



# Year 3 Home Learning Pack

## week commencing 22/02/2021



Welcome back Year 3! We hope you had a lovely relaxing half-term break and are ready for a new term of learning.

This term we will be starting some new topics in science, RE, computing, French, topic and English. In maths, we have one final week of fractions to learn this term before we move on to shape and time; in English, this week we are looking at various skills we have been learning since we started year 3 and you will have various worksheets to complete; in topic, we are looking at Anglo-Saxons and Vikings; in science, we are learning about **Rocks** this term; in RE this week, we will be having a brief look at Humanism. We also have handwriting, computing, 60-second reading comprehensions and PE available for you too.

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

- English - we have included a variety of different activities.
- Maths - fractions. We have provided learning at year 3 and year 2 levels so children can access at the appropriate level.
- Reading is our focus this term, so it is really important that you are reading for at least 20 minutes every day. Read when you get home and are having a snack, read whilst dinner is cooking, read before bedtime - it doesn't matter when you read, just fit it into your daily routine and make sure your reading record is signed. Please send in a daily photo of your reading record to your portfolio to show you have read. Everyone who reads at least 4x a week will earn their certificate (and a badge if you hit 5, 10 or 20 full reading weeks). You also earn a raffle ticket for entry into the book prize draw. An extra raffle ticket too if you send in a video of you reading.

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** - Our new story is called 'Ice Palace'. Can you draw what you think the cover might look like? (don't cheat and look on the next page until tomorrow!)

**Tuesday** - Look at the cover of our new book 'Ice Palace' by Robert Swindells.

Can you make a prediction?

Just from looking at the cover, think about what might happen in this story?

**Wednesday** - using the wintery pictures, write descriptive words around them. What adjectives can you think of to describe the snowy scenes?

Think about your five senses - sight, hearing, touch, taste and smell.

**Thursday** - The first page of our new book has ripped and we cannot read the whole page. Write a paragraph to finish off the page.

You could use some of the descriptions that you thought of yesterday.

**Friday** - Send in a video giving a review of the book that you are reading at home at the moment.

Do you like it so far? Why? What is it about?

Who have you met in your story so far?

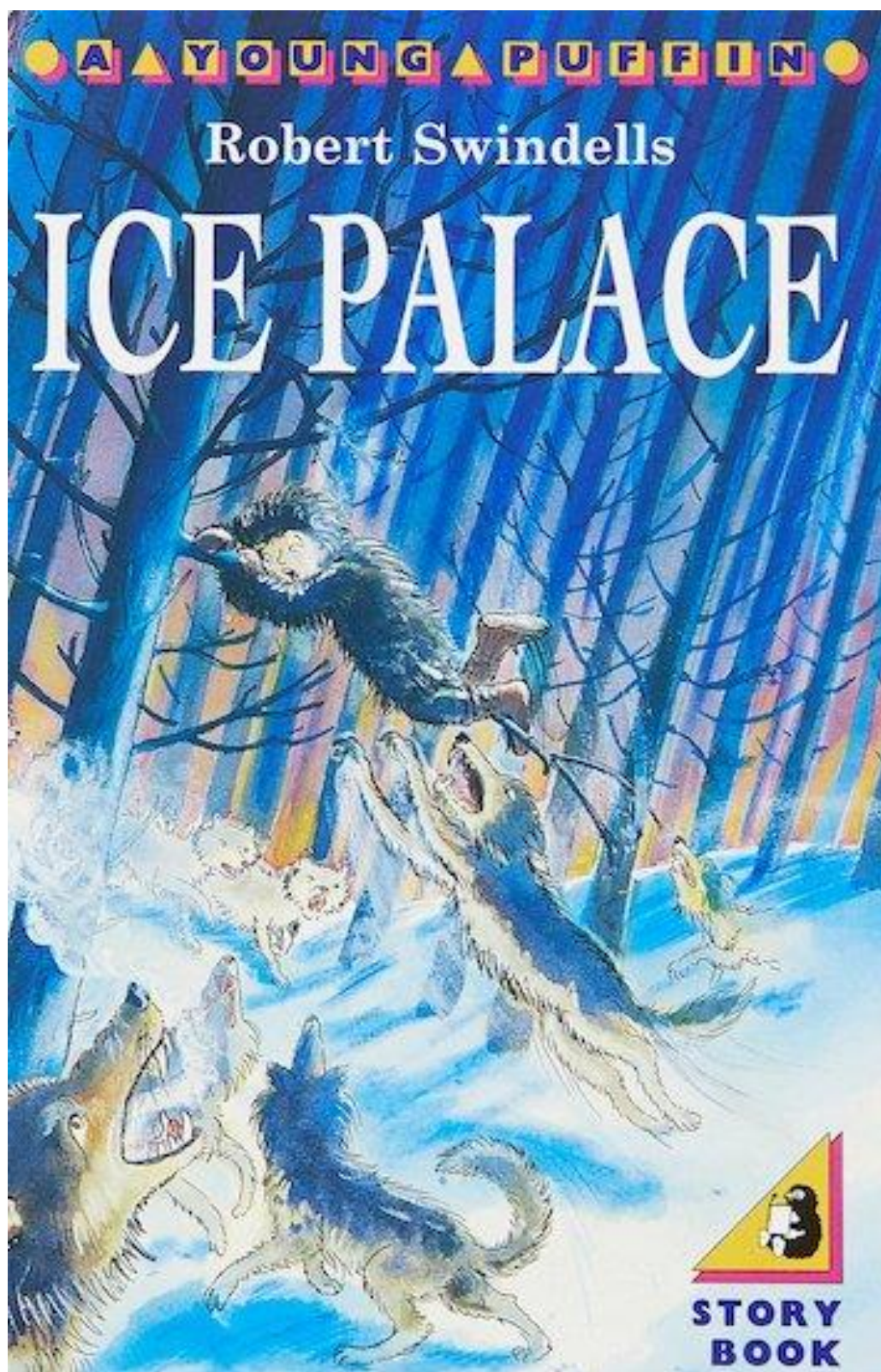
Where in the story are you - opening / build up / problem / solution / ending?



English  
Whole Class Reading (Tuesday)



TOP SECRET – don't look at this page until  
Tuesday...







# English

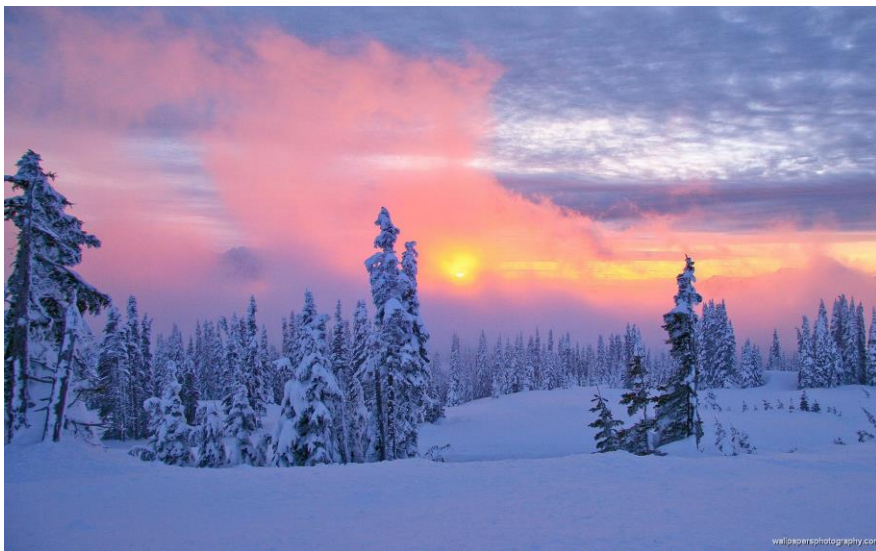
## Whole Class Reading (Wednesday)





# English

## Whole Class Reading (Wednesday)





TURN YOUR FACE into the east wind, and if you could see for ever you would see Ivan's land. It is a land where summer is short and pale like a celandine; winter long and cold as an icicle. Ivan does not live there now for he grew old long ago, and is gone. But the people of the pine-woods remember him. They remember him all the time, but most of all they remember him in winter because they are not afraid of winter any more. They have no need to be afraid of winter now. They have something which he was very small.



# English Spelling



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

Recap words - most commonly misspelt so far this year.

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

- ☐ thirteen
- ☐ fourteen
- ☐ fifteen
- ☐ sixteen
- ☐ seventeen
- ☐ eighteen
- ☐ nineteen
- ☐ twenty
- ☐ January
- ☐ February
- ☐ March
- ☐ April
- ☐ May
- ☐ June

## Further challenge - Year 3/4 Spellings

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

- ☐ minute
- ☐ natural
- ☐ naughty
- ☐ notice
- ☐ often
- ☐ perhaps
- ☐ possible
- ☐ probably
- ☐ promise
- ☐ quarter













# English Spelling Menu



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

<p><b>1. ABC Order</b></p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p><b>2. Word Parts</b></p> <p>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</p>	<p><b>3. Other Handed</b></p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p><b>4. Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p><b>5. Use Technology</b></p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p><b>6. Pyramid Words</b></p> <p>s sp spe spel spell spelli spellin spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p><b>7. "Ransom" Words</b></p> <p>"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.</p> 	<p><b>8. Rainbow Words</b></p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p><b>9. Scrambled Words</b></p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p><b>10. Silly Sentences</b></p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p><b>11. Prefixes and Suffixes</b></p> <p>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></p>	<p><b>12. Word Search</b></p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p><b>13. Flashcards</b></p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p><b>14. Picture &amp; a Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p><b>15. Words without Vowels</b></p> <p>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</p>	<p><b>16. Train Words</b></p> <p>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></p>
<p><b>17. Write a Story, Poem or Song with Words</b></p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p><b>18. Bubble Letters</b></p> <p>Write your spelling words out in bubble writing.</p> 	<p><b>19. Words Within Words</b></p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p><b>20. Picture words</b></p> <p>Draw a picture and hide your spelling words in the picture.</p>





# 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!

**BACKWARDS**

## 33. X Words

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

e.g. b  
r  
c h e e s e  
a  
d

## 34. Acrostic Poem

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

e.g. sun

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

## 35. Scrabble

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





# English Writing



## **Monday - Punctuation thief!**

Someone has taken out the punctuation from a section of '*James and the Giant Peach*'. Add the punctuation and capital letters. Use the sheet within the pack to complete this task.

## **Tuesday - Match the past and present tense verbs**

Use the sheet within the pack to complete this task.

## **Wednesday - Irregular Past Tense Verbs**

Use the sheet within the pack to complete this task.

## **Thursday - Mini SPAG test 1**

Use the sheet within the pack to complete this task.

## **Friday - Mini SPAG test 2**

Use the sheet within the pack to complete this task.

Answers for the SPAG tests can be found at the end of the pack.



**Punctuation Thief!** *Someone has removed all the punctuation from ‘James and the Giant Peach’. Read it aloud twice to help you insert the correct punctuation.*

**Hint:** *Look at the boxes below to choose the appropriate punctuation.*

theres more magic and power in those things in that brown bag than  
in all the rest of the world put together the old man said softly  
but but what are they james murmured finding his voice at last.  
where do they come from. ah-ha the old man whispered youd never  
guess that. he was crouching a little now and pushing the  
his face closer to james until the tip of his long nose was  
actually touching the skin on james’s forehead.



commas , exclamation marks ! inverted commas “” question marks ?	full stops . apostrophes ’ ellipses ... CAPITAL LETTERS
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# English (writing activities)



Match the words, one word is written in the past tense, one in the present tense. Write the words in a list under these two titles:

Present

Past

say	made	go	take
come	see	know	got
gave	find	think	tell
become	show	leave	feel
bring	begin	kept	hold
held	keep	began	brought
felt	left	showed	became
give	found	thought	told
get	knew	saw	came
took	went	make	said



# English (writing activities)



## Irregular Past Tense Verbs

To show that something happened in the past the verb changes in a sentence. Usually we add 'ed' to the verb.

BUT some verbs are irregular; we don't add 'ed' and the spelling changes.

Use the irregular past tense verbs in the word box to change the verb in the sentences below. Rewrite the sentence correctly using the irregular past tense verb.

built found learnt met slept  
spent swam rode saw forgot

1) Yesterday, I ~~find~~ 10 pounds on the floor.

2) Last week, we ~~learn~~ about flowers and seeds in science.

3) Two months ago, I ~~meet~~ a famous film star!

4) Last night, I ~~sleep~~ very badly it was too hot.

5) Yesterday, I ~~spend~~ £10 on a toy.

6) On Sunday last week, I ~~swim~~ for one hour.

7) Last night my little brother ~~build~~ a toy house.

8) When I was 4 I ~~ride~~ a bike for the 1<sup>st</sup> time.

9) Yesterday, I ~~see~~ a ghost!

10) Before, I always ~~forget~~ how to spell hippopotamus.



# English (writing activities)



## Mini SPAG test 1

1. Circle **all** the adverbs in the sentence below.

Open the drawers carefully and quietly when using the filing cabinet.

1 mark

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

Michael and Kate read their books \_\_\_\_\_ they ate their sandwiches.

while

which

between

during

1 mark

3. Draw **lines to match** each sentence with the most likely final punctuation.

Look out ?

How are you doing .

January is the first month of the year ! 1 mark

4. Circle the word that describes how William played on the field.

William played badly on the field. 1 mark

5. Look at this sentence:

The shopping list said he should buy bread, butter, jam and tea.

a) What is the name of the punctuation mark that is used after the words 'bread' and 'butter'?

.....

1 mark

b) Why is this punctuation mark needed in the sentence above? Tick one.

to mark the start of a new clause

to show that a word is missing

to separate the items in a list

to take the place of brackets

1 mark

Total marks (out of 6) = .





# English (writing activities)



## Mini SPAG test 2

1. The sentences below each have an error. The errors are underlined. **Write the correction on the line underneath**, making sure the verb matches the tense.

E.G. Yesterday, I have the chance to play for my local team. ....had.....

Our local café makes great cakes. We like to sit and ate them on a Saturday.

.....

The children are going to a shopping centre tomorrow and they had bought some new toys.

.....

I am putting on my shoes and I will have been for a walk in the park right now!

.....

1 mark

2. Write a short question beginning with the words below.

Why would ..... 2 marks

3. **Underline** the subordinate clause in each sentence below.

E.G. The dog, which was brown, growled at the cat.

Susan had a cat, which always purred.

When I grow up, I want to be a vet.

Sammy, who was nearly asleep, curled up in the chair.

2 marks

4. Put Ratty's words into **direct** speech.

Ratty said he hoped it would be sunny later.

.....

..... 2 marks

Total marks (out of 7) = .



# Handwriting



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

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



# Handwriting



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

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





60-second Reads  
(and comprehension questions)



The Boy Who Cried Wolf

Quick Questions



1. Find and copy a phrase which describes how the boy laughed.

---



2. Who shouted angrily at the boy?

---



3. Why do you think that nobody came to help 'despite the boy's cries'?

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4. Find and copy two words from the text which mean the same as 'joke'.

---

9 Once, long ago, there was a mischievous boy who  
18 looked after some sheep near a village. The boy  
28 was often bored. One day, he decided to play a  
32 trick on the villagers.

39 "Wolf! Wolf!" he shouted loudly. The villagers  
48 came rushing up the hill to save the sheep.  
57 However, when they got there, there was no wolf  
67 to be seen. The boy laughed with glee. "I tricked  
70 you!" he said.

78 "You must not tell lies!" shouted the villagers  
87 angrily and they returned to the village. The bored  
96 boy once again repeated his hoax. Later that day,  
106 a huge wolf really did come into the field. Despite  
113 the boy's cries, nobody came to help.



# 60-second Reads (and comprehension questions)



## The Dragon-Kings: A Chinese Myth

### Quick Questions



1. Find and copy an adjective used to describe the dragon-kings' armour.

---



2. Which two things do dragon-kings feed on?

---



3. Do you think dragon-kings are loved or feared? Explain your choice.

---



4. Give one way in which the dragon-kings are similar to another creature you know.

---

8 The dragon-kings live in gorgeous palaces in the  
18 depths of the sea, where they feed on pearls and  
27 opals. There are five of these divine creatures; the  
39 chief is in the centre and the other four live in the  
47 north, the west, the south and the east.

56 Each is incredibly long and so bulky that they  
63 throw one mountain against another when they  
72 move. Each creature has five feet (one of them  
83 being in the middle of its belly) and each foot is  
92 armed with five sharp claws. They can reach into  
99 the heavens and stretch themselves into all  
108 quarters of the sea. They have a glowing armour  
117 of yellow scales, a beard under their long snout,  
123 a hairy tail and fluffy legs.

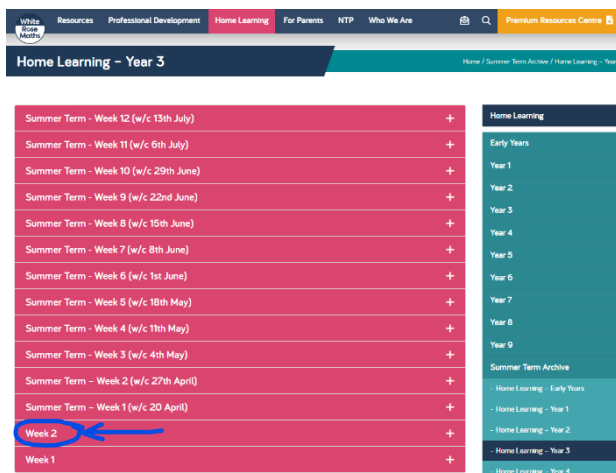


# Maths



This week in maths we are continuing our topic on *fractions*.

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



## **Monday - Equivalent fractions (1)**

<https://whiterosemaths.com/homelearning/summer-archive/year-3/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select the lesson 5 and use the appropriate question set which follows.

## **Tuesday - Equivalent fractions (2)**

<https://whiterosemaths.com/homelearning/summer-archive/year-3/> then scroll to the bottom of the screen and select Summer Term - Week 1 (w/c 20 April). Select Lesson 1 and use the appropriate questions which follow.

## **Wednesday - Equivalent fractions (3)**

<https://whiterosemaths.com/homelearning/summer-archive/year-3/> then scroll to the bottom of the screen and select Summer Term - Week 1 (w/c 20 April). Select Lesson 2 and use the appropriate questions which follow.

## **Thursday - Compare Fractions**

<https://whiterosemaths.com/homelearning/summer-archive/year-3/> then scroll to the bottom of the screen and select Summer Term - Week 1 (w/c 20 April). Select Lesson 3 and use the appropriate questions which follow.

## **Friday - Order fractions**

<https://whiterosemaths.com/homelearning/summer-archive/year-3/> then scroll to the bottom of the screen and select Summer Term - Week 1 (w/c 20 April). Select Lesson 4 and use the appropriate questions which follow.

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





### Year 3 - Term 4

I know the multiplication and division facts for the 8 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.

$8 \times 1 = 8$	$1 \times 8 = 8$	$8 \div 8 = 1$	$8 \div 1 = 8$
$8 \times 2 = 16$	$2 \times 8 = 16$	$16 \div 8 = 2$	$16 \div 2 = 8$
$8 \times 3 = 24$	$3 \times 8 = 24$	$24 \div 8 = 3$	$24 \div 3 = 8$
$8 \times 4 = 32$	$4 \times 8 = 32$	$32 \div 8 = 4$	$32 \div 4 = 8$
$8 \times 5 = 40$	$5 \times 8 = 40$	$40 \div 8 = 5$	$40 \div 5 = 8$
$8 \times 6 = 48$	$6 \times 8 = 48$	$48 \div 8 = 6$	$48 \div 6 = 8$
$8 \times 7 = 56$	$7 \times 8 = 56$	$56 \div 8 = 7$	$56 \div 7 = 8$
$8 \times 8 = 64$	$8 \times 8 = 64$	$64 \div 8 = 8$	$64 \div 8 = 8$
$8 \times 9 = 72$	$9 \times 8 = 72$	$72 \div 8 = 9$	$72 \div 9 = 8$
$8 \times 10 = 80$	$10 \times 8 = 80$	$80 \div 8 = 10$	$80 \div 10 = 8$
$8 \times 11 = 88$	$11 \times 8 = 88$	$88 \div 8 = 11$	$88 \div 11 = 8$
$8 \times 12 = 96$	$12 \times 8 = 96$	$96 \div 8 = 12$	$96 \div 12 = 8$

#### Key Vocabulary

What is 8 **multiplied by** 6?

What is 8 **times** 8?

What is 24 **divided by** 8?

They should be able to answer these questions in any order, including missing number questions e.g.  $8 \times \quad = 16$  or  $\quad \div 8 = 7$

#### 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.

- ▶ 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.
- ▶ Double your fours - Multiplying a number by 8 is the same as multiply by 4 and then doubling the answer.  $8 \times 4 = 32$  and double 32 is 64, so  $8 \times 8 = 64$ .
- ▶ Five six seven eight - fifty-six is seven times eight ( $56 = 7 \times 8$ ).
- ▶ Use memory tricks - For those hard-to-remember facts, [www.multiplication.com](http://www.multiplication.com) has some strange picture stories to help children remember.

# Equivalent fractions (1)

- 1 shade the bar models to represent the fractions.

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

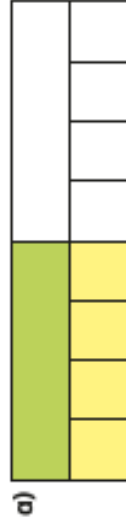


b) shade  $\frac{2}{4}$  of the bar model.

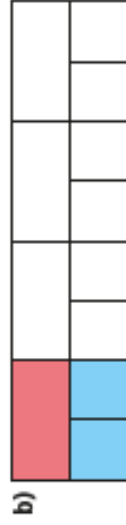


What do you notice?

- 2 Complete the equivalent fractions.



$$\frac{1}{2} = \frac{\boxed{\phantom{000}}}{8}$$

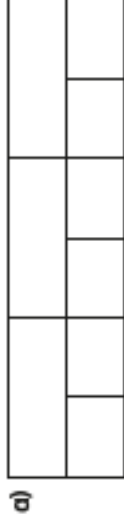


$$\frac{1}{4} = \frac{2}{\boxed{\phantom{000}}}$$

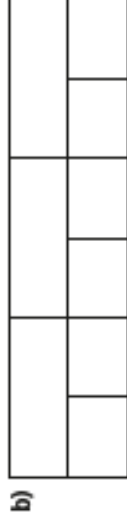


$$\frac{3}{4} = \frac{6}{\boxed{\phantom{000}}}$$

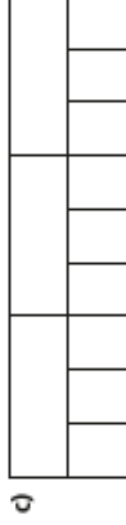
- 3 shade the bar models to represent the equivalent fractions.



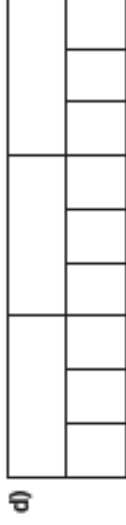
$$\frac{1}{3} = \frac{2}{6}$$



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



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

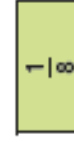
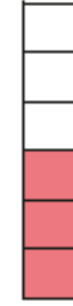
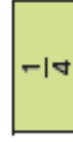
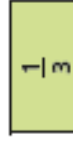
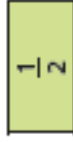


$$\frac{2}{3} = \frac{6}{9}$$

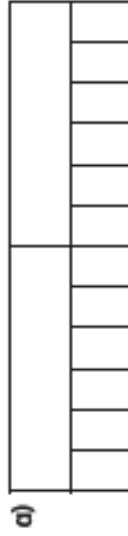
Can you find any more equivalent fractions using the bar models?



- 4 Match each bar model to its equivalent fraction.



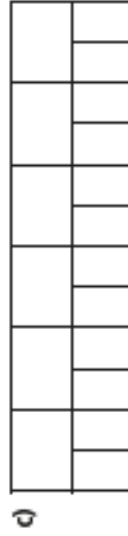
- 5 shade the bar models to complete the equivalent fractions.



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



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

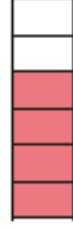


$$\frac{1}{6} = \frac{\boxed{2}}{12}$$

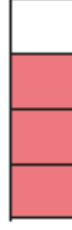
- 6 The bar models represent fractions.



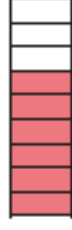
A



C



B



D

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.


☐

☐

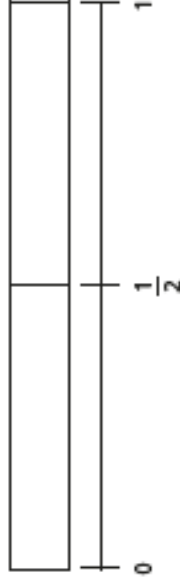
☐

Talk to a partner about your answers.

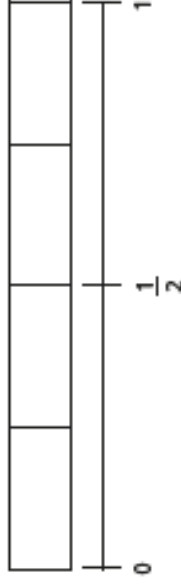
## Equivalent fractions (2)

1 shade the bar models to represent the fractions.

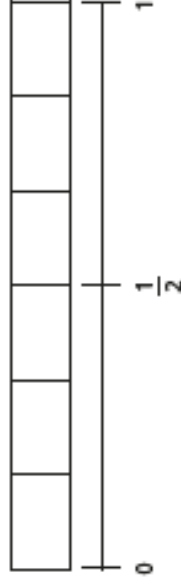
a) Shade  $\frac{1}{2}$  of the bar model.



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



c) Shade  $\frac{3}{6}$  of the bar model.

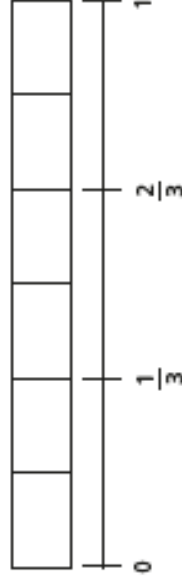


d) What do you notice?

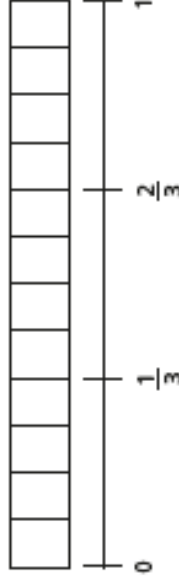
e) Write another fraction that is equivalent to  $\frac{1}{2}$

2 Shade  $\frac{2}{3}$  of each bar model.

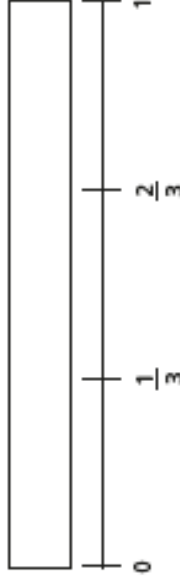
a)



b)



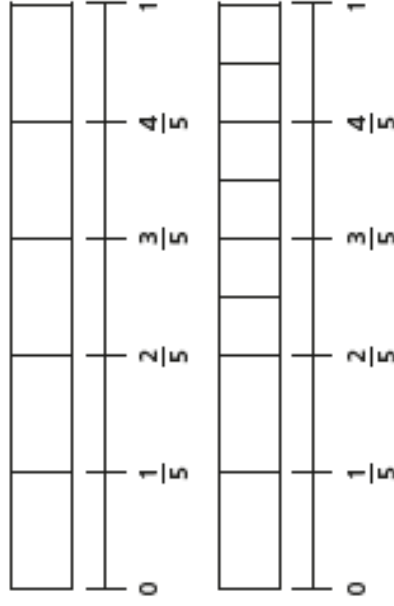
c)



d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\boxed{\phantom{000}}}{6} = \frac{8}{\boxed{\phantom{000}}} = \frac{\boxed{\phantom{000}}}{15}$$

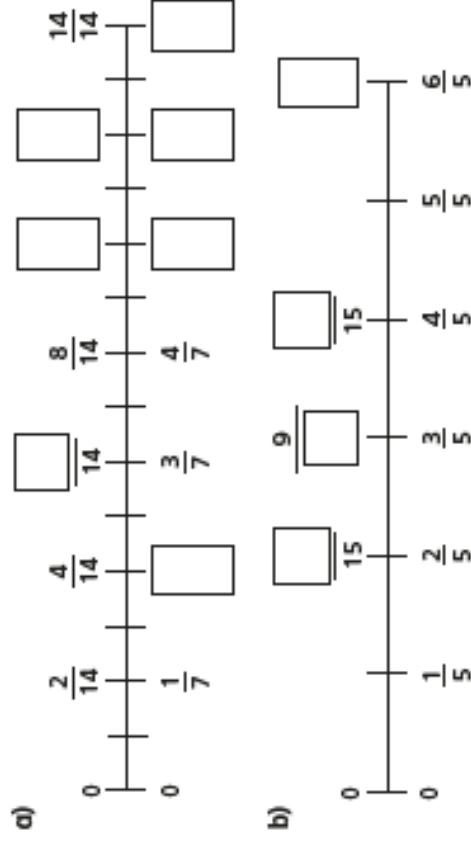
- 3 Mo is finding equivalent fractions.



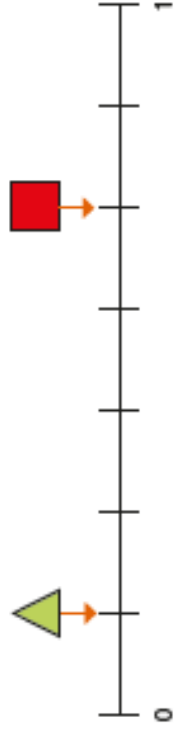
$\frac{6}{8}$  is equivalent to  $\frac{4}{5}$

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

- 4 Find the missing numbers.



- 5 Here is a number line.



a) What fraction is each shape pointing to?

$\triangle = \square = \square = \square$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

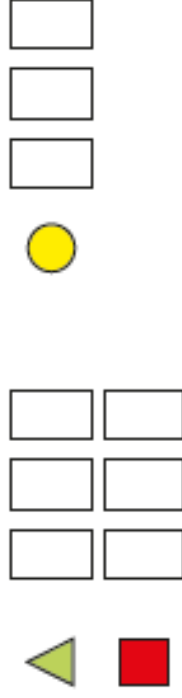
c)



The circle is pointing to  $\frac{q}{21}$

Do you agree with Eva? \_\_\_\_\_  
Show how you worked this out.

d) Write three equivalent fractions for each shape.



Compare answers with a partner.



# Equivalent fractions (3)

- 1 Shade the shapes to help you complete the equivalent fractions.

a) 

--	--	--

--	--	--	--

$$\frac{\boxed{\phantom{00}}}{3} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

b) 

--	--

--	--	--	--

$$\frac{1}{2} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

c) 

--	--	--

--	--	--	--

$$\frac{3}{4} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

d) 

--	--	--

--	--	--	--

$$\frac{3}{4} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



- 2 Use the fraction wall to complete the equivalent fractions.



a)  $\frac{1}{3} = \frac{\boxed{\phantom{00}}}{6}$

d)  $\frac{2}{3} = \frac{6}{\boxed{\phantom{00}}}$

b)  $\frac{1}{3} = \frac{\boxed{\phantom{00}}}{9}$

e)  $\frac{4}{6} = \frac{6}{\boxed{\phantom{00}}}$

c)  $\frac{2}{3} = \frac{4}{\boxed{\phantom{00}}}$

f)  $\frac{1}{3} = \frac{\boxed{\phantom{00}}}{6} = \frac{\boxed{\phantom{00}}}{9}$

- 3 Draw a picture to show that one quarter is equivalent to two eighths.

- 4 Use the fraction wall to decide whether the fractions are equivalent or not.

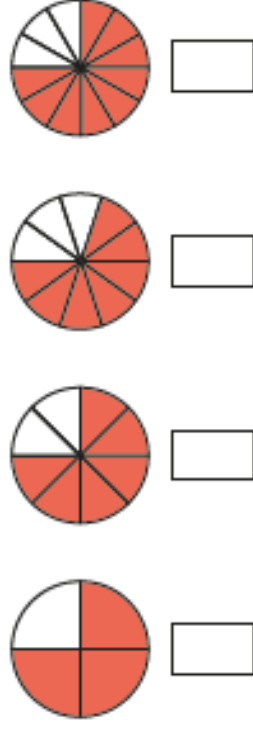


Complete the sentences using Is or Is not.

- a)  $\frac{1}{2}$  \_\_\_\_\_ equivalent to  $\frac{2}{4}$
- b)  $\frac{1}{4}$  \_\_\_\_\_ equivalent to  $\frac{2}{10}$
- c)  $\frac{1}{2}$  \_\_\_\_\_ equivalent to  $\frac{5}{10}$
- d)  $\frac{3}{10}$  \_\_\_\_\_ equivalent to  $\frac{2}{5}$
- e)  $\frac{4}{5}$  \_\_\_\_\_ equivalent to  $\frac{8}{10}$
- f)  $\frac{3}{4}$  \_\_\_\_\_ equivalent to  $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

- 5 a) What fraction of each shape is shaded?



- b) Use the fractions in part a) to complete the sentences.

Is equivalent to

Is equivalent to

Is not equivalent to

Is not equivalent to

Compare answers with a partner.

- 6 The bar model represents  $\frac{1}{2}$

Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?



# Compare fractions

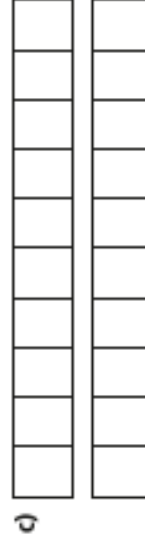
- 1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.  
Use the bar models to help you.



$$\frac{5}{8} \bigcirc \frac{3}{8}$$



$$\frac{5}{8} \bigcirc \frac{7}{8}$$



$$\frac{5}{10} \bigcirc \frac{7}{10}$$



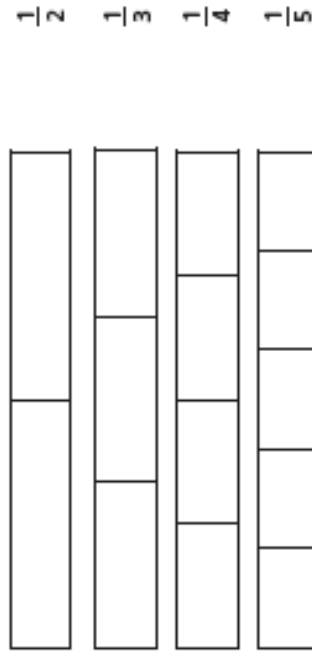
- 2 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

a)  $\frac{1}{5} \bigcirc \frac{3}{5}$       d)  $\frac{6}{7} \bigcirc \frac{2}{7}$

b)  $\frac{2}{5} \bigcirc \frac{2}{5}$       e)  $\frac{6}{13} \bigcirc \frac{12}{13}$

c)  $\frac{2}{7} \bigcirc \frac{6}{7}$       f)  $\frac{13}{15} \bigcirc \frac{13}{15}$

- 3 Here are some bar models.



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

- a) Shade the bar models to represent the fractions.  
b) Write  $<$  or  $>$  to compare the fractions.  
Use the bar models to help you.

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

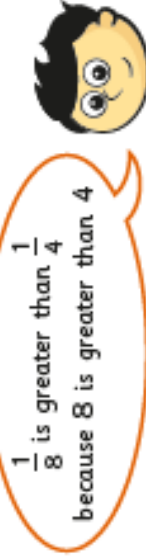


- 4 What could the missing numerators and denominators be?  
Give three examples for each.

$$\text{a) } \frac{1}{5} < \frac{\boxed{\phantom{000}}}{5} \qquad \frac{1}{5} < \frac{\boxed{\phantom{000}}}{5}$$

$$\text{b) } \frac{1}{5} < \frac{1}{\boxed{\phantom{000}}} \qquad \frac{1}{5} < \frac{1}{\boxed{\phantom{000}}}$$

- 5 Jack is comparing fractions.



Draw bar models to show that Jack is wrong.

- 6 Sort the fractions into the circles.

greater than  $\frac{1}{6}$

less than  $\frac{1}{6}$

$\frac{5}{6}$

$\frac{1}{8}$

$\frac{1}{2}$

$\frac{2}{6}$

$\frac{1}{12}$

$\frac{3}{6}$

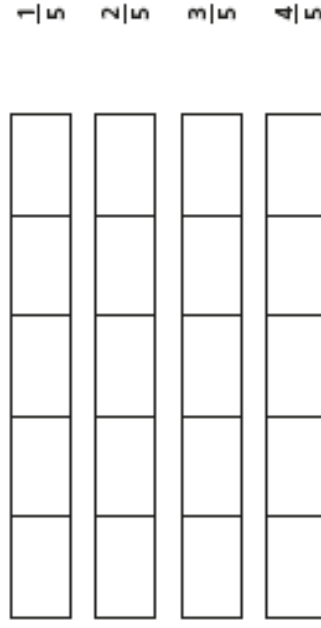
- 7 Complete the sentences using the word bank.

numerator      denominator      greater      smaller

- a) When fractions have the same denominator, the greater the \_\_\_\_\_, the \_\_\_\_\_ the fraction.
- b) When fractions have the same numerator, the greater the \_\_\_\_\_, the \_\_\_\_\_ the fraction.

# Order fractions

- 1 a) shade the bar models to represent the fractions.



- b) What do you notice?

- c) Complete the sentence.

numerator

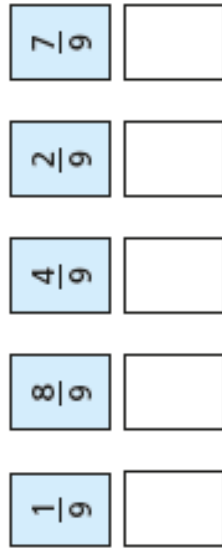
denominator

greater

smaller

When fractions have the same \_\_\_\_\_, the \_\_\_\_\_ the fraction.

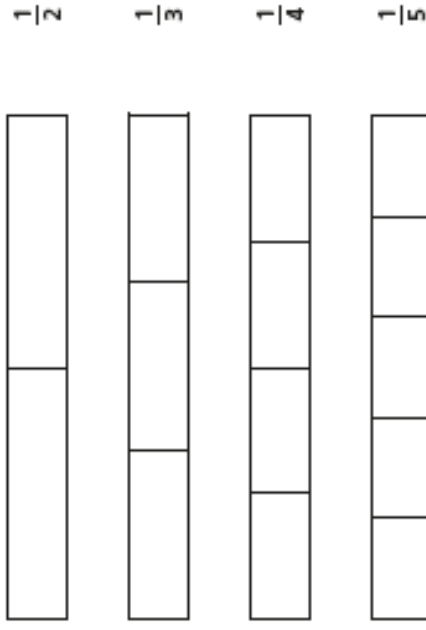
- 2 Write the fractions in order, starting with the smallest.



smallest

greatest

- 3 a) shade the bar models to represent the fractions.



- b) What do you notice?

- c) Complete the sentence.

numerator

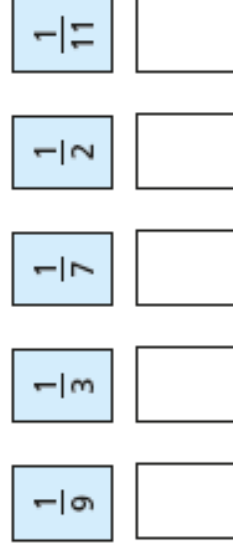
denominator

greater

smaller

When fractions have the same \_\_\_\_\_, the \_\_\_\_\_ the fraction.

- 4 Write the fractions in order, starting with the greatest.



greatest

smallest



- 5 Tommy and Dora are ordering fractions.

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

$$\frac{4}{15}$$

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

$$\frac{7}{15}$$



Tommy

I cannot order these fractions because the numerators and denominators are different.



Dora

I think I can use equivalent fractions to help me.

Who do you agree with? \_\_\_\_\_

Talk about it with a partner.

- 6

a) Complete the equivalent fractions.

$$\frac{3}{5} = \frac{6}{\square}$$

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

$$\frac{1}{7} = \frac{6}{\square}$$

b) Write the fractions in order, starting with the greatest.

$$\frac{6}{9}$$

$$\frac{3}{5}$$

$$\frac{1}{7}$$

$$\frac{2}{9}$$





greatest

smallest

- 7 Dexter and Alex are ordering fractions from smallest to greatest.

$$\frac{1}{7}$$

$$\frac{2}{21}$$

$$\frac{4}{35}$$

$$\frac{2}{7}$$

- a)



Dexter

I am going to make the numerators the same.

Use Dexter's method to put the fractions in order.

- b)



Alex

I am going to make the denominators the same.

Use Alex's method to put the fractions in order.

- c) Which method do you prefer? Talk about it with a partner.



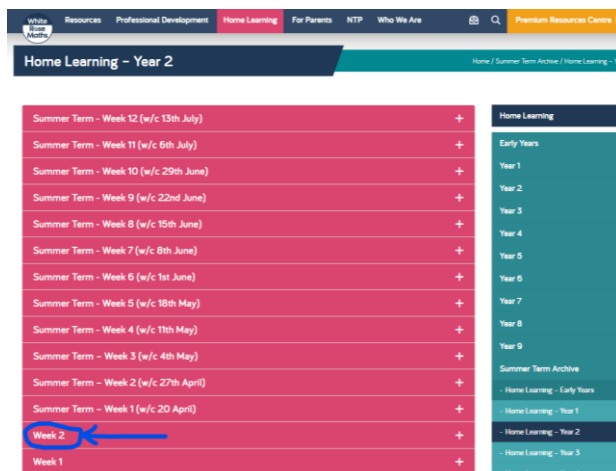
# Maths



This week in maths we are continuing our topic on ***fractions***.

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

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



## **Monday - Equivalence of a half and 2 quarters**

<https://whiterosemaths.com/homelearning/summer-archive/year-2/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select lesson 5 video and use the appropriate question set which follows.

## **Tuesday - Find three quarters**

<https://whiterosemaths.com/homelearning/summer-archive/year-2/> then scroll to the bottom of the screen and select Summer Term - Week 1 (w/c 20 April). Select lesson 1 and use the appropriate questions which follow.

## **Wednesday - Count in fractions**

<https://whiterosemaths.com/homelearning/summer-archive/year-2/> then scroll to the bottom of the screen and select Summer Term - Week 1 (w/c 20 April). Select lesson 2 and use the appropriate questions which follow.

## **Thursday - Maths Challenge**

No video today - just try Challenges 1 & 2 in the pack

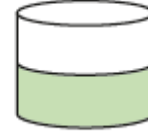
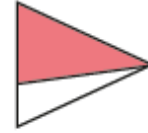
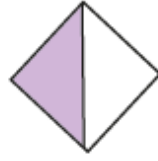
## **Friday - Maths Challenge**

No video today - just try Challenges 3 & 4 in the pack.

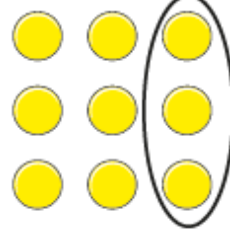
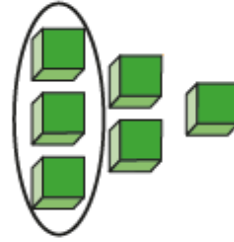
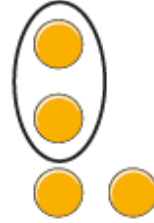
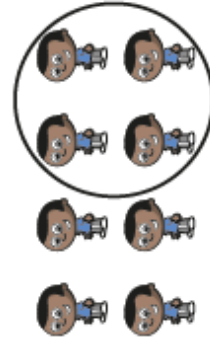
You can find the answer sheets alongside each video on the website.

# 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?



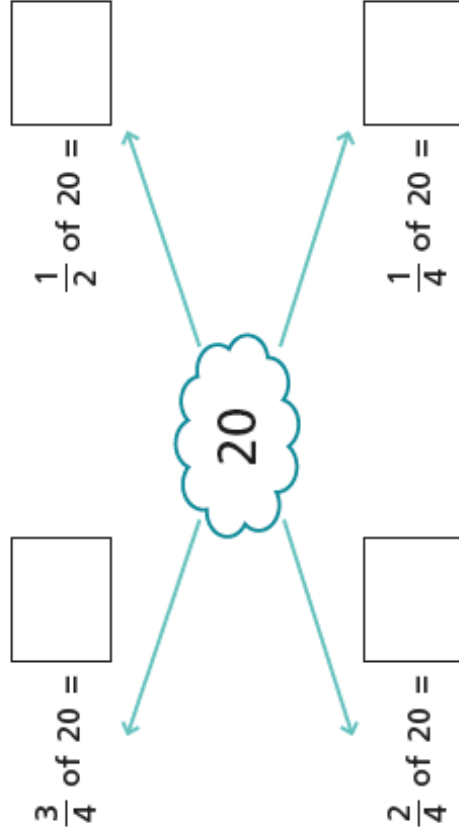
- b) What is  $\frac{1}{4}$  of 12?



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



- 5 Write the missing numbers.



- 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.

$$\frac{1}{2} = \frac{\boxed{\phantom{000}}}{4}$$

8



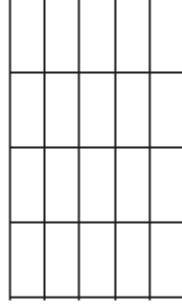
You cannot find  $\frac{2}{4}$  of this shape as you cannot divide it into 4 equal parts.



- a) Do you agree with Dexter? \_\_\_\_\_

Talk about it with a partner.

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



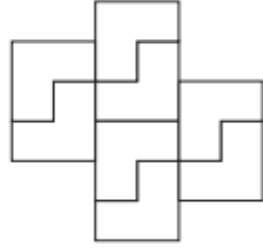
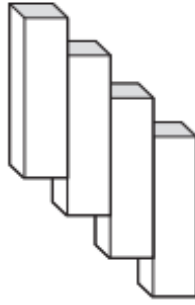
Talk to a partner about how you did it.

# Find three quarters

- 1 Tick the representations that show  $\frac{3}{4}$



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



- 3 Rosie is sharing out 16 strawberries.  
She shares them into 4 equal groups.



- a) What is  $\frac{1}{4}$  of the strawberries?

$$\frac{1}{4} \text{ of } 16 =$$

- b) What is  $\frac{2}{4}$  of the strawberries?

$$\frac{2}{4} \text{ of } 16 =$$

- c) What is  $\frac{3}{4}$  of the strawberries?

$$\frac{3}{4} \text{ of } 16 =$$

- d) What is  $\frac{4}{4}$  of the strawberries?

$$\frac{4}{4} \text{ of } 16 =$$

- 4 Work out  $\frac{3}{4}$  of £20




£



- 5 Year 2 are planting sunflower seeds.  
Annie has 4 pots and 12 seeds.

She plants the same number of seeds in each pot.

- a) Draw the seeds she puts in each pot.

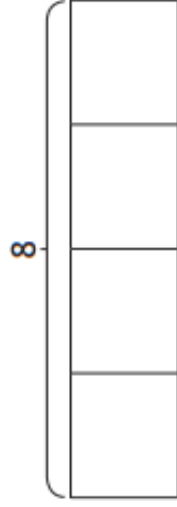


- b) Complete the number sentences.

$$\frac{1}{4} \text{ of } 12 = \boxed{\phantom{000}} \quad \frac{3}{4} \text{ of } 12 = \boxed{\phantom{000}}$$

- 6 The bar model is split into 4 equal parts.

- a) What is the value of each part?  
Label it on the bar model.



- b) Use the bar model to find  $\frac{3}{4}$  of 8



- 7 Draw a bar model to find  $\frac{3}{4}$  of 40

$$\frac{3}{4} \text{ of } 40 = \boxed{\phantom{000}}$$

- 8 Write  $<$ ,  $>$  or  $=$  to compare the statements.

a)  $\frac{1}{4}$  of 4   $\frac{3}{4}$  of 4

b)  $\frac{1}{2}$  of 20   $\frac{3}{4}$  of 20

- 9 Scott has some seeds.

He puts  $\frac{3}{4}$  of the seeds into his hand.



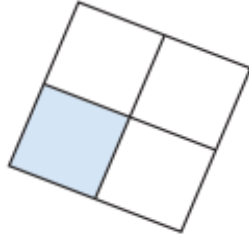
He puts the rest of the seeds on the table.

How many seeds does Scott have in his hand?

Use a bar model to help you.

# Count in fractions

- 1** Dani colours part of this shape.



- a)** What fraction of the shape has Dani coloured?



- b)** Colour another small square.  
What fraction of the shape is now coloured?



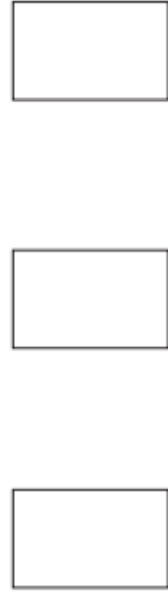
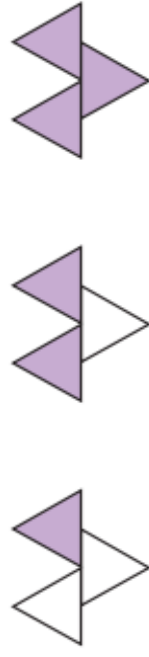
- c)** Colour another small square.  
What fraction of the shape is now coloured?



- d)** Colour another small square.  
What fraction of the shape is now coloured?



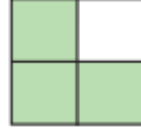
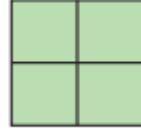
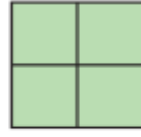
- 2** What fraction of each shape is shaded?



Say the fractions out loud to a partner.

- 3** Huan is colouring squares to make a sequence.  
What fraction of each diagram is coloured?

Count the fractions out loud and continue the sequence.



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

- 4 Aisha is counting pieces of fruit.

How many strawberries are there altogether?



There are

strawberries.

- 5 The children in the class would like a whole apple each.

How many whole apples can be made from these quarters?




whole apples can be made.

- 6 Write the missing fractions.

a)

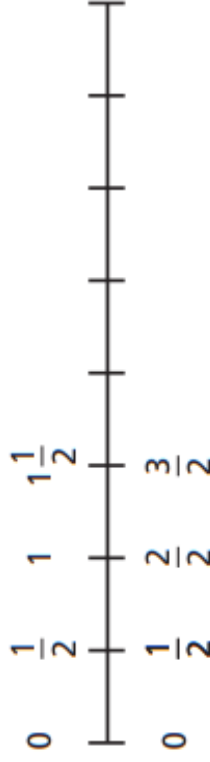
5	$5\frac{1}{4}$	$5\frac{2}{4}$				
---	----------------	----------------	--	--	--	--

b)



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

- 7 Complete the number line.



What is the same? What is different?

- 8 Ron is counting to 3 in thirds.

0,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{3}{3}$ ,  $\frac{4}{3}$ ,  $\frac{5}{3}$ ,  $\frac{6}{3}$ ,  $\frac{7}{3}$ ,  $\frac{8}{3}$ ,  $\frac{9}{3}$



Is Ron correct? \_\_\_\_\_

Use the number line to show how you know this.



## Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

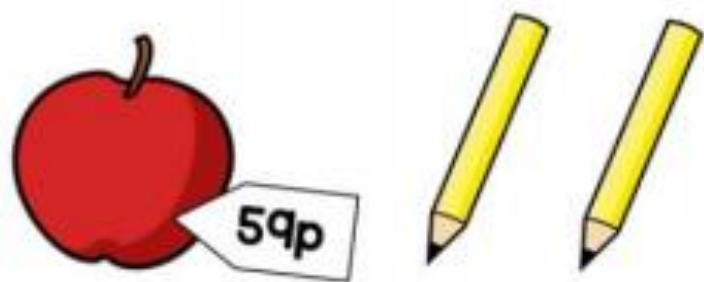
$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

## Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



## Challenge 3

Here are some digit cards.



Amir and Donna each make a three-digit number using all the cards.

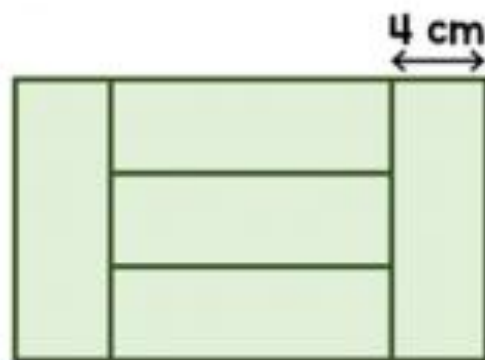
Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

What numbers did they make?

## Challenge 4

Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4 cm. Work out the perimeter of the large rectangle.







# Topic - Anglo-Saxons and Vikings



This term we will be learning all about the Anglo-Saxons and the Vikings.

This week, to get us started, we would like you to draw a map showing where the Anglo-Saxons and Vikings came from and where they settled in our country, Great Britain.

Can you also draw a picture of a Viking boat - what did they look like?

Why did they come here? How did they get here? When did they arrive?



## Computing



This week, we would like you to complete an Hour of Code challenge.

Can you create a sports video game?

<https://studio.code.org/s/sports/stage/1/puzzle/1>

Send a copy of your certificate through to ClassDojo when you have completed it.



# Science - Rocks



This term we start a new topic all about **Rocks!** This week we'd like you to find out as much as you can about rocks and share it with us on ClassDojo.



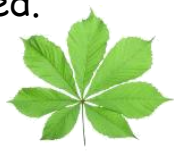
What are the different types of rocks? How are they formed? Why are some rocks harder / stronger than others? Where do you find the different types of rocks?

You can share this with us in any way you like - a piece of writing, a poster, a model, etc. How about making a video and sharing it with us - it could be a documentary, a news bulletin, a scientist teaching us all about rocks.

We look forward to seeing your learning and what you have discovered.



## PE



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/user/thebodycoach1>

Are you a Masked Singer fan? Why not try a Cosmic Yoga adventure?

[https://youtu.be/\\_hB7yYxX0Ag](https://youtu.be/_hB7yYxX0Ag)

Perhaps Supermovers is more your style - join the 4 O'clock club for some fast moves-

<https://www.bbc.co.uk/teach/supermovers/just-for-fun-4-o-clock-club-l2/zncpwtv>

How about some singing and dancing - try Go Noodle

<https://family.gonoodle.com/activities/banana-banana-meatball>

<https://family.gonoodle.com/activities/clap-it-out>

<https://www.youtube.com/watch?v=ONC1clB774c>

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.



# PSHE - A question a day



Send in a video or draw / annotate a picture to explain your answers.

**Monday** - Who are you grateful for?

**Tuesday** - What simple things in life make you happy?  
E.g. sunsets, butterflies, forest walks, etc.

**Wednesday** - Where are you happiest?  
E.g. in bed at home, playtime at school, visiting your granny, etc.

**Thursday** - Where is your favourite place to go for a walk?  
E.g. the park, the beach, a forest, etc.

**Friday** - Who inspires you the most?  
E.g. your parents or siblings, a teacher, a famous person, an author, etc.



## What is Humanism?

This week, we are going to have a brief look at Humanism. We are going to find out about how being a Humanist affects their decisions and choices in life.

Humanism isn't a religion, but a way of thinking and living. Humanists do not believe in God or gods. They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others.



Read this quote from Stephen Fry, who is a Humanist.

*'A humanist is someone who will never tell you what to believe. We will never tell you what is absolutely true. We will never make claims that cannot be proven and that you cannot find out for yourself. We believe life is an adventure and that nobody knows the answers or the destination.'*

*These statements are our beliefs as Humanists.*



- We believe science provides the best way to understand the world.
- We do not believe there is a god or believe we cannot know if there is a god.
- We do not believe in an afterlife, and therefore believe we should make the most of the one life we know we have, and respect different people's choices and ways of life.
- We believe we should use reason and empathy when deciding how to behave.
- We value humanity and celebrate human achievements. (scientific, artistic, social)



For me, the most important thing is not whether I believe in a god or not, but it is how I live my life. Humanists believe we can be good and happy without the need for gods or religion.



# RE

## What is Humanism?



What does happiness mean? (You can't use the word happy or happiness in your answer!)

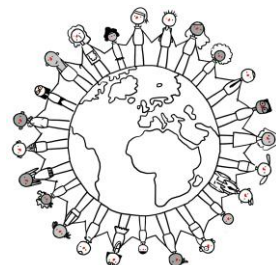
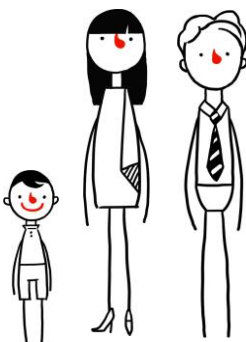
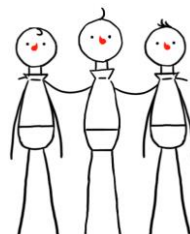


How would you describe happiness?



Here are some possible ingredients of happiness.

- Do you agree?
- Would you add anything else?
- Which ones do you think might not make people happy?



- Which of these ingredients do you think is the most important for happiness? Tell me more about your choice
- Put a cross through the ingredients that you do not need to be happy. Tell me more about your choices





# The Boy Who Cried Wolf Answers

1. Find and copy a phrase which describes how the boy laughed.

**Accept: with glee**

2. What was the name of Halfdan's daughter?

**Accept: the villagers**

3. Why do you think that nobody came to help 'despite the boy's cries'?

**Accept answers which discuss that the villagers thought the boy was lying as he previously had told many lies.**

4. Find and copy two words from the text which mean the same as 'joke'.

**Accept: trick; hoax**

## 60-second Reads (answers)



# The Dragon-Kings: A Chinese Myth Answers

1. Find and copy an adjective used to describe the dragon-kings' armour.

**Accept: glowing; yellow**

2. Which two things do dragon-kings feed on?

**Accept: pearls; opals**

3. Do you think dragon-kings are loved or feared? Explain your choice.

**Accept either answer providing that an explanation is given, e.g. 'I think they are feared because they are armed with sharp claws.'**

4. Give one way in which the dragon-kings are similar to another creature you know.

**Accept answers which compare any aspect of the dragon-kings to another real or mythical creature, e.g. 'The dragon-kings are like a werewolf because they have sharp claws and hairy legs.'**





# English (writing activity answers)



## Mini SPAG test 1

1. Circle **all** the adverbs in the sentence below.

Open the drawers **carefully** and **quietly** when using the filing cabinet.

1 mark

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

Michael and Kate read their books \_\_\_\_\_ they ate their sandwiches.

**while**

which

between

during

1 mark

3. Draw **lines to match** each sentence with the most likely final punctuation.

Look out

?

How are you doing

!

January is the first month of the year

!

1 mark

4. Circle the word that describes how William played on the field.

William played **badly** on the field.

1 mark

5. Look at this sentence:

The shopping list said he should buy bread, butter, jam and tea.

- a) What is the name of the punctuation mark that is used after the words 'bread' and 'butter'?

.....Comma.....

1 mark

- b) Why is this punctuation mark needed in the sentence above? Tick one.

to mark the start of a new clause

to show that a word is missing

**to separate the items in a list**

to take the place of brackets

1 mark

Total marks (out of 6) = .



# English (writing activity answers)



## Mini SPAG test 2

1. The sentences below each have an error. The errors are underlined. Write the correction on the line underneath, making sure the verb matches the tense.

E.G. Yesterday, I have the chance to play for my local team. ....had.....

Our local café makes great cakes. We like to sit and ate them on a Saturday.

.....eat.....

The children are going to a shopping centre tomorrow and they had bought some new toys.

.....will buy.....

I am putting on my shoes and I will have been for a walk in the park right now!

.....would.....

1 mark

2. Write a short question beginning with the words below.

Why would ..... 2 marks

Varying answers

3. Underline the subordinate clause in each sentence below.

E.G. The dog, which was brown, growled at the cat.

Susan had a cat, which always purred.

When I grow up, I want to be a vet.

Sammy, who was nearly asleep, curled up in the chair.

2 marks

4. Put Ratty's words into direct speech.

Ratty said he hoped it would be sunny later.

"I hope it will be sunny later," Ratty said. .... - .....

..... 2 marks

Total marks (out of 7) = .....