Year 3 Home Learning Pack
week commencing 05/01/2021

Welcome back! What a strange start to term this is and not what we expected. We hope you all had a lovely Christmas and New Year even though celebrations had to be different this year.

Hopefully you have already seen our termly overview for term 3 (a copy is on the following page if not). We have lots of new learning for you this term across all subjects. Our topic is Africa and this will be reflected not just in topic lessons, but also in English, art, music, DT, computing, PE and even maths!

We hope you will enjoy the activities we have put together for you this week.

You can print out this booklet if you are able. If not, don't worry, copy the 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 are looking at Place Value as well as a cold task to help us see what we need to include in our next addition and subtraction module. Also, keep

- We have also included some science, RE, topic and music activities for you for this week.

Mr Houghton and Miss Cox will be in school this week and Miss Ryan will be looking after you online via ClassDojo and Zoom.

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

Mr Houghton, Miss Ryan, Miss Cox and Mrs Gunn

Ambition | Community | Friendship
Perseverance | Respect | Trust

ST NICHOLAS

Year 3 Home Learning Pack
Termly Overview

Year 3 – Term 3 2020/21

Chestnut and Rowan

Africa

Science
Forces and Magnets

Compare how things move on different surfaces

Observe how magnets attract and repel

Identify magnetic materials

Creating a fair test

RE – What is the Trinity?
This term our RE focus is Christianity and we will be looking at God the Father, God the Son and God the Holy Spirit

PE
Tag Rugby

Throwing, catching, attacking and defending

Dance – African Dances

Music
Creating African sounds

Topic
We will locate the continent of Africa on a world map and create our own map including key geographical features.

We will investigate deserts and find out what can survive in such an inhospitable landscape.

We will compare life for children in Africa with the UK

Maths
Place Value

Compare objects / numbers, order numbers

Addition and Subtraction

Adding and subtracting 3-digit numbers

Pattern spotting

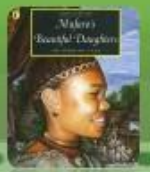
Fractions

Unit and non-unit fractions

Counting in tenths; tenths as decimals

Fractions on a number line

English
We will be developing our use of description to create exciting settings for our stories. Our class text is Mufaro's Beautiful Daughters.



Whole Class Reading text

Anna Hibiscus

Art & DT
Exploring colour and building African huts

PSHE – Dreams and Goals
identifying dreams and ambitions

facing new learning challenges

recognising and overcoming obstacles

Computing
Exploring a topic using research and collaboration

French
We will be learning numbers to 12, talking about age and enjoying French playground games

Year 3 Home Learning Pack
Maths 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.

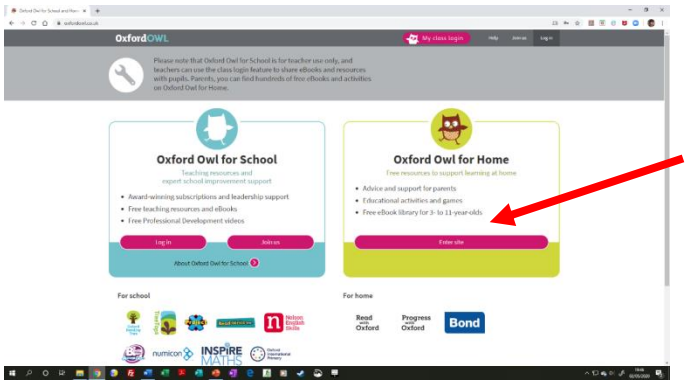
Top Tips

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?

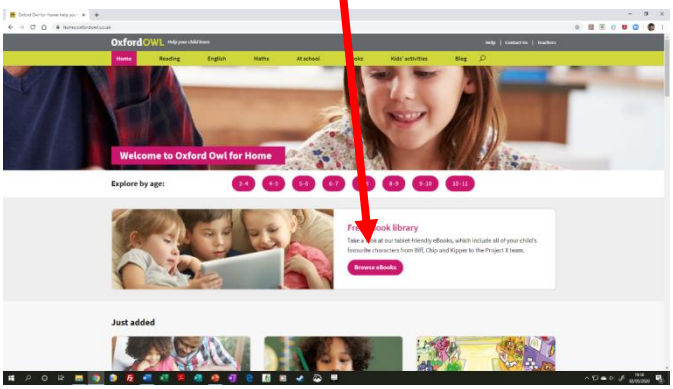
Reading
Oxford Owl for Home

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



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

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



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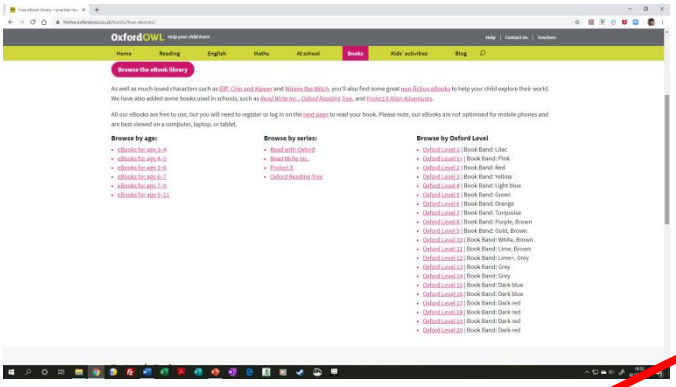

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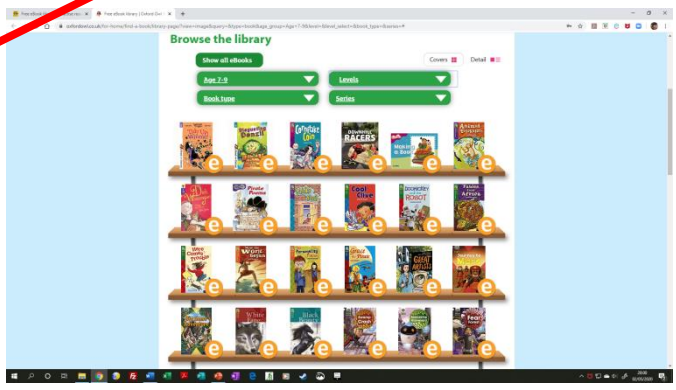
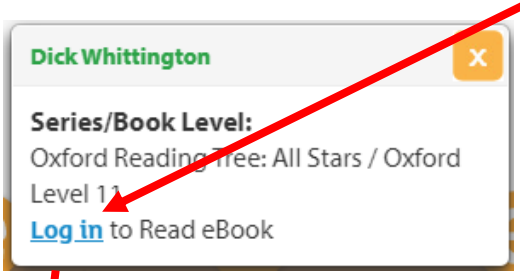
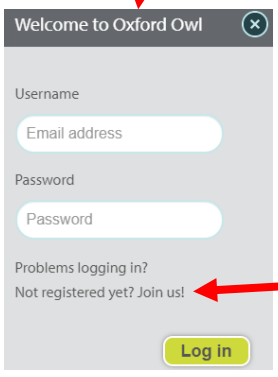
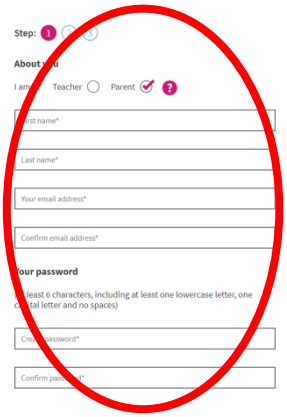






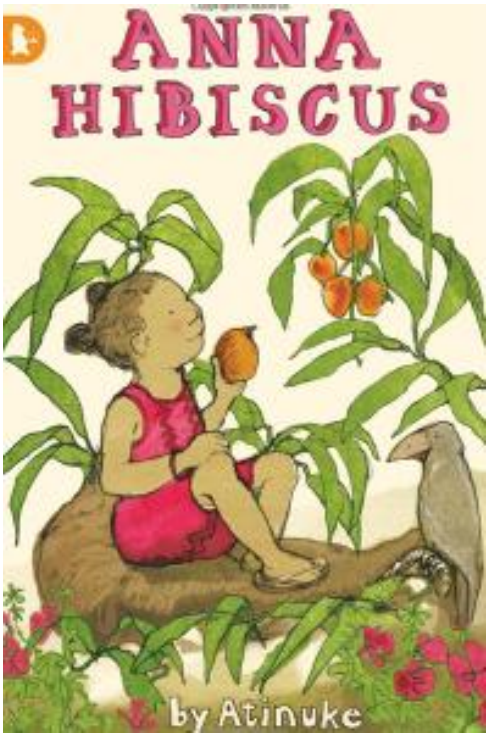
When you click on a book on the shelf, it will bring up a log in option – click this. At the bottom, select *Not registered yet? Join us!*



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

English
Whole Class Reading

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



Tuesday Read pages 7-11
Write any new or interesting vocab using the Language Through Colour sheet provided.

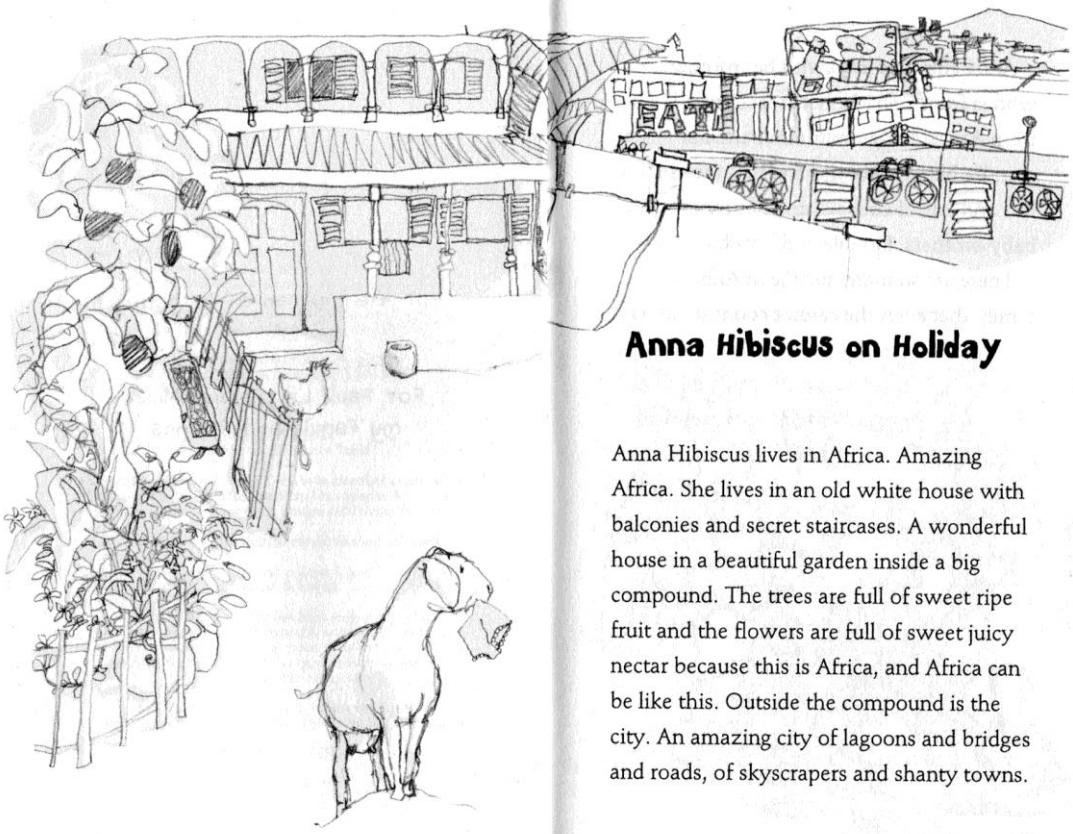
Wednesday Read pages 12-15
Write any new or interesting vocab using the Language Through Colour sheet provided.

Thursday Read pages 16-20
Write any new or interesting vocab using the Language Through Colour sheet provided.

Friday Read pages 20-23
Write any new or interesting vocab using the Language Through Colour sheet provided.

Answer the comprehension questions on Anna Hibiscus in the pack.

English
Anna Hibiscus pp 7-9



Anna Hibiscus on Holiday

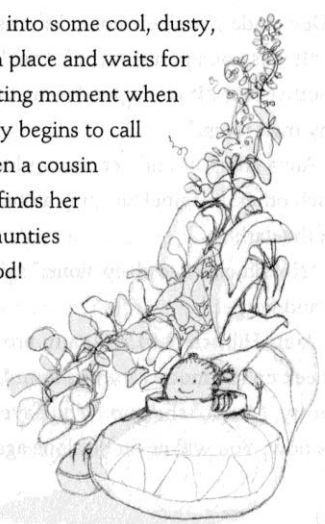
Anna Hibiscus lives in Africa. Amazing Africa. She lives in an old white house with balconies and secret staircases. A wonderful house in a beautiful garden inside a big compound. The trees are full of sweet ripe fruit and the flowers are full of sweet juicy nectar because this is Africa, and Africa can be like this. Outside the compound is the city. An amazing city of lagoons and bridges and roads, of skyscrapers and shanty towns.

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

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

Anna Hibiscus is never lonely. There are always cousins to play and fight with; uncles and aunties are always laughing and shouting; and her mother or father and grandmother and grandfather are always around.

To be alone in Anna Hibiscus's house you have to hide. Sometimes Anna squeezes into some cool, dusty, forgotten place and waits for that exciting moment when her family begins to call – and then a cousin or uncle finds her and her aunties thank God!



English
Anna Hibiscus pp 10-13

One day, Anna's mother told the family that in Canada she grew up in a house with only her mother and her father.

"What!" cried Auntie Grace. "All alone? Only the three of you?"

"Yes, and I had a room all of my own," Anna's mother said wistfully.

Anna's grandmother looked at her. "Dey made you sleep alone?" she asked.

"It was not a punishment," Anna's mother said. "It was a good thing to have my own room."

Anna Hibiscus and her cousins looked at each other. Imagine! Sleeping alone. Alone in the dark!

"Nobody likes to sleep alone," said Anna's grandmother.

Anna Hibiscus laid her warm brown cheek on her mother's white arm. "Don't worry, Mama," she said. "You have all of us now. You will never be alone again."

But the next week, Anna's father said, "Anna Hibiscus, we are going on holiday. Your mother and myself with you and those brothers of yours. We will stay in a house on the beach."

"Only us?" asked Anna. This was incredible.

"Only us," said her father. "A quiet holiday."

Anna Hibiscus's mother smiled.

"But, Papa," said Anna, "who is going to cook and shop and clean and ... everything? Who will take care of Double Trouble? What about me? Who will I play with?"

"I will help your mother to organize everything," Anna's father told her. "You, Anna Hibiscus, will take care of your brothers. You can play with them."

"But they are babies!" wailed Anna.

"Exactly!" said her father. "Now, enough problems. Let us pack."

One week later, Anna Hibiscus, her father, her mother, Double and Trouble *and* all their boxes and bags crossed the road to the lagoon and squeezed themselves into a small canoe. The whole family waved them off.

"Don' stay long!" they shouted. "Come soon!"

The lagoon ran under and alongside busy roads and huge skyscrapers; it ran through markets bigger than towns. For the first time, Anna Hibiscus saw how big the city was. It was gigantic.

Then it was gone.

Suddenly it was not buildings but trees that crowded the banks of the lagoon. Trees so tall and growing so thick together that Anna could not see into the dark rainforest. Only once did she see some people looking tiny on the bank.

Morning turned into afternoon turned into evening as they went slowly-slowly. Then Anna could see the island! A white sandy beach with small trees and, behind them, an open wooden house, painted white.

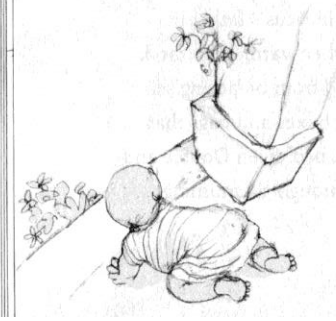
It was late by the time they got all their boxes and bags off the boat and up to the beach house. Anna Hibiscus's father lit lanterns and her mother warmed up food. They were all so tired from breathing sea breezes and carrying boxes and bags that they went straight to bed. Even Double and Trouble slept right through till morning.

English
Anna Hibiscus pp 14-17

When Anna and her family woke up, the beach house seemed dusty and dirty. It was full of cobwebs and dead cockroaches. Their boxes and bags were still packed. They were hungry. There was a lot to do.

After breakfast, Anna was put in charge of Double Trouble. They stayed downstairs on the veranda where it was cool and shady, but the boys kept crawling towards the edge. There were no doors for Anna to shut. She ran backwards and forwards grabbing each of her brothers in turn and putting him back in the middle of the room.

She was hot and sweating when at last she attached the boys to a table leg with her mother's scarf. They yelled and screamed. Anna's father came running.

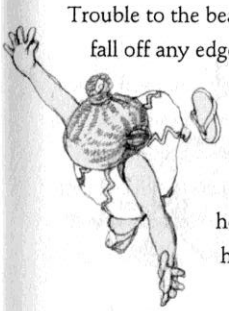


"Anna Hibiscus!" he said. "They are not goats!"

He untied them and watched them crawl quickly towards the edge of the veranda.

"I see." He sighed. "Double Trouble!"

He called to Anna's mother. "I'm taking Anna Hibiscus and Double Trouble to the beach. Where they cannot fall off any edge."



Anna's mother appeared in the kitchen doorway. There was a smudge on her face and cobwebs in her hair.

"OK," she sighed.

At the beach the boys wanted to crawl into the sea. The waves shot up their noses and splashed salt water in their eyes. They spluttered and choked and coughed.

Anna's father took them to play under the trees. "You go and splash yourself, Anna Hibiscus," he said. "I will stay here with your brothers."

Anna was not at all sure about splashing in the sea by herself. What if one of those big waves came along and drowned her? There would be no uncle or auntie to save her.

She put one toe in the water, but there were no cousins to be brave with.

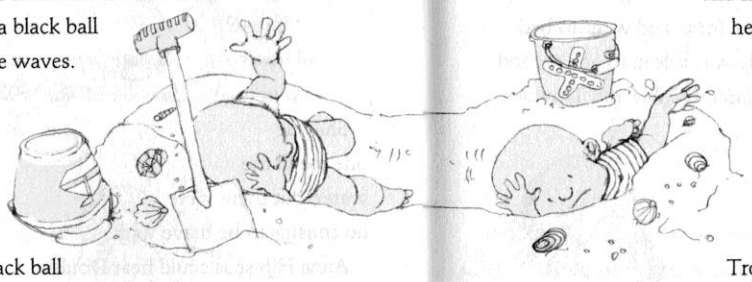
Anna Hibiscus could hear Double and Trouble shouting and struggling. They wanted to crawl back into the water. They were not afraid.

English
Anna Hibiscus pp 18-21

Anna's father dug a big hole in the sand. Big enough for Double and Trouble to sit in and play. Too deep for the boys to climb out.

"You stay with them now, Anna," said her father. "I am going to swim."

Double and Trouble cried and screamed. They rubbed sand into their eyes and screamed louder. Anna sat with them in the hole. Her father's head was a black ball in the waves.



A black ball
getting smaller and smaller.
Just before it disappeared, it began to grow big again. Anna's father swam back with an idea.

He and Anna Hibiscus lifted the boys out of the hole and pointed them in the direction of the sea. Anna and her father ran down to the waves with Double Trouble crawling eagerly behind them.

They had time to splash and swim a little before the boys reached the water. Then Anna and her father helped them paddle before carrying them back up to the trees to start again. Double Trouble loved it!

Anna Hibiscus and her father did this many, many, many times – until they were too tired to do it any more.

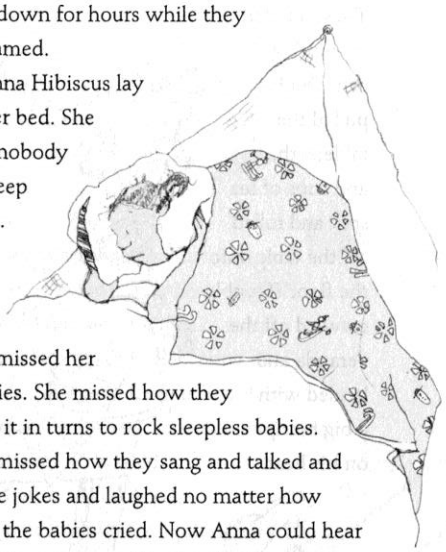
Back at the beach house, Anna Hibiscus's mother was tired too. She had swept up all the cockroaches. She had dusted away all the cobwebs. She had unpacked all the boxes and bags. She had walked all the way to the market to buy food, and walked all the way back. She had cooked the food.

Everybody was cross and tired. Everybody was hot and sticky. Everybody had a shower, ate food, and went to bed early. Everybody was asleep in one second.

Half an hour later, Double and Trouble woke up.

They were again hot and sticky. Their teeth were paining them. They were Awake and Angry. Anna Hibiscus's mother and father walked the baby boys up and down for hours while they screamed.

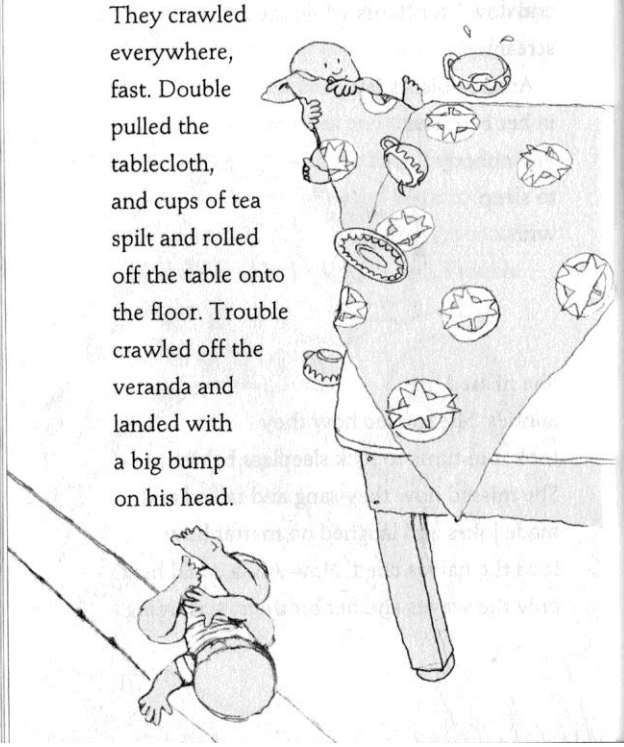
Anna Hibiscus lay in her bed. She had nobody to sleep with.



She missed her aunties. She missed how they took it in turns to rock sleepless babies. She missed how they sang and talked and made jokes and laughed no matter how loud the babies cried. Now Anna could hear only the waves and her brothers, screaming.

English
Anna Hibiscus pp 22-23

The next morning, Anna Hibiscus's father was so tired he could hardly speak. Anna Hibiscus's mother was so tired she cried. The boys were Full of Life! They crawled everywhere, fast. Double pulled the tablecloth, and cups of tea spilt and rolled off the table onto the floor. Trouble crawled off the veranda and landed with a big bump on his head.



Anna's mother said, "I can't face it."

"You don't have to face it," Anna's father said. And he sent her back to bed.

He watched Anna trying to stop her brothers from crawling off the veranda. He remembered yesterday. He could not face it either.

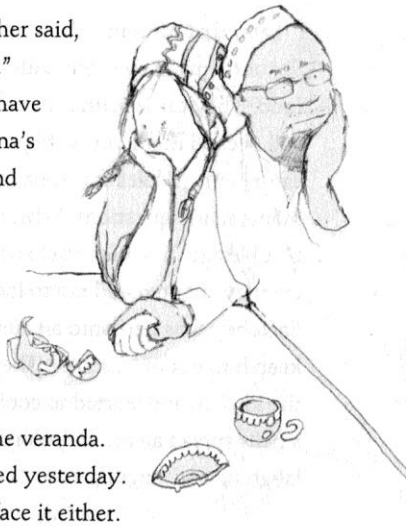
Anna Hibiscus's father found the scarf and attached Double Trouble to the table leg. He set Anna to watch them.

"I go come," he said.

"Where?" asked Anna.

"I go to fetch aunties quick-quick," he said.

Anna Hibiscus smiled a big smile.



Comprehension questions

1. Who did Anna's mum live with when she was young?
2. Who does Anna live with?
3. Where did Anna's mum live when she was growing up?
4. What was different for Anna's mum growing up?
5. Copy and complete the description for the beach in the paragraph beginning 'Morning turned afternoon'.
6. What was it like on the veranda?

English
Whole Class Reading

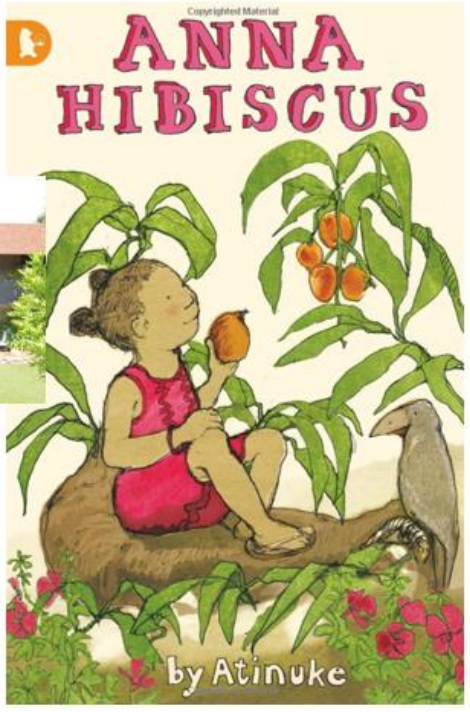
New Vocab- pages 7-14

- Balconies
- Compound
- Nectar
- Lagoons (link to geography)
- Skyscrapers
- Shanty towns
- Wistfully
- Wailed
- Canoe
- Lanterns
- Veranda





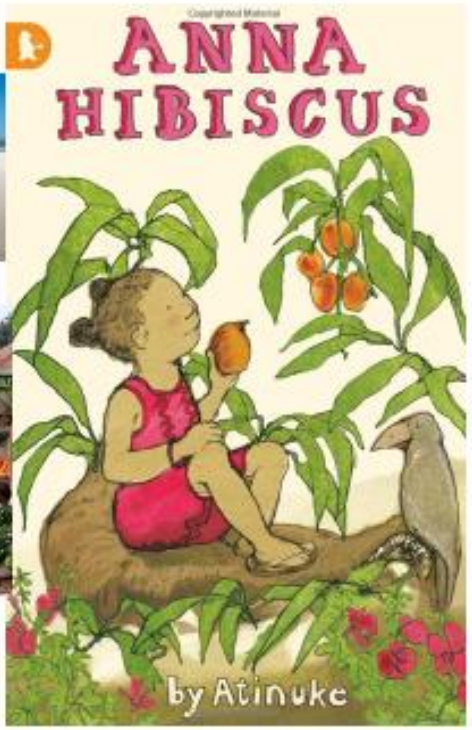


New Vocab- pages 15-23

- Cobwebs
- Spluttered
- Sighed
- Beach house
- Market
- Veranda



English
Whole Class Reading

Verbs
(what doing?)

Adjectives
(what like?)

Adverbs
(how?)

Adverbial phrases
(when)

Nouns
(who?)

Nouns
(what?)

English
Spelling

Way in – Year 1/2 High Frequency Words

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

- ❑ should
- ❑ sister
- ❑ October
- ❑ sixteen
- ❑ so
- ❑ some
- ❑ November
- ❑ take
- ❑ ten
- ❑ want
- ❑ than
- ❑ that

Further challenge – Year 3/4 Statutory Spellings

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

- ❑ accident
- ❑ accidentally
- ❑ actual
- ❑ actually
- ❑ address
- ❑ although
- ❑ answer
- ❑ appear
- ❑ arrive
- ❑ believe

English
Writing

Tuesday

Starter: Look at the sunset pictures on the page after next. What can you see? Can you think of any adjectives to describe the picture?

Main activity: Read the poems and underline words according to their type using Language Through Colour (guidance at the end of the English section)

Wednesday

Read through the poems again. Can you think of an African animal that you can describe? Here are some ideas…

- Giraffe
- Leopard
- Rhinoceros
- Baboon

Or you can add ideas to one we have already looked at in our class poems.

Main activity: Draw your chosen animal and write words to describe them around it (see example).

Extension: add similes and metaphors. Watch Miss Ryan's video on similes and metaphors.

English
Writing

Thursday

Read model poems again. Can you identify the words that rhyme? Underline them in red. Can you think of some rhyming words that describe your animal? (See example).

Focus on what the animal looks like and where they might live?

Activity sheet attached with example.

Friday

Have a go!

Using your rhyming words can you come up with rhyming couplets for your chosen animal.

For example;

- Stripes like a barcode, black and white
- An optical illusion that tricks your sight

Extension: try to use similes and metaphors in your rhyming couplets!

English
Writing

English
Writing

Zebras

Stripes like a barcode, black and white

An optical illusion that tricks your sight

A barcoded horse with an exceptional nose

Trotting through the plains, but where do they go?

Elephants

Flapping their enormous ears to keep themselves cool

Intelligent mammals, cannot be taken for a fool

Trunk like a snake, twirling round its food

Walking with their tribe they seem calm, but don't assume

For these are wild animals in the African plains

Wrinkles tattooed all over their frame

English
Writing

Lions

Tall and strong he looks so proud

Wearing his regal fur covered crown

Prowling up to its innocent prey

And sunbathing in the warmth all day

With a tail that swishes like the hands on a clock

Walking so proud along their catwalk

Hippopotamus

Gliding through the African swamps

A herbivore, on greenery they chomp

Lumbering around the Sahara desert

Wearing their smooth grey-brown sweatshirt

Opens its mouth as wide as the ocean

Roars so loud as if it's in slow motion

Climbing steep banks to graze on the grass

Swimming cautiously through the lakes of glass

English
Writing

My African animal:	
Word 1:	Rhyming word:

English
Writing

African animal descriptions example:

Neck long like a snake.

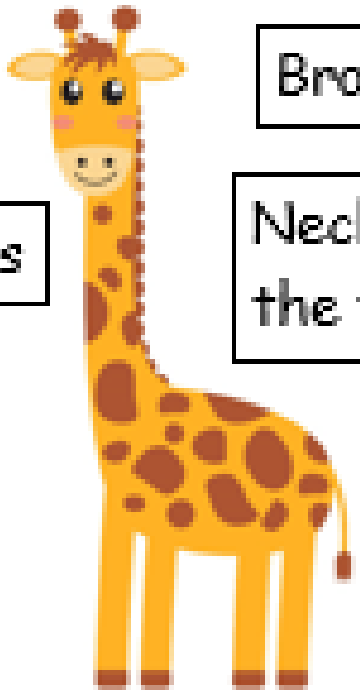
Slender

Slim

Small ears

Thin legs

Patterned fur



Beige

Tall

Brown

Long

As tall as the trees

Neck stretched high as the trees.

Fur like a patch work blanket.

Strong tail

Tail with hair like the end of a paintbrush.

Fur the colour of sand.

Sensitive snout

Tough hooves

As tall as skyscrapers

Clumsy

Soft hair

Proud

Iron hooves

English
Writing

Key:

Adjectives:

Similes:

Metaphors:

Neck long like a snake

Slender

Slim

Small ears

Thin legs

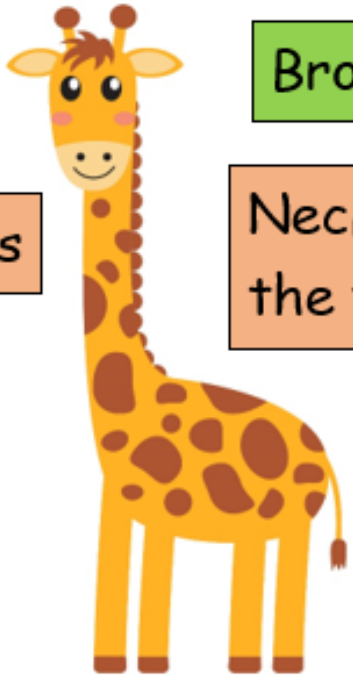
Patterned fur

Beige

Tall

Brown

Long



As tall as the trees

Neck stretched high as the trees

Fur like a patch work blanket

Strong tail

Tail with hair like the end of a paintbrush.

Sandy fur

Sensitive snout

Tough hooves

As tall as skyscrapers

Clumsy

Soft hair

Proud

Iron hooves

English
Writing

Rhyming activity example:

My African animal: Hippopotamus	
Word 1:	Rhyming word:
Swamp	Chomp
Grass	Glass
Brown	Frown
swim	Limb

English
Writing

Language through colour guidance

For the purpose of this activity, focus on the following;

- Adjectives - describing words.
- Verbs – action/doing words.
- Nouns – who?
- Nouns – What?
- Adverbs – describing how?

Zebras

Stripes like a barcode, black and white

An optical illusion that tricks your sight

A barcoded horse with an exceptional nose

Trotting through the plains, but where do they go?

Maths

To start this term we are looking at Place Value for the first week. We will be comparing objects (numbers written using pictures / manipulatives), comparing numbers and ordering numbers.

For each step this week, there are videos the children can watch on White Rose along with a variety of questions on the following pages for them to try. They do not need to do them all, but should do at least one set of questions from each section – *Varied Fluency (VF), Reasoning and Problem Solving (RPS), Discussion Questions. The VF and RPS questions are split into 3 levels – Developing (D), Expected (E) and Greater Depth (GD).*

Children can challenge themselves as to which questions they attempt, but class teachers will let you know individually which question types they believe each child should be capable of answering. Answers are provided at the back of the booklet for you to check.

Tuesday – Addition & Subtraction Cold Task

This task is for the children to attempt independently. Please do not help or correct them, just give them time to complete the activity. Please add a photo of their work to their ClassDojo portfolio so we can see what we need to recap over the next few weeks as we cover this module.

Wednesday – Comparing Objects

Video: https://whiterosemaths.com/homelearning/year-3/week-3/
Try questions from the Comparing Objects question sheets.

Thursday – Comparing Numbers

Video: https://whiterosemaths.com/homelearning/year-3/week-3/
Try questions from the Comparing Numbers question sheets.

Friday – Ordering Numbers

Video: https://whiterosemaths.com/homelearning/year-3/week-3/
Try questions from the Ordering Numbers question sheets.

Cold Task A

05.01.2021

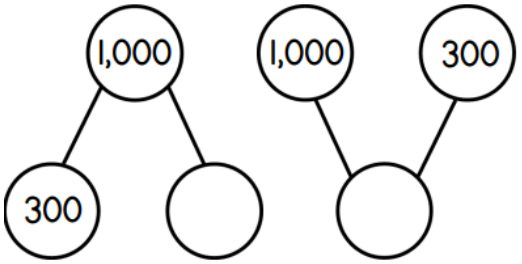
Addition and Subtraction

Cold Task [ ]

Small Steps

- Add and subtract multiples of 100
- Add and subtract 3-digit and 1-digit numbers – not crossing 10
- Add 3-digit and 1-digit numbers – crossing 10
- Subtract a 1-digit number from a 3-digit number – crossing 10
- Add and subtract 3-digit and 2-digit numbers – not crossing 100
- Add 3-digit and 2-digit numbers – crossing 100
- Subtract a 2-digit number from a 3-digit number – crossing 100
- Add and subtract 100s
- Spot the pattern – making it explicit
- Add and subtract a 2-digit and 3-digit numbers – not crossing 10 or 100
- Add a 2-digit and 3-digit numbers – crossing 10 or 100
- Subtract a 2-digit number from a 3-digit number – crossing 10 or 100
- Add two 3-digit numbers – not crossing 10 or 100
- Add two 3-digit numbers – crossing 10 or 100
- Subtract a 3-digit number from a 3-digit number – no exchange

5 Complete the part-whole models.



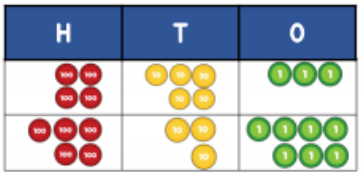
1

826 = 800 + ☐ + 6

6

Work out 453 + 537

You may use the counters to help



	4	5	3
+	5	3	7

2

876 − 400 = ☐

7 Explain the mistake.

	7	4	2
−		6	7
	7	2	5

3 Complete the bar models.

376	245

577	
277	

8

721 + 192 = ☐

4

834 − 10 = ☐

9

582 − 354 = ☐

Cold Task B

05.01.2021

Addition and Subtraction

Cold Task [ ]

Small Steps

- Add and subtract multiples of 100
- Add and subtract 3-digit and 1-digit numbers – not crossing 10
- Add 3-digit and 1-digit numbers – crossing 10
- Subtract a 1-digit number from a 3-digit number – crossing 10
- Add and subtract 3-digit and 2-digit numbers – not crossing 100
- Add 3-digit and 2-digit numbers – crossing 100
- Subtract a 2-digit number from a 3-digit number – crossing 100
- Add and subtract 100s
- Spot the pattern – making it explicit
- Add and subtract a 2-digit and 3-digit numbers – not crossing 10 or 100
- Add a 2-digit and 3-digit numbers – crossing 10 or 100
- Subtract a 2-digit number from a 3-digit number – crossing 10 or 100
- Add two 3-digit numbers – not crossing 10 or 100
- Add two 3-digit numbers – crossing 10 or 100
- Subtract a 3-digit number from a 3-digit number – no exchange

1. Use the bar model to complete the number sentences.

25	
18	7

$7 + \square = 25$ $\quad \square - \square = 18$

2. Here are three digit cards.

4	6	7

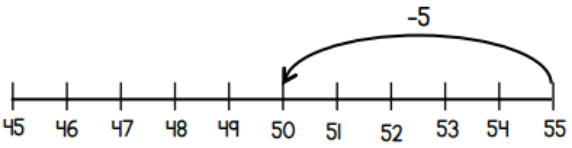
Use the cards to find two different ways to complete the number sentence.

$\square + \square\square = 53$

$\square + \square\square = 53$

3. Amir is working out $55 - 8 =$

He uses a number line.

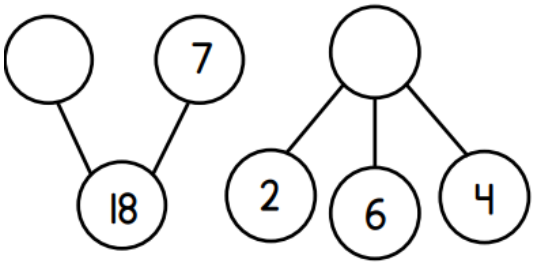


Complete Amir's method.

4.

$20 + 30 + 50 =$ ☐

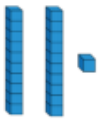
5. Complete the part-whole models.



6.

$54 + 22 =$ ☐

7 Jack makes this number.



Meg makes this number.

What is the total of their numbers?

_____

8.

$64 - 11 =$ ☐

9.

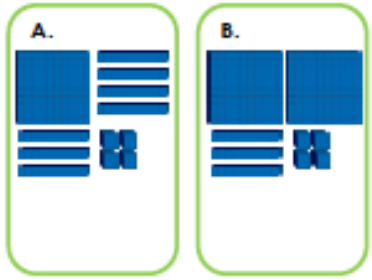
$43 - 5 =$ ☐

Maths – Comparing Objects
Varied Fluency
Try either D, E or GD questions

1a. Complete the sentence about the two numbers represented below.

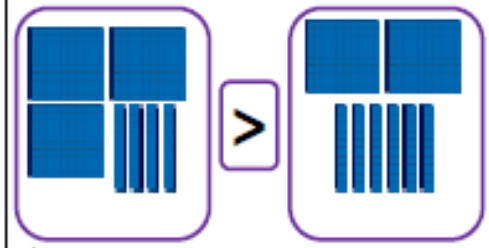
_____ is less than _____

2a. Which of the numbers represented below is the greatest?



3a. Circle the symbol to make this statement correct.

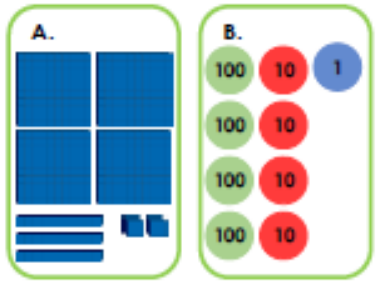
4a. True or false?



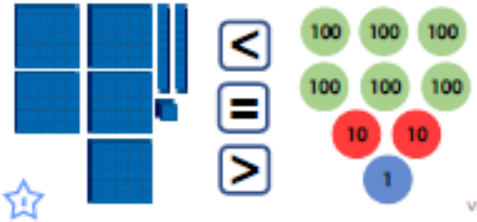
5a. Complete the sentence about the two numbers represented below.

_____ is less than _____

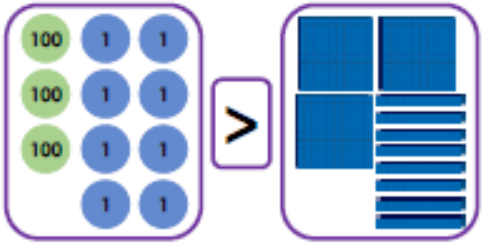
6a. Which of the numbers represented below is the greatest?



7a. Circle the symbol to make this statement correct.



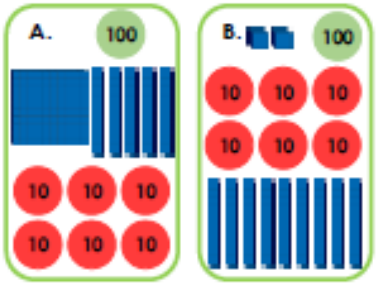
8a. True or false?



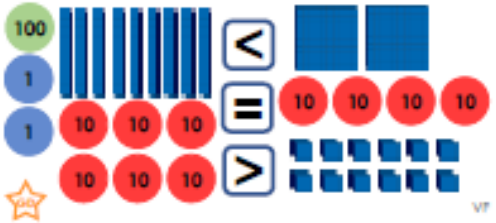
9a. Complete the sentence about the two numbers represented below.

_____ is less than _____

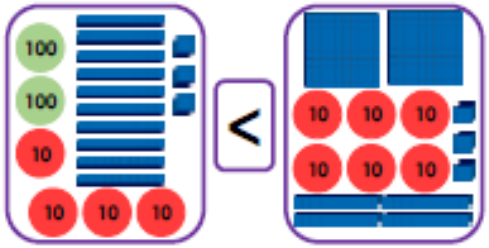
10a. Which of the numbers represented below is the greatest?



11a. Circle the symbol to make this statement correct.



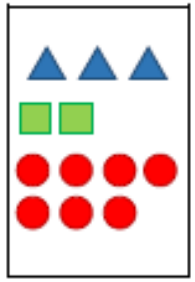
12a. True or false?



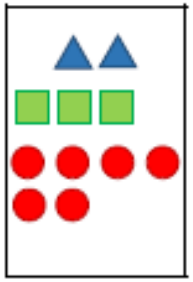
Maths – Comparing Objects
Reasoning and Problem Solving
Try either D, E or GD questions

1a. If ▲ represents one hundred, ■ represents one ten and ● represents one, which box shows the greater number?

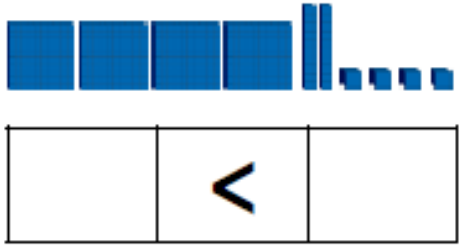
A



B

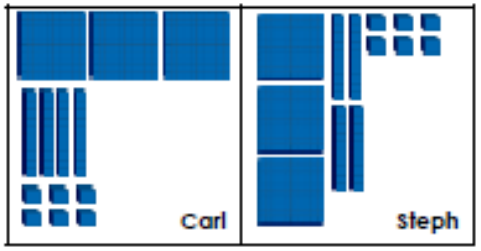


2a. How could all the Base 10 below be arranged to make the statement correct?



Find 3 possible answers.

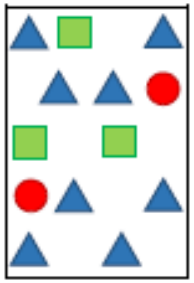
3a. Carl and Steph say they have represented the same number using Base 10.



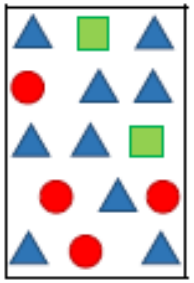
Do you agree? Explain why.

4a. If ▲ represents one hundred, ■ represents one ten and ● represents one, which box shows the greater number?

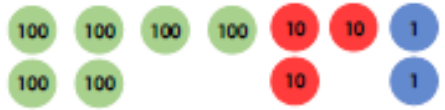
A



B

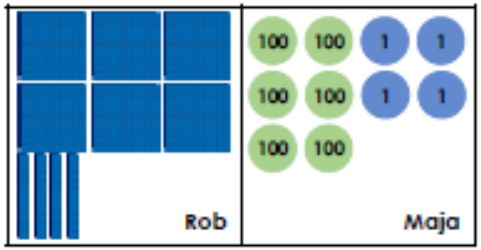


5a. How could all the counters below be arranged to make the statement correct?



Find 5 possible answers.

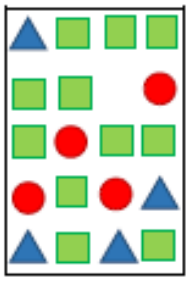
6a. Rob and Maja say they have represented the same number using Base 10 and place value counters.



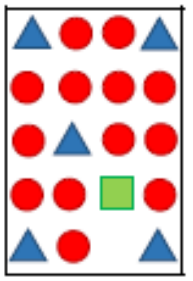
Do you agree? Explain why.

7a. If ▲ represents one hundred, ■ represents one ten and ● represents one, which box shows the greater number?

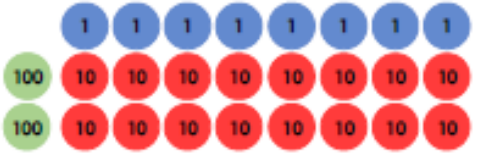
A



B

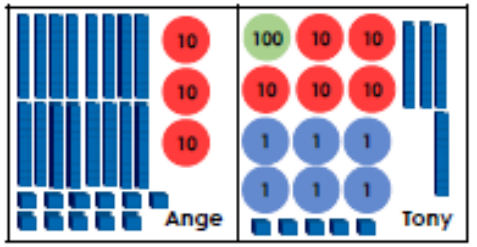


8a. How could all the counters below be arranged to make the statement correct?



Find 5 possible answers.

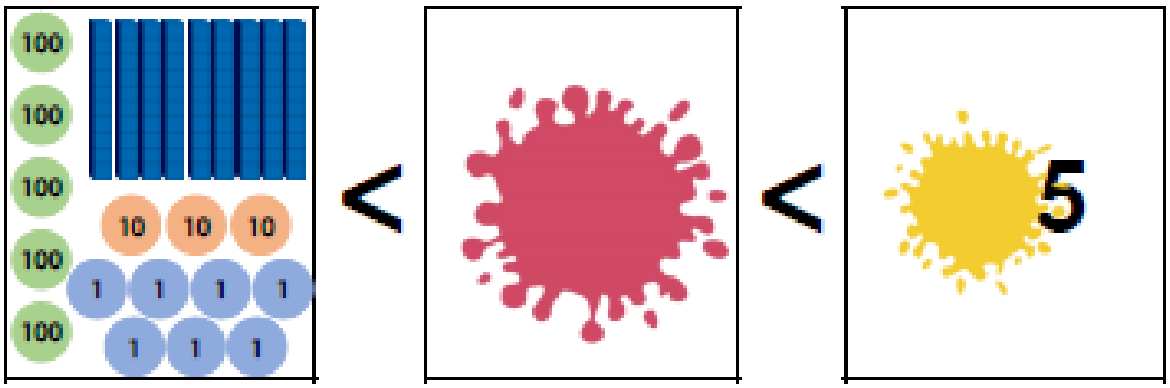
9a. Ange and Tony say they have represented the same number using Base 10 and place value counters.



Do you agree? Explain why.

Maths – Comparing Objects
Discussion problems
Try <u>one</u> of these

1. Camille is investigating different numbers to complete the statement below.



She has been given the following rules.

The second largest number is greater than 89 tens but smaller than 90 tens. It is also even.

The largest number is a 3-digit number greater than 96 tens. It has an even digit sum.

Investigate the numbers that could be hidden by the paint splats.

2. Ryan, Monica, Dean and Cliff are playing Daring Dragons. The table below shows their individual scores which are greater than 100 but less than 1,000.

Ryan	7 hundreds and 13 ones
Monica	6 hundreds, 20 tens and 108 ones
Dean	
Cliff	

Complete the table using the clues below.

Monica's score is double Cliff's.

Dean's score is 5 tens greater than Cliff's score.

Explore the different ways you can represent the scores using Base 10 and place value counters.

Write two statements using the < and > signs about their results.

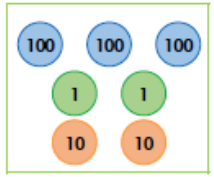
Maths - Comparing Numbers
Varied Fluency
Try either D, E or GD questions

1a. Use >, < or = to complete the statement.

639 ☐ 600 + 20 + 4

D VF

2a. True or false?

312 > 

D VF

3a. Add 10s to the chart to show a number less than 688 but greater than 610.

100s	10s	1s
100 100 100 100 100 100		1 1 1 1 1 1 1 1

D VF

4a. Which representations show the greatest number?

A. 3 hundreds, 4 tens and 2 ones

B. 340

C. 3 hundreds, five tens and 4 ones

D. 300 + 40 + 5

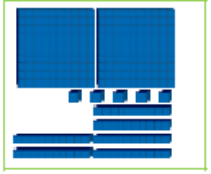
D VF

5a. Use >, < or = to complete the statement.

three hundred and fifty-six ☐ 300 + 40 + 6

E VF

6a. True or false?

two hundred and seventy -five > 

E VF

7a. Add 10s to the chart to show a number greater than 317 but less than 400.

100s	10s	1s
100 100 100		1 1 1 1 1 1 1

E VF

8a. Which representations show the smallest number?

A. 53 tens

B. 5 hundreds, 2 tens and 2 ones

C. five hundred and twenty-one

D. 521

E VF

9a. Use >, < or = to complete the statement.

700 + 120 + 38 ☐ eight hundred and thirty-eight

GD VF

10a. True or false?

2 hundreds, 14 tens and 5 ones < three hundred and thirty-one

GD VF

11a. Add 10s to the chart to show a number smaller than three hundred and forty-six, but greater than 286.

100s	10s	1s
100 100		1 1 1 1 1 1

GD VF

12a. Which representations show the greatest number?

A. 72 tens and 14 ones

B. 724

C. seven hundred and thirty-four

D. 600 + 120 + 11

GD VF

Maths – Comparing Numbers Reasoning and Problem Solving

Try either D, E or GD questions

1a. Look at the statement below.

789 > ? > 689

Which numbers could fill the gap?

PS

2a. Which number is the greatest?

449

494

Prove it.

R

3a. Compare the numbers adding < or > and then follow the clues to crack the code.

284 ☐ 786

A = digit that is in both numbers
B = ones digit of the lowest number
C = digit with the lowest value
D = the only odd digit

A B C D

PS

4a. Look at the statement below.

four hundred and eighty-seven > ? > 300 + 40 + 2

Which numbers could fill the gap?

PS

5a. Which number is the greatest?

300 + 70 + 4

three hundred and forty-seven

Prove it.

R

6a. Compare the numbers adding < or > and then follow the clues to crack the code.

4 hundreds and 53 ones ☐ five hundred and thirteen

A = hundreds digit of the lowest number
B = ones digit of the lowest number
C = tens digit of the greatest number
D = the only even digit

A B C D

PS

7a. Look at the statement below.

two hundred and sixty-five > ? > 1 hundred, 12 tens and 14 ones

Which numbers could fill the gap?

PS

8a. Which number is the greatest?

five hundred and eighteen

5 hundreds, 10 tens and 18 ones

Prove it.

R

9a. Compare the numbers adding < or > and then follow the clues to crack the code.

700 + 240 + 6 ☐ four hundred and nine

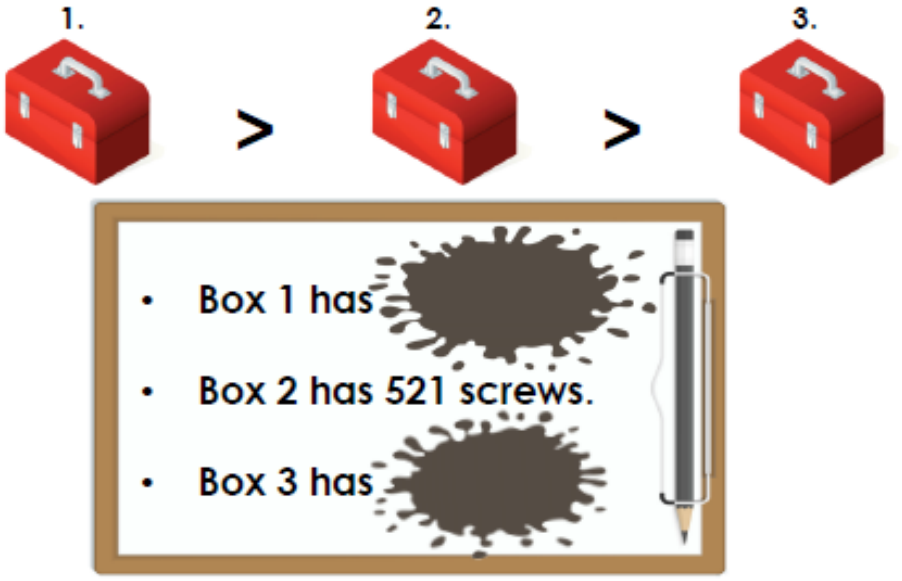
A = tens digit of the lowest number
B = ones digit of the greatest number
C = hundreds digit of the lowest number
D = the only odd digit

A B C D

PS

Maths – Comparing Numbers
Discussion problems
Try <u>one</u> of these

1. Dave is sorting his tools. He compares the number of screws in each box and writes the order on his clipboard. While writing, he spills his coffee everywhere! He remembers Box 1 contained less than 800 screws.



How many screws could be in box 1 and box 3? Explore 10 different possibilities.

DP

2. Using the number cards below, complete the place value charts to make the statement correct. Only the shaded cards can go in the hundreds column. Explore all possibilities.

Hundreds	Tens	Ones

>

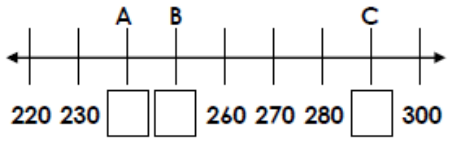
Hundreds	Tens	Ones

thirty-nine	12	fourteen	5
8	11	24	three

DP

Maths – Ordering Numbers
Varied Fluency
Try either D, E or GD questions

1a. Fill the gaps in the number line using the numbers below.



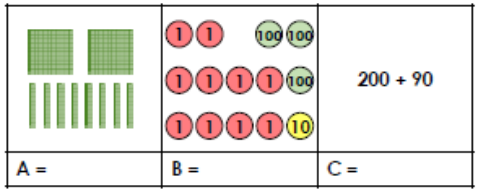
290 | 250 | 240

2a. Put these numbers in ascending order.

570 | 730 | 590

_____ , _____ , _____

3a. What is each representation worth?



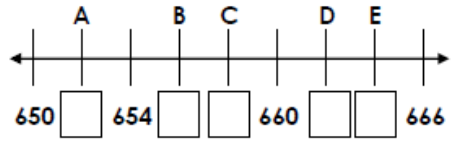
List the numbers in ascending order.

_____ _____ _____

4a. True or false? Lewis has placed three numbers in ascending order.

410
380
430

5a. Fill the gaps in the number line using the numbers below.



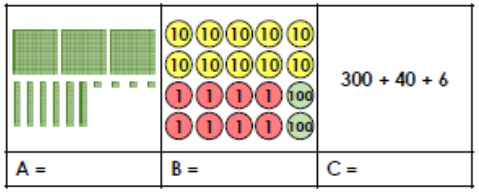
662 | 658 | 664 | 656 | 652

6a. Put these numbers in ascending order.

426 | 381 | 329 | 894 | 677

_____,_____,_____,_____,_____

7a. What is each representation worth?



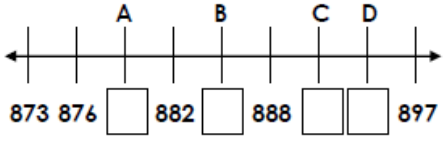
List the numbers in descending order.

_____ _____ _____

8a. True or false? Lucie has placed these five numbers in ascending order.

670
767
676
776
777

9a. Fill the gaps in the number line using the numbers below.



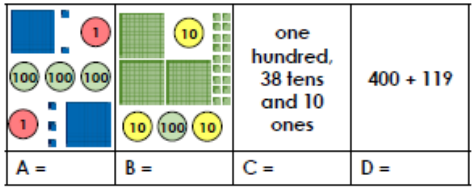
eight hundred and eighty-five | 891 | 7 hundreds, 8 tens and 114 ones | eight hundred and seventy-nine

10a. Put these values in ascending order.

200, 28 tens and 3 ones | 384 | 700, 10 tens and 9 ones | seven hundred and forty-one | 600, 23 tens and 4 ones

_____,_____,_____,_____,_____

11a. What is each representation worth?



List the numbers in descending order.

_____ _____ _____ _____

12a. True or false? Callum has placed these six numbers in ascending order.

8 hundreds, 10 tens and 73 ones
nine hundred and seventy-six
98 tens and 1 one
984
6 hundreds, 38 tens and 9 ones
nine hundred and eighty-eight

Maths – Ordering Numbers
Reasoning and Problem Solving
Try either D, E or GD questions

1a. Phoenix the parrot wants to reach the peach. He can only go through the maze by stepping on ascending numbers.

240	250	
220	230	260
210	290	240

How many routes can he take?

PS

2a. Luke and Gavin are placing numbers in ascending order.

Gavin

630	670	710

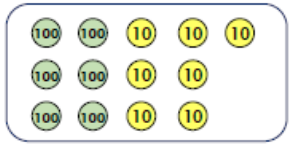
Luke

280	410	380

Who is correct? Prove it.

R

3a. Choose between 5 and 10 place value counters each time to create 3 different 3-digit numbers.



Write the numbers that you have created below in ascending order.

_____ , _____ , _____

PS

4a. Jerry the giraffe wants to reach the apple. He can only go through the maze by stepping on ascending numbers.

715	716	718	721
719	721	724	730
716	720	722	727
715	716	718	719

How many routes can he take?

PS

5a. Nuha and Pete are placing numbers in descending order.

Nuha

300	200	100	350	250	150

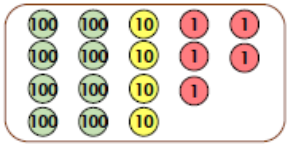
Pete

650	600	550	500	450	400

Who is correct? Prove it.

R

6a. Choose between 5 and 10 place value counters each time to create four 3-digit numbers.



Write the numbers that you have created below in ascending order.

_____ , _____ , _____ , _____

PS

7a. Rigby the racoon wants to reach the cherries. He can only travel in the maze by finding up to 6 ascending numbers.

806	800 + thirteen	700 + 139	868
7 hundreds, 9 tens and 22 ones	83 tens and 1 one	838	664 + 200
810 + 44	nine hundred and twenty	900 + seventeen	nine hundred and three
8 hundreds, 10 tens and 21 ones	917	6 hundreds, 33 tens and 9 ones	

How many routes can he take?

PS

8a. Leon and Toria are placing numbers in descending order.

Leon

500 + 163	418	400 and two ones	200 + 60 + 138	300 + ninety ones	200 + 19 tens + 1

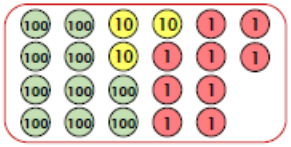
Toria

298	100 + 18 tens + 7 ones	210 + 43	200 + 3 tens + 19 ones	172	100 + 50

Who is correct? Prove it.

R

9a. Choose between 5 and 10 place value counters each time to create six 3-digit numbers.



Write the numbers that you have created below in ascending order.

_____ , _____ , _____ , _____ , _____ , _____

PS

Maths – Ordering Numbers
Discussion problems
Try <u>one</u> of these

1. Six children took part in a charity race. Some of the children below are comparing their finishing times, which were recorded in seconds.

Jim: I was slower than Rachel but at least I beat my sister, Sophie!

Rachel: The sum of my tens and ones digits is equal to the hundreds digit.

Izzy: I beat Omar but I wasn't quite as fast as Sophie.

Sid: I came in last place. I took twice the amount of time that Jim took to finish the race.

Match each child to the correct time and put them in ascending order.

A. three hundred and eight	B. 2 hundreds, 13 tens and 12 ones	C. three hundred and seventy-two	D. 4 hundreds, 18 tens and 36 ones	E. 1 hundred, 3 tens and 81 ones	F. five hundred and thirteen

DP

2. Angel is playing a treasure trail board game. She must travel through at least 6 squares and collect various jewels. If Angel collects 3 of the same jewel, she receives a bonus score of 150 points.

START				
				
				
				FINISH

 = 100

 = 50

 = 10

 = 200

She played the game four times and each time finished with a different score. Create a list of possible results for Angel in descending order.

DP

Topic - Africa

This is Africa…

What do you already know about Africa and what would you like to find out?

Follow this link and look at Google Earth.

Where does the link take you?

https://earth.google.com/web/@50.98837198,0.94275881,4.86629205a,433.56568989d,35y,357.79515499h,0t,0r

Zoom out until you can see the whole of the UK – make it quite small! Now scroll down until you can find Africa. Compare it to the UK – is it larger or smaller than our country?

On the blank map of Africa on the next page, can you use Google Earth or an atlas to help you add rivers, mountains, deserts, rainforests, countries and cities to your map?

Write interesting facts you have found out below the map. How many countries are there in Africa?

<u>Quiz – What do you know about Africa?</u>

Follow this link to our quiz - https://kahoot.it

Enter Game PIN: 06118383

Complete the quiz by Friday 8th January 3pm

Topic

Science – Forces and Magnets
Week 1

This term in science we are learning about forces and magnets.

If you are able, watch the short video by following this link:
https://www.bbc.co.uk/bitesize/clips/zcx76sg

As you watch, think about these questions:

- Why did the ducks have difficulty standing?
- Why couldn't the truck move on sand?
- How do different surfaces affect movement?

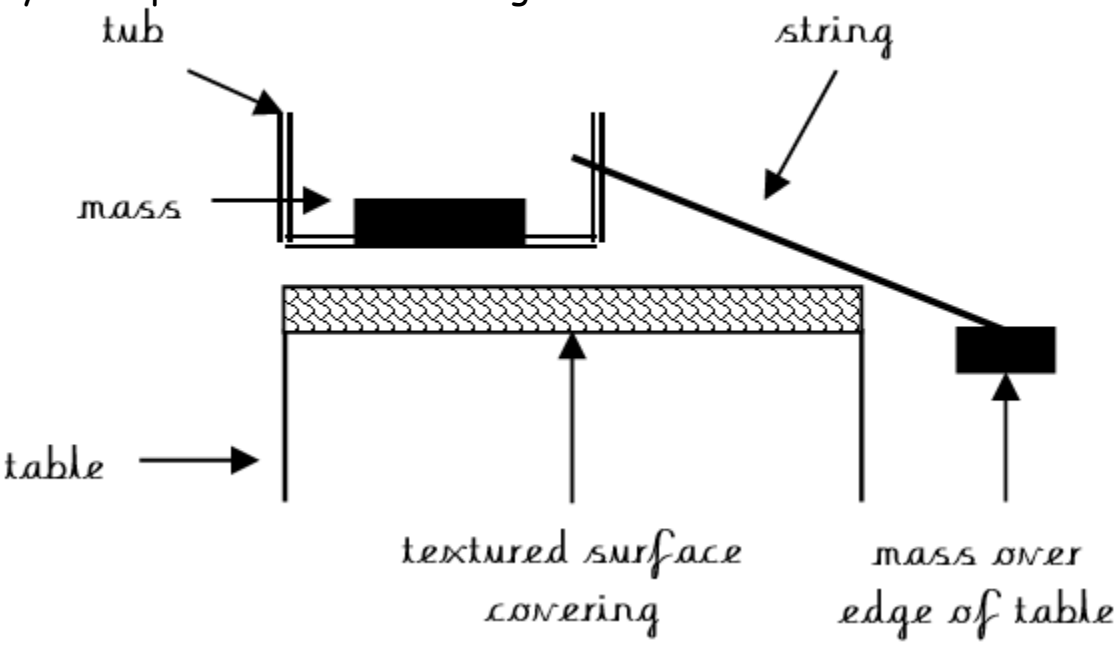
Set up a test to see how different materials affect how quickly an object moves across different surfaces.

You will need:

- Empty tub / pot (e.g. margarine / ice cream tub)
- String
- Two masses – one to put inside the tub, one to attach to the string
- Different materials (e.g. carpet, foil, towel, wooden board, kitchen surface protector)

When conducting your experiment, each time only change one thing, i.e. the surface the object is moving across. Do not change the masses, length of string or the tub so that the experiment is fair.

Set up your experiment like the diagram below:



Use the sheet on the following page to record your findings.

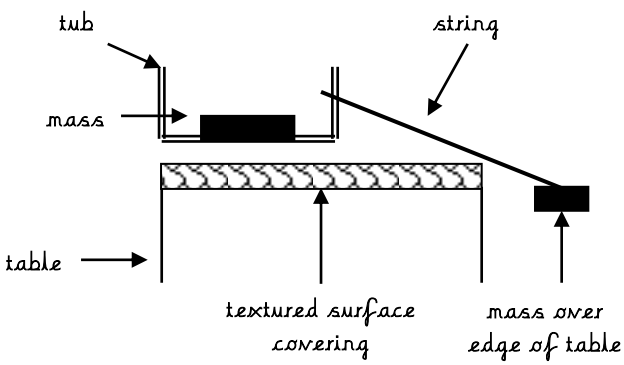
Science Investigation – Forces

Question:

How does the type of material on the surface affect the speed of the tub travelling on it?

L

Diagram:



Keep the same:

- Tub containing mass
- String length
- Mass over edge of table

Change:

- Textured surface covering

Prediction:

I think the tub will move slowest on the _____ because the surface is _____. I think the tub will move fastest on the _____ because the surface is _____

Findings:

Conclusion:

RE – Incarnation
Week 1

This term we are learning about Christianity and inparticular, Incarnation. Our Big Question is… **What is the Trinity?**

- What do you think this means?
- What do you know already?
- What would you like to find out?

Here are some words to describe water.

How many other words can you think of?

Which words would you Choose as your top 5? Why?

Write them in the raindrop below along with your reasons.

To finish, write your thoughts to this I wonder statement
I wonder why water is so important in the Christian faith…

Music – African Drumming

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

Listen to these tracks

https://youtu.be/kZHfmgIb4mc

https://youtu.be/RFjRJmGYrCg

- What instruments can you hear?
- What are the dynamics like (are they loud or quiet?)
- Do you like the sounds? Why?

Main activity

With an empty sweet/chocolate tin we will be making our own drums!

Miss Ryan will add some step by step pictures onto ClassDojo for you to follow.

Please decorate them with some beautiful African tribal patterns like these below (or Google African Patterns).

Other Subjects

Subject	Work at home ideas
PE	As we start our new topic this term, for PE try this Cosmic Yoga activity on YouTube: **Go on a Safari Adventure** https://youtu.be/kRw6sGwN4U4
Computing	Try this Hour of Code jungle adventure https://www.codemonkey.com/hour-of-code/coding-adventure/ Just click start playing and work from there 😊

Maths – Answers

Comparing Objects Varied Fluency

Developing

1a. 248 is less than 422.
2a. B (234)
3a. 221 < 321
4a. True, 340 > 260

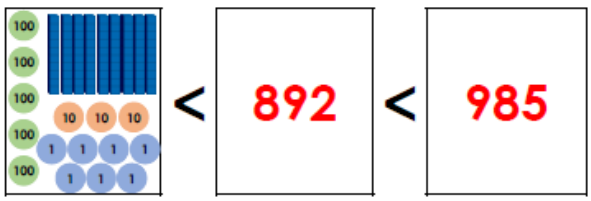
Expected

5a. 312 is less than 321.
6a. B (441)
7a. 521 < 621
8a. False, 308 < 380

Greater Depth

9a. 102 is less than 173.
10a. A (310)
11a. 252 = 252
12a. False, 343 > 303

1. Camille is investigating different numbers to complete the statement below.



She has been given the following rules.

The second largest number is greater than 89 tens but smaller than 90 tens. It is also even.

The largest number is a 3-digit number greater than 96 tens. It has an even digit sum.

Investigate the numbers that could be hidden by the paint splats.
Various answers, examples given above.

2. Ryan, Monica, Dean and Cliff are playing Daring Dragons. The table below shows their individual scores which are greater than 100 but less than 1,000.

Ryan	7 hundreds and 13 ones
Monica	6 hundreds, 20 tens and 108 ones
Dean	504
Cliff	454

Complete the table using the clues below.

Monica's score is double Cliff's.

Dean's score is 5 tens greater than Cliff's score.

Explore the different ways you can represent the scores using Base 10 and place value counters.
Various answers, for example: 4 hundreds, 10 tens and 4 ones; 4 hundreds and 54 ones
Write two statements using the < and > signs about their results.
Various answers, for example: 454 < 504 and 713 > 908

Comparing Objects Reasoning / Problem Solving

Developing

1a. A
2a. Various answers, for example:
24 < 400; 200 < 224; 124 < 300
3a. Yes they both have 346.

Expected

4a. B
5a. Various answers, for example:
232 < 300; 215 < 317; 1 < 531; 32 < 500; 230 < 302
6a. No. They both have the same number of hundreds but Rob has 4 tens and Maja has 4 ones so Rob = 640 and Maja = 604.

Greater Depth

7a. B
8a. Various answers, for example:
1 < 367; 11 < 357; 188<200; 183<185; 68 < 300
9a. Yes they both have 201.

Maths – Answers

Comparing Numbers Varied Fluency

Developing

1a. >
2a. False
3a. Possible answers: any number of tens between 1 and 7.
4a. C

Expected

5a. >
6a. True
7a. Possible answers: any number of tens between 2 and 9
8a. C and D

Greater Depth

9a. >
10a. False
11a. Possible answers: any number of tens between 9 and 13
12a. A and C

1. Dave is sorting his tools. He compares the number of screws in each box and writes the order on his clipboard. While writing, he spills his coffee everywhere! He remembers Box 1 contained less than 800 screws.

Various answers, for example:

- Box 1 has 642 screws.
- Box 2 has 521 screws.
- Box 3 has 308 screws.

How many screws could be in box 1 and box 3? Explore 10 different possibilities.

DP

2. Using the number cards below, complete the place value charts to make the statement correct. Only the shaded cards can go in the hundreds column. Explore all possibilities.

Various answers, for example:

Hundreds	Tens	Ones
5	11	8

>

Hundreds	Tens	Ones
three	fourteen	12

thirty-nine	12	fourteen	5
8	11	24	three

DP

Comparing Numbers Reasoning / Problem Solving

Developing

1a. Any number between and including 788 and 690.
2a. 494 is the greatest. Both numbers have an equal value in the hundreds column but 494 has a greater value in the tens column.
3a. <; Code is 8 4 2 7

Expected

4a. Any number between and including 343 and 486.
5a. 374 is the greatest. Both numbers have an equal value in the hundreds column but 374 has a greater value in the tens column.
6a. <; Code is 4 3 1 4

Greater Depth

7a. Any number between and including 235 and 264.
8a. 528 is the greatest. Both numbers have an equal value in the ones and the tens column but 618 has a greater value in the hundreds column.
9a. >; Code is 0 6 4 9

Maths – Answers

Ordering Numbers
Varied Fluency

Developing

1a. A = 240, B = 250 and C = 290
2a. 570, 590 and 730
3a. 280 (A), 290 (C) and 320 (B)
4a. False because 380 is less than 410. Lewis' sequence should read: 380, 410 and 430.

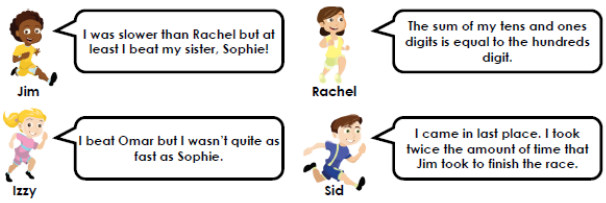
Expected

5a. A = 652, B = 656, C = 658, D = 662 and E = 664
6a. 329, 381, 426, 677 and 894
7a. 364 (A), 346 (C) and 308 (B)
8a. False because 767 is greater than 676. Lucie's sequence should read: 670, 676, 767, 776 and 777.

Greater Depth

9a. A = 879, B = 885, C = 891 and D = 894
10a. 384, 483, 741, 809 and 834
11a. 519 (D), 507 (A), 490 (C) and 448 (B)
12a. False because 989 is more than 988 and 988 is less than 989. Callum's sequence should read like this: 973, 976, 981, 984, 988 and 989.

1. Six children took part in a charity race. Some of the children below are comparing their finishing times, which were recorded in seconds.



Match each child to the correct time and put them in ascending order.

A. three hundred and eight	B. 2 hundreds, 13 tens and 12 ones	C. three hundred and seventy-two	D. 4 hundreds, 18 tens and 36 ones	E. 1 hundred, 3 tens and 81 ones	F. five hundred and thirteen

Rachel = 211 (E); Jim = 308 (A); Sophie = 342 (B); Izzy = 372 (C); Omar = 513 (F) and Sid = 616 (D)

DP

2. Angel is playing a treasure trail board game. She must travel through at least 6 squares and collect various jewels. If Angel collects 3 of the same jewel, she receives a bonus score of 150 points.

She played the game four times and each time finished with a different score. Create a list of possible results for Angel in descending order.

Various answers, for example: Game 1 = 710 points (shown above), Game 2 = 520 points, Game 3 = 470 points and Game 4 = 410 points.

DP

Ordering Numbers
Reasoning / Problem Solving

Developing

1a. Various answers, for example:

240	250	
220	230	260
210	290	240

240	250	
220	230	260
210	290	240

2a. Gavin is correct because his numbers are all in ascending order. Luke is incorrect because 410 is greater than 380.
3a. Various answers, for example: 340, 460 and 520 or 210, 430 and 550.

Expected

4a. Various answers, for example:

715	716	718	721
719	721	724	730
716	720	722	727
715	716	718	719

715	716	718	721
719	721	724	730
716	720	722	727
715	716	718	719

5a. Pete is correct because his numbers are all in descending order. Nuha has counted backwards in hundreds first and then fifties.
6a. Various answers, for example: 134, 312, 425 and 641 or 241, 333, 522 and 714.

Greater Depth

7a. Various answers, for example:

806	813	839	868
812	831	838	864
854	920	917	903
921	917	939	

8a. Toria is correct as her numbers are all descending. Leon's final number is incorrect because 391 is greater than 390.
9a. Various answers, for example: 227, 319, 423, 436, 526 and 538 or 333, 425, 432, 615, 817 and 924.