Year 3 Home Learning Pack
week commencing 04/05/2020

We're back for week 3 of term 5. We hope you had a lovely weekend. Here's your next home learning pack bursting with activities for you to work through. We look forward to seeing all your lovely learning this week.

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

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

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

If you are finding it difficult to send in your learning using ClassDojo, you can now send to our new class email addresses too. Make sure you send pictures and tell us what you are doing so we can add them to your portfolios. (If you have been using ClassDojo please continue to do so where possible).

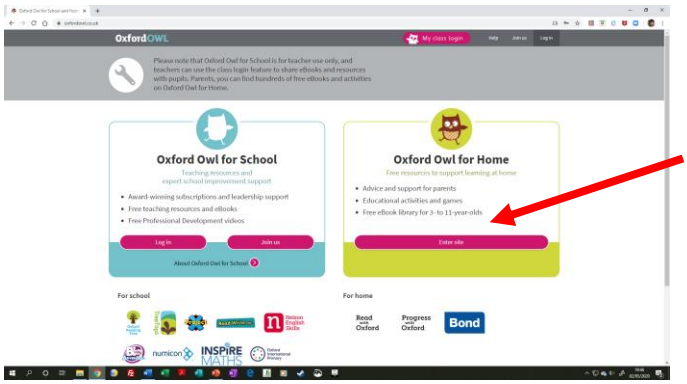
chestnut@st-nicholas-newromney.kent.sch.uk
rowan@st-nicholas-newromney.kent.sch.uk

Take care of yourselves and stay safe.

Mrs Hall, Mr Houghton and Mrs Gunn

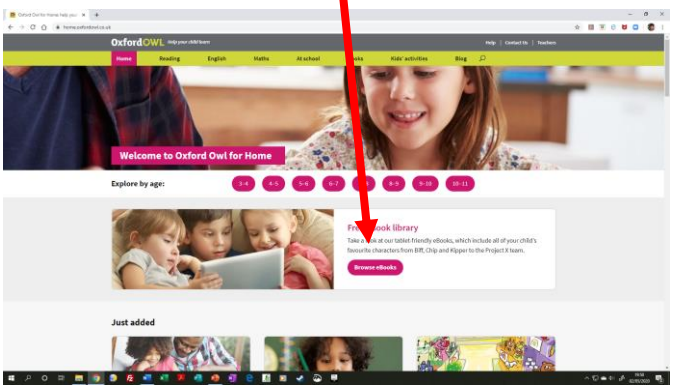
Reading
Oxford Owl for Home

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

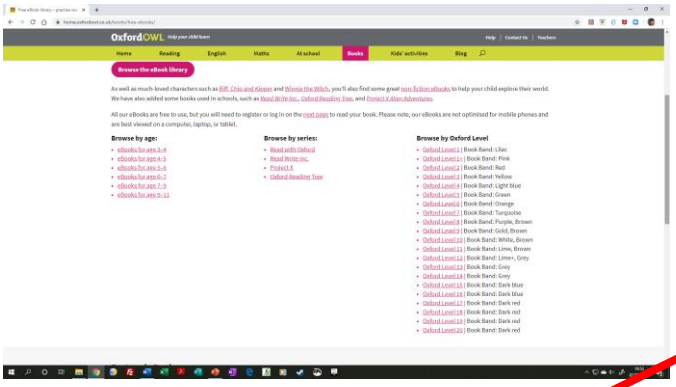


Visit www.oxfordowl.co.uk and click *Enter Site* in ***Oxford Owl for Home***.

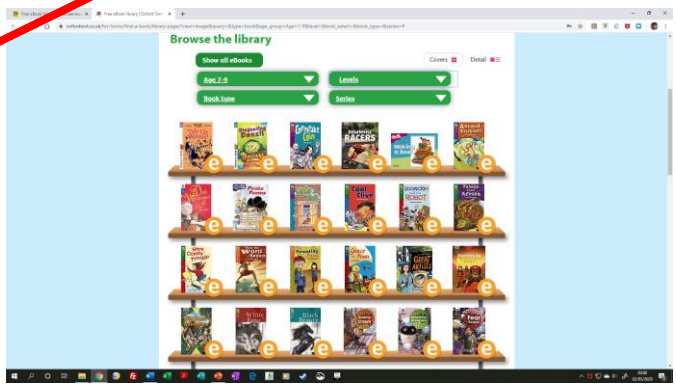
Next, click *Browse eBooks* under **Free eBook Library**.

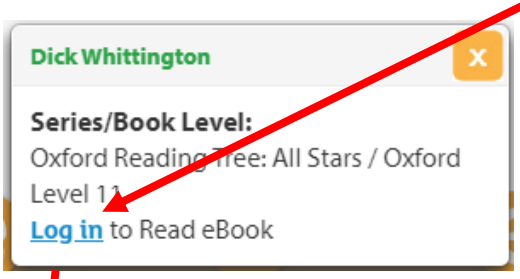


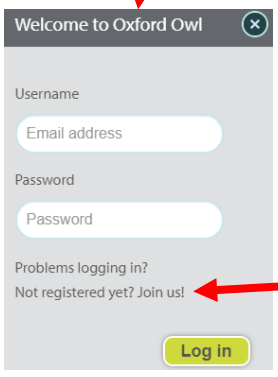
On the next page you can browse by age group, series, or reading scheme colours. Select an option.



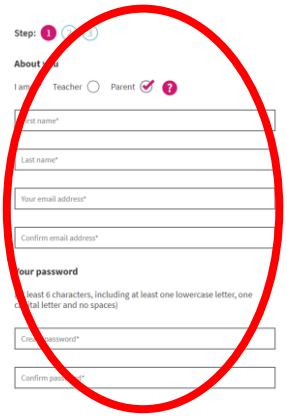
When you click on a book in the bookshelf, it will bring up a log in option – click this.







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



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

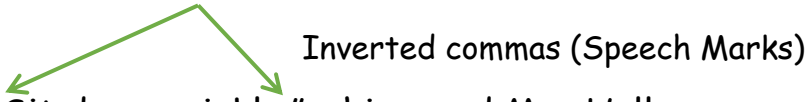
English - Reading

Fantastic Mr Fox

Monday Read chapters 1 and 2 again of Fantastic Mr Fox on the following pages. Create a map of the land where the farmers and Mr Fox live. Show the location of the farms, Mr Fox's foxhole on the hill and the forest. After chapter 2 in the pack, there are two examples of maps, taken from Winnie the Pooh's Hundred Acre Wood, to help give you ideas.

Tuesday Read chapter 3. In this chapter Roald Dahl uses a variety of powerful verbs (action words), e.g. crept, crouching and twitched. These are some other verbs Roald Dahl uses, *talk, walk, look, move and bring*. Change these verbs to more powerful verbs that Roald Dahl could have used instead.

Wednesday This activity is about using inverted commas (speech marks). Speech marks go around the words a character **actually says**.



"Sit down quickly." whispered Mrs Hall
"Why?" questioned Mr Houghton.

The rules of speech are:

- You have to start a new line for each new speaker.
- All the words actually spoken have to go inside the inverted commas.
- All the punctuation: question and exclamation marks as well as full stops go inside the inverted commas.

Your task is to write a conversation between either the farmers or Mr and Mrs Fox. Include the inverted commas and correct punctuation.

Thursday At the end of chapter 3 the farmers go off to get shovels to dig out Mr and Mrs Fox. What do you think happens next? Write your prediction of what you think might happen in the next part of the story.

Friday There are two different types of comprehension – one easier, one harder. Choose the one you want to do, or have a go at both. They follow on from chapter 3.

English - Reading

Fantastic Mr Fox

Chapter One – The Three Farmers

Down in the valley there were three farms. The owners of these farms had done well. They were rich men. They were also nasty men. All three of them were about as nasty and mean as any men you could meet. Their names were Farmer Boggis, Farmer Bunce and Farmer Bean.

Boggis was a chicken farmer. He kept thousands of chickens. He was enormously fat. This was because he ate three boiled chickens smothered with dumplings every day for breakfast, lunch and supper.

Bunce was a duck-and-goose farmer. He kept thousands of ducks and geese. He was a kind of pot-bellied dwarf. He was so short his chin would have been underwater in the shallow end of any swimming pool in the world. His food was doughnuts and goose-livers. He mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts. This diet gave him a tummy-ache and a beastly temper.

Bean was a turkey-and-apple farmer. He kept thousands of turkeys in an orchard full of apple trees. He never ate any food at all. Instead, he drank gallons of strong cider which he made from the apples in his orchard. He was as thin as a pencil and the cleverest of them all.

'Boggis and Bunce and Bean. One fat, one short, one lean. These horrible crooks so different in looks were none the less equally mean.' That is what the children round about used to sing when they saw them.

English - Reading

Fantastic Mr Fox

Chapter Two - Mr Fox

On a hill above the valley there was a wood. In the wood there was a huge tree. Under the tree there was a hole. In the hole lived Mr Fox and Mrs Fox and their four small Foxes. Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, 'Well, my darlings, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean?' And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself. Boggis and Bunce and Bean knew very well what was going on, and it made them wild with rage. They were not men who liked to give anything away. Less still did they like anything to be stolen from them.

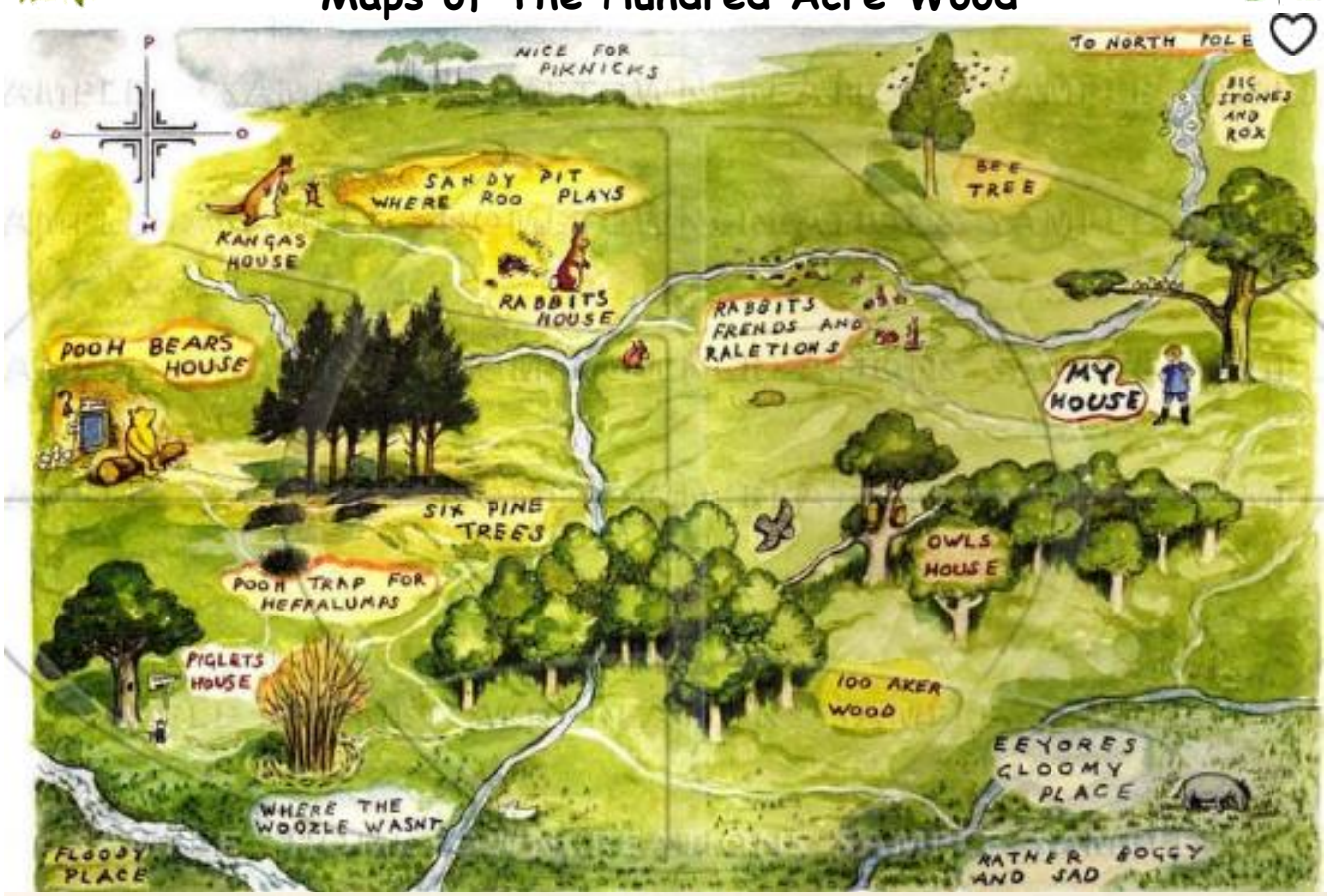
So every night each of them would take his shotgun and hide in a dark place somewhere on his own farm, hoping to catch the robber, but Mr Fox was too clever for them. He always approached a farm with the wind blowing in his face, and this meant that if any man were lurking in the shadows ahead, the wind would carry the smell of that man to Mr Fox's nose from far away. Thus, if Mr Boggis was hiding behind his Chicken House Number One, Mr Fox would smell him out from fifty yards off and quickly change direction, heading for Chicken House Number Four at the other end of the farm.

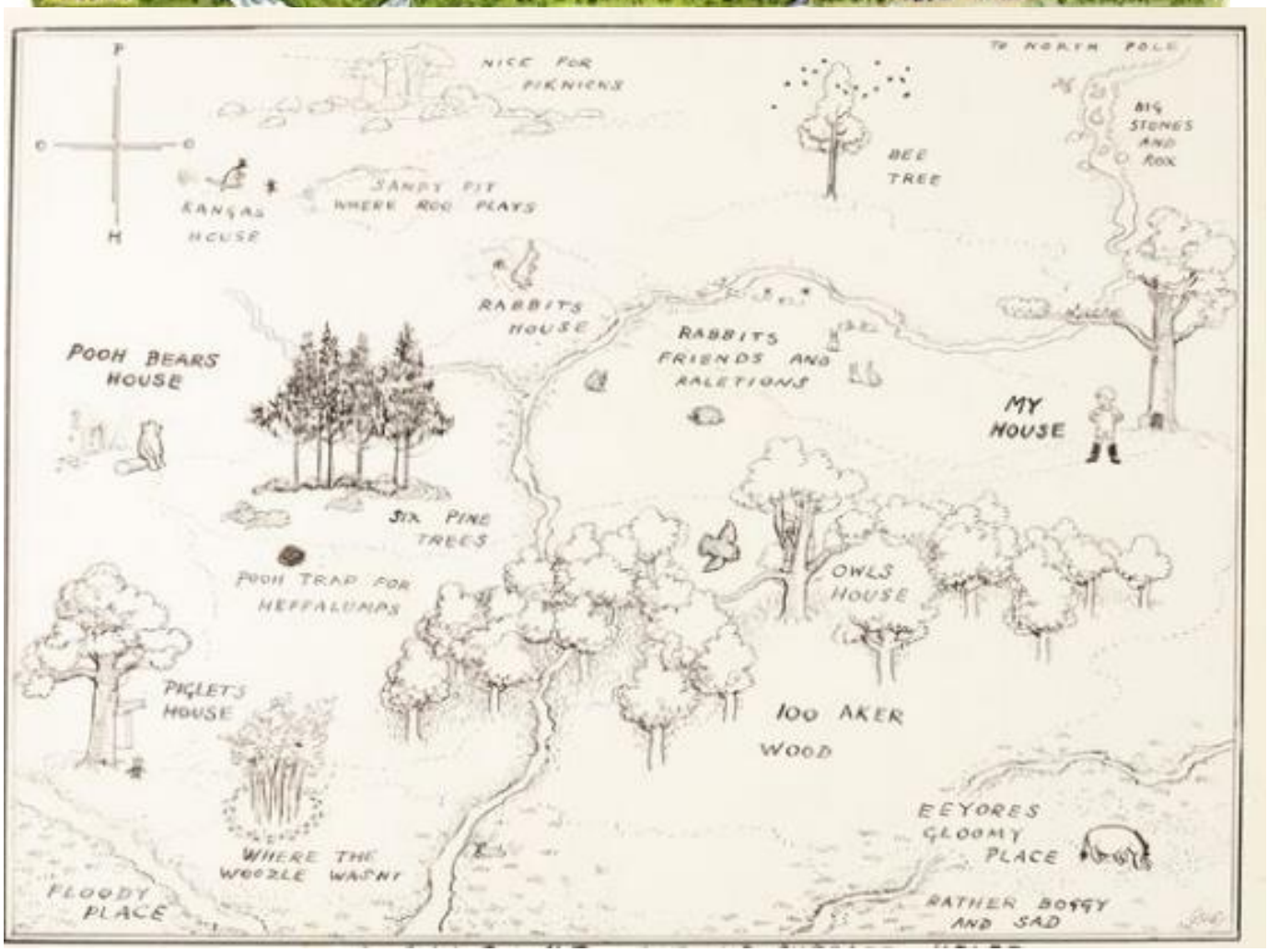
'Dang and blast that lousy beast!' cried Boggis.
'I'd like to rip his guts out!' said Bunce.
'He must be killed!' cried Bean.
'But how?' said Boggis. 'How on earth can we catch the blighter?'

Bean picked his nose delicately with a long finger. 'I have a plan,' he said.
'You've never had a decent plan yet,' said Bunce.
'Shut up and listen,' said Bean. 'Tomorrow night we will all hide just outside the hole where the fox lives. We will wait there until he comes out, then bang!
'Very clever,' said Bunce. 'But first we shall have to find the hole.'
'My dear Bunce, I've already found it,' said the crafty Bean. 'It's up in the wood on the hill. It's under a huge tree . . .'

English - Reading

Maps of The Hundred Acre Wood





English - Reading

Fantastic Mr Fox

Chapter Three – The Shooting

'Well, my darling,' said Mr Fox. 'What shall it be tonight?'

'I think we'll have duck tonight,' said Mrs Fox. 'Bring us two fat ducks, if you please. Bring one for you and me and one for the children.'

'Ducks it shall be!' said Mr Fox. 'Bunce's best!'

'Now do be careful,' said Mrs Fox.

'My darling,' said Mr Fox, 'I can smell those goons a mile away. I can even smell one from the other. Boggis gives off a filthy stink of rotten chicken-skins. Bunce reeks of goose-livers, and as for Bean, the fumes of apple cider hang around him like poisonous gases.'

'Yes, but just don't get careless,' said Mrs Fox. 'You know they'll be waiting for you, all three of them.'

'Don't you worry about me,' said Mr Fox. 'I'll see you later.' But Mr Fox would not have been quite so cocky had he known exactly where the three farmers were waiting at that moment. They were just outside the entrance to the hole, each one crouching behind a tree with his gun loaded. And what is more, they had chosen their positions very carefully, making sure that the wind was not blowing from them towards the fox hole. In fact, it was blowing in the opposite direction. There was no chance of them being 'smelled out'. Mr Fox crept up the dark tunnel to the mouth of his hole. He poked his long handsome face out into the night air and sniffed once. He moved an inch or two forward and stopped. He sniffed again. He was always especially careful when coming out from his hole. He inched forward a little more. The front half of his body was now in the open. His black nose twitched from side to side, sniffing and sniffing for the scent of danger. He found none, and he was just about to go trotting forward into the wood when he heard or thought he heard a tiny noise, a soft rustling sound, as though someone had moved a foot ever so gently through a patch of dry leaves. Mr Fox flattened his body against the ground and laid very still, his ears pricked. He waited a long time, but he heard nothing more.

English Reading
Fantastic Mr Fox

Chapter Three – The Shooting (continued)

'It must have been a field-mouse,' he told himself, 'or some other small animal.'

He crept a little further out of the hole . . . then further still. He was almost right out in the open now. He took a last careful look around. The wood was murky and very still. Somewhere in the sky the moon was shining. Just then, his sharp night-eyes caught a glint of something bright behind a tree not far away. It was a small silver speck of moonlight shining on a polished surface. Mr Fox lay still, watching it. What on earth was it? Now it was moving. It was coming up and up! Great heavens! It was the barrel of a gun! Quick as a whip, Mr Fox jumped back into his hole and at that same instant the entire wood seemed to explode around him. Bang-bang! Bang-bang! Bang-bang!

The smoke from the three guns floated upward in the night air. Boggis and Bunce and Bean came out from behind their trees and walked towards the hole.

'Did we get him?' said Bean. One of them shone a flashlight on the hole, and there on the ground, in the circle of light, half in and half out of the foxhole, lay the poor tattered bloodstained remains of . . . a fox's tail.

Bean picked it up. 'We got the tail but we missed the fox,' he said, tossing the thing away.

'Dang and blast!' said Boggis. 'We shot too late. We should have let fly the moment he poked his head out.'

'He won't be poking it out again in a hurry,' Bunce said.

Bean pulled a flask from his pocket and took a swig of cider. Then he said, 'It'll take three days at least before he gets hungry enough to come out again. I'm not sitting around here waiting for that. Let's dig him out.'

'Ah,' said Boggis. 'Now you're talking sense. We can dig him out in a couple of hours. We know he's there.'

'I reckon there's a whole family of them down that hole,' Bunce said.

'Then we'll have the lot,' said Bean. 'Get the shovels!'

English - Reading Comprehension

Rumpelstiltskin - Easier

Once upon a time, there lived a shepherd and his daughter. One day as the girl sat spinning, the king came riding by.
"What fine wool you spin!" The king said.

"Oh!" That's nothing," boasted the shepherd. "My daughter is so clever that she can even spin straw into gold."
"Straw into gold!" cried the king. Bring her at once to the royal palace! If she can spin straw into gold I shall make her my queen."

That night the king led the girl into a small room filled with straw.
"Spin this straw into gold by morning," he commanded. Then he locked the door and went away.

The shepherd's daughter began to cry, because she knew she could not spin straw into gold. Then suddenly she heard a sound, and a little man appeared.

"I can spin straw into gold," said the little man. "Give me your necklace and I will do it for you."
"Oh thank you, thank you!" said the girl. The little man took the necklace and he began to spin.

By morning the room was full of glittering gold. When the king saw the gold he was amazed. "Tonight you must spin even more!" he commanded.

1. Where did the king tell the shepherd to take his daughter?
2. What did the king do to the door before he went away?
3. Why did the girl sob?
4. What did the girl hear?
5. What did the girl give the man?
6. What was the room full of by morning?

English - Reading Comprehension

Rumpelstiltskin – Harder (part 1)

Once upon a time, there lived a shepherd and his daughter. One day as the girl sat spinning, the king came riding by. "What fine wool you spin!" he said.

"Oh!" That's nothing," boasted the shepherd. "My daughter is so clever that she can even spin straw into gold."
"Straw into gold!" cried the king. Bring her at once to the royal palace! If she can spin straw into gold, I shall make her my queen."

That night the king led the girl into a small room filled with straw.
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"Oh thank you, thank you!" said the girl. The little man took the necklace and he began to spin.

By morning the room was full of glittering gold. When the king saw the gold he was amazed. "Tonight you must spin even more!" he commanded.

1. Where did the king tell the shepherd to take his daughter?

2. Why did the girl sob?

3. What did the girl hear?

English - Reading Comprehension

Rumpelstiltskin – Harder (part 2)

That night the king led the girl into a large room filled with straw.
"Spin this straw into gold by morning," he commanded. Then he locked the door and went away.

The shepherd's daughter cried and cried but soon the little man appeared again.
"I can spin straw into gold," said the little man. "Give me your scarf and I will do it for you."
"Oh thank you, thank you!" said the girl.

The little man took the scarf and he began to spin. By morning the room was full of glittering gold. When the king saw the gold, he was astonished.
"Tonight you must spin even more!" he commanded.

That night the king led the girl into an enormous room filled with straw.
"Spin this straw into gold by morning," he commanded, "and you shall be my queen." Then he locked the door and went away.

Once more the little man appeared.
"I can spin even this much straw into gold," he said. "What will you give me this time?"
"I have nothing left," sobbed the girl.
"Well then," said the little man, "You must promise to give me your first-born child."
Sadly the girl gave her promise.

4. What did the girl give Rumpelstiltskin?

5. Which words describe how the king reacted when he saw the gold?

6. Explain (giving your reasons) what you think the girl feels about:

- ❑ Her father
- ❑ The King
- ❑ Rumpelstiltskin

Use evidence from the text to support your explanations.

English
Spelling

Way in

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

- ❑ father
- ❑ move
- ❑ prove
- ❑ improve
- ❑ sure
- ❑ sugar
- ❑ eye
- ❑ could
- ❑ should
- ❑ would
- ❑ who

Further challenge

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

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

English
Punctuation and Grammar

Week 5 - questions

1. Tick the sentence that must end with a **question mark.**

	Tick **one**
How lovely the weather is today	1
What a good idea that is	2
Where are your shoes	3
I asked him to fetch my shoes	4

1 mark

***CHALLENGE*: Write a question which has the answer 5 o'clock.**

2. Circle the most appropriate **preposition** to complete the sentence below.

(Before / Below) breakfast, I brushed my teeth.

1 mark

***CHALLENGE*: List three different prepositions.**

English
Punctuation and Grammar

3. Rewrite the verbs in the boxes to complete the sentence with the correct choice of **tense**.

Earlier, Idris was _____ at the donkey.

to laugh

Yesterday, Idris _____ at the donkey.

to laugh

_____
1 mark

***CHALLENGE*: Rewrite the following sentence in the present tense:**
Idris caught three fish and a crab.

English
Punctuation and Grammar Quiz

Y3 Grammar and Punctuation Quiz 5

1. Which sentence must end with a **question mark**?

Tick **one**

How lovely the weather is today ☐

What a good idea thst is ☐

Where are you going tomorrow ☐

I asked him to stop running ☐

1 mark

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

The beautiful girl was dancing gracefully.

1 mark

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

Abdul _____ his hands before he went to lunch.

1 mark

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

Had they already eaten?

_____

_____

1 mark

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

Tom said, Pass me the bright red apple.

1 mark

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

I wanted to play outside _____ it was raining.

Tick **one**

and ☐

that ☐

but ☐

or ☐

1 mark

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

The young man always cycled to work.

1 mark

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

Word	Plural
fly	flies
	flys
trolley	trolleies
	trolleys

1 mark

Answers at the end of the pack

English

This week, we are going to create a Year 3 Story Book full of adventure stories you have written, for other children to read.

Make this your **own** story. Magpie ideas, vocabulary and settings from other stories, BUT make sure you don't just copy a known story.

You can let your imagination go wild.

It could be:

- **a space adventure-** you crash land on an alien planet, who do you meet, what happens, do you get home?
- **a jungle adventure** – you are an explorer looking for hidden treasure.
- **a funfair adventure** – you get stuck in the house of mirrors.
- **a park adventure -** you meet a new friend.

Use the guidance from last week's story writing to help.

Monday Use the boxing up method from last week to create ideas for a story of your own. There is a boxing up example in the English references at the end of the pack.

Tuesday Create your own text/story map of your ideas. There's an example in the English references at the end of the pack.

Wednesday Write several openings to your story. Edit them and choose the best one.

Thursday Write out the rest of your story in draft (not best).

Friday Finish your draft then revise and edit checking that your:

spelling	is correct- you could use a dictionary.
handwriting	letters are formed and placed on the line correctly.
punctuation	you have used punctuation correctly so that your sentences make sense.

Tips for good story writing are on the next slide.

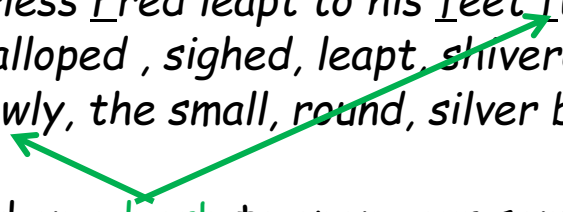
English

Tips for story writing

1. Start with the problem- this will allow you to develop the rest of the story, give you an idea of the settings and characters you want to include.
2. Only add two or three characters. It will be hard to manage more in your writing.
3. Use a good opening to hook in the reader. Think about the stories you read. What makes you want to read on?
4. Once you have planned your story create a text/story map. Use it to improve your story to make it even better.
5. Add in vocabulary you want to use to make your story exciting.
6. A different ending. Will it be happy, sad or leave you wanting the next story in the series?

Remember, when writing you could always add;

- similes using like and as. *Her hair was as smooth as silk.*
- Alliteration *Fearless Fred leapt to his feet furiously.*
- Powerful verbs *galloped , sighed, leapt, shivered, glared*
- Noun phrases *Slowly, the small, round, silver ball opened*



- You could also add an adverb to open your sentence or describe the action.

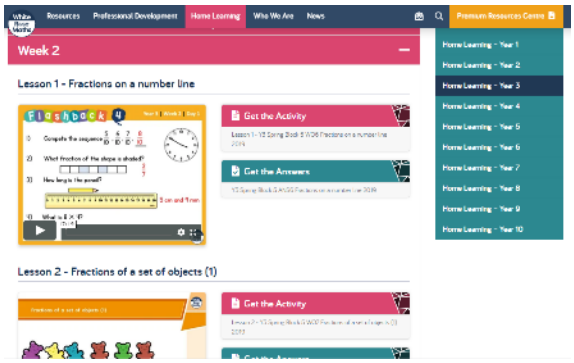
- After you have finished revising and editing, write out in best.

Maths

This week, we will be continuing our new learning about fractions using White Rose. We will also continue revising previous learning – this week it's division.

Fractions

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



Start by selecting 'Week 2' (*not* *Summer Term – Week 2 (w/c 27th April)*). Here you will find a week's worth of video clips about fractions. Please work through one video and the relevant activity each day, and complete them in the correct order. The questions and answers are now included in this pack. **Please note: White Rose have reversed the order of the weeks on the page, so make sure you find the correct one!**

Overview of week 2

Lesson 1 - Fractions on a number line
Lesson 2 - Fractions of a set of objects (1)
Lesson 3 – Fractions of a set of objects (2)
Lesson 4 – Fractions of a set of objects (3)
Lesson 5 – Equivalent fractions (1)

If you are finding the year 3 fractions too difficult, please return to the year 2 fractions and continue recapping these, select "Week 2" https://whiterosemaths.com/homelearning/year-2/ to watch the videos – questions and answers can be found in the pack after the year 3 questions.

Division

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

Times Tables Rock Stars

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

Mental Maths

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

Maths
Times Tables Rock Stars / PiXL

https://ttrockstars.com/

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

What out for challenges from the teachers!

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

Starts Monday @ 9am

Inter-House Team Competition

PIXL

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

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

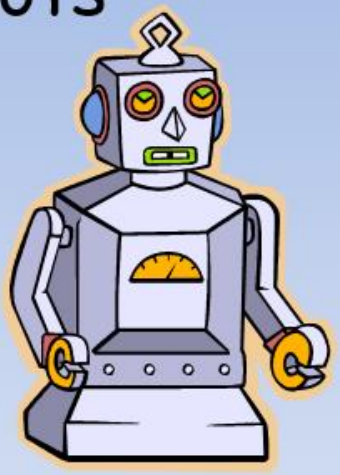
PiXL apps are available to download free from either the Apple App Store or Play Store.

You can also go onto Prodigy maths.

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

Mental Maths
Warm up your brain!

A robot needs 4 batteries. How many batteries do 3 robots need?



How many batteries do 4 robots need?...

What about 5 robots?

A farmer has 4 sheep, 8 cows and 2 chickens. How many animals has he got?

How many legs do the sheep have altogether?...

How many legs do the cows have in total?

Mental Maths
Warm up your brain!

A toy box had 12 dinosaurs in it.
Half the dinosaurs were green.
How many were not green?

Half of the green ones had horns. How many green ones had horns?...

Half of the non-green ones had horns.
How many dinosaurs had horns in total?

A tricycle has 3 wheels. How many wheels on three tricycles?

How many wheels on 5 tricycles?...

How many wheels altogether on 4 tricycles and 1 bicycle?

Maths – Fractions
Year 3 – Lesson 1 Questions

Fractions on a number line

1 Draw an arrow to show the fractions on the number lines.

a) $\frac{1}{2}$

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

c) $\frac{1}{4}$

Are your answers accurate or are they estimates?

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

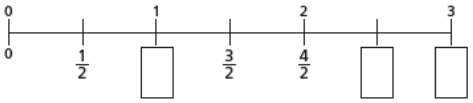
a) $\frac{1}{2}$ ◯ $\frac{1}{4}$

b) $\frac{1}{4}$ ◯ $\frac{1}{3}$

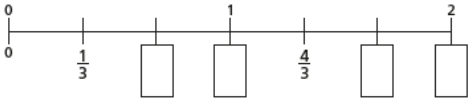
c) $\frac{1}{2}$ ◯ $\frac{1}{2}$

3 Write the missing fractions on the number lines.

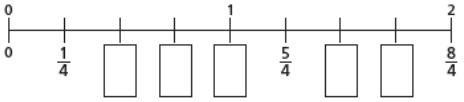
a)



b)



c)



d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

What do you notice?

Talk about it with a partner.

4 Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$

b) 1 and $\frac{2}{3}$

5 Write each fraction under the correct heading.

$\frac{2}{3}$ $\frac{4}{4}$ $\frac{5}{3}$ $\frac{1}{8}$ $\frac{3}{3}$

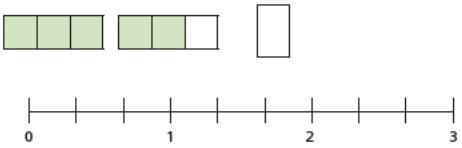
$\frac{3}{4}$ $\frac{7}{4}$ $\frac{8}{8}$ $\frac{7}{8}$

Less than one whole	Equal to one whole	More than one whole

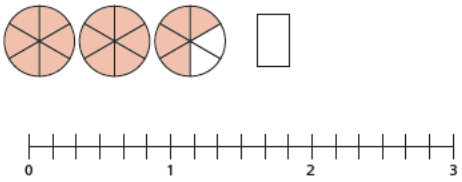
6 What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.

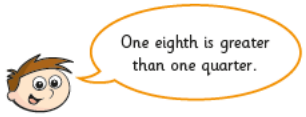
a)



b)



7



Do you agree with Teddy? _____

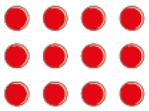
Use the number line to show why.

Maths – Fractions

Year 3 – Lesson 2 Questions

Fractions of a set of objects (1)

1 Here are some counters.



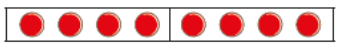
a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle? ☐

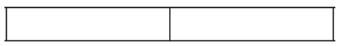
c) What is $\frac{1}{4}$ of 12? ☐

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 = 4

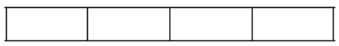


b) $\frac{1}{2}$ of 16 = ☐

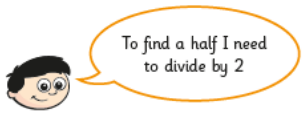


c) $\frac{1}{4}$ of 8 = ☐

d) $\frac{1}{4}$ of 16 = ☐



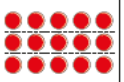
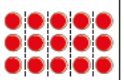
3



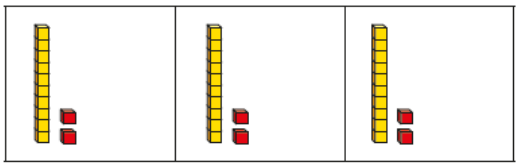
Do you agree with Dexter? _____

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter		$\frac{1}{4}$ of 8 = 2	
			
			

5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

a) $\frac{1}{3}$ of 63 = ☐

c) $\frac{1}{4}$ of 92 = ☐

b) $\frac{1}{4}$ of 48 = ☐

6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36

Use Nijah's method to complete the calculations.

a) $\frac{1}{3}$ of 96 = ☐

c) $\frac{1}{4}$ of 52 = ☐

b) $\frac{1}{5}$ of 60 = ☐

7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 or $\frac{1}{5}$ of £75

Show your workings.

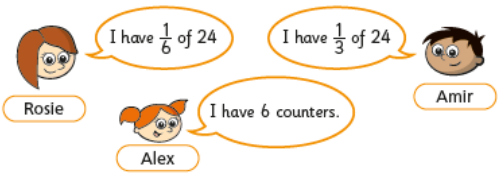
8 Complete the number sentences.

a) $\frac{1}{2}$ of ☐ = 30

c) $\frac{1}{5}$ of ☐ = 50

b) $\frac{1}{4}$ of ☐ = 20

9 Rosie, Amir and Alex each find a fraction of 24 using counters.



a) Order the children from least counters to most counters.

_____ _____ _____

least counters most counters

b) What fraction of the counters does Alex have? ☐

c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

☐

Maths – Fractions

Year 3 – Lesson 3 Questions

Fractions of a set of objects (2)

1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = ☐

b) $\frac{3}{4}$ of 8 = ☐

c) $\frac{2}{5}$ of 20 = ☐

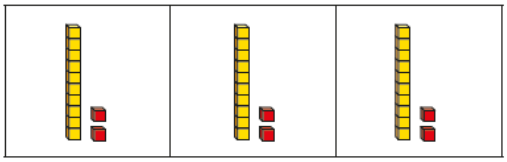
2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?	9
$\frac{3}{5}$ of 15 = ?	6
$\frac{5}{6}$ of 12 = ?	15
$\frac{3}{4}$ of 20 = ?	10

3 What is $\frac{6}{6}$ of 18? ☐

How do you know?

4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 = ☐

b) $\frac{3}{4}$ of 48 = ☐

c) $\frac{3}{4}$ of 92 = ☐

5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36

Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 = ☐

b) $\frac{3}{5}$ of 60 = ☐

c) $\frac{3}{4}$ of 52 = ☐

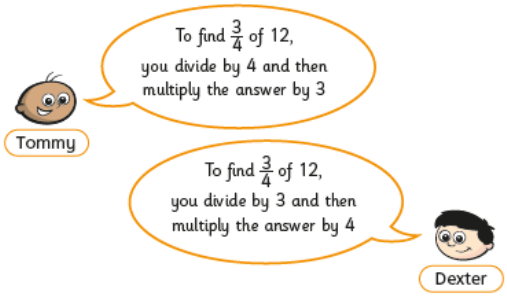
6 Complete the number sentences.

a) $\frac{2}{3}$ of ☐ = 30

b) $\frac{3}{4}$ of ☐ = 30

c) $\frac{5}{6}$ of ☐ = 30

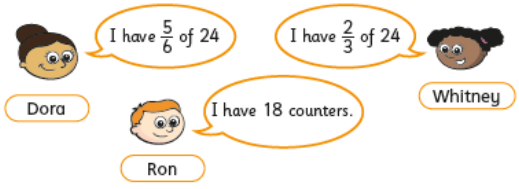
7



Who is correct? _____

How do you know? Show your working.

8 Dora, Whitney and Ron each find a fraction of 24 using counters.



a) Who has the most counters? Show your workings.

b) How many more counters does Dora have than Whitney? ☐

9 Write fractions to make the statements correct.

☐ of 36 < 18

☐ of 36 = 18

☐ of 36 > 18

How many different answers can you find for each? Compare with a partner.

Maths – Fractions

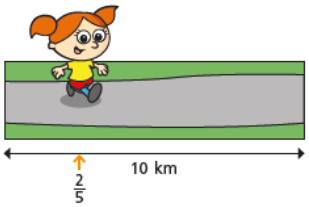
Year 3 – Lesson 4 Questions

Fractions of a set of objects (3)

1 In a class of 32 children, three eighths are girls.

How many children are boys? ☐

2 Alex is taking part in a 10 km race.



She has run two fifths of the race.

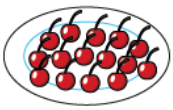
What distance does she have left to run? ☐ km

3 Filip has £3 and 20p.

He spends half of his money.

How much does he have left? £ ☐ and ☐ p

4 Teddy opens a bag of cherries and puts $\frac{1}{2}$ on a plate.



How many cherries were there in the whole bag? ☐

5 Ron has £4 and 50p.

He decides to share the money equally between himself and his two sisters.

How much money will each child get?

£ ☐ and ☐ p

6 A bag of potatoes weighs 500 g.

Annie's dad uses one quarter of the potatoes to make a shepherd's pie.

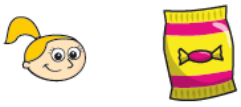
What is the mass of the potatoes left in the bag? ☐ g

7 Dexter spends one third of his money.

He has these coins left.

How much did Dexter spend? £ ☐ and ☐ p

8 Eva has a bag of 20 sweets.



She eats $\frac{1}{4}$ of the sweets.

She gives $\frac{1}{5}$ of the sweets that are left to Dora and 2 sweets to her mum.

How many sweets does Eva have left? ☐

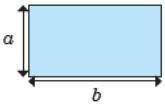
9 Whitney has a box of raisins.

She eats $\frac{1}{4}$ of the raisins and gives 3 to her brother.

She has 9 raisins left.

How many raisins were in the box at the start? ☐

10 Here is a rectangle.



The perimeter of the rectangle is less than 30 cm.

Side a is one half of the length of side b.

a) Complete the table to show the different possible integer lengths of side a and side b.

Length of side a	Length of side b	Perimeter
1 cm	2 cm	6 cm

b) What are the longest possible integer lengths of side a and b?

side a _____

side b _____

c)

Talk to a partner about why Dexter is wrong.

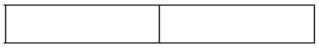
Maths – Fractions

Year 3 – Lesson 5 Questions

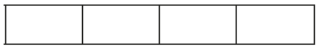
Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

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

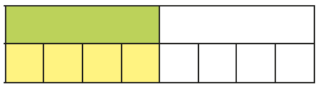


b) Shade $\frac{2}{4}$ of the bar model.

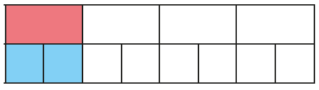


What do you notice?

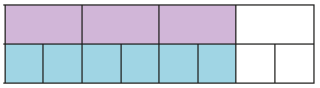
2 Complete the equivalent fractions.

a) 

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

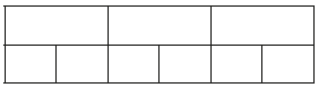
b) 

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

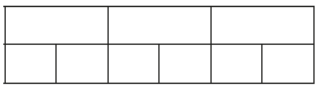
c) 

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

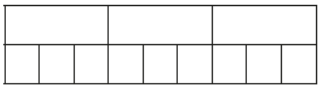
3 Shade the bar models to represent the equivalent fractions.

a) 

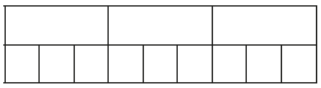
$\frac{1}{3} = \frac{2}{6}$

b) 

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

c) 

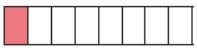
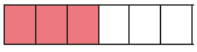
$\frac{1}{3} = \frac{3}{9}$

d) 

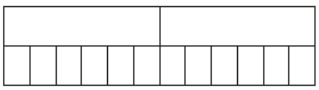
$\frac{2}{3} = \frac{6}{9}$

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

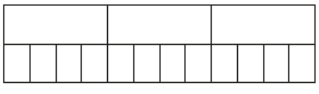
4 Match each bar model to its equivalent fraction.

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

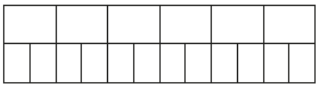
5 Shade the bar models to complete the equivalent fractions.

a) 

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

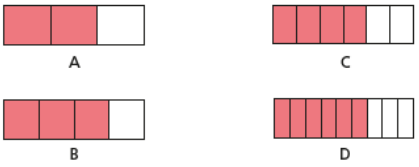
b) 

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

c) 

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

6 The bar models represent fractions.



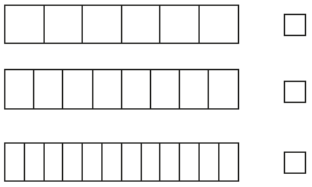
Which is the odd one out? _____

Why do you think this?

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

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

Shade the bar models to support your answers.



Talk to a partner about your answers.

Maths – Fractions

Year 2 – Lesson 1 Questions

Recognise a third

1 Use the words to complete the sentences.

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

The spinner is split into _____ parts.

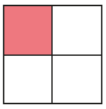
Each part is worth a _____.

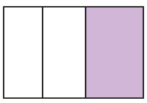
This can be written as ☐

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

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

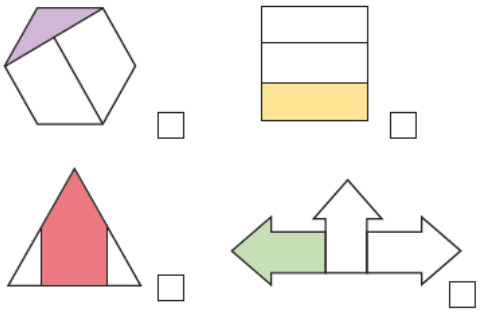
Tick your answer.

a)  Yes ☐ No ☐

b)  Yes ☐ No ☐

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

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



5 Ron cuts up some fruit.

banana

apple

melon

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

_____

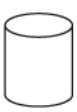
b) Which fruit has been cut into thirds?

_____

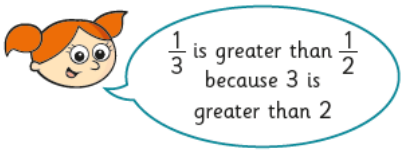
c) Which fruit has been cut into halves?

_____

6 Draw lines to split the cylinder into thirds.



7



Is Alex correct? _____

Draw a picture to show your answer.

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

Draw the whole shape in the box.

a) ▭

b) ▯

Maths – Fractions

Year 2 – Lesson 2 Questions

Find a third

1 3 children are sharing a bar of chocolate.

The chocolate is split into 6 equal parts.

a) Draw lines to share the chocolate equally.

b) Complete the sentences.

The whole chocolate bar is split into ☐ equal parts.

Each child gets ☐ parts each.

$\frac{1}{3}$ of 6 = ☐

c) Complete the bar model and number sentence.

6		

$\frac{1}{3}$ of 6 = ☐

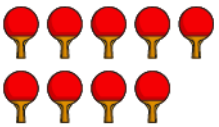
2 Circle $\frac{1}{3}$ of each group of items.

a)

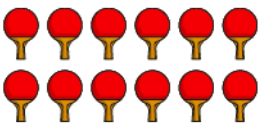
b)

c)

d)



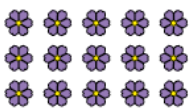
e)



3 Circle $\frac{1}{3}$ of each group of items.

Complete the number sentences.

a)



$\frac{1}{3}$ of 15 = ☐

b)

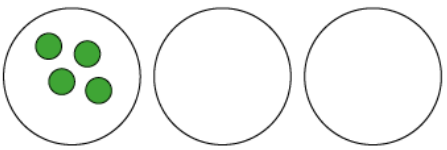
☐ of ☐ = ☐

c)

☐ of ☐ = ☐

4 One third of a number is 4

What is the number?



The number is ☐

5

Teddy: I have $\frac{1}{3}$ of £9

Mo: I have $\frac{1}{2}$ of £8

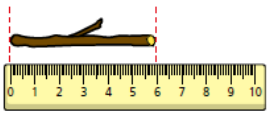
Who has more money? _____

How do you know?

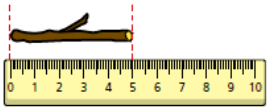
6 Whitney snaps two sticks into thirds.

Here is $\frac{1}{3}$ of each stick.

Stick A



Stick B



a) How long was stick A before Whitney snapped it? ☐ cm

b) How long was stick B before Whitney snapped it? ☐ cm

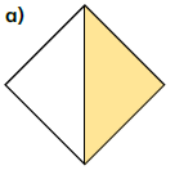
Maths – Fractions

Year 2 – Lesson 3 Questions

Unit fractions

1 Complete the sentences for each shape.

a)

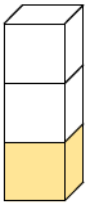


There are ☐ equal parts.

There is ☐ part shaded.

☐ is shaded.

b)



There are ☐ equal parts.

There is ☐ part shaded.

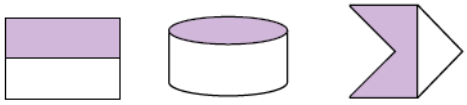
☐ is shaded.

2 There are ☐ equal parts.

There is ☐ part circled.

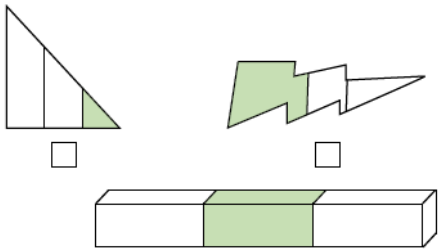
☐ is circled.

3 Tick the shape that has $\frac{1}{2}$ shaded.



☐ ☐ ☐

4 Tick the shape that has $\frac{1}{3}$ shaded.

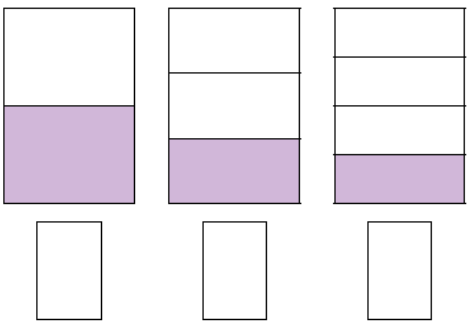


☐ ☐ ☐

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

☐ ☐ ☐

6 What fraction of each shape is shaded?



☐ ☐ ☐

What is the same about the fractions?

What is different about them?

7 Here are some fractions.

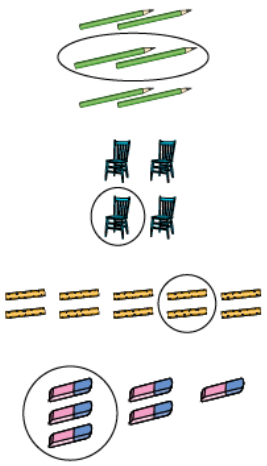
$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{4}$	$\frac{1}{3}$

Tick all the unit fractions.

Compare answers with a partner.

Can you think of any more unit fractions?

8 Match the objects to the unit fractions.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

Maths – Fractions
Year 2 – Lesson 4 Questions

Non-unit fractions

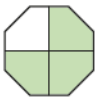
1 Complete the sentences.

a) 

There are 3 equal parts.

There are 2 parts shaded.

☐ is shaded.

b) 

There are ☐ equal parts.

There are ☐ parts shaded.

☐ is shaded.

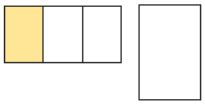
c) 

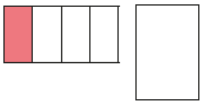
There are ☐ equal parts.

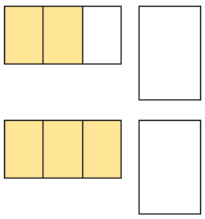
There are ☐ parts shaded.

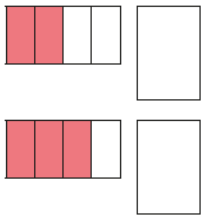
☐ is shaded.

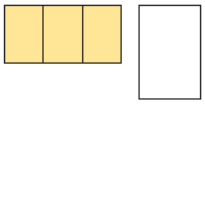
2 What fraction of each shape is shaded?

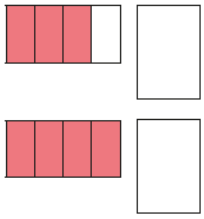
a) 

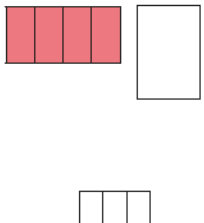
b) 



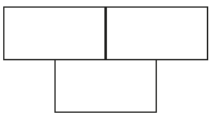


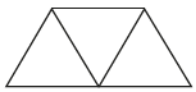




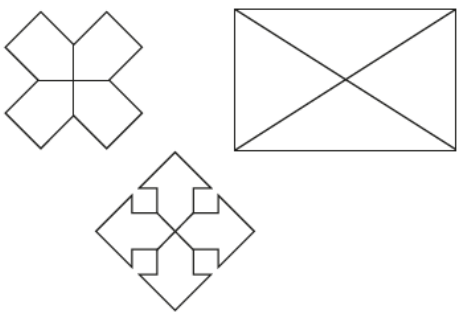


3 Colour $\frac{2}{3}$ of each shape.





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



5 A shape has 3 equal parts.

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

☐ is shaded.

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

☐ is shaded.

6 Write the fractions in the table.

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

Unit fractions	Non-unit fractions

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

unit fraction $\frac{\square}{5}$ **non-unit fraction** $\frac{\square}{5}$

Work with a partner.

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

Write five examples of each.

unit fractions: _____

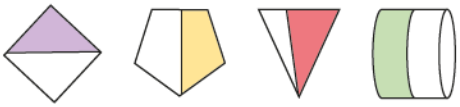
non-unit fractions: _____

Maths – Fractions

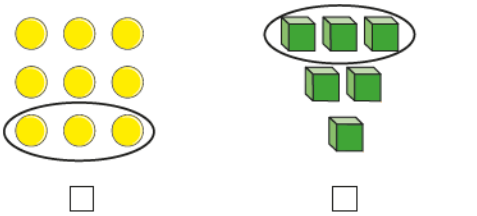
Year 2 – Lesson 5 Questions

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

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



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



3 Here are two bar models.

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

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

What do you notice? Talk to a partner.

4 Use the sweets to help you answer the questions.

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

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

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

5 Write the missing numbers.

$\frac{3}{4}$ of 20 = ☐

$\frac{1}{2}$ of 20 = ☐

20

$\frac{2}{4}$ of 20 = ☐

$\frac{1}{4}$ of 20 = ☐

6 Solve the problems.

a) Find $\frac{2}{4}$ of £8

£☐

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

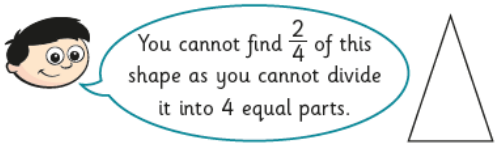
☐ kg

How did you work out the answers?

7 Write the missing number.

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

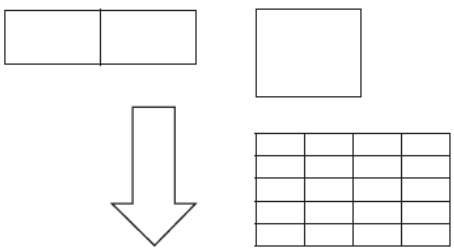
8



a) Do you agree with Dexter? _____

Talk about it with a partner.

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



Talk to a partner about how you did it.

Mosaic Maths Challenge

Romans liked mosaics – can you discover the hidden picture in this grid?

Test your 3x table multiplication and division facts

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

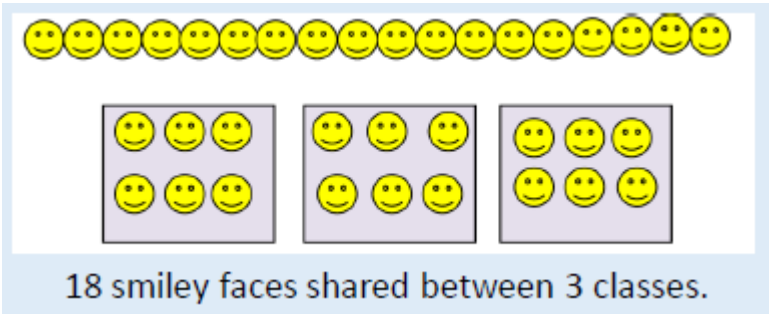
blue = 0-9 white = 10-19 red = 20-36

2 × 3	12 ÷ 3	18 ÷ 3	12 ÷ 3	1 × 3	0 × 3	18 ÷ 3	24 ÷ 3	3 × 3
1 × 3	30 ÷ 3	4 × 3	36 ÷ 3	7 × 3	6 × 3	33 ÷ 3	5 × 3	0 × 3
3 ÷ 3	4 × 3	5 × 3	36 ÷ 3	10 × 3	36 ÷ 3	6 × 3	4 × 3	6 ÷ 3
3 × 3	7 × 3	9 × 3	11 × 3	8 × 3	12 × 3	7 × 3	9 × 3	27 ÷ 3
9 ÷ 3	6 × 3	5 × 3	36 ÷ 3	11 × 3	30 ÷ 3	4 × 3	6 × 3	15 ÷ 3
1 × 3	33 ÷ 3	4 × 3	5 × 3	9 × 3	33 ÷ 3	36 ÷ 3	33 ÷ 3	1 × 3
0 × 3	15 ÷ 3	5 × 3	30 ÷ 3	8 × 3	4 × 3	6 × 3	15 ÷ 3	21 ÷ 3
9 ÷ 3	21 ÷ 3	6 × 3	4 × 3	10 × 3	36 ÷ 3	33 ÷ 3	3 ÷ 3	27 ÷ 3
15 ÷ 3	27 ÷ 3	0 × 3	5 × 3	7 × 3	33 ÷ 3	24 ÷ 3	9 ÷ 3	2 × 3
1 × 3	27 ÷ 3	18 ÷ 3	3 × 3	9 × 3	3 ÷ 3	12 ÷ 3	0 × 3	9 ÷ 3

Maths – Division
Steps to Success

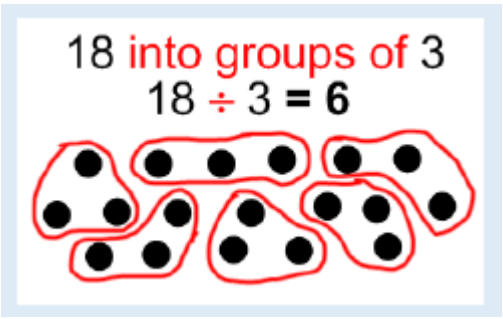
In year 2, you continued your learning about division through sharing and grouping (see 1 & 2 below). You also used number lines by counting jumps to show the number of groups when dividing by a number (see 3 below). Finally you used arrays to show the different division facts.

1. Sharing

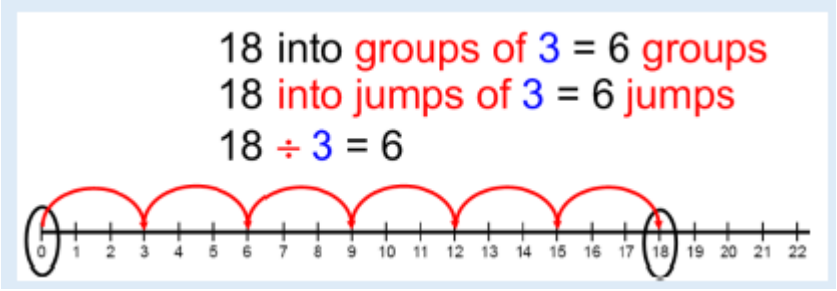


18 smiley faces shared between 3 classes.

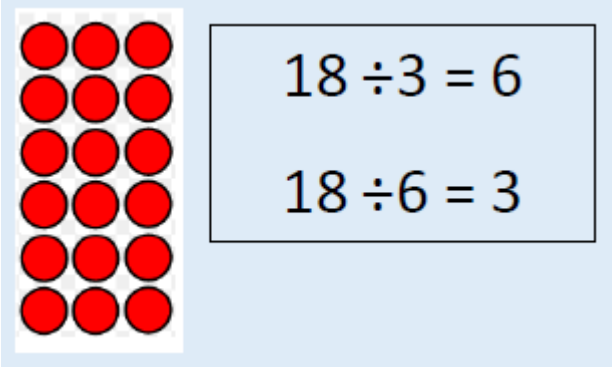
2. Grouping



3. Grouping using number lines



4. Division using arrays



Maths – Division
Steps to Success

In year 3, you have been learning how to use a formal written method to lay out your division calculations.

1) Use a formal written method to complete the following calculation: **96 ÷ 3 = ?**

2) Write your calculation out like this:

$$3 \overline{)\,9\;6}$$

3) Start by working out how many times 3 (the divisor) goes into the tens digit (9) and write the answer above the tens digit.

$$\begin{array}{r} 3 \\ 3 \overline{)\,9\;6} \end{array}$$

4) Next, work out how many times 3 (the divisor) goes into the ones digit (6) and write the answers above the ones digit.

$$\begin{array}{r} 3\;2 \\ 3 \overline{)\,9\;6} \end{array}$$

5) Finally write the answer to the division calculation.

96 ÷ 3 = 32

Maths – Division

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

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

Practice 1

1) 22 ÷ 2 =
2) 36 ÷ 3 =
3) 42 ÷ 2 =
4) 48 ÷ 4 =
5) 26 ÷ 2 =
6) 55 ÷ 5 =
7) 88 ÷ 4 =
8) 69 ÷ 3 =
9) 46 ÷ 2 =
10) 99 ÷ 3 =

Practice 2

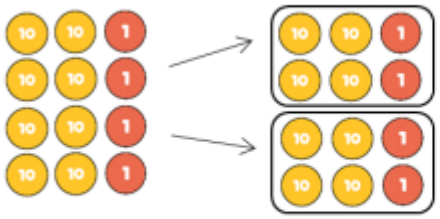
1) 84 ÷ 2 =
2) 24 ÷ 2 =
3) 39 ÷ 3 =
4) 48 ÷ 2 =
5) 93 ÷ 3 =
6) 84 ÷ 4 =
7) 99 ÷ 9 =
8) 248 ÷ 2 =
9) 363 ÷ 3 =
10) 448 ÷ 4 =

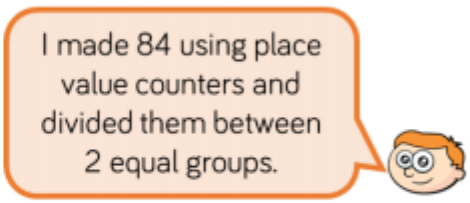
Answers at the end of the pack

Maths – Division
Varied Fluency Problems

Show your workings

Ron uses place value counters to solve 84 ÷ 2

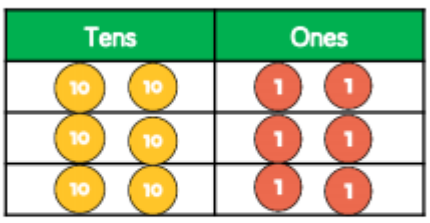


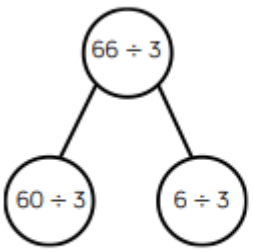


Use Ron's method to calculate:

84 ÷ 4 66 ÷ 2 66 ÷ 3

Eva uses a place value grid and part-whole model to solve 66÷ 3





Use Eva's method to calculate:

69 ÷ 3 96 ÷ 3 86 ÷ 2

Maths - Division
Problem Solving and Reasoning

Prove your answer, show your thinking…

Teddy answers the question 44 ÷ 4 using place value counters.

Tens	Ones
10 10	1 1
10 10	1 1

Is he correct?
Explain your reasoning.

Dora thinks that 88 sweets can be shared equally between eight people.

Is she correct?

Alex uses place value counters to help her calculate 63 ÷ 3

Tens	Ones
10	10 1
10	10 1
10	10 1

She gets an answer of 12
Is she correct?

Other Subjects

Subject	Work at home ideas
Science	**<u>This week we are learning all about 'Fossils'</u>** On the following pages are links to two websites to show you how fossils are made. These are followed by activities for you to explain your understanding. The last activity is all about how to make your own fossil. Have fun!
Topic	**<u>VE Day - Victory in Europe Day</u>** 75 years ago on the 8th May 1945 Germany surrendered and the war in Europe ended. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr The BBC website tells you all about VE day and why it was important. Design a medal to commemorate this important event. At the end of the learning pack is information about the WW1 medal with an explanation of its design. Use this and the templates (if you wish) to create your medal with its own explanation. The website below also explains about VE Day and provides you with links to other sites and other activities you could do. https://ve-vjday75.gov.uk/dan-snows-ve-day-challenge/
PE	This week create your own exercise programme. It could be Joe Wicks style, or even your own version of Pop See Ko. Perhaps you could video your routine for others to try and upload to your portfolio?
Art/DT	This week we would like you to design a poster to say thank you to key workers. Look at the Art pages that follow for more information.
ICT	This week we are going to be problem-solving using coding. Try out the Minecraft Adventure and see if you can complete all 14 levels!
Music	**<u>Research the life and music of a MOTOWN singer</u>**. Create an information booklet / poster/ biography of their life and music. You could create your own song in their style and then perhaps upload yourself singing it. Some of the more famous Motown artists are; *Smokey Robinson, The Supremes, Stevie Wonder, The Commodores –with Lionel Richie, Michael Jackson.*
French	This week we are looking back at French numbers 1 – 10. First, see if you can work out what each French word means, then try the worksheet. If you are stuck, check translations at the end of the pack.
RE	This term we are learning about the Kingdom of God. This week's activities are on the following pages.
PSHE	**<u>Personal, social, health, education</u>** This week's topic is about moods and attitudes. https://vid.ly/8j8p6f Follow the instruction sheet at the end of the pack.

Science

This week we are going to learn all about fossils and how they are formed.

Below are two links to websites that explain how fossils are formed. You could also do your own independent research to add to your knowledge.

http://www.planet-science.com/categories/under-11s/our-world/2011/10/what-makes-fossils.aspx

https://www.nhm.ac.uk/discover/how-are-fossils-formed.html?gclid=EAIaIQobChMIuMWq76WV6QIViKztCh3pEAFJEAAYAiAAEgJEXPD_BwE

Task

Either:

1. Complete the following two sheets by cutting out and sticking the fossil information in the correct order then draw a picture of what is happening above.

2. Or create your own cartoon strip / booklet to show how fossils are formed.

For a bit of fun to finish, why not create your own fossil. The last slide of the science section gives you either a website (Cbeebies) or written instructions on how to make one.

Have fun! 😀

Science

Task Sheet 2 **I know how Fossils are Formed** Name

Draw pictures to show the stages of how a fossil is formed and write a sentence or two beneath each picture to explain what is happening

1.	**2.**	**3.**
4.	**5.**	**6.**

Science

The 6 sections of text below explain the stages of how a fossil is made, but they have been written in the wrong order. Cut them out carefully and stick them on your task sheet in the right order. Illustrate each stage with a drawing in the box above.

More and more layers of sediment build up and over millions of years the sediment turns into rock.	Gradually the skeleton becomes buried in the sediment.	A creature dies and its body sinks to the bottom of the sea.
The flesh of the creature is eaten by other animals and just the skeleton is left behind.	Water trickles through the rock and the skeleton is washed away leaving a mould (an empty space the same shape as the skeleton).	Minerals from the water collect in the mould to form rock (a fossil) that fills the space. After millions of years the rock rises to the surface and might one day be found by fossil collectors

Science

Make your own Fossils

You can either follow the Cbeebies link to make a fossil

https://www.bbc.co.uk/cbeebies/makes/presenters-making-a-fossil

OR

Fool dinosaur experts with your fossils
Do you want to make your own fossils? Have a go at this!

What you need:
- ✓ Plastic container
- ✓ Modelling clay or Plasticine
- ✓ Shells or plastic toys
- ✓ Plaster of Paris
- ✓ Water

How to:
- ❑ Cover the bottom of your plastic container with modelling clay to a depth of around 2 centimetres.
- ❑ Press a few plastic animals, shells, or whatever else you'd like to fossilise, into the clay.
- ❑ Remove the objects. This should leave an imprint of the object in the clay.
- ❑ Mix a quarter of a cup of plaster of Paris with water, until it is quite runny.
- ❑ Pour the plaster of Paris over the modelling clay to a depth of around 2 centimetres.
- ❑ Let the plaster dry for 24 hours.
- ❑ Remove the plaster from the plastic and remove any leftover bits of clay.

Now you have your very own fossil! You can paint them to look like real fossils.

Make sure you have an adult helping you if you are using plaster of Paris.

Topic

This is the Victory Medal for the Great War also known as the First World War

A rainbow symbolizes the calm after the storm.

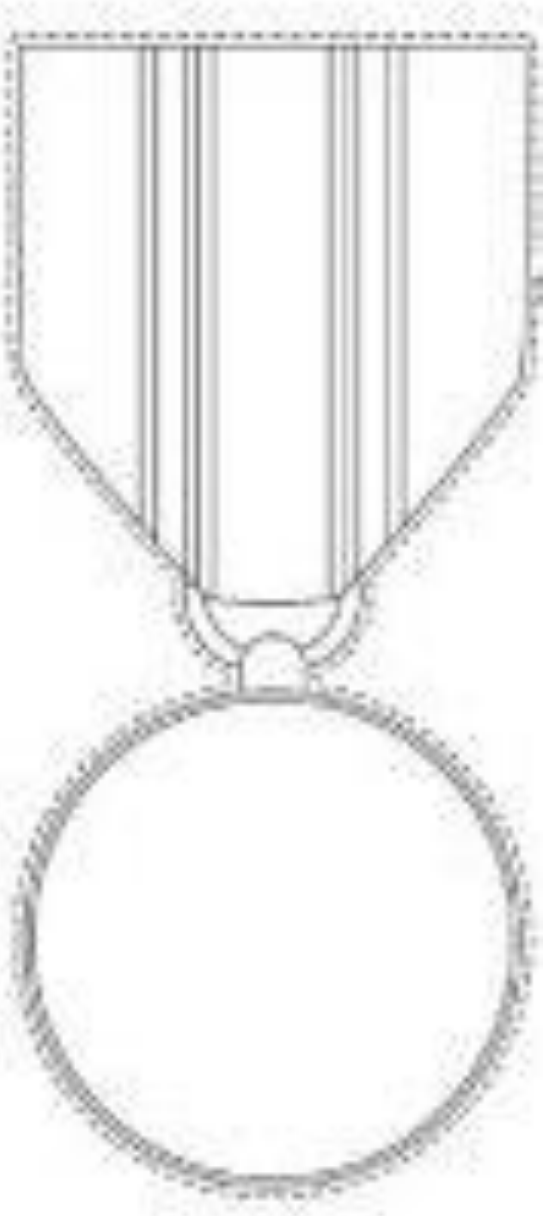
The colours are the combined colours of the Allied Nations (friendly nations) who worked together. Red is at the centre.

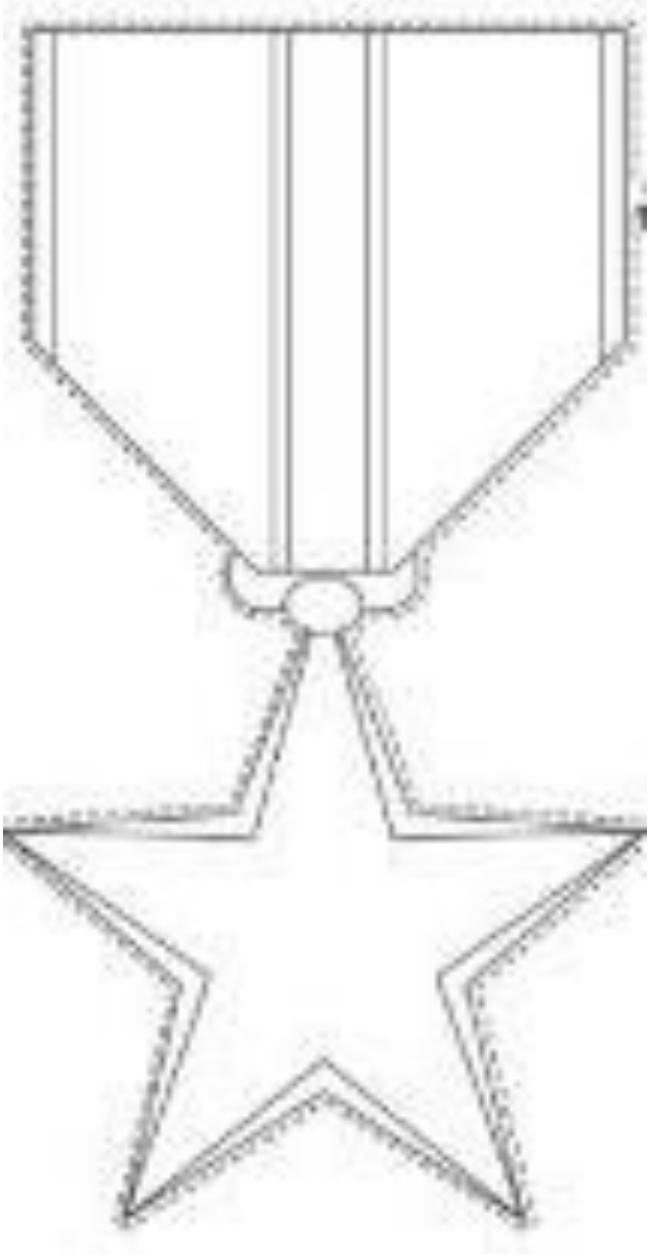
The winged figure is "Victory"

The years of the Great War (First World War) !914 -1918

Topic

Design your own VE Day medal. You could use the templates below to help you or you draw one of your own.





Art
Thank You Key Workers!

This week's art activity is to design a thank you poster for all our key workers who are helping keep things running during the Coronavirus crisis. Use some blank paper and make sure your picture fills the page with lots of colour.

Key workers include:-

NHS, carers, police, firefighters, farmers, teachers, supermarket staff, delivery drivers, bin men, etc.

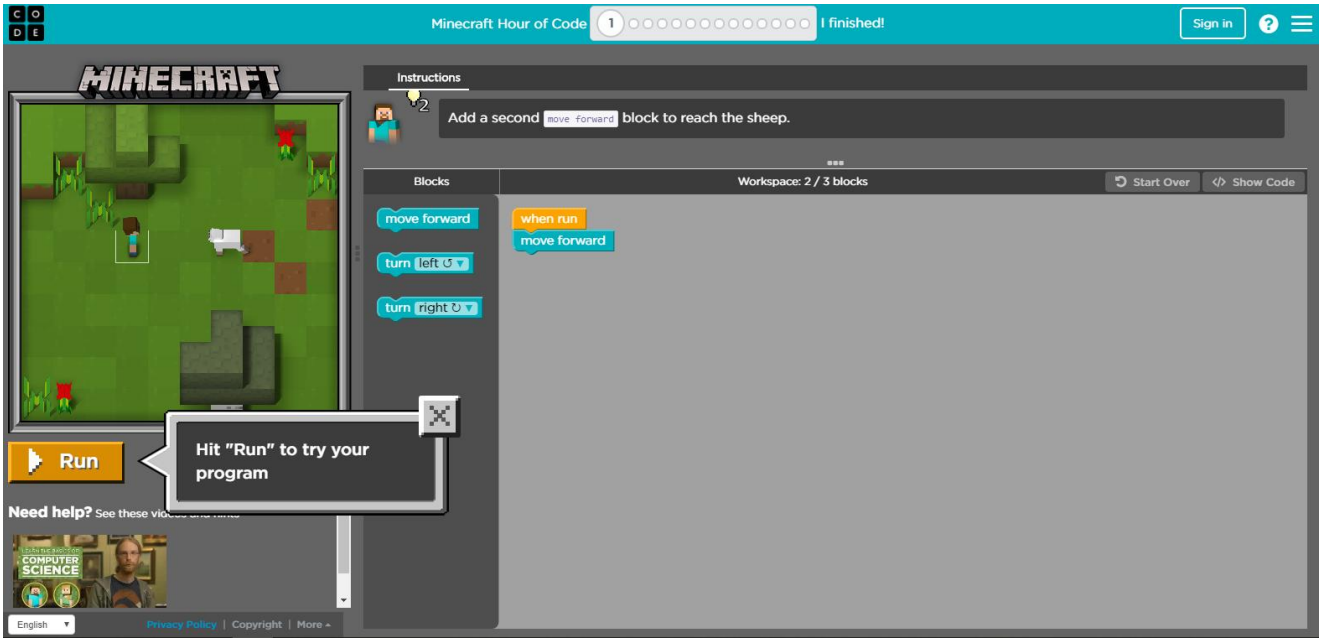
Computing – Coding
Week 3

Minecraft Adventurer

This week we are going to use coding to solve problems in a Minecraft world.

Click this link to join the adventure:
https://studio.code.org/s/mc/stage/1/puzzle/1

Can you make it through all 14 levels? Take screenshots or photos as you go to show your programming skills and share them with your teacher.



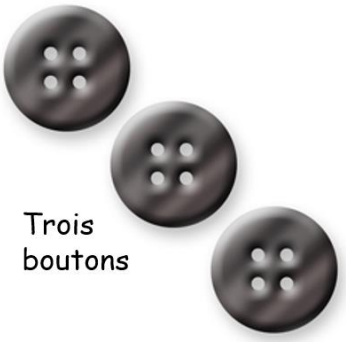
French – Counting to ten

Week 3

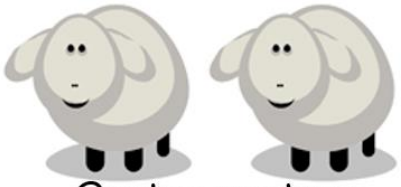
Look at the pictures below. Can you work out what each French word means in English?

Un melon

Deux ballons



Trois boutons



Quatre moutons

Cinq fleurs

Six couleurs

Sept hiboux

Huit cailloux

Neuf personnes

Dix croissants

French Worksheet
Week 3

Feuille de travail **1.3b**

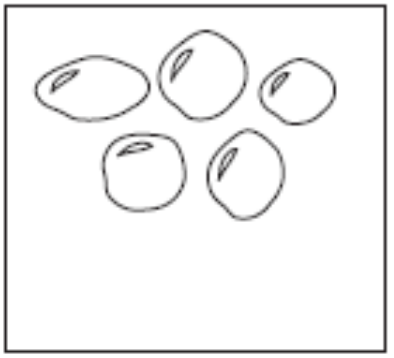
Les chiffres et les objets

Tout le monde 1

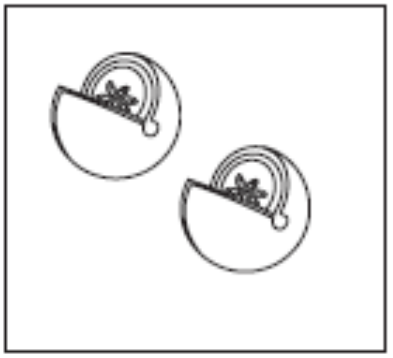
Nom ..... Classe ..... Date .....

Complète avec le bon mot. Dessine ou colorie les images.
Complete with the correct word. Draw or colour the pictures.

1 _ _ _ __ fleur

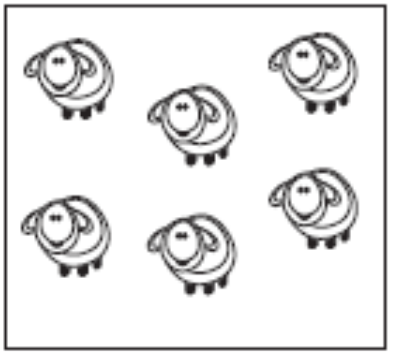


2 sept cailloux

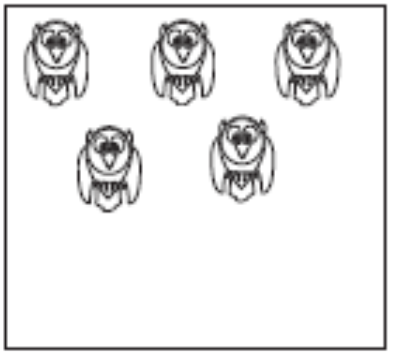


3 deux _ _ _ _ _ _ _

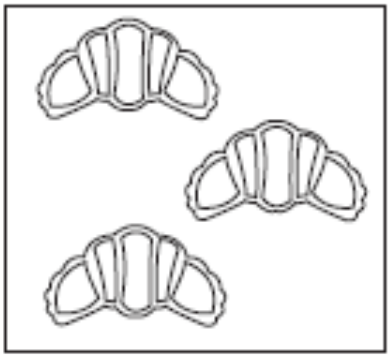
4 dix ballons



5 _ _ _ _ moutons

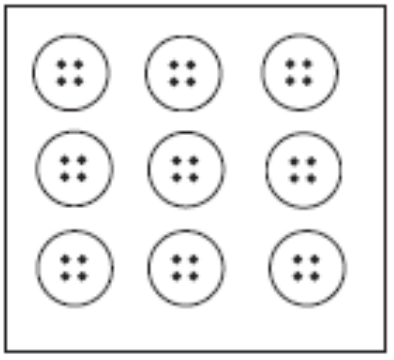


6 sept _ _ _ _ _ _ _



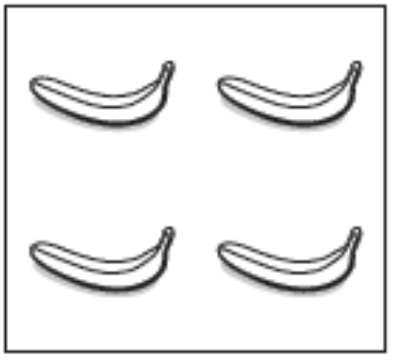
7 _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _



8 _ _ _ _ _

_ _ _ _ _ _ _ _



9 _ _ _ _ _ _ _

_ _ _ _ _ _ _ _

une	six	boutons	melons
trois	neuf	croissants	bananes
quatre		hiboux	

RE – Kingdom of God
Week 3

Mr Houghton is very sorry that last week he missed the pictures out of the pack for the RE activity. So, let's have another go and this time you will find the pictures on the next page!

Activity 3a

Look at the images on the next page. They are all connected to the day when the number of followers of Jesus grew from 120 people to over 3,000 people.

Do you know any stories from the Bible where these items could be used to represent different parts of the story?

Activity 3b

Watch this video on YouTube and see whether you can work out what the items from activity 3a represent in the story.

https://youtu.be/KwJJJoSGw84

Now, create a story map to help you retell the story.

You could either cut out and stick the pictures in your book or draw your own pictures and lay them out as a story map like we have done for Lila and the Secret of Rain, Beowulf, The Dragon Stone, etc. in English. Try to include punctuation signs if you remember them.

Take a picture when you have completed this and share it to your portfolio on ClassDojo. As an extra, you can record audio messages to accompany the picture – why not tell us the story?

Finally, write a short paragraph or record a video to answer one or all of these questions – upload them to your portfolio.

- I wonder what different people felt during Pentecost?
- How might someone who had chosen to have Jesus as their King feel?
- What about someone who had watched it all, but not believed or been impressed by what they saw?

RE - Kingdom of God
Week 3

PSHE

Personal, Social, Health Education

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

We're watching a video series about positive thinking!

Watch the video at https://vid.ly/8j8p6f

Discuss these questions.

1. How does it feel when you tell yourself a "bad story" even though it might not be true?

2. What does Katie mean when she says, "you can't run from a story snake?"

3. How might you fight these bad stories?

NB *When you click the link, it will download a video which you then need to click to play.*

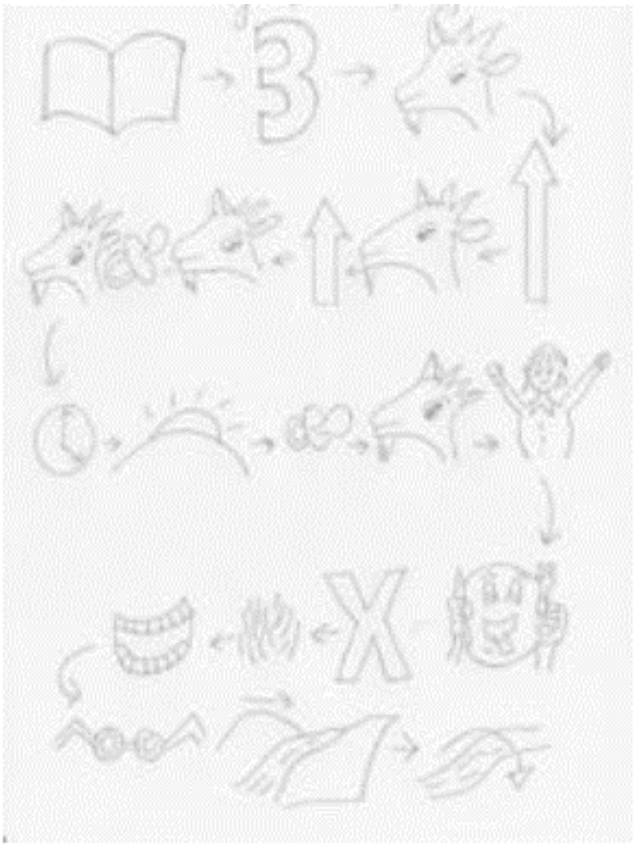
English

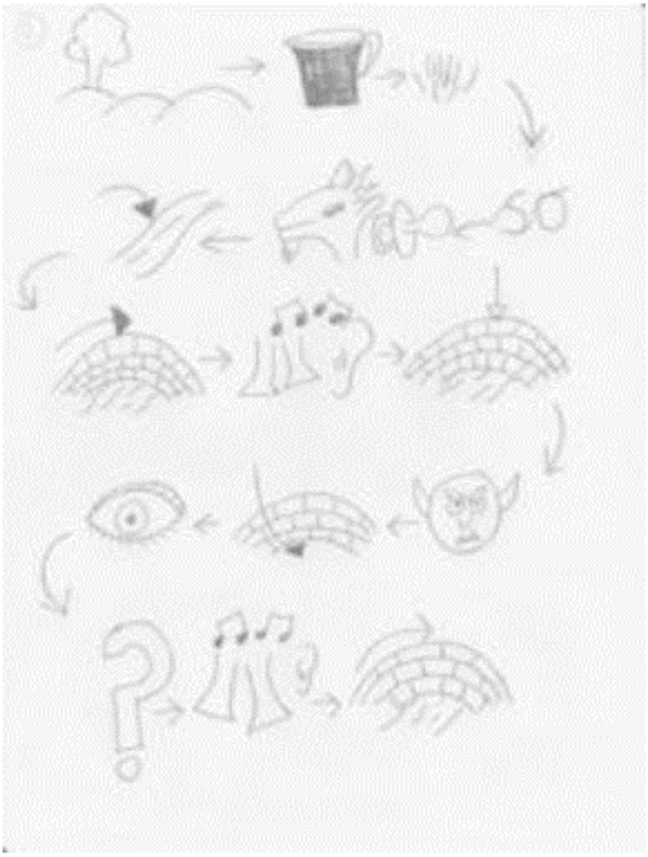
Boxing Up Ideas

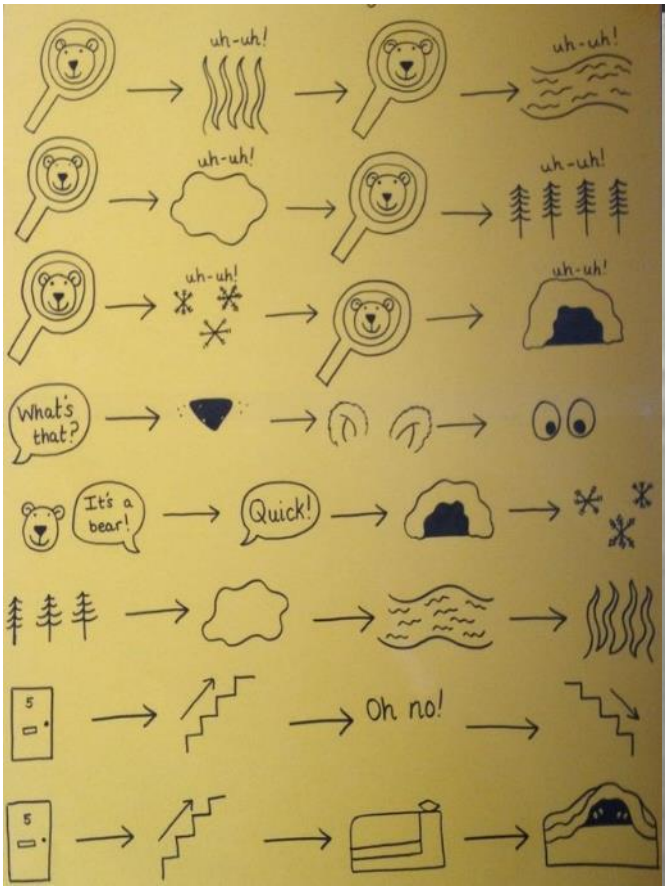
	The Sailing Trip	New Story
Opening	A family are staying in a holiday cottage by the sea.	
Build-Up	The family are on the beach. While mum and dad are talking the children sneak off to explore a nearby cave.	
Problem	While they are in the cave the tide comes in and they can't get out.	
Solution	The coastguard is called out to rescue them.	
Ending	Although mum and dad are pleased the children are safe, they are grounded for not listening and putting themselves in danger.	

English

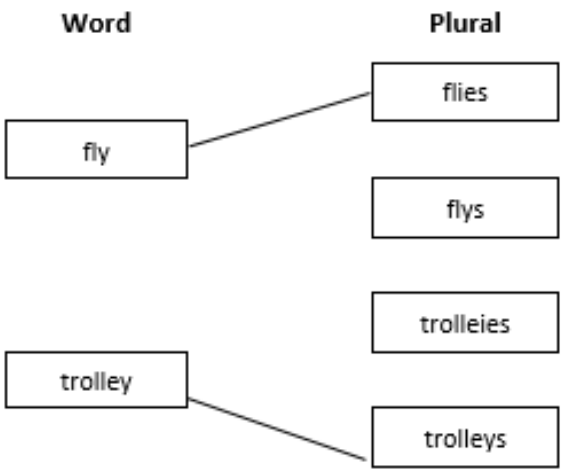
Examples of Text Mapping of other well known stories.
Can you work out which ones?





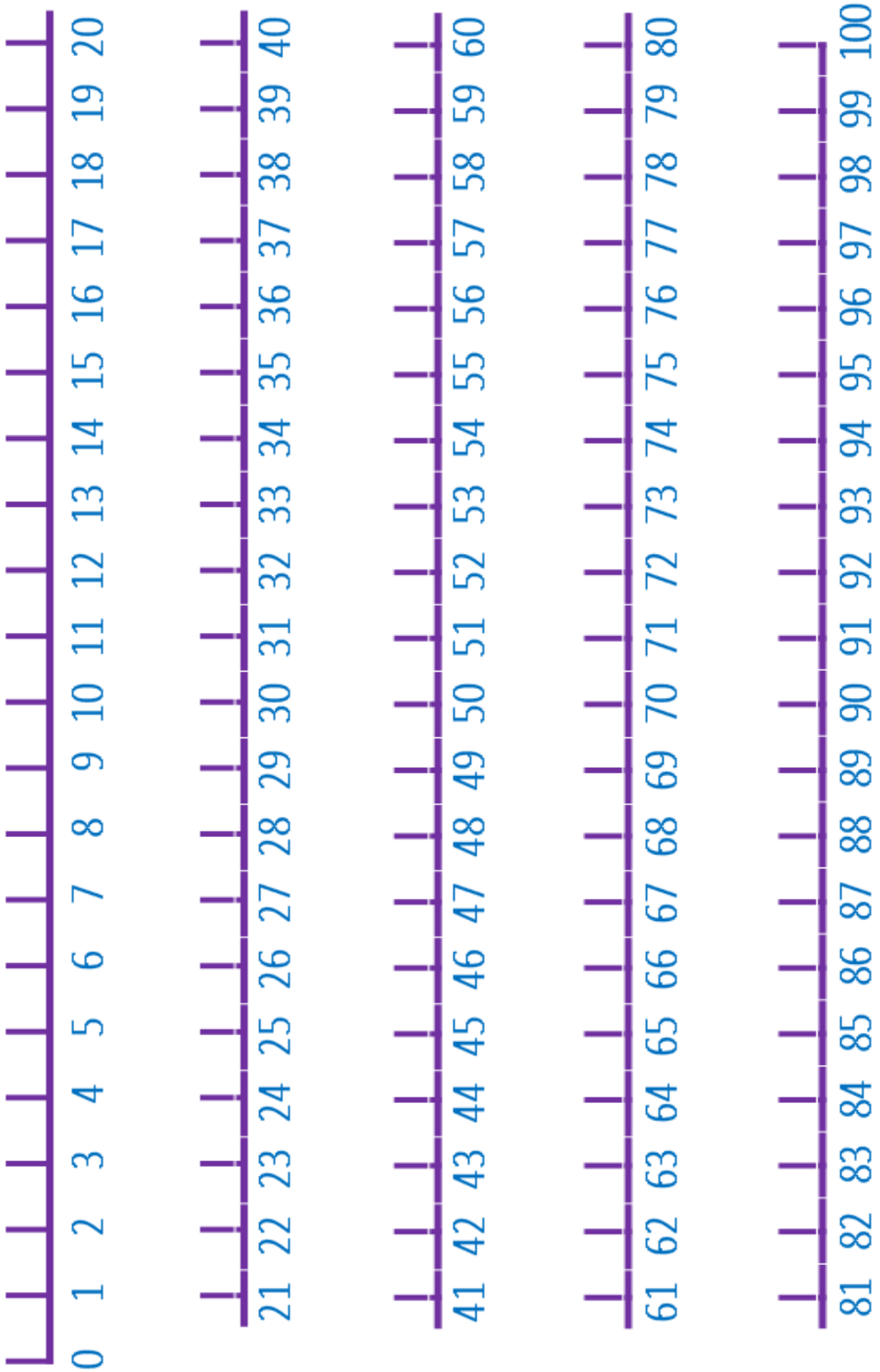


Punctuation and Grammar Quiz Answers

Qu.	Quiz 5 Answers	Notes
1	Where are you going tomorrow (***Option 3***)	
2	**girl**	Also accept answers that are underlined.
3	Accept any plausible and appropriate verb. E.g. **washed, cleaned, dried**	Answers must be spelt correctly and must not include capital letters.
4	**They had already eaten.**	Answers must be punctuated correctly.
5	Tom said, "Pass me the bright red apple."	Accept single or double inverted commas, as long as the choice is consistent.
6	but (***Option 3***)	
7	**young**	Also accept answers that are underlined.
8		

Maths Reference Materials

Number line



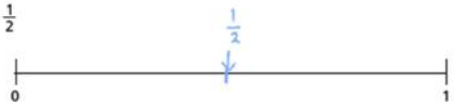
Maths – Fractions

Year 3 – Lesson 1 Answers

Fractions on a number line

1 Draw an arrow to show the fractions on the number lines.

a) $\frac{1}{2}$



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

b) $\frac{1}{4}$

Are your answers accurate or are they estimates?

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

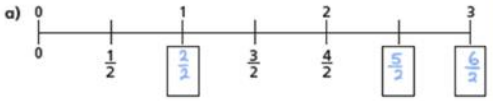
a) $\frac{1}{2}$ > $\frac{1}{4}$

b) $\frac{1}{4}$ < $\frac{1}{3}$

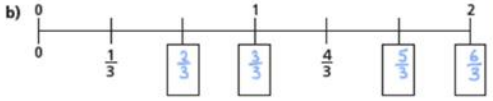
c) $\frac{1}{3}$ < $\frac{1}{2}$

3 Write the missing fractions on the number lines.

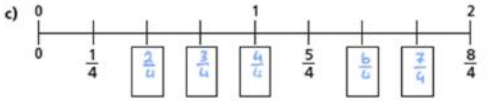
a)



b)



c)



d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

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

What do you notice?

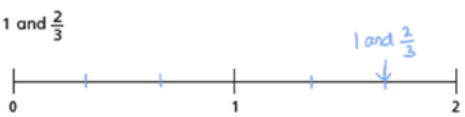
The numerator is equal to the denominator.

Talk about it with a partner.

4 Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$

b) 1 and $\frac{2}{3}$



5 Write each fraction under the correct heading.

$\frac{2}{3}$ $\frac{4}{4}$ $\frac{5}{3}$ $\frac{1}{8}$ $\frac{3}{3}$

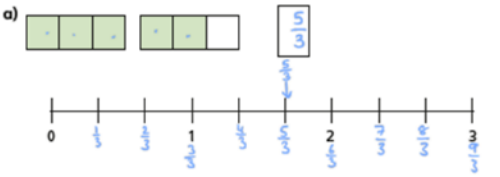
$\frac{3}{4}$ $\frac{7}{4}$ $\frac{8}{8}$ $\frac{7}{8}$

Less than one whole	Equal to one whole	More than one whole
$\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{8}$ $\frac{7}{8}$	$\frac{4}{4}$ $\frac{8}{8}$ $\frac{3}{3}$	$\frac{7}{4}$ $\frac{5}{3}$

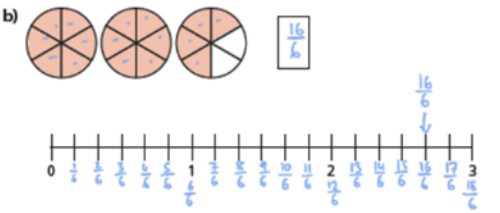
6 What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.

a)



b)



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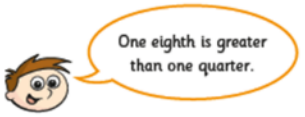


Do you agree with Teddy? No

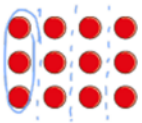
Use the number line to show why.

Maths – Fractions

Year 3 – Lesson 2 Answers

Fractions of a set of objects (1)

1 Here are some counters.



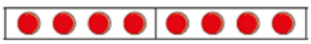
a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle? 3

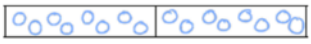
c) What is $\frac{1}{4}$ of 12? 3

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 = 4



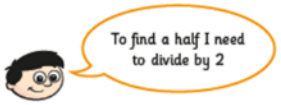
b) $\frac{1}{2}$ of 16 = 8



c) $\frac{1}{4}$ of 8 = 2

d) $\frac{1}{4}$ of 16 = 4

3



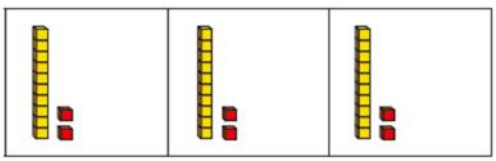
Do you agree with Dexter? Yes

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter	divide by 4	$\frac{1}{4}$ of 8 = 2	
one third	divide by 3	$\frac{1}{3}$ of 15 = 5	
one fifth	divide by 5	$\frac{1}{5}$ of 15 = 3	

5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

a) $\frac{1}{3}$ of 63 = 21

c) $\frac{1}{4}$ of 92 = 23

b) $\frac{1}{4}$ of 48 = 12

6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36

Use Nijah's method to complete the calculations.

a) $\frac{1}{3}$ of 96 = 32

c) $\frac{1}{4}$ of 52 = 13

b) $\frac{1}{5}$ of 60 = 12

7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 ✓ or $\frac{1}{5}$ of £75

$\frac{1}{3}$ of £75 = £25

$\frac{1}{5}$ of £75 = £15

Show your workings.

8 Complete the number sentences.

a) $\frac{1}{2}$ of 60 = 30

c) $\frac{1}{5}$ of 250 = 50

b) $\frac{1}{4}$ of 80 = 20

9 Rosie, Amir and Alex each find a fraction of 24 using counters.

a) Order the children from least counters to most counters.

Rosie, Alex, Amir

least counters … most counters

b) What fraction of the counters does Alex have? $\frac{6}{24} = \frac{1}{4}$

c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

4 + 8 = 12

$\frac{12}{24}$

Maths – Fractions
Year 3 – Lesson 3 Answers

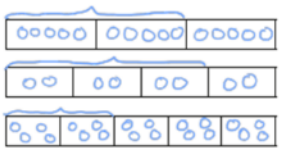
Fractions of a set of objects (2)

1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = 10

b) $\frac{3}{4}$ of 8 = 6

c) $\frac{2}{5}$ of 20 = 8



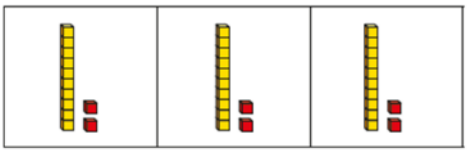
2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?	9
$\frac{3}{5}$ of 15 = ?	6
$\frac{5}{6}$ of 12 = ?	15
$\frac{3}{4}$ of 20 = ?	10

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

How do you know?

4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 = 42

b) $\frac{3}{4}$ of 48 = 36

c) $\frac{3}{4}$ of 92 = 69

5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36

Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 = 64

b) $\frac{3}{5}$ of 60 = 36

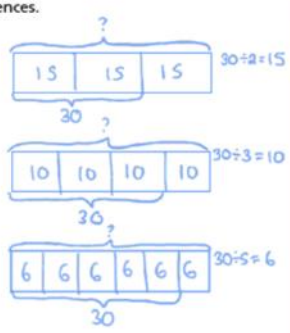
c) $\frac{3}{4}$ of 52 = 39

6 Complete the number sentences.

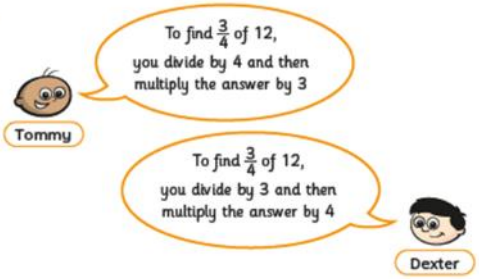
a) $\frac{2}{3}$ of 45 = 30

b) $\frac{3}{4}$ of 40 = 30

c) $\frac{5}{6}$ of 36 = 30



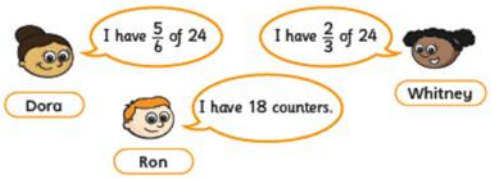
7



Who is correct? Tommy

How do you know? Show your working.

8 Dora, Whitney and Ron each find a fraction of 24 using counters.



a) Who has the most counters? Show your workings.

$\frac{5}{6}$ of 24 = 20 $\frac{2}{3}$ of 24 = 16

Dora

b) How many more counters does Dora have than Whitney?

20 − 16 = 4 4

9 Write fractions to make the statements correct.

e.g. $\frac{1}{6}$ of 36 < 18

$\frac{1}{2}$ of 36 = 18

$\frac{3}{4}$ of 36 > 18

How many different answers can you find for each?
Compare with a partner.

Maths – Fractions

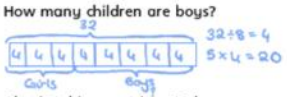
Year 3 – Lesson 4 Answers

Fractions of a set of objects (3)

1 In a class of 32 children, three eighths are girls.

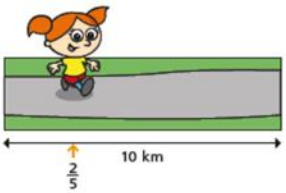
How many children are boys?

20



32 ÷ 8 = 4
5 × 4 = 20

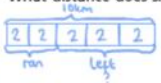
2 Alex is taking part in a 10 km race.



She has run two fifths of the race.

What distance does she have left to run?

6 km



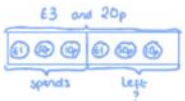
10 ÷ 5 = 2
3 × 2 = 6

3 Filip has £3 and 20p.

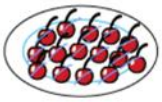
He spends half of his money.

How much does he have left?

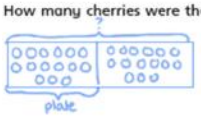
£ 1 and 60 p



4 Teddy opens a bag of cherries and puts $\frac{1}{2}$ on a plate.



How many cherries were there in the whole bag?



2 × 15 = 30

30

5 Ron has £4 and 50p.

He decides to share the money equally between himself and his two sisters.

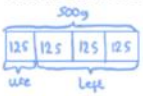
How much money will each child get?

£ 1 and 50 p

6 A bag of potatoes weighs 500 g.

Annie's dad uses one quarter of the potatoes to make a shepherd's pie.

What is the mass of the potatoes left in the bag?



500 ÷ 4 = 125
3 × 125 = 375

375 g

7 Dexter spends one third of his money.

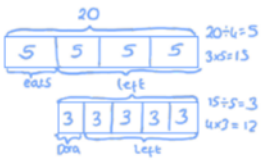
He has these coins left.

How much did Dexter spend?

£ 0 and 85 p

8 Eva has a bag of 20 sweets.

She eats $\frac{1}{4}$ of the sweets.



20 ÷ 4 = 5
3 × 5 = 15
15 ÷ 5 = 3
4 × 3 = 12

She gives $\frac{1}{5}$ of the sweets that are left to Dora and 2 sweets to her mum.

How many sweets does Eva have left? 12 - 2 = 10

10

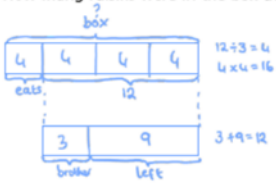
9 Whitney has a box of raisins.

She eats $\frac{1}{4}$ of the raisins and gives 3 to her brother.

She has 9 raisins left.

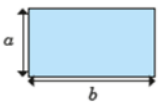
How many raisins were in the box at the start?

16



12 ÷ 3 = 4
4 × 4 = 16
3 + 9 = 12

10 Here is a rectangle.



The perimeter of the rectangle is less than 30 cm.

Side a is one half of the length of side b.

a) Complete the table to show the different possible lengths of side a and side b.

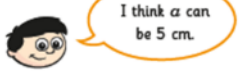
Length of side a	Length of side b	Perimeter
1 cm	2 cm	6 cm
2 cm	4 cm	12 cm
3 cm	6 cm	18 cm
4 cm	8 cm	24 cm

b) What are the longest possible lengths of side a and b?

side a 4 cm

side b 8 cm

c)



Talk to a partner about why Dexter is wrong.

Maths – Fractions

Year 3 – Lesson 5 Answers

Equivalent fractions (1)

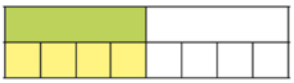
1 Shade the bar models to represent the fractions.

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

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

What do you notice?

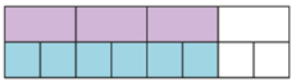
2 Complete the equivalent fractions.

a) 

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

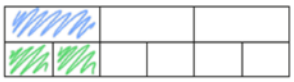
b) 

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

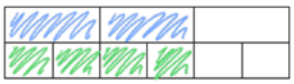
c) 

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

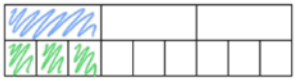
3 Shade the bar models to represent the equivalent fractions.

a) 

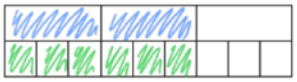
$\frac{1}{3} = \frac{2}{6}$

b) 

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

c) 

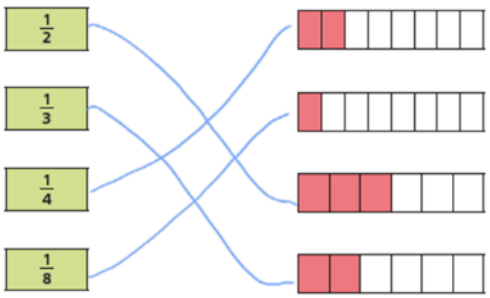
$\frac{1}{3} = \frac{3}{9}$

d) 

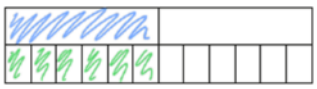
$\frac{2}{3} = \frac{6}{9}$

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

4 Match each bar model to its equivalent fraction.



5 Shade the bar models to complete the equivalent fractions.

a) 

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

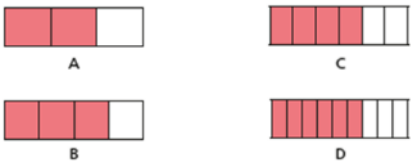
b) 

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

c) 

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

6 The bar models represent fractions.



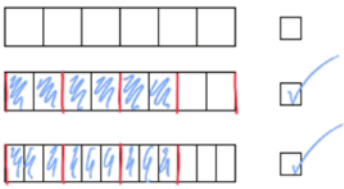
Which is the odd one out? B

Why do you think this?

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

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

Shade the bar models to support your answers.



Talk to a partner about your answers.

Maths - Fractions

Year 2 - Lesson 1 Answers

Recognise a third

1 Use the words to complete the sentences.

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

The spinner is split into three parts.

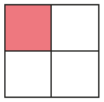
Each part is worth a third.

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

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

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

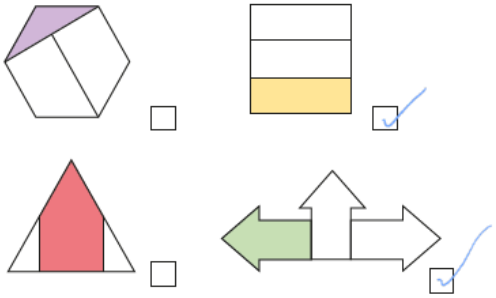
Tick your answer.

a)  Yes ☐ No ☑

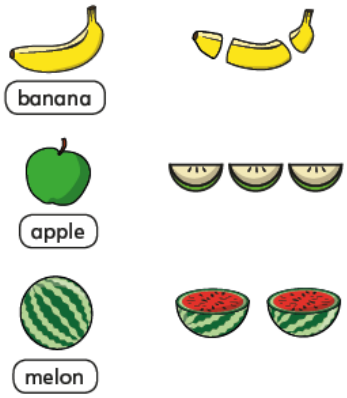
b)  Yes ☐ No ☑

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

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



5 Ron cuts up some fruit.



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

No - the parts aren't equal.

b) Which fruit has been cut into thirds?

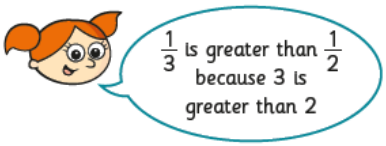
apple

c) Which fruit has been cut into halves?

melon

6 Draw lines to split the cylinder into thirds.

7



Is Alex correct? No

Draw a picture to show your answer.

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

Draw the whole shape in the box.

a) ☐ 

b) ☐ 

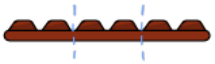
Maths – Fractions

Year 2 – Lesson 2 Answers

Find a third

1 3 children are sharing a bar of chocolate.

The chocolate is split into 6 equal parts.



a) Draw lines to share the chocolate equally.

b) Complete the sentences.

The whole chocolate bar is split into [6] equal parts.

Each child gets [2] parts each.

$\frac{1}{3}$ of 6 = [2]

c) Complete the bar model and number sentence.

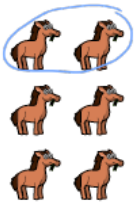
6		
2	2	2

$\frac{1}{3}$ of 6 = [2]

2 Circle $\frac{1}{3}$ of each group of items.

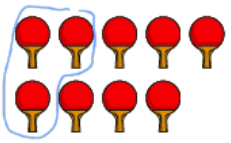
a)

b)

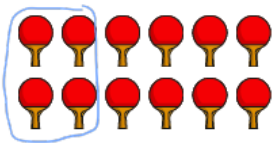


c)

d)



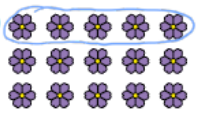
e)



3 Circle $\frac{1}{3}$ of each group of items.

Complete the number sentences.

a)



$\frac{1}{3}$ of 15 = [5]

b)

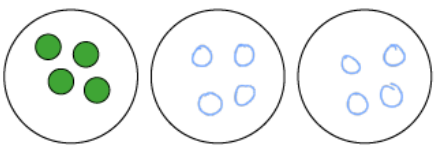
$\frac{1}{3}$ of [9] = [3]

c)

$\frac{1}{3}$ of [18] = [6]

4 One third of a number is 4

What is the number?



The number is [12]

5

Teddy

I have $\frac{1}{3}$ of £9

£3

Mo

I have $\frac{1}{2}$ of £8

£4

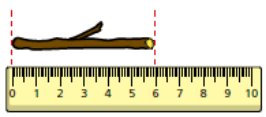
Who has more money? Mo

How do you know?

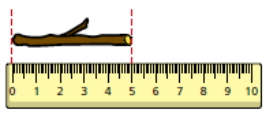
6 Whitney snaps two sticks into thirds.

Here is $\frac{1}{3}$ of each stick.

Stick A



Stick B



a) How long was stick A before Whitney snapped it? [18] cm

b) How long was stick B before Whitney snapped it? [15] cm

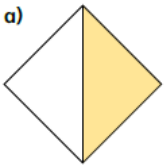
Maths – Fractions

Year 2 – Lesson 3 Answers

Unit fractions

1 Complete the sentences for each shape.

a)

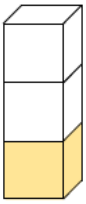


There are [2] equal parts.

There is [1] part shaded.

[$\frac{1}{2}$] is shaded.

b)



There are [3] equal parts.

There is [1] part shaded.

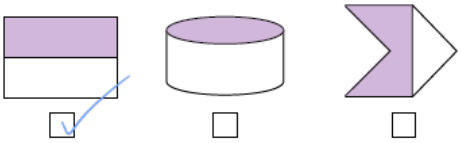
[$\frac{1}{3}$] is shaded.

2 There are [4] equal parts.

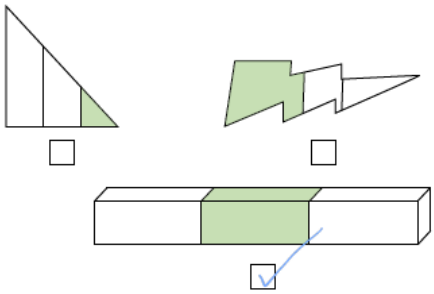
There is [1] part circled.

[$\frac{1}{4}$] is circled.

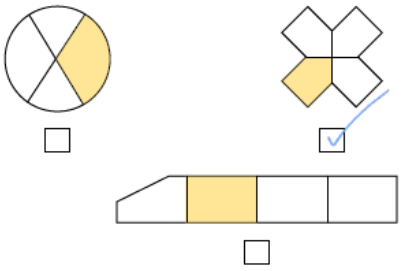
3 Tick the shape that has $\frac{1}{2}$ shaded.



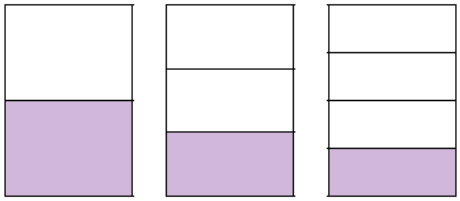
4 Tick the shape that has $\frac{1}{3}$ shaded.



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



6 What fraction of each shape is shaded?



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

What is the same about the fractions?

What is different about them?

7 Here are some fractions.

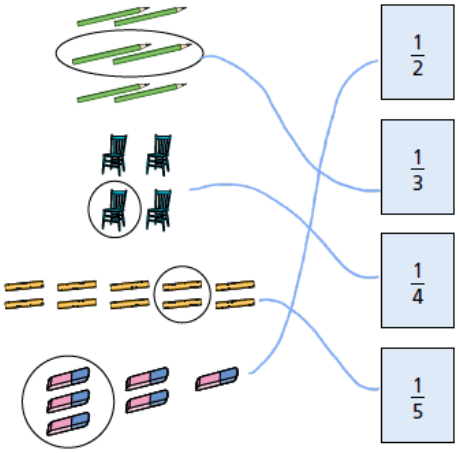
$\frac{1}{2}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{4}$ $\frac{1}{3}$

Tick all the unit fractions.

Compare answers with a partner.

Can you think of any more unit fractions?

8 Match the objects to the unit fractions.



Maths – Fractions

Year 2 – Lesson 4 Answers

Non-unit fractions

1 Complete the sentences.

a) 

There are 3 equal parts.

There are 2 parts shaded.

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

b) 

There are 4 equal parts.

There are 3 parts shaded.

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

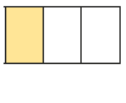
c) 

There are 3 equal parts.

There are 3 parts shaded.

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

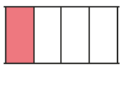
2 What fraction of each shape is shaded?

a) 

$\frac{1}{3}$

$\frac{2}{3}$

$\frac{3}{3}$

b) 

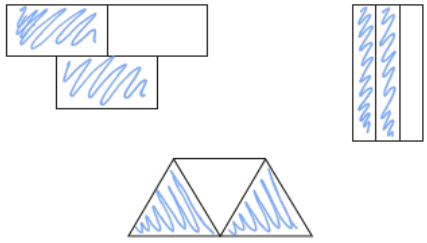
$\frac{1}{4}$

$\frac{2}{4}$

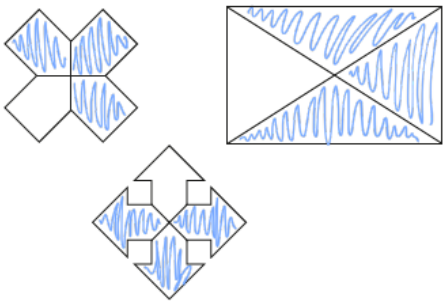
$\frac{3}{4}$

$\frac{4}{4}$

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



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



5 A shape has 3 equal parts.

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

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

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

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

6 Write the fractions in the table.

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

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

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

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

Work with a partner.

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

Write five examples of each.

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

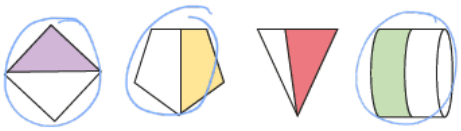
non-unit fractions: $\frac{2}{7}$ $\frac{3}{11}$ $\frac{4}{100}$ $\frac{5}{13}$ $\frac{6}{85}$

Maths – Fractions

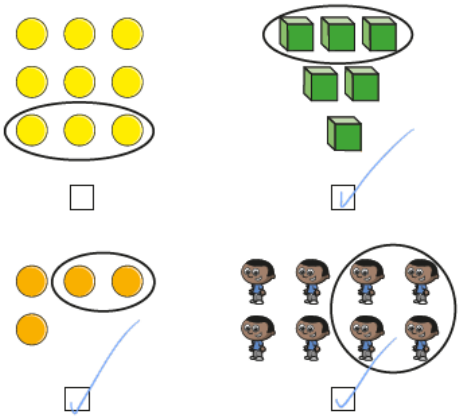
Year 2 – Lesson 5 Answers

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

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



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



3 Here are two bar models.

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

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

What do you notice? Talk to a partner.

4 Use the sweets to help you answer the questions.

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

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

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

5 Write the missing numbers.

$\frac{3}{4}$ of 20 = 15

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

20

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

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

6 Solve the problems.

a) Find $\frac{2}{4}$ of £8

£ 4

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

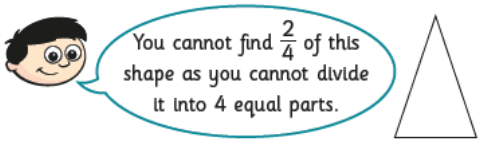
12 kg

How did you work out the answers?

7 Write the missing number.

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

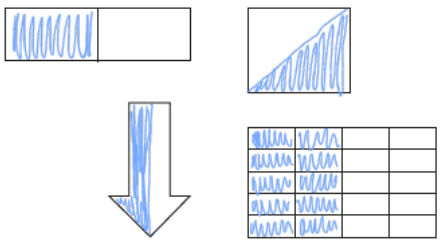
8



a) Do you agree with Dexter? No

Talk about it with a partner.

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



Talk to a partner about how you did it.

Maths – Division – Answers

Practice 1

1) 22 ÷ 2 = 11
2) 36 ÷ 3 = 12
3) 42 ÷ 2 = 21
4) 48 ÷ 4 = 12
5) 26 ÷ 2 = 13
6) 55 ÷ 5 = 11
7) 88 ÷ 4 = 22
8) 69 ÷ 3 = 23
9) 46 ÷ 2 = 23
10) 99 ÷ 3 = 33

Practice 2

1) 84 ÷ 2 = 42
2) 24 ÷ 2 = 12
3) 39 ÷ 3 = 13
4) 48 ÷ 2 = 24
5) 93 ÷ 3 = 31
6) 84 ÷ 4 = 21
7) 99 ÷ 9 = 11
8) 248 ÷ 2 = 124
9) 363 ÷ 3 = 121
10) 448 ÷ 4 = 112

Divide 2-digits by 1-digit (1)

Reasoning and Problem Solving

Teddy answers the question 44 ÷ 4 using place value counters.

Tens	Ones
10 10	1 1
10 10	1 1

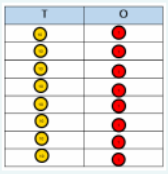
Is he correct?
Explain your reasoning.

Teddy is incorrect. He has divided 44 by 2 instead of by 4

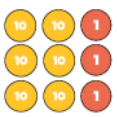
Dora thinks that 88 sweets can be shared equally between eight people.

Is she correct?

Dora is correct because 88 divided by 8 is equal to 11



Alex uses place value counters to help her calculate 63 ÷ 3



Tens	Ones
10	10 1
10	10 1
10	10 1

She gets an answer of 12
Is she correct?

Alex is incorrect because she has not placed counters in the correct columns.

It should look like this:

Tens	Ones
10 10	1
10 10	1
10 10	1

The correct answer is 21

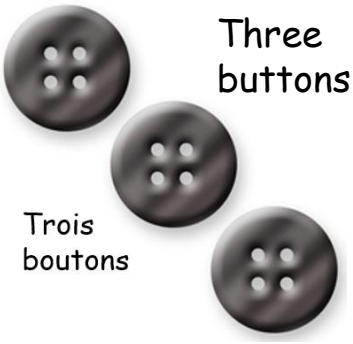
French Reference Materials

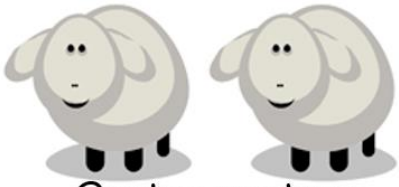
Week 3 – Counting to 10

Look at the pictures below and see the English translations of the French words.

Un melon
One melon

Two balloons





Quatre moutons

Four sheep

Five flowers

Six couleurs

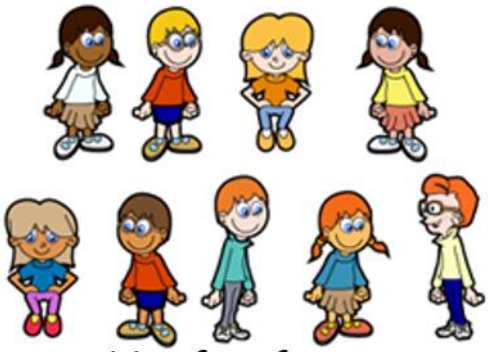
Six colours

Sept hiboux

Seven owls

Huit cailloux

Eight pebbles



Neuf enfants

Nine children

Dix croissants

Ten croissants