

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Consolidate 2 4 and 8 times tables'</p> <p>https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/ Follow up activity below</p>	<p>Follow the lesson called 'Comparing statements'</p> <p>https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/ Follow up activity below</p>	<p>Follow the lesson called 'Related calculations'</p> <p>https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/ Follow up activity below</p>	<p>Follow the lesson called 'Multiply 2-Digits by 1-digit (no exchange) activity'</p> <p>https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/ Follow up activity below</p>	<p>Follow the lesson called 'Multiply 2-digits by 1-digit'</p> <p>https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/ Follow up activity below</p>
X table s	<p>Remember: 2x, 5x, 10x - Bronze 3x, 4x, 8x - Silver 6x, 7x, 9x, 11x, 12x - Gold https://www.timestables.co.uk/ https://ttrockstars.com/</p>				
English	<p>Write a recount Make a list of 5 things you did during the Christmas break. Choose 3 of your favourite activities and write a letter to your teacher telling her all about them.</p> <p>Remember to include: Capital letters Full stops Commas to separate items in a list Use a variety of conjunctions Use expanded noun phrases</p>	<p>Watch Y3 English Lesson 2 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p> <p>Follow up activity and supporting resources below</p> <p>Watch the lesson to see the introduction to our new text, Fantastic Mr Fox. Then, we will think about the characters.</p> <p>Independent activity: Imagine that you are Mr Fox. Use what you know about him so far to answer the questions below about his behaviour as if you are him. Then, imagine that you are one of the farmers (you can choose Boggis, Bunce or Bean) and answer the questions below as if you are the farmer.</p>	<p>Watch Y3 English Lesson 3 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p> <p>Follow up activity and supporting resources below</p> <p>Watch the lesson to find out more about the characters in Fantastic Mr Fox.</p> <p>Independent activity: Circle the adjectives Mr Fox would think applies to him but underline the adjectives the farmers would use to describe Mr Fox. If you're not sure what the words mean, have a look in a dictionary (a paper one or an online one with the help of an adult) or ask an adult.</p> <p>Use the checklist below to draw a wanted poster for Mr Fox. There is an example of another wanted poster below which you can use to give you some ideas for your poster.</p>	<p>Watch Y3 English Lesson 4 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p> <p>Follow up activity and supporting resources below</p> <p>Watch the lesson to find out what happened next in Fantastic Mr Fox.</p> <p>Independent activity: Write a summary of the farmers' plan to capture Mr Fox using only 20 words.</p> <p>Listen to chapter 3 of Fantastic Mr Fox and then look at this summary. Each pair of ideas need to be joined together using one of the conjunction words in the boxes below. For each sentence, decide which conjunction to use and then write out the full, connected sentence in your book.</p>	<p>Watch Y3 English Lesson 5 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</p> <p>Follow up activity and supporting resources below</p> <p>Watch the lesson to explore how the characters talk to each other in Fantastic Mr Fox.</p> <p>Independent activity: Copy out these sentences and add the speech punctuation to show what is being said. Choose a synonym for said using the wordbank or use your own ideas and then add detail (some ideas are below).</p>

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 style="text-align: center;"><u>Geography</u></p> <p>Record and compare weather forecasts. Listen to, watch or read 3 different weather forecasts. These could be on the radio, phone, in a newspaper, on the TV. Keep a record of the weather this week. You can use a table, words or symbols. How you present your record is up to you. Are the forecasts always right?</p>	<p style="text-align: center;"><u>Science/DT</u></p> <p>Consolidate understanding of light Using what you know about light, make your own shadow puppet. How can you make the shadow bigger/smaller?</p> <p>Watch this video to help you: https://www.youtube.com/watch?v=OsdMqNIcrls</p>	<p style="text-align: center;"><u>Science/Geography/DT</u></p> <p>Understand where our food comes from. Ask an adult first and then investigate the origins of the food in kitchen. What foods are in season now? How do you know? How many of the ingredients are produced in the UK? Either write a recipe or actually make a seasonal soup or sandwich or fruit salad (this might not be possible as it is difficult to go shopping at the moment and the adults in your household may have planned meals very carefully). http://www.eattheseasons.co.uk/april.php</p>	<p style="text-align: center;"><u>History</u></p> <p>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.</p>	<p style="text-align: center;"><u>Art</u></p> <p>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.</p>

Consolidate 2, 4 and 8 times-tables

1 How many legs are there altogether?

Complete the multiplications

a)  $\square \times \square = \square$

b)  $\square \times \square = \square$

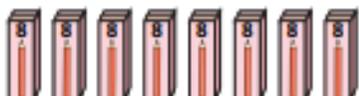
c)  $\square \times \square = \square$

2 How many pencils are there?

Complete the multiplications.

a)  $\square \times \square = \square$

b)  $\square \times \square = \square$

c)  $\square \times \square = \square$

3 A paper clip is 3 cm long.



a) What is the total length of 2 paper clips?

cm

b) What is the total length of 4 paper clips?

cm

c) What is the total length of 8 paper clips?

cm

4 Complete the multiplications.

a) $1 \times 2 = \square$ b) $1 \times 4 = \square$ c) $1 \times 8 = \square$

$2 \times 2 = \square$ $2 \times 4 = \square$ $2 \times 8 = \square$

$3 \times 2 = \square$ $3 \times 4 = \square$ $3 \times 8 = \square$

$4 \times 2 = \square$ $4 \times 4 = \square$ $4 \times 8 = \square$

$5 \times 2 = \square$ $5 \times 4 = \square$ $5 \times 8 = \square$

What do you notice?

5 Complete the multiplications.

a) $6 \times 4 = \square$

e) $8 \times 4 = \square$

b) $2 \times 10 = \square$

f) $2 \times 11 = \square$

c) $7 \times 8 = \square$

g) $4 \times 9 = \square$

d) $12 \times 2 = \square$

h) $10 \times 8 = \square$

6 Work out the missing numbers.

a) $\square \times 8 = 16$

d) $8 \times \square = 0$

b) $4 \times \square = 20$

e) $2 \times 4 \times \square = 64$

c) $24 = \square \times 2$

f) $40 = \square \times 5 \times \square$

7 Work out the value of each shape.

 = 16

 \times  = 32

 \times 1 =  \times  \times 

 = \square

 = \square

 = \square

8 Tennis balls come in packets of 2, 4 and 8

Rosie buys 5 of each different size pack.

How many tennis balls does she buy altogether?

Show your workings.



Comparing statements

1 Complete the number sentences to describe the pictures.

a)



$$4 \times 5 = \square$$

$$20 \div 5 = \square$$

b)



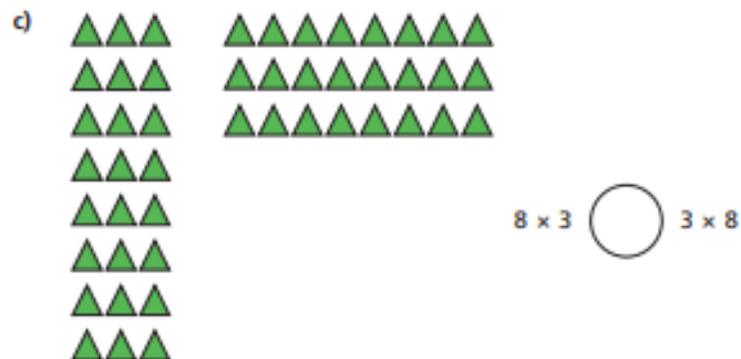
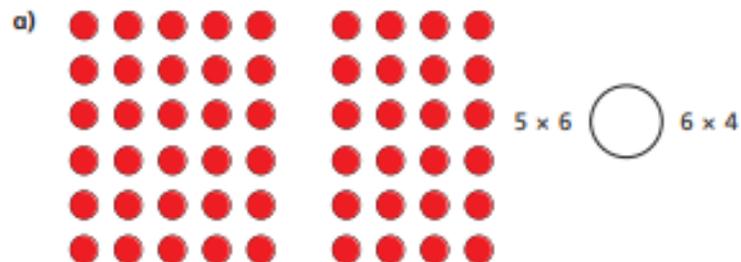
$$5 \times 4 = \square$$

$$20 \div 4 = \square$$

What is the same and what is different in parts a) and b)?



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



3 Rosie and Tommy each have 12 slices of melon.

a) Rosie shares her slices between 4 bowls.



How many slices are in each bowl?

b) Tommy shares his slices between 3 plates.



How many slices are on each plate?

c) Are there more slices of melon in a bowl or on a plate?

Explain your answer.

4 Write $<$, $>$ or $=$ to compare the calculations.

a) 4×3 ○ 2×6

c) 5×3 ○ 3×4

b) 8×3 ○ 4×6

d) 3×4 ○ 4×5

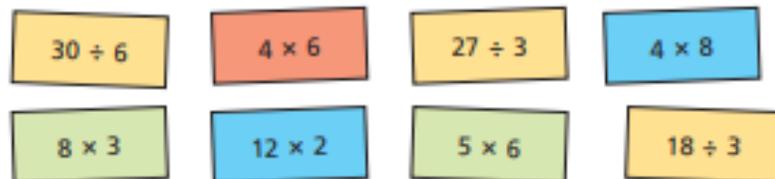


e) $20 \div 4$ ○ $20 \div 5$ g) $30 \div 10$ ○ $30 \div 6$

f) $24 \div 2$ ○ $36 \div 3$ h) $18 \div 2$ ○ $18 \div 3$

How did you work this out? Talk about it with a partner.

5 Here are some calculation cards.



Write each calculation in the table.

Less than 6×4	Equal to 6×4	Greater than 6×4

Write one more calculation in each column.

Did you have to work out all the calculations?

6 Complete the statements.

a) $7 \times 3 > \square \times 3$

c) $30 \div \square = \square \times 5$

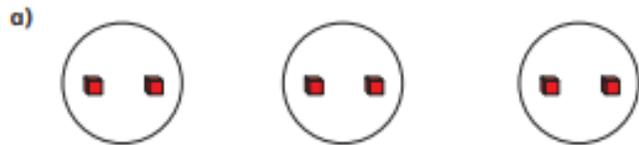
b) $24 \div \square < 2 \times 2$

d) $12 \times \square > 12 \div \square$

How many different ways can you complete the statements?

Related calculations

1 Complete the number sentences.



$$3 \times 2 \text{ ones} = \square \text{ ones}$$

$$3 \times 2 = \square$$



$$3 \times 2 \text{ tens} = \square \text{ tens}$$

$$3 \times 20 = \square$$

2 Use base 10 to represent the multiplications.

Complete the number sentences.

a) $2 \times 4 = \square$

$$2 \times 40 = \square$$

b) $5 \times 3 = \square$

$$5 \times 30 = \square$$

c) $5 \times 2 = \square$

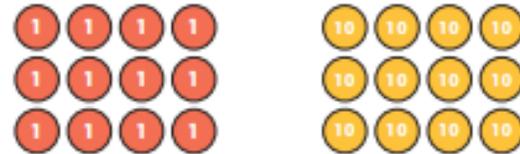
$$5 \times 20 = \square$$

d) $2 \times 8 = \square$

$$80 \times 2 = \square$$



3 Nijah makes these arrays.



Complete the number sentences.

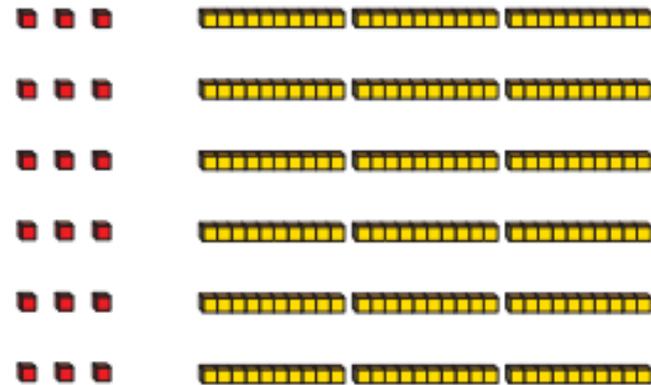
$$4 \times 3 = \square$$

$$4 \times 30 = \square$$

What is the same about the arrays? What is different?

4 Scott uses **base 10** to make two related calculations.

Use the base 10 to complete Scott's calculations.

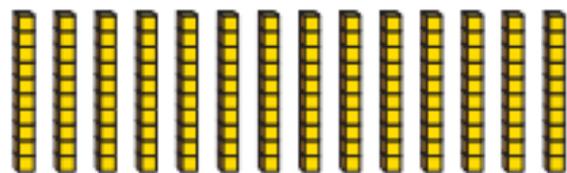


$$6 \times 3 = \square$$

$$6 \times 30 = \square$$

How does the answer to the first calculation help you work out the second calculation?

- 5 Use these pieces of base 10 to complete the divisions.



$14 \div 2 = \square$

$140 \div 2 = \square$

6



I know
 $5 \times 7 = 35$

Use Dora's fact to complete the calculations.

a) $5 \times 70 = \square$

d) $35 \div 5 = \square$

b) $7 \times 5 = \square$

e) $350 \div 5 = \square$

c) $50 \times 7 = \square$

f) $350 \div 7 = \square$

- 7 Mr Jones buys 12 large jugs.

The total cost of the jugs is £240

How much does each jug cost?

Each jug costs

How did you work this out?



- 8 Complete the number sentences.

a) $3 \times \square = 210$

c) $4 \times 90 = \square$

b) $240 \div 6 = \square$

d) $120 \div \square = 2$

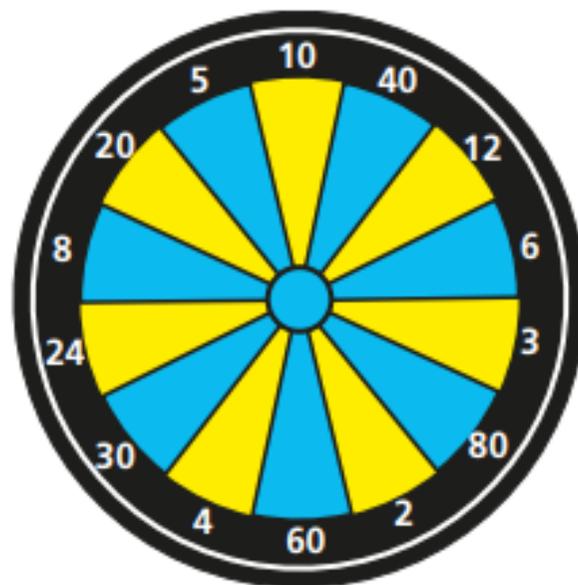
- 9 Huan throws two darts at the dartboard.

He multiplies the numbers he hits together.

Huan's score is 240

What two numbers could the darts have landed in?

and



How many different answers can you find?



Multiply 2-digits by 1-digit (1)



1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones

How many marbles are there in total?

3×3 ones =

3×2 tens =

+ =

3×23 =

There are marbles in total.



2 Use the place value chart to work out 2×24
Complete the multiplication sentences.

Tens	Ones

2×4 =

2×20 =

2×24 =

3 Annie works out $43 \times 2 = 86$

Tens	Ones

		T	O
		4	3
	x		2
		8	6

Talk about Annie's methods with a partner.

What is the same? What is different?

4 Complete the multiplications.

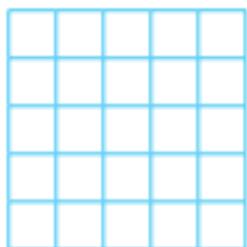
a)

		T	O
		2	4
	x		2
		<hr/>	
		<hr/>	

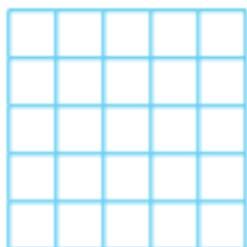
b)

		T	O
		4	4
	x		2
		<hr/>	
		<hr/>	

c) 31×3



d) 42×2

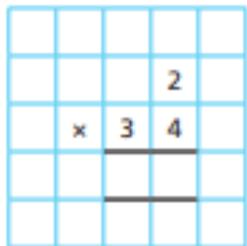


Compare answers with a partner.

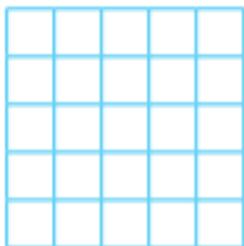
- 5 Jack is trying to work out 34×2 using the column method.



I'm not sure what to do.



Show how Jack could improve his column method and work out the answer.



- 6 One toaster costs £32
How much do 3 toasters cost?



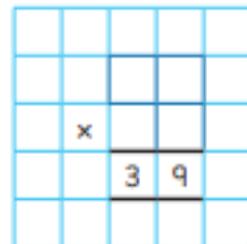
- 7 Whitney has multiplied a 2-digit number by a 1-digit number.



I had to do $30 + 9 = 39$ to get my answer.

What numbers is Whitney multiplying?

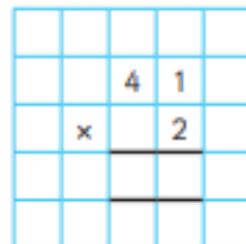
Fill in the missing digits.



- 8 Filip used the column method to work out 41×2



I can work this multiplication out in my head.



- a) How do you think Eva will work this out in her head?
b) Tick the multiplications that you can work out in your head.

4×22

3×23

3×33

12×4

3×32

4×20



English - Lesson 2

Draw a picture of each of the farmers using the descriptions you hear in the story.

Imagine that you are Mr Fox. Use what you know about him from the story and your own imagination to answer these questions about his behaviour. Answer in full sentences.

Questions for Mr Fox:

1. What do you think of the farmers?
2. Why do you steal from the farmers?
3. How do you manage to escape getting caught?
4. Why don't you hunt rather than steal?
5. What does your family think about stealing from the farmers?

Now, imagine that you are one of the farmers (you can choose Boggis, Bunce or Bean). Write down your farmer's name then answer the questions below as if you are him. Answer in full sentences.

Questions for the farmer:

1. What do you think of Mr Fox and why?
2. Why haven't you managed to catch Mr Fox yet?
3. How do you plan to catch him?
4. **Only for Boggis:** Why do you eat boiled chicken for every meal?
5. **Only for Bunce:** Why do you eat liver paste doughnuts when it gives you tummy ache?
6. **Only for Bean:** Why do you only drink apple cider and not eat food?

English - Lesson 3

Circle the adjectives Mr Fox would think applies to him but **underline** the adjectives the farmers would use to describe Mr Fox. If you're not sure what the words mean, have a look in a dictionary (a paper one or an online one with the help of an adult) or ask an adult.

atrocious	fabulous	extraordinary
thoughtful	thief	calculating
unpleasant	devoted	sneaky
cunning	shameful	loyal
despicable	responsible	crook
crafty	fantastic	relentless
infuriating	lousy	unforgiveable
dependable	annoying	

Use the checklist below to draw a wanted poster for Mr Fox. There is an example of another wanted poster below which you can use to give you some ideas for your poster.

I have...	Me
included a picture of the 'criminal'	
given a brief outline of what the 'criminal' is wanted for	
described what the 'criminal' looks like physically	
described the 'criminal's' personality	
included a reward for the 'criminal's' capture and details of who to contact	

WANTED
Wolf on the loose



Wolf wanted for threatening small creatures and blowing down houses all over town.

The big, bad wolf can be recognised by his soft, fluffy grey fur and white tummy. He has large, pointy ears, big, round, brown eyes and a long snout which makes him excellent at sniffing out his prey. He has long paws which means that he can easily be tracked by following his very distinctive footprints.

The wolf can often be spotted hidden in woodland areas or near building sites, waiting for small creatures to eat. Key things which may lead you to the culprit are his characteristic footprints, pointy, grey ears and pungent aroma.

Reward for finding the wolf alive: £10,000
If you have information, please contact wolf patrol on 0800 000000

English - lesson 4

1. Write a summary of the farmers' plan to capture Mr Fox using only 20 words.
2. Listen to chapter 3 of Fantastic Mr Fox and then look at this summary. Each pair of ideas need to be joined together using one of the conjunction words in the boxes below. For each sentence, decide which conjunction to use and then write out the full, connected sentence in your book.

so	because	and	then	or	until	when
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Mr Fox asked Mrs Fox what she would like to eat

she told him she would like some duck for dinner.

Mrs Fox warned Mr Fox to be careful

it was getting dangerous to steal from the farmers.

Carefully, Mr Fox crept out of his tunnel

he sniffed the air once.

Mr Fox moved a few inches forward

His black nose twitched from side to side.

He heard a soft rustling sound

flattened his body against the floor.

His sharp eyes saw a glint of something shiny

he knew it was the barrel of a gun!

English - lesson 5

Copy out these sentences and add the speech punctuation to show what is being said. Choose a synonym for said using the wordbank or use your own ideas and then add detail (some ideas are below).

1. Wake up! They're digging us out! said Mr Fox.
2. Mrs Fox said, Oh my! Are you sure?
3. Of course! Listen! said Mr Fox.
4. They'll kill us all! said Mrs Fox.
5. Oh no they won't! said Mr Fox.
6. But they will! What will we do? said Mrs Fox.
7. What's going on Mummy? said the littlest fox.

Synonyms for 'said'	Ideas for extra detail
shouted shrieked whispered cried asked sobbed	jumping up quickly utterly horrified desperately putting his head into his paws