



Year 3 Home Learning Pack

week commencing 30/03/2020



Welcome to your next home learning pack. We hope you will enjoy the activities we have put together for you. There are some reference materials at the end of the pack to help with your learning.

You can use your Home Learning books for these activities. Only print out pages you really need. If you are not able to print, don't worry, copy the questions into your books and write the answers alongside.

- English - we have included a variety of spelling, grammar, reading and writing activities for you.
- We are also asking that you begin a newspaper report based on the model text of Beowulf
- Maths - this week we are going to recap on our place value learning. There are lots of different questions, puzzles, investigations and games for you to try - some easier, some harder - see how many you can do.
- We have also updated some of the activities for other subjects such as science, topic, French, etc.

Remember to keep your daily journal going with your thoughts, feelings, what you have been doing, etc. You will be able to look back on this one day when people ask what it was like when the schools all closed.

We hope that you are all keeping well and busy and that we can be back together again very soon. Take care of yourselves and stay safe.

Mrs Hall, Mr Houghton, Mrs Ross and Mrs Gunn



English Reading



Monday

Think about the story of Beowulf (on the next page).

Write a set of instructions for people who visit Denmark and the Great Hall on how to avoid Grendel and what to do if you should meet them. A template is included if you need one

Tuesday

Write a diary entry as one of the characters from Beowulf. You could even be Beowulf. How are you feeling? What are you thinking as you approach Heorot?

Wednesday

Draw a picture of one of the settings from Beowulf. It might be Beowulf's ship, The Great Hall or Grendel's lair. Write a paragraph to describe it using some powerful adjectives and verbs.

Thursday

Mapping it all out



Have a go at drawing a map of one of the places from the story you have just read. See how much detail you can include and be sure to discuss your map with another reader so you can compare and add more if necessary.

Friday

Reading comprehension Clive and the missing finger -(see following pages)



English



Beowulf - Model Text

Long, long ago, Denmark was a wild place. At night, gruesome monsters roamed the misty moors - howling, shrieking and snarling. But the fearless king of the Danes refused to be scared. On the craggy hill, at the edge of the moors, he built a great hall, which he called Heorot. It was made of the finest wood and decorated with ivory, silver and dazzling gold. Each night, the king invited his bravest warriors to a lavish feast of roasted meat, with jugs of frothing ale. The magnificent hall shook with singing and laughter until the men were asleep.

Meanwhile, across the moor, something evil was rising. A foul monster crawled from the swamp. It had claws like knives, burning eyes and leathery skin. Its name was Grendel.

Hearing the celebrations, Grendel stormed across the moors in a fit of rage and smashed open the doors. The warriors were horrified. Although they tried to fight, their swords could not pierce the beast's leathery skin. So the evil monster started snatching men and dragged them, screaming, back to the swamp. He did this every night for months. Soon the blood stained hall stood silent and empty.

Soon, news of the dreadful beast spread far and wide. One morning, as the sun rose, a warship with warriors approached the cliffs of Denmark. A guard challenged them. "Who are you? What do you want?"

"I am Beowulf and I come with the finest fighters of Geats," declared the strongest warrior. "I need to speak to your king."

The guard led them to where Heorot towered above the moors. The king sat inside, his face lined with grief. "Why have you come to this wild place?" he asked.

"I am Beowulf, I have come to kill your monster," Beowulf replied.

With hope in his heart, the king agreed to hold another great feast.

As darkness swallowed the light, the swamp bubbled and Grendel rose. The beast stomped towards Heorot. Dripping with slime and hungry for blood, it tore open the large wooden doors. Beowulf crouched in the shadows, his steely eyes fixed on the murdering monster. Without a weapon, Beowulf pounced, grasping the monster's arm. Grendel writhed and thrashed, but Beowulf would not let go. Grendel swiped and slashed, but Beowulf would not let go. The hall shuddered and benches shattered... But Beowulf would not let go. He tugged at the monster's arm, tearing it from its body. Roaring in pain, the monster smashed through the walls and charged into the night, staggering across the moor. Beowulf stood holding the monster's arm; he knew the monster would bleed to death. Grendel was defeated.

Empty rectangular box for a title or heading.

What you need.

First

A series of horizontal grey bars for writing instructions.

Remember to include:
Imperative verbs – put, cut, show, slice, swing
Time connectives – first, next, after that, finally

Dear Diary,

Today, I

Later, I decided to

Can you believe

Tomorrow, I am going to

Night Diary!

Clive and the Missing Finger

by Sarah Garland

I looked through the crack in the fence. What I saw made my hair stand on end. A pack of dogs were throwing themselves at the fence. They were barking and snarling so much, spit came through the crack. This was the first time I had been in my new back garden. My heart was thudding

Don't you go disturbing them dogs! shouted someone from behind the fence.

That will be Mr. Tibbald, our neighbour, said Dad.

Mr. Tibbald stood on a log and looked over the fence. His face was red and twisted in anger. He lifted his fist and shook it at us. That was when I saw it. Mr. Tibbald's right index finger was missing.

Yes, I see you staring. It was Rex who bit it off. He thought it was a lump of meat, shouted Mr. Tibbald. If you goes near them dogs you'll get what you deserves!

Now answer these questions using full sentences.

1. What were the dogs doing on the other side of the fence?
2. Why do you think Clive's hair stood on end?
3. What came through the crack in the fence?
4. Who is Mr. Tibbald?
5. What was the first thing Mr. Tibbald shouted?
6. What did Mr. Tibbald stand on to look over the fence?
7. What kind of mood was Mr. Tibbald in?
8. Who bit off Mr. Tibbald's finger?
9. Who do you think Rex is?

Clive and the missing finger by Sarah Garland

I pushed at the door of Mr. Tibbald's allotment shed. Locked, of course. I tried the little window. It had no glass, only a thin bit of plastic. I cut the plastic with my Swiss army knife and wriggled through. I stood listening. There was no sound, but the smell was unmistakable, the same awful, musky stink as in Mr. Tibbald's house. I switched on the torch and swung the beam round the hut. It lit up a pile of rags and old coats in the corner. What the heck was I doing here? My heart was beating, thumping, in my throat; the noise it made seemed very loud. An arm was stretched out from under the rags. A hand, with curled fingers. Three fingers and one red, angry stump. Could those men have got here before me? Was I too late? Was Mr. Tibbald dead? With a sudden, violent movement the hand jerked upwards. Then Mr. Tibbald was on his feet, a stick in his hand.

"Keep away, boys!" he gasped, hoarsely.

"It's me, Mr. Tibbald, Clive, from next door"

Mr. Tibbald swore violently.

"The diamond gang, Mr. Tibbald, they're after you, they're on their way."

Now answer these questions; remember to use a full sentence.

- 1 Describe how Clive got into the shed.
- 2 What could Clive smell in the shed? Who did it remind him of?
- 3 Why do you think Clive asked himself the question: "What the heck was I doing here?"
- 4 Why do you think Clive's beating heart sounded very loud?
- 5 What did Clive think when he first saw Mr. Tibbald's hand stretched out from under the rags?
- 6 Did Mr. Tibbald realise, at first, that it was Clive in the shed? Who did he think it was?
- 7 How do you think Mr Tibbald felt when he found out that the diamond gang was after him? (*Don't say scared*).
- 8 Do you think Clive was brave to help Mr. Tibbald? Tell me why.
- 9 Would you have helped him if you had been in Clive's place? Tell me why.



English Spelling



Way in

Read these words, learn the spellings. Look up the meaning in a dictionary, then write them into a sentence.

- find
- floor
- gold
- hold
- kind
- mind
- most
- old
- only
- poor

Further challenge

Read these words, learn the spellings. Look up the meaning in a dictionary, then write them into a sentence.

- believe
- bicycle
- breath
- breathe
- build
- busy
- business
- calendar
- caught
- centre
- century



English

Punctuation and Grammar



Week 2 - questions

1. Tick the noun phrase below.

	Tick one
so slowly	<input type="checkbox"/>
had been sleeping	<input type="checkbox"/>
very dull	<input type="checkbox"/>
the enormous whale	<input type="checkbox"/>

1 mark

CHALLENGE: Put the noun phrase into a sentence, punctuating it correctly.

2. Tick the sentences which are commands.

	Tick two
You look very tired today.	<input type="checkbox"/>
Pick up your coat.	<input type="checkbox"/>
Wait for the bell to ring.	<input type="checkbox"/>
Tigers are close to extinction.	<input type="checkbox"/>

1 mark

CHALLENGE: Which other punctuation mark could have been used at the end of the commands?



English

Punctuation and Grammar



3. Tick to show whether each sentence is in the past tense or the present tense.

Sentence	Past tense	Present tense
Samir is late.		
I caught a cold.		
The bird flew away.		

1 mark

CHALLENGE: Write each sentence in a different tense.



English

Punctuation and Grammar Quiz



Y3 Grammar and Punctuation Quiz 2

1. Add two **full stops** in the correct places below.

It was raining Sarah and Jack put on their coats

 1 mark

2. Circle the **noun** in the sentence below.

Yesterday, the sun was shining.

 1 mark

3. Circle **one** word in each set of brackets to complete the sentences correctly.

Today, I am (playing / played) with my friends.

Yesterday, I (playing / played) with my friends.

 1 mark

4. Write one **adverb** to complete the sentence below.

She ate her sandwich _____.

 1 mark

5. Insert an **apostrophe** in the correct place in the sentence below.

Johns party was fun.

 1 mark

6. Which sentence is in the **present tense**?

Tick one

Sana went to the museum.

Sana will go the museum next week.

Sana is at the museum.

Sana has been to the museum.

 1 mark

7. Insert a **comma** in in the correct place in the sentence below.

John Sana and Abbas went to the cinema.

 1 mark

8. Draw a line to match each word to the **suffix** that turns it into a **noun**.

Word

Suffix

build

er

or

play

er

or

 1 mark



English



Beowulf This week we are going to create a newspaper based on the model text of Beowulf

- Use the model text to identify features of the newspaper (see following pages)
- At the end of the pack there are some pages called "Features of a newspaper" to help you with your task.
- Write a plan for a newspaper front page of your own based on Beowulf.

Remember:

headline - to catch the readers eye

sub heading - to add more detail (good place to use alliteration)

opening paragraph - gives a brief blurb (who, where, when, what, why)

- Create a story map of your news story and add actions
- Create your own front page.



Beowulf Saves Heorot!

Headline

Brave Beowulf defeats Danish terror.

Subheading



Grendel Defeated!

Headline

Heroes from across the sea save the day.

Subheading

What's on the Front Page of a Newspaper?

Logo
The designed name of the newspaper.

Masthead
Information about the newspaper at the top of the front page.

Teasers
Photos and snippets of interesting stories to encourage you to buy the paper and read more.

Cover story
The leading story used on the front cover.



Standfirst
A line after the headline to give more information about the story.

Headline
The title of the story designed to summarise the story and grab the reader's attention.

Lead
The important first sentence or paragraph that summarises the story and answers as many as possible of the 5W's (Who? What? Where? When? Why?) and H (How?).

Photo
The photograph needs to tell the story.

Body
The full details of the news story.

Advert
Companies pay for advertising space and this example is a banner advertisement as it is the whole width of the page.

The DAILY MOON

PIGS IN PERIL!

Yesterday, a family of pigs, from Farmsfield, struggled to survive after their house was nearly blown down by a hungry wolf.

Alfie, Bertie and Charlie, of Pickle Farm House, were left shaking in terror after Mr A. Wolf (30) from Beeston, went on a rampage to get his supper last night. Now, they feel relieved that they managed to survive but live in fear that the wolf might return.

During the night of the ordeal, the three little pigs clung to each other for comfort while the wolf attempted to blow their house down. Next, they managed to escape through the back door and seek their refuge in the fields behind. Meanwhile, Mr Wolf became breathless and gave up.

This afternoon, Bertie exclaimed: "It was the most terrifying experience we have ever had! Consequently, we are worried that Mr Wolf will return with more puff than ever before."



Relieved: Alfie, Bertie and Charlie standing in front of the house that the wolf tried to blow down.

Finally, Alfie, Bertie and Charlie pleads for any help in finding Mr Wolf. They urge anyone with information to call Crimestoppers on 0800 555 111.



Maths

Times Tables Rock Stars / PiXL



<https://trockstars.com/>

Log in to Times Tables Rock stars and play games to practise your tables.

There will be class battles arranged so you can play against your classmates too.

PIXL

The PIXL Times Table App is a fun and dynamic alternative to Times Table Rock stars, helping you to learn and increase your times table fluency.



The PIXL Unlock Vocabulary App focuses on language for life and learning. Through the use of a range of exciting games, this app helps children to build a better understanding of key vocabulary both general and subject specific.



PiXL apps are available to download free from either the Apple App Store or Play Store.

You should all have your log ins, but if you forget them just message your class teacher.

There are 15 apples in a bowl. If I eat 3, how many are left?

If I share what's left equally with a friend, how many do I get?...

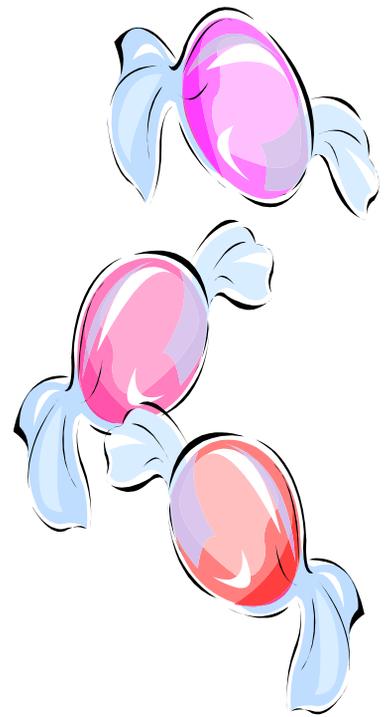


If my friend gives 3 back to me, how many do I have?

Mum bought 3 sweets.
They were 5p each. How
much did she spend?

How much would
she need to buy 5
sweets?

If she bought 5
sweets how much
change would she
get from 50p?



If there are 26 children in our class and 8 are away, how many bottles of milk would we need?

If half the class did not drink their milk, how many bottles would we have left?



From the bottles we have left, 4 go sour. How many good bottles remain?

If I have 30 cakes at my party, and 20 are left at the end, how many were eaten?

If I cut all the left over cakes in half, how many halves will I have?



If I eat 10 half pieces, how many half pieces remain? How many whole cakes is this?



Maths

Place Value



This week our learning is all about recapping place value.

This is the value of numbers in their places

Hundreds	Tens	Ones	
<u>H</u>	<u>T</u>	<u>O</u>	
100	20	5	= 125
300	10	6	= 316
400	00	9	= 409
000	60	8	= 68

Look at the maths reference pages at the end of the pack for an explanation of place value.

Easier and harder worksheets and problem solving activities follow.

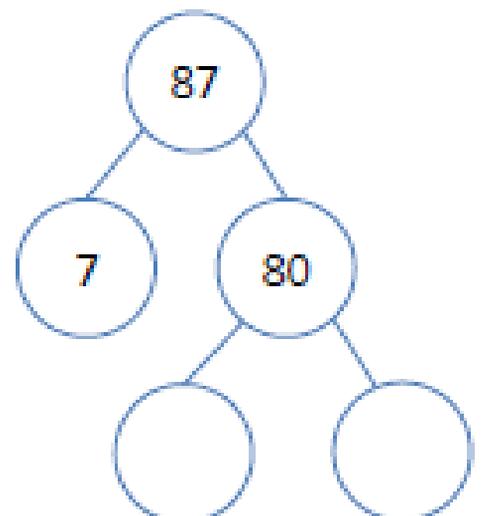
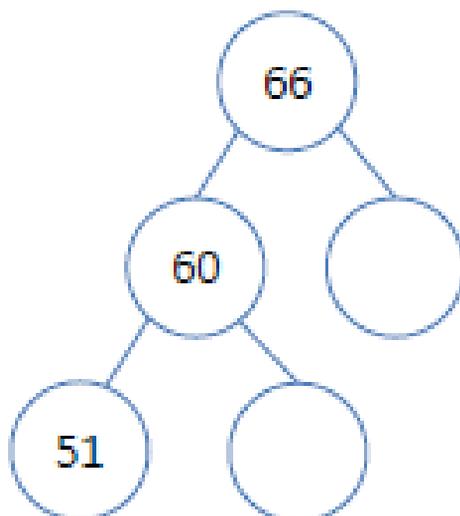
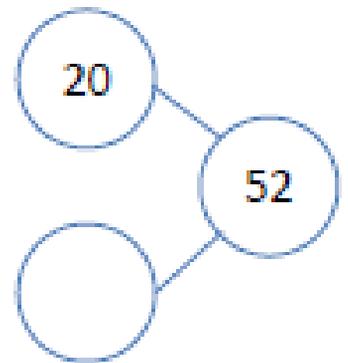
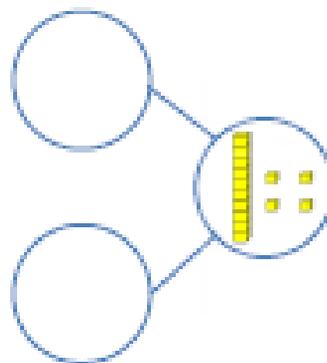
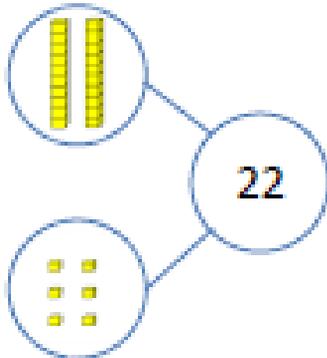
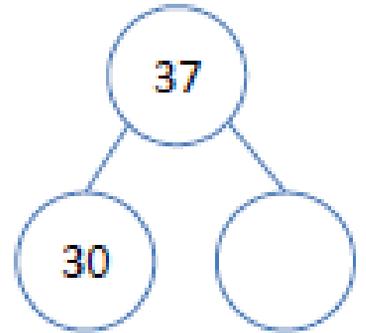
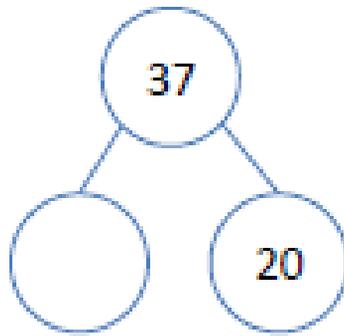
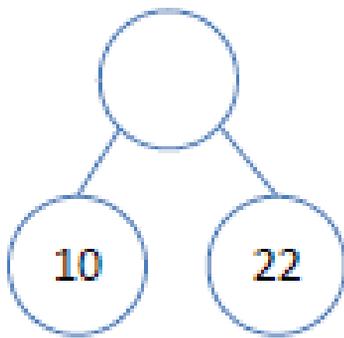
Math Place Value



Part-Whole Models Tens and Ones 1

Learning Outcome: Recognise the place value of each digit in a two-digit number (10s, 1s).

Complete the part-whole models.





Maths Place Value



Part-Whole Models Tens and Ones 2

Learning Outcome: Recognise the place value of each digit in a two-digit number (10s, 1s)

Match the number sentences to the correct number.

$20 + 17$

$10 + 6$

$30 + 0$

$10 + 1$

$40 + 6$

30

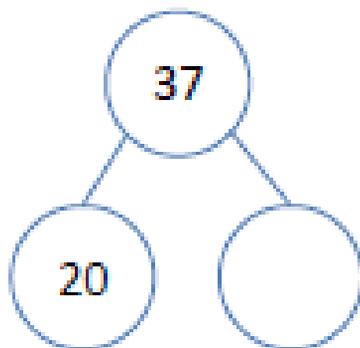
37

11

46

16

Complete the part-whole model and write four number sentences to match.



<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	=	<input type="text"/>	+	<input type="text"/>
<input type="text"/>	=	<input type="text"/>	+	<input type="text"/>

Harry has 20 paper clips and Oscar has 15 paper clips.



- Represent the total number of paper clips with multi-link cubes.
- Represent the total number of paper clips with a part whole model.
- Represent the total number of paper clips as a number sentence.



Maths Place Value



Practise

Identify the value of each underlined digit.

1) 627

2) 314

3) 298

4) 153

5) 176

6) 783

Compare these numbers using < or >

7) 593 384

8) 234 483

9) 432 541

10) 352 252

11) 736 785

12) 564 546

Fluency

1) 512 is made of ___ hundreds, ___ tens and ___ ones.

2) 284 is made of ___ hundreds, ___ tens and ___ ones.

3) 725 is made of ___ hundreds, ___ tens and ___ ones.

4) 364 is made of ___ hundreds, ___ tens and ___ ones.

Find the value of the triangle in each of the statements below:

5)  = 300 + 20 + 4

6) 346 =  + 40 + 6



Maths Place Value



Practise

Identify the value of each underlined digit.

- 1) 298
- 2) 153
- 3) 176
- 4) 783

Compare these numbers using < or >

- | | |
|--------|-----|
| 5) 432 | 541 |
| 6) 352 | 252 |
| 7) 736 | 785 |
| 8) 564 | 546 |

Fluency

- 1) 725 is made of ____ hundreds, ____ tens and ____ ones.
- 2) 364 is made of ____ hundreds, ____ tens and ____ ones.

Find the value of the triangle in each of the statements below:

3)  = 300 + 20 + 4

4) 346 =  + 40 + 6

Reasoning

- 1) 543 is made of 5 hundreds, 4 tens and 3 ones. It is also made of 54 tens and 3 ones. It is also made of 543 ones. Can you express 627 in the same way?
- 2) What is the same about these numbers and what is different:
421 412
- 3) Explain the value of 4 in the following numbers: 546, 473, 894



Maths

Compare and Order Numbers



Can I compare and order numbers up to 1000

1) Draw place value counters to show

324

H	T	U

703

H	T	U

2) Draw an arrow on the number lines to show

415



812





Maths

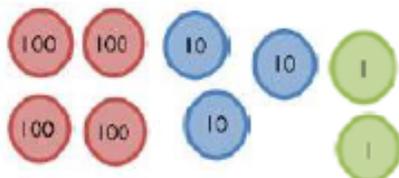
Comparing and Ordering Numbers



- 3) Alice says, "The number in the place value grid is the largest number you can make with 8 counters." Do you agree? Explain why.

100s	10s	1s
		

- 4) Simon was making a three digit number using place value counters. He has dropped three of his counters on the floor. What could his number be?



- 5) Using four counters and the place value grid, how many different numbers can you make? E.g. 211

100s	10s	1s
		



Maths



I can count in 2 s. I can recognise number patterns of 2x, 5x and 10x.

Shade the even numbers. Fill the gaps.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
19 20

Fill in the gaps in the sequences

0 5 10 _ 20 25 _ 30 _ _ _

2 4 _ 8 10 _ _ _ _ _

34 36 _ 38 _ _ _ _ 50 _

62 60 58 _ 54 _ 50 48 _ _ _

30 40 _ 60 70 _ _ _ _ 130 _

80 70 60 _ _ _ 20 _ _

3 7 11 _ _ _ _ _

Colour in the 2 x table in one colour and the 5x table in another. What do you notice?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Now use a different colour to shade in the 10 x table. What do you notice now?

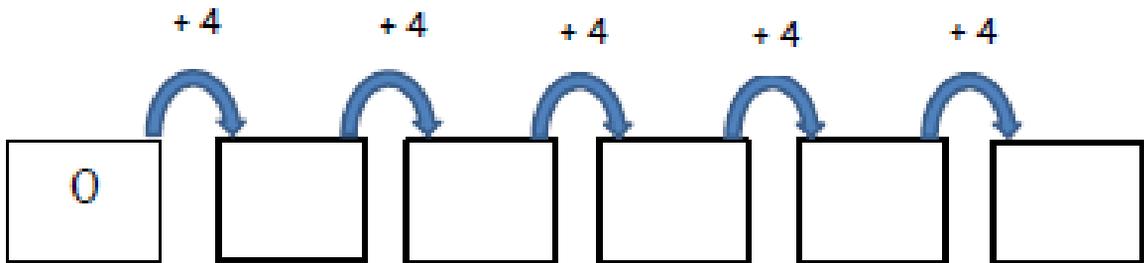


Maths Counting on in Multiples



Count from 0 in multiples of 4, 8, 50 and 100.

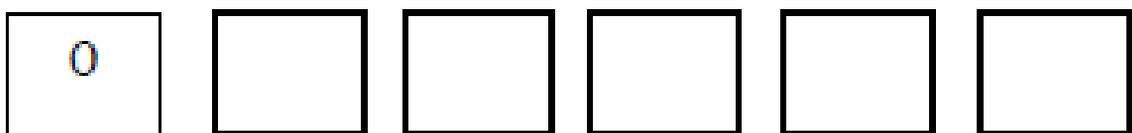
a) Count on in multiples of 4



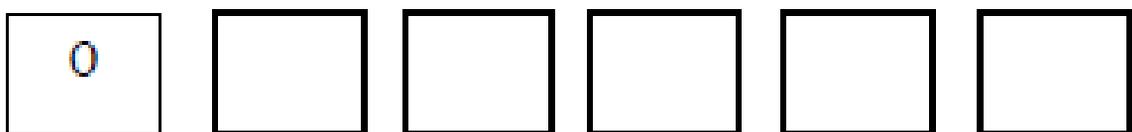
b) Count on in multiples of 8



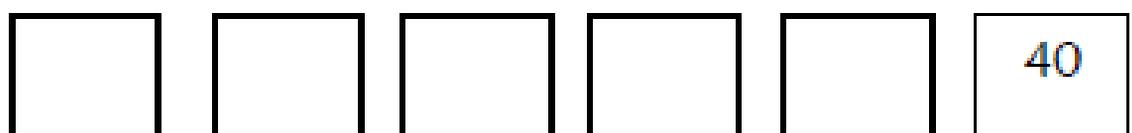
c) Count on in multiples of 50



d) Count on in multiples of 100



f) Count back in multiples of 4 from 40





Maths Counting on and back in Multiples



g) Count back in multiples of 8 from 56

					56
--	--	--	--	--	----

h) Count back in multiples of 50 from 550

					550
--	--	--	--	--	-----

i) Count back in multiples of 100 from 1100

					1100
--	--	--	--	--	------

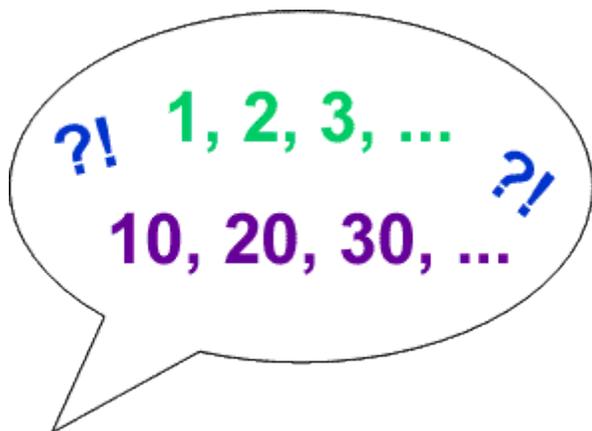


Maths



Place Value Puzzles and Problems

Which Is Quicker?



Which is quicker, counting up to 30 in ones or counting up to 300 in tens? Why?

Which is quicker:

- counting up to 40 in ones or counting up to 4,000 in hundreds?
- counting up to 10 in ones or counting up to 1,000,000 in hundred-thousands?
- counting up to 20 in ones or counting up to 140 in sevens?
- counting up to 25 in French or in English?

Maybe you could work on this with a partner!

When you have timed yourselves and decided about the reasons for your results, you could invent some other examples.

You could predict which was going to be quicker and then try them out to test your prediction.



Maths



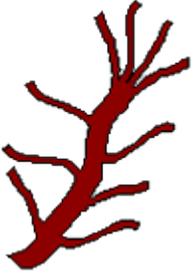
The Deca Tree

In the forest there is a Deca Tree.

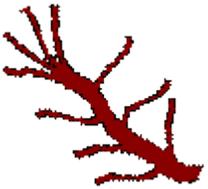
A Deca Tree has 10 trunks,



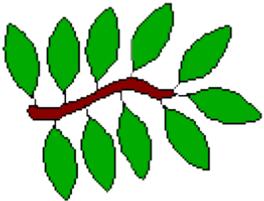
and on each trunk there are 10 branches,



and on each branch there are 10 twigs,



and on each twig there are 10 leaves:



One day a woodcutter came along and cut down **one** trunk from the tree.

Then he cut off **one** branch from another trunk of the tree.

Then he cut off **one** twig from another branch.

Finally he pulled **one** leaf from another twig.

How many leaves were left on the tree then?

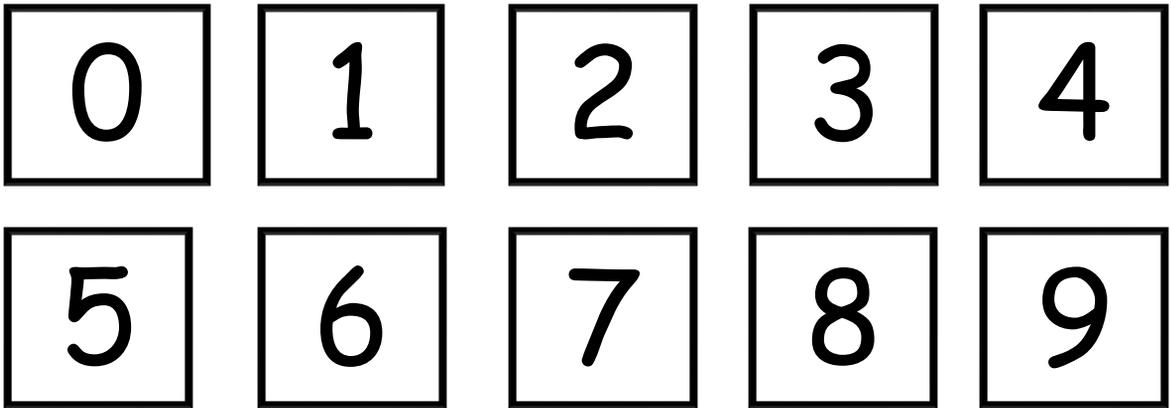


Maths



Exploring Place Value or the Value of Place

Take 3 digit cards and see how many different numbers you can make. Write them in words and symbols. Order them from smallest to largest. Order them from largest to smallest. How many do you think you can make? How do you know that you have got them all?





Other Subjects



Subject	Work at home ideas
Science	How water is transported in plants? Check out this BBC video and perhaps try the experiment at home. https://www.youtube.com/watch?v=Rz7zmSlvrtA
Topic	Research Anglo Saxon runes. Can you use them to write your name?
PE	Create your own indoor exercise programme and keep a log. Try these workouts: Pop See Ko - https://www.youtube.com/watch?v=Pwn4beja1QE Wake and Shake - https://www.youtube.com/watch?v=AKlid_e-loE Follow Joe Wicks on YouTube <u>every weekday from 9:00am</u> https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
Art	Create your own collage of a garden. Use old scraps of paper, material, tin foil, twigs, or anything else you can find to help.
DT	Design and make your own structure from materials around the home.
Computing	Use Scratch online - https://scratch.mit.edu/ Sign up for free at the link above
Music	Listen to a famous composer / piece of music and use adjectives to describe the music. Draw a picture to illustrate what the music makes you think of or how it makes you feel. Examples: <ol style="list-style-type: none">1. Saint-Saens - 'Carnival of the animals'2. Tchaikovsky - 'Swan Lake'3. Tchaikovsky - 'The Nutcracker'4. Elmer Bernstein - 'The Great Escape'5. Benjamin Britten - 'The Young Person's Guide to the Orchestra'
French	Practise numbers 1-10 Parts of the body Colours
RE	Create an Easter poem.



Nom Classe Date

A Relie les chiffres et les mots. *Join the numbers and the words.*

trois	4	1	quatre
neuf	3	5	cinq
deux	9	2	un
sept	8	6	huit
dix	7	10	six

B Remplis les blancs. *Fill in the gaps.*

- | | |
|-----------------------|-------------------------|
| 1 deux + deux = _____ | 5 six + _____ = neuf |
| 2 un + six = _____ | 6 cinq + _____ = dix |
| 3 cinq + _____ = huit | 7 trois + trois = _____ |
| 4 huit + deux = _____ | 8 sept + _____ = huit |



French Worksheets



Feuille de travail

Le corps

Tout le monde 1

2.1

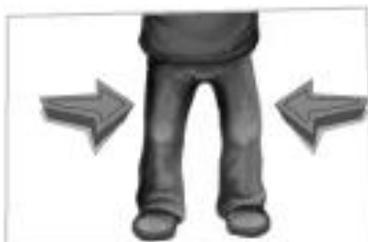
Nom Classe Date

A Relie les mots et les images. *Join the words and pictures.*



les jambes

les bras



le nez



les yeux



la bouche

la tête



B Ecris les mots. *Write the words.*







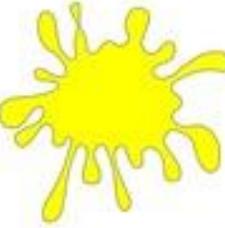


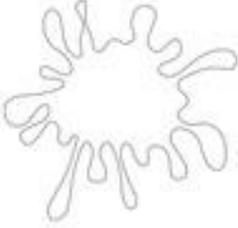


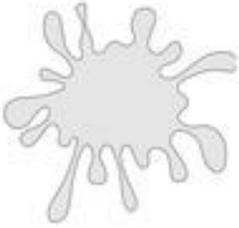


French Colours



 rouge	 bleu
 vert	 jaune

 noir	 blanc
 violet	 rose

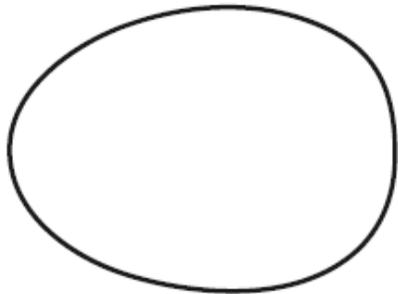
 orange	 brun
 gris	 marron



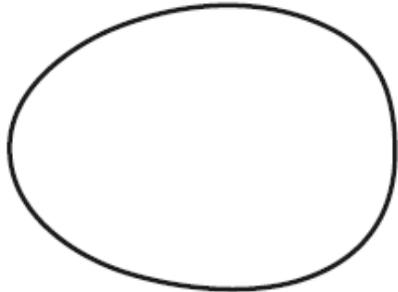
French Worksheets



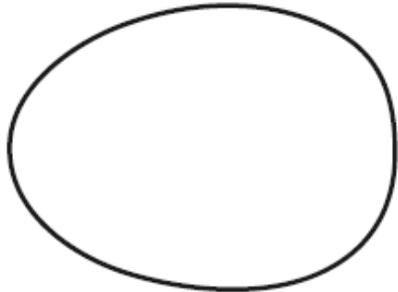
Can you colour the Easter Eggs in correctly?



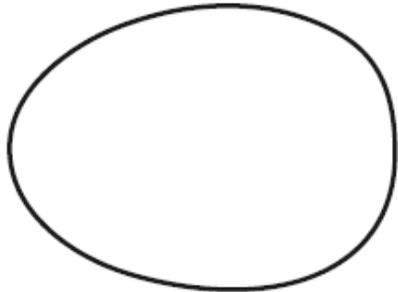
rouge



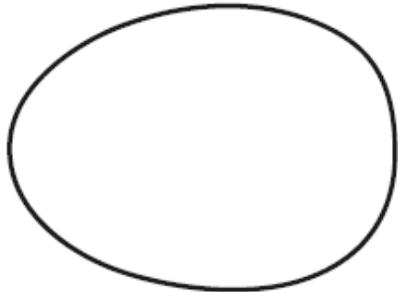
orange



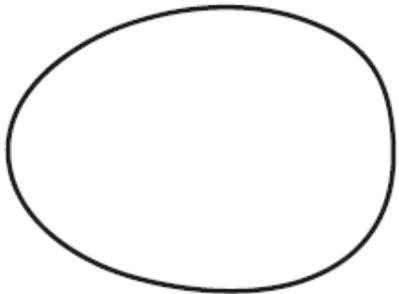
jaune



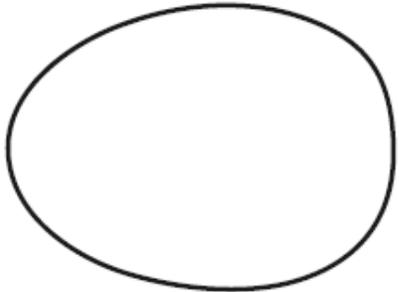
vert



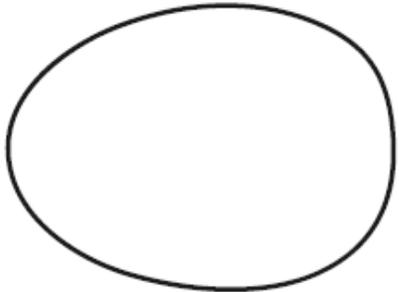
bleu



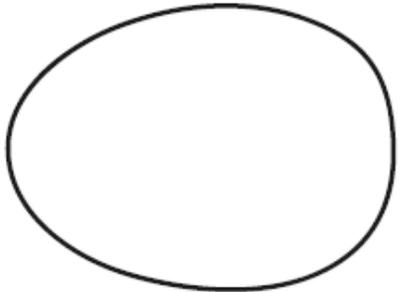
violet



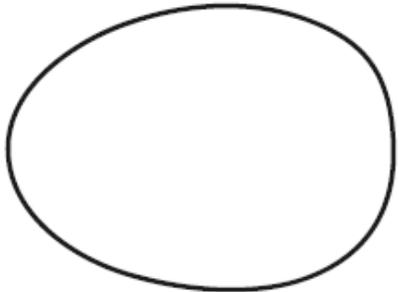
noir



blanc



rose



gris



English Reference Materials



The following pages will help you understand the features of a newspaper to assist with your writing task.

"Features of a Newspaper"

EXTRA! EXTRA! READ ALL ABOUT IT!

*Year 3 become fantastic feature
spotters!!*

- Newspapers have a range of features that attract the reader.



Does anyone know any of them?

Headline!

- Newspapers use headlines to grab your attention. Headlines try to tell the story in as few words as possible.

Watery
weather
washes out
Wales!

**Driverless car
ploughs
through busy
junction!**



5 FANCY FACTS



WHAT?

WHERE?

WHY?

WHO?

WHEN?

Can you tell which of these sentences are facts and which are opinions?

- The house exploded at 9.30am exactly.
- The footballer gets paid too much money and isn't playing well enough.
- In Western Brazil, carnivals are lively and exciting.
- Barney, the 32 year old Labrador, is the oldest dog in living memory.



“QUOTES”



Quotations tell us what has been said and who said it. They can help to tell the story by giving the reader the opinions of the people involved.

E.g. Class teacher for Year 3 and 4, Mrs Jones said *“They are a lovely class of children and I really like teaching them.”*

- *“It was the scariest moment of my life!”* the 28 year old home owner told us.
- *“They're lucky to be alive!”* said Sam Fenton, 35, Chief Fire Officer for Greater Manchester Fire Service.

- Are these quotes **FACTS** or **OPINIONS**?



Photographs & Captions



Photos and captions help to tell the story by giving readers a snapshot of what happened, where it happened or who it happened to.

What do you think a report using this picture would be about?



Photos also need a caption underneath them. A caption is a short sentence explaining what is happening in the photograph.

PARAGRAPHS

Paragraphs help the reader clearly understand the information on the story. Each new paragraph should be given a 'subheading'. This is a very short title that tells the reader a little about what the paragraph is will about.

○ The 14-year-old boy with acne dotting his chin yanked down the scarf concealing his face and recounted his 12 days in a Taliban training camp — starting with the day six masked militants kidnapped him as he picked onions on a farm in the Swat Valley. ○ They blindfolded him and brought him to an abandoned girls school, he said, where he and scores of other Pakistani boys ran hills for 2 1/2 hours every day and listened to Taliban trainers extol the glory of waging holy war against the Pakistani army. ○ Some boys had volunteered to join the camps. Others, like the 14-year-old, dreamed of escaping. ○ They were always preaching jihad and telling us it was our primary duty," the boy said. "They said we shouldn't let anyone hinder us. And if our parents stood in the way, we were told we could kill them." ○ The youth is just one of more than a hundred boys whom the Pakistani military says the Taliban either recruited or kidnapped and held [See Pakistan, Page A15]

What is the Family Charter?

Thomson Holidays want to work with kids across the country on a Family Charter. The Charter will involve parents and kids identifying the promises and rules that every family member should make to make sure they spend proper time together, whether it's at home or on holiday. We want you to vote for rules for family holidays and breaks that everyone in the family must follow. For example, no mobile phones during mealtimes or promising to play a game together once a day.

All work and no play for parents...

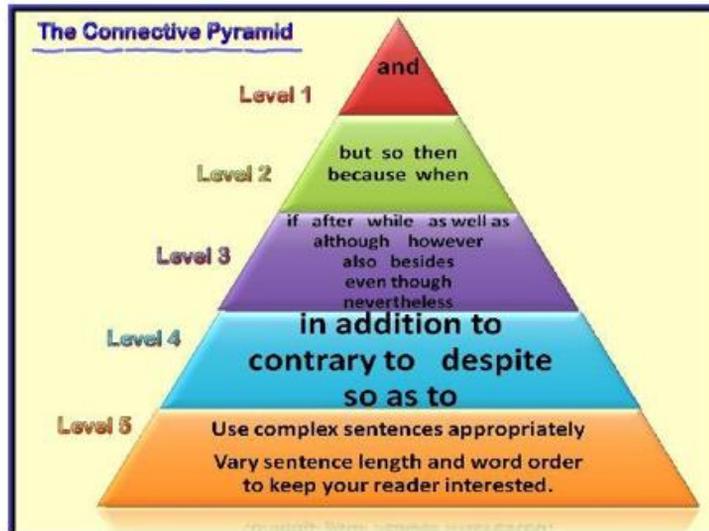
Parents are working longer hours than ever before. They may have to stay late at work or continue working after they get home. A quarter of parents said that in an average week they spend less than an hour with their children, although almost half would like to spend more time together as a family.

Holidays = happy times

A new all-party parliamentary group report called Giving Britain a break, which is supported by the Family Holiday Association and Thomson Holidays, says that families

Connectives

- Use the punctuation pyramid to spot the connectives....





Maths Reference Materials



The following pages will help you to recap your understanding of place value and assist you when answering the maths questions in the pack.

“Place Value”

Place Value

Year 3 – Number – number and place value



Maths Teaching Resources



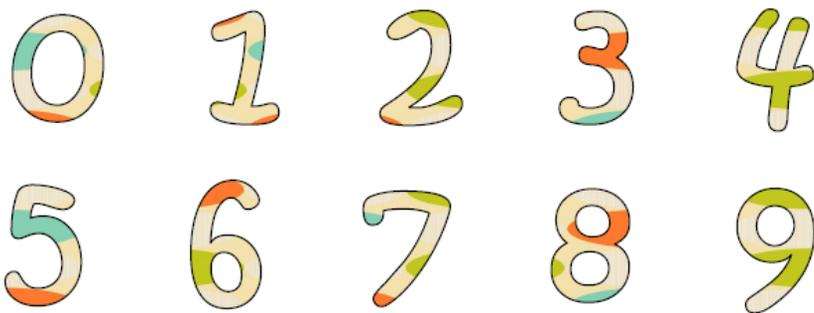
What are we learning?

In this exercise we are going to learn about **two** and **three** **digit** numbers and what is meant by **place value**.



One Digit Numbers

A digit is one number from 0 to 9:



All numbers are made up of one or more of these digits.

Two Digit Numbers

Two digit numbers are made up of tens and ones. Let's look at the number 28.

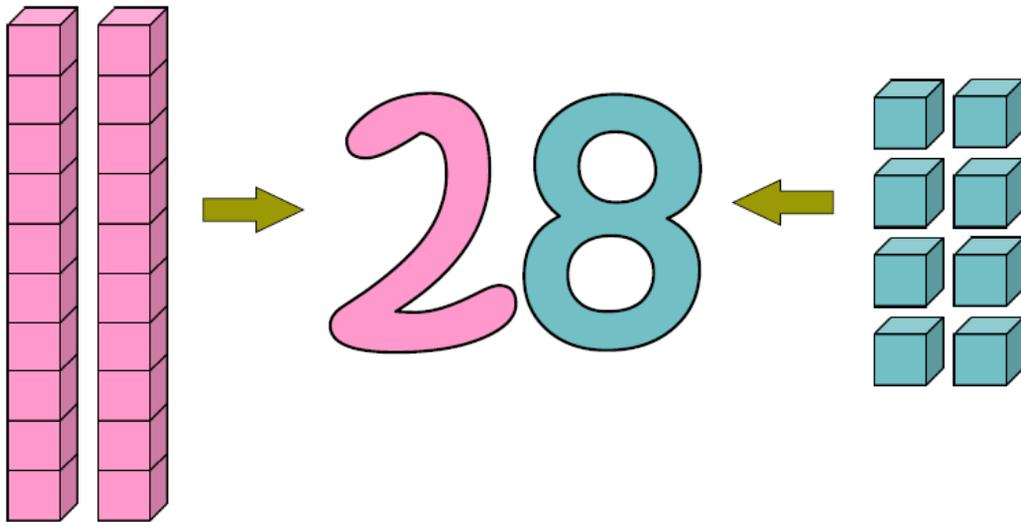
The first digit tells you how many tens there are in the number. In this example there are 2 tens which equal 20.



The second digit tells you how many ones there are in the number. In this example there are 8 ones.

So we say this number is twenty eight.
It can be partitioned into 20 and 8.

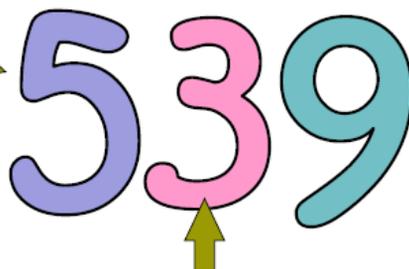
Two Digit Numbers



Three Digit Numbers

Three digit numbers are made up of **hundreds**, **tens** and **ones**. Let's look at the number **539**.

The **first** digit tells you how many **hundreds** there are in the number. In this example there are **5** hundreds.

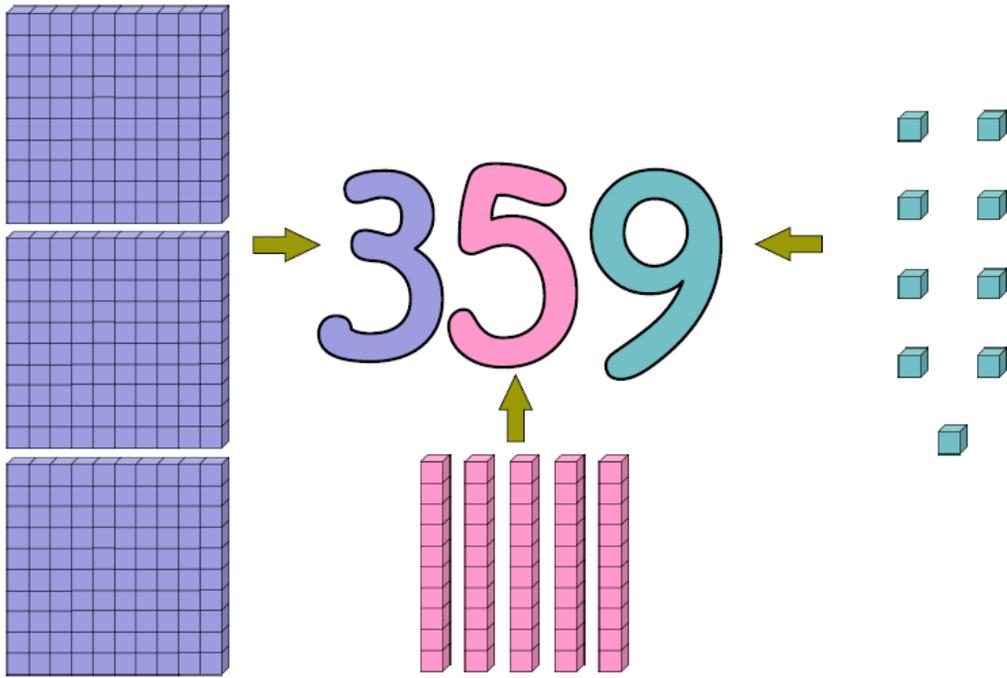


The **third** digit tells you how many **ones** there are in the number. In this example there are **9** ones.

The **second** digit tells you how many **tens** there are in the number. In this example there are **3** tens.

So we say this number is **five** hundred and **thirty** nine. It can be partitioned into **500** and **30** and **9**.

Three Digit Numbers



Place Value

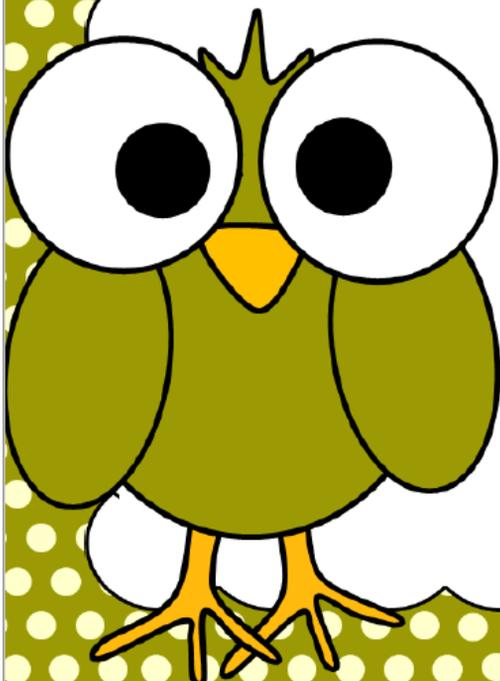
Place value is how much a digit is worth based on which column it occupies in a number.

In a 3 digit number the value of each digit depends on whether it is in the hundreds, tens or ones column...

Place Value

Hundreds	Tens	Ones
3	5	9
300	50	9

three hundred and fifty nine



Answer the questions about place value on the following slides. Click on me to reveal each answer.

Read the number below.
What is the value of the 3 in this number?

Hundreds	Tens	Ones
2	3	1
	30	

thirty



Read the number below.
What is the value of the 7 in this number?

Hundreds	Tens	Ones
7	8	9
700		

seven hundred



Read the number below.
What is the value of the 2 in this number?

Hundreds	Tens	Ones
8	1	2
		2

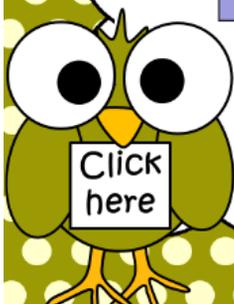
two



Read the number below.
What is the value of the 4 in this number?

Hundreds	Tens	Ones
4	5	8
400		

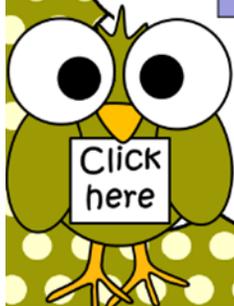
four hundred



Read the number below.
What is the value of the 1 in this number?

Hundreds	Tens	Ones
5	1	0
	10	

ten

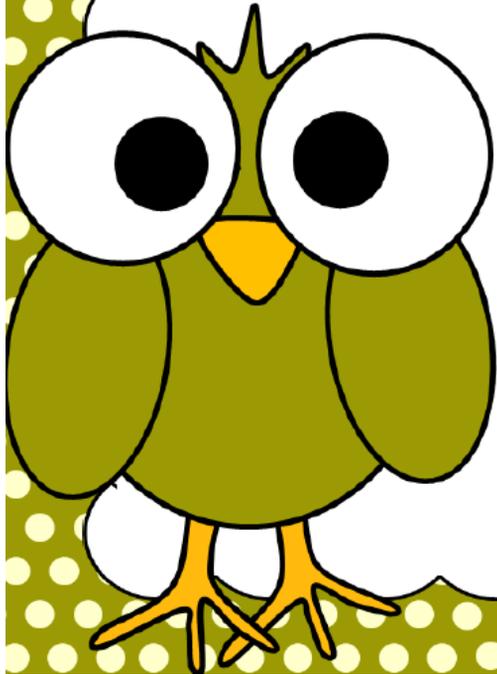


Read the number below.
What is the value of the 9 in this number?

Hundreds	Tens	Ones
1	6	9
		9

nine





What is the value of the underlined digit in the numbers on the following slides. Click on me to reveal each answer.

227

200

two hundred



619

10

ten



954

4

four



Make the number from its separate parts:

900 and 40 and 6 = 

300 and 20 and 2 = 

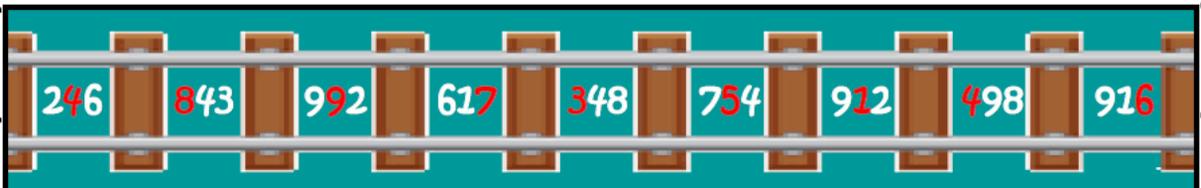
400 and 60 and 7 = 

700 and 30 and 9 = 

500 and 50 and 5 = 

Number Tracks

What is the value of the red digit in these numbers?



40 800 90 7 300 50 10 400 6

What is the value of the red digit in these numbers?



700 20 2 70 600 40 3 40 1

Make these numbers

hundreds

tens

ones

300

20

6

700

10

7

600

60

3

500

40

2

400

00

4

Greater than and Less than

LI:

Can I write “greater than” and “less than” using symbols instead of words?

Success Criteria:

- I know what each symbol means
- I can use each symbol in a number sentence

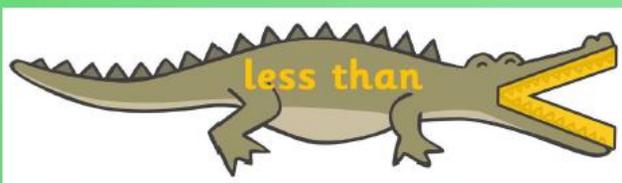
Instead of writing a whole sentence:

24 is less than 72

We can make things easier by using a symbol instead of the words!

$24 < 72$

Which is which?



The bigger number gets the wider symbol ...

$$24 > 12$$



24

12

is greater than

...and the smaller number always gets the **smaller** (pointed end) of the symbol.

$$56 < 72$$



56

is less than

72

Place Value Worksheet

What is the number represented by the hundreds, tens and ones?

Place Value Worksheet

Answer the questions below. The first one has been done for you.

Hundreds	Tens	Ones
1	5	7
	50	

What is the value of the 5 in this number?

Hundreds	Tens	Ones
3	2	4

What is the value of the 3 in this number?

Hundreds	Tens	Ones
2	1	9

What is the value of the 1 in this number?

Hundreds	Tens	Ones
8	4	2

What is the value of the 8 in this number?

Hundreds	Tens	Ones
5	8	6

What is the value of the 8 in this number?

Hundreds	Tens	Ones
4	7	5

What is the value of the 5 in this number?

Hundreds	Tens	Ones
6	1	9

What is the value of the 9 in this number?

Hundreds	Tens	Ones
9	0	3

What is the value of the 9 in this number?

Hundreds	Tens	Ones
7	6	8

What is the value of the 7 in this number?

Place Value Worksheet

What is the value of the underlined digit in the numbers below? The first one has been done for you.

$4\underline{3}1$	$2\underline{4}9$	$7\underline{1}4$
400		
$34\underline{8}$	$60\underline{8}$	$9\underline{7}2$
$56\underline{5}$	$1\underline{7}3$	$88\underline{8}$



Answers

Punctuation and Grammar

Quiz Answers



Qu.	Quiz 2 Answers	Notes										
1	It was raining, Sarah and Jack put on their coats,											
2	sun											
3	Today, I am <u>playing</u> with my friends. Yesterday, I <u>played</u> with my friends.	Also accept answers which have been underlined.										
4	Any appropriate adverb. E.g. carefully, quickly, noisily, earlier	Answers must be spelt correctly and must not include capital letters.										
5	John's party was fun.	Apostrophes must be curved to the left.										
6	Sana is at the museum. (Option 3)											
7	John, Sana and Abbas went to the cinema.	Commas must be the correct size and must be curved to the left.										
8	<table border="0"><thead><tr><th>Word</th><th>Suffix</th></tr></thead><tbody><tr><td><input type="text" value="build"/></td><td><input type="text" value="er"/></td></tr><tr><td></td><td><input type="text" value="or"/></td></tr><tr><td><input type="text" value="play"/></td><td><input type="text" value="er"/></td></tr><tr><td></td><td><input type="text" value="or"/></td></tr></tbody></table>	Word	Suffix	<input type="text" value="build"/>	<input type="text" value="er"/>		<input type="text" value="or"/>	<input type="text" value="play"/>	<input type="text" value="er"/>		<input type="text" value="or"/>	
Word	Suffix											
<input type="text" value="build"/>	<input type="text" value="er"/>											
	<input type="text" value="or"/>											
<input type="text" value="play"/>	<input type="text" value="er"/>											
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