



# Year 3 Home Learning Pack

## week commencing 25/01/2021



Hello Year 3! Welcome to week 4's home learning pack, full of learning activities for you to try at home.

This week in English we are starting to write our own story; in maths we will be continuing with addition and subtraction, working with 3-digit numbers; in topic, we are comparing our daily life with children in Africa; in science, we will be looking at why magnets attract and repel; in our RE we are looking at the symbols used by Christians to represent the Trinity. We also have music, French, computing, handwriting, reading comprehension and PE available for you this week too.

You can print out pages you need from this booklet if you are able. If you don't have access to a printer, don't worry, just copy the relevant questions onto paper and write the answers alongside.

- English - we have included a variety of spelling, grammar, reading and writing activities for you.
- Maths - this week we will be working on our addition and subtraction. We have provided learning at two different levels (year 3 and year 2)
- Starting this week as you will have seen on ClassDojo, we are setting you a reading challenge! What is the weirdest/strangest place you could read - take a picture of you reading there and send it in via your portfolio to your class teacher **by Thursday 28th January** for a chance to win a brand new book 📖
- Don't forget to read for **at least 15 minutes a day**. Please send a photo of your reading record or a note to your class teacher via your portfolio to show you have read **at least 4x a week**. You will earn a certificate (perhaps a badge too if you hit a reading milestone - Bronze, Silver or Gold) and a raffle ticket for entry into the book prize draw. An extra raffle ticket if you send in a video so we can hear you read.

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

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

*Mr Houghton, Miss Ryan, Miss Cox and Mrs Gunn*



# English

## Whole Class Reading



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

**Monday** Read pages 64-67

Auntie Comfort arrived wearing traditional African clothing. Discuss the difference between traditional and modern clothing. African fabrics are often very colourful. Design an "African" pattern and colour it in using crayons.

**Tuesday** Read pages 68-71

Anna and her family often eat with their fingers. Do we eat with our fingers? What are some foods that is okay to eat with fingers?

Make a list of things you and your family would use your hands to eat (you may find it is not many foods at all!).

**Wednesday** Read pages 72-75

Write a letter to Anna and explain what it is like living in the UK. Tell her about your school day, your house, who lives with you, what you do in your free time, and how you usually dress.

**Thursday** Read pages 76-81

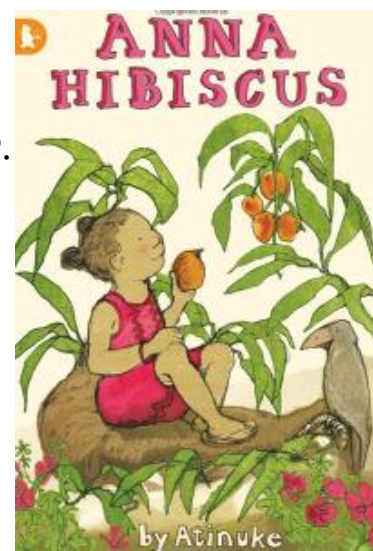
Write any new or interesting vocabulary using the Language through Colour sheet provided.

**Friday** - Can you predict the future?

Today you need to write a prediction for the next chapter.

- Where will it be set?
- Who will be in it?
- What do you think will happen?

Use what you have already read to help you.





English Whole Class Reading (Monday)



Traditional clothing	Modern clothing



# English Whole Class Reading (Wednesday)



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# English

## Anna Hibiscus pp 64-67



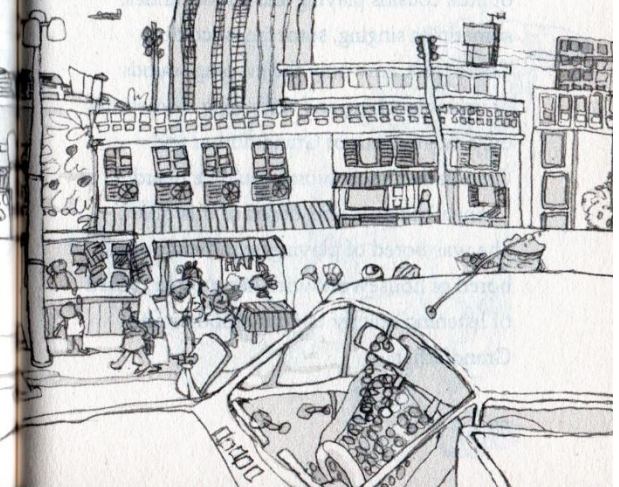
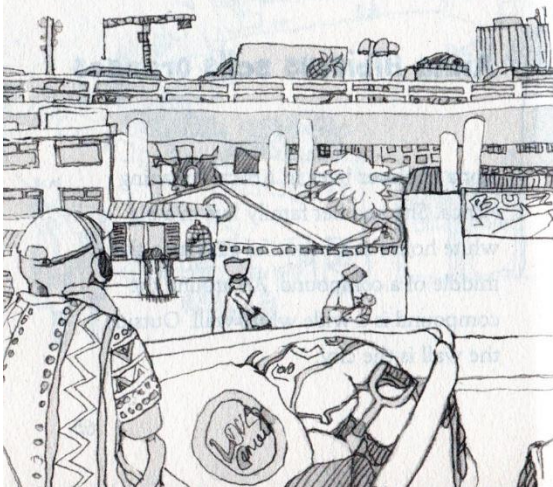
### Anna Hibiscus sells oranges

Anna Hibiscus lives in Africa. Amazing Africa. She and her family live in a big white house in a beautiful garden in the middle of a compound. All around the compound is a wide white wall. Outside the wall is the city.

65

It is a big African city of lagoons and bridges and roads, of skyscrapers and shanty towns. Ships and boats sail up and down the lagoons, which wind through the city from the sea to the rainforest. Ships and boats loaded with people and goats and goods. Every road is jammed with hundreds and thousands of cars, buses, taxis and motorbikes, all loaded with people and all blowing their horns.

There are millions and millions of people in Anna Hibiscus's city: people being born and people dying, people growing up and people growing old, people studying and people working, working, working. People walking, running, driving; singing, talking, shouting; laughing and fighting; buying and selling. The city is always busy and noisy and loud.







# English

## Anna Hibiscus pp 68-71



However noisy the city was, inside Anna Hibiscus's compound it was quiet, quiet, quiet. Auntie Comfort had flown back across the Atlantic Ocean to America. The days-long parties were over. The distant relatives had returned to their villages and the neighbours had gone home. The big cousins were at school and aunts and uncles were at work.

There were now only the daytime sounds of little cousins playing and a few aunts, sometimes singing, sometimes scolding. There were now only the evening sounds of uncles laughing and discussing. Sometimes only the murmur of Grandmother and Grandfather's soft words could be heard.

Anna Hibiscus was bored of this quiet. She was bored of playing with her cousins; bored of housework with her mother; bored of listening quietly to Grandmother and Grandfather.

68



Anna loved the girls who sold oranges and plantains the most. Whole busloads of people stopped to buy their oranges. Motorbikes pulled over for plantains.

Those girls shouted and screamed and laughed and talked to everybody. They ran after passing cars for money held out of opened windows. They fought off goats who ate the



plantains. They chased off children who stole their oranges. The girls at the gate did not have to play boring games with little cousins all day long. They were busy with the whole city. Those girls did not look bored.

70

Anna loved to stand at the gate and watch the city. She knew all the girls who stood outside the gate selling fruit and vegetables from baskets piled high on their heads. She knew the women who squatted in the road frying plantains and plaiting hair for money. She knew the small boys who sold matches. They all called and sang to the people passing on foot, or in cars and buses and bikes: "COME AN' BUY! COME AN' BUY!"

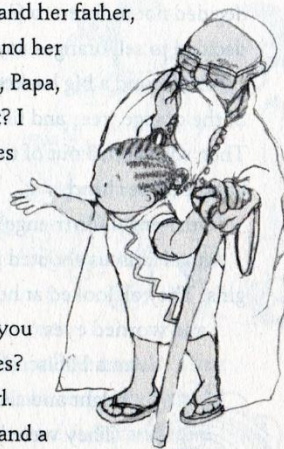


Many, many times Anna Hibiscus asked her mother and her father, her grandmother and her grandfather, "Abeg, Papa, please can I go out? I want to sell oranges at the gate."

But Grandfather always laughed.

"Ah-ah, Anna Hibiscus, why do you want to sell oranges? You are a lucky girl. You have a father and a mother who work for you.

Even I, when I was young, worked for you: for our beautiful big white house, for our garden where you can play and pick fruit any time you like. Go and play, Anna Hibiscus; you do not know how lucky you are!"



71





# English

## Anna Hibiscus pp 72-75



One day Anna Hibiscus was so bored she decided not to listen to Grandfather. She decided to sell oranges anyway.

Anna found a big basket. She climbed one of the orange trees and filled it full of fruit. Then she slipped out of the gate with her basket on her head.

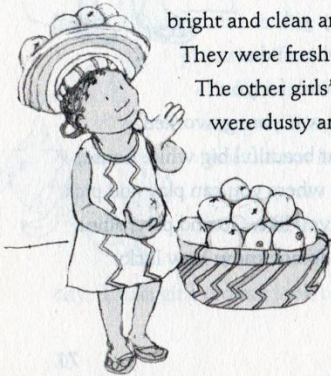
"Orrrr-enge! Orrrr-enge!"

Anna Hibiscus shouted just like the other girls. They all looked at her with surprised and worried eyes.

Anna Hibiscus's oranges were bright and clean and shiny.

They were fresh off the tree.

The other girls' oranges were dusty and soft.

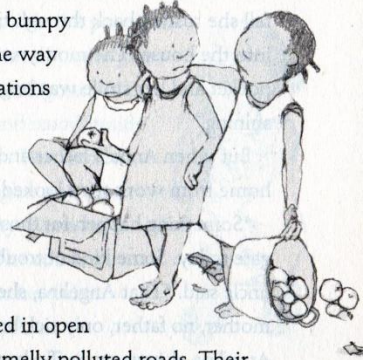


Their oranges had travelled in lorries along bumpy dry roads all the way from the plantations to the city.

Their oranges had sat in the sun in dirty markets.

Their oranges had been carried in open baskets along smelly polluted roads. Their oranges were small and orange-brown.

The girls' dresses were faded and torn. Anna Hibiscus was as bright and clean and shiny as her oranges. All the people who stopped wanted the big bright oranges from the smart little girl. Anna sold all her oranges. She filled up her basket again and again and sold them all. The other girls sold almost none that day.



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Anna Hibiscus was so excited. As evening fell she rushed back through the gate and into the house. The money was in her pocket and her smile was bright and shining.

But when Anna's father and uncles came home from work they looked worried.

"Something happen for those girls at the gate today. Some kind of trouble," the eldest uncle said. "That Angelina, she with no mother, no father, only sick brother at home. Angelina always smile. Today she cry."

"Is true," said Uncle Tunde. "And that small one with polio shrivel leg, who has to work morning and night for food. She crying too."

"Yes," said Anna's father. "And that one with twelve brother-sister, who father done die, why she so sad today?"

The big bright smile fell off Anna Hibiscus's face.

Grandfather was worried. What had happened to trouble the poor girls so? He went himself to the gate but the girls had all gone.

Anna came and stood beside her grandfather. They looked at the yellow lights and the hustle of the city. Anna held out her hand. The coins were shining on her palm.

"What is this, Anna Hibiscus?" her grandfather asked.

"I sold our oranges, Grandfather," she whispered. "Now the girls have no money for food for their little brothers and sisters..."

Anna started to cry. Grandfather looked up at the empty orange trees. He looked down at his crying granddaughter.

"People will be hungry tonight, Anna Hibiscus, because of what you have done."

Anna hid alone in her room and cried.







# English

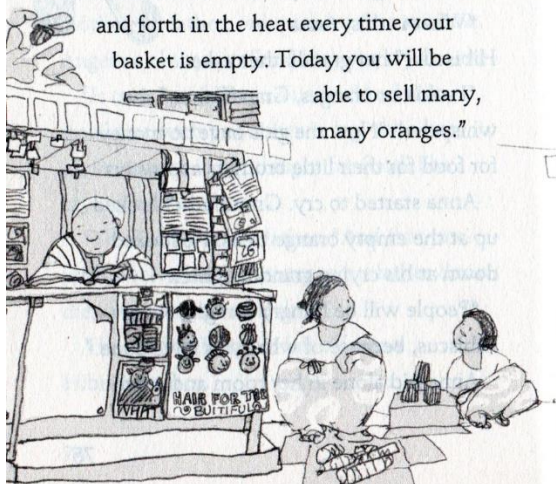
## Anna Hibiscus pp 76-79



Early the next morning, Grandfather called her. "Come, Anna Hibiscus, bring your basket."

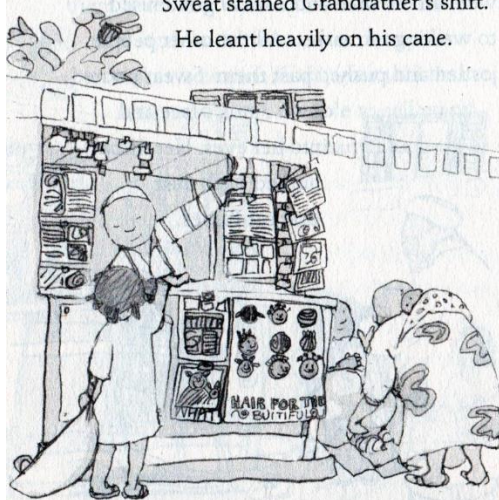
Slowly Anna followed her grandfather to the gate. The girls were already there, desperate to sell their oranges and plantains.

"Today my granddaughter will work for you," Grandfather said. "Today she will collect oranges from the market and bring them here. You will not have to walk back and forth in the heat every time your basket is empty. Today you will be able to sell many, many oranges."

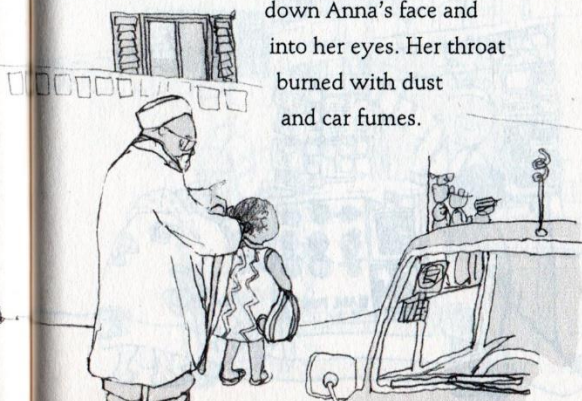


At last they reached the place where the market women haggled and screamed. Grandfather led the way to the fruit sellers. He filled Anna's basket with the best oranges. The bright coins from yesterday were still in Anna's pocket. She took them out and gave them to the orange seller. Grandfather nodded.

Back and forth they went. Back and forth. Sweat stained Grandfather's shirt. He leant heavily on his cane.



Grandfather led Anna Hibiscus along the road to the market. It was a long way. There was no shade; there was no cool grass; there was no pavement. On one side of Anna was the gutter with its old green stinking water. On the other side was the traffic – loud horns blasting, engines roaring, exhaust fumes belching. Anna Hibiscus and her grandfather went slowly because they were an old man and a small girl unused to walking to market. All the other people jostled and pushed past them. Sweat poured down Anna's face and into her eyes. Her throat burned with dust and car fumes.



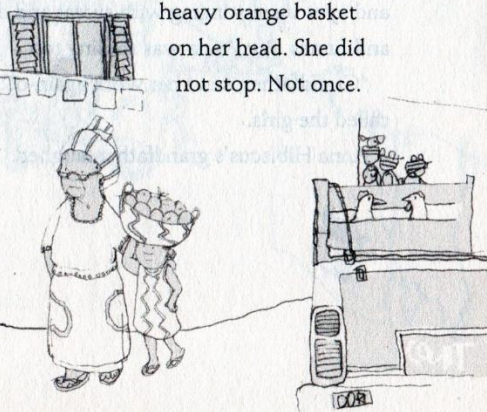
Grandfather was too old to walk back and forth in the hot busy city.

"Maybe Mama or Auntie or Uncle could walk with me, Grandfather," Anna said.

"They are all busy with their work," Grandfather said. "I will not give them more."

Tears poured quietly down Anna Hibiscus's face.

When afternoon came, Grandfather went to rest and Grandmother joined Anna Hibiscus. Anna walked on and on, the heavy orange basket on her head. She did not stop. Not once.







# English

## Anna Hibiscus pp 80-81



When night fell, Grandfather was waiting for Anna at the gate. The girls were there too. Everybody had big smiles on their faces.

"This one small girl work hard-o!" the gate girls cried.

"Carry enough orange for all of us to sell plenty-plenty!"

"Well done-o! Well done!"

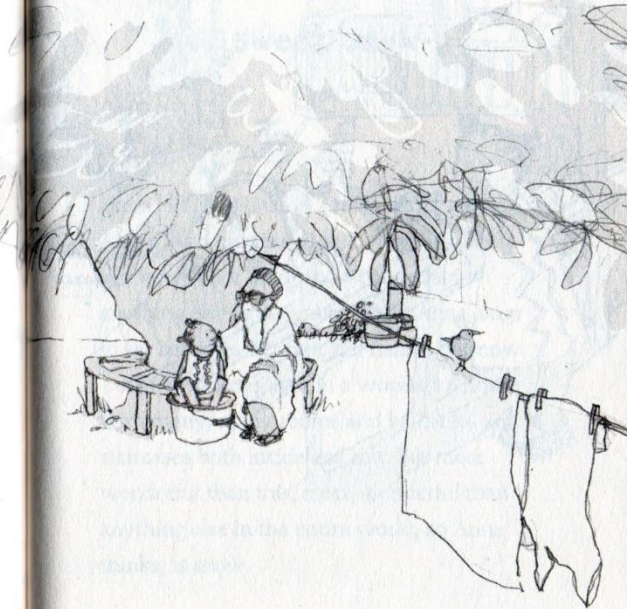
Grandfather led Anna Hibiscus into the compound. Her feet had blisters, her head was aching and her legs were sore. Her ears were ringing from the car horns. Her throat and eyes were stinging with sweat and dust and fumes. But Anna was smiling too.

"Grandfather, send her work again-o!" called the girls.

Anna Hibiscus's grandfather laughed.



"Any time she is bored of the quiet compound," he said, "any time she is tired of the peace and the quiet ... well, Anna Hibiscus now knows what it is to work hard!"





# English

## Whole Class Reading



Verbs  
(what doing?)

Adjectives  
(what like?)

Adverbs  
(how?)

Adverbial phrases  
(when)

Nouns  
(who?)

Nouns  
(what?)





# English Spelling



## Way in - Year 1/2 High Frequency Words

Recap words - most commonly misspelt so far this year

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

- ☐ about
- ☐ after
- ☐ again
- ☐ another
- ☐ because
- ☐ brother
- ☐ came
- ☐ can't
- ☐ could
- ☐ do
- ☐ first
- ☐ half
- ☐ eight
- ☐ blue

## Further challenge - Year 3/4 Statutory Spellings

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









- ☐ early
- ☐ earth
- ☐ eighth
- ☐ enough
- ☐ exercise
- ☐ experience
- ☐ experiment
- ☐ extreme
- ☐ famous
- ☐ favourite



# English Spelling Menu



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

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





# English Spelling Menu



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

## 21. Question/Answers

Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.



## 22. Riddles

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

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



## 23. Crossword Puzzle

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



## 24. Rhyming Words

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

## 25. Homophones

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

## 26. Writing Race

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



## 27. Code Words

Come up with a code for each letter of the alphabet and then write each word in code.

e.g. a = □ b = ♦ c = ▲

## 28 Word Classes

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

## 29. Synonyms



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

## 30. Antonyms

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



## 31. Joker

Write jokes containing each of your spelling words.



## 32. Backwards Words

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

**SDRAWKAS**

## 33. X Words

Write 2 words with one letter in common so that they cross over each other.

e.g. b  
r  
cheese  
a  
d

## 34. Acrostic Poem

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

e.g. sun

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

## 35. Scrabble

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





# English Writing



## Monday

Writing the opening to your story. Use your plan from last Thursday to support you.

- Characters
- Setting

Miss Ryan will upload a teaching video on ClassDojo to support.

## Tuesday

Writing the build up, again using you plan from last week to support you.

- What journey are your characters going on?
- Why are they going?
- What is the purpose of their journey?

Watch input video on ClassDojo for support.

## Wednesday

Begin writing up the problem for your story. What happens on that journey that becomes a problem?

Miss Ryan will go through how to do this on ClassDojo.

## Thursday

Today we will be writing up our solution/resolution section of the story.

What obstacles have your characters overcome? Do they finish their journey? Where is their destination?





# English Writing



## Friday

On Friday, we will be writing up our ending!

- Did they get to their destination safely?
- How do they feel now they have overcome so much on their journey here?
- Is there is lesson to be learned from this story?

## Rough structure to follow:

<b>Journey Tale:</b>	<b>Generic Structure:</b>
Opening	MC goes on a journey
Build up	Something small goes wrong
Problem	Something worse happens Something even worse happens
Resolution	The obstacles are overcome
Ending	MC gets there in the end



# Handwriting



Watch the videos online via *ClassDojo* and copy the letter formations onto the lines below.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top blue, middle red, bottom blue) for copying letter formations.





# Reading Comprehension

## Easier

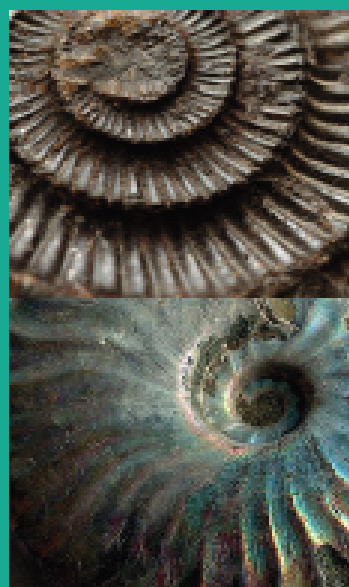
# Fossils



Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies it can get covered over and, over millions of years, become a fossil.

### Dinosaurs

- Fossils are really important to know what happened a long time ago.
- Without fossils we would not even know that dinosaurs existed!
- People who study fossils are called palaeontologists.
- Palaeontologists started studying fossils 200 years ago, so we've only known about dinosaurs for 200 years!



### Did you know?

- 'Sue' is the nickname given to most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

### How a Fossil is Made

When a plant or animal dies, their body can sink into mud or be buried by sand. This usually happens at the bottom of the sea. When this happens it doesn't disappear. When it is underground, water and minerals leak into the bones and where bits of body used to be. This makes a hard shape. Next, the fossil gets squashed under more layers of sand, mud and other bits that make sedimentary rock. Finally, over many, many millions of years a fossil is created for someone to dig up one day.



# Reading Comprehension Easier



## Questions About Fossils

1. What does a palaeontologist study?

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2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

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3. What sort of rock are fossils found in?

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4. Which town has an ammonite fossil as their symbol?

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5. Why have we only got fossils to find out about dinosaurs?

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6. What is sedimentary rock?

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7. How come the fossilised animals or plants haven't been eaten by other animals?

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8. The author used an exclamation mark at the end of the Fossil Facts section to make it sound surprising. Why is that sentence surprising?

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9. Why aren't there any fossils of cats that lived twenty years ago?

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10. Do you think the ammonites in the pictures look like snakes? Why?

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# Reading Comprehension Harder

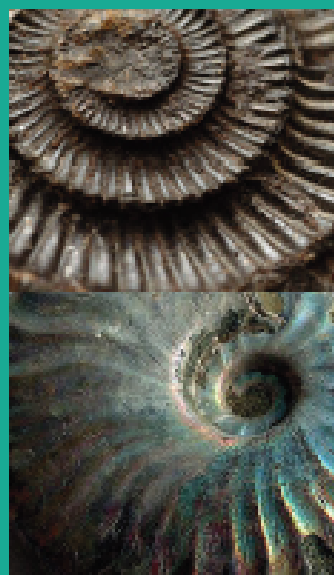


## Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies and gets covered over, it can stay there and over time, become a fossil.

### Dinosaurs

Fossils are really important in understanding what has happened a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



### Did you know?

- 'Sue' is the nickname given to the most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

### How a Fossil is Made

When some plants or animals die, their body sinks into mud or is buried by sand. This often happens at the bottom of the sea and stops it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be, to make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years.



# Reading Comprehension Harder



## Questions About Fossils

1. What does a palaeontologist study?

---

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

---

3. What sort of rock are fossils found in?

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4. Which town has an ammonite fossil as their symbol?

---

5. Why have we only got fossils to find out about dinosaurs?

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6. What does the Latin word 'fossilis' mean?

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7. How come the fossilised animals or plants haven't been eaten by other animals?

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8. Why did the author use an exclamation mark at the end of the Fossil Facts section?

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10. Do you think the ammonites in the pictures look like snakes? Why?

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# Reading Comprehension Hardest

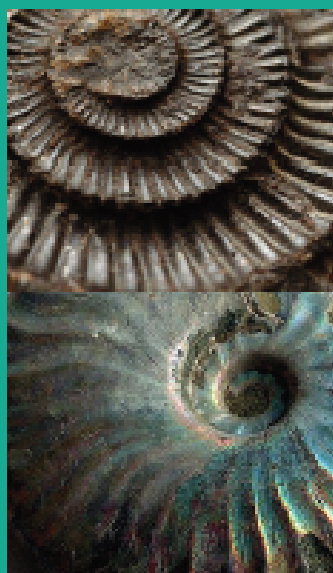


## Fossils

Fossils are preserved remains of animals and plants that lived millions of years ago made in sedimentary rock. Usually when something dies it is eaten or decays and therefore disappears. However, when an animal or plant dies it can get covered over with mud or sand, it can stay there and over a long time, become a fossil.

### Dinosaurs

Fossils are essential to understanding about life a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



### Did you know?

- 'Sue' is the nickname given to most complete and best preserved Tyrannosaurus Rex specimen ever found.
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### How a Fossil is Made

When a plant or animal dies, their body sinks into mud or is buried by sand. This usually happens on the sea bed. Being buried preserves it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be and make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years. Much later, palaeontologists or fossil hunters may find it as the rock in which it is encased becomes unearthed.



# Reading Comprehension Hardest



## Questions About Fossils

1. What does a palaeontologist study?

---

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

---

3. Why do you think fossils are never found in igneous rock?

---

4. Why do you think that the people of Whitby thought that the ammonites were snakes turned to stone by St. Hilda?

---

---

5. Why have we only got fossils to find out about dinosaurs?

---

---

6. What does the Latin word 'fossilis' mean?

---

---

7. How come the fossilised animals or plants haven't been eaten by other animals?

---

---

8. Why did the author use an exclamation mark at the end of the Fossil Facts section?

---

---

9. Why aren't there any fossils of cats that lived twenty years ago?

---

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10. In the 'How a Fossil is Made' section, what does the word 'seep' mean?

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# Maths



During week 4, we are continuing our theme of addition and subtraction.

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

## Monday

### Subtract a 3-digit number from a 3-digit number - no exchange

Watch the first video: <https://whiterosemaths.com/homelearning/year-3/week-8-number-addition-subtraction/> You'll also need question set 1 - Subtract a 3-digit number from a 3-digit number - no exchange

## Tuesday

### Subtract a 3-digit number from a 3-digit number - exchange

Watch the second video: <https://whiterosemaths.com/homelearning/year-3/week-8-number-addition-subtraction/> You'll also need question set 2 - Subtract a 3-digit number from a 3-digit number - exchange

## Wednesday

### Estimate answers to calculations

Watch the third video: <https://whiterosemaths.com/homelearning/year-3/week-8-number-addition-subtraction/> You'll also need question set 3 - Estimate answers to calculations

## Thursday

### Check answers

Watch the fourth video: <https://whiterosemaths.com/homelearning/year-3/week-8-number-addition-subtraction/> You'll also need question set 4 - Check answers

## Friday

### Addition and Subtraction Consolidation Questions

The young Egyptian Pharaoh, Tutankhamun, has informed you that he would like a great feast to celebrate the beginning of the New Year. You have been given the task of making all the arrangements.

Can you solve all the maths questions to arrange a successful party?



# Maths

## Keep practising your Key Instant Recall Facts

### Year 3 - Term 3

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

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

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

#### Key Vocabulary

What is 4 multiplied by 6?

What is 8 times 4?

What is 24 divided by 4?

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

#### Top Tips

- The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.
- What do you already know? - Your child will already know many of these facts from the 2, 3, 5 and 10 times tables.
- Double and double again - Multiplying a number by 4 is the same as doubling and doubling again. Double 6 is 12 and double 12 is 24, so  $6 \times 4 = 24$ .
- Buy one get three free - If your child knows one fact (e.g.  $12 \times 4 = 48$ ), can they tell you the other three facts in the same fact family?

### Year 3 - Term 1

I know number bonds for all numbers to 20.

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

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

#### Key Vocabulary

What do I add to 5 to make 19?

What is 17 take away 6?

What is 13 less than 15?

How many more than 8 is 11?

What is the difference between 9 and 13?

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

#### Top Tips

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

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

### Year 3 - Term 2

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

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

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

#### Key Vocabulary

What is 3 multiplied by 8?

What is 8 times 3?

What is 24 divided by 3?

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

#### Top Tips

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

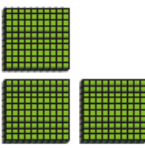





- Songs and Chants - You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.
- Buy one get three free - If your child knows one fact (e.g.  $3 \times 5 = 15$ ), can they tell you the other three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

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

# Subtract 3-digit numbers from 3-digit numbers – no exchange







1 Complete the column subtractions.

a)  $358 - 226$

Hundreds	Tens	Ones
		
		

H	T	O
3	5	8
-	2	2
		6

b)  $726 - 303$

H	T	O
		
		

H	T	O
7	2	6
-	3	0
		3

2 Complete the subtractions.

a)

H	T	O
6	7	2
-	4	7
		1

b)

H	T	O
5	6	3
-	1	5
		1

3 Ron is working out  $785 - 257$

	H	T	O
	2	5	7
-	7	8	5

Do you agree with the way Ron has set out the subtraction?

Why?

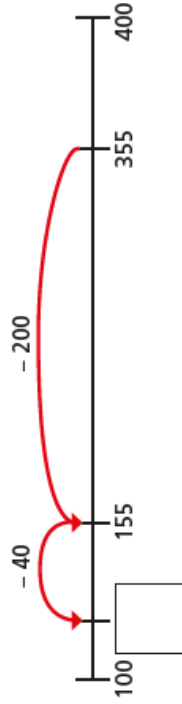
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4 Use the number line to work out the subtraction.

a)  $355 - 240 =$



b)  $835 - 501 =$



- 5 A TV costs £120 less than this computer.  
How much does the TV cost?




- 6 There are 849 people at a concert.  
There are 625 adults at the concert.

- a) How many children are at the concert?

- b) How many more adults than children are at the concert?

- 7 What are the values of each of the shapes?

- a)

	6	★	8
—	★	▲	▲
	●	1	5

★ =     ▲ =   
● =

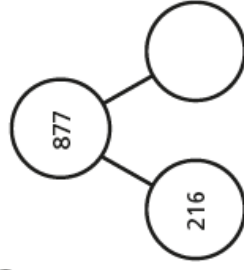
- b)

	9	+	◆
—	+	4	◆
	◆	◆	◆

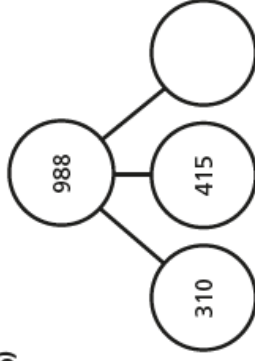
+ = |  | ◆ | = |  |  
◆ = |  |

- 8 Complete the part-whole models.

- a)



- b)



- 9 Eva is subtracting 727 from 1,000

First I subtract 1 from each number.



Then I subtract the two numbers.

So  $1,000 - 727$  is the same as  $999 - 726 = 273$

Why does Eva's method work?

Talk about it with a partner.

Use Eva's method to complete the subtractions.

$1,000 - 285 =$

$800 - 636 =$

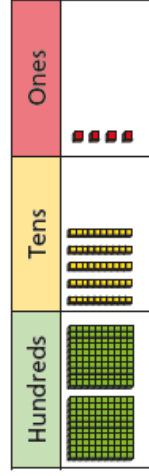


# Subtract a 3-digit number from a 3-digit number – exchange

1

Complete the column subtractions.

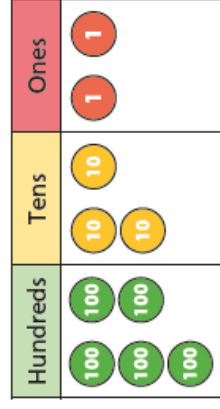
a)  $254 - 126$



H	T	O
2	5	4
-	1	2
		6

What exchange did you have to make?

b)  $532 - 281$



H	T	O
5	3	2
-	2	8
		1

What exchange did you have to make?

2 Which of these calculations need an exchange?

Tick your answers.

H	T	O	H	T	O	H	T	O
6	5	8	3	2	3	4	2	9
-	1	4	4	1	1	1	7	2

How do you know?

3

Work out the subtractions.

a)  $735 - 218$

H	T	O
7	3	5
-	2	1
		8

c)  $415 - 179$

H	T	O
4	1	5
-	1	7
		9

b)  $428 - 163$

H	T	O
4	2	8
-	1	6
		3

d)  $382 - 194$

H	T	O
3	8	2
-	1	9
		4

4 Talk about the mistake that has been made.

$$\begin{array}{r} 546 \\ - 283 \\ \hline 343 \end{array}$$

5 Complete the subtractions.

a)

	H	T	O
	7	0	0
-	5	4	6

b)

	H	T	O
		8	0
-	1	7	9

6 Work out the missing digits in these subtractions.

a)

	H	T	O
	7		5
-	3	4	
		7	3

b)

	H	T	O
			2
-	1		8
	2	9	

7 Two points are marked on a number line.



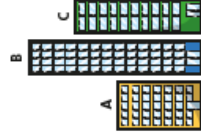
What is the difference between the two points?

8 Fill in the missing numbers.

a)  $179 + \square = 595$       c)  $95 + \square + 138 = 870$

b)  $718 - \square = 348$       d)  $\square - 446 = 503$

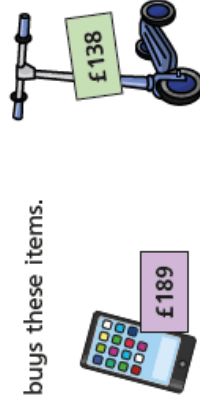
9 Here are 3 buildings.



- A is 150 m tall
- B is 317 m taller than A
- C is 223 m shorter than B

How much taller is C than A?

10 Aisha buys these items.



How much change does she have from £1,000?

# Estimate answers to calculations

1

There are 195 people on a train.

There are 308 people on a plane.

a) Complete the sentences to estimate the total number of people.

195 is close to

308 is close to

My estimate for the number of people in total is

+

=

b) Work out the total number of people on the train and plane.

Was it a good estimate? How do you know?

2

Estimate the answer to  $395 + 49$

395 is close to

49 is close to

My estimate is

Work out the exact answer.

How close was your estimate? Talk to a partner.



For each question work out an estimate and the exact answer.

3

Question	Estimate	Exact answer
$705 - 194$		
$511 - 97$		
$187 + 203 + 19$		

4

Why is it a good idea to estimate the answer to a calculation?

Write one reason.



- 5 Amir is working out  $195 + 412$

		H	T	O	
		1	9	5	
+		4	1	2	
		5	1	0	7

Use an estimate to show how you know Amir is wrong.

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- 6 Mr Jones cycles a number of kilometres each day.

The table shows the distance he cycles.

Monday	Tuesday	Wednesday	Thursday
189 km	88 km	215 km	53 km

Mr Jones planned to cycle 500 km in total by the end of Thursday.

- a) Has Mr Jones cycled as many kilometres as he planned?  
Give an estimate.

- b) How far has Mr Jones cycled in total?

- 7 A bottle is full of 813 ml of orange juice.

A glass has a capacity of 495 ml.

Can you pour two full glasses of juice?

Give an estimate.

Explain your answer.



- 8 Whitney is estimating if she has saved enough money to buy a new dress and a new bike.



Whitney has so far saved £220

I have not saved enough.  
£65 is close to £100 and £153  
is close to £200. That means  
I need about £300

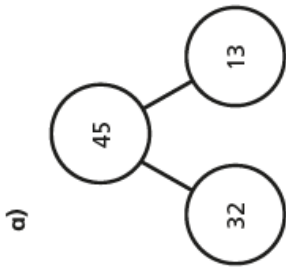


Is Whitney correct? \_\_\_\_\_

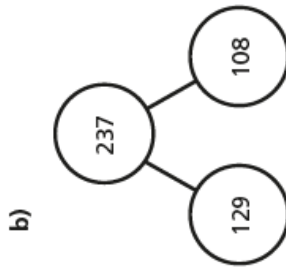
Explain your answer.

# Check answers

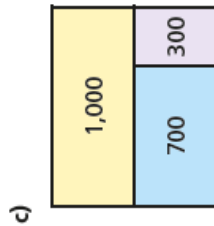
1 Complete the fact family for each model.



	+		=	
	+		=	
	-		=	
	-		=	



	+		=	
	+		=	
	-		=	
	-		=	



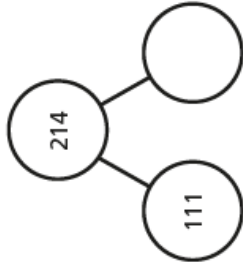
	+		=	
	+		=	
	-		=	
	-		=	

2 There is a mistake in each subtraction.

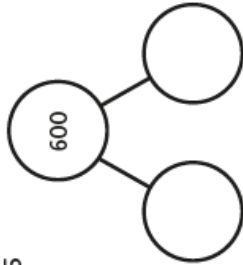
Use an addition to check each subtraction.

Complete the part-whole models.

a)  $214 - 111 = 113$



b)  $425 = 600 - 185$

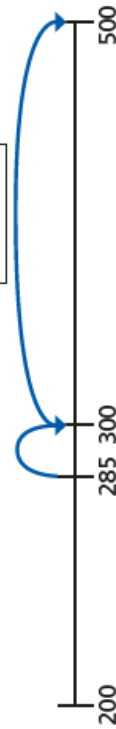


3 Show an addition on the number line that could be used to work out the subtraction.

a)  $500 - 285 =$

$+ 15$

+



b)  $750 - 683 =$



- 4 Teddy is working out an addition calculation.



- a) What subtraction could Teddy do to check he is correct?

\_\_\_\_\_

- b) Draw the subtraction on the number line to show that Teddy is wrong.



- c) What is the correct answer to Teddy's question?

- 5 Work out the problem and then check your calculation.

A crate contains 462 apples.

Some apples are used to make juice.

There are 187 apples left.

How many apples were used to make the juice?



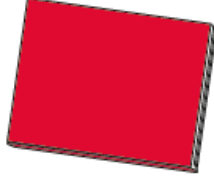
- 6 Work out the problem and then check your calculation.

Kim reads a book.

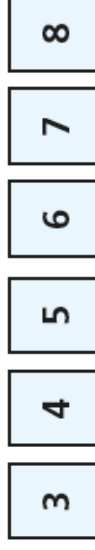
The book has 200 pages.

She reads 75 pages on Monday  
and 39 pages on Tuesday.

How many pages does she have left to read?



- 7 Use the digit cards to make two 3-digit numbers.



Write an addition using your numbers.

\_\_\_\_\_

What is the answer to your addition?

Ask a partner to check your addition.

Talk about the different methods you can use.





Reasoning and Problem Solving  
Addition and Subtraction Consolidation – Year 3

The young Egyptian Pharaoh, Tutankhamun, has informed you that he would like a great feast to celebrate the beginning of the New Year.  
You have been given the task of making all the arrangements.]

You begin with the Royal Invitation...

Our generous Pharaoh, Tutankhamun, wishes to  
invite you to celebrate the  
beginning of the New Year.  
Place: His Palace in Armana  
Time: At sunset, on the day the Sothis star rises

It is hard work writing out all the invitations by hand, but the royal scribes love a challenge – plus they earn lots of money as they are paid by the letter!  
You are worried about how expensive it will be to pay the scribes. You aren't sure whether to add more words to the invitation or take some out.

1. There are currently 141 letters to write per invitation. Use this table to help you work out how many letters there would be if you changed the wording of the invitations. Check your answers using an inverse operation. The first calculations have been written in for you to work out.

Add the word:	Calculation	Inverse Operation Check
most	$141 + 4 =$	
grand		
welcome		

Remove the word:	Calculation	Inverse Operation Check
in	$141 - 2 =$	
generous		
celebrate		

Reasoning and Problem Solving  
Addition and Subtraction Consolidation – Year 3

Next, you must decide how much food to organise.

There are 455 confirmed guests attending the feast. The palace cook suggests making 455 pieces of bread shaped into fish. You are concerned he might make too much bread or perhaps not enough. You ask him to calculate how many pieces of bread he will need if 30 more or less people come. He gives you this:

$$455 + 30 = 425$$

$$455 - 30 = 452$$

You realise his calculations are all wrong!

2. Work out the correct calculations. Explain his mistakes so you can show him later.

$455 + 30 = 425$	$455 - 30 = 452$

Now you need to sort out the drinks.

You start with 365 litres of the Pharaoh's favourite drink. Your team in charge of the drinks don't think that is enough, so they order some more. Unfortunately, the ink spills on their order so you don't know how much more they ordered. You do know it's a multiple of 100 and the total amount is less than 1000 litres.

$$365 + \text{?}00 = \text{?}65$$

3. How many litres of drink could they have ordered in total?

Write all the possible answers.

--

4. Next, you need to sort the decorations. Tutankhamun loves gold and has requested his palace be decorated to match. He would like exactly 200 ornate rugs and couches be in each room that will be open for the party. How many more of each item should be ordered for each room?

Rugs	
Already have:	To make 200:
Room 1: 190	
Room 2: 150	
Room 3: 130	
Room 4: 160	

Couches	
Already have:	To make 200:
Room 1: 110	
Room 2: 180	
Room 3: 120	
Room 4: 140	

Reasoning and Problem Solving  
Addition and Subtraction Consolidation – Year 3

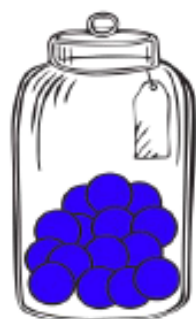
5. He would also like each room to have exactly 200 lamps and 400 candles. How many new lamps and candles should be ordered for each room?

Lamps	
Already have:	To make 200:
Room 1: 191	
Room 2: 196	
Room 3: 193	
Room 4: 192	

Candles	
Already have:	To make 400:
Room 1: 397	
Room 2: 395	
Room 3: 394	
Room 4: 398	

6. The Pharaoh loves party games. This is his favourite, but he gets very upset when he loses! He demands a practise round at guessing the number of jewels in each jar. To help him, you hint that the total number of jewels is 150.

What would be a reasonable estimation for him to make?



Sapphires



Rubies



Emeralds



The Pharaoh would also like to play musical chairs with all his guests. However, not all the chairs are suitable for the game as some of them are quite delicate and rather expensive.

7. If the palace has 510 chairs in total, and 70 of them are unsuitable, how many chairs can be used for the game? Will there be enough for all the guests to play?







# Maths



If you feel your child is struggling with the year 3 questions on the previous pages, please follow the following lessons and question sets on addition and subtraction from the year 2 curriculum which should help boost their confidence.

Watch the videos on White Rose first, then try the question sets on the following pages. The videos tell you when to try the questions.

## Monday

### Find and make number bonds

Watch the first video: <https://whiterosemaths.com/homelearning/year-2/week-9-number-addition-subtraction/> You'll also need question set 1 - Find and make number bonds

## Tuesday

### Bonds to 100 (Tens and ones)

Watch the second video: <https://whiterosemaths.com/homelearning/year-2/week-9-number-addition-subtraction/> You'll also need question set 2 - Bonds to 100 (Tens and ones)

## Wednesday

### Add three 1-digit numbers

Watch the third video: <https://whiterosemaths.com/homelearning/year-2/week-9-number-addition-subtraction/> You'll also need question set 3 - Add three 1-digit numbers

## Thursday

### Check Calculations

Watch the fourth video: <https://whiterosemaths.com/homelearning/year-2/week-5/> (Please note this is a different link to Monday-Wednesday) You'll also need question set 4 - Check Calculations

## Friday

### Addition and Subtraction Consolidation Questions

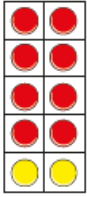

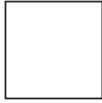
In the middle of the deep, dark forest there is a little gingerbread cottage. In the gingerbread cottage lives a witch, called Wilma. She is planning a big party for all her neighbours in the forest. Join Wilma as she gets everything ready for the party.

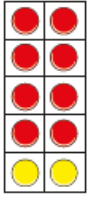


Can you solve all the maths questions to arrange a successful party?






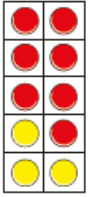

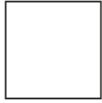
# Find and make number bonds

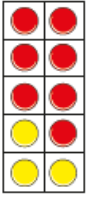


1 Complete the additions to match the ten frames.

a)  +  = 

 +  = 

 +  = 

b)  +  = 

 +  = 

c) What do you notice?

2 Complete the number bonds.

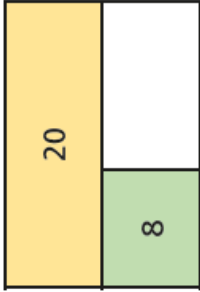
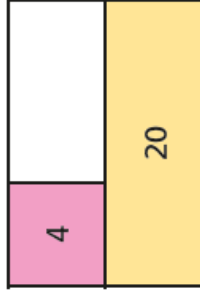
a)  $4 + 6 = \square$       c)  $10 = \square + 1$

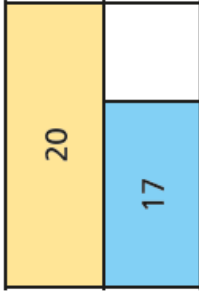
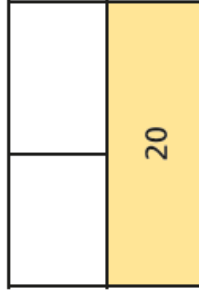
$4 + 16 = \square$        $20 = \square + 1$

b)  $5 + 5 = \square$       d)  $10 = 3 + \square$

$5 + 15 = \square$        $20 = \square + 13$

3 Complete the bar models.

a)       c) 

b)       d) 



Colour all the number bonds to 20

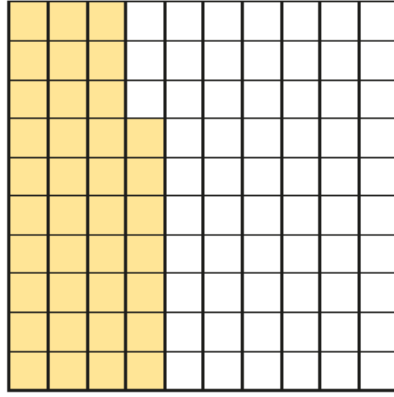
14 + 3	17 + 3	2 + 18	0 + 20	3 + 16	9 + 11	17 + 3	18 + 2	2 + 0
18 + 1	3 + 7	12 + 7	5 + 15	4 + 8	1 + 19	13 + 5	20 + 0	1 + 15
11 + 8	11 + 9	19 + 1	3 + 17	10 + 0	13 + 7	16 + 2	8 + 12	5 + 5
5 + 6	4 + 16	19 + 0	10 + 1	2 + 0	14 + 6	17 + 1	11 + 9	11 + 8
12 + 5	12 + 8	18 + 2	15 + 5	4 + 15	16 + 4	10 + 10	15 + 5	13 + 3



Make your own puzzle like this.


# Bonds to 100 (tens and ones)

1 Here is a hundred square.

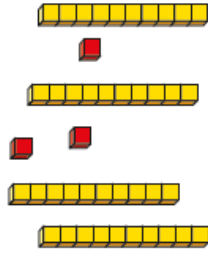


How many squares are shaded?

How many squares are not shaded?

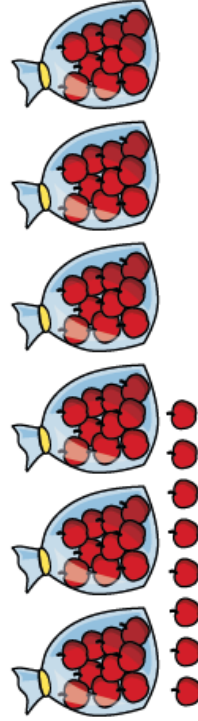
$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 100$$

2 Eva has made 100 using base 10.  
She has spilt paint on it.



Draw the missing pieces of base 10

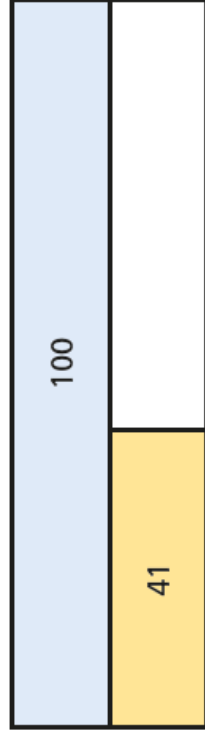
3 Mrs Harris has these apples for Sports Day.



She needs 100 apples.

How many more apples does Mrs Harris need?

- 4 Complete the bar model.



- 5 Complete the calculations.

a)  $40 + \boxed{\phantom{00}} = 100$     e)  $100 - 50 = \boxed{\phantom{00}}$

b)  $\boxed{\phantom{00}} + 70 = 100$     f)  $100 - 37 = \boxed{\phantom{00}}$

c)  $100 = \boxed{\phantom{00}} + 72$     g)  $\boxed{\phantom{00}} = 100 - 22$

d)  $100 = 28 + \boxed{\phantom{00}}$     h)  $8 = 100 - \boxed{\phantom{00}}$

- 6 A coat costs £100

Mr Farmer has £58

How much more money does Mr Farmer need to buy the coat?

- 7 Whitney is working out  $38 + \boxed{\phantom{00}} = 100$



The missing number is 72 because I need 2 more ones and 7 more tens.

Do you agree with Whitney? \_\_\_\_\_

Explain your answer.

---



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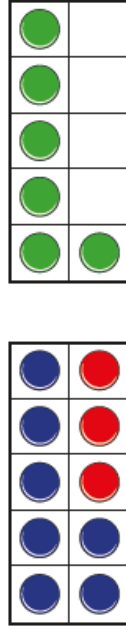
Talk about it with a partner.





# Add three 1-digit numbers

1 What addition is represented?



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

2 Complete the additions.

$$5 + 8 + 2 = \boxed{\phantom{00}}$$

$$5 + 2 + 8 = \boxed{\phantom{00}}$$

$$8 + 2 + 5 = \boxed{\phantom{00}}$$

Which was the easiest?  
Talk about it with a partner.



3 Nijah is working out  $9 + 4 + 1$

Here are her workings.

$$9 + 1 = 10$$

$$10 + 4 = 14$$



Nijah's workings are wrong because she did them in the wrong order.

Do you agree with Ron? \_\_\_\_\_  
Explain your answer.

4 Complete the additions.

a) $7 + 3 + 5 =$	<input type="text"/>	d) $9 + 3 + 7 =$	<input type="text"/>
------------------	----------------------	------------------	----------------------

b) $8 + 9 + 1 =$	<input type="text"/>	e) $5 + 5 + 5 =$	<input type="text"/>
------------------	----------------------	------------------	----------------------

c) $6 + 6 + 4 =$	<input type="text"/>	f) $2 + 9 + 8 =$	<input type="text"/>
------------------	----------------------	------------------	----------------------

- 5 Annie is working out  $5 + 6 + 2$ .  
Here are her workings.

$5$ 
 $+$ 

6

 $+$ 

2

5

1

$5 + 5 = 10$   
 $1 + 2 = 3$   
 $10 + 3 = 13$

Talk about Annie's method with a partner.

Use Annie's method to complete the additions.

a)  $9 + 4 + 1 =$        c)  $8 + 3 + 1 =$

b)  $7 + 8 + 2 =$        d)  $3 + 6 + 5 =$

- 6 Here are some digit cards.

8

6

4

1

5

- a) What is the greatest total you can make?

$+$  $+$  $=$

- b) What is the smallest total you can make?

$+$  $+$  $=$

- 7 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

a)  $5 + 9 + 1$    $7 + 5 + 3$

b)  $6 + 8 + 3$    $2 + 9 + 4$

c)  $1 + 7 + 5$    $3 + 4 + 5$

d)  $8 + 9 + 1$    $1 + 8 + 9$

# Check calculations

**1** Draw counters to represent each calculation.

a)  $13 + 3 = 16$



b)  $4 + 9 = 13$



c)  $15 - 1 = 14$



d)  $20 - 12 = 8$





- 2** A bag of sweets has 8 red sweets and 3 yellow sweets.



There are 12 sweets altogether.

Is Dora correct? \_\_\_\_\_

Draw a picture to show how you know.

- 3** Circle the calculations that can be used to check  $14 + 3 = 17$

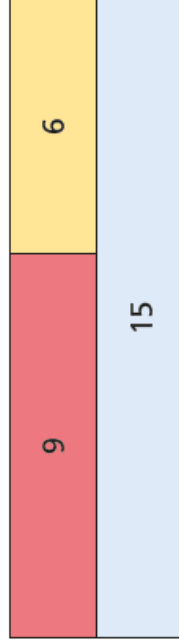
$14 - 3$

$17 - 3$

$3 - 14$

$17 - 14$

- 4 Use inverse operations to check  $9 + 6 = 15$



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

- 5 Is this statement true or false?

$$18 - 4 = 14$$

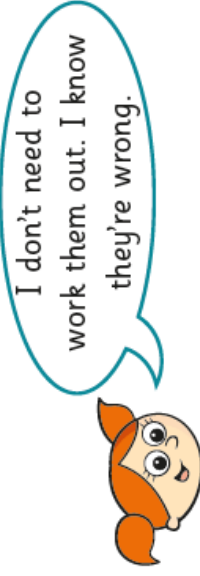
Show how you know.



- 6 Jack is answering some maths questions.

$$4 + 5 = 19$$
$$15 - 3 = 18$$
$$4 = 20 - 6$$

Alex is checking Jack's workings.



Show how Alex knows this.





Reasoning and Problem Solving  
Addition and Subtraction Consolidation – Year 2



In the middle of the deep, dark forest there is a little gingerbread cottage. In the gingerbread cottage lives a witch, called Wilma.

You might remember Wilma from her run-in with Hansel and Gretel. However, Wilma is being kind to everyone now.

She is planning a big party for all her neighbours in the forest. Join Wilma as she gets everything ready for the party. The first job is a little bit of redecorating!

1. Wilma's first stop is Barnaby Bear's Building Supplies. Wilma needs gumdrops to go around the front door. She knows she needs more than 15, but less than 25. She already has 6 gumdrops at home. How many will she need? Find all the possible answers.



--

Reasoning and Problem Solving  
Addition and Subtraction Consolidation – Year 2

“Any chance we could narrow that down, Wilma?” asks Barnaby.

“Hmm..” thinks Wilma. “I know! I need twice as many gumdrops for the door as I need for a window, and a window needs 10!”



2. How many giant gumdrops will Wilma need to go around the door and three windows?



3. If she already has 6, how many gumdrops does Wilma have to buy for her door and windows?



“Oh, this is going to look brilliant! Now, time to sort out the garden – I’m off to Granny’s!” Wilma waves goodbye to Barnaby and heads to her next stop.

For her gardening needs, Wilma always goes straight to Granny’s Garden Centre. She wants three big candy-floss trees, three chocolate drop bushes and three liquorice vines for her garden. Luckily, Granny is having a sale!

Item	Regular Price	Sale Price
Candy floss trees	£5	£4
Chocolate Drop bushes	£9	£7
Liquorice vines	£7	£6

4. How much does she spend on each type of plant?

Reasoning and Problem Solving  
Addition and Subtraction Consolidation – Year 2

5. Wilma thinks she's saved £5 on the Chocolate Drop bushes in Granny's sale. Is she right? Explain why.



6. "I want to offer my visitors a nice cup of dandelion tea," Wilma thinks to herself. "I need to buy more dandelions. I should top up my other flower beds too!"

If Wilma already has the following number of flowers growing in her garden, how many more will she need to plant so that each flower bed has 100 flowers?

If the flower bed has....	Wilma must buy this many to make 100
37 dandelions	
45 roses	
67 tulips	
84 daisies	
93 poppies	

"Great, that's the garden sorted! Now for my last stop." Wilma hops on her broom and, in no time at all, arrives at Sal's Sweet Shack. "Finally - my favourite shop in the whole forest!"

Wilma is expecting a big group at her party, and so she is going to need a lot of food.



7. One single biscuit costs £2. One tin of 10 biscuits costs £22. What is the cheapest way for Wilma to buy 40 biscuits?

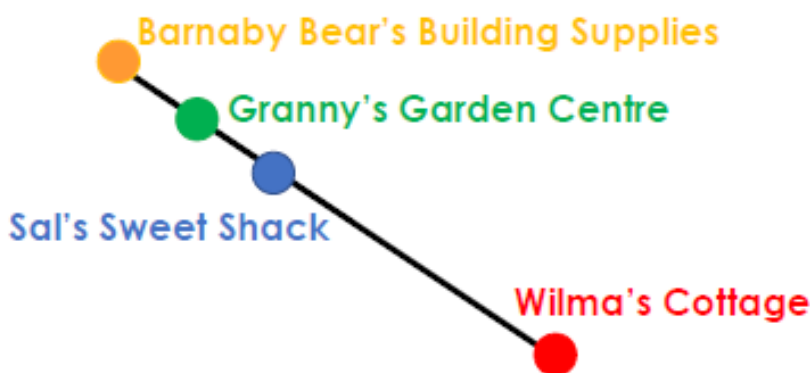


Reasoning and Problem Solving  
Addition and Subtraction Consolidation – Year 2



8. "Now, for the cakes!" One cake serves 16 people. Wilma is expecting between 30 and 40 guests. "I'll get 2 cakes, that will be plenty!" she says. Will she have enough cake? Explain why.

9. Wilma carefully balances all her purchases on her broom. "I wonder how long it will take to get home." Barnaby's Building Supplies is 1km from Granny's Garden Centre. Granny's is 7km from Wilma's cottage. Sal's is 1km from Granny's. How far does she have to fly?



10. Wilma arrives home safely. "Right! Before I start decorating, I must make sure I have enough chairs. I sent out 40 invites but I know the Three Little Pigs, Goldilocks and Baby Bear cannot come."

How many chairs does Wilma need? Explain why.

With a wave of her wand, Wilma's house is decorated, the food is set out and she is all ready for her guests.

"Hooray! This is going to be a great party!" she smiles.







# Topic - Africa



## A day in the life

Read Elisa's and Ca Depend's story.



Today we are going to think about Elisa and Ca Depend and what they do from day to day and how this compares to our own life.

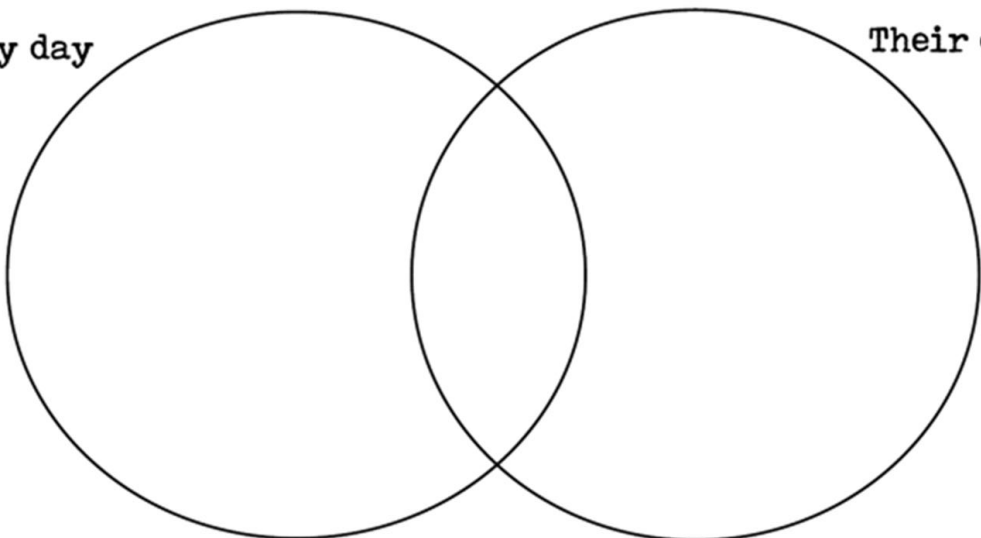


## A day in the life

Think about the child who you have been learning about today. How are your days different to theirs? How are they the same?

My day

Their day





# Topic – Africa

## Ça Depend's Story



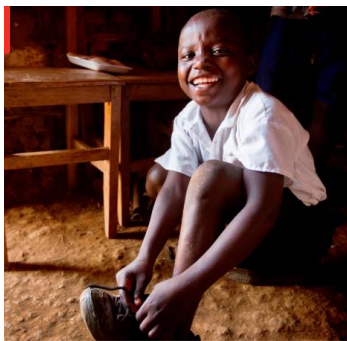
Ça Depend, a young boy growing up on the island of Idjwi in the Democratic Republic of Congo (DRC). It will introduce you to his family and look at some of the challenges that they face, as well as how things have started to change for him with ActionAid's support.



**This is Ça Depend, he is sitting outside his home with his grandparents and younger sisters.**

"My name is Ça Depend. I am ten years old and I live in Idjwi with my grandfather and grandmother. I have one brother and three sisters."

Ça Depend's parents have passed away and his grandparents, Suzane Kandeke, 78, and Bigutu Capable, 85, are unable to work because of their age. Despite this, his grandmother tries to sell used clothing by the lakeside.



**This picture is taken from inside Ça Depend's house.**

These are two of Ça Depend's younger sisters. They are cooking a meal of potatoes outside the family's home.



"When I wake up I prepare to go to school. I like going to school. I need to go to school because after getting a diploma I will be able to look for a job and help my family. "

With ActionAid's support Ça Depend is going to school for the first time.

"I started school in September for the first time. Before being at school I didn't know how to count, how to learn, but now I am improving. I didn't go to school before because my grandmother couldn't afford to send us, so I had to stay at home."

**Ça Depend is on his way to the water pump.**

"After school I do some work for the family. I have to look for wood, bring water from the lake or the water point."



**Ça Depend also does his homework after school.**



**Ça Depend and his siblings sit down to their evening meal.**

"We only eat in the evening – potatoes and sometimes tilapia and vegetables. Sometimes when I need to eat I go to other families and they give me a job to do and then afterwards I will get something to eat."





# Topic - Africa

## Elisa's Story



Elisa, a young girl growing up in very difficult circumstances in the Democratic Republic of Congo (DRC). Find out what daily life is like for Elisa on the remote island of Idjwi.

Today, it is one of the poorest countries in the world and well over half the population live in poverty. The country is also very vulnerable to natural disasters such as droughts, volcanic eruptions, landslides and flooding, especially in rural areas where most of the country's poorest people live



**This is Elisa**, she is 6 years old. In this picture she is holding up her only possession - a pink plate that she uses at mealtimes.

**"My name is Elisa I am six years old I live in Buhoro Village in Idjwi. I live with my brothers and sister and with our mother."**

**Elisa is helping her family by carrying wood.**

"I need to work instead of going to school to get money and help my family. We need money in our family so that we can buy food."

Elisa helps transport heavy loads of glass bottles to earn enough money to buy food for the whole family. They earn enough for one meal a day.

"I don't want to do such work because I am small."



"I don't go to school because my mother can't find money to pay the school fees. I would like to go to school. I see other children walking to school and it makes me sad."

"We don't have anything to eat and we haven't got a good house. We sleep on the ground without any bed. We only eat once a day."

"I am often frightened because sometimes there isn't room for us all in the house so I have to sleep on the ground outside."



### Discussion questions:

- What do Elisa and Ca Depend have in common?
- What is different about their day to day lives?
- Do you have anything in common with any of the children?
- What are some of the challenges that they face?
- What do you think all children need in order to grow up healthy and happy?
- How could we support children like these?

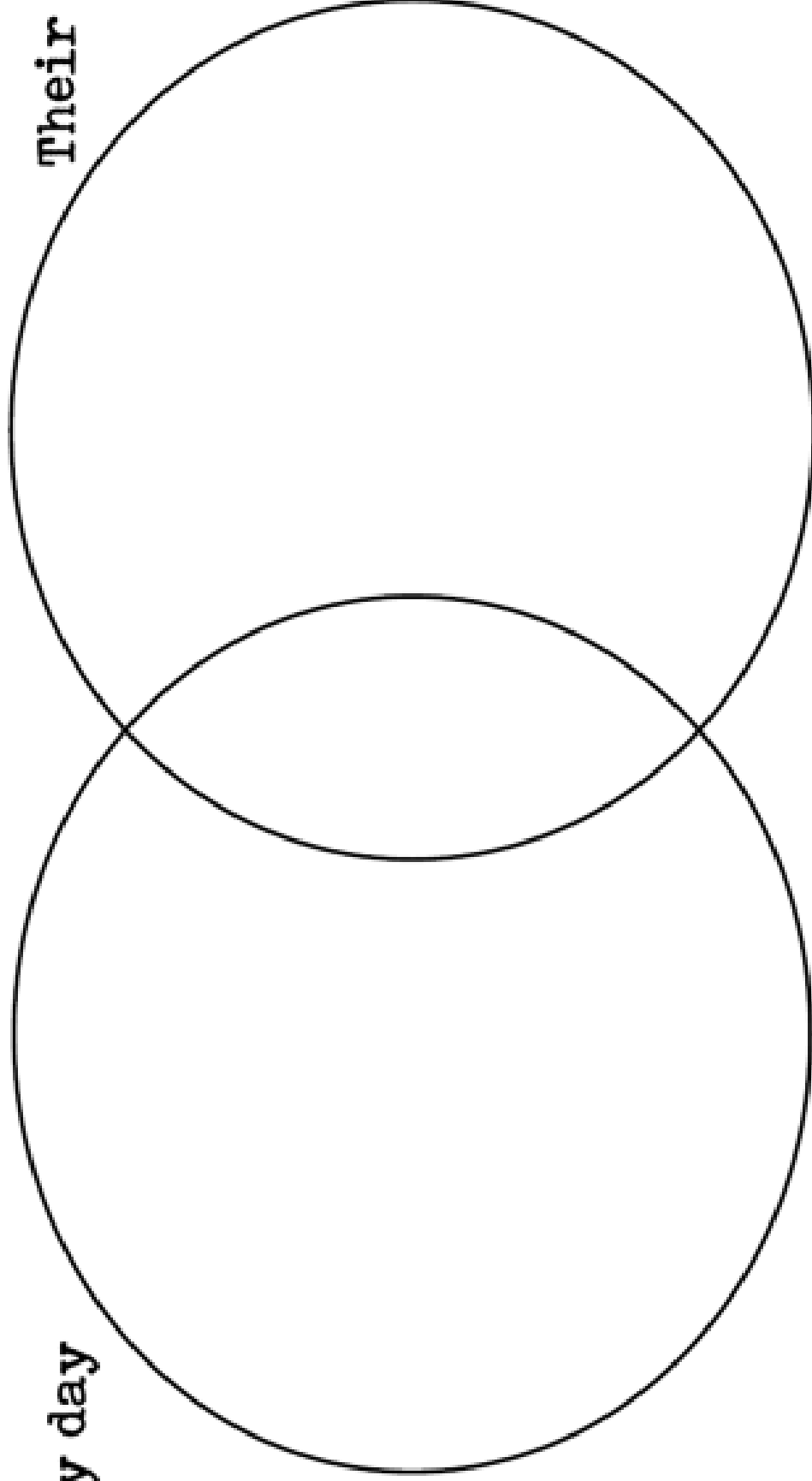


# A day in the life

Think about the child who you have been learning about today. How are your days different to theirs? How are they the same?

**My day**

**Their day**



**Topic - Africa**





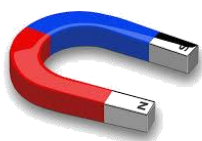


# Science - Forces and Magnets



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

**Our learning question is..** *Can I predict whether two magnets will attract or repel each other, depending on which of the two poles are facing?*



To begin, watch this video:

<https://www.bbc.co.uk/bitesize/topics/zyttyrd/articles/zpvcrdm>

For the rest of the lesson, we are going to use one of the Oak National Academy lessons to help us investigate why magnets sometimes attract and sometimes repel.

Follow the link below and work your way through the video. Pause when it tells you to and complete the questions or investigations they give you.

<https://classroom.thenational.academy/lessons/what-are-magnets-cgvkee>

Happy learning 😊



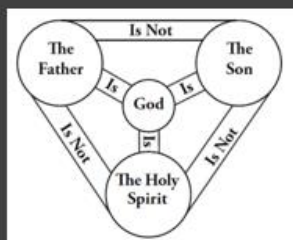


# RE - Incarnation



How do the symbols help Christians understand the Trinity?

Look at the images below - what do they all have in common?



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

## WORDS USED TO DESCRIBE THE PERSONS OF THE TRINITY IN THE BIBLE

FATHER	SON	HOLY SPIRIT
Creator	Saviour	Wind
Holy	Rabbi (Teacher)	Fire
Almighty	Prince of Peace	Breath
Fortress	Shepherd	Dove
Rock	Prophet	Water
King	(God 'in the flesh')	Comforter

Look at the words above from last week, this time with the headings included. Select 3 words from each column and create a symbol to represent it.

# RE - Incarnation

How do the symbols help Christians understand the Trinity?

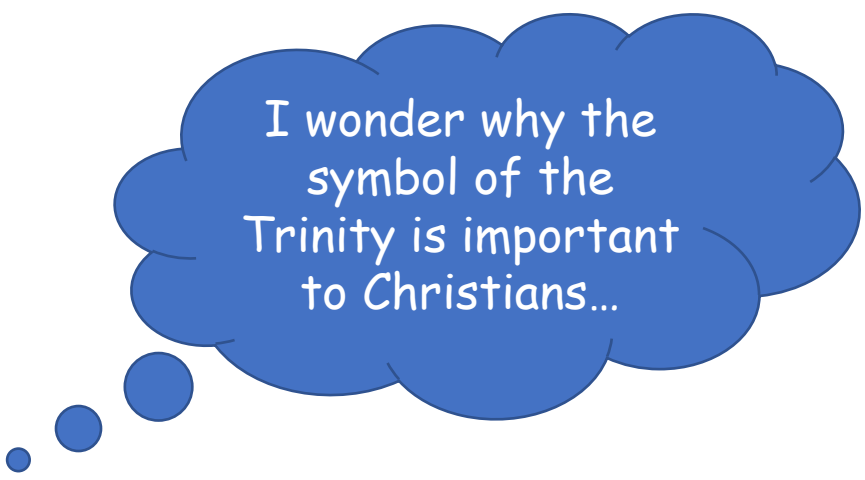
For the final activity this week, we'd like the children to create some artwork about the Trinity.

They could use paper, card, lolly sticks, sticks from the garden, pebbles, colour pencils, pens, crayons, paints, tissue paper, magazines, etc., whatever you have available.

Perhaps they could use sticks to make a 3-sided shape and attach images of the Father, Son and Holy Spirit to them. Maybe they could create a collage using torn coloured paper, or colours torn from magazines or newspapers. How about a stunning stained-glass window using tissue paper and black card?

Please take photos of their finished creation and post it on to their Dojo portfolio so we can display them at school.

Have fun with this activity and be as creative as you can!



I wonder why the  
symbol of the  
Trinity is important  
to Christians...



# French - Let's Count



This week, we'd like you to play a game! Now you have learned your numbers to 12, you should be able to play the game and use your new counting skills. You'll also need to remember your colours from last term.

## How to play

You will need:

- 1 counter, or other playing piece, per person
- a six-sided die (or an online one if you don't have one - try <https://www.online-stopwatch.com/chance-games/roll-a-dice/>)

The aim of the game is to be the first person to get to the end of the board, square 52.

- Line your play pieces up at the start - Départ
- The year 3 player goes first!
- Take it in turns to roll the die and move along the correct number of spaces. When you roll the die you must say in French what number you rolled, then count in French the number of spaces as you move.
- If you land on a coloured space, you also need to say the colour.
- When you finish your turn, pass the die to the next player saying **à toi** (your turn)

## Numbers

Un, deux, trois, quatre, cinq, six

One, two, three, four, five, six

## Colours

Blue - bleu

Black - noir

Green - vert

Red - rouge

Yellow - jaune

# French - Let's Count

De part



# Computing – Research a Topic



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

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

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

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

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

- Chestnut class code: **2ygy69**
- Rowan class code: **r5mqkv**

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

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

RESEARCH AND DEVELOP A TOPIC > LESSON 1: TEST FOR CREDIBILITY

## 1. Research and Develop a Topic Introduction

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

RESEARCH AND DEVELOP A TOPIC > LESSON 2: EXPLORE A TOPIC WITH RESEARCH AND COLLABORATION

## 2. Search the Internet for Information

4. Once you see the heading above, you are at the correct place.
5. Watch this video (2m 37s) and follow the instructions given. When you have completed this stage, click "Next" and complete part 3 too - Record your Research Notes (3m 23s)

If you check the next page, I have also provided written instructions to help you create your first document.







# Computing – continued



To open the document you created last week:

1. Open a new tab
2. Click on the 9 dots in the top right-hand corner 
3. Select (Google) Drive 
4. Make sure **My Drive** is highlighted
5. Click on your document from last week to load it and carry on working on it according to the instructions provided in the video.
6. Our research topic is: ***An A-Z of African Animals***
7. See what you can find out. Can you find a picture and information. Remember to note down the source of your information. Don't forget to check your information on another website too to make sure it's correct.

## PE @ home ideas

PE with Joe Wicks is back and is live on his YouTube page at 9am on Mondays, Wednesdays and Fridays. Go on, give it a go!

<https://www.youtube.com/c/TheBodyCoachTV/featured>

Or perhaps a Cosmic Yoga: Trolls Adventure? <https://youtu.be/U9Q6FKF12Qs>

Perhaps Supermovers is more your style - can you help Doctor Who control the tardis?

Level One - <https://www.bbc.co.uk/teach/supermovers/just-for-fun-doctor-who-l1/zf4sqp3>

Level Two - <https://www.bbc.co.uk/teach/supermovers/just-for-fun-doctor-who-l2/zn9f7nb>

Or perhaps you could design your own exercise routine to keep you fit?

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



# Music – African Drumming



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

After listening to two different drumming lessons it is now time for you to have a go at composing your own!

Think back to the previous lessons.

Pick two items from each column:

Sandwiches	Snacks
Peanut butter sandwich	Mash potatoes
Egg mayonnaise sandwich	Crisps
Ham sandwich	Chocolate bar
Cheese and pickle sandwich	Cheese and crackers

Sandwich	Snack	Sandwich	Snack



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



# Reading Comprehension Answers - Easier



## Questions About Fossils

### Answers

1. What does a palaeontologist study?

**Fossils**

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

**Sue**

3. What sort of rock are fossils found in?

**Sedimentary Rock (layered rock over millions of years)**

4. Which town has an ammonite fossil as their symbol?

**Whitby**

5. Why have we only got fossils to find out about dinosaurs?

**Because they lived so long ago and nothing else would last that long.**

**(Discuss what we have now as evidence: photos, film, books, stories passed down through generations etc.)**

6. What is sedimentary rock?

**Rock made from different layers over time.**

7. How come the fossilised animals or plants haven't been eaten by other animals?

**They were buried under mud or sand (or similar).**

8. The author used an exclamation mark at the end of the Fossil Facts section to make it sound surprising. Why is that sentence surprising?

**It does not seem possible to turn snakes into stone. It could seem strange that people believed this. (Did people think it was magic?)**

9. Why aren't there any fossils of cats that lived twenty years ago?

**Fossils take millions of years to make. Twenty years is not anywhere near long enough.**

10. Do you think the ammonites in the pictures look like snakes? Why?

**Open ended for discussion.**



# Reading Comprehension Answers - Harder



## Questions About Fossils

### Answers

1. What does a palaeontologist study?

**Fossils**

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

**Sue**

3. What sort of rock are fossils found in?

**Sedimentary Rock (layered rock over millions of years).**

4. Which town has an ammonite fossil as their symbol?

**Whitby**

5. Why have we only got fossils to find out about dinosaurs?

**Because they lived so long ago and nothing else would last that long.**

**(Discuss what we have now as evidence: photos, film, books, stories passed down through generations etc.)**

6. What does the Latin word 'fossilis' mean?

**'dug up'**

7. How come the fossilised animals or plants haven't been eaten by other animals?

**They were buried under mud or sand (or similar).**

8. Why did the author use an exclamation mark at the end of the Fossil Facts section?

**To add surprise: It is surprising to us today that anyone could believe that snakes could turn to stone. (Discuss why they might have thought that though).**

9. Why aren't there any fossils of cats that lived twenty years ago?

**Fossils take millions of years to make. Twenty years is not anywhere near long enough.**

10. Do you think the ammonites in the pictures look like snakes? Why?

**Open ended for discussion.**



# Reading Comprehension Answers - Hardest



## Questions About Fossils

### Answers

1. What does a palaeontologist study?

**Fossils**

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

**Sue**

3. Why do you think fossils are never found in igneous rock?

**It is too hot and it will have destroyed the fossils/fossils are not able to form.**

4. Why do you think that the people of Whitby thought that the ammonites were snakes turned to stone by St. Hilda?

**Ammonites look like curled up snakes but do not have a head.**

5. Why have we only got fossils to find out about dinosaurs?

**Because they lived so long ago and nothing else would last that long.**

**(Discuss what we have now as evidence: photos, film, books, stories passed down through generations etc.)**

6. What does the Latin word 'fossilis' mean?

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9. Why aren't there any fossils of cats that lived twenty years ago?

**Fossils take millions of years to make. Twenty years is not anywhere near long enough.**

10. In the 'How a Fossil is Made' section, what does the word 'seep' mean?

**A liquid flowing or leaking SLOWLY through a POROUS material. Discuss what the liquid and porous material is in this case (water and sedimentary rock).**