Year 3 Home Learning Pack
week commencing 01/02/2021

Hello Year 3! It's a new week, a new month and it's time for a new pack - welcome to week 5 of home learning!

This week in maths we start a new topic, fractions; in English we are finishing our story and starting to look at recounts along with verb tenses; in topic, your task is to design a national park or game reserve in Kenya (what will you include in yours?); in science, we will be looking at why magnets attract and repel; in our RE we are looking at creating Kenning poems to describe the Trinity. We also have music, French, computing, handwriting, reading comprehension and PE available for you too.

You can print out any pages you need from this booklet if you are able. If you don't have access to a printer, don't worry, just copy the relevant questions onto 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 starting our learning about fractions. We have provided learning at year 3 and year 2 levels so children can access at the appropriate level.
- Remember to send in a photo of your reading record or send a note to your class teacher via your portfolio to show you have read at least 4x a week. You will earn a certificate (perhaps a badge too if you hit a reading milestone – Bronze, Silver or Gold) and raffle ticket for entry into the book prize draw. An extra raffle ticket too if you send in a video of you reading.

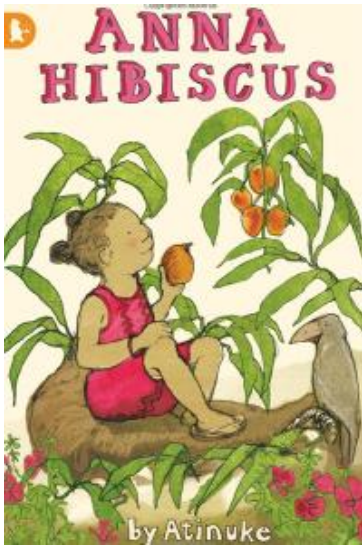
Mr Houghton and Miss Cox will continue to work at school with the keyworker children along with Mrs Vidler, and Miss Ryan and Mrs Gunn will be looking after you online via ClassDojo.

Keep posting all your learning to your ClassDojo portfolios – We're all really enjoying looking at everything you are doing.

Mr Houghton, Miss Ryan, Miss Cox and Mrs Gunn

English
Whole Class Reading

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



Monday Read pages 83-85

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

Tuesday Read pages 86-89

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

Wednesday Read pages 90-93

Use the gingerbread template to think about Anna Hibiscus's characteristics and personality traits.

Inside the gingerbread include Anna's characteristics, emotions and personality traits. Outside the gingerbread will be adjectives to describe what Anna looks like.

See template in the pack.

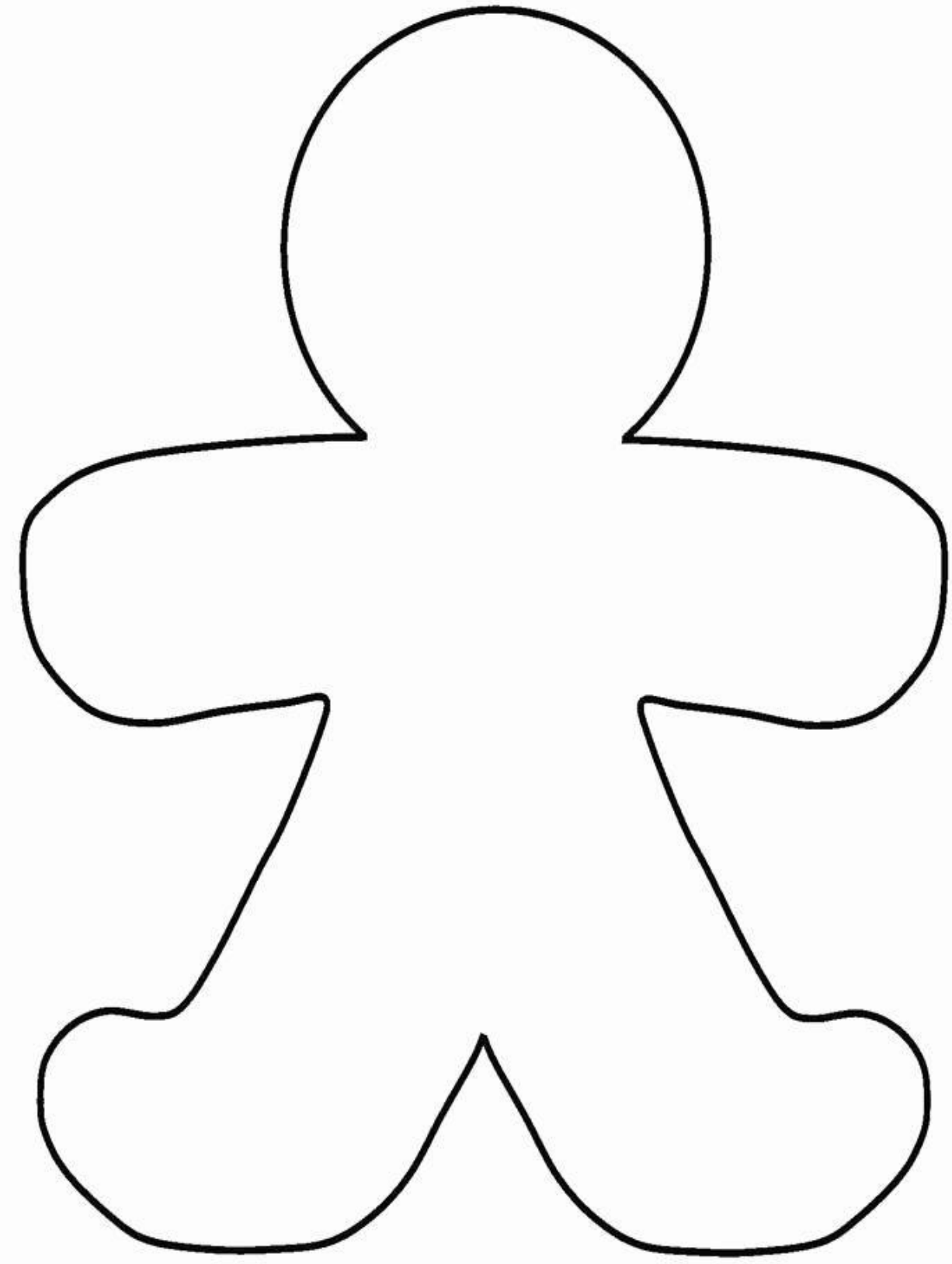
Thursday Read pages 94-97

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

Friday – Read pages 98-101

Make a prediction- How do you think this story will finish?

English Whole Class Reading (Wednesday)



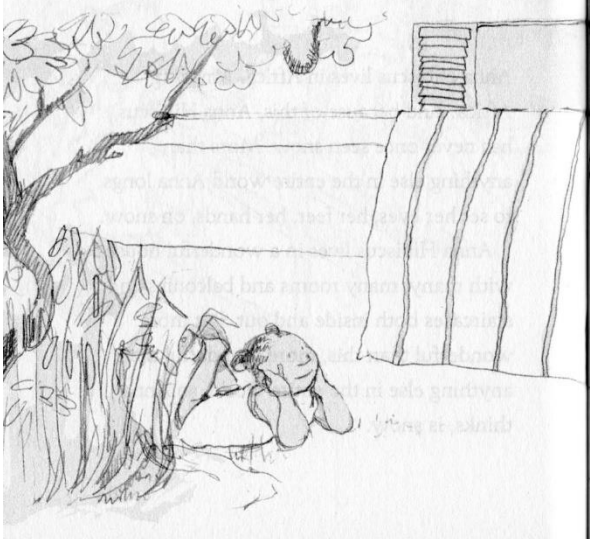
English
Anna Hibiscus pp 82-85

Sweet Snow

Anna Hibiscus lives in Africa. Amazing Africa. And because of this, Anna Hibiscus has never once seen snow. More than anything else in the entire world Anna longs to set her eyes, her feet, her hands, on snow.

Anna Hibiscus lives in a wonderful house with many, many rooms and balconies and staircases both inside and out. But more wonderful than this, more wonderful than anything else in the entire world, so Anna thinks, is snow.

All day long Anna Hibiscus plays in the garden around the house. A garden full of cool grass to lie on, beautiful trees to climb up and lovely flowers to smell. The trees are full of sweet fruit and the flowers are full of sweet nectar. But nothing can be sweet like snow, Anna has decided; nothing can be so cool.



Anna Hibiscus lives with her mother and her father, her grandmother and her grandfather, her aunties and her uncles, her cousins and her brothers, Double and Trouble. Anna Hibiscus's family is so big she cannot count them all. But nothing is more unaccountable than snow, Anna thinks.

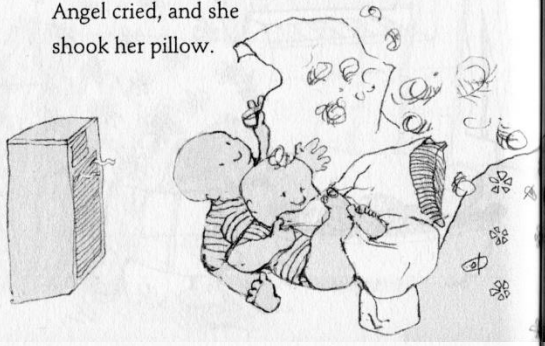
English
Anna Hibiscus pp 86-89

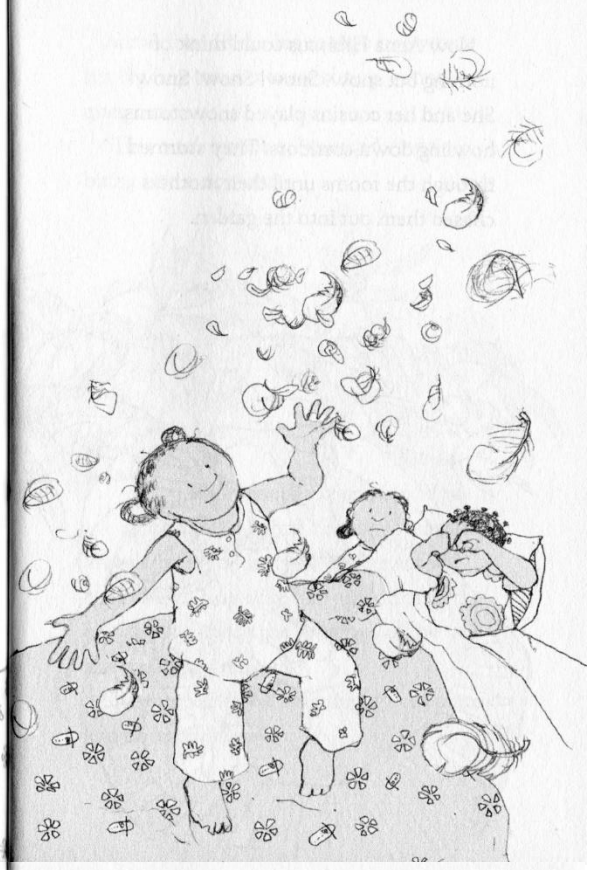
One morning, in the amazing land of Africa, in the wonderful house with the wonderful garden, Anna Hibiscus woke up and her room was white. Floating white.

"SNOW!" shouted Anna.

Anna's cousins Chocolate and Angel woke up. Anna was waving her arms, and the breeze from the air conditioner that cools down the hot African air was floating white all about her. There were Double and Trouble sitting on the floor, feathers round their mouths, chewing Chocolate's pillow.

"Snowing feathers!" Angel cried, and she shook her pillow.





Now Anna Hibiscus could think of nothing but snow. Snow! Snow! Snow! She and her cousins played snowstorms howling down corridors. They stormed through the rooms until their mothers chased them out into the garden.

Anna climbed the big mango tree where her big boy cousins were sitting, eating mangoes.

"This one's sweet-o," shouted Anna, biting into a ripe one.

"But not sweet like snow-o. You agree, cousin Benz? You agree, cousin Wonderful? Nothing's sweet like snow!"

Anna Hibiscus talked on and on until the boy cousins shook the branches of the tree and she almost fell out.

She climbed down shouting, "Just because you no know snow!"

English
Anna Hibiscus pp 90-93

It was true. Her cousins knew nothing about snow, her father knew nothing about snow, her grandfather and her grandmother knew nothing about snow, her aunties and her uncles knew nothing about snow, even Anna Hibiscus herself did not know snow. Nobody in Anna's family knew anything about snow because nobody in Anna's family had ever, even once, seen snow. Nobody except for Anna Hibiscus's mother.

You see, a long time ago, before Anna Hibiscus was born, when her father was a young man, he had gone to the land called Canada. He had gone in the short summertime and there he had met Anna's mother.

They had got married and come quickly back to Africa before the long winter came and Anna's father got too cold.

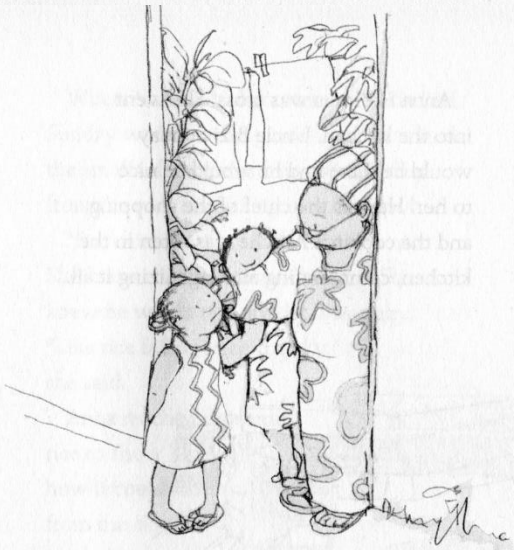
So Anna's mother knew all about snow. She had been born during a snowstorm and had grown up building snowmen and throwing snowballs. She had sledged and tobogganed over mountains of snow. She had even skied across snow-covered fields to school.

But Anna knew better than to ask about snow again, now, today, when her mother and the aunties were busy in the house.

So Anna Hibiscus went to the gate, but everybody outside was quick and shout and hurry today: buying and selling, haggling and screaming, walking and rushing; *quick* and *shout* and *hurry!* Nobody wanted to stop and talk to Anna except for a small beggar boy. Anna gave him the mango she had in her pocket. She started to tell him about snow – like cassava flakes falling from the sky!

"You de craze," the beggar boy said and ran away.

"I no de craze!" Anna shouted.



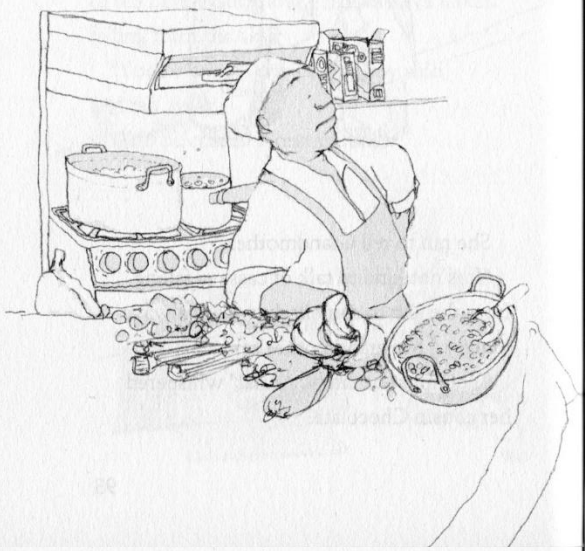
She ran to tell Grandmother.

"It is not kind to talk of cassava falling from the sky to somebody who is always hungry," her grandmother said.

"You must be crazy, Anna!" whispered her cousin Chocolate.

English
Anna Hibiscus pp 94-97

Anna Hibiscus was cross. She went into the kitchen. Uncle Bizi Sunday would be there and he would be nice to her. He was the chief of the shopping and the cooking. And he was often in the kitchen, commanding and organizing it all.

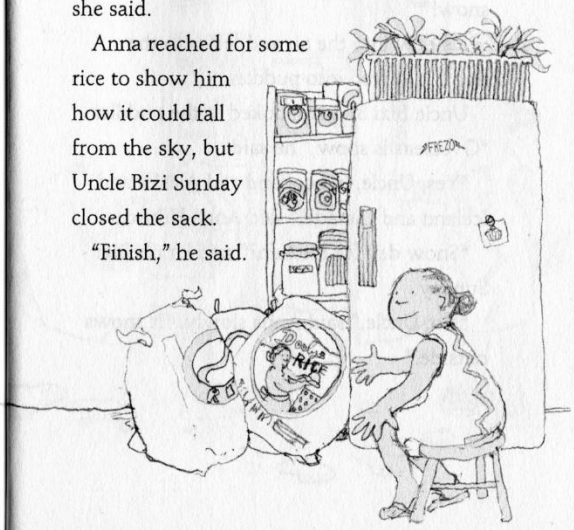


When Anna Hibiscus came in, Uncle Bizi Sunday was measuring rice. Anna watched the small white grains being scooped up from the sack and falling into the bowl.

"Snow is like rice, Uncle," said Anna. She knew that he was not hungry. She knew he would not say she was crazy. "Like rice falling from the sky," she said.

Anna reached for some rice to show him how it could fall from the sky, but Uncle Bizi Sunday closed the sack.

"Finish," he said.



"Oh," said Anna Hibiscus. "Well, rice is not so much like snow. Snow is cold." She looked around and saw the big freezer. "Cold like ice," she said.

Anna Hibiscus opened the freezer. It was cold and soft inside. She scraped out handfuls of ice and threw them into the air.

"Look, Uncle!" she said. "Look at the snow!"

Ice flew into the air and fell onto the floor. It melted into puddles.

Uncle Bizi Sunday looked at the puddles. "Overseas is snow," he said.

"Yes, Uncle, in Scotland and Alaska and Iceland and Canada," said Anna Hibiscus.

"Snow dey for kitchen?" said Uncle Bizi Sunday.

"No, Uncle," said Anna slowly. "It snows outside."

"So why snow fall for this my kitchen?" Uncle Bizi Sunday was aggravated.

Anna hurried to mop up the puddles.

English
Anna Hibiscus pp 98-101

Her mother came in while Anna was mopping.

"Anna! I have been looking for you," she said. "Here is a letter from Granny Canada! How would you like to visit her next summer? She will buy you a ticket on the aeroplane!"

Anna Hibiscus stood still as a stone. Only her eyes grew wider and wider.

Suddenly she leapt into the air and shrieked like a peacock.

"SNOW!"

Anna Hibiscus sang, waving the mop:

"Snow, you are wonderful!
I will see and tell you so!
Snow, you are so cold-o!
I will feel and say you so!
Snow, you are so sweet-o!
I will taste and tell you so!
SNOW-"

"Anna!" her mother interrupted gently. "There is no snow in the summertime."

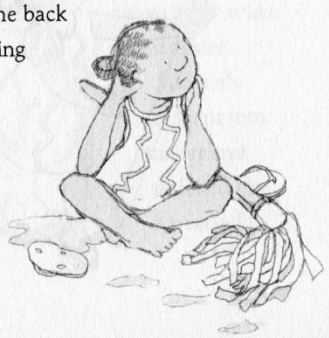
Anna Hibiscus stopped dancing. Her eyes grew full of tears. Uncle Bizi Sunday came to stand beside her. "Dis child have to see snow," he said.

Somewhere inside the house Double and Trouble started to cry. They cried and cried and cried. Nobody was picking them up.

Anna's mother turned to go. "I just don't know," she said.

Anna sat down on the floor and her tears splash, splash, splashed into a puddle. Uncle Bizi Sunday hurried out of the kitchen.

When he came back he was carrying paper and an envelope. He took a pen from a drawer.



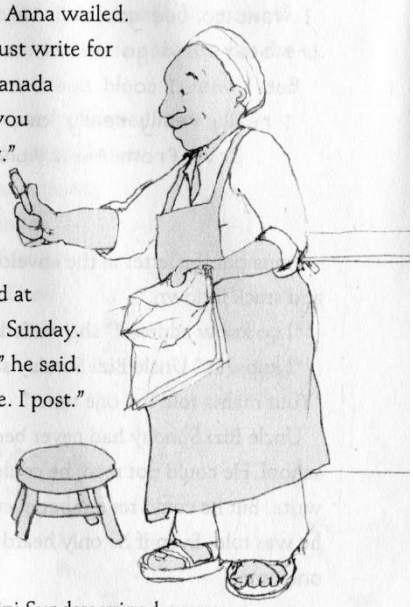
"Anna Hibiscus," he said. "Come! You must write."

"Why?" Anna wailed.

"You must write for Granny Canada – tell her you love snow."

Anna stopped crying. She looked at Uncle Bizi Sunday.

"Come," he said. "You write. I post."



Uncle Bizi Sunday wiped away Anna's tears and sat her on a stool to write.

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

Recap words – most commonly misspelt so far this year.
Read these words, practise the spellings. Look up the meaning in a dictionary, then use them in a sentence.

- ❑ Monday
- ❑ here
- ❑ January
- ❑ brown
- ❑ four
- ❑ eleven
- ❑ Tuesday
- ❑ February
- ❑ grey
- ❑ eighteen
- ❑ just
- ❑ fourteen
- ❑ laugh
- ❑ Wednesday

Further challenge – Year 3/4 Spellings

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

- ❑ forwards
- ❑ fruit
- ❑ grammar
- ❑ group
- ❑ guard
- ❑ guide
- ❑ heard
- ❑ heart
- ❑ height
- ❑ history

English
Spelling Menu

Here are some different ideas for helping you learn your spellings. Find some that work for you.

1. ABC Order  Write all of your spelling words in alphabetical (ABC) order.	**2. Word Parts** Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar	**3. Other Handed** Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	**4. Vowel Spotlight** Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
5. Use Technology Type out your spelling words on the computer. Try to use at least 4 different fonts. 	**6. Pyramid Words** s s p s p e s p e l s p e l l s p e l l i s p e l l i n s p e l l i n g (or make them boat shaped, star, smiley face, etc.)	**7."Ransom" Words** "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	**8. Rainbow Words** Write your spelling words with coloured pencils. Make each letter a different colour. 
9. Scrambled Words Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta	**10. Silly Sentences** Write 3 or more sentences that use all your spelling words. 	**11. Prefixes and Suffixes** Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. important happiness	**12. Word Search** Create your own word search with your spellings. Show the answers to your puzzle in a different colour. 
13. Flashcards Make and practice with flashcards.  Put the word on one side and definition (meaning) on the other.	**14. Picture & a Story** Draw a picture defining each word. Write a sentence about your picture using the word.	**15. Words without Vowels** Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	**16. Train Words** Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop
17. Write a Story, Poem or Song with Words Write a story using all your spelling words. Underline the words you used.	**18. Bubble Letters** Write your spelling words out in bubble writing. 	**19. Words Within Words** Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat	**20. Picture words** Draw a picture and hide your spelling words in the picture.

English
Spelling Menu

Here are some different ideas for helping you learn your spellings. Find some that work for you.

21. Question/Answers

Write questions with half of your spelling words.

Then use the other half to answer the questions. Underline the words you used.

22. Riddles

Write a riddle for each of your words. Don't forget to answer them.

e.g. I am grey. I have a trunk and big ears. Answer: elephant.

23. Crossword Puzzle

Make a crossword puzzle with your spelling . Show the answers to your puzzle.

24. Rhyming Words

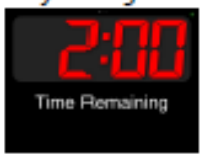
Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme.
e.g. men and again

25. Homophones

Can you find any homophones which go with your spelling words? What do they mean?
e.g. wear and where, to, too and two
their, there and they're

26. Writing Race

Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.



27. Code Words

Come up with a code for each letter of the alphabet and then write each word in code.
e.g. a = ¤ b = ♦ c =♠

28 Word Classes

Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.

29. Synonyms

Find at least 2 synonyms for each of your spelling words.

30. Antonyms

Find an antonym (opposite) for each of your spelling words.

31. Joker

Write jokes containing each of your spelling words.

32. Backwards Words

Write your spelling words forwards and then backwards. Remember to write neatly!

SDRAWKCAB

33. X Words

Write 2 words with one letter in common so that they cross over each other.
e.g. b
r
c h e e s e
a
d

34. Acrostic Poem

Write an acrostic poem for your spelling words. See if you can stick to a theme when writing.
e.g. sun

Sun shines brightly
Up in the sky
Nice and warm on my face

35. Scrabble

In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?

English
Writing

Monday

Read back through your story and make any edits. Can you add more adjectives? Can you upscale what you have already written? Can you use the thesaurus to improve some of your vocabulary?

Miss Ryan will do a session to support this on Class Dojo.

Tuesday – Cold Task

Starter – Changing tense worksheet.

Cold task (just let the children have a go- this is to see what they know and what we need to teach).

Today you need to try and write a **recount** without any support – just have a go!

You can write about; an adventure you have been on, a holiday, a day trip out- anything you like really!

Wednesday

Today we will begin looking at non-fiction texts.
We will begin thinking about a recount and what the main features are.

https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zgfhcj6

Watch input video on ClassDojo for support.

English
Writing

Thursday – Short burst write

Writing in the past tense. To practise writing in the past tense, begin with the *Writing Past Tense Verbs Worksheet*.

Write a conversation in the past tense. Think about a conversation you may have had yesterday- or make one up!

Miss Ryan will do an input on ClassDojo to support you with this.

Friday – Story mapping

Story map the text.

Choose one of the example texts and story map it. Once you have done this, practise retelling the recount.

Miss Ryan will do an input on ClassDojo to support you with this.

English
Writing

(Recount example - Working within)

A trip to the zoo

Yesterday my family went to the zoo to see lots of different exciting animals.

First, we went to the small shop to buy food to give to the animals. It was the smelliest food ever!

Next we went to the nocturnal house, where we saw some birds and reptiles that only come out at night. The reptiles looked bigger than the birds.

Then we went to see the greyest elephants, they were stomping up and down in their enclosure.

Finally we had a little bit of lunch before we started to make our way home. What a fantastic day we had!

English
Writing

(Recount example - Greater depth)

Woollahra Farm Excursion

Last Tuesday Red class went by bus to Woollahra Farm. We were all very excited. The golden sun was shining brightly as we headed to the farm along the long winding road.

As soon as we arrived we washed our hands so that we could touch the animals without giving them germs. Although I was looking forward to getting close to the animals I was a bit nervous of seeing the cows.

First we went to the dairy shed to watch the large cows being milked by a machine. Despite feeling a bit nervous it was really interesting to watch.

Afterwards we fed a cute baby goat with the bottle. I discovered that they can be quite strong when they want to be.

Before long it was time to see the chickens. We held the fluffy yellow chicks in our hands. The feet felt very tickly. It was a very busy day. We fed ponies, goats, donkeys, sheep and deer.

At the end of the day we went back to school. I liked feeding the ponies the best. I discovered that working on a farm is a lot hard work!

English
Writing (Tuesday)

Changing Tense

Change these sentences to <u>past</u> tense:

1. There **are** two birds on the fence.

   Yesterday there _____ two birds on the fence.

2. **I am bringing** some orange juice to the party.

   I _____ some orange juice to the party.

3. Tomorrow, Billy **is going** to see the dentist.

   Yesterday, Billy _____ to see the dentist.

4. Sarah **jumps** over the fence.

   An hour ago, Sarah _____ over the fence.

5. Mohammed **is catching** an aeroplane to Spain.

   Last year, Mohammed _____ an aeroplane to Spain.

6. My sister **likes** her ice cream.

   My sister _____ ice cream.

7. There **is** a cat in the garden sitting on the path.

   There _____ a cat in the garden sitting on the path.

8. Tomorrow, I **am going to eat** really healthily.

   Yesterday, I _____ really healthily.

English
Writing (Thursday)

Writing Past Tense Verbs Worksheet

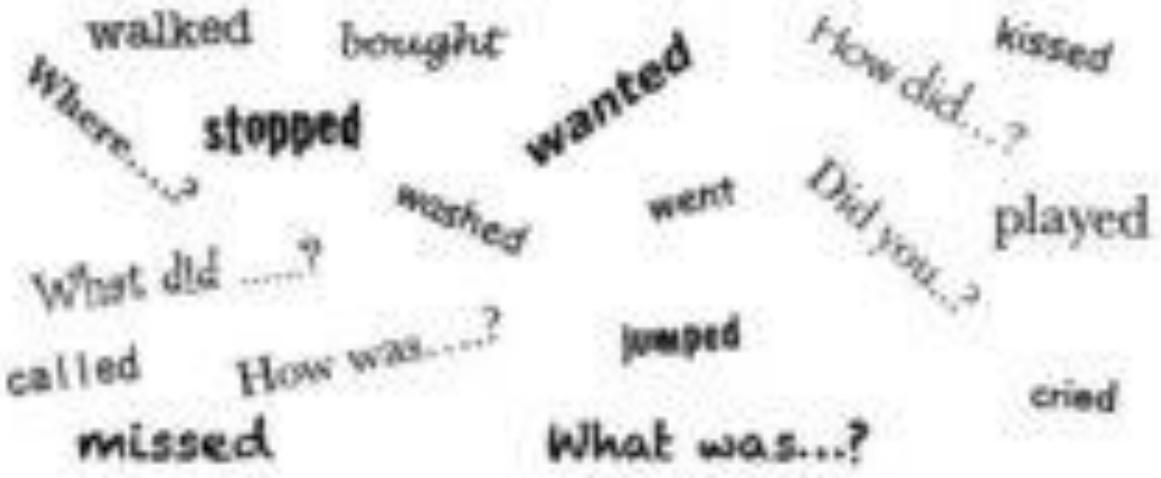
- To make most verbs past tense, **add –ed** to the ending.
  call → called *talk → talked*
- When a verb ends in a silent -e, **drop the e and add –ed** to form the past tense.
  bake → baked *hope → hoped*
- When a verb ends in a consonant and y, **change the y to i and add –ed**
  carry → carried *copy → copied*

Write the past tense form of each verb correctly in each box.

shout _____	study _____	solve _____
buzz _____	dance _____	climb _____
hurry _____	smell _____	love _____
plant _____	spy _____	smile _____
cook _____	rake _____	try _____

English
Writing (Thursday)

Write a conversation exercise: past tense



Write a conversation with at least 6 of the phrases above.

Example: *Harry, What did you do last weekend ?*

Handwriting

Watch the videos online via ClassDojo and practise writing the letters using the lines below.

Handwriting

Watch the videos online via ClassDojo and practise writing the letters using the lines below.

Reading Comprehension Easiest

All About Elephants

Elephants are the largest of all land mammals on Earth. They have long trunks and large ears and are an impressive sight across Africa and areas of Asia. Elephants are known for being clever and can even recognise themselves in a mirror.

Elephant Herds

Female elephants and their calves live in large groups called herds. These herds are usually led by the oldest and largest female. Incredibly, people have even seen herds of over 100 African savannah elephants.

African Elephants

African elephants are the largest **species** of elephant and can be found in lots of different parts of Africa. All African elephants grow tusks. They use these tusks to do lots of different things, such as lifting things and digging holes.

There are two different types of African elephant. They are called the savannah elephant and the forest elephant.

The savannah elephant is the biggest type of elephant and can also be called the bush elephant. They spend most of their day eating grass and other plants.

The forest elephant is smaller and can be found in wooded rainforests. As they live in rainforests that have lots of trees, it can be difficult to count how many forest elephants are living in one area. Researchers count the number of elephant droppings instead of counting the number of elephants! They then use this to help them to **estimate** how many elephants are living nearby.

Did You Know..?

Baby African elephants have baby tusks just like humans have baby teeth.

Asian Elephants

Asian elephants are smaller than African elephants. They can be identified by the shape of their ears, which are smaller and rounder than those of African elephants.

There are several different types of Asian elephant. The largest of these is the Sri Lankan elephant.

Reading Comprehension Easiest

All About Elephants

Did You Know..?

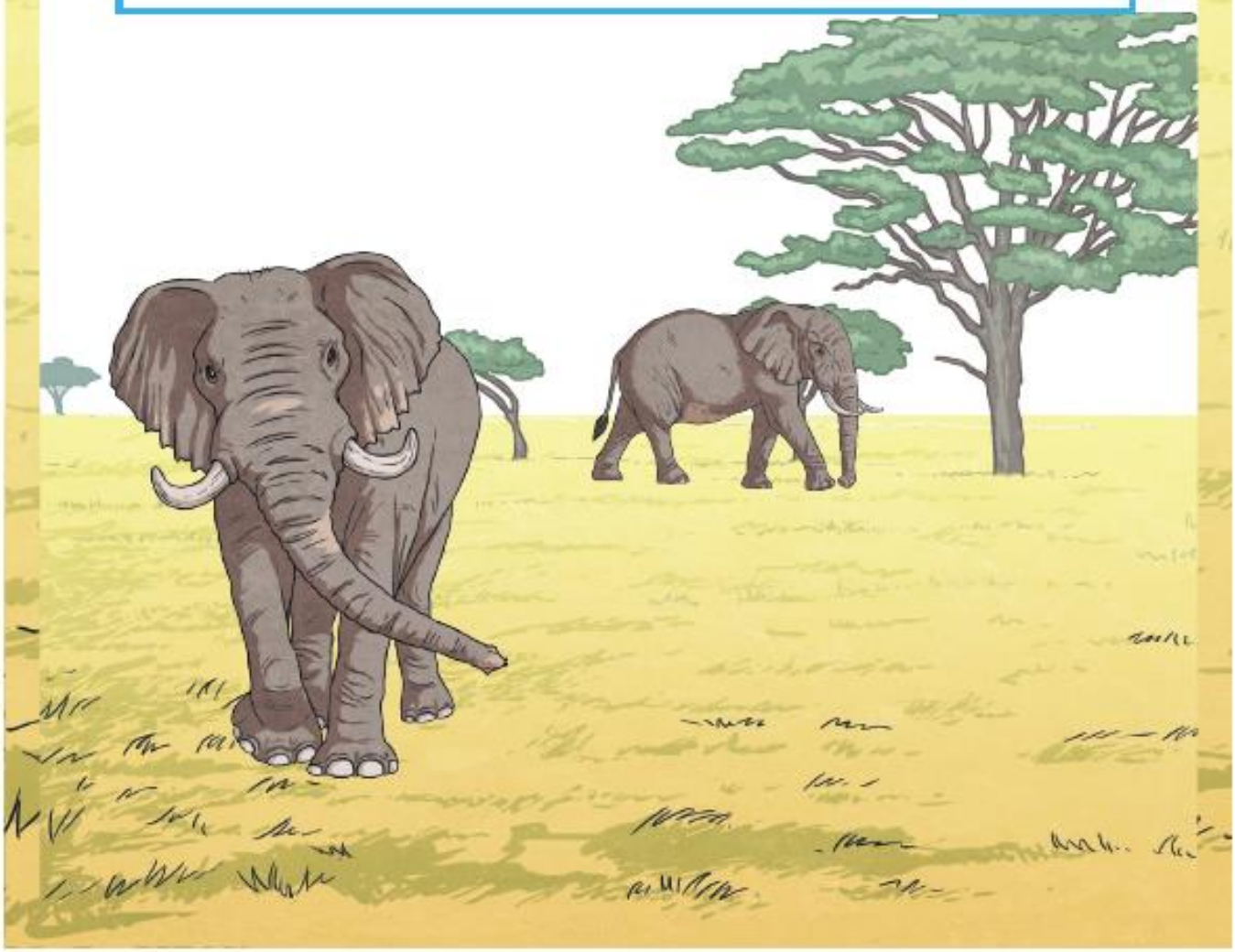
Asian elephants make big footprints. When they're filled with rainwater, these footprints can become tiny ponds for frogs and their tadpoles.

Over the years, elephants have faced different threats. Today, African elephant populations are slowly increasing but Asian elephant populations are decreasing. Many countries have now put laws in place to help to protect these amazing creatures.

Glossary

estimate: To roughly count the number of something.

species: A group of living things that are very similar.



Reading Comprehension Easiest

1. What might you find inside an Asian elephant's footprint? Tick one.

   - ○ a goldfish
   - ○ a tadpole
   - ○ nothing
   - ○ an eel

2. Draw **four** lines and complete each sentence.

The savannah elephant...	is the largest type of Asian elephant.
The forest elephant...	can be difficult to count.
Baby African elephants...	is also known as the bush elephant.
The Sri Lankan elephant...	have baby tusks.

3. Which of these statements is **not** true? Tick one.

   - ○ The savannah elephant is the largest type of elephant.
   - ○ The forest elephant can be found in wooded rainforests.
   - ○ There is only one type of Asian elephant.
   - ○ All African elephants grow tusks.

4. Where can you find wild elephants? Tick **two**.

   - ○ Africa
   - ○ Antarctica
   - ○ Asia
   - ○ Europe

5. Why might it be difficult to find out how many forest elephants are living in one area?

   _____

6. Look at the first paragraph.

   Find and copy one word that means the same as 'spot'.

   _____

7. Do you think that people should protect elephants? Explain your answer.

   _____

   _____

   _____

Reading Comprehension Harder

All About Elephants

Elephants are the largest of all land mammals on Earth. With their long trunks and large ears, they are an impressive sight across Africa and areas of Asia. Elephants are known for being clever and are one of only a handful of animals that can recognise themselves in a mirror.

Elephant Herds

Elephants live in large groups that are made up of female elephants and their calves. These herds are usually led by the oldest and largest female who is called the matriarch. Incredibly, herds of over 100 African savannah elephants have been spotted.

African Elephants

African elephants are the largest species of elephant. All African elephants grow tusks which they use for lots of different tasks, including lifting objects and defending themselves. If they can't find water available nearby, elephants have also been known to dig a hole with their tusks to find water underground.

There are two different types of African elephants. They are called the savannah elephant and the forest elephant. Both can be found in different parts of Africa.

The savannah elephant is the largest type and can be found living in grassy plains and bushlands. They can also be called the bush elephant. Savannah elephants mainly eat grass but have also been known to eat other plants and fruit.

The forest elephant is smaller and can be found in wooded rainforests. Unlike savannah elephants, who can be counted easily in open areas, it is difficult to know how many forest elephants are living in a specific area. Instead, researchers often count the number of droppings to estimate how many forest elephants there are.

Reading Comprehension Harder

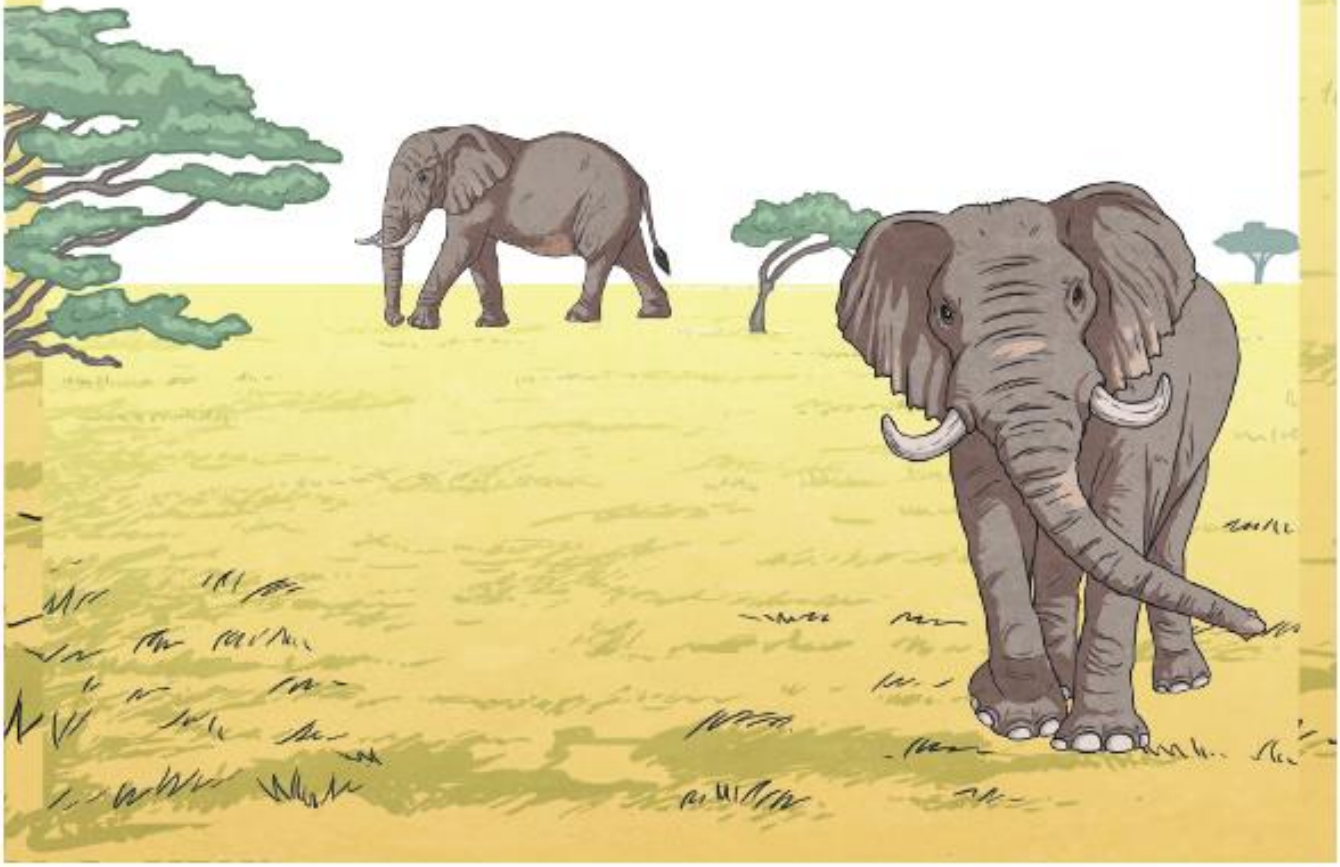
All About Elephants

Asian Elephants

Asian elephants are smaller than African elephants and can be found in different parts of Asia. Unlike African elephants, female Asian elephants don't have any tusks. These types of elephants can be identified by the shape of their ears, which are smaller than those of African elephants.

There are several different types of Asian elephant. These include the Sri Lankan elephant, the Indian elephant and the Sumatran elephant. The largest of these is the Sri Lankan elephant. Amazingly, some studies have found that Asian elephant footprints can make an excellent home for frogs and their tadpoles when they're filled with rainwater.

Over the years, elephants have faced a variety of different threats that have led to the number of wild elephants decreasing. While African elephant populations are now slowly increasing, Asian elephant populations are decreasing and they are endangered. Wanting to protect these magnificent creatures, many countries have now put laws in place to help to keep them safe.



Reading Comprehension Harder

1. Why might an African elephant dig a hole using its tusk? Tick one.

   - ○ to help it to lift something
   - ○ to help it to defend itself
   - ○ to bury a piece of food
   - ○ to try and find water

2. Where can the savannah elephant be found? Tick one.

   - ○ on grassy plains
   - ○ in wooded rainforests
   - ○ in parts of Asia
   - ○ in mountains

3. Draw **four** lines and complete each sentence.

Savannah elephants...	are a type of Asian elephant.
Forest elephants...	have been seen in herds of over 100 elephants.
African elephant populations...	are now slowly increasing.
Sumatran elephants...	can be found in wooded rainforests.

4. Look at the last paragraph.
   Which word tells you that the author likes elephants? Tick one.

   - ○ variety
   - ○ increasing
   - ○ magnificent
   - ○ creatures

5. What surprising thing might you find inside an Asian elephant's footprint?

   _____

6. Fill in the missing words.

   The _____ elephant is the _____ type of elephant.

7. Explain the difference between African elephants and Asian elephants.

   _____

   _____

   _____

8. Which type of elephant would you most like to see in the wild? Explain your answer.

   _____

   _____

   _____

Reading Comprehension Hardest

All About Elephants

Elephants are the largest of all land mammals on Earth. With their lengthy trunks and sizeable ears, they are a distinctive sight in savannahs and rainforests across Africa and areas of Asia. Elephants are known for being clever and are one of only a handful of animals that can recognise themselves in a mirror. In addition, elephants have a famously impressive memory and can remember where different water sources are as they walk across huge distances.

Elephant Herds

Elephants live in large groups called herds. These herds are made up of female elephants and their calves and are typically led by a matriarch. Usually, the matriarch is the oldest and largest female elephant. Incredibly, herds of over 100 African savannah elephants have been spotted in the wild.

African Elephants

African elephants are the largest and heaviest species of elephant. Both male and female African elephants grow tusks which they use for a number of tasks, including lifting and gathering objects and defending themselves. If an elephant can't find any water nearby, they have also been known to dig a hole with their tusks to find water underground.

There are two different types of African elephants: these are the savannah elephant and the forest elephant. Both species of elephant can be found in different parts of Africa.

The savannah elephant, also known as the bush elephant, is the largest of all elephants and can be found in grassy plains and bushlands throughout Africa. Savannah elephants mainly eat grass but have also been known to eat other plants and fruit. On average, an elephant can spend up to 18 hours a day eating.

Smaller than the savannah elephant, the forest elephant can be found in wooded rainforests. Being among thick trees makes forest elephants more difficult to count than savannah elephants, who can be easily spotted on the vast plains. To keep an eye on their population, researchers often count the number of droppings to estimate how many forest elephants are in a specific area.

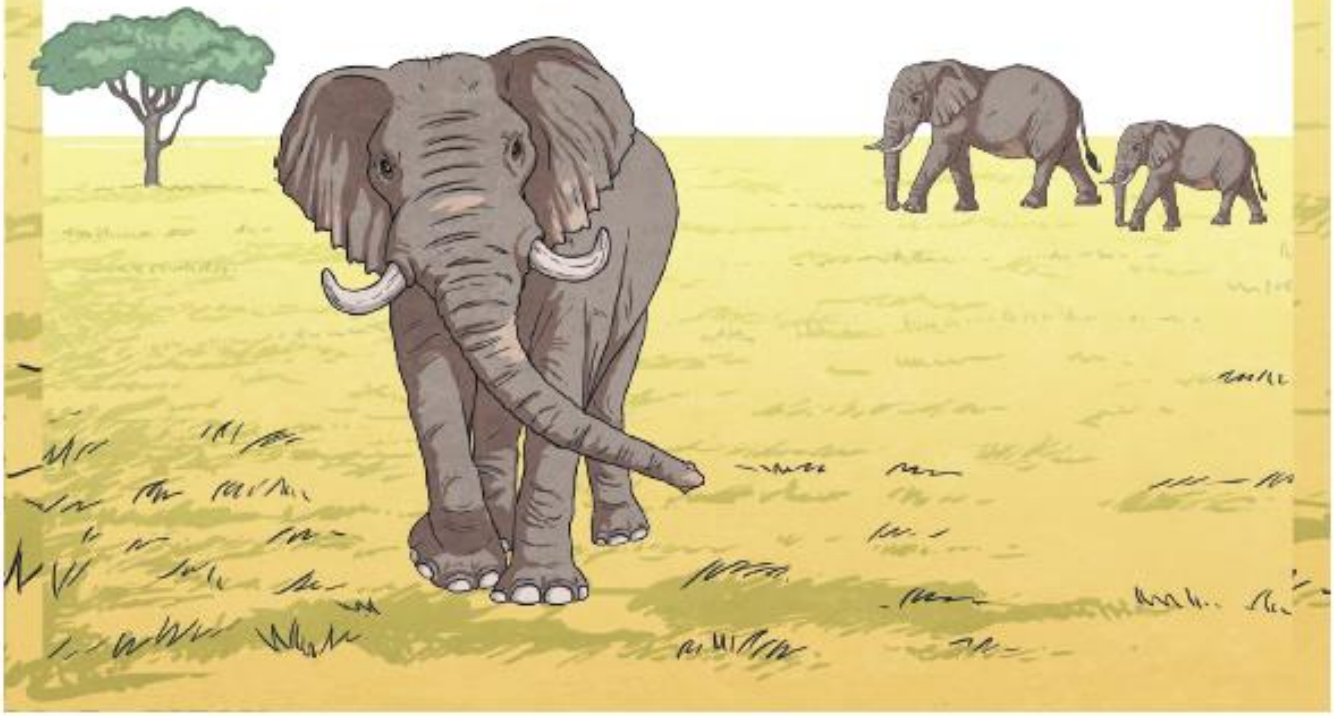
Reading Comprehension
Hardest

Asian Elephants

Asian elephants are smaller than African elephants and can be found in different parts of Asia. Unlike African elephants, Asian elephant herds are typically smaller and usually contain around six to seven female elephants. Female Asian elephants don't develop tusks. Asian elephants can be identified by the shape of their ears which are smaller than those of African elephants.

There are several different types of Asian elephant. These include the Sri Lankan elephant, the Indian elephant and the Sumatran elephant. The Sri Lankan elephant is the largest and darkest of all Asian elephants. Amazingly, some studies have found that, when filled with rainwater, Asian elephant footprints can make an excellent home for frogs and their tadpoles.

Historically, elephants have faced a variety of different threats that have led to their numbers declining in the wild. While African elephant populations are now slowly increasing, Asian elephant populations are still in decline and they are classed as endangered. To try and increase the number of elephants in the wild, many countries have now put laws in place to help to protect these magnificent creatures and their habitats.



Reading Comprehension Hardest

1. **... they are a distinctive sight in savannahs and rainforests across Africa and areas of Asia.**
   Which of the following definitions is closest in meaning to the word 'distinctive'? Tick one.

   - ○ unimpressive
   - ○ unique
   - ○ smelly
   - ○ enormous

2. Which of the following is the largest type of elephant? Tick one.

   - ○ the forest elephant
   - ○ the Sumatran elephant
   - ○ the savannah elephant
   - ○ the Indian elephant

3. Look at the paragraph beginning **Smaller than the savannah elephant...**
   Find and copy one word which means the same as 'large'.

   _____

4. On average, how many hours a day can an elephant spend eating?

   _____

5. What happens to an Asian elephant's footprint for it to become a home for frogs?

   _____

6. Do you think that the author of this text likes elephants? Explain your answer.

   _____

   _____

   _____

7. Explain how the layout of the text helps you to understand the information.

   _____

   _____

   _____

8. Summarise what you have learnt about elephants using 25 words or fewer.

   _____

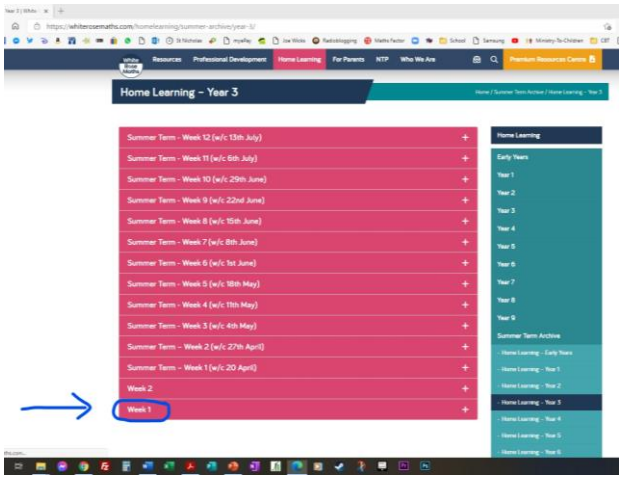
   _____

   _____

Maths

This week in maths we are moving on to new topic – ***Fractions***.

For each step, there is a handy video to guide you through the learning, then there are question packs to practise for yourself. The questions have been included in this pack on the following pages. Remember to pause the video when asked and practise questions.



Monday - Unit and non-unit fractions

https://whiterosemaths.com/homelearning/summer-archive/year-3/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the first video and use the appropriate question set which follows.

Tuesday - Making the whole

https://whiterosemaths.com/homelearning/summer-archive/year-3/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the second video and use the appropriate question set which follows.

Wednesday - Tenths

https://whiterosemaths.com/homelearning/summer-archive/year-3/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the third video and use the appropriate question set which follows.

Thursday – Count in Tenths

https://whiterosemaths.com/homelearning/summer-archive/year-3/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the fourth video and use the appropriate question set which follows.

Friday - Tenths as decimals

https://whiterosemaths.com/homelearning/summer-archive/year-3/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the fifth video and use the appropriate question set which follows.

You can find the answer sheets alongside each video on the website.

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 × 1 = 4	1 × 4 = 4	4 ÷ 4 = 1	4 ÷ 1 = 4
4 × 2 = 8	2 × 4 = 8	8 ÷ 4 = 2	8 ÷ 2 = 4
4 × 3 = 12	3 × 4 = 12	12 ÷ 4 = 3	12 ÷ 3 = 4
4 × 4 = 16	4 × 4 = 16	16 ÷ 4 = 4	16 ÷ 4 = 4
4 × 5 = 20	5 × 4 = 20	20 ÷ 4 = 5	20 ÷ 5 = 4
4 × 6 = 24	6 × 4 = 24	24 ÷ 4 = 6	24 ÷ 6 = 4
4 × 7 = 28	7 × 4 = 28	28 ÷ 4 = 7	28 ÷ 7 = 4
4 × 8 = 32	8 × 4 = 32	32 ÷ 4 = 8	32 ÷ 8 = 4
4 × 9 = 36	9 × 4 = 36	36 ÷ 4 = 9	36 ÷ 9 = 4
4 × 10 = 40	10 × 4 = 40	40 ÷ 4 = 10	40 ÷ 10 = 4
4 × 11 = 44	11 × 4 = 44	44 ÷ 4 = 11	44 ÷ 11 = 4
4 × 12 = 48	12 × 4 = 48	48 ÷ 4 = 12	48 ÷ 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 x ◯ = 16 or ◯ ÷ 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 × 4 = 24.
- Buy one get three free - If your child knows one fact (e.g. 12 × 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 11?
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 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 × 1 = 3	1 × 3 = 3	3 ÷ 3 = 1	3 ÷ 1 = 3
3 × 2 = 6	2 × 3 = 6	6 ÷ 3 = 2	6 ÷ 2 = 3
3 × 3 = 9	3 × 3 = 9	9 ÷ 3 = 3	9 ÷ 3 = 3
3 × 4 = 12	4 × 3 = 12	12 ÷ 3 = 4	12 ÷ 4 = 3
3 × 5 = 15	5 × 3 = 15	15 ÷ 3 = 5	15 ÷ 5 = 3
3 × 6 = 18	6 × 3 = 18	18 ÷ 3 = 6	18 ÷ 6 = 3
3 × 7 = 21	7 × 3 = 21	21 ÷ 3 = 7	21 ÷ 7 = 3
3 × 8 = 24	8 × 3 = 24	24 ÷ 3 = 8	24 ÷ 8 = 3
3 × 9 = 27	9 × 3 = 27	27 ÷ 3 = 9	27 ÷ 9 = 3
3 × 10 = 30	10 × 3 = 30	30 ÷ 3 = 10	30 ÷ 10 = 3
3 × 11 = 33	11 × 3 = 33	33 ÷ 3 = 11	33 ÷ 11 = 3
3 × 12 = 36	12 × 3 = 36	36 ÷ 3 = 12	36 ÷ 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 x ◯ = 18 or ◯ ÷ 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 × 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 × 12 = 36. The answer to the multiplication is 36, so 36 ÷ 3 = 12 and 36 ÷ 12 = 3

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

2 Write fractions to complete the sentences.

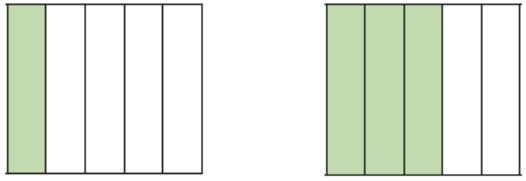
a) ☐ of the tower is green.

b) ☐ of the tower is yellow.

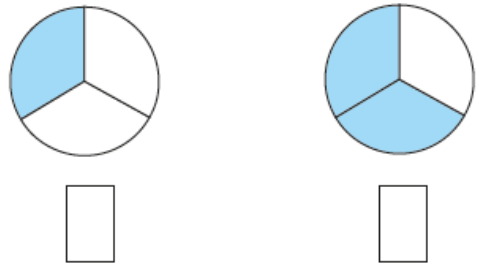
c) ☐ of the tower is blue.

3 What fraction of each shape is shaded?

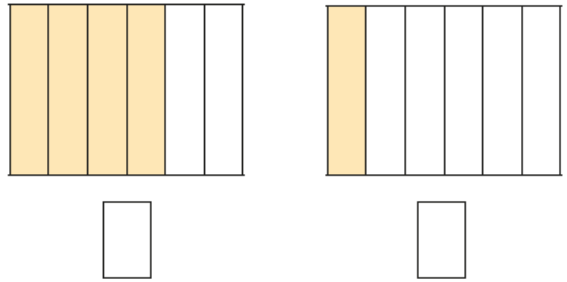
a)



b)



c)



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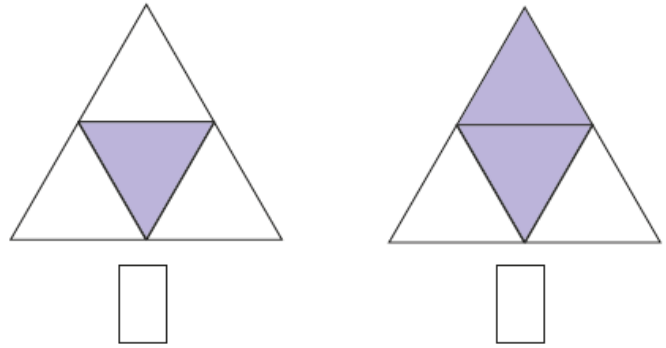

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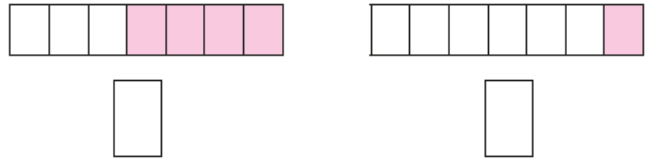
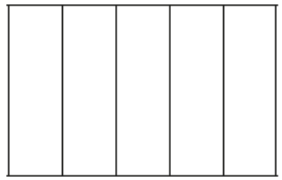
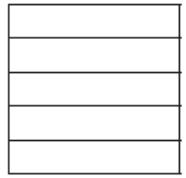


Tick the unit fraction in each pair of shapes.

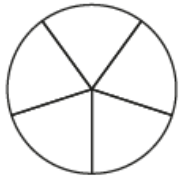
How did you know which was the unit fraction?

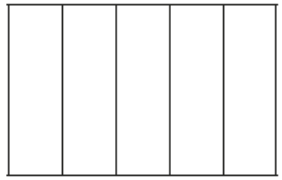
4 **a)** Colour $\frac{1}{5}$ of each shape.





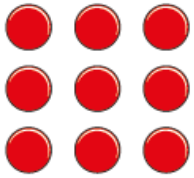
b) Colour $\frac{3}{5}$ of each shape.



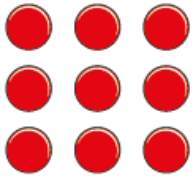


What is the same and what is different about your answers?

5 **a)** Circle $\frac{1}{3}$ of the counters.



b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 **a)** What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is ☐

The numerator is always ☐

An example of a non-unit fraction is ☐

The numerator is always greater than ☐

Making the whole

1 Here are some counters.

a) What fraction of the counters are yellow? ☐

b) What fraction of the counters are red? ☐

c) Complete the number sentence. ☐ + ☐ = ☐

2 Here is a tower of cubes.

a) What fraction of the tower is green? ☐

b) What fraction of the tower is blue? ☐

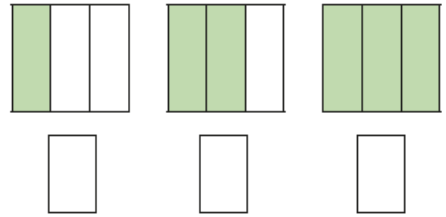
c) Complete the number sentence. ☐ + ☐ = ☐

3 What fraction of each shape is shaded?

Which fraction represents a whole?

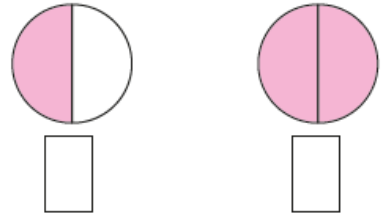
Fill in the missing fractions.

a)



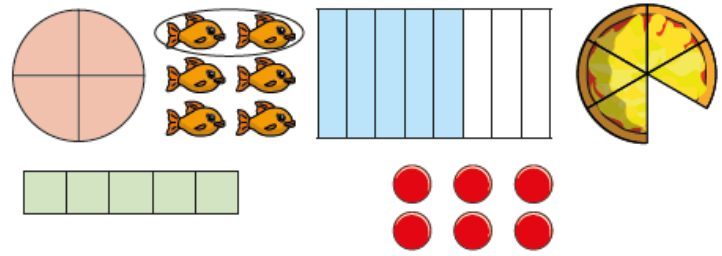
☐ = one whole

b)



☐ = one whole

4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

☐ ☐ ☐

b) Write three fractions that are equal to one whole.

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

5 Choose a phrase to complete the sentences.

greater than	less than	equal to

When the numerator is _____ the denominator, the fraction is less than one whole.

When the numerator is _____ the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

$\frac{3}{5}$	$\frac{4}{4}$	$\frac{6}{10}$	$\frac{2}{2}$
$\frac{10}{10}$	$\frac{8}{9}$	$\frac{3}{3}$	$\frac{5}{5}$

7 Here are $\frac{1}{3}$ of Jack's marbles.

Draw the rest of Jack's marbles in the bar model.

8 $\frac{2}{7}$ of a group of children are girls.

What fraction are boys?

☐ are boys.

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.

$\frac{1}{4}$	

$\frac{1}{5}$	$\frac{1}{5}$	

$\frac{7}{10}$	

10 Complete the number sentences.

a) $\frac{3}{5} + \square = 1$

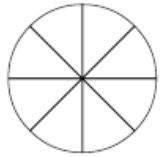
b) $\square + \frac{4}{10} = 1$

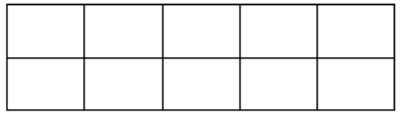
c) $\square = \frac{2}{7} + \frac{5}{7}$

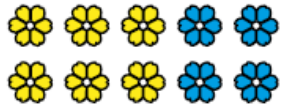
d) $\frac{9}{9} = \square + \frac{5}{9}$

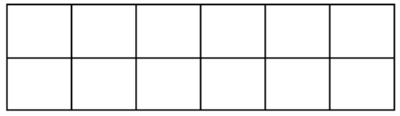
Tenths

1 Tick the pictures that show tenths.









2 Write fractions to complete the sentences.

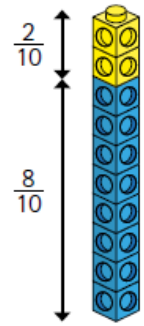
a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

c) ☐ of the counters are green.

3 Amir has some blue and yellow cubes.

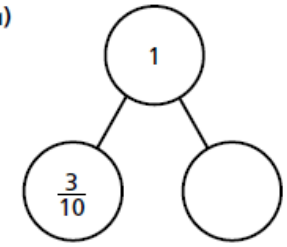
He makes a tower using 10 cubes.



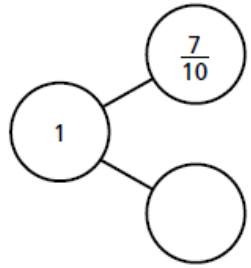
Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

4 Complete the part-whole models.

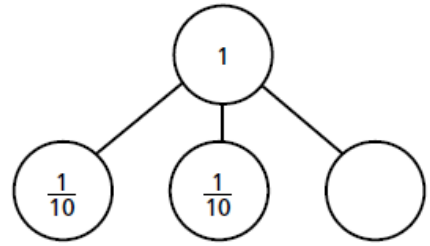
a)



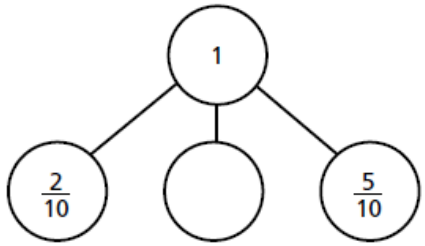
b)



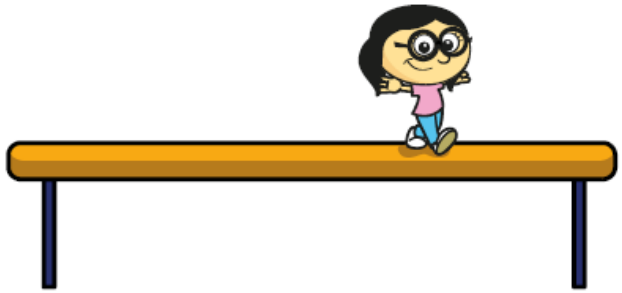
c)



d)



5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

6 10 boys share 3 pizzas equally.

What fraction of a pizza do they each get?

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

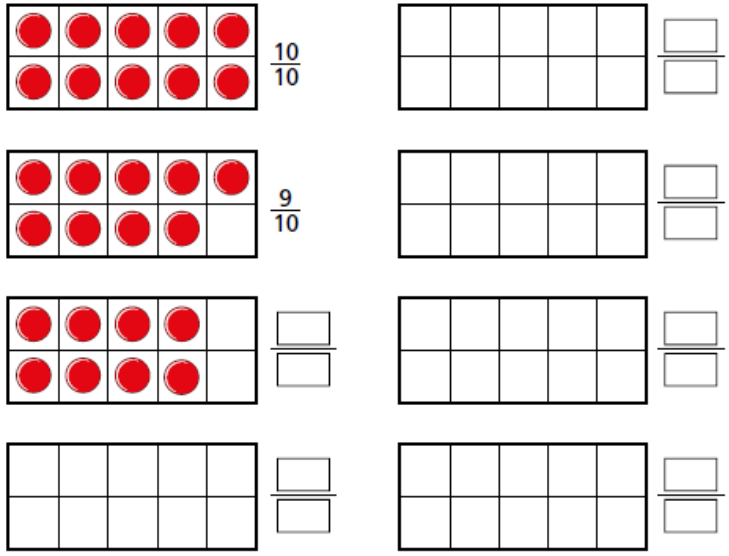
What fraction could be yellow?

How many possible answers can you find?

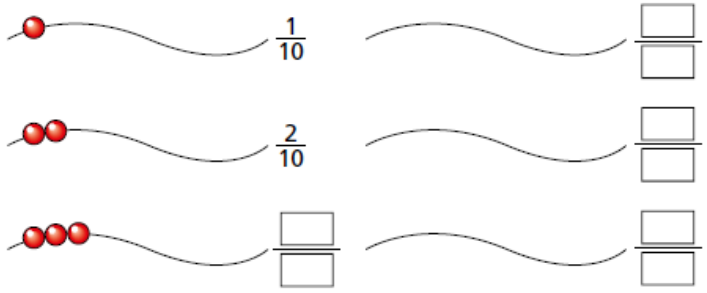
Compare answers with a partner.

Count in tenths

1 Continue the sequence.



2 Continue the sequence.



3 Write the missing fractions in each sequence.

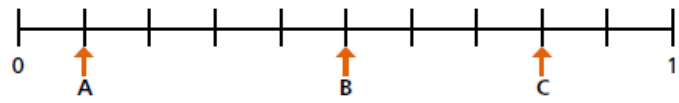
a)

1/10	2/10		4/10	
6/10	7/10		9/10	10/10

b)

10/10	9/10		7/10	
5/10			2/10	1/10

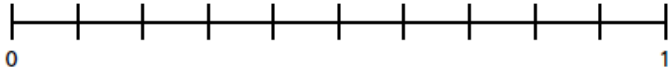
4 What fraction is each arrow pointing to?



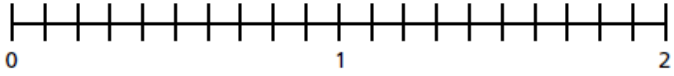
A = ☐ B = ☐ C = ☐

5 Write the fractions in the correct places on the number lines.

a) $\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$

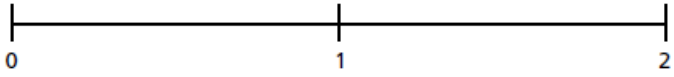


b) $\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$

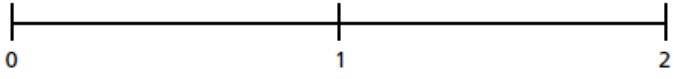


6 Draw and label arrows to estimate the position of the fractions on the number lines.

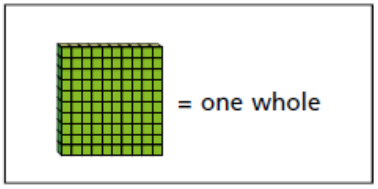
a) $\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$



b) $\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$

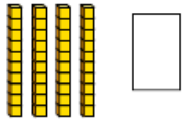


7

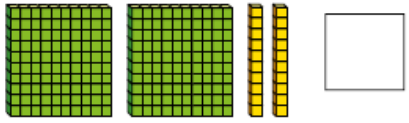


What number is represented in each picture?

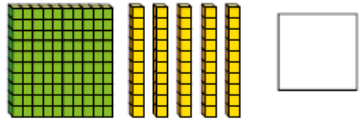
a)



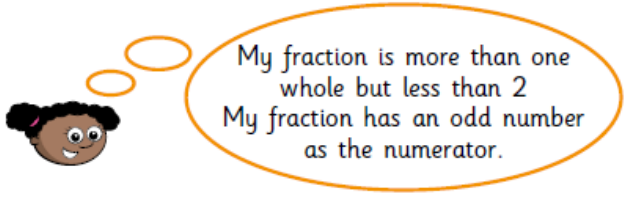
c)



b)



8 Whitney is thinking of a fraction.



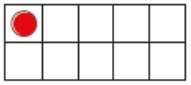
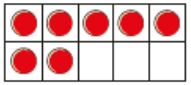
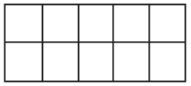
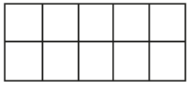
What could Whitney's fraction be?

List all the possible fractions.

Compare answers with a partner.

Tenths as decimals

1 Complete the table.

Representation	Words	Fraction	Decimal
	1 tenth		0.1
		$\frac{7}{10}$	
			0.3
	5 tenths		

2 Match each bar model to the equivalent decimal.

0.8

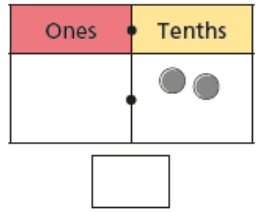
0.6

0.4

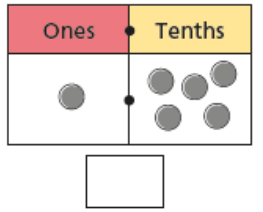
3 Mo is using a place value chart to represent numbers.

Write each number as a decimal.

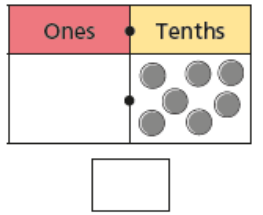
a)



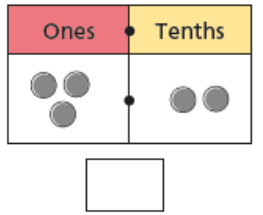
c)



b)

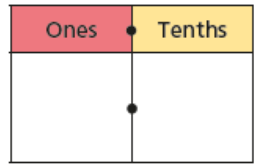


d)

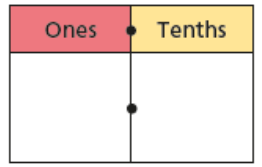


4 Draw counters to represent the numbers.

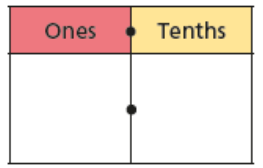
a) 0.3



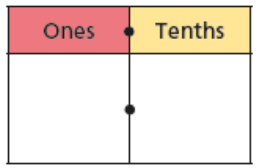
c) 1.3



b) 3



d) 3.1



5 Continue the pattern.

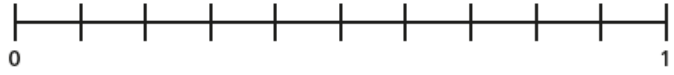
$\frac{1}{10}$	0.2	3 tenths	$\frac{4}{10}$	0.5
6 tenths				

6 What decimal is each arrow pointing to?

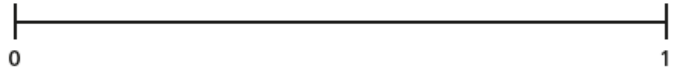
A = ☐ B = ☐ C = ☐

7 Estimate the position of the decimals on the number lines.

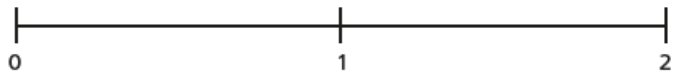
a) 0.1 0.5 0.8



b) 0.4 0.7 0.9



c) 0.6 1.2 1.7



8 Complete the statements.

a) $0.2 > \frac{\square}{10}$

b) $0.8 < \frac{\square}{10}$

c) ☐ tenths = 0.7

d) ☐ $= \frac{12}{10}$

Is there more than one answer for each?

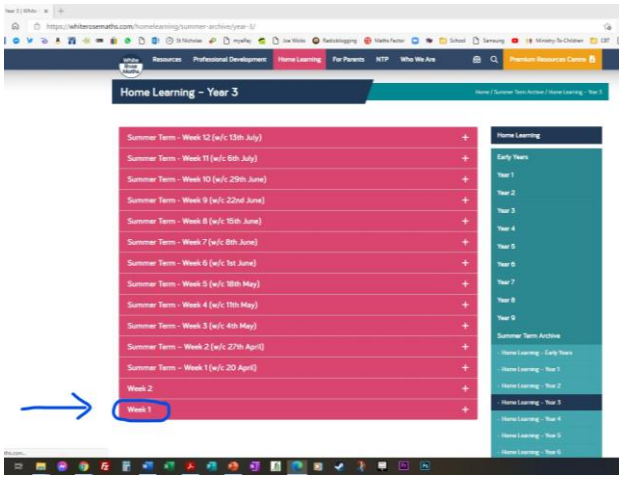
9 Aisha places 6 counters onto this place value chart.

Ones	Tenths

List all the possible numbers she could represent.

Maths

This week in maths we are moving on to new topic – ***Fractions***.



If you feel your child is struggling with the year 3 fractions, please follow the year 2 curriculum below which covers the missed learning from last year.

For each step, there is a handy video to guide you through the learning, then there are question packs to practise for yourself. The questions are on the following pages.

Monday – Make equal parts
https://whiterosemaths.com/homelearning/summer-archive/year-2/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the first video and use the appropriate question set which follows.

Tuesday – Recognise a half
https://whiterosemaths.com/homelearning/summer-archive/year-2/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the second video and use the appropriate question set which follows.

Wednesday – Find a half
https://whiterosemaths.com/homelearning/summer-archive/year-2/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the third video and use the appropriate question set which follows.

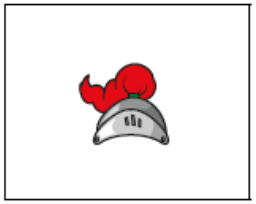
Thursday – Recognise a quarter
https://whiterosemaths.com/homelearning/summer-archive/year-2/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the fourth video and use the appropriate question set which follows.

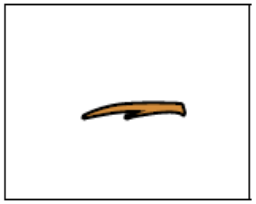
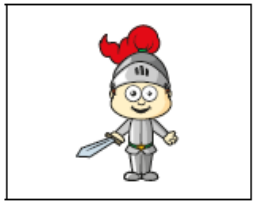
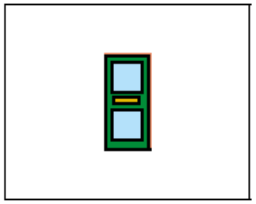
Friday – Find a quarter
https://whiterosemaths.com/homelearning/summer-archive/year-2/ then scroll to the bottom of the screen and select Week 1 (see screenshot) Select the fifth video and use the appropriate question set which follows.

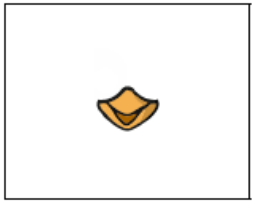
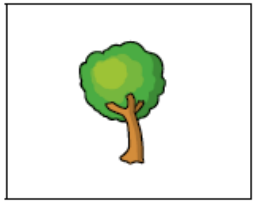
You can find the answer sheets alongside each video on the website.

Make equal parts

1 Match the part to the whole.



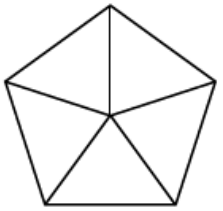



2 Complete the sentences.

a)

There are ☐ equal parts.

b)



There are ☐ equal parts.

3 Complete the sentences.

a)

There are ☐ equal groups.

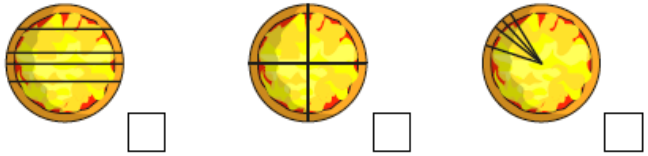
Each group has ☐ cakes.

b)

There are ☐ equal groups.

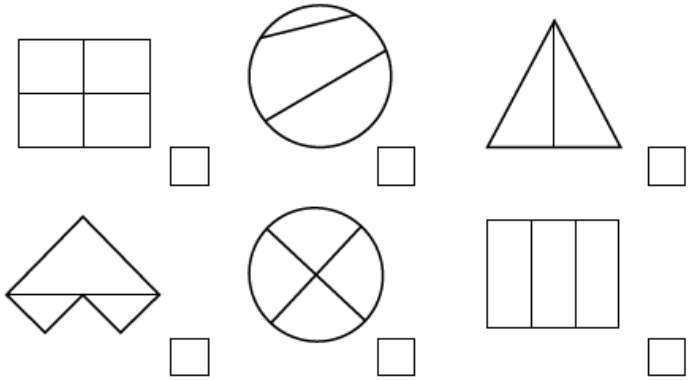
Each group has ☐ child.

4 Tick the pizza that has been split into equal parts.



5 How do you know the loaf of bread is not in equal parts?

6 Tick the shapes that show equal parts.



7 Take 12 counters.

a) Show that you can make 2 equal groups.

b) Show that you cannot make 5 equal groups.

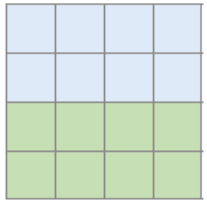
What other equal groups can you make?

8 Draw lines to split the shapes.

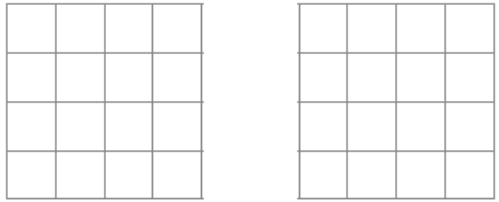
a) Split each shape into 2 equal parts.

b) Split each shape into 2 parts that are not equal.

9 Here is one way to colour the square to show equal parts.

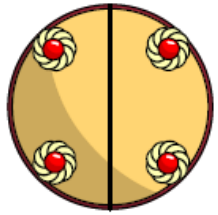


Find two more ways to colour the square to show equal parts.



Recognise a half

1 Complete the sentences.

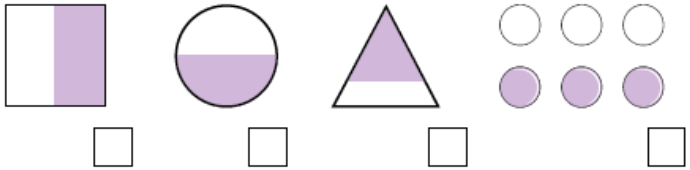


The whole cake is split into ☐ equal parts.

Each part is worth a _____ .

This can be written as ☐

2 Tick the diagrams that have one half shaded.



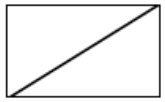
3 Is $\frac{1}{2}$ of each shape shaded? How do you know?

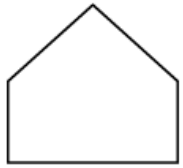
a) 

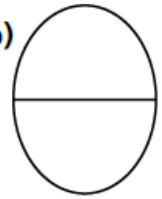
b) 

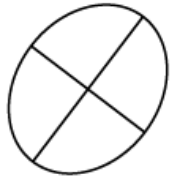
4 Colour $\frac{1}{2}$ of each shape.

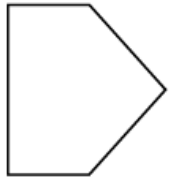
a) 

c) 

e) 

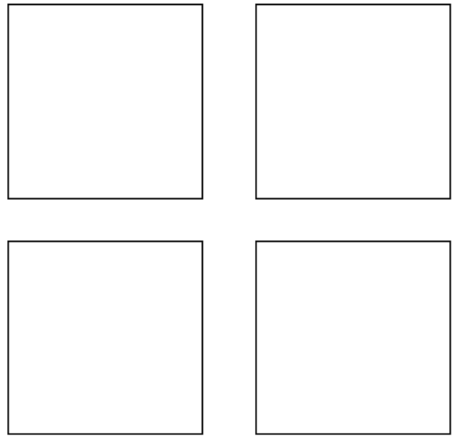
b) 

d) 

f) 

5 Colour $\frac{1}{2}$ of each square.

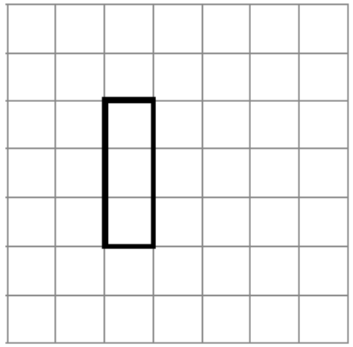
Show four different ways.



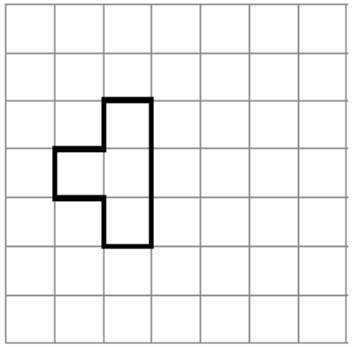
6 Only $\frac{1}{2}$ of each shape has been drawn.

Draw the missing half to make the whole.

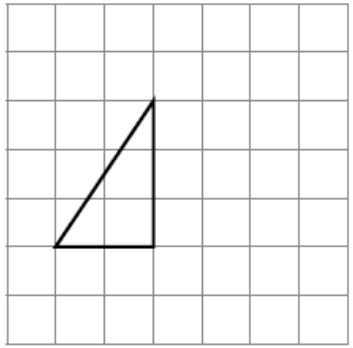
a)



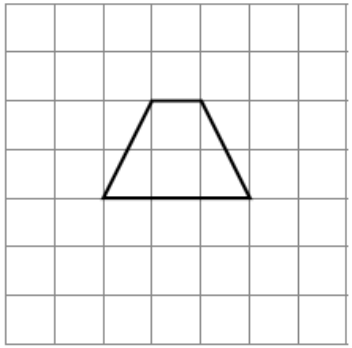
c)



b)



d)

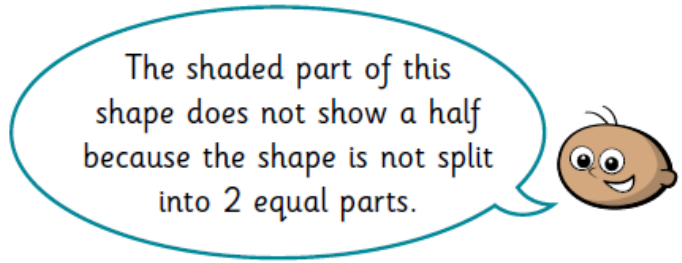


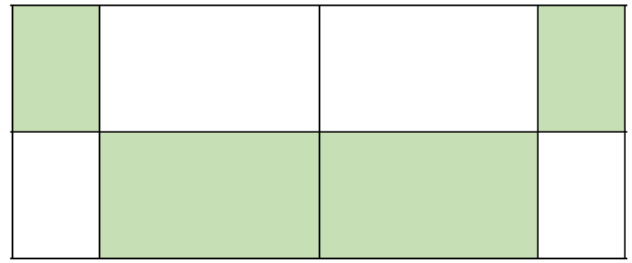
7 Draw a cross halfway along each line.

a) _____

b) _____

8





a) Is Tommy correct? _____

b) How do you know?

Talk about it with a partner.

Find a half

1 Here are 6 counters.

a) Share the counters into 2 equal groups.

Group 1	Group 2

b) Complete the sentences.

There are 6 counters.

The counters are shared equally between ☐ groups.

There are ☐ counters in each group.

$\frac{1}{2}$ of 6 is equal to ☐

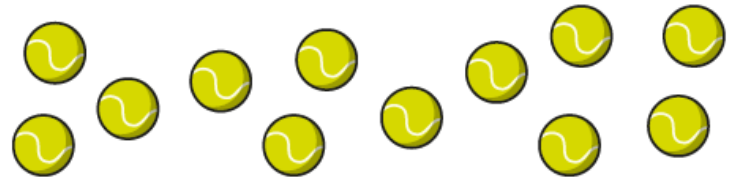
2 Use counters.

a) Can you share 10 counters into 2 equal groups? _____

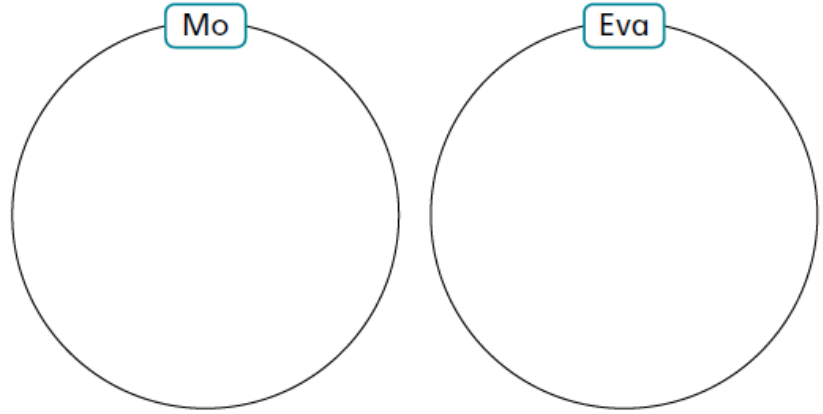
b) Can you share 11 counters into 2 equal groups? _____

Talk about it with a partner.

3 Mo and Eva have 12 tennis balls.



Share the tennis balls equally between Mo and Eva.



4 Find $\frac{1}{2}$ of each number.

Use the arrays to help you.

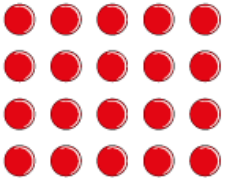
a)

$\frac{1}{2}$ of 10 = ☐

b)

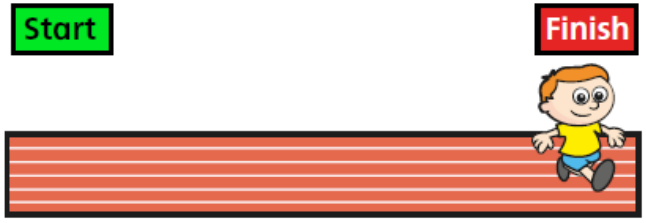
$\frac{1}{2}$ of 16 = ☐

c)



$\frac{1}{2}$ of 20 = ☐

5 Ron has run 20 m.



Rosie has run half that distance.

a) Draw an arrow on the running track to show where Rosie is.

a) How far has Rosie run? ☐ m

6 Here are half of Annie's sweets.

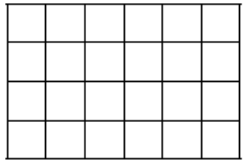
How many sweets does Annie have in total? ☐

Compare answers with a partner.

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

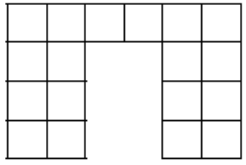
Use the shapes to help you complete the number sentences.

a)



$\frac{1}{2}$ of ☐ = ☐

b)



$\frac{1}{2}$ of ☐ = ☐

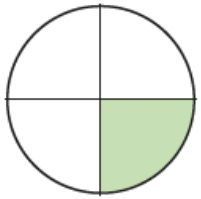
8 Complete the number sentences.

$\frac{1}{2}$ of ☐ = 10 $\frac{1}{2}$ of ☐ = 7

Recognise a quarter

1 Use the words to complete the sentences.

quarter equal



The shape has been split into

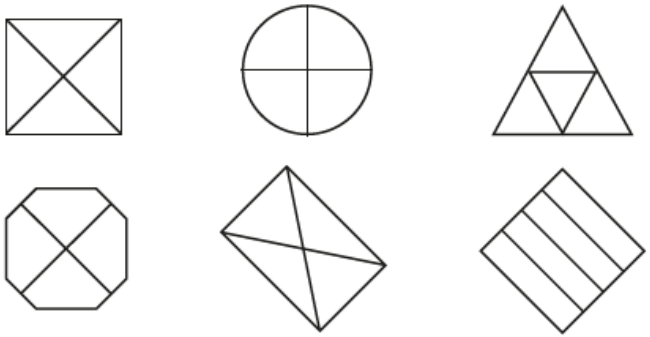
4 _____ parts.

One of the 4 equal parts is called

a _____.

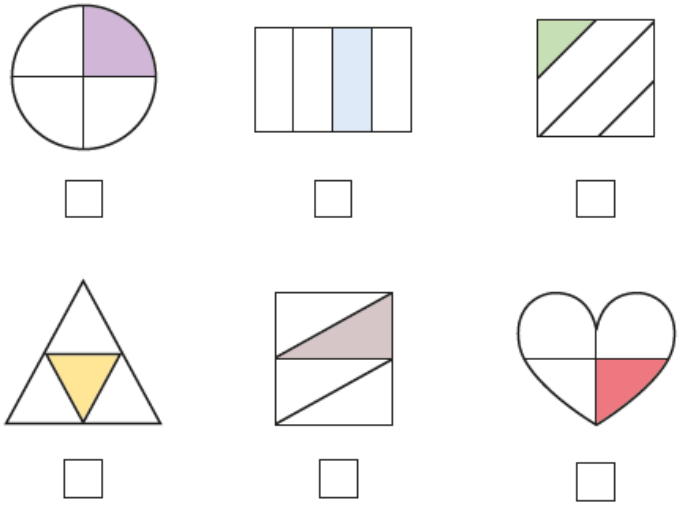
This can be written as $\frac{1}{4}$

2 Colour $\frac{1}{4}$ of each shape.



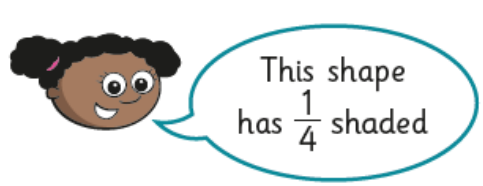
Does it matter which quarter you colour?
Talk to a partner.

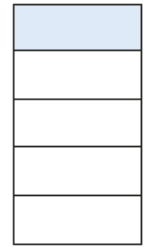
3 Tick the shapes that have $\frac{1}{4}$ shaded.



Talk about your answers with a partner.

4





Do you agree with Whitney? _____

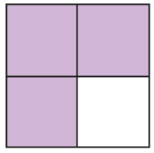
Why?

5 Do the shapes show $\frac{1}{4}$?

Tick your answer.

a) 

Yes ☐ No ☐

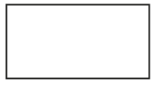
b) 

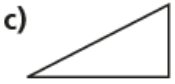
Yes ☐ No ☐

How did you work this out?

6 Only $\frac{1}{4}$ of each shape has been drawn.

Draw the rest of each shape to make the whole shape.

a) 

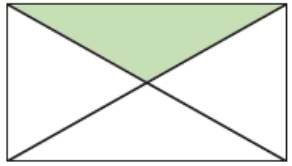
c) 

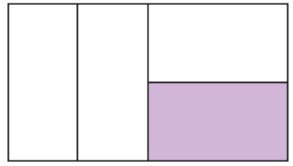
b) 

7 

Rosie: $\frac{1}{4}$ of these shapes are shaded.

Amir: That is not possible as they do not look like equal parts.





a) Who is correct? _____

How do you know?

b) Find two more ways to split the rectangle into quarters.

Colour $\frac{1}{4}$ of each shape.

Find a quarter

1 Here are 8 counters.

a) Share the counters equally into 4 groups.

b) Complete the sentences.

☐ counters are shared equally

between ☐ groups.

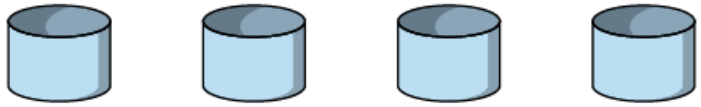
There are ☐ counters in each group.

c) What is $\frac{1}{4}$ of 8? ☐

How did you work this out?

2 There are 12 pencils.

a) Share them equally between 4 pencil pots.

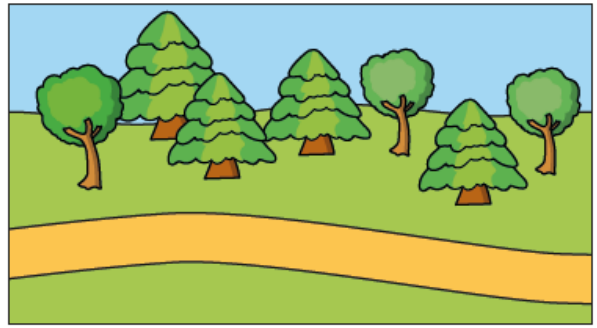


b) What is $\frac{1}{4}$ of 12? ☐

3 Tom and Dora are walking along a path.

By midday Dora has walked halfway.

Tom has walked a quarter of the way.

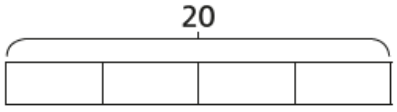


a) Draw an arrow to show where Dora is.

b) Draw an arrow to show where Tom is.

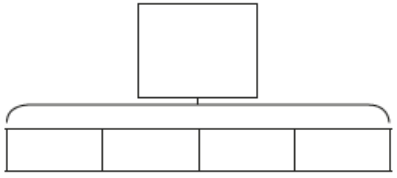
4 Use the bar models to help you work out a quarter.

a) Work out $\frac{1}{4}$ of 20



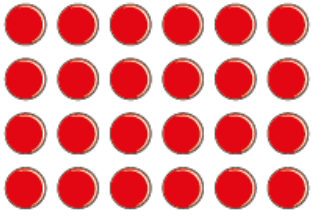
$\frac{1}{4}$ of 20 = ☐

b) Work out $\frac{1}{4}$ of 16



$\frac{1}{4}$ of 16 = ☐

5 Show that $\frac{1}{4}$ of 24 is 6



6

I can find a quarter by halving a number and halving again.

Use this method to find $\frac{1}{4}$ of 12

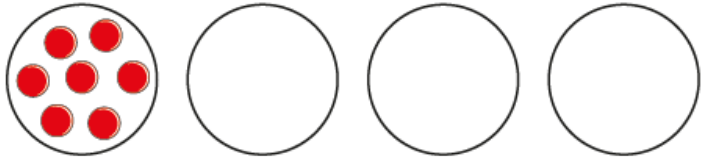
$\frac{1}{4}$ of 12 = ☐

7 Complete the table.

Number	$\frac{1}{2}$ of Number	$\frac{1}{4}$ of Number
8		
20		
24		

8 $\frac{1}{4}$ of a number is 7

What is the number?



The number is ☐

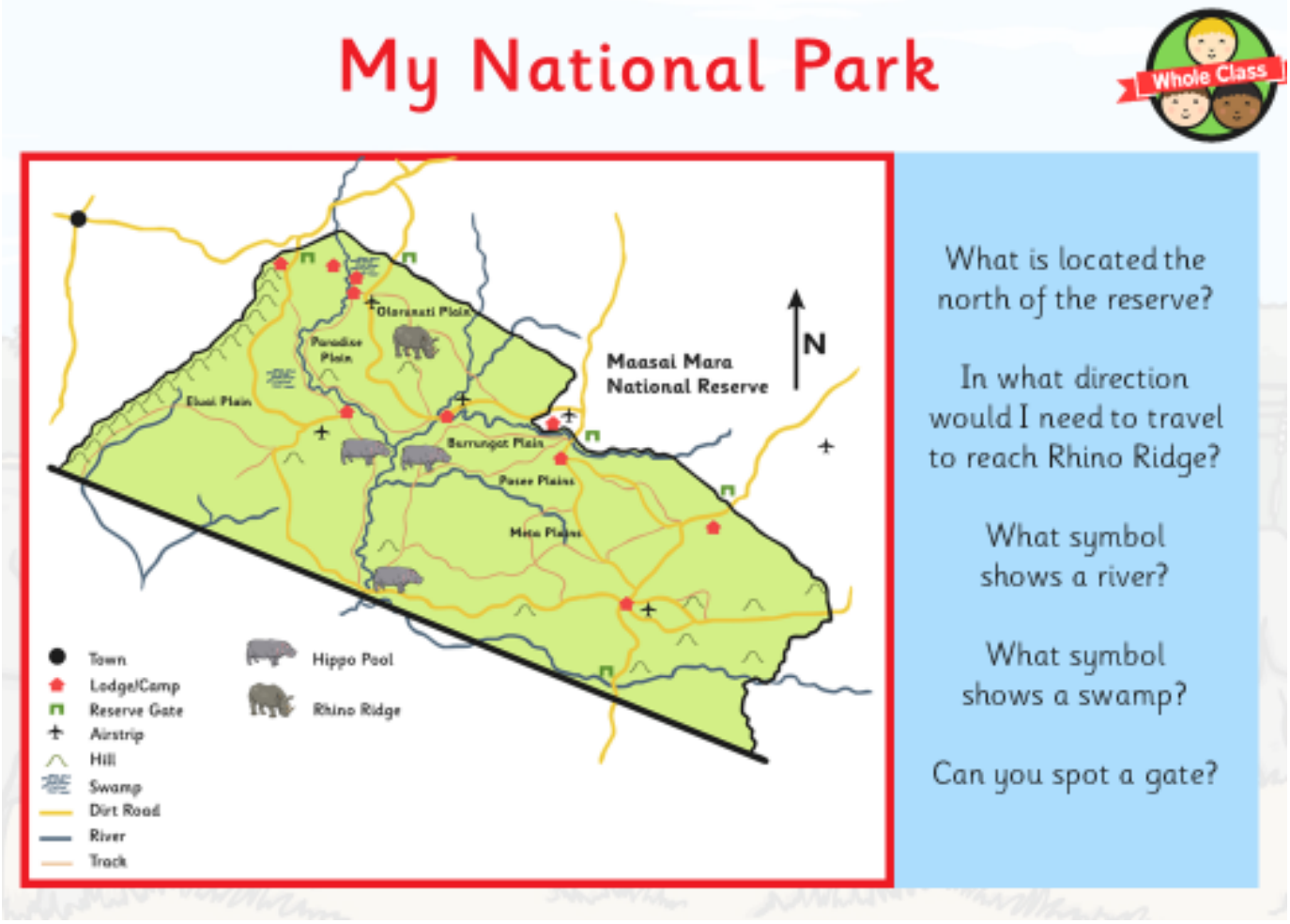
Topic - Africa

My National Park - Your Map

Imagine you are going to create your own national park or game reserve in Kenya!

Decide which you will design a map for (a national park or a game reserve) and follow your checklist to make sure you have included all the key features of a park or reserve.

Challenge: Can you draw a **route** on your map to show where a safari around the park or reserve could take place?



Topic - Africa

My National Park - Your Map

Sensational Safari

Millions of tourists visit the Maasai reserve each year to see the endless savannah and to go on safari to look at the amazing wildlife such as elephants, lions, cheetahs, giraffes, zebras, hippos, rhinos and many more!

Watch this short video about holidays in Kenya.

What type of holidays did people go on in the video clip?

Why do people go on holiday?

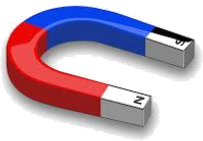
Why do you think people visit Kenya?

http://www.bbc.co.uk/programmes/p0114ch0

Science – Forces and Magnets

This week in science we are continuing our learning about magnets.

Our learning question is.. *Can I make systematic and careful observations in an investigation about the strength of a magnet?*



To begin, watch these two videos of magnets in action:
https://www.bbc.com/bitesize/clips/zcntsbk
(how magnets can be used to separate materials in scrap yard)
https://www.bbc.com/bitesize/clips/zp3ygk7
(how magnets have been used to climb tall metal structures)

Look at a fridge magnet or other magnet you have at home - could this magnet be used in same way? Why/why not?

For this week's investigation, we are going to investigate the strength of different magnets. Find as many different magnets as you can from around the house. You will also need some paperclips or other small magnetic items.

Which magnet will hold the most paperclips in a chain?

- *Diagram*: draw a diagram of your experiment.
- *Prediction*: write what you think will happen in investigation.
- *Investigation:* choose a magnet, attach one paperclip at a time to see how many it will hold until no more will attract. Repeat for all magnets you have available.
- *Recording:* record your findings in a table of your own design.
- *Conclusion:* write what happened in the experiment. Which magnet was the strongest? Was it the one you thought it would be in your prediction? Why / why not?

To finish, https://youtu.be/LMFAOLKaYd0?t=120 a fun look at how a magnet is strong enough to move iron filings without contact.

Happy learning 😊

RE – Incarnation

How is the Trinity described in the Bible and by Christians?

The Trinity represents God in three ways – Father, Son and Holy Spirit.

Read the poem below. It is called a Kenning Poem, which takes a noun and a verb to describe something.

This poem describes what Christians believe God does.
Look carefully at how the poet has described God.

The headings are missing from the poem again! What heading would you give each column - ***Father, Son or Holy Spirit?*** Why?

Time starter	Stable sleeper	Promise keeper
Space maker	Miracle maker	Hand holder
Earth shaper	Eye opener	Heart warmer
Mud modeller	Cross carrier	Cheerer upper
Garden planter	Devil crusher	Energy booster
Fruit grower	Grave buster	Life giver

- What do you think of the descriptions? Do you agree with them?
- What do these descriptions teach you about God and the Trinity?

RE – Incarnation

How is the Trinity described in the Bible and by Christians?

- Try writing some more lines for this Kenning poem. Use some of the stories you know from the Bible to help you.

What descriptions would you give to God, Jesus and The Holy Spirit?

Father (God)	Son (Jesus)	Holy Spirit

I wonder why there are so many different ways of describing the Trinity…

French – Let's Count

This week, we're going to use our knowledge of counting to ask someone's age, or tell them our age.

Look at this letter from Amélie to her pen-friend Katie:

Salut!

Je m'appelle Amélie. J'ai neuf ans. J'habite à Paris avec mes parents et mon petit chat, Fifi.

Le weekend, je joue de la guitare. J'adore aller au parc et jouer au foot.

Et toi? Tu as quel âge? Tu as un animal? Tu aimes le sport?

Écris-moi bientôt.

Amitiés,

Amélie

What do you think might be in the letter? Listen to Mr Houghton's recording of the letter on ClassDojo – available from Monday morning.

We may not know all the words, but we can predict and look for clues:

- Underline any words you already know in green.
- Underline any words you can recognise by the spelling in orange.
- What information is Amelie telling Katie about herself?

How old are you? As you're in year 3, you will either be 7 or 8 years old. Can you remember the numbers seven and eight in French?

To say how old you are you would say: ***J'ai …… ans***

For example, if you are 5 years old you would say, *J'ai cinq ans*

How old are you – can you say it? Why not record yourself and upload it to your portfolio so your class teachers can hear you speaking French?

If you want to ask someone their age, you would say: ***Tu as quel âge?***
Try it with your family – can you ask each other your age and give a reply?

Computing – Research a Topic

This term we are going to be carrying out some research and recording it using word processing software.

You will be using your school log in which have been sent through to parents privately via ClassDojo messages.

NB For this activity you must use the Google Chrome web browser.

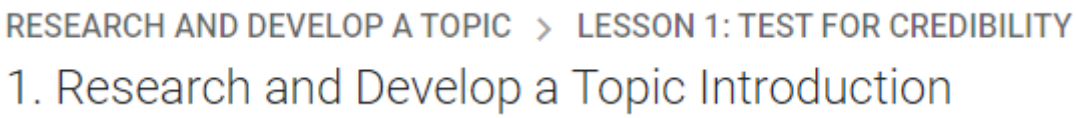
Firstly, if you didn't do this last week, please join your class via Google's Applied Digital Skills teaching site.

1. Go to https://g.co/AppliedDigitalSkills
2. Click "**Sign in**" in the top right
3. Sign in with your Google account (account info sent to parents)
4. Click "**I am a student**"
5. Click "**Join a class**" and enter the appropriate class code below.

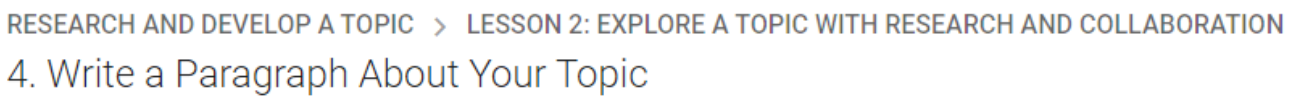
   - Chestnut class code: **2yjy69**
   - Rowan class code: **r5mqkv**

Next, watch the lesson video to help you understand what to do. You do this by following the instructions below:

1. In Chestnut or Rowan class under My Classes, click the link: Research and Develop a Project
2. On the next page, click Start
3. The next page will present you with a video with the following heading:



   We do **not** want this lesson, so scroll to the bottom, click on the last of the 6 dots, click Submit reflection result and wait for Lesson 2 to load.



4. Once you see the heading above, you are at the correct place.
5. Watch this video (1m 51s) and follow the instructions given. Write up your paragraph on the same sheet, can you include any pictures? Remember to write down (cite) where you got the information or pictures from so that the correct person is given credit for their work.

Computing – continued

To open the document you created last week:

1. Open a new tab
2. Click on the 9 dots in the top right-hand corner
3. Select (Google) Drive

4. Make sure ***My Drive*** is highlighted

5. Click on your document from last week to load it and carry on working on it according to the instructions provided in the video.

6. Our research topic is: ***An A-Z of African Animals***

7. See what you can find out. Can you find a picture and information. Remember to note down the source of your information. Don't forget to check your information on another website too to make sure it's correct.

PE @ home ideas

PE with Joe Wicks is back and is live on his YouTube page at 9am on Mondays, Wednesdays and Fridays. Go on, give it a go!
https://www.youtube.com/c/TheBodyCoachTV/featured

Or perhaps a Cosmic Yoga: Alan the Camel? https://youtu.be/QuL3lhsU1Bs

Perhaps Supermovers is more your style – try and keep up with Doctor Chris and Doctor Xand in Operation Ouch Level One - https://www.bbc.co.uk/teach/supermovers/just-for-fun-operation-ouch-l1/znky2sg

Level Two - https://www.bbc.co.uk/teach/supermovers/just-for-fun-operation-ouch-l2/zbm9scw

Perhaps you could design your own exercise routine to keep you fit?

Share videos and photos of you taking part in a PE activity with us on your ClassDojo portfolio.

Music – African Drumming

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

This week is performance week!

Put together the different patterns you have learned so far for your final drumming piece.

Get someone at home to evaluate your performance!

Use the sheet in the pack to generate some feedback for your drumming piece.

Miss Ryan will upload a video to explain what you need to do this lesson.

Music – African Drumming

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

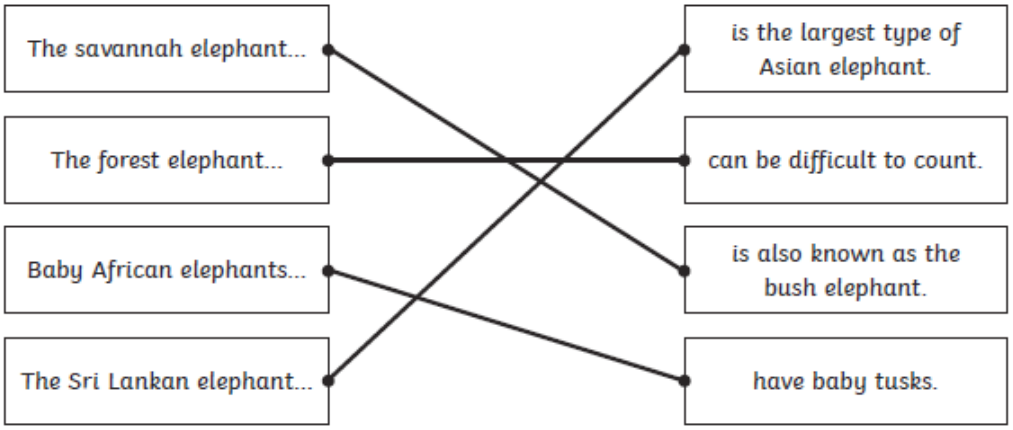
Things I liked about your drumming performance	Things that you could improve	What will I do differently next time?

Reading Comprehension Answers - Easiest

1. What might you find inside an Asian elephant's footprint? Tick one.

- ○ a goldfish
- ✓ **a tadpole**
- ○ nothing
- ○ an eel

2. Draw **four** lines and complete each sentence.



3. Which of these statements is **not** true? Tick one.

- ○ The savannah elephant is the largest type of elephant.
- ○ The forest elephant can be found in wooded rainforests.
- ✓ **There is only one type of Asian elephant.**
- ○ All African elephants grow tusks.

4. Where can you find wild elephants? Tick **two**.

- ✓ **Africa**
- ○ Antarctica
- ✓ **Asia**
- ○ Europe

5. Why might it be difficult to find out how many forest elephants are living in one area?

It can be difficult to count how many forest elephants are living in one area because they live in rainforests with lots of trees.

6. Look at the first paragraph.

Find and copy one word that means the same as 'spot'.

recognise

7. Do you think that people should protect elephants? Explain your answer.

Pupils' own responses, such as: Yes, I think that people should protect elephants because the Asian elephant is endangered and it would be sad if it became extinct.

Reading Comprehension Answers - Harder

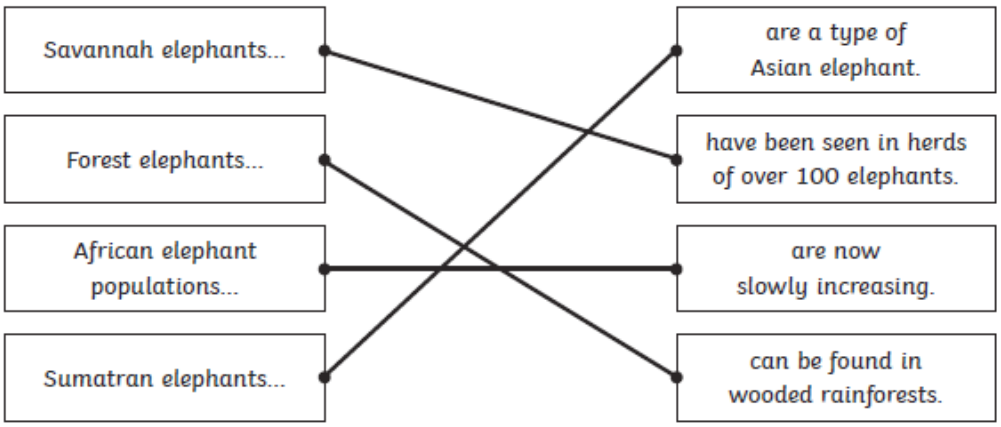
1. Why might an African elephant dig a hole using its tusk? Tick one.

- ○ to help it to lift something
- ○ to help it to defend itself
- ○ to bury a piece of food
- ✓ **to try and find water**

2. Where can the savannah elephant be found? Tick one.

- ✓ **on grassy plains**
- ○ in wooded rainforests
- ○ in parts of Asia
- ○ in mountains

3. Draw **four** lines and complete each sentence.



4. Look at the last paragraph.
Which word tells you that the author likes elephants? Tick one.

- ○ variety
- ○ increasing
- ✓ **magnificent**
- ○ creatures

5. What surprising thing might you find inside an Asian elephant's footprint?

You might find a frog or a tadpole inside an Asian elephant's footprint.

6. Fill in the missing words.

The **savannah** elephant is the **largest** type of elephant.

7. Explain the difference between African elephants and Asian elephants.

Pupils' own responses, such as: Female African elephants have tusks but female Asian elephants don't. Also, Asian elephants are found in Asia whereas African elephants are found in Africa.

8. Which type of elephant would you most like to see in the wild? Explain your answer.

Pupils' own responses, such as: I would most like to see a forest elephant in the wild because they are more difficult to see so it would be more exciting.

Reading Comprehension Answers - Hardest

1. **... they are a distinctive sight in savannahs and rainforests across Africa and areas of Asia.**
   Which of the following definitions is closest in meaning to the word 'distinctive'? Tick one.

   - ○ unimpressive
   - ✓ **unique**
   - ○ smelly
   - ○ enormous

2. Which of the following is the largest type of elephant? Tick one.

   - ○ the forest elephant
   - ○ the Sumatran elephant
   - ✓ **the savannah elephant**
   - ○ the Indian elephant

3. Look at the paragraph beginning **Smaller than the savannah elephant...**
   Find and copy one word which means the same as 'large'.

   vast

4. On average, how many hours a day can an elephant spend eating?

   On average, an elephant can spend up to 18 hours a day eating.

5. What happens to an Asian elephant's footprint for it to become a home for frogs?

   To become a home for frogs and tadpoles, Asian elephant footprints need to be filled with rainwater.

6. Do you think that the author of this text likes elephants? Explain your answer.

   Pupils' own responses, such as: I think that the author does like elephants because they say things like 'these magnificent creatures' and 'a famously impressive memory' which are opinions that show that you like elephants.

7. Explain how the layout of the text helps you to understand the information.

   Pupils' own responses, such as: The layout helps because it has subheadings that split the information about the different types of elephants up in sections. It also uses photos which help you to understand what the different types of elephants look like.

8. Summarise what you have learnt about elephants using 25 words or fewer.

   Pupils' own responses, such as: There are lots of different types of elephants and they live in Africa and Asia. Asian elephants have smaller ears than African elephants.