



Year 3 Home Learning Pack

week commencing 11/01/2021



Welcome to the start of week 2 and our next home learning pack. It is packed with learning activities for you to work through.

We will be starting our English learning about our class text, **Mufaro's Beautiful Daughters**; in maths we will be returning to addition and subtraction and working with 3-digit numbers; we will continue to look at Africa and in particular **deserts** in our topic lesson; in science, we are looking at sorting different materials into magnetic and non-magnetic objects; our RE this week will be looking at **What happened when Jesus was baptised?** There will also be some music computing and PE available for you this week.

You can print out this booklet if you are able. If not, don't worry, copy the relevant questions onto paper paper and write the answers alongside.

- English - we have included a variety of spelling, grammar, reading and writing activities for you.
- Maths - this week we will be working on our addition and subtraction. We have provided learning at two different levels (year 3 and year 2)

Mr Houghton and Miss Cox will continue to work at school with the keyworker children along with Mrs Vidler, and Miss Ryan will be looking after you online via ClassDojo.

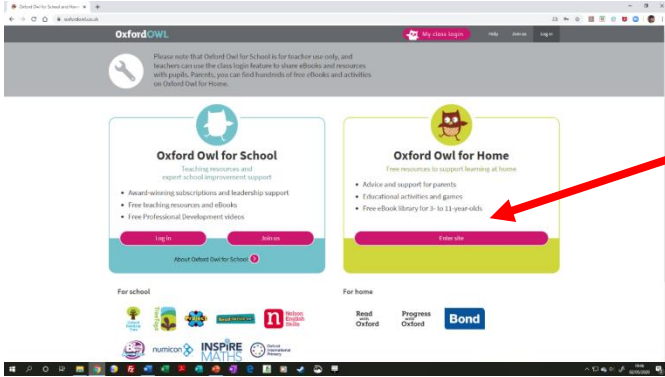
Please keep yourselves safe and well and we look forward to seeing all your amazing learning. Keep posting your learning to your ClassDojo portfolios - Miss Ryan and Mr Houghton are really enjoying looking at everything you are doing.

Mr Houghton, Miss Ryan, Miss Cox and Mrs Gunn



Reading Oxford Owl for Home

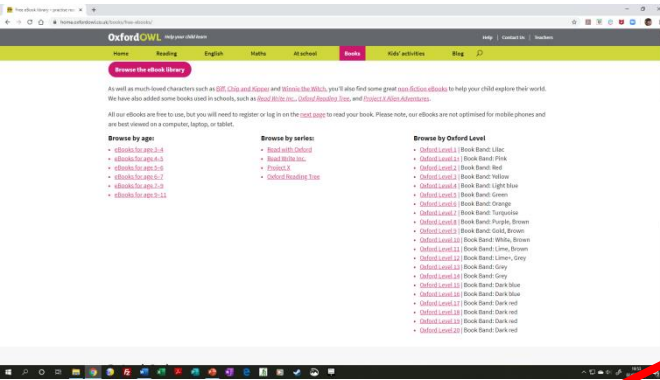
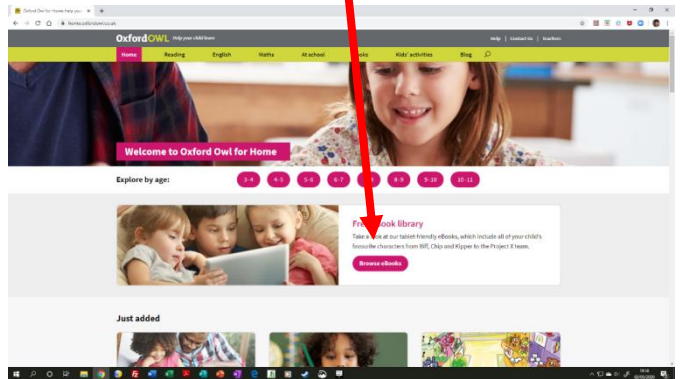
Parents and carers can access a large library of **free** eBooks for use by children at home via Oxford Owl. See details below for how to sign up.



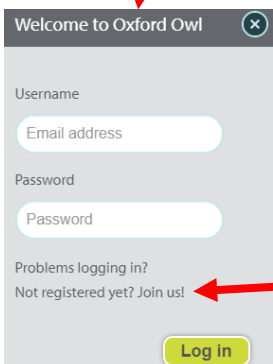
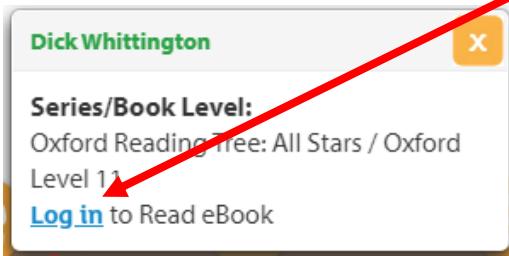
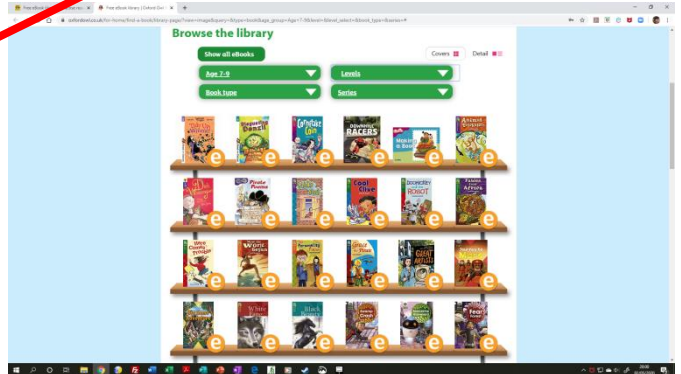
Visit www.oxfordowl.co.uk and click **Enter Site in Oxford Owl for Home.**

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

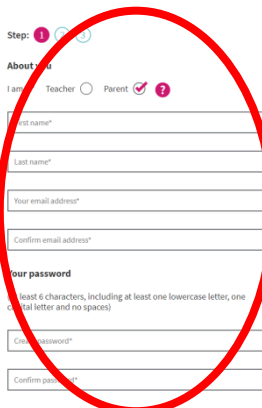
On the next page you can browse by age group, series, or reading scheme colours. Select an option.



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

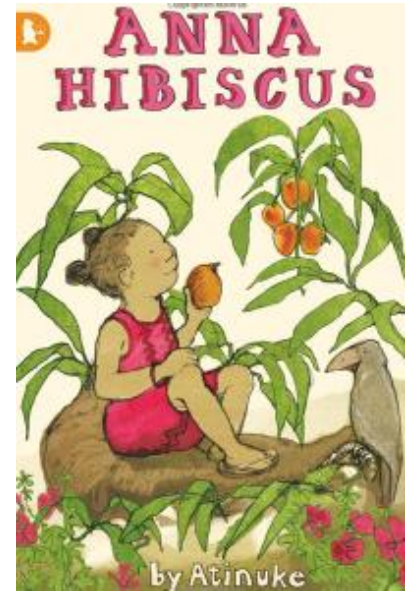
Whole Class Reading



Miss Ryan will be reading the text each day on ClassDojo to support you with this learning.

Monday Read pages 24-27

Draw a picture of Anna's family and your own family. Are there any similarities or differences?



Tuesday Read pages 28-32

Write any new or interesting vocab using the Language through Colour sheet provided.

Anna Hibiscus lives with her mother, who is from Canada; her father, who is from Africa; her grandmother and her grandfather; her aunties and her uncles; lots and lots of cousins; and her twin baby brothers, Double and Trouble.

There are so many people in Anna's family that even she cannot count them all.

Wednesday Read pages 33-37

Write any new or interesting vocab using the Language through Colour sheet provided.

Thursday Read pages 38-42

Write any new or interesting vocab using the Language through Colour sheet provided.

Friday Re-read if needed.

Draw a picture of Anna Hibiscus.

Write everything you know or think about her around your drawing. There is an example on the next page

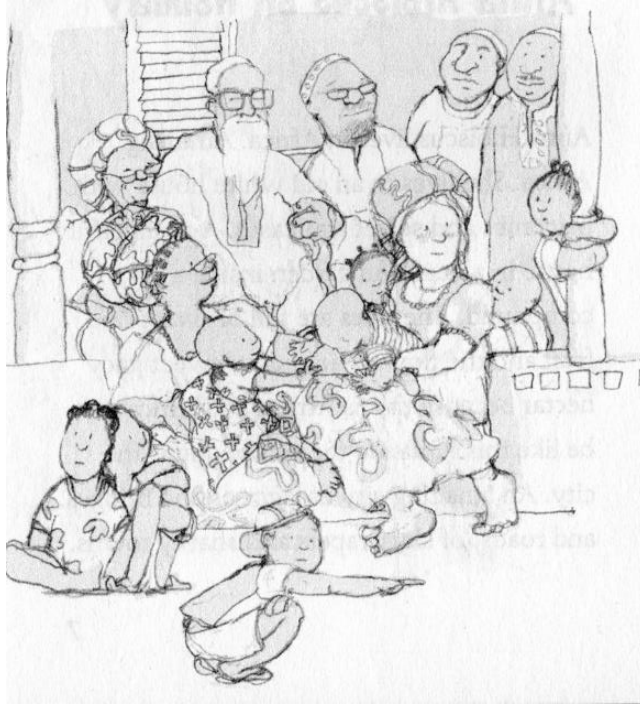


English

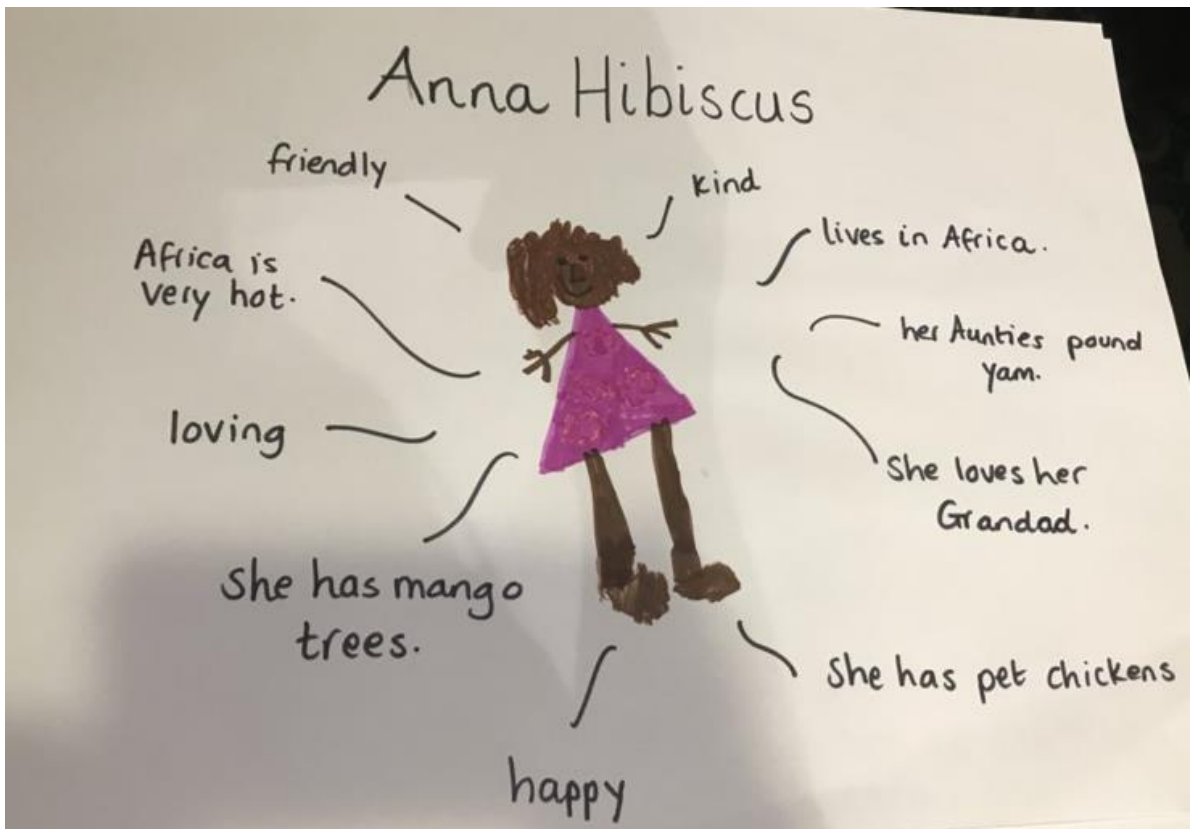


Anna Hibiscus activity examples

Anna's Family (Monday)



Anna (Friday)





English

Anna Hibiscus pp 24-27



Later that morning, the aunties arrived. Six of them. They came with baskets of food. They came with little cousins who still needed them but no big cousins. They came with cuddles for Anna Hibiscus and many, many questions. When they saw Double and Trouble attached to the table leg they shouted and ran to loose them. Each boy was tied onto an auntie's back to keep him out of mischief. They went into the kitchen and started to cook. Good smells spread all around, along with laughing and singing.



Anna's mother woke up. She stood blinking at the top of the stairs. She looked as if she did not know whether to laugh or to cry.

"Sister!" one of the aunties called. "Our brother confused your babies with the goats and tied them to the table!"

Anna's mother started to laugh *and* to cry. She came to greet the aunties. They embraced her.

"It is not good to be alone," Anna heard them whisper. "We have to help each other. A husband and three children is too much for one woman alone."

That night, everybody was happy.



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The next day, the aunties and Anna Hibiscus's mother cooked and cleaned and washed clothes because they needed to. They splashed in the sea and sat talking on the beach because they were on holiday. They sang and joked because they were together.

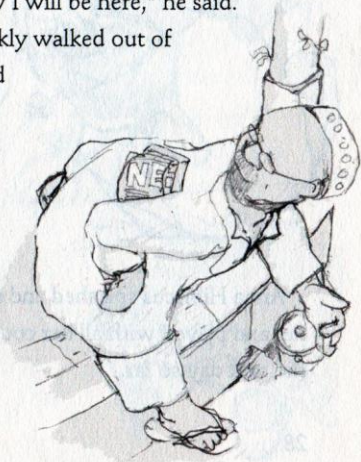
And all the time, the little cousins were under their feet. Anna Hibiscus tried to play with them but they were babies and she could not look after them all. There were no big cousins to distract them, and no one else for them to follow around. The little cousins whined and howled. They grizzled and growled. Because that's what little children do. Anna Hibiscus was fed up with them.

By the end of the day, the aunties and Anna Hibiscus's mother had had enough.

Back at the beach house they looked at Anna's father. "Today you sit down," they said. "Tomorrow you supervise this rabble!"

Anna Hibiscus's father looked at the rabble. He'd had a lovely quiet day eating the delicious food that the women had prepared and reading his newspapers. The rabble were snotty and sticky and cross. They scratched one another and pulled each other's hair.

"Tomorrow I will be here," he said. Then he quickly walked out of the house and disappeared down towards the beach.



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English

Anna Hibiscus pp 28-31



Tomorrow he *was* there. He was there and all the big cousins that had been left behind were there to help him.

Anna's father supervised the big cousins supervising the little cousins over the top of his newspaper. The aunts and Anna's mother laughed and sighed and shook their heads.



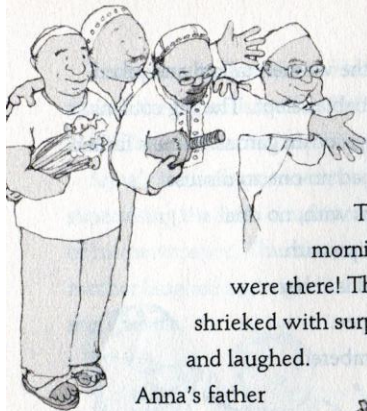
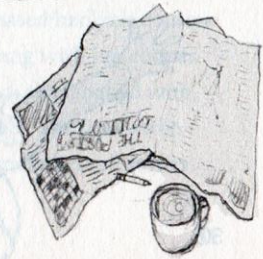
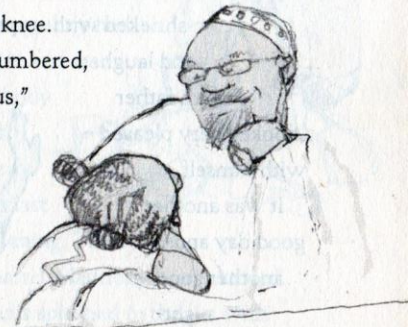
Anna Hibiscus splashed and swam and ran and played with all her cousins. It was the best day so far.

That night, the women talked and joked together. The babies slept. The big cousins played their big-cousin games. Anna's father sat alone. He had no one to discuss the newspapers with, no one to smoke his pipe with.

Anna came and laid her cheek on his knee.

"I am outnumbered, Anna Hibiscus," he said.

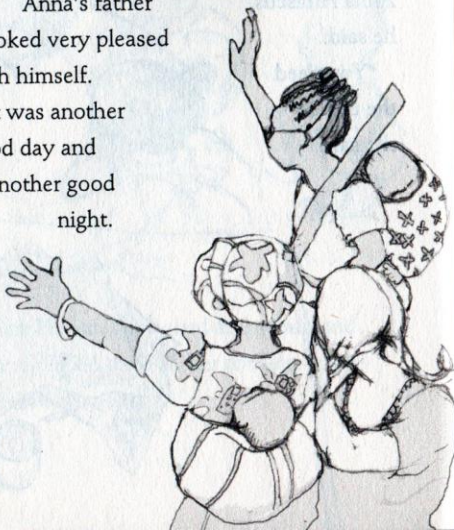
"You need the uncles," she said.



The next morning, the uncles were there! The women shrieked with surprise and laughed.

Anna's father looked very pleased with himself.

It was another good day and another good night.



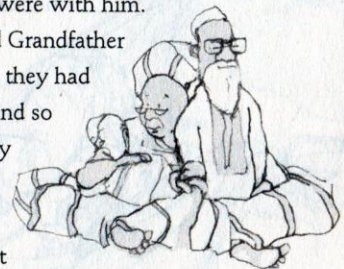
But there came a day when everybody was annoyed and irritated. Nobody could agree. Anna's mother looked at Anna's father. He disappeared down towards the beach.

When he returned, Grandmother and Grandfather were with him.

Grandmother and Grandfather had lived so long, they had become so wise and so calm that anybody who was with them was happy to accept their last

word on everything. There was no need to quarrel. Harmony was restored.

Anna Hibiscus splashed in the sea with her big cousins; she chased her little cousins along the beach; she sang with her aunts and ate their good food; she laughed with her uncles and her father. She listened to Grandmother and Grandfather tell stories.





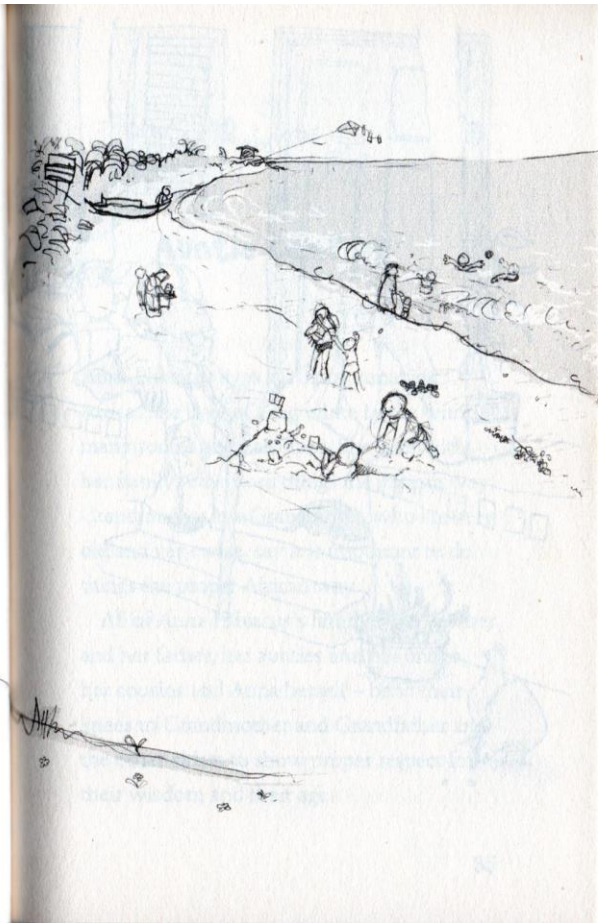
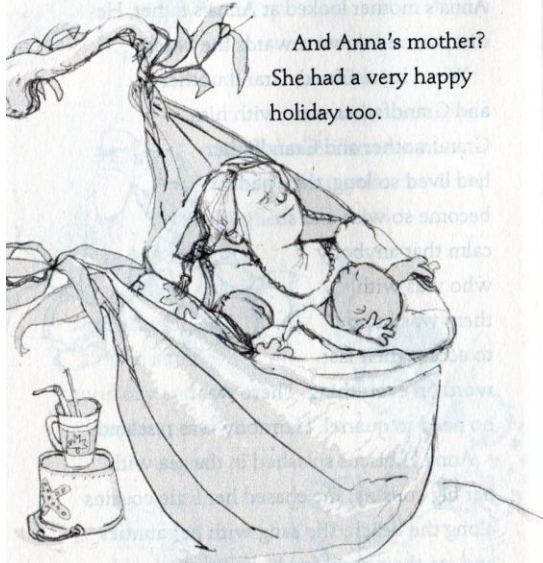
English

Anna Hibiscus pp 32-35



All together again, Anna Hibiscus's family had the happiest holiday they had ever had.

And Anna's mother? She had a very happy holiday too.



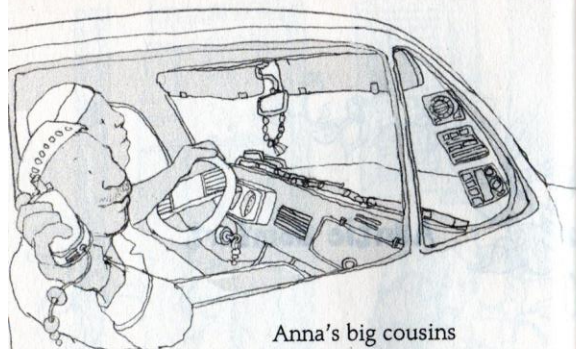
Auntie Comfort

Anna Hibiscus lives in Africa. Amazing Africa. She lives in a big white house with many rooms and balconies. She lives with her family, who does things the African way. Grandmother and Grandfather, who are very old and very wise, say it is important to do things the proper African way.

All of Anna Hibiscus's family – her mother and her father, her aunts and her uncles, her cousins and Anna herself – bend their knees to Grandmother and Grandfather and the other elders to show proper respect for their wisdom and their age.

English

Anna Hibiscus pp 36-39



Anna's big cousins go to school and university, but they also work hard at home helping to wash the clothes, cook the food and look after the little cousins.

Anna's mother and father and aunts and uncles drive to work in their cars. They send text messages and emails around the world, and call from the market on their mobile phones to see what shopping needs doing. But the clothes they wear are made from colourful African cloth, waxed and dyed and printed. The languages they speak are African as well as English.

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You see, the whole family does things the proper African way, both modern and traditional. That is why Anna's grandmother and grandfather, her mother and her father, her aunts and her uncles, her cousins and her baby brothers – and Anna herself – all live together in the big white house.

All except for Auntie Comfort.

Auntie Comfort is one of Anna Hibiscus's favourite questions, especially on the Saturday Beach.

"Where is Auntie Comfort?"

"I've told you many, many times, Anna Hibiscus," her mother says, sighing.

"Tell me again, Mama, please," Anna begs.

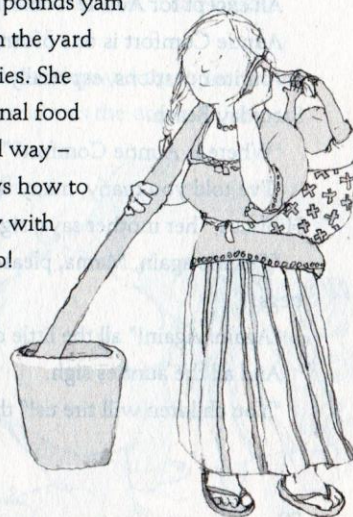
"Again! Again!" all the little cousins shout. And all the aunts sigh.

"You children will tire us!" they say.

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Even Anna Hibiscus's mother, who is from Canada, does things the proper African way. Anna has seen her in photos, when she was young, wearing a bikini. Now she wears buba and wrappa like the aunts – and has a suitable swimming costume like they do.

When Anna's mother comes home from the office she pounds yam and cassava in the yard with the aunts. She cooks traditional food the traditional way – and she knows how to eat it properly with her fingers too!



But Uncle Tunde, who is not yet married and has no children and is not so tired of questions, says, "Auntie Comfort is in America."

"Where? Where?" Anna Hibiscus and all the little cousins shout.

Uncle Tunde points. "Over these same waves. On the other side of the Atlantic Ocean." He shades his eyes. "I can almost see her from here."

And they all jump up and try to see Auntie Comfort across the ocean.





English

Anna Hibiscus pp 40-41



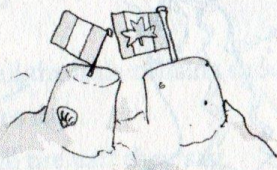
Once, Anna was so excited she ran right down to the waves.

"Maybe one day, when you are strong enough," called Auntie Grace, "you will swim right across the Atlantic Ocean to Auntie Comfort!"

"Am I almost strong enough?" Anna Hibiscus said seriously.

Everybody laughed and laughed. Anna didn't know why they were laughing at her.

She wanted to cry.



"Come," said Anna's mother, who was in a good mood. "Let us send her a text message across the ocean instead!"

She showed Anna and the little cousins how to send a text message to Auntie Comfort. Anna pointed the mobile phone towards the waves and sent the message all the way across the Atlantic Ocean.



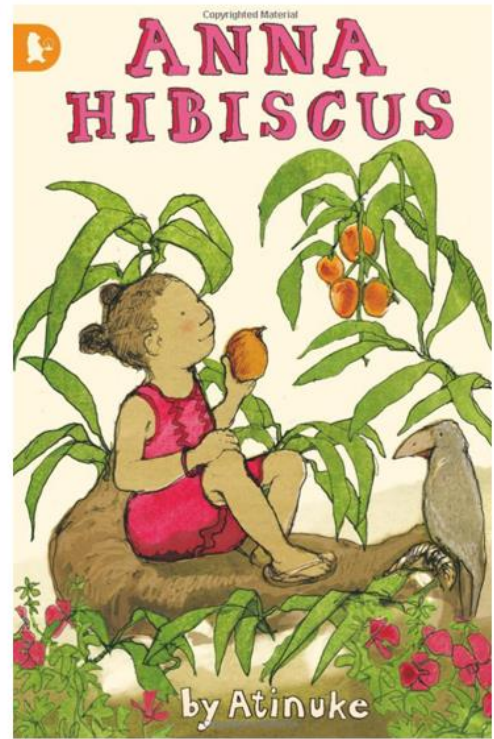


English Whole Class Reading



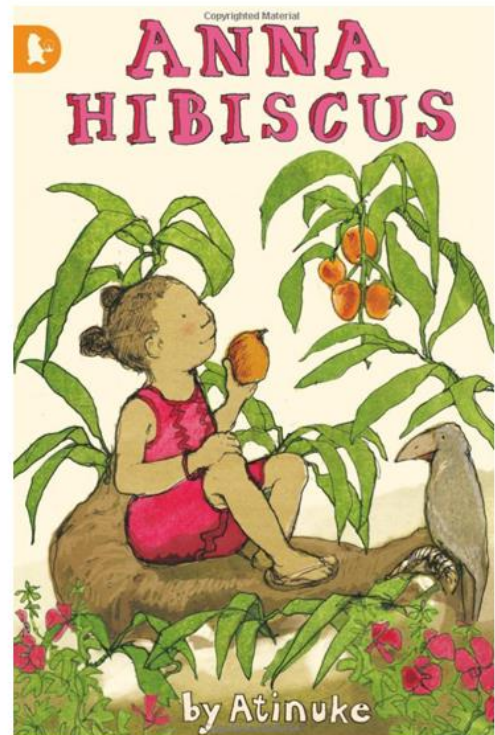
New Vocab - pages 24-32

- mischief
- greet
- embraced
- grizzled and growled
- supervise
- rabble
- outnumbered
- shrieked
- irritated
- quarrel
- harmony



New Vocab - pages 35-41

- wise
- elders
- wisdom
- university
- colourful African cloth, waxed, dyed and printed
- buba
- wrappa
- yam
- cassava
- modern and traditional





English Whole Class Reading



Verbs
(what doing?)

Adjectives
(what like?)

Adverbs
(how?)

Adverbial phrases
(when)

Nouns
(who?)

Nouns
(what?)



English Spelling



Way in - Year 1/2 High Frequency Words

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

- their
- them
- December
- then
- way
- there
- these
- when
- thirteen
- time
- too
- white
- took
- tree

Further challenge - Year 3/4 Statutory Spellings

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

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



English Writing



Monday

Choose a story you know well; for example:

- Little Red Riding Hood
- Shrek
- The Three Little Pigs
- Goldilocks and the Three Bears

Use the storyboard, to sketch in picture or note form, your chosen story. Discuss how the storyboard boxes can be written as paragraphs that build up the story from start to end.

To draw in the storyboard, you will have to choose which events are the most important to the overall story.

Tuesday

Starter: Look at the images in the pack. Can you think of some similes and metaphors to describe them?

Read page 1 of the new class text - *Mufaro's Beautiful Daughters*
Draw the village and city, then place the characters in their settings. Discuss how the river could be crossed and what the terrain between the city and village is like (forest, mountain, etc.)

Wednesday

Starter: think about what we have learned about Africa so far. Can you write 2 sentences explaining why you should go on holiday to Africa? Focus on capital letters and full stops.

Main activity: Read pages 2-3 and discuss what is known about the two sisters and what we think we know. Refer to the story so far. Create a speech bubble for each sister - What might they be saying? Use what you know from what you have read so far.



English Writing



Thursday

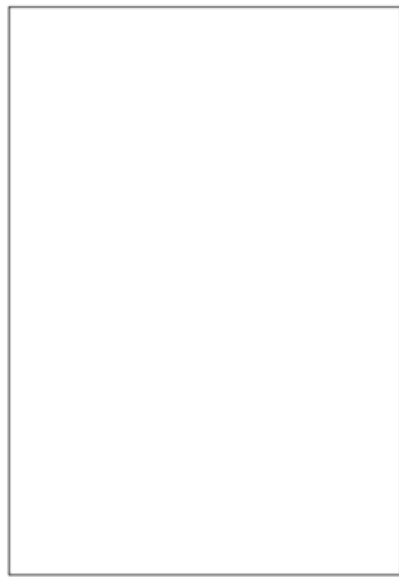
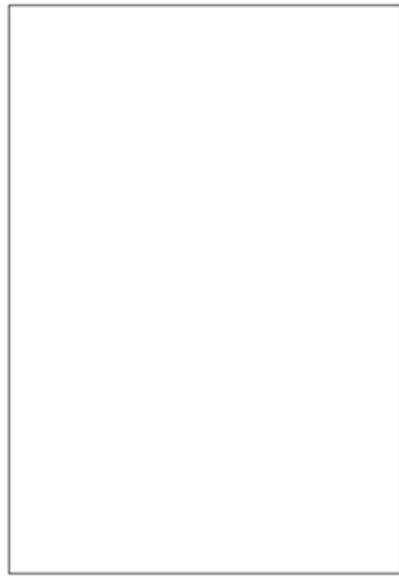
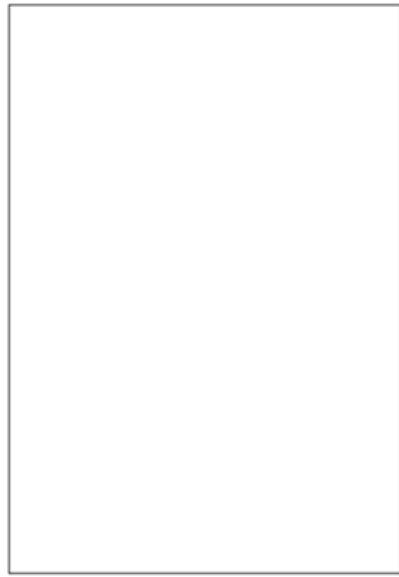
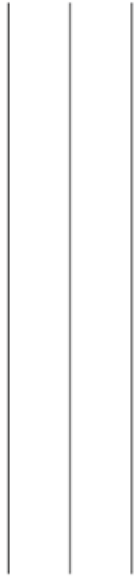
Read class text '*Mufaro's Beautiful Daughters*'

Read pages 4-7

Friday

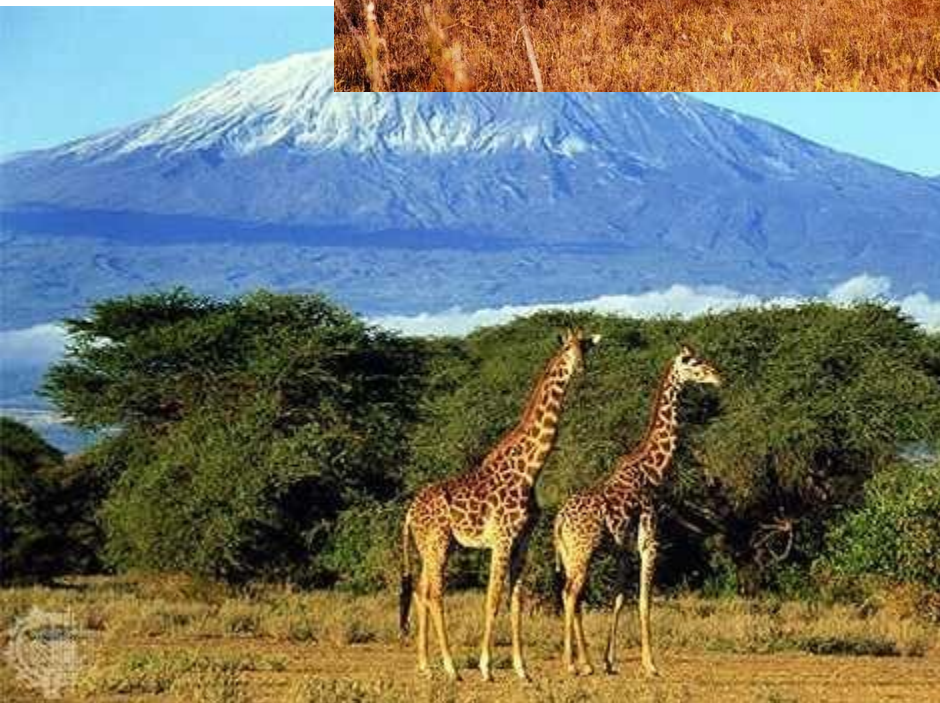
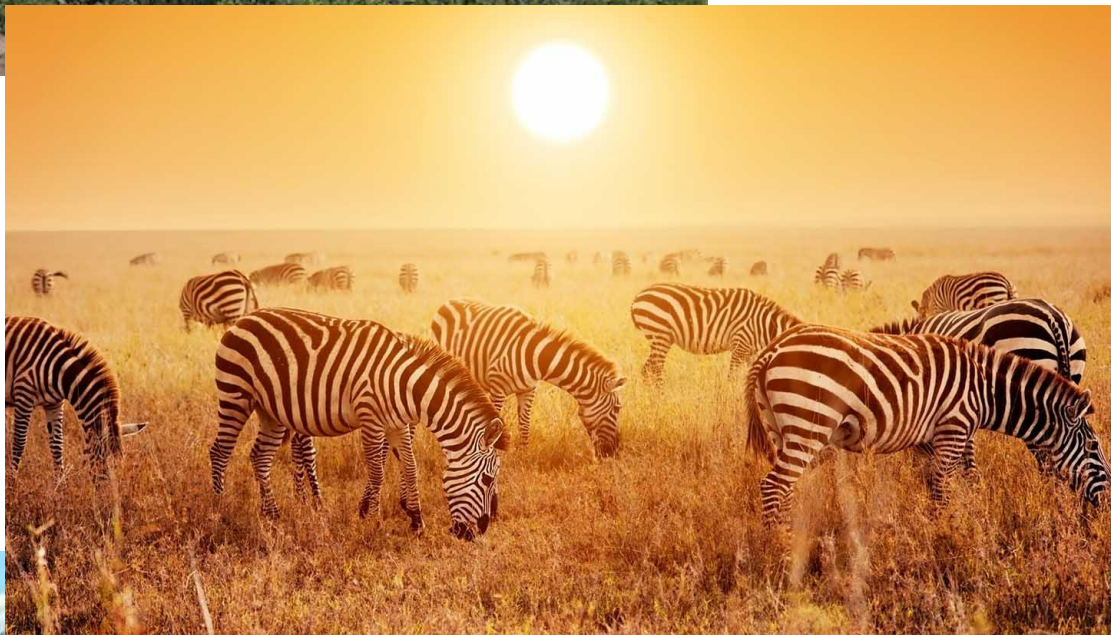
Short Burst Write - Letter writing

Set the scene that there is a wise woman in the next village. Her name is Mia and people write to her with their problems and she responds. Nyasha decides to write to her. Write a letter to Mia, as if they were Nyasha. (Agony Aunt letter)





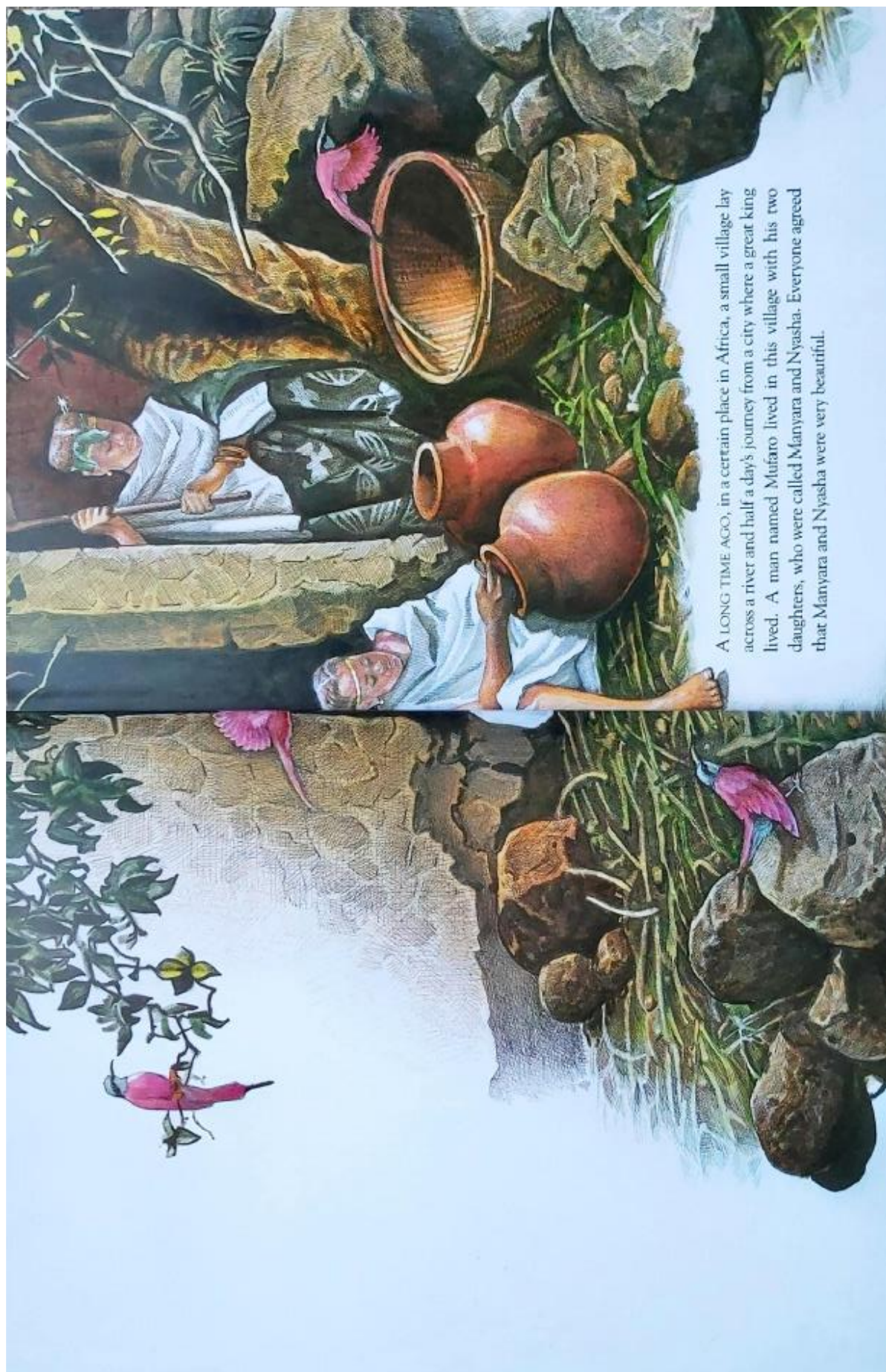
English Writing





English

Mufaro's Beautiful Daughters p1

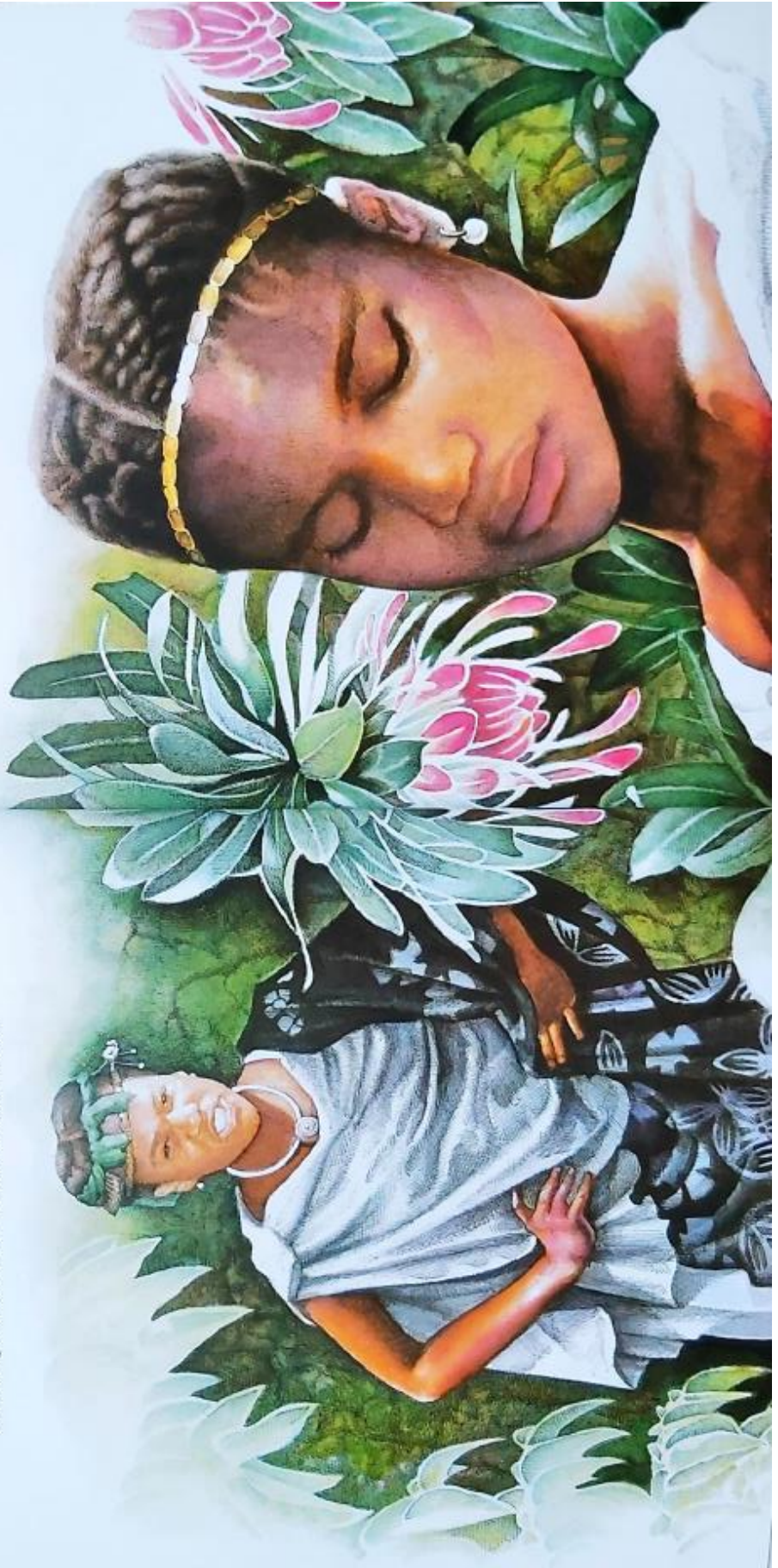




Manyara was almost always in a bad temper. She teased her sister whenever their father's back was turned, and she had been heard to say, "Someday, Nyasha, I will be a queen, and you will be a servant in my household."

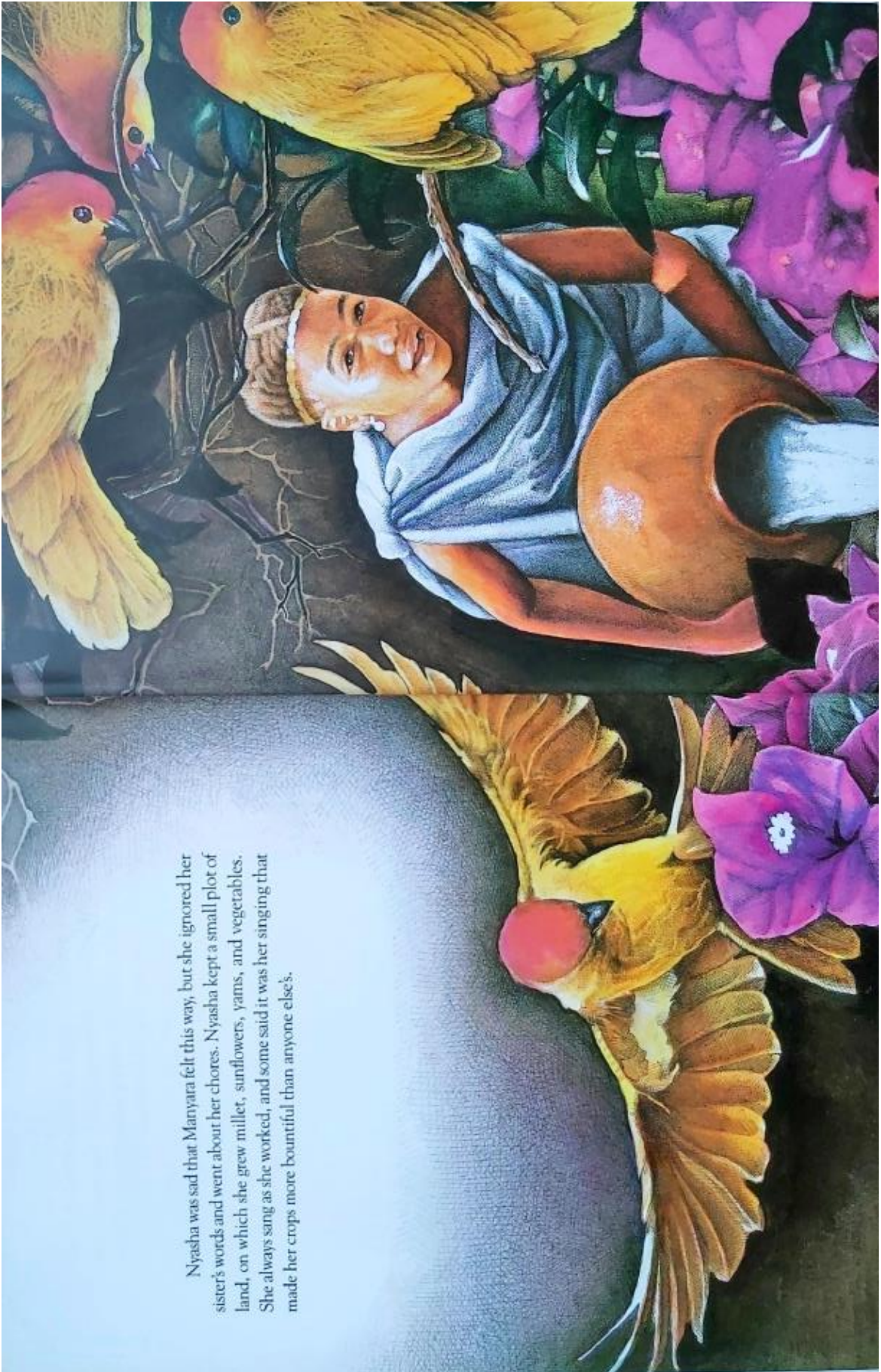
"If that should come to pass," Nyasha responded, "I will be pleased to serve you. But why do you say such things? You are clever and strong and beautiful. Why are you so unhappy?"

"Because everyone talks about how kind you are, and they praise everything you do," Manyara replied. "I'm certain that Father loves you best. But when I am a queen, everyone will know that your silly kindness is only weakness."





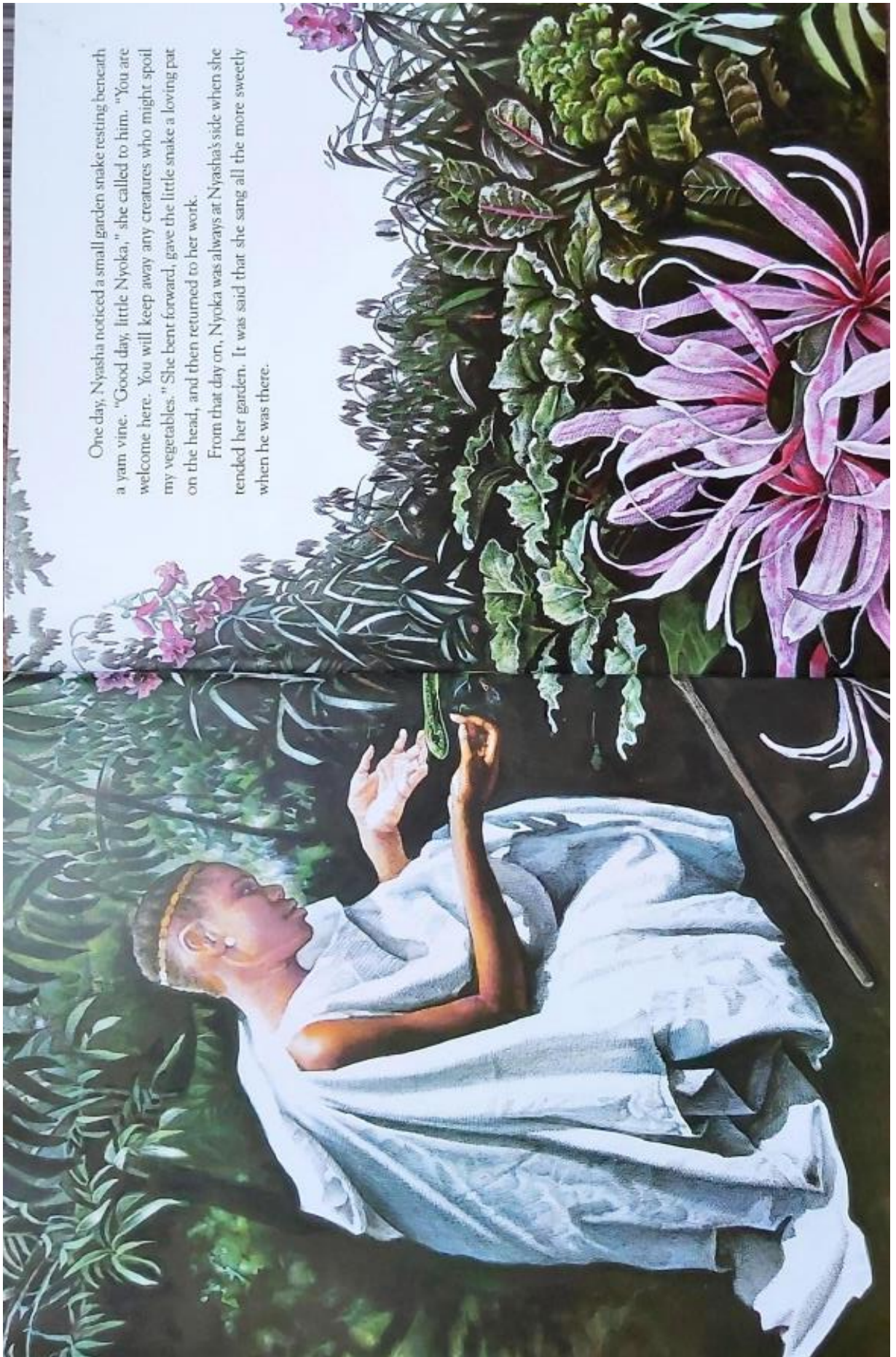
Nyasha was sad that Manyara felt this way, but she ignored her sister's words and went about her chores. Nyasha kept a small plot of land, on which she grew millet, sunflowers, yams, and vegetables. She always sang as she worked, and some said it was her singing that made her crops more bountiful than anyone else's.





One day, Nyasha noticed a small garden snake resting beneath a yam vine. "Good day, little Nyoka," she called to him. "You are welcome here. You will keep away any creatures who might spoil my vegetables." She bent forward, gave the little snake a loving pat on the head, and then returned to her work.

From that day on, Nyoka was always at Nyasha's side when she tended her garden. It was said that she sang all the more sweetly when he was there.





Maths



This week we are going to pick up with addition and subtraction where we left off in November.

For each step this week, there are videos the children can watch on White Rose along with the question sets on the following pages for them to try. The videos tell you when to pause and which questions to try.

Monday - Add and Subtract 100s

Head over to <https://whiterosemaths.com/homelearning/year-3/week-6-number-addition-subtraction/> and watch the first video - *Add and subtract 100s. You'll need question set 1 - Add and subtract 100s*

Tuesday - Spot the pattern - making it explicit

Head over to <https://whiterosemaths.com/homelearning/year-3/week-6-number-addition-subtraction/> and watch the second video - *Spot the pattern - making it explicit. You'll need question set 2 - Spot the pattern*

Wednesday - Add two 2-digit numbers - crossing 10

Head over to <https://whiterosemaths.com/homelearning/year-3/week-6-number-addition-subtraction/> and watch the third video - *Add two 2-digit numbers - crossing 10 - add 1s and 10s. You'll need question set 3 - Add two 2-digit numbers - crossing 10 - add 1s and 10s*

Thursday - Subtract a 2-digit number from a 2-digit number - crossing 10

Head over to <https://whiterosemaths.com/homelearning/year-3/week-6-number-addition-subtraction/> and watch the fourth video - *Subtract a 2-digit number from a 2-digit number - crossing 10. You'll need question set 4 - Subtract a 2-digit number from a 2-digit number - crossing 10*

Friday - Mixed addition and subtraction problems

Head over to <https://whiterosemaths.com/homelearning/year-3/week-6-number-addition-subtraction/> and watch the fifth video - *Mixed addition and subtraction problems. You'll need question set 5 - Mixed addition and subtraction problems*

Maths

Keep practising your Key Instant Recall Facts

Year 3 - Term 3

I know the multiplication and division facts for the 4 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$4 \times 1 = 4$	$1 \times 4 = 4$	$4 \div 4 = 1$	$4 \div 1 = 4$
$4 \times 2 = 8$	$2 \times 4 = 8$	$8 \div 4 = 2$	$8 \div 2 = 4$
$4 \times 3 = 12$	$3 \times 4 = 12$	$12 \div 4 = 3$	$12 \div 3 = 4$
$4 \times 4 = 16$	$4 \times 4 = 16$	$16 \div 4 = 4$	$16 \div 4 = 4$
$4 \times 5 = 20$	$5 \times 4 = 20$	$20 \div 4 = 5$	$20 \div 5 = 4$
$4 \times 6 = 24$	$6 \times 4 = 24$	$24 \div 4 = 6$	$24 \div 6 = 4$
$4 \times 7 = 28$	$7 \times 4 = 28$	$28 \div 4 = 7$	$28 \div 7 = 4$
$4 \times 8 = 32$	$8 \times 4 = 32$	$32 \div 4 = 8$	$32 \div 8 = 4$
$4 \times 9 = 36$	$9 \times 4 = 36$	$36 \div 4 = 9$	$36 \div 9 = 4$
$4 \times 10 = 40$	$10 \times 4 = 40$	$40 \div 4 = 10$	$40 \div 10 = 4$
$4 \times 11 = 44$	$11 \times 4 = 44$	$44 \div 4 = 11$	$44 \div 11 = 4$
$4 \times 12 = 48$	$12 \times 4 = 48$	$48 \div 4 = 12$	$48 \div 12 = 4$

Key Vocabulary

What is 4 multiplied by 6?

What is 8 times 4?

What is 24 divided by 4?

They should be able to answer these questions in any order, including missing number questions e.g. $4 \times \bigcirc = 16$ or $\bigcirc \div 4 = 7$.

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

- ▶ What do you already know? - Your child will already know many of these facts from the 2, 3, 5 and 10 times tables.
- ▶ Double and double again - Multiplying a number by 4 is the same as doubling and doubling again. Double 6 is 12 and double 12 is 24, so $6 \times 4 = 24$.
- ▶ Buy one get three free - If your child knows one fact (e.g. $12 \times 4 = 48$), can they tell you the other three facts in the same fact family?

Year 3 - Term 1

I know number bonds for all numbers to 20.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$2 + 9 = 11$	$5 + 9 = 14$	Example of a fact family
$6 + 9 = 15$	$3 + 8 = 11$	$6 + 9 = 15$
$4 + 7 = 11$	$7 + 7 = 14$	$9 + 6 = 15$
$5 + 6 = 11$	$6 + 9 = 15$	$15 - 6 = 9$
$3 + 9 = 12$	$7 + 8 = 15$	$15 - 9 = 6$
$4 + 8 = 12$	$7 + 9 = 16$	
$5 + 7 = 12$	$8 + 8 = 16$	
$6 + 6 = 12$	$8 + 9 = 17$	
$4 + 9 = 13$	$9 + 9 = 18$	
$5 + 8 = 13$		

Key Vocabulary

What do I add to 5 to make 19?

What is 17 take away 6?

What is 13 less than 15?

How many more than 8 is 17?

What is the difference between 9 and 13?

This list includes the most challenging facts but children will need to learn all number bonds for each number to 20 (e.g. $15 + 2 = 17$). This includes related subtraction facts (e.g. $17 - 2 = 15$).

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

- ▶ Buy one get three free - If your child knows one fact (e.g. $8 + 5 = 13$), can they tell you the other three facts in the same fact family?
- ▶ Use doubles and near doubles - If you know that $6 + 6 = 12$, how can you work out $6 + 7$? What about $5 + 7$?

Year 3 - Term 2

I know the multiplication and division facts for the 3 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$3 \times 1 = 3$	$1 \times 3 = 3$	$3 \div 3 = 1$	$3 \div 1 = 3$
$3 \times 2 = 6$	$2 \times 3 = 6$	$6 \div 3 = 2$	$6 \div 2 = 3$
$3 \times 3 = 9$	$3 \times 3 = 9$	$9 \div 3 = 3$	$9 \div 3 = 3$
$3 \times 4 = 12$	$4 \times 3 = 12$	$12 \div 3 = 4$	$12 \div 4 = 3$
$3 \times 5 = 15$	$5 \times 3 = 15$	$15 \div 3 = 5$	$15 \div 5 = 3$
$3 \times 6 = 18$	$6 \times 3 = 18$	$18 \div 3 = 6$	$18 \div 6 = 3$
$3 \times 7 = 21$	$7 \times 3 = 21$	$21 \div 3 = 7$	$21 \div 7 = 3$
$3 \times 8 = 24$	$8 \times 3 = 24$	$24 \div 3 = 8$	$24 \div 8 = 3$
$3 \times 9 = 27$	$9 \times 3 = 27$	$27 \div 3 = 9$	$27 \div 9 = 3$
$3 \times 10 = 30$	$10 \times 3 = 30$	$30 \div 3 = 10$	$30 \div 10 = 3$
$3 \times 11 = 33$	$11 \times 3 = 33$	$33 \div 3 = 11$	$33 \div 11 = 3$
$3 \times 12 = 36$	$12 \times 3 = 36$	$36 \div 3 = 12$	$36 \div 12 = 3$

Key Vocabulary

What is 3 multiplied by 8?

What is 8 times 3?

What is 24 divided by 3?

They should be able to answer these questions in any order, including missing number questions e.g. $3 \times \bigcirc = 18$ or $\bigcirc \div 3 = 11$.

Top Tips




The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

- ▶ Songs and Chants - You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.
- ▶ Buy one get three free - If your child knows one fact (e.g. $3 \times 5 = 15$), can they tell you the other three facts in the same fact family?

Warning! - When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first, but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra. E.g. $3 \times 12 = 36$. The answer to the multiplication is 36, so $36 \div 3 = 12$ and $36 \div 12 = 3$.

Add and subtract 100s

1 Brett has some flowers.

Hundreds	Tens	Ones
		

He buys 3 more bunches of these flowers.

How many flowers does he have now?

Complete the number sentence.

=

2 Filip makes the number 726



Cross out the hundreds to help you complete the number sentences.

a) $726 - 100 =$ c) $726 - 400 =$

b) $726 - 200 =$ d) $726 - 700 =$

3 Complete the number sentences.

a) $400 + 300 =$ b) $700 - 200 =$

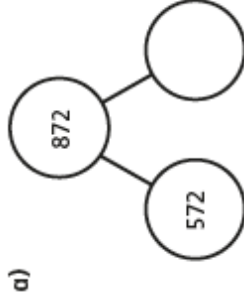
$430 + 300 =$ $780 - 200 =$

$439 + 300 =$ $783 - 200 =$

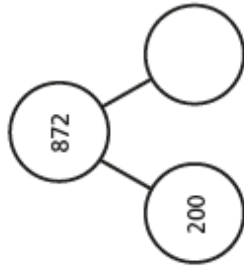
$300 + 477 =$ $701 - 200 =$

What patterns do you notice?

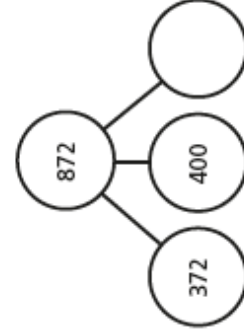
4 Complete the part-whole models.



d)



d)



What patterns do you notice?

5 Complete the number sentences.

a) $148 + \square = 648$

b) $397 - \square = 197$

c) $789 + \square = 989$

d) $\square + 517 = 917$

e) $\square - 200 = 408$

f) $\square - 900 = 24$

g) $\square + 400 = 849$

h) $728 = \square + 328$

i) $918 - \square = 818$

j) $\square + 200 = 299$

6 Eva and Tommy are working out calculations.

I started with 731 and subtracted 300



Eva

I started with 231 and added on some hundreds.



Tommy

Eva and Tommy finish with the same number.

How many hundreds did Tommy add on?

7

Scott sells cakes.
He starts with 295 cakes.



a) On Monday, Scott bakes 400 more cakes and sells 100 cakes.

How many cakes does he have at the end of Monday?

b) On Tuesday he bakes 300 cakes.

At the end of Tuesday, he has 195 cakes left.

How many cakes does Scott sell?

8

Dora wants to buy a new computer.
She has saved £287



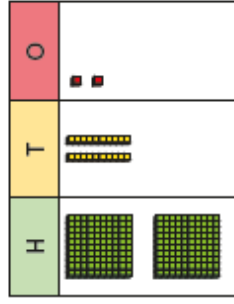
Each month she saves another £100

How many more months will it take
Dora to save enough to buy the computer?

Spot the pattern – making it explicit

1 Complete the number sentences.

Use the place value chart to help you.

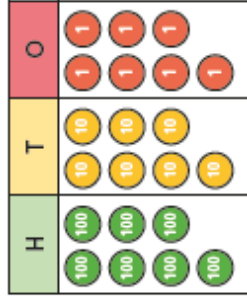


- a) $222 + 6 =$
- b) $222 + 60 =$
- c) $222 + 600 =$

What do you notice?

2 Complete the number sentences.

Use the place value chart to help you.



a) $777 - 400 =$

d) $777 - 4 =$

b) $777 - 40 =$

What do you notice?

3 Complete the number sentences.

a) $315 + 200 =$

c) $405 + 30 =$

b) $315 + 20 =$

d) $405 + 50 =$

c) $315 + 2 =$

d) $405 + 90 =$

b) $748 - 200 =$

d) $635 - 300 =$

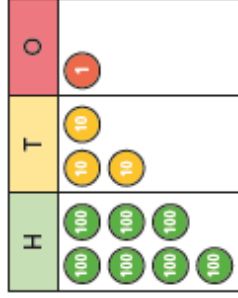
c) $748 - 20 =$

d) $635 - 500 =$

c) $748 - 2 =$

d) $635 - 600 =$

4 Amir makes this number on a place value chart.



a) Amir adds some counters to the chart.

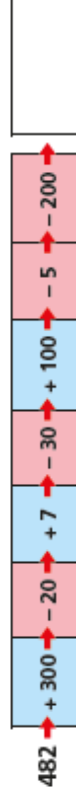
He now has the number 736

What counters did Amir add?

b) Amir removes 3 counters from one of the columns.

What numbers could he have now?

- 5 Work out the missing number.



- 6 Complete the sentences.

a) 500 more than 238 is equal to

b) 528 is more than 228

c) 727 is less than 729

d) 64 is less than 364

e) 429 is 20 more than

f) 429 is 20 less than

- 7 Here is a number machine.



- a) If 476 goes into the machine, what number comes out?

- b) If 476 comes out of the machine, what number went in?

How did you work this out?

8

When you add 3 tens to a number, the only column that changes is the tens column.



Is Dora correct? _____

Explain your answer.

Add 2-digit numbers (2)



1 Count the ones and complete the sentences.



ones = ten

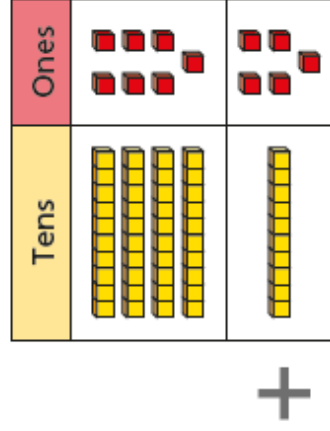


ones = ten and ones



ones = ten and ones

2



Add the ones.

ones + ones = ones

ones = ten + ones

Add the tens.

tens + tens = tens

Complete the addition.

+ =

- 3 Use base 10 to complete the additions.

a) $7 + 4 =$ <input type="text"/>	f) $37 + 14 =$ <input type="text"/>
b) $10 + 30 =$ <input type="text"/>	g) $22 + 19 =$ <input type="text"/>
c) $17 + 34 =$ <input type="text"/>	h) $48 + 19 =$ <input type="text"/>
d) $19 + 21 =$ <input type="text"/>	i) $33 + 29 =$ <input type="text"/>
e) $18 + 64 =$ <input type="text"/>	j) $39 + 47 =$ <input type="text"/>

Can you represent these additions on a number line?

- 4 Write the addition.

	T	O	
	4	6	
	+	1	5
		<u>6</u>	1
		1	

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

What does the little 1 represent?
Talk to a partner.

- 5 Complete the additions.

a)

	T	O		
	5	7		
	+	1	5	
		<u> </u>	<u> </u>	

c)

	T	O		
	1	7		
	+	7	3	
		<u> </u>	<u> </u>	

b)

	T	O		
	1	8		
	+	1	9	
		<u> </u>	<u> </u>	

d)

	T	O		
	6	3		
	+	1	9	
		<u> </u>	<u> </u>	

- 6 Fill in the missing digits to complete the number sentence.

$$\underline{\quad}9 + \underline{\quad}3 = 62$$

Compare answers with a partner.

How many different answers can you find?



Subtract 2-digit numbers (2)

1 a) What number is represented?



Subtract 12

What number is left?

$$\boxed{} - 12 = \boxed{}$$

b) What number is represented?



Subtract 12

What number is left?

$$\boxed{} - 12 = \boxed{}$$

What is the same about your answers?

What is different?

2 Use base 10 to complete the subtractions.

a) $23 - 6 = \boxed{}$ d) $45 - 26 = \boxed{}$

b) $33 - 7 = \boxed{}$ e) $63 - 35 = \boxed{}$

c) $33 - 17 = \boxed{}$ f) $82 - 24 = \boxed{}$

3 Tommy is working out $43 - 5$

		T	O				
		3 4	13				
		-	5				
			<u>3</u>	<u>8</u>			

Talk about Tommy's method with a partner.



4 Complete the subtractions.

a)

		T	O	
		2	3	
		-	6	
		<hr/>		

d)

		T	O	
		4	5	
		-	2	6
		<hr/>		

b)

		T	O	
		3	3	
		-	7	
		<hr/>		

e)

		T	O	
		6	3	
		-	3	5
		<hr/>		

c)

		T	O	
		3	3	
		-	1	7
		<hr/>		

f)

		T	O	
		8	2	
		-	2	4
		<hr/>		

5 Dexter has 33 bricks.



Rosie has 19 bricks.



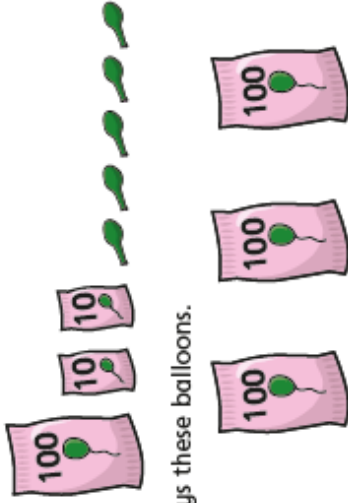
a) How many bricks do Dexter and Rosie have altogether?

b) How many more bricks does Dexter have than Rosie?



Mixed addition and subtraction problems

- 1 Mr Hall has these balloons.



- a) He buys these balloons.



How many does he have now?

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

- b) Then, Mr Hall buys some more balloons.



How many does he have now?

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

- c) Finally, he buys these balloons.



How many does Mr Hall have now?

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

- 2 Sam has 42 muffins.

She sells 6 muffins.

How many muffins does she have left?



- 3 A piece of string is 348 cm long.

Jack cuts off a piece 20 cm long.

a) How much string does he have left?

 cm

Jack cuts off another piece of string.

Now he has 278 cm of string left.

b) How long is the second piece of string?

 cm

- 4 Miss Rose buys a toaster and kettle.



The kettle costs £12 more than the toaster.

How much do the toaster and kettle cost altogether?

£

- 5 A jug contains 775 ml of juice.



Tommy pours two glasses of juice.

He pours 200 ml into one glass

He pours 50 ml into the other glass.

How much juice is left in the jug?

ml

- 6 Eva has 100 cubes.

She uses them to make two towers.



She has 55 cubes left over.

How many cubes are in the second tower?

- 7 Here are two number cards.

83

The difference between the two cards is 70

What could the number on the other card be?

or

- 8 Whitney and Dexter are thinking of a number.

They are thinking of a different number.



Whitney

If I add 6 to my number I get 435



Dexter

That is interesting!

If I add 60 to my number, I get your number.

What number is Dexter thinking of?



Maths



For those children who are not quite ready for the year 3 curriculum in maths, here are the lessons and question packs for addition and subtraction from the year 2 curriculum. Use these to boost their confidence before trying the year 3 pack.

For each step this week, there are videos the children can watch on White Rose along with the question sets on the following pages for them to try. The videos tell you when to pause and which questions to try.

Monday and Tuesday - Add a 2-digit and 1-digit number - crossing 10

Head over to <https://whiterosemaths.com/homelearning/year-2/week-7-number-addition-subtraction/> and watch the first video - *Add a 2-digit and 1-digit number - crossing 10* You'll need question set 1 - *Add a 2-digit and 1-digit number - crossing 10*

Wednesday - Subtraction crossing 10

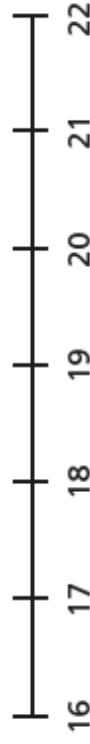
Head over to <https://whiterosemaths.com/homelearning/year-2/week-7-number-addition-subtraction> and watch the third video - *Subtraction crossing 10*. You'll need question set 2 - *Subtraction crossing 10 (1)*

Thursday and Friday - Subtract a 2-digit number from a 2-digit number - crossing 10

Head over to <https://whiterosemaths.com/homelearning/year-2/week-7-number-addition-subtraction> and watch the fourth video - *Subtract a 2-digit number from a 2-digit number - crossing 10*. You'll need question set 3 - *Subtract a 2-digit number from a 2-digit number - crossing 10*

Add a 2-digit and a 1-digit number – crossing ten

- 1 a) Use the number line to complete the calculations.



$16 + 1 = \square$

$16 + 4 = \square$

$16 + 2 = \square$

$16 + 5 = \square$

$16 + 3 = \square$

$16 + 6 = \square$

- b) Work out $16 + 7$

$16 + 7 = \square$

Talk to a partner about how you did it.

- 2 Use number bonds to complete the additions.

The first one has been done for you.

a) $17 + \begin{matrix} \text{5} \\ \text{2} \end{matrix} = \square$
 $20 + 2 = 22$

b) $6 + \begin{matrix} \text{7} \\ \text{3} \end{matrix} = \square$
 $10 + 3 = \square$

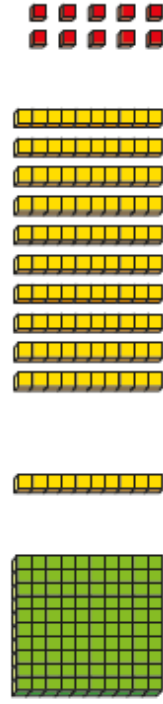
c) $15 + \begin{matrix} \text{9} \\ \square \end{matrix} = \square$
 $\square + \square = \square$

3 Complete the additions.

a) $14 + 9 =$	<input type="text"/>	d) $7 + 15 =$	<input type="text"/>
b) $18 + 4 =$	<input type="text"/>	e) $4 + 19 =$	<input type="text"/>
c) $19 + 6 =$	<input type="text"/>	f) $18 + 3 =$	<input type="text"/>

4 Which two representations show 10?

Tick your answers.



What is the same about the two representations?

What is different?

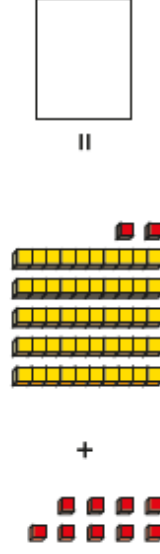
5 Complete the additions.

a)  +  =

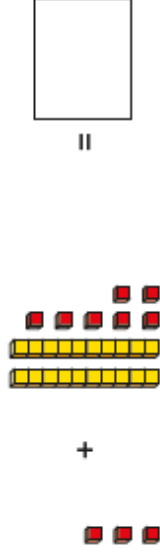
b)



c)



d)



6 Complete the number sentences.

a) $25 + 6 =$	<input type="text"/>	e) $74 + 9 =$	<input type="text"/>
b) $38 + 4 =$	<input type="text"/>	f) $64 + 9 =$	<input type="text"/>
c) $9 + 52 =$	<input type="text"/>	g) $54 + 8 =$	<input type="text"/>
d) $3 + 27 =$	<input type="text"/>	h) $4 + 58 =$	<input type="text"/>

Subtraction – crossing 10 (1)

- 1 Rosie has 15 cakes.



Her friends eat 6 cakes.

How many cakes does Rosie have left?

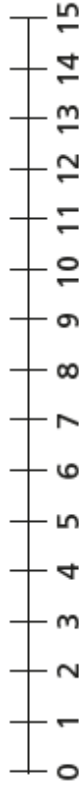
$$\square - \square = \square$$

Rosie has cakes left.

- 2 Jack has 13 stickers.

He gives 7 stickers to Dora.

How many stickers does Jack have left?

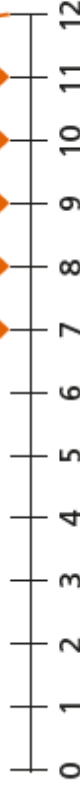


$$\square - \square = \square$$

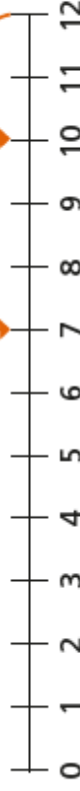
Jack has stickers left.

- 3 Ron and Eva have worked out $12 - 5$ on a number line.

Ron's method



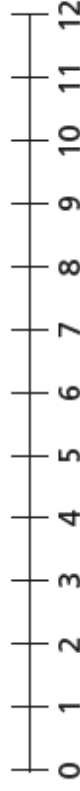
Eva's method



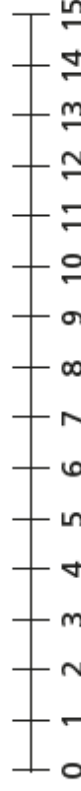
a) What is the same and what is different?

b) Use Eva's method to complete the subtractions.

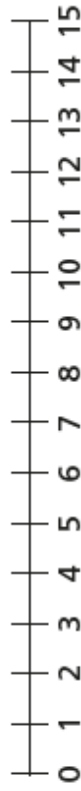
$$12 - 6 = \square$$



$$15 - 8 = \square$$



$14 - 9 =$

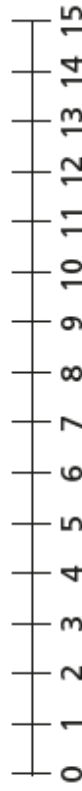


- 4 Fill in the missing numbers.

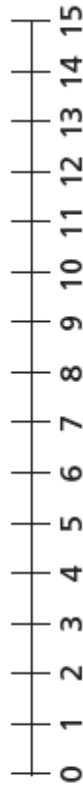


$14 -$

$= 8$

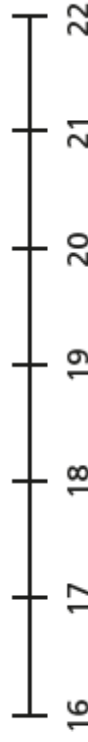


$- 6 = 7$



Subtract a 1-digit number from a 2-digit number – crossing 10

- 1 a) Use the number line to complete the calculations.



$22 - 1 =$

$22 - 4 =$

$22 - 2 =$

$22 - 5 =$

$22 - 3 =$

$22 - 6 =$

- b) Complete the subtraction.

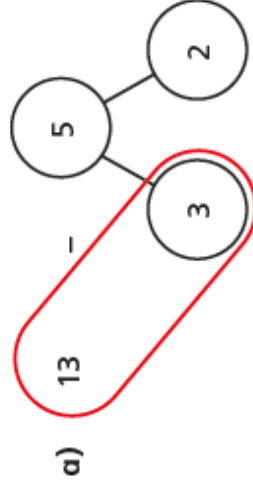
$22 - 7 =$

How did you work it out?

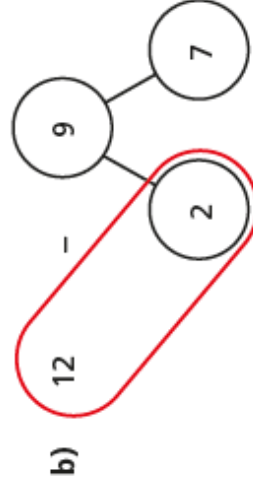
Talk to a partner.

- 2 Use number bonds to complete the subtractions.

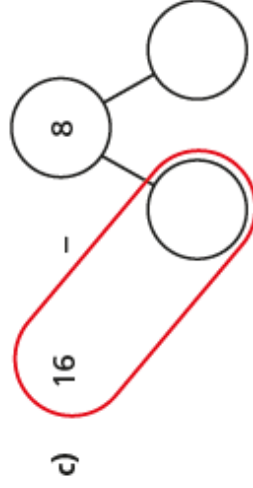
The first one has been done for you.



$10 - 2 = 8$



$10 - 7 =$



$\square - \square = \square$



3 Complete the subtractions.

a) $14 - 9 =$

d) $15 - 7 =$

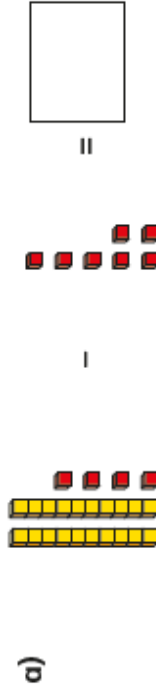
b) $14 - 8 =$

e) $15 - 9 =$

c) $17 - 8 =$

f) $12 - 3 =$

4 What is the difference between the numbers?



How did you find the difference?

5 Complete the subtractions.

a) $31 - 7 =$

e) $74 - 9 =$

b) $46 - 9 =$

f) $64 - 9 =$

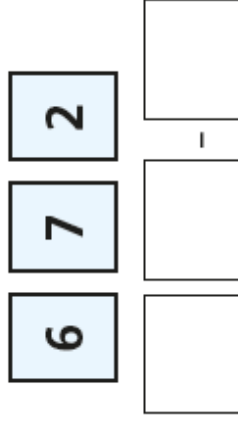
c) $32 - 8 =$

g) $54 - 8 =$

d) $32 - 3 =$

h) $41 - 3 =$

6 Use the three digit cards to write a subtraction.



How many different answers can you find?

What is the greatest difference?

What is the smallest difference?

Topic - Africa



Deserts

Start by watching these two videos about deserts

<https://youtu.be/n4crvs-KTBw> (National Geographic)

<https://youtu.be/2QdlF6Ld1oc> (BBC Teach)

Thinking about the animals that were mentioned in the videos, watch them again and this time write down any facts you have found out.

On the following pages, we have provided some fact sheets about different desert animals or you can search online or in an encyclopaedia for more information.

Your task

Create a leaflet about desert creatures. Draw a picture of the creature and provide your reader with facts about them including how they have adapted to living in the desert.

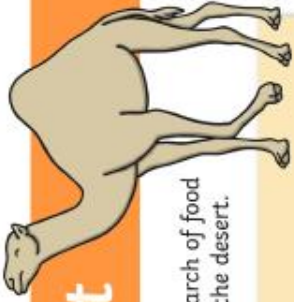




Topic - Africa



Camel Fact Sheet



Camels are social mammals. They roam the deserts in search of food and water. They are used by people for transport across the desert.



Age:
40 - 50 years old

Size:
Up to 7ft tall, measuring from the top of their hump to their feet

Weight:
300 - 1000kg

Camel Facts

Camels can run at speeds of up to 40 miles per hour for short amounts of time.

Camels eat grass, grains, seeds, twigs and even plants with thorns. They do not store water in their humps.

A camel's coat (hair) reflects the desert sun and keeps them cool in very hot temperatures. It will also keep them warm in cooler temperatures.

Camels and People

Today, nearly all of the world's camels are domestic animals. They are found in North Africa and Southwest Asia, and have been introduced to Australia.

Camels can hold up to 400kg but usually carry loads around 200kg.

Scorpion Fact Sheet



Scorpions have eight legs, two pincers, and a tail with a barb. Scorpions are found all across the world. There are over 2000 different species found on six of the seven continents.



Age:
4 - 25 years

Size:
0.9 - 20cm

Weight:
10g - 100g

Scorpion Facts

They mostly eat insects, but some larger scorpions may eat a small lizard or rodent.

All scorpions are poisonous. There are around 25 species of scorpions which are deadly to humans.

A scorpion uses its pincers to grab and crush its catch.

Scorpions tend to live alone.

Interesting Fact

A scorpion has two eyes on top and up to five pairs on each side of its head.



Topic - Africa



Snake Fact Sheet



Rattlesnakes are the most famous of desert snakes. They are extremely poisonous.

Copperheads and cottonmouths also live in the desert. These snakes are all pit vipers. They have two pits under their nostrils to detect heat. This enables them to hunt warm-blooded prey. The pits are so sensitive that the snake can detect prey and even determine the size of the animal in complete darkness.

Rattlesnake Facts

Age:
15 - 20 years

Size:
0.5 - 2.5m

Weight:
Up to 4.5kg



Snake Facts

Snakes don't have eyelids.

Snakes can't bite food so they have to swallow it whole.

Snakes are found on every continent of the world except Antarctica.

There are around 3000 different species of snake.

Tarantula Fact Sheet



There are around 900 species of tarantula. They are found in parts of America and Africa. Many tarantulas live underground.

Age:
15-25 years

Size:
8 - 30cm in length

Weight:
28 - 85g



Tarantula Facts

Even though they do not spin webs, tarantulas use their silk to make doors or soft walls for their burrow.

Tarantulas are night-time hunters who will pounce on their prey. They eat insects, beetles and grasshoppers.

They have hairs on their abdomen (stomach) that have sharp barbs. When threatened, the spider will rub these hairs with their legs and shoot them at their predator.

Interesting Fact

A tarantula's venom is actually milder than that of a honeybee.



Topic - Africa



Lizard Fact Sheet



Lizards are reptiles and there are over 3000 lizard species throughout the world. They are found all over the world except for polar regions.



Desert Horned Lizard

Age: 5 - 8 years
Size: 6 - 15cm
Weight: Up to 6g

Lizard Facts

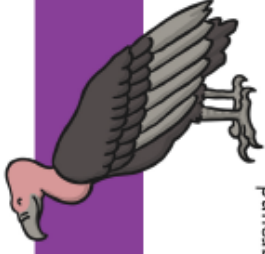
Lizards are small cold-blooded reptiles. A lizard has a long tail and four legs with five toes on each foot.

Lizards are extremely valuable because they help to control the insect population. Lizards that eat small animals and birds are called carnivores. A few lizards eat plants and they are called herbivores.

Desert Honed Lizard

Desert horned lizards are found in many habitats, such as deserts. They have horns behind their heads and thick scales to help them live in extreme temperatures. They feed on ants, crickets, beetles, worms, flies and plants.

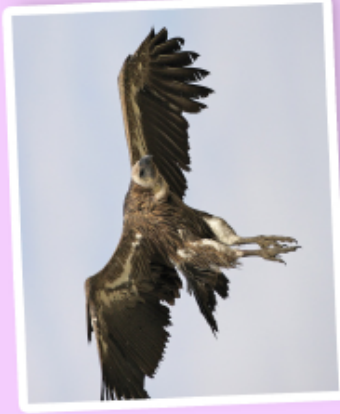
Vulture Fact Sheet



There are only 23 species of vulture in the world.

They are scavenger birds which feed on leftover food on the ground. They may have to wait days to find their next meal.

In searching for food, they use very little energy, soaring for hours with a rare flap of their broad wings. They have incredible eyesight and sense of smell, which few birds have.



White-Backed Vulture

Age: Up to 19 years
Size: 89 - 98cm
Wingspan of 210 - 220cm
Weight: 4.2 - 7.2kg

White-Backed Vulture Facts

Up to 200 white-backed vultures can gather at a carcass; an elephant carcass may even attract a thousand vultures.

After feeding, they may not be able to fly for a few hours because they eat so much.

In 2015, the species was declared 'critically endangered'.



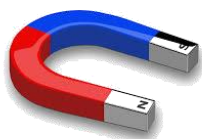
Science - Forces and Magnets



Recap last week's science lesson about forces by watching this video about friction www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs

This week, we are looking at another kind of force - magnetic force.

Here are some pictures of magnets - do you have one of these at home?



You may find them in some games or building kits. Do you have any magnets stuck to your fridge door, you could use these.

Hopefully you'll be able to find a small magnet somewhere at home to use for this experiment.

Next, do you have a recycling bin at home? When your recycling is collected it heads to a recycling plant where they sort it. They use magnets to help with this sorting process to find materials which are attracted to magnets.

Find some objects from inside the recycling bin such as paper, cardboard, plastic bottles / tubs, tin cans (be careful with sharp lids) and drinks cans.

Which ones do you think will be magnetic - attracted to the magnet?

Use your magnet (perhaps a fridge magnet) to find out by putting it near each object and seeing if the material is attracted to it (sticks to it). If it does, write it on the sheet on the following page under the section **objects attracted to the magnet**. If it does not stick to it, write it on the sheet under the section **objects NOT attracted to the magnet**.

What does this tell us about various materials?

Check out these websites for help with your investigations:

Fun video about magnets: <https://youtu.be/s236Q1nuWXg>

Facts about magnets:

<https://www.sciencekids.co.nz/sciencefacts/magnets.html>

Magnet game:

<https://www.sciencekids.co.nz/gamesactivities/magnetsprings.html>



Question

Which materials are attracted to magnets?

Prediction

What will we do?

We will hold a magnet near a range of objects made from different materials to see which ones are attracted to the magnet.

Findings

Objects attracted to the magnet

Objects NOT attracted to the magnet

Conclusion



RE - Incarnation



What happened when Jesus was baptised?

To start, watch this video clip that describes what happened when Jesus was baptised: <https://youtu.be/88JYcN2-FiQ>

(Don't worry if you cannot watch this, the Bible passage below tells the same story).

Next, read this passage from the Bible really carefully. It is the story of when Jesus was baptised by his cousin, John the Baptist. It can be found in Matthew's Gospel in the New Testament.

Matthew 3: 13 - 17 Jesus Is Baptised by John

¹³ At that time Jesus came from Galilee to the Jordan River and wanted John to baptise him. ¹⁴ But John tried to stop him, saying, "Why do you come to me to be baptised? I need to be baptised by you!"

¹⁵ Jesus answered, "Let it be this way for now. We should do all things that are God's will." So John agreed to baptise Jesus.

¹⁶ As soon as Jesus was baptised, he came up out of the water. Then heaven opened, and he saw God's Spirit coming down on him like a dove. ¹⁷ And a voice from heaven said, "This is my Son, whom I love, and I am very pleased with him."

Think about these questions and write down your thoughts.

- Why do you think Jesus wanted John to baptise him?
- What happened as Jesus was baptised?
- What do the things that happened as Jesus was baptised tell Christians about who Jesus was?

Look at the three paintings on the next page that depict (show, illustrate) the baptism of Jesus.

- What do you notice?
- How do the artists depict The Trinity - God, Jesus, and the Holy Spirit?

Annotate (write notes about) the artwork with your thoughts and clues about the Trinity. Re-read the Bible passage to help you.



RE - Incarnation



What happened when Jesus was baptised?





RE - Incarnation



What happened when Jesus was baptised?





Music - African Drumming



This term as part of our Africa topic, we will be looking at some African drumming techniques.

Listen to this drumming lesson

<https://youtu.be/CePPyAcOB8c>



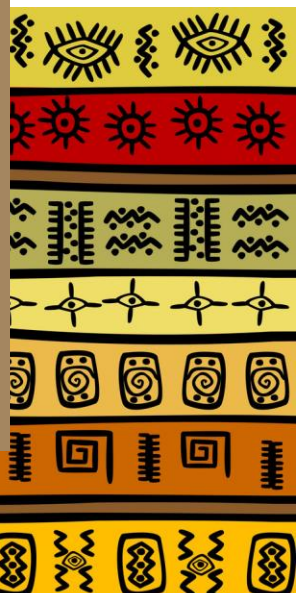
Try it out for yourself. If you haven't managed to finish your own drum yet (see last week's pack for more information), you can tap the table or the arm of a chair to follow the rhythm.

Extension

Think of your own sandwich (this makes sense when you watch the video!); Count the syllables.

The **sandwich** is the **bass note** and the **filling** is the **tone note**.

Record your own drumming video and upload it to your ClassDojo portfolio.





Other Subjects



Subject	Work at home ideas
PE	<p>PE with Joe Wicks starts again this week and is live on his YouTube page at 9am on Mondays, Wednesdays and Fridays. Go on, give it a go!</p> <p>Head over to his YouTube channel next week to find out more: https://www.youtube.com/c/TheBodyCoachTV/featured</p> <p>Or perhaps a Cosmic Yoga Safari Adventure? https://youtu.be/kRw6sGwN4U4</p> <p>Perhaps Supermovers is more your style - try the Dangermouse challenge...</p> <p>https://www.bbc.co.uk/teach/supermovers/just-for-fun-danger-mouse-1/z6mcp8</p> <p>Or could you design your own exercise routine to keep you fit?</p> <p>Share videos and photos of you taking part in a PE activity with us on your ClassDojo portfolio.</p>
Computing	<p>Try this Hour of Code build your own computer game activity https://studio.code.org/hoc/1</p> <p>Remember to take photos of yourself solving the puzzles - you'll get a certificate at the end, why not send a picture of that in too via your ClassDojo portfolio?</p> <p>Happy learning!</p>