, commas in a list and correct the capital letters, question marks and full stops. If you can, use conjunctions (and, but, because, etc) to join clauses (short sentences) together.

Sentences to improve:

1. I walked along. in front of me was an object
2. I thought, what could it be.
3. Is it a rock. Is it a bush. could something live in it?
4. It looked strange. I wanted to touch it. it felt Velvety.
5. Feeling brave, I picked it up and it was heavy.
6. I put it on my head. it made me feel great

Geography: Food Waste

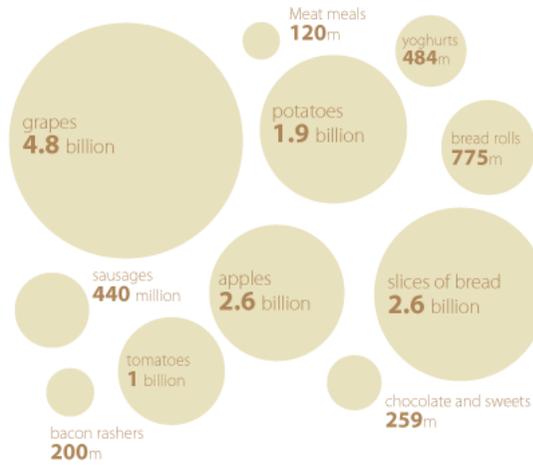


food waste in the UK

6.7 million tonnes of food is wasted by UK households every year



how much do we waste?



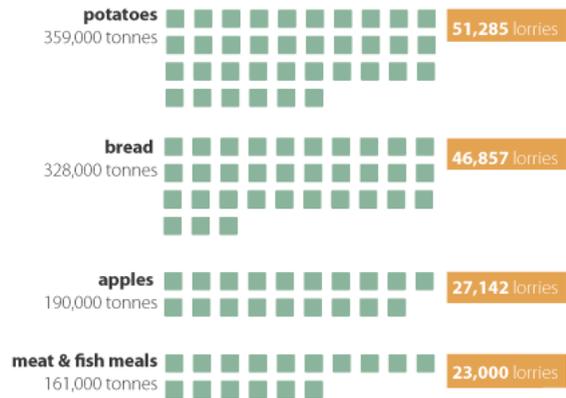
how much is it costing the UK?

The UK pays for but does not eat up to **€11.3 billion** of good food each year

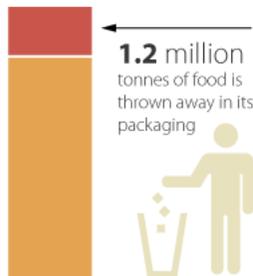
That is twice the amount the government spends on **foreign economic aid**



the most common foods we waste and their equivalent weights



unopened food... how much does it cost UK households?

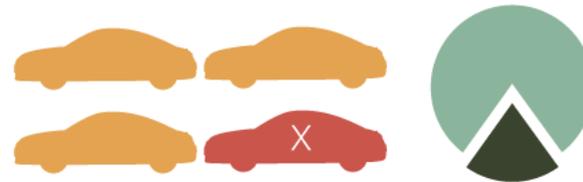


Whole and unopened fruit **€570** million a year

Whole and unopened veg **€277** million a year

Unopened bakery goods **€333** million a year

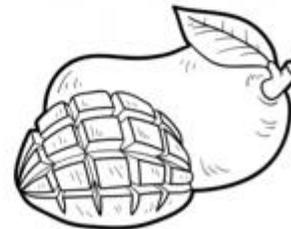
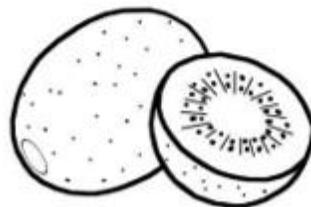
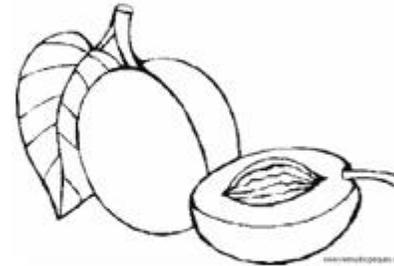
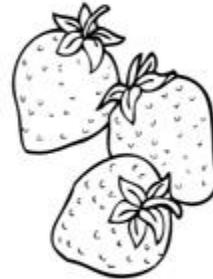
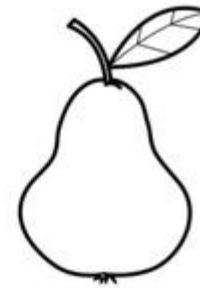
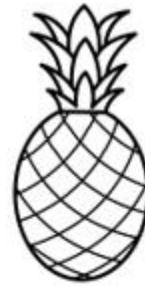
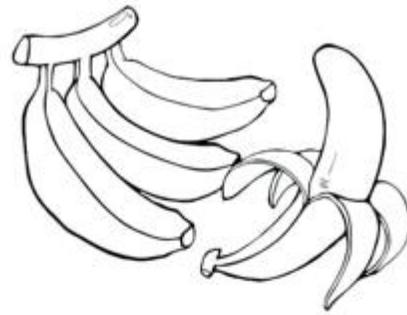
the environmental impact of wasting food



If we stop wasting food the **CO2 impact** would be the equivalent of **taking 1 in 4 cars off the road**. That'll save **15 million tonnes of CO2** equivalent.

20% of the UK's greenhouse gases are associated with food production, distribution and storage

Naranja - Kiwi - Pera - Melocotón - Plátano - Mango - Manzana - Piña - Fresa



RE: The Parables of Jesus – The Good Samaritan

After his Baptism, and then the 40 days he spent in the desert, Jesus began to gather together his disciples or special friends. Over the next three years, Jesus travelled from place to place performing miracles and telling stories, or parables, with important messages about how people should live their lives. Over the next few weeks, we will learn about some of the parables that Jesus told.

The Good Samaritan

Jesus loved telling people how God wanted people to be kind and to 'love one another'. Jesus really wanted everyone to understand this, so he told them that the best way was to 'love your neighbour as you love yourself'.

One man wasn't very sure what Jesus meant when he said, 'love your neighbour as you love yourself'. So, the man asked Jesus a question. He asked Jesus 'Who is my neighbour?' Jesus answered by telling a story. Watch the video <https://www.bbc.co.uk/bitesize/clips/zcyr87h> and read the story that Jesus told below or ask someone to read it to you.

'Once, a man was travelling from Jerusalem to Jericho. It was a long, hot, dusty road. On the way, he was attacked by robbers. They took his clothes. They beat him up. They went away, leaving him almost dead. Luckily, a priest was walking down the same road. Priests are very important, holy men. But when the priest saw the man that was almost dead, he walked away and did not help. Then another man came along. This man was also a holy man. He worked in the temple in Jerusalem. He looked at the injured man but did not stop to help him. Next, a visitor from another country walked down the road and saw the injured man. The country he came from was Samaria, and he was a Samaritan. When the Samaritan saw the injured man, he felt sorry for him. He looked after the man's wounds. Then the Samaritan lifted the man onto his donkey and took him to an inn. Once they were at the inn, the Samaritan made sure the injured man was comfortable. In the morning, the Samaritan gave the innkeeper 2 silver coins. The Samaritan said: 'Take good care of him. If it costs any more, put it on my bill – I'll pay you on my way back.'

'What do you think? Jesus asked the man. 'Which of the three was a neighbour to the man attacked by robbers?' 'The one who treated him kindly,' the man replied. Jesus said, 'Go and do the same.' (Based on Luke 10:25-37.)

Now answer the questions below:

1. Where was the man travelling to?
2. Did the priest help the injured man?
3. Who helped the injured man?
4. What did the Samaritan do to help the man?
5. At the end of the story, the person listening says that the Samaritan was a neighbour to the man. Why do you think he says that?
6. What do you think Jesus meant when he said: 'Go and do the same'?
7. What do you think are the qualities that make someone a true friend?

Classroom Place Prepositions

Fill in the Gaps



The clock is _____ the whiteboard.

The bags are hanging _____ the pegs.

The chairs are tucked _____ the table.

The teacher is standing _____ of the whiteboard.

The dragon display is _____ the animals display.

The students are writing _____ their books.

The pencils are _____ the table.

The whiteboard is _____ the teacher.