

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'Multiply 2-digits by 1-digit (with exchange)' <b>Activity</b> <a href="https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</a>	Follow the lesson called 'Multiply 2-digits by 1-digit (2)' <a href="https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</a> Follow up activity below	Follow the lesson called 'Divide 2-Digits by 1-digit (1)' <a href="https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</a> Follow up activity below	Follow the lesson called 'Divide 2-digits by 1-digit (2)' <a href="https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</a> Follow up activity below	Follow the lesson called 'Divide 100 into 2,4,5 and 10 equal groups' <b>Activity</b> <a href="https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</a>
X table s	<b>Remember:</b> 2x, 5x, 10x - <b>Bronze</b> 3x, 4x, 8x - <b>Silver</b> 6x, 7x, 9x, 11x, 12x - <b>Gold</b> <a href="https://www.timestables.co.uk/">https://www.timestables.co.uk/</a> <a href="https://trockstars.com/">https://trockstars.com/</a>				
English	Watch Y3 English Lesson 1 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</a>	Watch Y3 English Lesson 2 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</a>	Watch Y3 English Lesson 3 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</a>	Watch Y3 English Lesson 4 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</a>	Watch Y3 English Lesson 5 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-3-learning/</a>
SPAG	Weekly SPAG lesson can be found on the website and follow up 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 <a href="#">here</a> .				
Other Subjects	<b><u>Geography</u></b> <b>To find out about 'extreme weather'</b> <b>What is extreme weather? What causes extreme weather? What causes extreme weather? Have you ever experienced any extreme weather? Do we have extreme weather in the UK? Check this link:</b> <a href="http://kidsahead.com/subjects/5-extreme-weather">http://kidsahead.com/subjects/5-extreme-weather</a> to learn more. Choose a type of extreme weather and create a 'top tips' guide to staying safe. You could create either a poster, an information booklet or 'get creative' in another way!	<b><u>Science/DT</u></b> <b>To understand the properties of rock.</b> <b>What are the three main types of rocks?</b> <b>What properties do they have? How are they similar and different?</b> Use these links to help you: <a href="https://kidsloverocks.com/types-of-rock">https://kidsloverocks.com/types-of-rock</a> (scroll down for the song). <a href="https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn">https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn</a> You could share your learning in a poster, a fact file or in a	<b><u>Spanish</u></b> After watching my video, to practise the vocabulary learned, make a list of things that are "grande, mediano, pequeno" (big, medium, and small). For the normal level, draw the things from the story, if you want to make it a bit harder, label these things, and for a super-duper challenge, remember things we have learned in Spanish that can be "grande, mediano, pequeno", for example, what would an elefante be?	<b><u>RE</u></b> On Sunday, Christians celebrated the <b>Baptism of Jesus</b> . <a href="https://request.org.uk/restart/2018/01/08/jesus-baptism-and-temptation/">https://request.org.uk/restart/2018/01/08/jesus-baptism-and-temptation/</a> Imagine that you are one of the people watching from the riverbank as John baptises Jesus. Write an eyewitness account of what you saw and how you felt watching this important event. You may also like to draw a picture to illustrate your account.	<b><u>Science/Geography/DT</u></b> <b>To revise understanding of properties of rock.</b> Play 'Guess my Rock'. Write 3 statements that describe each type of rock. Read the statements one at a time to a friend or family member and see if they can guess which type of rock you are describing.

		presentation to your friends or family.			
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## Multiply 2-digits by 1-digit (2)

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



Tens	Ones

How many marbles are there in total?

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

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

$$\square + \square = \square$$

$$5 \times 23 = \square$$

There are  $\square$  marbles in total.

- 2 Work out  $4 \times 15$

Tens	Ones

$$4 \times 5 = \square$$

$$4 \times 10 = \square$$

$$4 \times 15 = \square$$

- 3 Complete the multiplications.

a)  $4 \times 24 = \square$

b)  $3 \times 17 = \square$

c)  $3 \times 25 = \square$

d)  $34 \times 4 = \square$

- 4 Complete the column multiplications.

Tens	Ones

	T	O	
	2	4	
x		3	

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

		T	O	
		3	5	
	x		4	

5 Work out the multiplications.

a)  $25 \times 5$

		T	O	
		2	5	
	x		5	

c)  $5 \times 26$


b)  $35 \times 6$

		T	O	
		3	5	
	x		6	

d)  $4 \times 36$




6 Tommy works out  $37 \times 2$

		T	O	
		3	7	
	x		2	
		6	1	4


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



7 Find the missing numbers.

		2	2	
	x			
		8	8	

			1	
	x			
		1	2	4

8 Here are some digit cards.

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

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

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

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

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



## Divide 2-digits by 1-digit (1)

- 1 There are 84 pencils to be shared equally into 4 pots.



- a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones

- b) Complete the number sentences.

$$8 \text{ tens} \div 4 = \square \text{ tens}$$

$$4 \text{ ones} \div 4 = \square \text{ one}$$

$$84 \div 4 = \square$$

- c) How many pencils are in each pot?

- 2 Use a place value chart to work out the calculations.

a)  $39 \div 3 = \square$

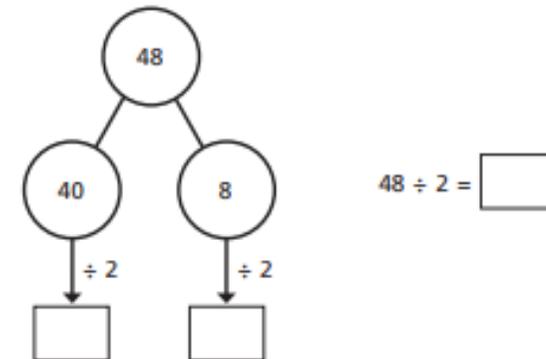
b)  $68 \div 2 = \square$



- 3 Amir solves  $48 \div 2$  on a place value chart.

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

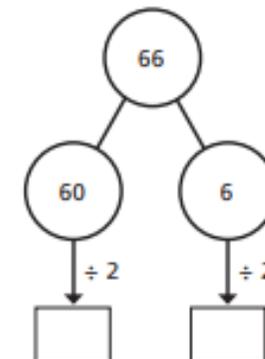
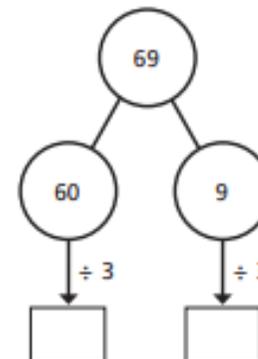
Complete the part-whole model to show what Amir has done.



- 4 Work out the divisions.

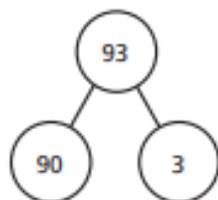
a)  $69 \div 3 = \square$

b)  $66 \div 2 = \square$



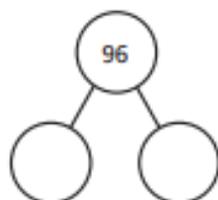
5 Work out the divisions.

a)  $93 \div 3 = \square$



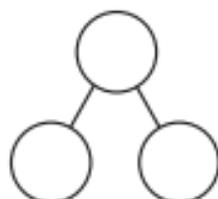
b)  $82 \div 2 = \square$

$96 \div 3 = \square$



$84 \div 2 = \square$

$99 \div 3 = \square$



$86 \div 2 = \square$

What do you notice?



6



88 can be divided equally by 2 and by 4

Do you agree with Annie? \_\_\_\_\_

Explain why.

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Can Annie divide 88 equally by any other 1-digit numbers?

7

Esther has 2 jars of mints.

Esther shares the mints equally between 3 bowls.

How many mints are in each bowl?



There are  mints in each bowl.

How many different ways can you work out the answer?



## Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

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

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

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

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$72 \div 3 =$



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

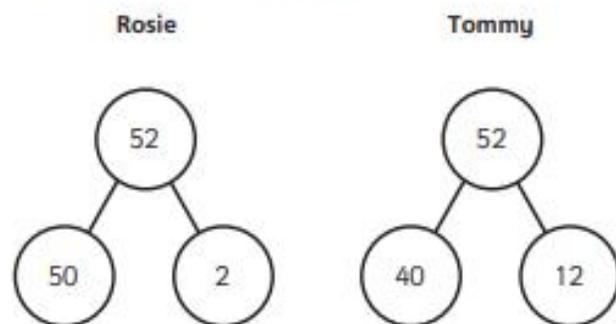
a)  $45 \div 3 = \square$

b)  $57 \div 3 = \square$

c)  $92 \div 4 = \square$

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

They both use a part-whole model.



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

How do you know?

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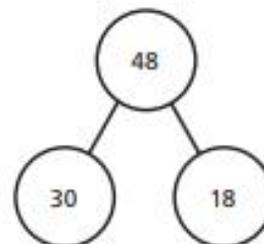
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b) Use a part-whole model to work out  $52 \div 4$



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

a)  $48 \div 3 = \square$

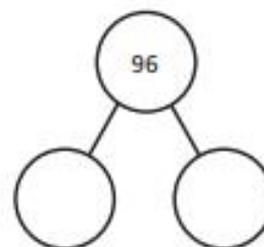


$30 \div 3 = \square$

$18 \div 3 = \square$

$48 \div 3 = \square$

b)  $96 \div 4 = \square$



c)  $65 \div 5 = \square$

d)  $75 \div 3 = \square$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

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

b) Complete the divisions.

$96 \div 8 = \square$

$96 \div 4 = \square$

$96 \div 2 = \square$

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

## Multiply 2-digits by 1-digit (2)



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



Tens	Ones

How many marbles are there in total?

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

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

$$15 + 100 = 115$$

$$5 \times 23 = 115$$

There are 115 marbles in total.

- 2 Work out  $4 \times 15$

Tens	Ones

$$4 \times 5 = 20$$

$$4 \times 10 = 40$$

$$4 \times 15 = 60$$

- 3 Complete the multiplications.

$$\text{a) } 4 \times 24 = 96$$

$$\text{b) } 3 \times 17 = 51$$

$$\text{c) } 3 \times 25 = 75$$

$$\text{d) } 34 \times 4 = 136$$

- 4 Complete the column multiplications.

Tens	Ones

	T	O	
	2	4	
	×	3	
		7	2
		1	

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

	T	O
	3	5
x		4
	1	4
		2

5 Work out the multiplications.

a)  $25 \times 5$

	T	O
	2	5
x		5
	1	2
		5

c)  $5 \times 26$

	T	O
	2	6
x		5
	1	3
		0

b)  $35 \times 6$

	T	O
	3	5
x		6
	2	1
		0

d)  $4 \times 36$

	T	O
	3	6
x		4
	1	4
		4



6 Tommy works out  $37 \times 2$

	T	O
	3	7
x		2
	6	1
		4

	T	O
	3	7
x		2
	7	4
		1

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



7 Find the missing numbers.

	T	O
	2	2
x		4
	8	8

	T	O
	3	1
x		4
	1	2
		4

8 Here are some digit cards.

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

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

E.g.  $32 \times 5 = 160$

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

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



## Divide 2-digits by 1-digit (1)

- 1 There are 84 pencils to be shared equally into 4 pots.



- a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones

- b) Complete the number sentences.

8 tens  $\div$  4 =  tens      4 ones  $\div$  4 =  one

84  $\div$  4 =

- c) How many pencils are in each pot?

- 2 Use a place value chart to work out the calculations.

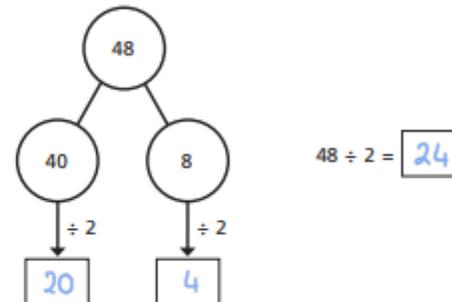
a)  $39 \div 3 =$

b)  $68 \div 2 =$

- 3 Amir solves  $48 \div 2$  on a place value chart.

Tens	Ones

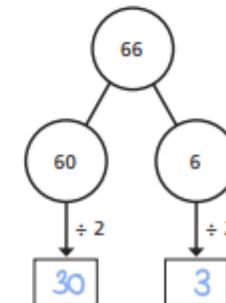
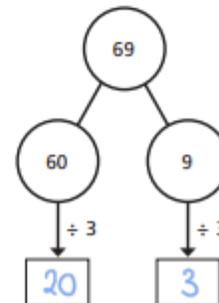
Complete the part-whole model to show what Amir has done.



- 4 Work out the divisions.

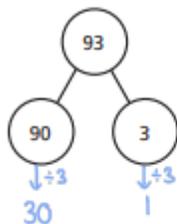
a)  $69 \div 3 =$

b)  $66 \div 2 =$

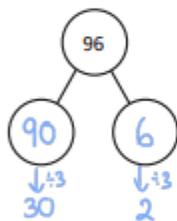


5 Work out the divisions.

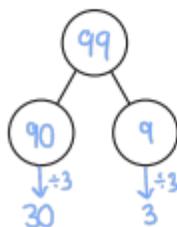
a)  $93 \div 3 = \boxed{31}$



$96 \div 3 = \boxed{32}$



$99 \div 3 = \boxed{33}$



What do you notice?

b)  $82 \div 2 = \boxed{41}$

$84 \div 2 = \boxed{42}$

$86 \div 2 = \boxed{43}$



6



88 can be divided equally by 2 and by 4

Do you agree with Annie? Yes

Explain why.

$88 \div 2 = 44$

$88 \div 4 = 22$

Can Annie divide 88 equally by any other 1-digit numbers?

7

Esther has 2 jars of mints.

Esther shares the mints equally between 3 bowls.

How many mints are in each bowl?



There are  $\boxed{32}$  mints in each bowl.

How many different ways can you work out the answer?



## Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.



Rosie shares the 56 pencils equally between 4 pots.

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

Tens	Ones
	. . . . .
	. . . . .
	. . . . .
	. . . . .

c) How many pencils are in each pot?

14

d) Did you have to make an exchange?

2 Eva has this money.



She wants to share the money equally between 3 people.

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

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

b) How much money does each person get?

£14

3 Divide 72 by 3



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

Use the place value counters to help you.

$$72 \div 3 = 24$$

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

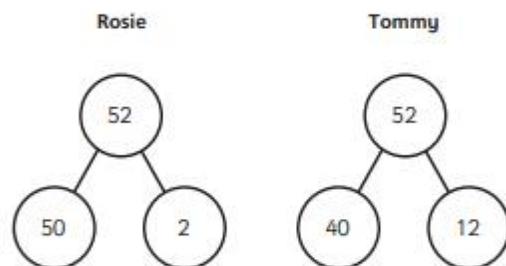
a)  $45 \div 3 = 15$

b)  $57 \div 3 = 19$

c)  $92 \div 4 = 23$

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

They both use a part-whole model.



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

Tommy

How do you know?

40 and 12 are both divisible by 4

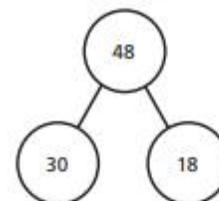
b) Use a part-whole model to work out  $52 \div 4$

13



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

a)  $48 \div 3 = 16$

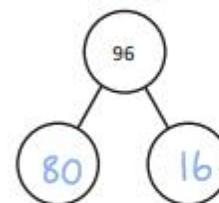


$30 \div 3 = 10$

$18 \div 3 = 6$

$48 \div 3 = 16$

b)  $96 \div 4 = 24$



c)  $65 \div 5 = 13$

d)  $75 \div 3 = 25$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

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

b) Complete the divisions.

$96 \div 8 = 12$

$96 \div 4 = 24$

$96 \div 2 = 48$

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

## Monday 11<sup>th</sup> January: Lesson 1

Have a look at the flipchart/video and then answer the following questions.

- 1) What can you tell about the fox?
- 2) Is he the main character?
- 3) What is he doing? What kind of character do you think he is?

Once you have read the story, answer the following questions:

- 1) What do we find out about Mr Fox?
- 2) Why are the farmers so unpleasant?
- 3) What do you notice about their names (think of the first letters of their names)?
- 4) Are they right to be so cross?
- 5) Which is your favourite farmer and why? You might not like any of them, but try to answer!

Tuesday 12<sup>th</sup> January: Lesson 2

Reread Chapters 1 and 2, and then fill out the table below.

Underline the adjectives and decide if the adjective describes appearance, personality or behaviour.

Appearance	Personality	Behaviour

Wednesday 13<sup>th</sup> January: Lesson 3

Before you start today's lesson, write a summary (20 words or less) of what happened in Chapters 1 and 2.

Now read Chapter 3 to find out what happens next.

Use the conjunctions in the boxes to join the clauses below.

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!

Thursday 14<sup>th</sup> January: Lesson 4

### Punctuating dialogue

Copy the sentences and add the inverted commas into the speech sentences. Add synonyms for said using the wordbank and add detail to the clause.

Wake up! They're digging us out! said Mr Fox.

Mrs Fox said, Oh my! Are you sure?

Of course! Listen! said Mr Fox.

They'll kill us all! said Mrs Fox.

Oh no they won't! said Mr Fox.

But they will! What will we do? said Mrs Fox.

What's going on Mummy? said the littlest fox.

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

Friday 15<sup>th</sup> January, Lesson 5:

Now that you have read Chapters 1-4, can you answer the following questions based on the text?

The first set of questions are based on Chapter 3 and the second set are based on Chapter 4.

Chapter 3:

- 1) Which word told you that Mr. Fox was feeling confident?
- 2) Which paragraph tells you that the farmers knew how Mr. Fox had avoided capture for so long?
- 3) Why does Mr. Fox think he can escape the farmers so easily?
- 4) What words tell us that Mr. Fox is an expert at survival (staying alive)?

Chapter 4:

- 1) Which word told you that Mrs. Fox was frightened when she heard the shovels on p.16?
- 2) Where are the farmers digging?
- 3) How did the family react to Mr. fox losing his tail?
- 4) How does Mr. Fox react to the shovel bursting through the ceiling?

**Words to learn for test on 19<sup>th</sup> January**

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

You need to bring your book back to school by **Thursday**.(Please make a **copy** of the words before you hand in your book, so that you can keep practising them at home!)

	Focus: the prefix un-	1st Attempt	2nd Attempt	3rd Attempt
1	unhappy			
2	untidy			
3	unkind			
4	unfair			
5	unlucky			
6	unwrap			
7	unable			
8	uncover			
9	unhealthy			
10	unusual			
11	unpopular			
12	unknown			
13	uncertain			
14	uncomfortable			
15	unfortunately			

**Tablero**

