Year 3 Home Learning Pack
week commencing 11/05/2020

We're back for another week of learning in term 5. We hope you had a lovely bank holiday weekend. Here's your next home learning pack bursting with activities for you to work through. We look forward to seeing all your lovely learning this week.

You can use your Home Learning books or blank paper for these activities, don't feel you have to print out the pack. If you are not able to print, don't worry, just copy questions into your books and write the answers alongside.

- English – once again we have included a variety of spelling, grammar, reading and writing activities for you.
- Maths – we will continue with our learning on fractions. If you are finding them hard, you can also look at the year 2 fractions learning to help. Please send in pictures of your work so we can support you. We continue our revision topic about division.
- We have also updated activities for the other subjects: science, French, computing, RE, art, etc.
- In topic this week we have chosen activities that look back at Deaf Awareness Week. We hope you have fun learning to sign.

Remember to keep your daily journal going with your thoughts and 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.

If you have been using Class Dojo to upload work please continue to do so, however if you are having difficulties, the class email addresses below are also available to use – just remember to write something about your work so we can add it to your portfolio.

chestnut@st-nicholas-newromney.kent.sch.uk
rowan@st-nicholas-newromney.kent.sch.uk

Ambition | Community | Friendship | Perseverance | Respect | Trust

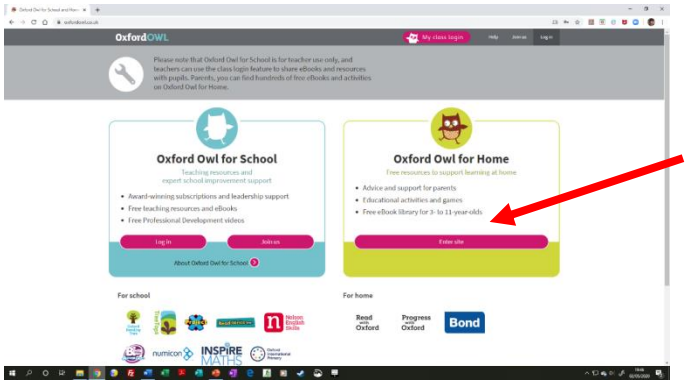
Take care of yourselves and stay safe.

Mrs Hall, Mr Houghton and Mrs Gunn

ST NICHOLAS

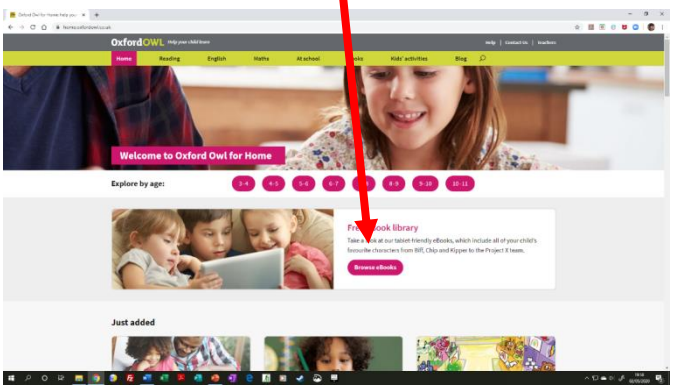
Reading
Oxford Owl for Home

Parents and carers can access a large library of ***free*** eBooks for use by children at home via Oxford Owls. See details below for how to sign up.

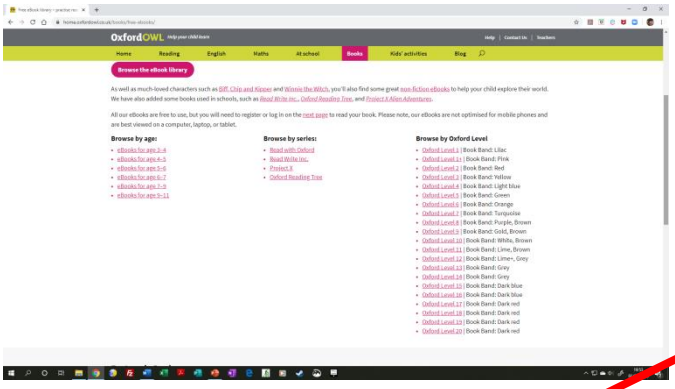


Visit www.oxfordowl.co.uk and click *Enter Site* in ***Oxford Owl for Home***.

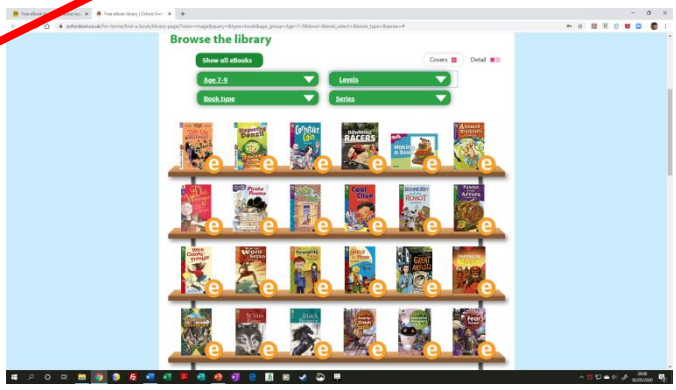
Next, click *Browse eBooks* under **Free eBook Library**.

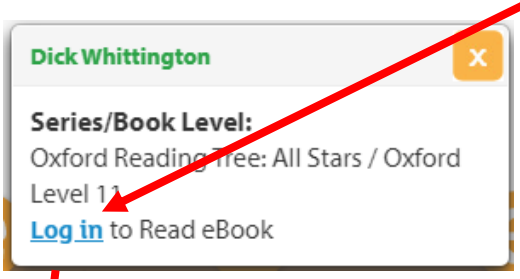


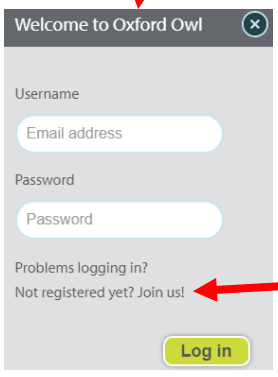
On the next page you can browse by age group, series, or reading scheme colours. Select an option.



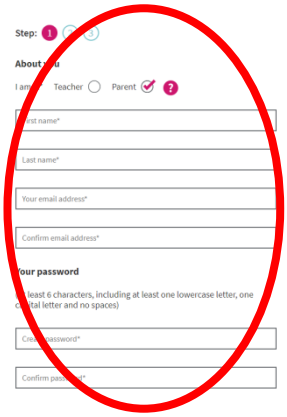
When you click on a book in the bookshelf, it will bring up a log in option – click this.







When you click on a book on the shelf, it will bring up a log in option – click this. At the bottom, select *Not registered yet? Join us!*



Register for an account, click on the activation email and next time you select a book, log in and read!

English - Reading

Fantastic Mr Fox

Monday Read chapter 4 of Fantastic Mr Fox on the following pages. Create your own cartoon of the story so far. Examples are on the page following chapter 4.

Tuesday Read chapter 4 again. In this chapter the Fox family have to dig for their lives, a frightening experience for the children. Use the pictures of two of the Fox family children (on the page after the cartoon strips) and fill in their thought and speech bubbles. What might they be thinking at this terrible time? What might they say to their parents?

Wednesday As the family escape from the farmers' shovels, the book says ***'they all sat down, panting for breath'.*** For now the foxes are safe. Make up a song to celebrate their escape from the farmers.

Thursday Create your own fox poems.

Friday There are two different types of comprehension – one easier, one harder. Choose the one you want to do, or have a go at both. They follow on from chapter 4.

English - Reading

Fantastic Mr Fox Chapter 4

Chapter 4 The Terrible Shovels

Down the hole, Mrs Fox was tenderly licking the stump of Mr Fox's tail to stop the bleeding. 'It was the finest tail for miles around,' she said between licks. 'It hurts,' said Mr Fox.

'I know it does, sweetheart. But it'll soon get better.'
'And it will soon grow again, Dad,' said one of the Small Foxes.
'It will never grow again,' said Mr Fox. 'I shall be tailless for the rest of my life.' He looked very glum.

There was no food for the foxes that night, and soon the children dozed off. Then Mrs Fox dozed off. But Mr Fox couldn't sleep because of the pain in the stump of his tail. 'Well,' he thought, 'I suppose I'm lucky to be alive at all. And now they've found our hole, we're going to have to move out as soon as possible. We'll never get any peace if we . . . What was that?' He turned his head sharply and listened. The noise he heard now was the most frightening noise a fox can ever hear – the scrape-scrape-scraping of shovels digging into the soil.

'Wake up!' he shouted. 'They're digging us out!'

Mrs Fox was wide awake in one second. She sat up, quivering all over. 'Are you sure that's it?' she whispered.
'I'm positive! Listen!'
'They'll kill my children!' cried Mrs Fox.
'Never!' said Mr Fox.
'But darling, they will!' sobbed Mrs Fox. 'You know they will!'
Scrunch, scrunch, scrunch went the shovels above their heads. Small stones and bits of earth began falling from the roof of the tunnel.
'How will they kill us, Mummy?' asked one of the Small Foxes. His round black eyes were huge with fright. 'Will there be dogs?' he said.

Mrs Fox began to cry. She gathered her four children close to her and held them tight.

English - Reading

Fantastic Mr Fox Chapter 4 continued

Suddenly there was an especially loud crunch above their heads and the sharp end of a shovel came right through the ceiling. The sight of this awful thing seemed to have an electric effect upon Mr Fox. He jumped up and shouted, 'I've got it! Come on! There's not a moment to lose! Why didn't I think of it before!'
'Think of what, Dad?'
'A fox can dig quicker than a man!' shouted Mr Fox, beginning to dig. 'Nobody in the world can dig as quick as a fox!' The soil began to fly out furiously
behind Mr Fox as he started to dig for dear life with his front feet. Mrs Fox ran forward to help him. So did the four children.
'Go downwards!' ordered Mr Fox. 'We've got to go deep! As deep as we possibly can!'
The tunnel began to grow longer and longer. It sloped steeply downward. Deeper and deeper below the surface of the ground it went. The mother and the father and all four of the children were digging together. Their front legs were moving so fast you couldn't see them. And gradually the scrunching and scraping of the shovels became fainter and fainter.

After about an hour, Mr Fox stopped digging. 'Hold it!' he said. They all stopped. They turned and looked back up the long tunnel they had just dug. All was quiet. 'Phew!' said Mr Fox. 'I think we've done it! They'll never get as deep as this. Well done, everyone!'

They all sat down, panting for breath. And Mrs Fox said to her children, 'I should like you to know that if it wasn't for your father we should all be dead by now. Your father is a fantastic fox.'

Mr Fox looked at his wife and she smiled. He loved her more than ever when she said things like that.

English - Reading

Comic Strip story board examples

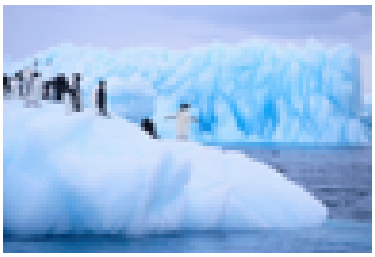
English - Reading

Fantastic Mr Fox

English
Reading Comprehension

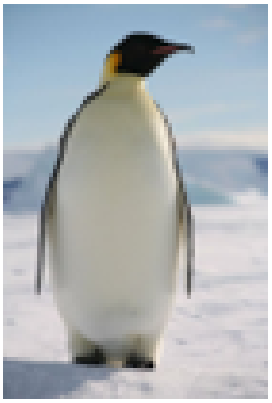
Emperor Penguins

Do you want to be an expert on emperor penguins? Yes? Then read on to find out more.



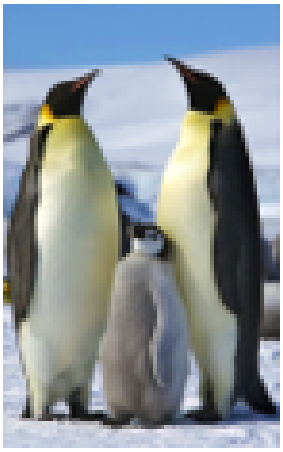
Habitat

Emperor Penguins are large birds who live in Antarctica. They are warm blooded and they can survive in extremely cold temperatures. The baby starts its life on its father's feet.



Appearance

Emperor penguins are the largest of all the penguins. They can grow up to the height of a 7-year-old child. What a tall bird! Adult penguins are mainly black and white with some yellow on their necks. The babies are grey and fluffy but when they grow up their fur turns into feathers.



Diet

Penguins eat fish, krill and squid. Mother penguins hunt for food for their babies. Did you know, they eat their food and spit it back up into their babies' mouths? How strange!

Threats

Penguins are hunted by predators like killer whales, seals and great white sharks. In some parts of Antarctica, penguins are finding it difficult to survive because there is not enough fish for them to eat. We humans need to make sure we don't eat all their fish.

English

Reading Comprehension - Easier

Emperor penguins

1. Finish the sentence

Emperor penguins live in _____

2. Tick the correct word to finish the sentences.

Emperor Penguins eat _____, _____ and _____

☐ sweetcorn	☐ seals	☐ krill
☐ fish	☐ sharks	☐ squid

Baby penguins are _____ and _____

☐ pink	☐ grey
☐ fluffy	☐ scaly

3. An adjective describes a noun. Circle the 2 ***adjectives*** in this sentence.

The babies are grey and fluffy but when they grow up their fur turns into feathers.

4. How tall can an emperor penguin be?

_____

English

Reading Comprehension – Easier (continued)

5. Where do baby penguins live when they are fist born?

_____

6. Jonathon says "Fishing boats in Antarctica are bad for penguins."

Why are fishing boats bad for penguins?

_____

_____

_____

7. Which of these animals hunt penguins? Tick 3.

Lions	
Great white sharks	
Crocodiles	
Seals	
Killer whales	

English
Reading Comprehension - Harder

Pugs of the Frozen North

Winter came in the night, like a white sheet laid over the world. It came so cold and so fast that the waves of the ocean froze as they rolled. The good ship *Lucky Star* froze with them, trapped tight in the suddenly solid sea.

Shen the cabin boy, the youngest member of the crew, stirred in his sleep as the sounds of rippling and splashing faded into frozen silence. He snuggled deeper under the covers, trying to keep warm. Into the silence came other noises. First, the creaking of metal as the ice tightened its grip upon the old ship's sides. Then the voice of Captain Jeggings, bellowing, 'All hands on deck!'

The crew bumbled blinking from their bunks. Able Seaman Bo, Mungbean the ship's cook, and Shen. They stumbled out on deck and stared at the frozen waves which reared up all around them, stiff and white as giant meringues.

'Don't just stand there!' shouted Captain Jeggings, hauling on an icy rope. 'Get us out of here!'

The rope snapped in his hands with a sound like breaking glass. The *Lucky Star* groaned and quivered as the ice clenched tighter.

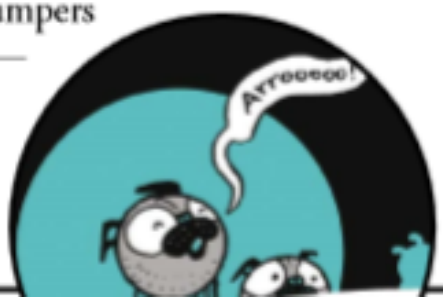
'What shall we do?' asked Shen.

But Captain Jeggings didn't know. Nor did Able Seaman Bo. Nor did Mungbean. They'd weathered storms and sat out calms, but they'd never seen a sea like this before.

Creak. Crunch. Big tusks of ice pushed the planks apart and pierced the *Lucky Star's* sides. *Slosh. Gurgle.* Cold black water which hadn't frozen yet came swirling in. The ship sagged, and all the icicles that decked her rigging tinkled cheerfully. But Captain Jeggings couldn't see anything to be cheerful about.

'The cargo!' he shouted. 'We must save the cargo!'

All summer long, the *Lucky Star* had been cruising from port to port, selling this and buying that. Two thousand chunky-knit jumpers from the Isles of Aran, a second-hand snowmobile— and sixty-six pugs. Captain Jeggings had said those tiny dogs would sell like hot pies. Now, down in the leaking hold, they set up a terrible howling as cold sea sloshed round their paws.



English
Reading Comprehension - Harder

Questions

Read the story on page 1.

1. What do the words 'suddenly solid sea' at the end of the first paragraph tell us?
2. Why is the phrase 'like a white sheet laid over the world' effective?
3. How do the sounds heard by the cabin boy change overnight?
4. How can the reader tell that the cabin boy does not want to get up?
5. What do the words 'bumbled blinking from their bunks' suggest about how the crew are feeling? Why are they effective?
6. When the Captain holds the rope, what happens?
7. Describe the appearance of the sea in this passage.
8. What do the words 'groaned and quivered' in line 15 show us about the ship?
9. Are the crew used to dealing with this kind of weather? How do you know?
10. What is meant by 'cargo'?
11. Do you think that this is a well-organized trip? Why?
12. How do you think the Captain is feeling about the situation.

Extra activities

- Continue the story, writing about what happens next. What do you think happens to the pugs?
- What similes could you use to describe weather conditions? Describe a wintery or summer's day you have experienced.

English
Spelling

Way in

These are some tricky spelling words. They are called tricky because they don't fit into spelling patterns or follow spelling rules. Finish the spelling word search then look up the meanings in a dictionary, then write them in a sentence.

Tricky Words- Spellings

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

BECAUSE COLD EYE

GOLD HOLD MR

OLD PLANT TOLD

WATER WHO

English
Spelling

Further challenge

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

- ❑ imagine
- ❑ increase
- ❑ important
- ❑ interest
- ❑ island
- ❑ knowledge
- ❑ learn
- ❑ length
- ❑ library
- ❑ material

English
Punctuation and Grammar

Week 6 - questions

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

Paz watches the game with his dad Tim and Noor join them

1 mark

***CHALLENGE*: Why are capital letters used for Paz, Tim and Noor?**

2. Tick to show whether each noun is **singular** or **plural**.

Noun	Singular	Plural
a) dress		
b) family		
c) tables		

1 mark

***CHALLENGE*: Write the plural for baby.**

English
Punctuation and Grammar

3. Circle the **adjective** in the sentence below.

The tortoise was faster than the hare .

_____
1 mark

***CHALLENGE*: Improve this sentence by adding an extended noun phrase.**

English
Punctuation and Grammar Quiz

Y3 Grammar and Punctuation Quiz 6

1. Which sentence uses **capital letters** correctly?

	Tick **one**
Imran and Emma went on holiday to spain.	☐
Imran and emma went on holiday to Spain.	☐
imran and emma went on holiday to spain.	☐
Imran and Emma went on holiday to Spain.	☐

_____
1 mark

2. Circle the two **nouns** in the sentence below.

The glaring sun was shining on the sleepy cat.

_____
1 mark

3. Write a **verb** to complete the sentence below.

The teacher was _____ to the children.

_____
1 mark

4. Change the following statement to a **question**. Do not use any additional words. Remember to punctuate your sentence correctly.

The cat will sleep.

_____

_____

_____
1 mark

5. Insert **inverted commas** into the sentence below.

Close the door, said the teacher.

_____
1 mark

6. Tick **one** word to complete the sentence below.

His mum said he could eat an apple _____ a banana.

	Tick **one**
so	☐
that	☐
or	☐
but	☐

_____
1 mark

7. Insert the missing **commas** in the correct place in the sentence below.

The teacher asked the children to bring a change of clothing spending money a warm hat and their lunch.

_____
1 mark

8. Draw a line to match each word to the correct **plural spelling**.

Word	Plural
monkey	monkeies
	monkeys
penny	pennies
	pennys

_____
1 mark

Answers at the end of the pack

English

This week, we are going to start looking at non-chronological reports.

A non-chronological report is a non-fiction report which is not written in time order. A non-chronological report is **focused on a single topic** and includes various facts about this topic. Children may be asked to read and / or write non-chronological reports about all sorts of topics.

Monday
Read the information sheets called Lego Star Wars and Emperor Penguins. These are non- chronological reports. They tell you information in any order except for the introduction which has to come first. How many other non-chronological reports can you find at home?

Tuesday
Use the features of non-chronological reports on the following pages to identify the features in the Emperor Penguin sheet as well as the sheets you found at home on Monday.

Wednesday
Visit the CBBC website and play a game They are designed for younger children. Try playing it and be ready to write a report. Select any of the games found on this link: https://www.bbc.co.uk/cbeebies/games .Using the Game Notes sheets on the following pages, make notes about the game as you play.

Thursday
Using the sheets from Wednesday. Write a report about a game you have at home. Play it with family. Do they agree with your assessment?

Friday
Imagine you are a news presenter for BBC Newsround. Create your own news report that you can present to others. What topics will you include? Will you present a report about children's games, life in lockdown, the importance of daily exercise? You decide what you would like to include. Perhaps you could send your videos in.

English

Lego Star Wars™: The Force Awakens - Game Description

What is it?

The Force Awakens gives a humorous look on the first of the most recent trilogy of Star Wars movies. It contains multiple levels and over 200 characters. It also includes extra and expanded levels. The game delves further into the plot than previous games. It offers detailed story content, covering almost every scene from the movie, but as in previous Lego Star Wars games it's done in a humorous way. You find stormtroopers clowning around at rallies or stocking up on wookiee-cookies for Chewbacca to coax him into the Millennium Falcon.

How is it different to previous versions?

This is the first Lego Star Wars game where the characters speak, but often with humour. It also bridges the gap between The Return of the Jedi story and The Force Awakens. New game features include Multi-Build which allows players to build new paths, then break them up and rebuild different ones. It also includes a duck and cover feature in the exciting new Blaster Battle game mode. The graphics have been greatly developed and flight simulation is fantastic.

How do you play?

As with previous games, you collect 'studs', small LEGO pieces that are used as currency. The game can be played on multiple platforms with many including online co-operative play, allowing two players on different consoles to play the game. However single-console co-operative is also supported.

English

Non-Chronological Report Features

Introduction	☐
Factual information	☐
Paragraphs	☐
Headings	☐
Sub-headings	☐
Pictures/Diagrams/Captions	☐
Present tense	☐
Fact boxes or bullet points	☐
3rd person (he, she, they)	☐

English

Non-Chronological Report Features

Heading

Sub heading

Third Person

Introduction

Picture

Present Tense

Factual Information

Paragraphs

Caption to go with picture

Fact Boxes

Pandas

Pandas are the national animal of China. They are related to bears and have black eye patches.

What do pandas look like?

There are two different types of panda. The giant panda is the most well known but the red panda also lives in the mountains in China. The red panda has a long tail and is the same size as a cat. The giant panda is much bigger and has black and white fur. Both the red and giant pandas are have long, sharp claws that they use to climb trees and strip bamboo.

What do pandas eat?

Pandas are very fussy eaters. Most pandas only eat bamboo, a type of grass. A giant panda will eat half their own weight in bamboo every day.

A giant panda eating bamboo.

What do pandas do?

Pandas spend most of their time eating or sleeping. Young pandas like to play with each other and can be very naughty

Did you know?

Pandas are endangered and if they are not looked after could become extinct.

English

Game Notes

Notes about _____

Who is the game for? (audience)	What is the aim of the game?
How good is it?	How is it played? (rules)
_____	What skills are needed to play?

English

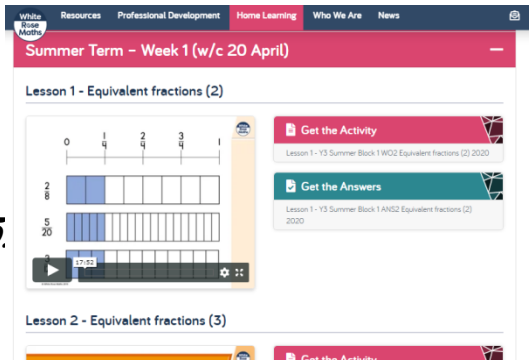
Game Report

Maths

This week we are continuing our fractions plus further revision on division.

Fractions

Visit the WR website: https://whiterosemaths.com/homelearning/year-3/



Following last week's bank holiday our learning this week will be split across two White Rose weeks. Start by selecting 'Week 2' *(**not** Summer Term – Week 2 (w/c 27th April). In this section we will just be looking at **Lesson 5**. Then move to 'Summer Term – Week 1 (w/c 20th April)' where we will use **Lessons 1-4** about fractions – see overview below for details. On these pages* you will find all the video clips you need about fractions. Please work through one video and relevant questions each day and importantly, complete them in the correct order. The questions and answers are included in this pack.

Overview of week 2

Lesson 5 – Equivalent fractions (1)

Overview of Summer Term Week 1 (w/c 20 April)

Lesson 1 - Equivalent fractions (2)
Lesson 2 - Equivalent fractions (3)
Lesson 3 – Compare fractions
Lesson 4 – Order fractions

If you are finding the year 3 fractions too difficult, please return to the year 2 fractions and continue recapping these, select "Week 2" https://whiterosemaths.com/homelearning/year-2/ to watch Lesson 5 video. For the next two lessons, look at "Summer Term - Week 1 (w/c 20th April) and look at lessons 1 & 2. All questions and answers can be found in the pack.

Division

Once you have completed your fractions work each day, please work on some of the revision activities which can be found on the following pages.

Times Tables Rock Stars

Please log in and play games for about 20 minutes per day. This will help your times tables knowledge and will help your team in their "Battle of the Bands"

Mental Maths

There are some mental maths questions for you on the following pages too. Have a go, write your answers but explain how you worked them out too.

Maths
Times Tables Rock Stars / PiXL

https://ttrockstars.com/

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

What out for challenges from the teachers!

This week's ***Battle of the Bands:***

Starts Monday @ 9am

Inter-House Competition (SG v SN; SA v SP)

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 can also go onto Prodigy maths.

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

Mental Maths
Warm up your brain!

There are 16 ducks and 5 swans on a lake. How many birds are there altogether?

5 ducks leave.
How many now?...

4 more ducks leave and 2 new swans arrive. How many now?

Georgia cuts 12cm off a piece of ribbon. It is now 88cm long. What did it measure at the start?

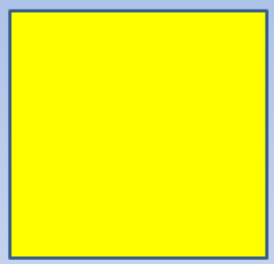
She then cuts it in half.
What does each half measure?...

She wants a piece that is 35cm long.
What must she trim off to get this?

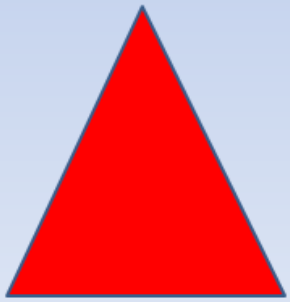
Mental Maths
Warm up your brain!

How many corners do 2 squares have?

How many corners do 2 squares and 2 triangles have?...



How about 3 squares and 3 triangles?



Each hot dog has 2 sausages. How many sausages will I need for 7 hot dogs?

How many hot dogs can I make with 20 sausages?...

If each person eats 1 hot dog, how many sausages will I need to feed 9 people?

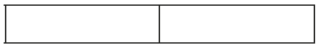
Maths – Fractions

Year 3 – Week 2, Lesson 5 Questions

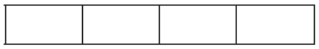
Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

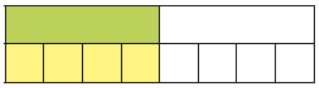


b) Shade $\frac{2}{4}$ of the bar model.

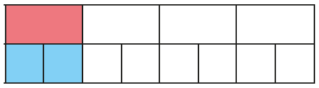


What do you notice?

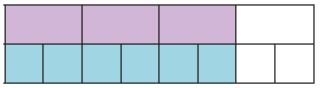
2 Complete the equivalent fractions.

a) 

$\frac{1}{2} = \frac{\square}{8}$

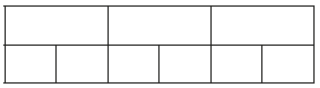
b) 

$\frac{1}{4} = \frac{2}{\square}$

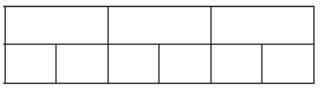
c) 

$\frac{3}{4} = \frac{6}{\square}$

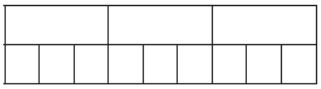
3 Shade the bar models to represent the equivalent fractions.

a) 

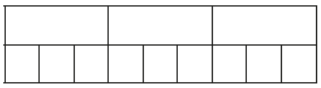
$\frac{1}{3} = \frac{2}{6}$

b) 

$\frac{2}{3} = \frac{4}{6}$

c) 

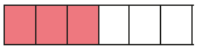
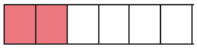
$\frac{1}{3} = \frac{3}{9}$

d) 

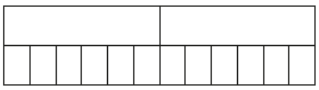
$\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

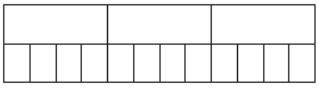
4 Match each bar model to its equivalent fraction.

$\frac{1}{2}$	
$\frac{1}{3}$	
$\frac{1}{4}$	
$\frac{1}{8}$	

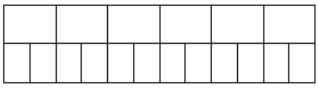
5 Shade the bar models to complete the equivalent fractions.

a) 

$\frac{1}{2} = \frac{\square}{12}$

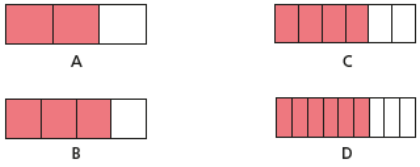
b) 

$\frac{1}{3} = \frac{\square}{12}$

c) 

$\frac{1}{6} = \frac{\square}{12}$

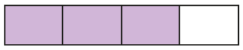
6 The bar models represent fractions.



Which is the odd one out? _____

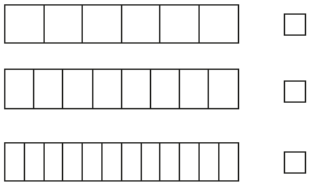
Why do you think this?

7 This bar model represents $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.



Talk to a partner about your answers.

Maths – Fractions

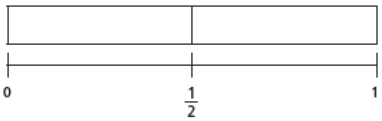
Year 3 – Week 1 Summer Term (w/c 20th April)

Lesson 1 Questions

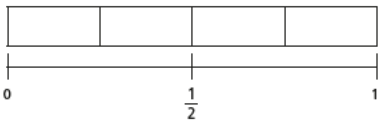
Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

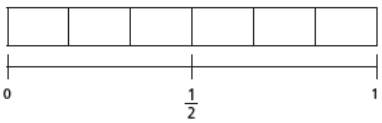
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.



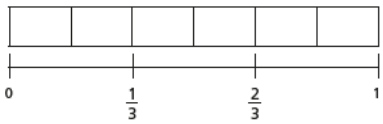
d) What do you notice?

e) Write another fraction that is equivalent to $\frac{1}{2}$

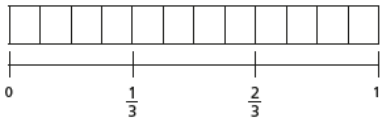
$\square$

2 Shade $\frac{2}{3}$ of each bar model.

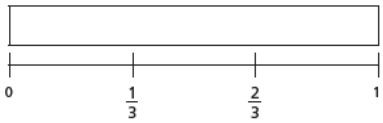
a)



b)



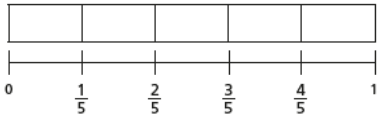
c)

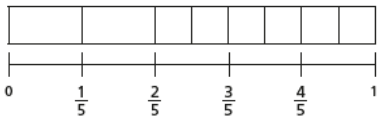


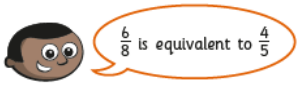
d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$

3 Mo is finding equivalent fractions.





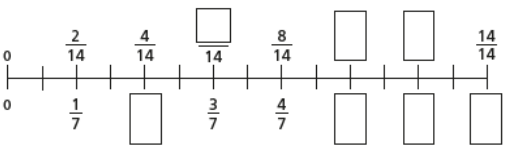


Do you agree with Mo? _____

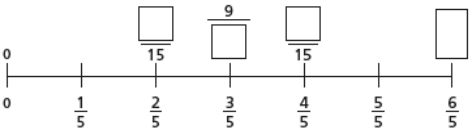
Explain your answer.

4 Find the missing numbers.

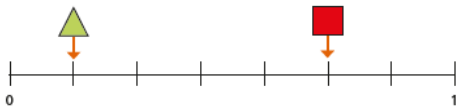
a)



b)



5 Here is a number line.



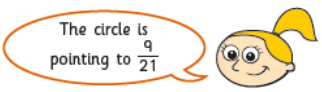
a) What fraction is each shape pointing to?

▲ = $\square$ ■ = $\square$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

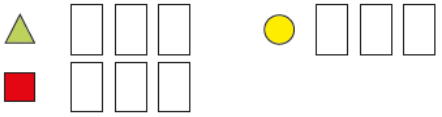
c)



Do you agree with Eva? _____

Show how you worked this out.

d) Write three equivalent fractions for each shape.



Compare answers with a partner.

Maths – Fractions

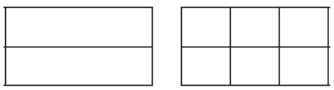
Year 3 – Week 1 Summer Term (w/c 20th April)

Lesson 2 Questions

Equivalent fractions (3)

1 Shade the shapes to help you complete the equivalent fractions.

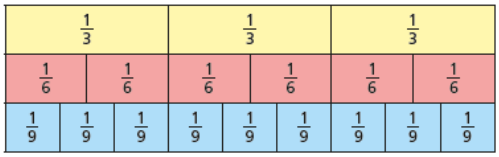
a)  $\frac{1}{3} = \frac{\square}{\square}$

b)  $\frac{1}{2} = \frac{\square}{\square}$

c)  $\frac{3}{4} = \frac{\square}{\square}$

d)  $\frac{3}{4} = \frac{\square}{\square}$

2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{3} = \frac{\square}{6}$

b) $\frac{1}{3} = \frac{\square}{9}$

c) $\frac{2}{3} = \frac{4}{\square}$

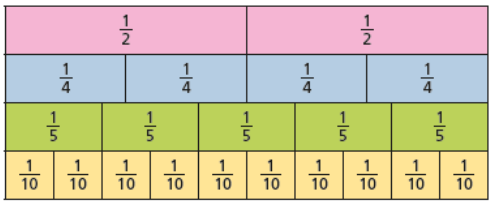
d) $\frac{2}{3} = \frac{6}{\square}$

e) $\frac{4}{6} = \frac{6}{\square}$

f) $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

4 Use the fraction wall to decide whether the fractions are equivalent or not.



Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ _____ equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ _____ equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ _____ equivalent to $\frac{5}{10}$

d) $\frac{3}{10}$ _____ equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ _____ equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ _____ equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 a) What fraction of each shape is shaded?

b) Use the fractions in part a) to complete the sentences.

☐ is equivalent to ☐

☐ is equivalent to ☐

☐ is not equivalent to ☐

☐ is not equivalent to ☐

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$ 

Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?

Maths – Fractions

Year 3 – Week 1 Summer Term (w/c 20th April)

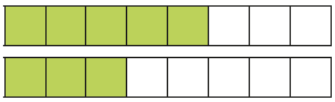
Lesson 3 Questions

Compare fractions

1 Write <, > or = to compare the fractions.

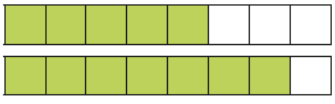
Use the bar models to help you.

a)



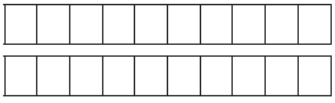
$\frac{5}{8}$ ◯ $\frac{3}{8}$

b)



$\frac{5}{8}$ ◯ $\frac{7}{8}$

c)



$\frac{5}{10}$ ◯ $\frac{7}{10}$

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

a) $\frac{1}{5}$ ◯ $\frac{3}{5}$

b) $\frac{2}{5}$ ◯ $\frac{2}{5}$

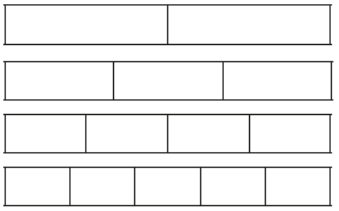
c) $\frac{2}{7}$ ◯ $\frac{6}{7}$

d) $\frac{6}{7}$ ◯ $\frac{2}{7}$

e) $\frac{6}{13}$ ◯ $\frac{12}{13}$

f) $\frac{13}{15}$ ◯ $\frac{13}{15}$

3 Here are some bar models.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$ ◯ $\frac{1}{3}$ $\quad$ $\frac{1}{4}$ ◯ $\frac{1}{3}$ $\quad$ $\frac{1}{5}$ ◯ $\frac{1}{3}$

$\frac{1}{3}$ ◯ $\frac{1}{2}$ $\quad$ $\frac{1}{4}$ ◯ $\frac{1}{5}$ $\quad$ $\frac{1}{5}$ ◯ $\frac{1}{2}$

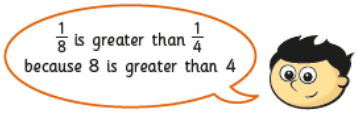
4 What could the missing numerators and denominators be?

Give three examples for each.

a) $\frac{1}{5} < \frac{\square}{5}$ $\quad$ $\frac{1}{5} < \frac{\square}{5}$ $\quad$ $\frac{1}{5} < \frac{\square}{5}$

b) $\frac{1}{5} < \frac{1}{\square}$ $\quad$ $\frac{1}{5} < \frac{1}{\square}$ $\quad$ $\frac{1}{5} < \frac{1}{\square}$

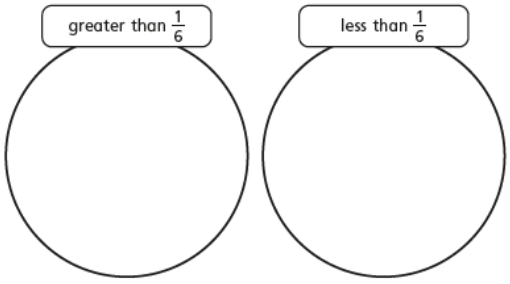
5 Jack is comparing fractions.



Draw bar models to show that Jack is wrong.

6 Sort the fractions into the circles.

$\frac{5}{6}$ $\quad$ $\frac{1}{8}$ $\quad$ $\frac{1}{2}$ $\quad$ $\frac{2}{6}$ $\quad$ $\frac{1}{12}$ $\quad$ $\frac{3}{6}$



7 Complete the sentences using the word bank.

numerator | denominator | greater | smaller

a) When fractions have the same denominator, the greater the _____, the _____ the fraction.

b) When fractions have the same numerator, the greater the _____, the _____ the fraction.

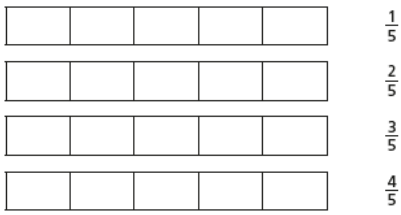
Maths – Fractions

Year 3 – Week 1 Summer Term (w/c 20th April)

Lesson 4 Questions

Order fractions

1 a) Shade the bar models to represent the fractions.



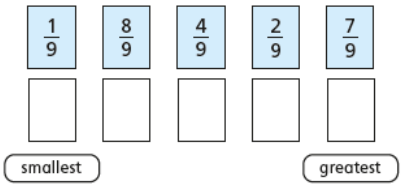
b) What do you notice?

c) Complete the sentence.

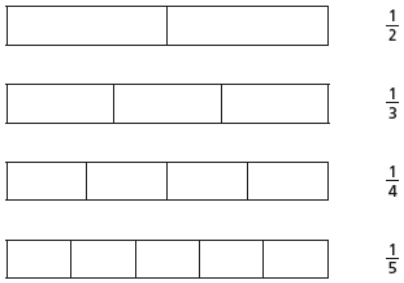
numerator | denominator | greater | smaller

When fractions have the same _____, the _____ the _____ the _____ the fraction.

2 Write the fractions in order, starting with the smallest.



3 a) Shade the bar models to represent the fractions.



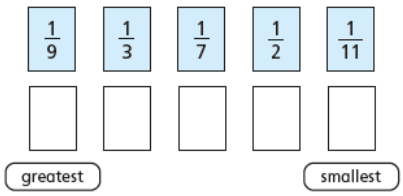
b) What do you notice?

c) Complete the sentence.

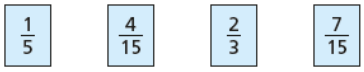
numerator | denominator | greater | smaller

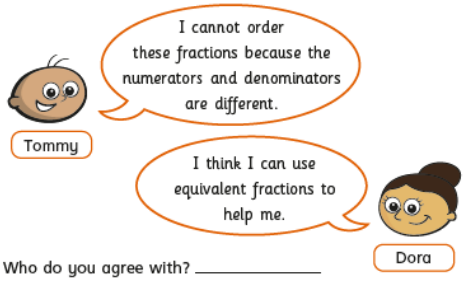
When fractions have the same _____, the _____ the _____ the _____ the fraction.

4 Write the fractions in order, starting with the greatest.



5 Tommy and Dora are ordering fractions.





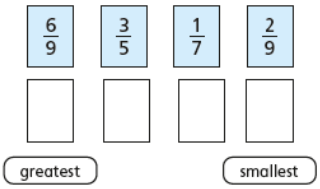
Who do you agree with? _____

Talk about it with a partner.

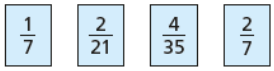
6 a) Complete the equivalent fractions.

$\frac{3}{5} = \frac{6}{\square}$ $\frac{2}{9} = \frac{6}{\square}$ $\frac{1}{7} = \frac{6}{\square}$

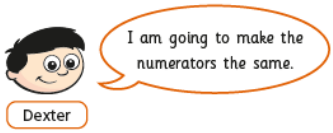
b) Write the fractions in order, starting with the greatest.



7 Dexter and Alex are ordering fractions from smallest to greatest.

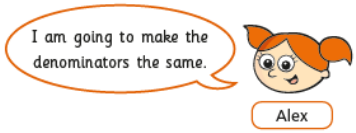


a)



Use Dexter's method to put the fractions in order.

b)



Use Alex's method to put the fractions in order.

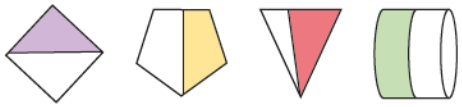
c) Which method do you prefer? Talk about it with a partner.

Maths – Fractions

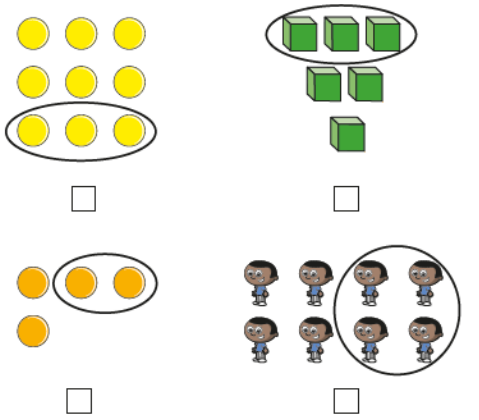
Year 2 – Week 2, Lesson 5 Questions

Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$

1 Circle the shapes that have $\frac{1}{2}$ shaded.



2 Tick the groups that have $\frac{1}{2}$ circled.



3 Here are two bar models.

a) Colour $\frac{2}{4}$ of the bar model.

b) Colour $\frac{1}{2}$ of the bar model.

What do you notice? Talk to a partner.

4 Use the sweets to help you answer the questions.

a) What is $\frac{1}{2}$ of 12?

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

c) What is $\frac{2}{4}$ of 12?

5 Write the missing numbers.

$\frac{3}{4}$ of 20 = ☐

$\frac{1}{2}$ of 20 = ☐

20

$\frac{2}{4}$ of 20 = ☐

$\frac{1}{4}$ of 20 = ☐

6 Solve the problems.

a) Find $\frac{2}{4}$ of £8

£☐

b) Find $\frac{2}{4}$ of 24 kg

☐ kg

How did you work out the answers?

7 Write the missing number.

$\frac{1}{2} = \frac{☐}{4}$

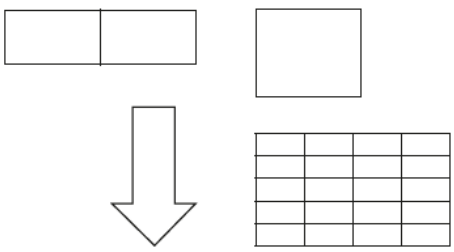
8

You cannot find $\frac{2}{4}$ of this shape as you cannot divide it into 4 equal parts.

a) Do you agree with Dexter? _____

Talk about it with a partner.

b) Colour $\frac{2}{4}$ of each shape.



Talk to a partner about how you did it.

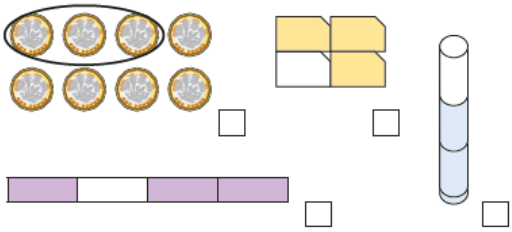
Maths – Fractions

Year 2 – Week 1 Summer Term (w/c 20th April)

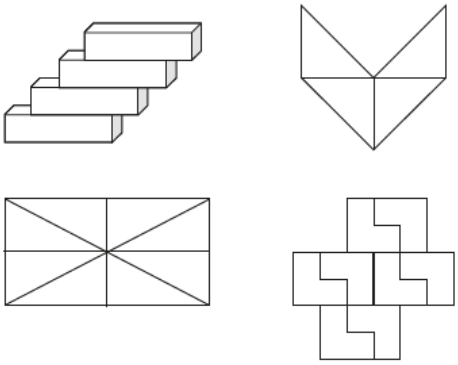
Lesson 1 Questions

Find three quarters

1 Tick the representations that show $\frac{3}{4}$



2 Colour $\frac{3}{4}$ of each shape.



3 Rosie is sharing out 16 strawberries.

She shares them into 4 equal groups.

a) What is $\frac{1}{4}$ of the strawberries?

$\frac{1}{4}$ of 16 = ☐

b) What is $\frac{2}{4}$ of the strawberries?

$\frac{2}{4}$ of 16 = ☐

c) What is $\frac{3}{4}$ of the strawberries?

$\frac{3}{4}$ of 16 = ☐

d) What is $\frac{4}{4}$ of the strawberries?

$\frac{4}{4}$ of 16 = ☐

4 Work out $\frac{3}{4}$ of £20

£ ☐

5 Year 2 are planting sunflower seeds.

Annie has 4 pots and 12 seeds.

She plants the same number of seeds in each pot.

a) Draw the seeds she puts in each pot.

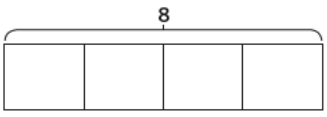
b) Complete the number sentences.

$\frac{1}{4}$ of 12 = ☐ $\frac{3}{4}$ of 12 = ☐

6 The bar model is split into 4 equal parts.

a) What is the value of each part?

Label it on the bar model.



b) Use the bar model to find $\frac{3}{4}$ of 8 ☐

7 Draw a bar model to find $\frac{3}{4}$ of 40

$\frac{3}{4}$ of 40 = ☐

8 Write <, > or = to compare the statements.

a) $\frac{1}{4}$ of 4 ◯ $\frac{3}{4}$ of 4

b) $\frac{1}{2}$ of 20 ◯ $\frac{3}{4}$ of 20

9 Scott has some seeds.

He puts $\frac{3}{4}$ of the seeds into his hand.

He puts the rest of the seeds on the table.

How many seeds does Scott have in his hand?

Use a bar model to help you. ☐

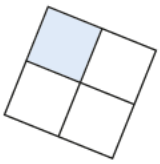
Maths – Fractions

Year 2 – Week 1 Summer Term (w/c 20th April)

Lesson 2 Questions

Count in fractions

1 Dani colours part of this shape.



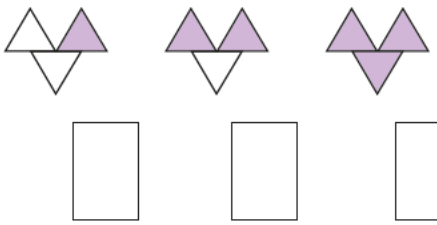
a) What fraction of the shape has Dani coloured?

b) Colour another small square.
What fraction of the shape is now coloured?

c) Colour another small square.
What fraction of the shape is now coloured?

d) Colour another small square.
What fraction of the shape is now coloured?

2 What fraction of each shape is shaded?

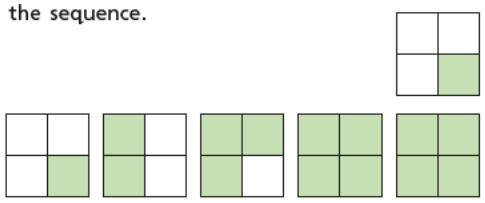


Say the fractions out loud to a partner.

3 Huan is colouring squares to make a sequence.

What fraction of each diagram is coloured?

Count the fractions out loud and continue the sequence.



$\frac{1}{4}$ $\frac{2}{4}$

4 Aisha is counting pieces of fruit.

How many strawberries are there altogether?

There are ____ strawberries.

5 The children in the class would like a whole apple each.

How many whole apples can be made from these quarters?

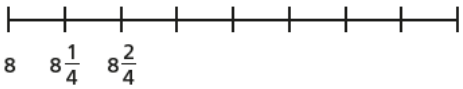
____ whole apples can be made.

6 Write the missing fractions.

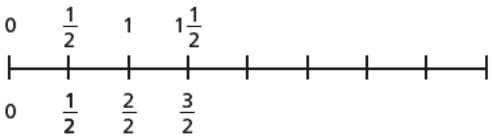
a)

5	$5\frac{1}{4}$	$5\frac{2}{4}$				

b)

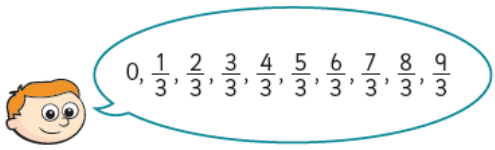


7 Complete the number line.



What is the same? What is different?

8 Ron is counting to 3 in thirds.



Is Ron correct? _____

Use the number line to show how you know this.

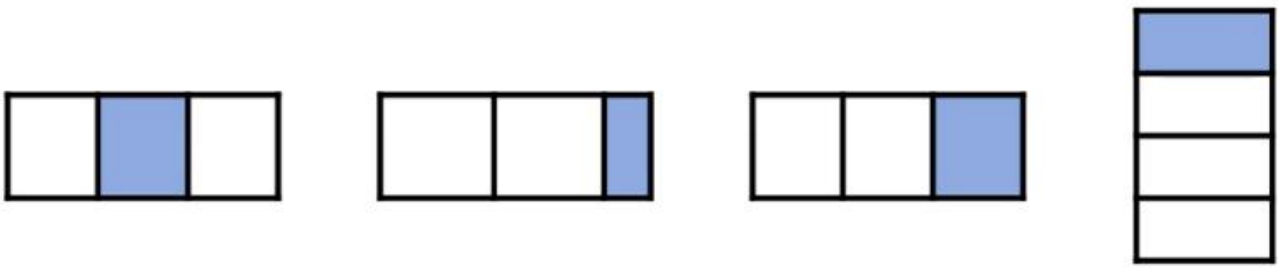
Maths – Fractions

Year 2 – Lesson 3 Questions

No videos today, just try these revision questions

What fraction of the cakes are chocolate?

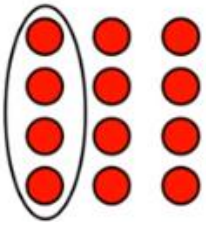
Which have one third shaded?



What fraction of the shape is shaded?

Write your answer in two ways.

What unit fraction is represented?



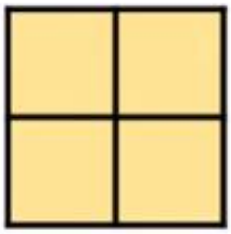
Maths – Fractions

Year 2 – Lesson 4 Questions

No videos today, just try these revision questions

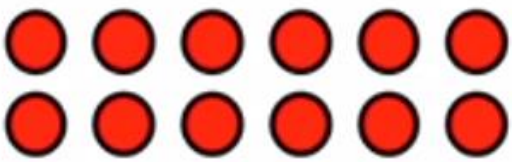
What is $\frac{3}{4}$ of 16?

What fraction is shaded?



What is $\frac{1}{3}$ of 18?

What is $\frac{1}{4}$ of the counters?



Mosaic Maths Challenge

Space-Themed 3 Times Table Mosaic

Solve the calculations to reveal a hidden picture. Each answer has a special colour.

light blue = 1 – 4	dark blue = 5 – 12	skin colour (of your choice) = 13 – 24	black = 25 – 36

18 ÷ 3	2 × 3	33 ÷ 3	24 ÷ 3	2 × 3	30 ÷ 3	3 × 3	36 ÷ 3	21 ÷ 3
9 × 3	24 ÷ 3	36 ÷ 3	33 ÷ 3	18 ÷ 3	33 ÷ 3	6 ÷ 3	1 × 3	5 × 3
12 × 3	6 ÷ 3	1 × 3	12 ÷ 3	36 ÷ 3	21 ÷ 3	12 ÷ 3	36 ÷ 3	3 × 3
3 × 3	21 ÷ 3	30 ÷ 3	6 ÷ 3	3 ÷ 3	3 × 3	3 ÷ 3	21 ÷ 3	30 ÷ 3
36 ÷ 3	9 ÷ 3	6 ÷ 3	12 ÷ 3	9 ÷ 3	1 × 3	9 ÷ 3	33 ÷ 3	18 ÷ 3
30 ÷ 3	3 ÷ 3	21 ÷ 3	36 ÷ 3	9 ÷ 3	6 ÷ 3	12 ÷ 3	2 × 3	24 ÷ 3
9 × 3	11 × 3	30 ÷ 3	18 ÷ 3	2 × 3	1 × 3	9 ÷ 3	7 × 3	10 × 3
15 ÷ 3	27 ÷ 3	36 ÷ 3	30 ÷ 3	4 × 3	6 ÷ 3	21 ÷ 3	8 × 3	12 × 3
24 ÷ 3	18 ÷ 3	6 × 3	12 ÷ 3	3 ÷ 3	9 ÷ 3	36 ÷ 3	18 ÷ 3	3 × 3
2 × 3	4 × 3	30 ÷ 3	2 × 3	21 ÷ 3	4 × 3	27 ÷ 3	33 ÷ 3	24 ÷ 3

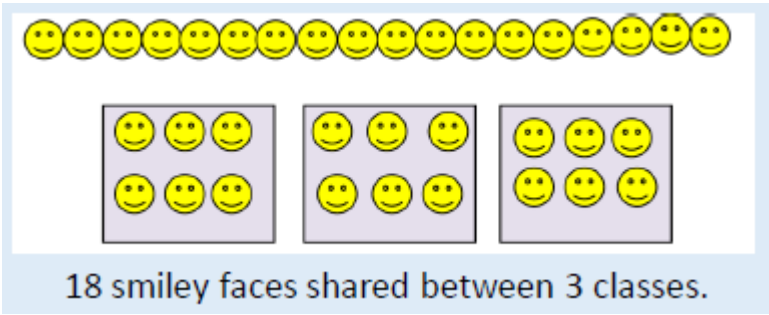
Challenge: Complete each statement using <, > or =.

12 ÷ 3 ☐ 2 × 3 27 ÷ 3 ☐ 3 × 3 4 × 3 ☐ 27 ÷ 3

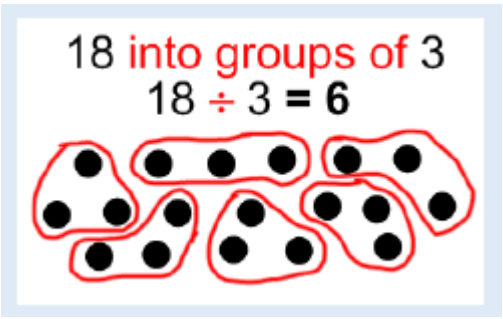
Maths – Division
Steps to Success

In year 2, you continued your learning about division through sharing and grouping (see 1 & 2 below). You also used number lines by counting jumps to show the number of groups when dividing by a number (see 3 below). Finally you used arrays to show the different division facts.

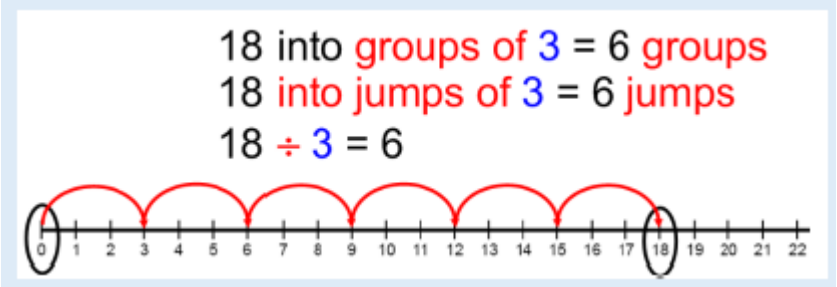
1. Sharing



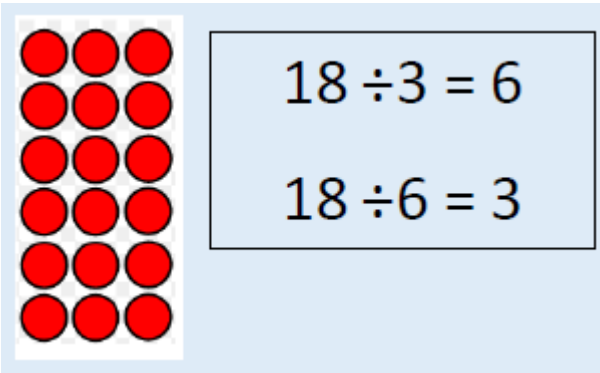
2. Grouping



3. Grouping using number lines



4. Division using arrays



Maths – Division
Steps to Success

You have been learning how to use formal written methods to lay out your division calculations. Sometimes the divisor (the number we are dividing by) does not go exactly into the dividend (the number being divided). In this week's questions, we will be looking at remainders within calculations.

1) Use a formal written method to complete the following calculation: **72 ÷ 4 = ?**

2) Write your calculation out like this:

$$4 \overline{)\ 7\ 2}$$

3) Start by working out how many times 4 (the divisor) goes into the tens digit (7) and write the answer above the tens digit.

$$\begin{array}{r} 1\ \ \\ 4 \overline{)\ 7\ ^{3}2} \end{array}$$

4 goes into 7 once, but there are 3 left over. These three tens are now placed in front of the ones digit to make 32.

4) Next, work out how many times 4 (the divisor) goes into the ones digit (2) plus the 3 tens, i.e. 32, and write the answer above the ones digit.

$$\begin{array}{r} 1\ 8 \\ 4 \overline{)\ 7\ ^{3}2} \end{array}$$

5) Finally write the answer to the division calculation.

72 ÷ 4 = 18

Maths – Division

For **each** of the **Practice 1** division questions, use **two** different methods (as shown on the previous pages) to work out the answer - show your workings. A number line has been included in the reference pages at the end of the pack if you need one, or you could draw your own.

Once you have completed **Practice 1**, try the **Practice 2** questions. This time make sure you use the formal written method from the previous page.

Practice 1

1) 42 ÷ 3 =
2) 56 ÷ 4 =
3) 58 ÷ 2 =
4) 75 ÷ 5 =
5) 96 ÷ 8 =
6) 78 ÷ 3 =
7) 80 ÷ 5 =
8) 36 ÷ 2 =
9) 72 ÷ 4 =
10) 84 ÷ 3 =

Practice 2

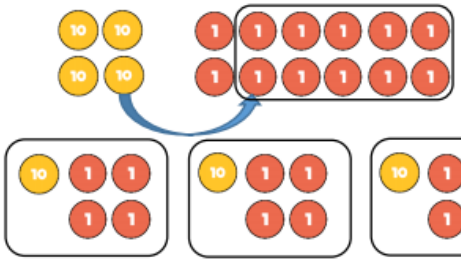
1) 98 ÷ 2 =
2) 64 ÷ 4 =
3) 48 ÷ 3 =
4) 90 ÷ 5 =
5) 426 ÷ 3 =
6) 574 ÷ 2 =
7) 630 ÷ 5 =
8) 548 ÷ 4 =
9) 564 ÷ 3 =
10) 985 ÷ 5 =

Answers at the end of the pack

Maths – Division

Varied Fluency Problems – Show your workings

Ron uses place value counters to divide 42 into three equal groups.



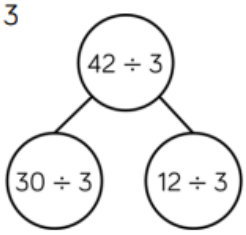
He shares the tens first and exchanges the remaining ten for ones.

Then he shares the ones.
$42 \div 3 = 14$

Use Ron's method to calculate $48 \div 3$, $52 \div 4$ and $92 \div 8$

Annie uses a similar method to divide 42 by 3

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



Use Annie's method to calculate:

$96 \div 8$ $96 \div 4$ $96 \div 3$ $96 \div 6$

Problem Solving and Reasoning
Prove your answer, show your thinking…

Compare the statements using <, > or =

$48 \div 4$ ◯ $36 \div 3$

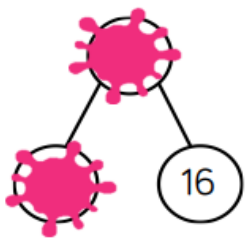
$52 \div 4$ ◯ $42 \div 3$

$60 \div 3$ ◯ $60 \div 4$

Amir partitioned a number to help him divide by 8

Some of his working out has been covered with paint.

What number could Amir have started with?



Other Subjects

Subject	Work at home ideas
Science	**<u>This week is all about science fun</u>** Have a go at some of these fun science activities. There is a website for you to choose the activity you would like to try or you could choose from the ones I have selected for you.
Topic	**<u>National Deaf Awareness Week</u>** Last week was National Deaf Awareness week. To celebrate this we have put together a range of activities for you to engage in. Perhaps when we get back together you will be able to sign 'hello'.
PE	PE at home have published some ideas of how you can do athletic activities in your garden using household objects. We have included activities for both KS1 and KS2 to add some variety.
Art/DT	This week we are back to monsters! We are looking at different patterns you could use to create different textures on your monster's body. Look at the Art pages for more information.
ICT	This week we are coding our own game. Try out the game programming activity and share your game with us.
Music	**<u>Research the life and music of a MOTOWN singer (continued)</u>** Create an information booklet / poster/ biography of their life and music. You could create your own song in their style and then perhaps upload yourself singing it. Some of the more famous Motown artists are: *Smokey Robinson, The Supremes, Stevie Wonder, The Commodores – with Lionel Richie, Michael Jackson / The Jackson 5, Diana Ross, The Four Tops*
French	This week out theme is ***Who are you?*** And there are a couple of sheets for you to complete with your family!
RE	This term we are learning about the Kingdom of God. This week we are retelling the story of Pentecost.
PSHE	**<u>Personal, social, health, education</u>** This week's topic is the third in the series of moods and attitudes. Follow the instruction sheet at the end of the pack.

Science

This week we are going to have some science fun try some different investigations.

Below is a link to a website with fun science ideas.
http://www.sciencekids.co.nz/experiments.html

Or try one of these:

Make an Egg Float in Salt Water

An egg sinks to the bottom if you drop it into a glass of ordinary drinking water but what happens if you add salt? The results are very interesting and can teach you some fun facts about density

What you'll need:

- One egg
- Water
- Salt
- A tall drinking glass

Instructions

1. Pour water into the glass until it is about half full.
2. Stir in lots of salt (about 6 tablespoons).
3. Carefully pour in plain water until the glass is nearly full (be careful to not disturb or mix the salty water with the plain water).
4. Gently lower the egg into the water and watch what happens.

What's happening?

Salt water is denser than ordinary tap water, the denser the liquid the easier it is for an object to float in it. When you lower the egg into the liquid it drops through the normal tap water until it reaches the salty water, at this point the water is dense enough for the egg to float. If you were careful when you added the tap water to the salt water, they will not have mixed, enabling the egg to amazingly float in the middle of the glass.

Science

Make a Parachute

Design and Test a Parachute

Learn about air resistance while making an awesome parachute! Design one that can fall slowly to the ground before putting it to the test, making modifications as you go

If you are feeling really brave you could make a basket to carry an egg and see if you can parachute an egg to the ground without it breaking

What you'll need:

- A plastic bag or light material
- Scissors
- String
- A small object to act as the weight, a little action figure would be perfect

Instructions:

1. Cut out a large square from your plastic bag or material.
2. Trim the edges so it looks like an octagon (an eight sided shape).
3. Cut a small whole near the edge of each side.
4. Attach 8 pieces of string of the same length to each of the holes.
5. Tie the pieces of string to the object you are using as a weight.
6. Use a chair or find a high spot to drop your parachute and test how well it worked, remember that you want it to drop as slow as possible.

What's happening?

Hopefully your parachute will descend slowly to the ground, giving your weight a comfortable landing. When you release the parachute the weight pulls down on the strings and opens up a large surface area of material that uses air resistance to slow it down. The larger the surface area the more air resistance and the slower the parachute will drop.

Cutting a small hole in the middle of the parachute will allow air to slowly pass through it rather than spilling out over one side, this should help the parachute fall straighter.

Science

Diet Coke & Mentos Eruption

What you'll need:

- Large bottle of Diet Cola
- About half a pack of Mentos
- Geyser tube (optional but makes things much easier)

Instructions

1. Make sure you are doing this experiment in a place where you won't get in trouble for getting Diet Cola everywhere! Outside on some grass is perfect, please don't try this one in your family lounge!!

2. Stand the Diet Cola upright and unscrew the lid.

3. Time for the fun part, drop the Mentos quickly into the Diet Cola **and run like mad!** If you've done it properly a huge geyser of Diet Cola should come flying out of the bottle, it's a very impressive sight. The record is about 9 metres (29 feet) high!

What's happening?

Although there are a few different theories around about how this experiment works, the most favoured reason is because of the combination of carbon dioxide in the Diet Cola and the little dimples found on Mentos candy pieces.

The thing that makes soda drinks bubbly is the carbon dioxide that is pumped in when they bottle the drink at the factory. It doesn't get released from the liquid until you pour it into a glass and drink it, some also gets released when you open the lid (more if you shake it up beforehand). This means that there is a whole lot of carbon dioxide gas just waiting to escape the liquid in the form of bubbles.

Dropping something into the Diet Cola speeds up this process by both breaking the surface tension of the liquid and also allowing bubbles to form on the surface area of the Mentos. Mentos candy pieces are covered in tiny dimples (a bit like a golf ball), which dramatically increases the surface area and allows a huge amount of bubbles to form.

The experiment works better with Diet Cola than other sodas due to its slightly different ingredients and the fact that it isn't so sticky. I also found that Diet Cola that had been bottled more recently worked better than older bottles that might have lost some of their fizz sitting on shop shelves for too long, just check the bottle for the date

Science

Make Your Own Quick Sand

Quick sand is a fascinating substance, make some of your own and experiment on a safe scale. Amaze your friends by demonstrating how it works

What you'll need:

- 1 cup of maize cornflour
- Half a cup of water
- A large plastic container
- A spoon

Instructions:

1. This one is simple, just mix the cornflour and water thoroughly in the container to make your own instant quick sand.
2. When showing other people how it works, stir slowly and drip the quick sand to show it is a liquid.
3. Stirring it quickly will make it hard and allow you to punch or poke it quickly (this works better if you do it fast rather than hard).
4. Always stir your instant quicksand slowly just before you use it.

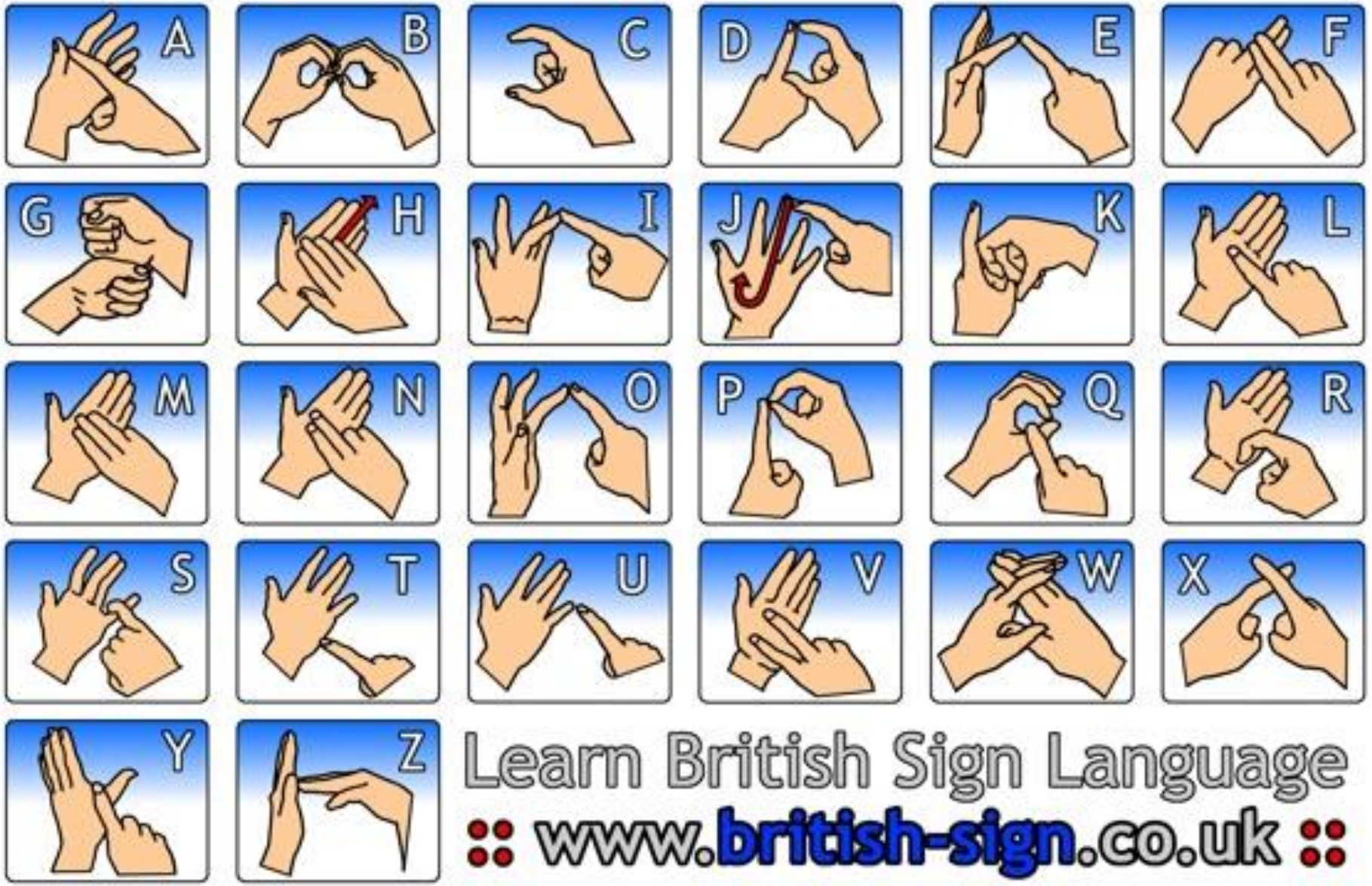
What's happening?

If you add just the right amount of water to cornflour it becomes very thick when you stir it quickly. This happens because the cornflour grains are mixed up and can't slide over each other due to the lack of water between them. Stirring slowly allows more water between the cornflour grains, letting them slide over each other much easier.

Poking it quickly has the same effect, making the substance very hard. If you poke it slowly it doesn't mix up the mixture in the same way, leaving it runny.

It works in much the same way as real quick sand.

BSL Fingerspelling Alphabet



Topic

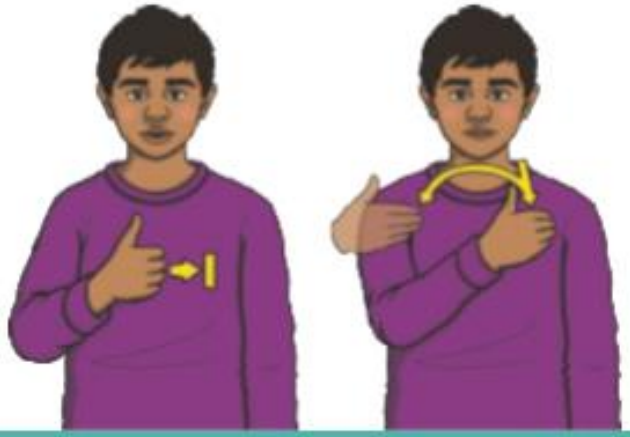
Try learning sign language

Topic

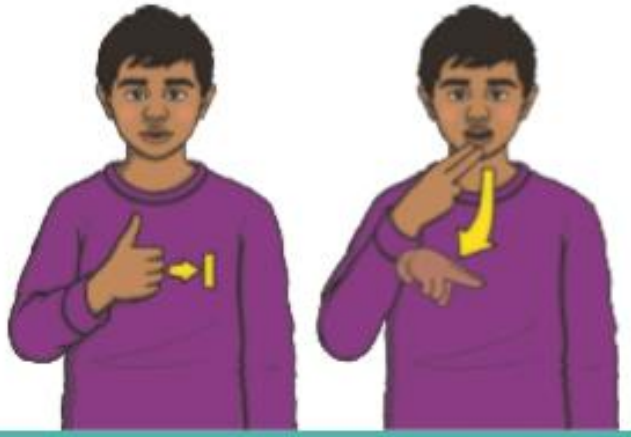
Learn some phrases

hello/goodbye

How are you?



good morning



good afternoon

Topic

Learn some phrases

good night

sorry

Thank you.

good

Topic

Have a go at colours

red

yellow

pink

green

purple

orange

blue

brown

black

white

gold

silver

grey

dark

light

colour

Topic

Learn the song 'Sing a Rainbow'

Sing a Rainbow


Red


and yellow


and pink


and green,


purple


and orange


and blue.


I


can


sing


a rainbow,


sing


a rainbow,


sing


a rainbow


too.

PE

#stayhomestayactive

#PEatHome

PE at Home – ATHLETICS - JUMPS

EXPLORE

Find about 10 small objects - balls of screwed up paper, rolled up socks, or small soft toys will do. Spread them out on the floor/ground. Put some in pairs and some on their own.

Bright ideas:
- Jump over the paired objects with 2 feet, and the single objects on one foot.
- Find as many different ways of jumping over your objects on 2 feet or 1 foot.
- Can you create a route or circuit for your jumping?

Add in doing this to music for some extra fun!

PRACTICE

Use your objects to make a V shape

Start at the narrow end and jump across from one side to the other. Try using 1 foot and 2 foot jumps first. Then just jump 2 feet to 2 feet.

See how far along you can jump across your 'V'.

How did it feel when you jumped further each time you practiced this?

DEVELOP

Use these Top Tips to help you jump further:
* Start with your knees bent.
* Swing your arms and reach forwards as you jump.
* EXPLODE up and forwards using your legs and toes to push off.

Can you create an instructions poster for practicing and improving a standing long jump?

Give your instructions to someone in your family and ask them to use them to improve their technique.

Maths Challenge!

Measure the distance of your longest jump.
Can you write that as metres (m), centimetres (cm) and millimetres (mm)?

Which is the best unit of measure to use for measuring standing long jump? Why do you think this?

Standing Long Jump was last in the Olympic Games in 1912

* Can you find out who won the Gold medal and how far they jumped?
* Can you find out who the World Record holder is now?
* What other sport does this person play?
* What is the current World Record and when was it achieved?

Parent's Tip!

Start with a narrow 'V' and gradually increase it as your child improves.

@KESSPB
@awhitehousePE
@SarahLayPE

Where can I go to take part in more athletics?
https://clubspeak.co.uk/clubs/rowheath-athletics-club/
https://www.birchfieldharriers.com/
https://rcac.co.uk/

BIRCHFIELD HARRIERS

Make sure you have enough room to complete the tasks!

KS2

#stayhomestayactive

#PEatHome

PE at Home – ATHLETICS - JUMPS

EXPLORE

Find a small space ideally with a soft landing.

How many different ways can you find to jump?

Bright ideas:
- How far can you jump?
- How high can you jump?
- Can you jump from side to side?
- Can you jump and turn?

Can you jump far, high, right, left, backwards, forwards and repeat?

Now add some music to your jumping to make it more fun.

PRACTICE

Draw out a hopscotch like this one to practice your jumping

You can use chalk, tape or squares of paper.

Start on number 1

* Can you jump forwards and sideways on to each number in order?
* Can you jump far over the double numbers?
* Can you jump high in the air and land carefully on every number or just odds and evens?

DEVELOP

Can you draw out your own hopscotch grid and practice improving your jumping?

Look up the rules of hopscotch

Can you teach a member of your family how to play?

Invent your own rules for your hopscotch grid and challenge your family to play.

Maths Challenge!

Draw a clock on the floor with chalk or mark the positon of the numbers with small objects

Pretend you are the hands of the clock! Start in the middle and jump with two feet

* Jump to 12 o' clock and back
* Jump to half past and back
* Jump your way around the clock from 1 - 12 and back again from 12 - 1

Design Technology Challenge

Can you draw around your family's feet?

Can you cut the feet out?

Put them in a line, toe to heel.

Can you jump the length of your family's feet?

Parent's Tip!

Let your child be the teacher!
They will love coming up with ideas and telling you what to do. You will be amazed at how creative they are.

@KESSPB
@awhitehousePE
@SarahLayPE

Where can I go to take part in more athletics?

BIRCHFIELD HARRIERS

Make sure you have enough room to complete the tasks!

KS1

Art
More Monsters!

This week we are looking at the textures you could use on your monster drawings. Look at the texture patterns on these drawings – some of them on each monster were made by copying shoe sole patterns!

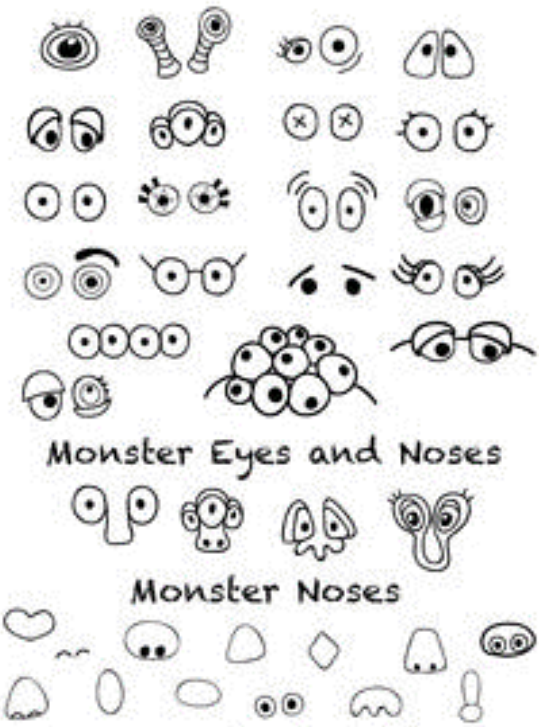
Art
More Monsters!

Place a blank piece of paper on the bottom (sole) of your shoe and, using a crayon, take a rubbing of the pattern.

Use your favourite part of the pattern to create your monster's tummy, legs, arms, head. May be use different shoe patterns for different parts of your monster!

Add eyes (1, 2, 30!), noses, arms, hands, paws, legs, feet.

Make your monster as colourful as possible.



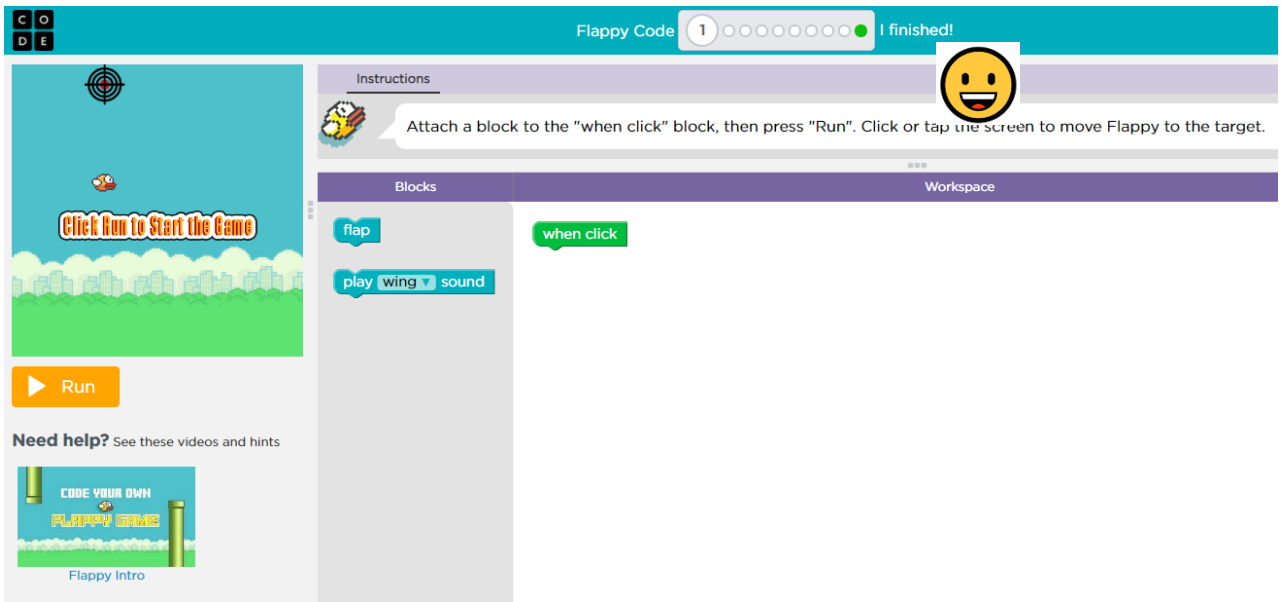
Computing
Coding a Game

Let's make a game

In this week's coding challenge, we are going to try to create our own version of the game, Flappy Bird.

Click this link to start coding your game:
https://studio.code.org/flappy/1

Can you make it through all the levels learning how to code the game and finish by creating your own version? Why not share it with your teacher via your portfolio – take screenshots or photos as you go to show your programming skills, your certificate and share them with your teacher. You can even share a link to your game so we can try it out – we can't wait!



French
Who are you?

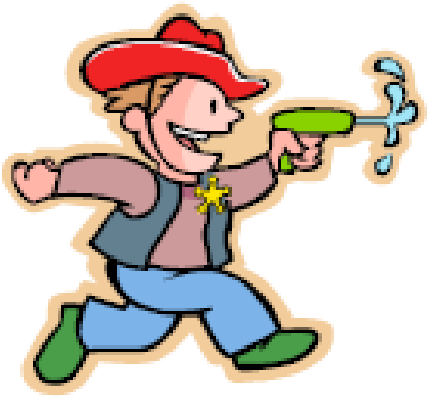
Look at the pictures and make up names and ages for the children shown.
Complete the sentences by each one, giving a name and age for each.

Je m'appelle .....

J'ai ..... ans.

Je m'appelle .....

J'ai ..... ans.



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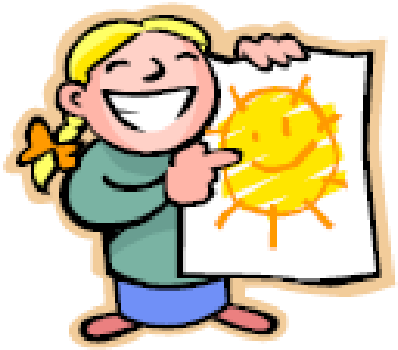

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French
Who are you?

Ask your family and friends how old they are and what are they called but remember you must ask them in French and they must answer in French!

Use '*Comment t'appelles-tu?*' to ask their name and '*Quel âge as-tu?*' to ask how old they are.

They may need your help to respond in French so tell them to use the phrase '*Je m'appelle ...*' to give their name and '*J'ai ... ans* ' to tell you their age.

What is the person's relationship to you? Family or friend?	What is their name?	What is their age?

RE – Kingdom of God
Week 4

This week we are going to look back at the story of Pentecost and use our story map from last week to retell the story.

Activity 4a

Don't worry if you didn't create the story map last week, now's your opportunity. Watch the video now on YouTube and create a story map to help you retell the story.

https://youtu.be/KwJJJoSGw84

Take a picture when you have completed this and share it to your ClassDojo portfolio.

Activity 4b

Now retell the story of Pentecost using your story map. You can do this in a variety of ways:

- Draw a cartoon strip of the story.
- Record yourself telling the story.
- Video yourself doing the story map actions to retell the story.
- Video yourself acting out the story – you could get your family to help you. You could all dress up as characters from the story and use different props – or you could do a one person show, changing costumes or use masks to be the different characters!

Remember to share whatever you do to your portfolio!

Challenge

Think about these questions and write down your thoughts.

- How did the disciples feel?
- Why did the disciples receive the Holy Spirit?
- What was the importance of the holy spirit?

PSHE

Personal, Social, Health Education

We are using Big Ideas from ClassDojo to reinforce our PSHE learning.

We're watching a video series about positive thinking!

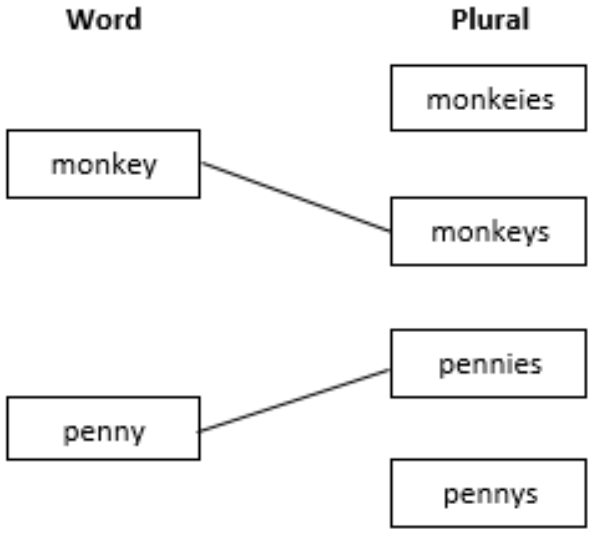
Watch it at https://vid.ly/3n8h7p, and discuss these questions with your child.

1. "What if…?" can be a powerful phrase. How can you use it to help you replace a bad story?

2. Share about a time you've used positive thinking to get rid of a bad story you told yourself.

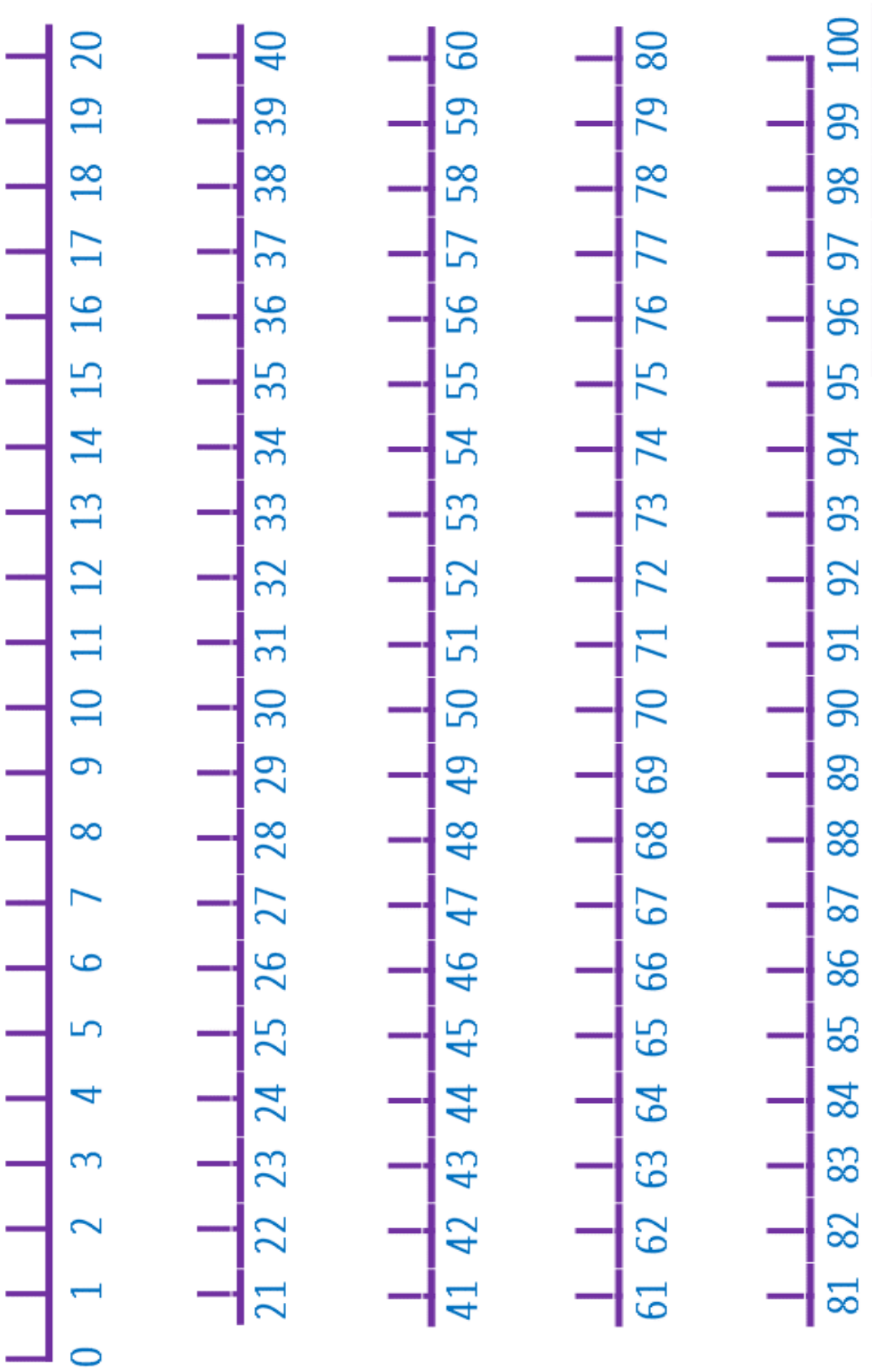
3. What positive story can you tell yourself about the rest of your day right now?

English
Punctuation and Grammar
Quiz Answers

Qu.	Quiz 6 Answers	Notes
1	Imran and Emma went on holiday to Spain. (***Option 4***)	
2	**sun, cat**	Also accept answers that are underlined.
3	Accept any plausible and appropriate verb. E.g. **talking, explaining, reading**	Answers must be spelt correctly and must not include capital letters.
4	**Will the cat sleep?**	Answers must be punctuated correctly.
5	"Close the door," said the teacher.	Accept single or double inverted commas, as long as the choice is consistent.
6	or (***Option 3***)	
7	The teacher asked the children to bring a change of clothing, spending money, a warm hat and their lunch.	
8		

Maths Reference Materials

Number line



Maths – Fractions

Year 3 – Week 2 Lesson 5 Answers

Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

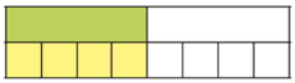
a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

What do you notice?

2 Complete the equivalent fractions.

a)

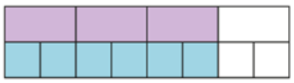


$\frac{1}{2} = \frac{4}{8}$

b)

$\frac{1}{4} = \frac{2}{8}$

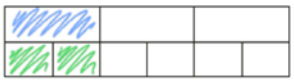
c)



$\frac{3}{4} = \frac{6}{8}$

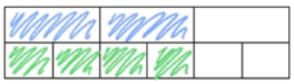
3 Shade the bar models to represent the equivalent fractions.

a)



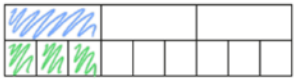
$\frac{1}{3} = \frac{2}{6}$

b)



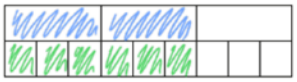
$\frac{2}{3} = \frac{4}{6}$

c)



$\frac{1}{3} = \frac{3}{9}$

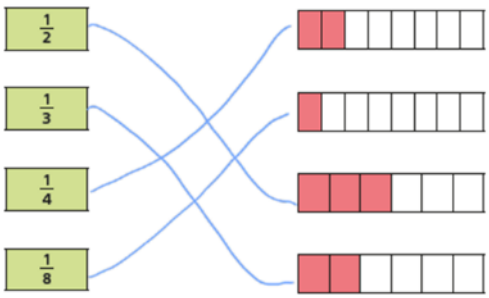
d)



$\frac{2}{3} = \frac{6}{9}$

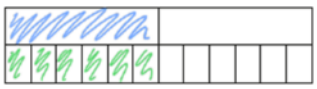
Can you find any more equivalent fractions using the bar models?

4 Match each bar model to its equivalent fraction.



5 Shade the bar models to complete the equivalent fractions.

a)



$\frac{1}{2} = \frac{6}{12}$

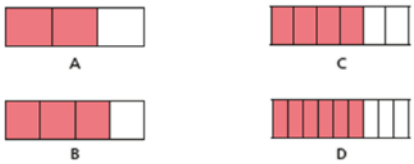
b)

$\frac{1}{3} = \frac{4}{12}$

c)

$\frac{1}{6} = \frac{2}{12}$

6 The bar models represent fractions.



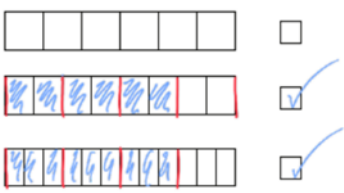
Which is the odd one out? B

Why do you think this?

7 This bar model represents $\frac{3}{4}$

Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.



Talk to a partner about your answers.

Maths – Fractions

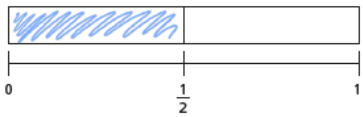
Year 3 – Week 1 Summer Term (w/c 20th April)

Lesson 1 Answers

Equivalent fractions (2)

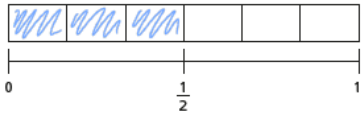
1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.

c) Shade $\frac{3}{6}$ of the bar model.

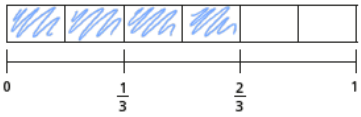


d) What do you notice?

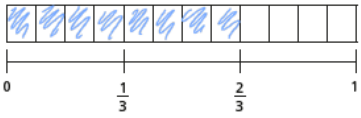
e) Write another fraction that is equivalent to $\frac{1}{2}$ e.g. $\frac{4}{8}$

2 Shade $\frac{2}{3}$ of each bar model.

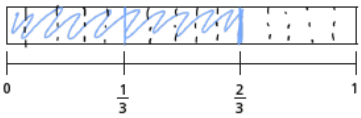
a)



b)



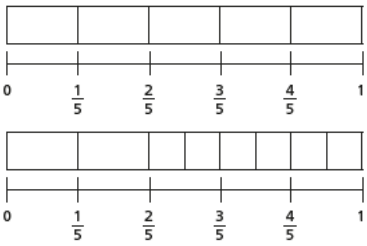
c)

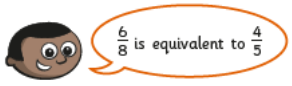


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$\frac{2}{3} = \frac{4}{6} = \frac{8}{12} = \frac{10}{15}$

3 Mo is finding equivalent fractions.



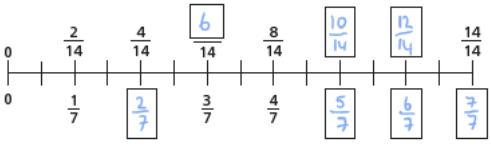


Do you agree with Mo? No

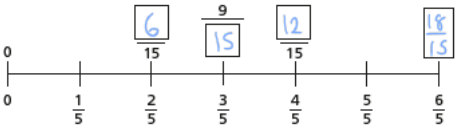
Explain your answer.

4 Find the missing numbers.

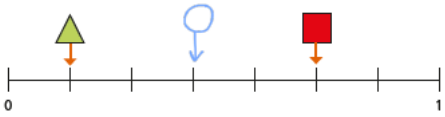
a)



b)



5 Here is a number line.



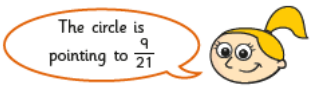
a) What fraction is each shape pointing to?

▲ = $\frac{1}{7}$ ■ = $\frac{5}{7}$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)



Do you agree with Eva? Yes

Show how you worked this out.

d) Write three equivalent fractions for each shape.

e.g.

▲ $\frac{10}{70}$ $\frac{8}{56}$ $\frac{3}{21}$

■ $\frac{50}{70}$ $\frac{40}{56}$ $\frac{15}{21}$

● $\frac{3}{7}$ $\frac{30}{70}$ $\frac{15}{35}$

Compare answers with a partner.

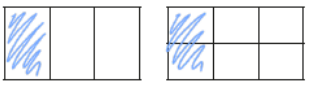
Maths – Fractions

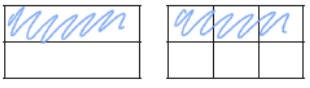
Year 3 – Week 1 Summer Term (w/c 20th April)

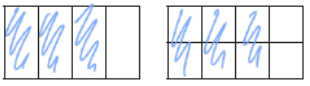
Lesson 2 Answers

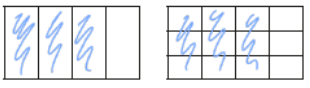
Equivalent fractions (3)

1 Shade the shapes to help you complete the equivalent fractions.

a)  $\frac{1}{3} = \frac{2}{6}$

b)  $\frac{1}{2} = \frac{3}{6}$

c)  $\frac{3}{4} = \frac{6}{8}$

d)  $\frac{3}{4} = \frac{9}{12}$

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{9}$	$\frac{1}{9}$ $\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$ $\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$ $\frac{1}{9}$

a) $\frac{1}{3} = \frac{2}{6}$

b) $\frac{1}{3} = \frac{3}{9}$

c) $\frac{2}{3} = \frac{4}{6}$

d) $\frac{2}{3} = \frac{6}{9}$

e) $\frac{4}{6} = \frac{6}{9}$

e) $\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

e.g.

4 Use the fraction wall to decide whether the fractions are equivalent or not.

$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$ $\frac{1}{5}$
$\frac{1}{10}$ $\frac{1}{10}$	$\frac{1}{10}$ $\frac{1}{10}$	$\frac{1}{10}$ $\frac{1}{10}$	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$

Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ ___is___ equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ ___is not___ equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ ___is___ equivalent to $\frac{5}{10}$

d) $\frac{3}{10}$ ___is not___ equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ ___is___ equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ ___is not___ equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 a) What fraction of each shape is shaded?

$\frac{3}{4}$ $\frac{6}{8}$ $\frac{7}{10}$ $\frac{9}{12}$

b) Use the fractions in part a) to complete the sentences.

e.g. $\frac{3}{4}$ is equivalent to $\frac{6}{8}$

$\frac{3}{4}$ is equivalent to $\frac{9}{12}$

$\frac{6}{8}$ is not equivalent to $\frac{7}{10}$

$\frac{7}{10}$ is not equivalent to $\frac{3}{4}$

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$ 

Write as many equivalent fractions as you can.

Various answers.

What is the same about all the fractions you have written?

Maths – Fractions

Year 3 – Week 1 Summer Term (w/c 20th April)

Lesson 3 Answers

Compare fractions

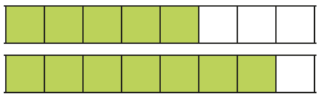
1 Write <, > or = to compare the fractions.

Use the bar models to help you.

a)

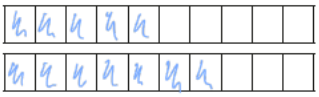
$\frac{5}{8}$ > $\frac{3}{8}$

b)



$\frac{5}{8}$ < $\frac{7}{8}$

c)



$\frac{5}{10}$ < $\frac{7}{10}$

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

a) $\frac{1}{5}$ < $\frac{3}{5}$

b) $\frac{2}{5}$ = $\frac{2}{5}$

c) $\frac{2}{7}$ < $\frac{6}{7}$

d) $\frac{6}{7}$ > $\frac{2}{7}$

e) $\frac{6}{13}$ < $\frac{12}{13}$

f) $\frac{13}{15}$ = $\frac{13}{15}$

3 Here are some bar models.

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$ > $\frac{1}{3}$ $\quad$ $\frac{1}{4}$ < $\frac{1}{3}$ $\quad$ $\frac{1}{5}$ < $\frac{1}{3}$

$\frac{1}{3}$ < $\frac{1}{2}$ $\quad$ $\frac{1}{4}$ > $\frac{1}{5}$ $\quad$ $\frac{1}{5}$ < $\frac{1}{2}$

4 What could the missing numerators and denominators be?

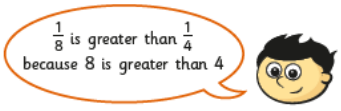
Give three examples for each.

e.g.

a) $\frac{1}{5} < \frac{2}{5}$ $\quad$ $\frac{1}{5} < \frac{3}{5}$ $\quad$ $\frac{1}{5} < \frac{4}{5}$

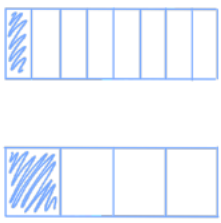
b) $\frac{1}{5} < \frac{1}{4}$ $\quad$ $\frac{1}{5} < \frac{1}{3}$ $\quad$ $\frac{1}{5} < \frac{1}{2}$

5 Jack is comparing fractions.



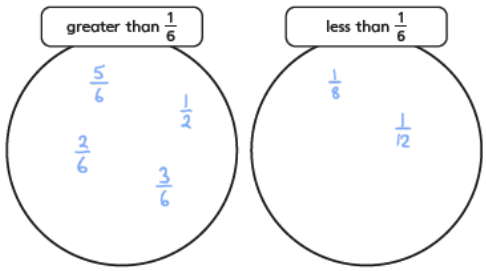
Draw bar models to show that Jack is wrong.

e.g.



6 Sort the fractions into the circles.

$\frac{5}{6}$ $\quad$ $\frac{1}{8}$ $\quad$ $\frac{1}{2}$ $\quad$ $\frac{2}{6}$ $\quad$ $\frac{1}{12}$ $\quad$ $\frac{3}{6}$



7 Complete the sentences using the word bank.

numerator | denominator | greater | smaller

a) When fractions have the same denominator, the greater the numerator, the greater the fraction.

b) When fractions have the same numerator, the greater the denominator, the smaller the fraction.

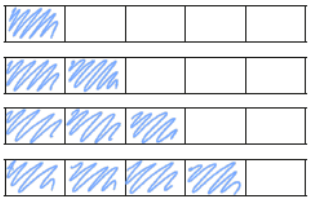
Maths – Fractions

Year 3 – Week 1 Summer Term (w/c 20th April)

Lesson 4 Answers

Order fractions

1 a) Shade the bar models to represent the fractions.



$\frac{1}{5}$

$\frac{2}{5}$

$\frac{3}{5}$

$\frac{4}{5}$

b) What do you notice?

c) Complete the sentence.

numerator | denominator | greater | smaller

When fractions have the same denominator, the greater the numerator the greater the fraction.

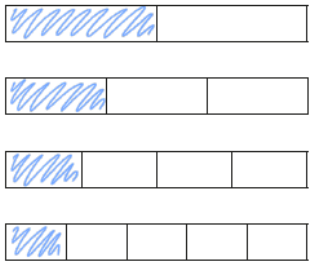
2 Write the fractions in order, starting with the smallest.

$\frac{1}{9}$ $\frac{8}{9}$ $\frac{4}{9}$ $\frac{2}{9}$ $\frac{7}{9}$

$\frac{1}{9}$ $\frac{2}{9}$ $\frac{4}{9}$ $\frac{7}{9}$ $\frac{8}{9}$

smallest greatest

3 a) Shade the bar models to represent the fractions.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

b) What do you notice?

c) Complete the sentence.

numerator | denominator | greater | smaller

When fractions have the same numerator, the greater the denominator the smaller the fraction.

4 Write the fractions in order, starting with the greatest.

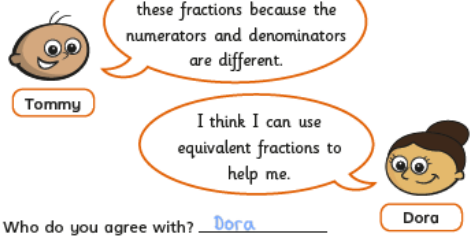
$\frac{1}{9}$ $\frac{1}{3}$ $\frac{1}{7}$ $\frac{1}{2}$ $\frac{1}{11}$

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{7}$ $\frac{1}{9}$ $\frac{1}{11}$

greatest smallest

5 Tommy and Dora are ordering fractions.

$\frac{1}{5}$ $\frac{4}{15}$ $\frac{2}{3}$ $\frac{7}{15}$



Who do you agree with? Dora

Talk about it with a partner.

6 a) Complete the equivalent fractions.

$\frac{3}{5} = \frac{6}{10}$ $\frac{2}{9} = \frac{6}{27}$ $\frac{1}{7} = \frac{6}{42}$

b) Write the fractions in order, starting with the greatest.

$\frac{6}{9}$ $\frac{3}{5}$ $\frac{1}{7}$ $\frac{2}{9}$

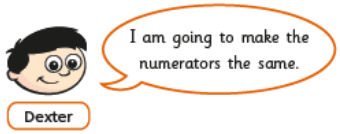
$\frac{6}{9}$ $\frac{3}{5}$ $\frac{2}{9}$ $\frac{1}{7}$

greatest smallest

7 Dexter and Alex are ordering fractions from smallest to greatest.

$\frac{1}{7}$ $\frac{2}{21}$ $\frac{4}{35}$ $\frac{2}{7}$

a)

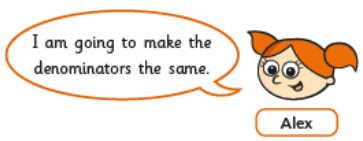


Use Dexter's method to put the fractions in order.

$\frac{1}{7} = \frac{4}{28}$ $\frac{2}{21} = \frac{4}{42}$ $\frac{2}{7} = \frac{4}{14}$

$\frac{2}{21}$, $\frac{4}{35}$, $\frac{1}{7}$, $\frac{2}{7}$

b)



Use Alex's method to put the fractions in order.

$\frac{1}{7} = \frac{15}{105}$ $\frac{2}{21} = \frac{10}{105}$ $\frac{4}{35} = \frac{12}{105}$ $\frac{2}{7} = \frac{30}{105}$

$\frac{2}{21}$, $\frac{4}{35}$, $\frac{1}{7}$, $\frac{2}{7}$

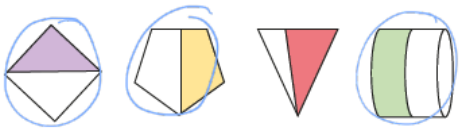
c) Which method do you prefer? Talk about it with a partner.

Maths – Fractions

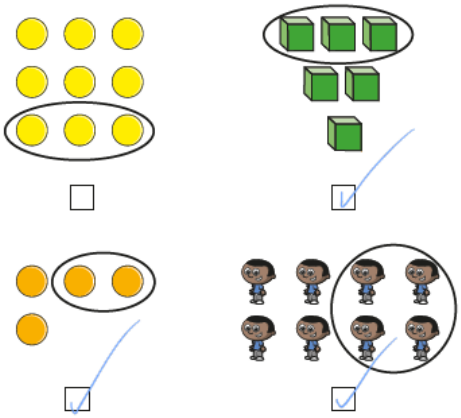
Year 2 – Week 2 Lesson 5 Answers

Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$

1 Circle the shapes that have $\frac{1}{2}$ shaded.

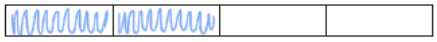


2 Tick the groups that have $\frac{1}{2}$ circled.



3 Here are two bar models.

a) Colour $\frac{2}{4}$ of the bar model.



b) Colour $\frac{1}{2}$ of the bar model.

What do you notice? Talk to a partner.

4 Use the sweets to help you answer the questions.

a) What is $\frac{1}{2}$ of 12? 6

b) What is $\frac{1}{4}$ of 12? 3

c) What is $\frac{2}{4}$ of 12? 6

5 Write the missing numbers.

$\frac{3}{4}$ of 20 = 15 $\frac{1}{2}$ of 20 = 10

20

$\frac{2}{4}$ of 20 = 10 $\frac{1}{4}$ of 20 = 5

6 Solve the problems.

a) Find $\frac{2}{4}$ of £8

£ 4

b) Find $\frac{2}{4}$ of 24 kg

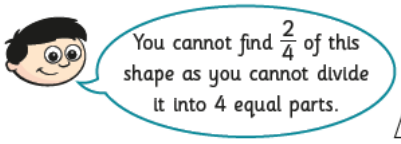
12 kg

How did you work out the answers?

7 Write the missing number.

$\frac{1}{2} = \frac{2}{4}$

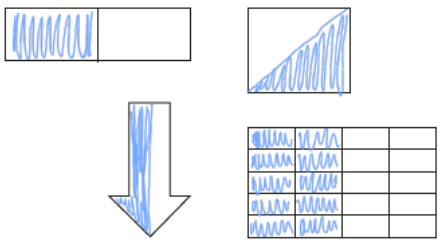
8



a) Do you agree with Dexter? No

Talk about it with a partner.

b) Colour $\frac{2}{4}$ of each shape.



Talk to a partner about how you did it.

Maths – Fractions

Year 2 – Week 1 Summer Term (w/c 20th April)

Lesson 1 Answers

Recognise a third

1 Use the words to complete the sentences.

$\frac{1}{3}$ three third

The spinner is split into three parts.

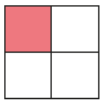
Each part is worth a third.

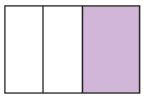
This can be written as $\frac{1}{3}$

2 Colour $\frac{1}{3}$ of each shape.

3 Do the shapes have $\frac{1}{3}$ shaded?

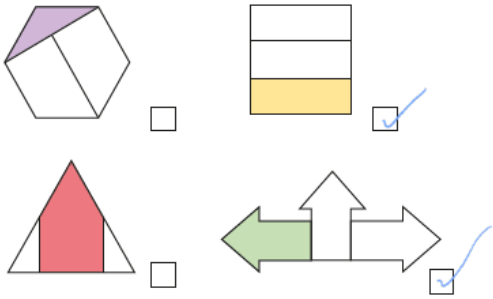
Tick your answer.

a)  Yes ☐ No ☑

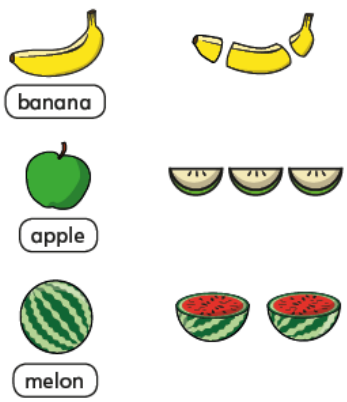
b)  Yes ☐ No ☑

How did you work this out? Talk to a partner.

4 Tick the shapes that have $\frac{1}{3}$ shaded.



5 Ron cuts up some fruit.



a) Has the banana been cut into thirds? How do you know?

No – the parts aren't equal.

b) Which fruit has been cut into thirds?

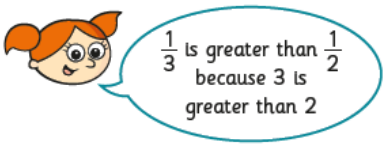
apple

c) Which fruit has been cut into halves?

melon

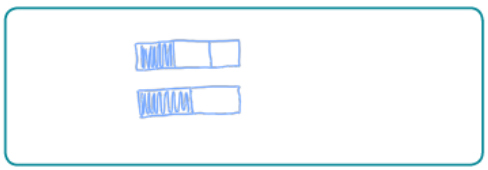
6 Draw lines to split the cylinder into thirds.

7



Is Alex correct? No

Draw a picture to show your answer.



8 Only $\frac{1}{3}$ of each shape has been drawn.

Draw the whole shape in the box.

a) ☐ 

b) ☐ 

Maths – Fractions

Year 2 – Week 1 Summer Term (w/c 20th April)

Lesson 2 Answers

Non-unit fractions

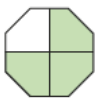
1 Complete the sentences.

a) 

There are 3 equal parts.

There are 2 parts shaded.

$\frac{2}{3}$ is shaded.

b) 

There are 4 equal parts.

There are 3 parts shaded.

$\frac{3}{4}$ is shaded.

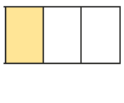
c) 

There are 3 equal parts.

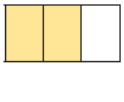
There are 3 parts shaded.

$\frac{3}{3}$ is shaded.

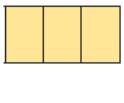
2 What fraction of each shape is shaded?

a) 

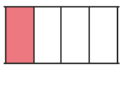
$\frac{1}{3}$



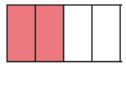
$\frac{2}{3}$



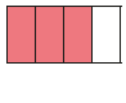
$\frac{3}{3}$

b) 

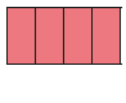
$\frac{1}{4}$



$\frac{2}{4}$

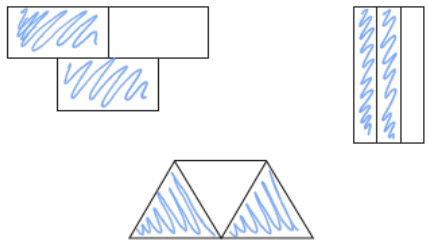


$\frac{3}{4}$

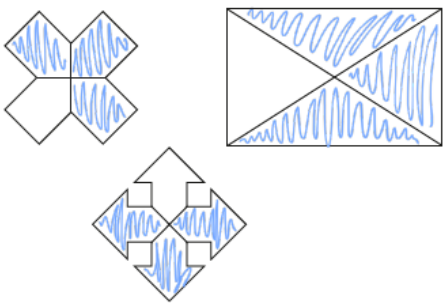


$\frac{4}{4}$

3 Colour $\frac{2}{3}$ of each shape.



4 Colour $\frac{3}{4}$ of each shape.



5 A shape has 3 equal parts.

a) What fraction is shaded if there are 2 parts shaded?

$\frac{2}{3}$ is shaded.

b) What fraction is shaded if there are 3 parts shaded?

$\frac{3}{3}$ is shaded.

6 Write the fractions in the table.

$\frac{1}{3}$ $\frac{3}{4}$ $\frac{1}{2}$ $\frac{1}{4}$ $\frac{2}{3}$

Unit fractions	Non-unit fractions
$\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{4}$	$\frac{3}{4}$ $\frac{2}{3}$

7 Fill in the boxes to give a unit fraction and a non-unit fraction.

unit fraction $\frac{1}{5}$ non-unit fraction $\frac{2}{5}$

Work with a partner.

Find other examples of unit fractions and non-unit fractions.

Write five examples of each.

e.g.

unit fractions: $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{6}$ $\frac{1}{7}$

non-unit fractions: $\frac{2}{7}$ $\frac{3}{11}$ $\frac{4}{100}$ $\frac{5}{13}$ $\frac{6}{85}$

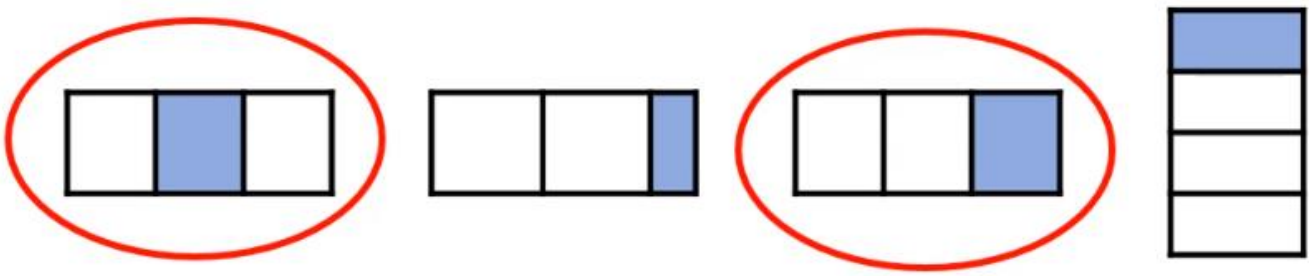
Maths – Fractions

Year 2 – Lesson 3 Answers

What fraction of the cakes are chocolate?

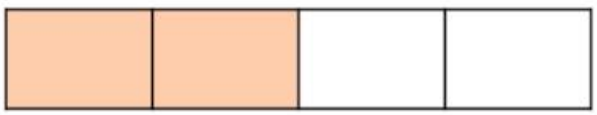
$\frac{1}{4}$

Which have one third shaded?



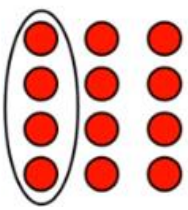
What fraction of the shape is shaded?

Write your answer in two ways.



$\frac{2}{4}$ or $\frac{1}{2}$

What unit fraction is represented?



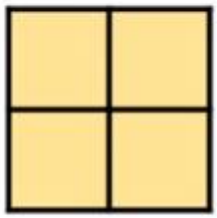
$\frac{1}{3}$

Maths – Fractions

Year 2 – Lesson 4 Answers

What is $\frac{3}{4}$ of 16? 12

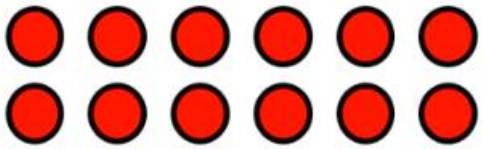
What fraction is shaded?



$\frac{4}{4}$

What is $\frac{1}{3}$ of 18? 6

What is $\frac{1}{4}$ of the counters?



3

Maths – Division

Answers

Practice 1

1) 42 ÷ 3

$$\begin{array}{r} 1\ 4 \\ 3 \mid 4\ {}^{1}2 \end{array}$$

6) 78 ÷ 3

$$\begin{array}{r} 3\ 6 \\ 3 \mid 7\ {}^{1}8 \end{array}$$

2) 56 ÷ 4

$$\begin{array}{r} 1\ 4 \\ 4 \mid 5\ {}^{1}6 \end{array}$$

7) 80 ÷ 5

$$\begin{array}{r} 1\ 6 \\ 5 \mid 8\ {}^{3}0 \end{array}$$

3) 58 ÷ 2

$$\begin{array}{r} 2\ 9 \\ 2 \mid 5\ {}^{1}8 \end{array}$$

8) 36 ÷ 2

$$\begin{array}{r} 1\ 8 \\ 2 \mid 3\ {}^{1}6 \end{array}$$

4) 75 ÷ 5

$$\begin{array}{r} 1\ 5 \\ 5 \mid 7\ {}^{2}5 \end{array}$$

9) 72 ÷ 4

$$\begin{array}{r} 1\ 8 \\ 4 \mid 7\ {}^{3}2 \end{array}$$

5) 96 ÷ 8

$$\begin{array}{r} 1\ 2 \\ 8 \mid 9\ {}^{1}6 \end{array}$$

10) 84 ÷ 3

$$\begin{array}{r} 2\ 8 \\ 3 \mid 8\ {}^{2}4 \end{array}$$

Maths – Division
Answers

Practice 2

1) 98 ÷ 2 = 49

2) 64 ÷ 4 = 16

3) 48 ÷ 3 = 16

4) 90 ÷ 5 = 18

5) 426 ÷ 3 = 142

6) 574 ÷ 2 = 287

7) 630 ÷ 5 = 126

8) 548 ÷ 4 = 137

9) 564 ÷ 3 = 137

10) 985 ÷ 5 = 197

Reasoning and Problem Solving

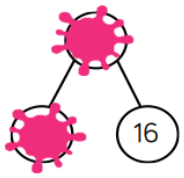
Compare the statements using <, > or =

48 ÷ 4 ◯ 36 ÷ 3	=
52 ÷ 4 ◯ 42 ÷ 3	<
60 ÷ 3 ◯ 60 ÷ 4	>

Amir partitioned a number to help him divide by 8

Some of his working out has been covered with paint.

What number could Amir have started with?



The answer could be 56 or 96