

# Year 3 Printer friendly home learning pack

## Reading Task



### RWI Children:

- ▶ Practise reading and spelling red words or high frequency words.
- ▶ Spend 10-15 minutes reading an accessible text of your choice. Check out Oxford Owl to read a text to match your ability. You can choose a book to match your Read Write Inc. level. Just ask your teacher if you can't remember which colour you are on.

## Free readers

- Read for 10-15 minutes each day.

You can choose a book from home or use one of the following great online resources.

Get epic:

- <https://www.getepic.com/sign-in>



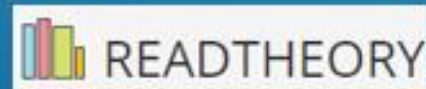
Oxford owl:

- <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>



Read Theory:

- <https://readtheory.org/auth/login>



# Simile Metaphor Personification

**Step 1:** Match the feature to the sentence that matches it's description.  
**Step 2:** Read the various sentences or phrases and match them to the correct feature.

## Step 1:

Compares two things using the words 'like' or 'as'.

When you describe something as if it was something else e.g. my teacher is a dragon.

Gives human qualities to animals, non-living objects or ideas.

## Step 2:

She swims like a fish.

The snow had placed a white blanket over the town..

Lightening danced across the sky.

Her anger erupted like a volcano.

That cake is calling my name.

We are like two peas in a pod.

My phone shouted at me from across the room.

They go together like peanut butter and jelly.

The trees were as tall as skyscrapers.

You are my sunshine.

My memory is foggy.

Your room is a disaster zone.

# Subtraction

We have worked on a range of subtraction methods over the school year. Knowledge of place value will help with this. It is important that you try and show a written method for your problem solving, as this helps to develop understanding of the concept and the steps which you need to carry out. Choose your level of challenge from the following pages. We have included some examples of strategies which you could use to help on the next page.

If you find it easy - move on to the next level of challenge!

The skills we are working through over the course of this week:

Y2 Skill: To use mental recall of number facts to 10 and place value to subtract larger numbers e.g.  $24+4$ ,  $30+5$ ,  $34+10$ .

Y3 Skill: To use mental strategies to subtract 2-digit numbers.

Y4 Skill: To subtract a 2 digit number from a 3 digit number using an appropriate mental or written method.

Y5 Skill: To subtract 3 digit numbers using an appropriate mental or written method.

## Mental Maths Warm-up

1.  $\_\_ + 4 = 10$

2.  $30 + 4 =$

3.  $10 - 3 =$

4.  $37 - 7 =$

5.  $76, 66, 56, \_\_$

6.  $24, 34, \_\_, 54, \_\_$

7.  $3 \times 10 =$

8.  $60 \div 10 =$

1.  $30 + \_\_ = 100$

2.  $100 - \_\_ = 75$

3.  $45 + 30 =$

4.  $84 - 40 =$

5.  $460, 450, \_\_, \_\_$

6.  $824, 834, \_\_, \_\_$

7.  $3 \times 4 =$

8.  $27 \div 3 =$

1.  $340 + \_\_ = 400$

2.  $800 - \_\_ = 350$

3.  $432 + 50 =$

4.  $985 - 30 =$

5.  $888, 880, 872, \_\_, \_\_$

6.  $234, 240, 246, \_\_, \_\_$

7.  $7 \times 8 =$

8.  $54 \div 6 =$

## Methods and strategies to help

Take a look at the strategies for **your own level of challenge** AND **all levels below** to support your learning

$34 - 7 =$

Method 1 - count back on a number line

Method 2 - Put starting number in your head & count back using fingers

Method 3 - Count back using 100 square

$78 - 40 =$

Method 1 - count back in 10s on a number line

Method 2 - Put starting number in your head & count back in 10s using fingers

Method 3 - Count back in 10s using a 100 square

$769 - 400 =$

Method 1 - count back on number line

Method 2 - Put starting number in your head and count back in 100s using your fingers

$367 - 240 =$

Step 1 - take away hundreds

Step 2 - take away tens

Show workings like this:

Blue

Use the methods and strategies on the previous page to help you answer these questions. Show your workings.

1.  $45 - 5 =$

2.  $45 - 10 =$

3.  $28 - 9 =$

4.  $30 - 8 =$

5.  $24 - 9 =$

6.  $40 - 7 =$

7.  $50 - 8 =$

8.  $46 - 8 =$

9.  $60 - 6 =$

10.  $86 - 9 =$

Purple

Use the methods and strategies on the previous page to help you answer these questions. Show your workings.

1.  $63 - 5 =$

2.  $63 - 50 =$

3.  $276 - 4 =$

4.  $76 - 40 =$

5.  $94 - 6 =$

6.  $94 - 60 =$

7.  $75 - 7 =$

8.  $75 - 70 =$

9.  $87 - 5 =$

10.  $87 - 50 =$

11.  $99 - 8 =$

12.  $99 - 80 =$

Pink

Use the methods and strategies on the previous page to help you answer these questions. Show your workings.

1.  $787 - 6 =$

2.  $787 - 60 =$

3.  $787 - 600 =$

4.  $843 - 4 =$

5.  $843 - 40 =$

6.  $843 - 400 =$

7.  $573 - 3 =$

8.  $573 - 30 =$

9.  $573 - 300 =$

10.  $672 - 5 =$

11.  $672 - 50 =$

12.  $672 - 500 =$

13.  $986 - 7 =$

14.  $986 - 70 =$

15.  $986 - 700 =$

Red

Use the methods and strategies on the previous page to help you answer these questions. Show your workings.

1.  $594 - 230 =$

2.  $843 - 320 =$

3.  $273 - 140 =$

4.  $982 - 450 =$

5.  $485 - 270 =$

6.  $574 - 360 =$

7.  $384 - 330 =$

8.  $593 - 470 =$

9.  $839 - 340 =$

10.  $394 - 250 =$

1.  $6 + 4 = 10$
2.  $30 + 4 = 34$
3.  $10 - 3 = 7$
4.  $37 - 7 = 30$
5. 76, 66, 56, 46, 36
6. 24, 34, 44, 54, 64
7.  $3 \times 10 = 30$
8.  $60 \div 10 = 6$

1.  $30 + 70 = 100$
2.  $100 - 25 = 75$
3.  $45 + 30 = 75$
4.  $84 - 40 = 44$
5. 460, 450, 440, 430
6. 824, 834, 844, 854
7.  $3 \times 4 = 12$
8.  $27 \div 3 = 9$

1.  $340 + 60 = 400$
2.  $800 - 450 = 350$
3.  $432 + 50 = 482$
4.  $985 - 30 = 955$
5. 888, 880, 872, 864, 856
6. 234, 240, 246, 252, 258
7.  $7 \times 8 = 56$
8.  $54 \div 6 = 9$

# Answers

1.  $45 - 5 = 40$
2.  $45 - 10 = 35$
3.  $28 - 9 = 19$
4.  $30 - 8 = 22$
5.  $24 - 9 = 15$
6.  $40 - 7 = 33$
7.  $50 - 8 = 42$
8.  $46 - 8 = 38$
9.  $60 - 6 = 54$
10.  $86 - 9 = 77$

1.  $63 - 5 = 58$   
 $63 - 50 = 13$
2.  $76 - 4 = 72$   
 $76 - 40 = 36$
3.  $94 - 6 = 88$   
 $94 - 60 = 34$
4.  $75 - 7 = 68$   
 $75 - 70 = 5$
5.  $87 - 5 = 82$   
 $87 - 50 = 37$
6.  $99 - 8 = 91$   
 $99 - 80 = 19$

1.  $787 - 6 = 781$   
 $787 - 60 = 727$   
 $787 - 600 = 187$
2.  $843 - 4 = 839$   
 $843 - 40 = 803$   
 $843 - 400 = 443$
3.  $573 - 3 = 570$   
 $573 - 30 = 543$   
 $573 - 300 = 273$
4.  $672 - 5 = 667$   
 $672 - 50 = 622$   
 $672 - 500 = 172$
5.  $986 - 7 = 979$   
 $986 - 70 = 916$   
 $986 - 700 = 286$

1.  $594 - 230 = 364$
2.  $843 - 320 = 523$
3.  $273 - 140 = 133$
4.  $982 - 450 = 532$
5.  $485 - 270 = 215$
6.  $574 - 360 = 214$
7.  $384 - 330 = 54$
8.  $593 - 470 = 123$
9.  $839 - 320 = 519$
10.  $394 - 250 = 144$

Tuesday 5<sup>th</sup> May  
Year 3 - Literacy

# Sweets! (Part 1)

Start by looking at some photos of sweets and sweet shops - there are a few down the side, but feel free to do your own research, too.

1. Looking at the pictures, make a list of nouns - things you can either see or imagine would be in a sweet shop (e.g. jelly babies, smarties, popcorn, humbugs, etc.)
2. Then make a list of adjectives that describe these things (e.g. delicious, succulent, heavenly, vibrant, etc.) Do let the imagination run wild with language ideas - you may also like to use an online thesaurus to help generate ideas.
3. The third brainstorm is a list of onomatopoeic words. These are words that mean the sound they make (e.g. slap, rustle, growl, crash, boing, etc.) Again, use an online thesaurus for a bank of great ideas.

*Tomorrow we will use your fantastic ideas to write a poem about a sweet shop coming alive!*

## Help!

**Nouns** – a word that represents the name of something such as a person, place, thing or idea.

**Adjectives** – a word that describes an animal, person, thing, or thought. **Adjectives** are words that describe what something looks like and what it feels like to touch, taste, or smell.

**Onomatopoeia** - a word that describes a sound and actually mimics the sound of the object or action it is talking about.

Nouns	Adjectives	Onomatopoeia
jelly babies	delicious	splat
gob stoppers	luscious	smattle
swirles	succulent	drizzle
chocolates	gooey	giggle
candy floss	delectable	grrrr
popcorn	crunchy	beelch
hanks rings	mouthwatering	chatter
candy apples	heavenly	burst
lollipops	enticing	clang
umbrellas	syrupy	clank
white chocolate mice	vibrant	clatter
ginger saucers	fizzy	thump
love hearts	multicoloured	glatter
relishes	velvety	swish
dolly pops	fluffy	swosh
humbugs	delicate	whirr
easter eggs	silly	whip
popcorn candy		boing
crunch crunch		
boom		

## Subtraction - Tuesday

Today our tasks will remind you of the subtraction learning we have done so far this year. Take a look at the different methods, and choose the one which you prefer or have a go at using a couple of different methods. It is important that you show a written method for your problem solving, as this helps you to develop your understanding of the concept and the steps you need to carry out. Choose your level of challenge from the following pages. We have included some examples of strategies which you could use to help.

If you find it easy - move on to the next level of challenge!

The skills we are working through over the course of this week:

**Y2 Skill:** To use mental recall of number facts to 10 and place value to subtract larger numbers e.g.  $24+4$ ,  $30+5$ ,  $34+10$ .

**Y3 Skill:** To use mental strategies to subtract 2-digit numbers.

**Y4 Skill:** To subtract a 2 digit number from a 3 digit number using an appropriate mental or written method.

**Y5 Skill:** To subtract 3 digit numbers using an appropriate mental or written method.

If you are working at a higher level of challenge, you might find it helpful to look at the lower level methods, to develop your understanding.

**78 - 40 =**

**Method 1 - Count back in 10s on a number line**

**Method 2 - Put starting number in your head + count back in 10s using fingers**

**Method 3 - Count back in 10s using a 100 square.**

Remember: by counting up one row, counts back 10.

**68 - 32 = 36**

**Method 1**

68 - 30 = 38  
1. take tens away  
38 - 2 = 36  
2. take units away

**Method 2**

tens	ones
60	8
-30	2
30	6

$30 + 6 = 36$

**Method 3**

Count on to find the difference.

- Draw a number line
- Label smallest number at start.
- Label largest number at end.
- Count on to next 10.
- Count on to end - in chunks if you prefer.
- Finally work how much you counted on in total.

**169 - 54 =**

**Method 1**

169 - 50 = 119  
1. take Tens away  
119 - 4 = 115  
2. take ones away

**Method 2**

H	T	O
100	60	9
-50	10	4
50	10	5

$50 + 10 + 5 = 115$

**Method 3**

Count on to find the difference.

- Draw a number line, place smallest number at the start and largest number at the end.
- Count on to next 10.
- Count on to next 100.
- Count on to end (in chunks if you choose).
- Work out the total you have counted on.

**Method 1**

569 - 200 = 369  
1. take away hundreds

369 - 20 = 349  
2. take away tens

349 - 3 = 346  
3. take away ones

**Method 2**

H	T	O
500	60	9
-200	20	3
300	40	6

$300 + 40 + 6 = 346$

**Method 3**

Count on to find the difference.

- Draw a number line, label smallest number at start, biggest at end.
- Count on to next 10.
- Count on to next 100.
- Count on to end.
- Work out total counted on.

## Mental Maths Warm-up

### Multiplying by 5

Orderly questions	Disorderly questions	What's the question?
1) $1 \times 5 =$	5) $5 \times 5 =$	9) $30 =$
2) $2 \times 5 =$	6) $8 \times 5 =$	10) $45 =$
3) $3 \times 5 =$	7) $6 \times 5 =$	11) $20 =$
4) $4 \times 5 =$	8) $9 \times 5 =$	12) $15 =$

### Multiplying by 4

Orderly questions	Disorderly questions	What's the question?
1) $1 \times 4 =$	6) $7 \times 4 =$	11) $48 =$
2) $2 \times 4 =$	7) $4 \times 6 =$	12) $16 =$
3) $3 \times 4 =$	8) $9 \times 4 =$	13) $36 =$
4) $4 \times 4 =$	9) $10 \times 4 =$	14) $24 =$
5) $5 \times 4 =$	10) $8 \times 4 =$	15) $8 =$

### Multiplying by 7

Orderly questions	Disorderly questions	What's the question?
1) $1 \times 8 =$	8) $9 \times 7 =$	15) $35 =$
2) $2 \times 7 =$	9) $12 \times 7 =$	16) $21 =$
3) $3 \times 7 =$	10) $11 \times 7 =$	17) $48 =$
4) $4 \times 7 =$	11) $10 \times 7 =$	18) $28 =$
5) $5 \times 7 =$	12) $7 \times 6 =$	19) $14 =$
6) $6 \times 7 =$	13) $7 \times 4 =$	20) $63 =$
7) $7 \times 7 =$	14) $5 \times 7 =$	21) $56 =$

**Y2:** To use mental recall of number facts to 10 and place value to subtract larger numbers e.g.  $24-4$ ,  $30-5$ ,  $34-10$ .

Use the methods and strategies from yesterday and on the previous page to help you set out your answers.

- $76 - 4 =$   
 $76 - 40 =$
- $85 - 3 =$   
 $85 - 30 =$
- $68 - 5 =$   
 $68 - 50 =$
- $52 - 4 =$   
 $52 - 40 =$
- $91 - 7 =$   
 $91 - 70 =$

**Y3:** To use mental strategies to subtract 2-digit numbers.

Use the methods and strategies on the previous page to help you set out your work and show your workings. Choose the method that you prefer.

- $86 - 34 =$
- $98 - 46 =$
- $45 - 23 =$
- $73 - 42 =$
- $39 - 17 =$
- $57 - 24 =$
- $66 - 43 =$
- $94 - 51 =$
- $78 - 56 =$
- $85 - 62 =$

**Y4:** To subtract a 2 digit number from a 3 digit number using an appropriate mental or written method.

Use the methods and strategies on the previous page to help you set out your work and show your workings. Choose the method that you prefer.

- $186 - 35 =$
- $175 - 42 =$
- $194 - 72 =$
- $139 - 28 =$
- $163 - 21 =$
- $148 - 27 =$
- $157 - 33 =$
- $178 - 46 =$
- $199 - 78 =$
- $183 - 61 =$

**Y5:** To subtract 3 digit numbers using an appropriate mental or written method.

Use the methods and strategies on the previous page to help you set out your work and show your workings. Choose the method that you prefer.

- $849 - 317 =$
- $728 - 416 =$
- $375 - 242 =$
- $462 - 243 =$
- $737 - 424 =$
- $682 - 282 =$
- $889 - 453 =$
- $278 - 167 =$
- $478 - 253 =$
- $629 - 411 =$

1.  $76 - 4 = 72$   
 $76 - 40 = 36$
2.  $85 - 3 = 82$   
 $85 - 30 = 55$
3.  $68 - 5 = 63$   
 $68 - 50 = 18$
4.  $52 - 4 = 48$   
 $52 - 40 = 12$
5.  $91 - 7 = 84$   
 $91 - 70 = 21$

1.  $86 - 34 = 52$
2.  $98 - 46 = 52$
3.  $45 - 23 = 22$
4.  $73 - 42 = 31$
5.  $39 - 17 = 22$
6.  $57 - 24 = 33$
7.  $66 - 43 = 23$
8.  $94 - 51 = 43$
9.  $78 - 56 = 22$
10.  $85 - 62 = 23$

1.  $186 - 35 = 151$
2.  $175 - 42 = 133$
3.  $194 - 72 = 122$
4.  $139 - 28 = 111$
5.  $163 - 21 = 142$
6.  $148 - 27 = 121$
7.  $157 - 33 = 124$
8.  $178 - 46 = 132$
9.  $199 - 78 = 121$
10.  $183 - 61 = 122$

1.  $849 - 317 = 532$
2.  $728 - 416 = 312$
3.  $375 - 242 = 133$
4.  $462 - 243 = 219$
5.  $737 - 424 = 313$
6.  $682 - 282 = 400$
7.  $889 - 453 = 436$
8.  $278 - 167 = 111$
9.  $478 - 253 = 225$
10.  $629 - 411 = 218$

# Answers

## Multiplying by 5

Orderly questions	Disorderly questions	What's the question?
1) $1 \times 5 = 5$	5) $5 \times 5 = 25$	9) $30 = 6 \times 5$
2) $2 \times 5 = 10$	6) $8 \times 5 = 40$	10) $45 = 9 \times 5$
3) $3 \times 5 = 15$	7) $6 \times 5 = 30$	11) $20 = 4 \times 5$
4) $4 \times 5 = 20$	8) $9 \times 5 = 45$	12) $15 = 3 \times 5$

## Multiplying by 4

Orderly questions	Disorderly questions	What's the question?
1) $1 \times 4 = 4$	6) $7 \times 4 = 28$	11) $48 = 12 \times 4$
2) $2 \times 4 = 8$	7) $4 \times 6 = 24$	12) $16 = 4 \times 4$
3) $3 \times 4 = 12$	8) $9 \times 4 = 36$	13) $36 = 9 \times 4$
4) $4 \times 4 = 16$	9) $10 \times 4 = 40$	14) $24 = 6 \times 4$
5) $5 \times 4 = 20$	10) $8 \times 4 = 32$	15) $8 = 2 \times 4$

## Multiplying by 7

Orderly questions	Disorderly questions	What's the question?
1) $1 \times 7 = 7$	8) $9 \times 7 = 63$	15) $35 = 5 \times 7$
2) $2 \times 7 = 14$	9) $12 \times 7 = 84$	16) $21 = 3 \times 7$
3) $3 \times 7 = 21$	10) $11 \times 7 = 77$	17) $49 = 7 \times 7$
4) $4 \times 7 = 28$	11) $10 \times 7 = 70$	18) $28 = 4 \times 7$
5) $5 \times 7 = 35$	12) $7 \times 6 = 42$	19) $14 = 2 \times 7$
6) $6 \times 7 = 42$	13) $7 \times 4 = 28$	20) $63 = 9 \times 7$
7) $7 \times 7 = 49$	14) $5 \times 7 = 35$	21) $56 = 8 \times 7$



Wednesday 6<sup>th</sup> May

Year 3 - Literacy

# Sweets! (Part 2)

**Blue:** Using your ideas from yesterday, we are going to create a fun list poem based on all the amazing things that may happen when the sweet shop comes to life. Choose an adjective, noun and onomatopoeic word, e.g. delicious jelly babies splash.

**Purple:** All of the above + **use alliteration**. (This is where we choose words with the same letter or starting sound at the beginning of more than one word in a sequence, e.g. juicy jelly babies juggle.)

**Pink:** All of above + try and link two or more lines together, using joining connectives, as you can see in the pink WAGOLL below.

**Begin with:**

When the lights go out,  
the sweet shop comes to life...

juicy jelly babies juggle,

*then add in their own ideas using the adjective, noun, onomatopoeic verb*

## Blue: WAGGOL

### The Sweet Shop by Joshua Thomas

When the lights go out,  
the sweet shop comes to life...  
sticky candy floss whizz and whisper,  
squashy humbugs grunt and fizz,  
delicious donuts splutter,  
crunchy cakes bam,  
bashing smarties explode,  
rich Easter eggs rumble and grumble,  
scrummy fizzy drinks explode and thump,  
yummy chocolate animals jump and wriggle,  
silly Haribo jiggle and jangle,  
sickly rainbows fizz and whizz,  
...for when the lights go out,  
the sweet shop comes to life.

## Purple: WAGGOL

### The Sweet Shop by Archie Thomas

When the lights go out,  
the sweet shop comes to life...  
smooth sprinkles spray,  
rich rings wriggle,  
brilliant balloons belch,  
amicable Easter eggs thud,  
syrupy Smarties sprinkle,  
yum yum in my tum Boosts boing,  
delicious floating chocolate flutter,  
comfy candy clings,  
lovely Love Hearts loop,  
brilliant bottles of fizz bloop,  
delightful donuts drop,  
spicy Mars bars mumble and grumble,  
fluffy, floating chocolate flutters,  
juicy candy chatters,  
...for when the lights go out,  
the sweet shop comes to life.

## Pink: WAGOLL

### The Sweet Shop

When the lights go out,  
the sweet shop comes to life...  
fizzy flying saucers flutter  
**as** fluffy candy floss flip-flops and falls,  
crunchy candies clank  
**into** cool curtseying cola cubes,  
silky smarties swoosh and slide  
**through** a scrumptious spray of sprinkles,  
luscious lollies laugh lazily  
**at** the juicy jelly jangling,  
mouth-watering mints mingle  
**whilst** delectable donuts dance,  
pink popping candy parties  
**as** heavenly Haribo hiccup and howl  
**at** the honourable honking humbugs,  
bright, brilliant bottles belch,  
ginormous gobstoppers glare,  
rocking refreshers rumble and grumble  
**as** pristine popcorn pirouettes...  
...for when the lights go out,  
the sweet shop comes to life.

By Jamie Thomas 2020

## Subtraction - Wednesday

Wednesday 6<sup>th</sup> May  
Year 3 – Maths

Today we move on to column subtraction, borrowing from the next column. We use an expanded method as it is easier to learn and understand what happens when we 'borrow'.

It is important to try and show a written method for your problem solving, as this helps to develop your understanding of the concept and the steps you need to carry out. Choose your level of challenge from the following pages. We have included some examples of strategies which you could use to help.

If you find it easy - move on to the next level of challenge!

The skills we are working through over the course of this week:

**Y2 Skill:** To use mental recall of number facts to 10 and place value to subtract larger numbers e.g.  $24+4$ ,  $30+5$ ,  $34+10$ .

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**Y4 Skill:** To subtract a 2 digit number from a 3 digit number using an appropriate mental or written method.

**Y5 Skill:** To subtract 3 digit numbers using an appropriate mental or written method.

## Mental Maths Warm-up

Complete the sequence below, counting forwards or backwards in 1s.

- 45, 46, 47, \_\_\_\_\_
- 87, 86, 85, \_\_\_\_\_
- 63, 62, 61, \_\_\_\_\_
- 21, 22, 23, \_\_\_\_\_
- 56, 57, 58, \_\_\_\_\_

Complete the sequence below, counting forwards or backwards in 1s.

- 165, 166, 167, \_\_\_\_\_
- 881, 880, 879, \_\_\_\_\_
- 493, 492, 491, \_\_\_\_\_
- 251, 252, 253, \_\_\_\_\_
- 626, 627, 628, \_\_\_\_\_
- 394, 395, 396, \_\_\_\_\_

Complete the sequence below, counting forwards or backwards in 1s.

- 3465, 3466, 3467, \_\_\_\_\_
- 6221, 6222, 6224, \_\_\_\_\_
- 1393, 1392, 1391, \_\_\_\_\_
- 7151, 7152, 7153, \_\_\_\_\_
- 4826, 4827, 4828, \_\_\_\_\_
- 8994, 8995, 8996, \_\_\_\_\_

Today we are working on column subtraction, where we may need to borrow from the column to the left.

Basic rules:

- ALWAYS start with the ones, then the tens, then the hundreds
- MAKE SURE you set it out neatly, so that the ones sit nicely, one underneath the other & the same for the tens and hundreds

**Blue**

tens	ones
40	6
- 20	3
<hr/>	
20	+ 3 = 23

**Purple**

tens	ones
60 <sup>50</sup>	12
- 20	6
<hr/>	
30	+ 6 = 36

• You can't take 6 away from 2.  
• take ten away from the 'tens' and place it with '2'  
• now you can take 6 away from 12

**Pink** → use purple example to see how to 'borrow' from the tens column.

hundreds	tens	ones
100 <sup>000</sup>	130	6
-	40	2
<hr/>		
	90	4

You can't take 40 away from 30, so you need to borrow from the hundreds.

**Red** - Always begin with ones, then tens, then hundreds

Hundreds	tens	ones
400	60 <sup>50</sup>	13
- 200	30	9
<hr/>		
200	+ 20	+ 4 = 224

can't take 9 away from 3, so borrow from next column

Hundreds	Tens	Ones
300 <sup>200</sup>	140	7
- 100	60	3
<hr/>		
100	+ 80	+ 4 = 184

Can't take 60 away from 40, so borrow from next column

Use the method on the previous page to help you set out your answers.

- $33 - 12 =$
- $54 - 32 =$
- $62 - 21 =$
- $75 - 13 =$
- $53 - 42 =$
- $55 - 34 =$
- $46 - 23 =$
- $65 - 44 =$
- $66 - 21 =$
- $45 - 32 =$

Use the method on the previous page to help you with showing your workings.

- $54 - 39 =$
- $66 - 37 =$
- $35 - 16 =$
- $75 - 49 =$
- $86 - 59 =$
- $94 - 76 =$
- $62 - 45 =$
- $51 - 37 =$
- $76 - 48 =$
- $46 - 29 =$

Use the method on the previous page to help you with showing your workings.

- $384 - 98 =$
- $534 - 29 =$
- $483 - 92 =$
- $954 - 48 =$
- $438 - 54 =$
- $738 - 29 =$
- $364 - 82 =$
- $693 - 37 =$
- $734 - 73 =$
- $129 - 38 =$

Use the method on the previous page to help you with showing your workings.

- $362 - 248 =$
- $658 - 374 =$
- $474 - 236 =$
- $839 - 467 =$
- $583 - 227 =$
- $745 - 564 =$
- $377 - 168 =$
- $326 - 245 =$
- $853 - 447 =$
- $632 - 414 =$

Complete the sequence below, counting forwards or backwards in 1s.

1. 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59,
2. 87, 86, 85, 84, 83, 82, 81, 80, 79, 78, 77, 76, 75, 74, 73,
3. 63, 62, 61, 60, 59, 58, 57, 56, 55, 54, 53, 52, 51, 50, 49,
3. 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35,
4. 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70,

Complete the sequence below, counting forwards or backwards in 1s.

1. 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179,
2. 881, 880, 879, 878, 877, 876, 875, 874, 873, 872, 871, 870, 869, 868, 867,
3. 493, 492, 491, 490, 489, 488, 487, 486, 485, 484, 483, 482, 481, 480, 479,
3. 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265,
4. 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640,
5. 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408,

Complete the sequence below, counting forwards or backwards in 1s.

1. 3465, 3466, 3467, 3468, 3469, 3470, 3471, 3472, 3473, 3474, 3475, 3476, 3477, 3478, 3479,
2. 6221, 6222, 6223, 6224, 6225, 6226, 6227, 6228, 6229, 6230, 6231, 6232, 6233, 6234, 6235,
3. 1393, 1392, 1391, 1390, 1389, 1388, 1387, 1386, 1385, 1384, 1383, 1382, 1381, 1380, 1379,
3. 7151, 7152, 7153, 7154, 7155, 7156, 7157, 7158, 7159, 7160, 7161, 7162, 7163, 7164, 7165,
4. 4826, 4827, 4828, 4829, 4830, 4831, 4832, 4833, 4834, 4835, 4836, 4837, 4838, 4839, 4840,
5. 8994, 8995, 8996, 8997, 8998, 8999, 9000, 9001, 9002, 9003, 9004, 9005, 9006, 9007, 9008,

# Answers

1.  $33 - 12 = 21$

2.  $54 - 32 = 22$

3.  $62 - 21 = 41$

4.  $75 - 13 = 62$

5.  $53 - 42 = 11$

6.  $55 - 34 = 21$

7.  $46 - 23 = 23$

8.  $65 - 44 = 21$

9.  $66 - 21 = 45$

10.  $45 - 32 = 13$

1.  $54 - 39 = 15$

2.  $66 - 37 = 29$

3.  $35 - 16 = 19$

4.  $75 - 49 = 26$

5.  $86 - 59 = 27$

6.  $94 - 76 = 18$

7.  $62 - 45 = 17$

8.  $51 - 37 = 14$

9.  $76 - 48 = 28$

10.  $46 - 29 = 17$

1.  $384 - 98 = 286$

2.  $534 - 29 = 505$

3.  $483 - 92 = 391$

4.  $954 - 48 = 906$

5.  $438 - 54 = 384$

6.  $738 - 29 = 709$

7.  $364 - 82 = 282$

8.  $693 - 37 = 656$

9.  $734 - 73 = 661$

10.  $129 - 38 = 91$

1.  $362 - 248 = 114$

2.  $658 - 374 = 284$

3.  $474 - 236 = 238$

4.  $839 - 467 = 372$

5.  $583 - 227 = 356$

6.  $745 - 564 = 181$

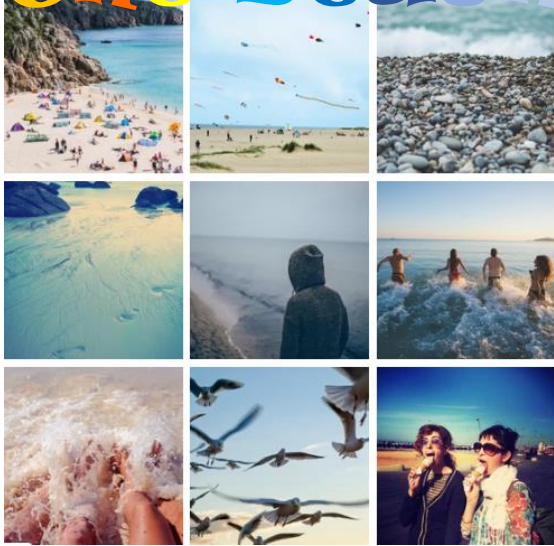
7.  $377 - 168 = 209$

8.  $326 - 245 = 81$

9.  $853 - 447 = 406$

10.  $632 - 414 = 218$

# The Beach



## Tips!

- focus on real, personal experience of visiting the beach.
- Write what is true for you as this will help your writing to come to life – whether you love it or hate it!
- Use the pictures included for inspiration if you're struggling to think of ideas.

## The poetry frame:

1. make a list of all of the things you can see, hear, smell, taste and touch/feel at the beach. The images will help activate ideas and memories. Find and play some sounds from the seaside using youtube to help with imagination.
2. Once you have a list of ideas, pull them together into a senses poem, using the frame:

**I saw...**

**I heard...**

**I smelt...**

**I tasted...**

**I felt...**

**I wondered...**

## Task

- Describe the setting of the beach, drawing upon the senses
- Use adjectives
- As above + using similes and onomatopoeia
- As above + using metaphors and personification

## Help!

**Adjectives** – a word that describes an animal, person, thing, or thought. Describes what something looks like and what it feels like to touch, taste, or smell.

**Similes** – when you describe something as being 'like' something else or '\_\_\_ as \_\_\_'.

**Onomatopoeia** – a word that describes a sound and actually mimics the sound of the object or action it is talking about.

**Metaphor** – to describe something as if it was something else, e.g. my teacher is a dragon

**Personification** - when you give something qualities that only a human can have e.g. the tree whispered

## Blue WAGOLL

**I saw** colourful kites flying in the blue sky,

**I heard** children screaming,

**I smelt** the salty sea water,

**I tasted** scrumptious ice cream,

**I felt** the scorching sun on my skin,

**I wondered** what it would be like if every day was a beach day.

## Purple WAGOLL

**I saw** a colourful kite soaring across the beautiful sky, like a bird of prey,

**I heard** the wild waves crashing on the sand,

**I smelt** the salty air all around me like an invisible fog,

**I tasted** scrumptious ice cream as sweet as candyfloss,

**I felt** the grainy sand covering my feet like a rough sock,

**I wondered** how much longer it would be before we would have to go home.

## Pink WAGOLL

**I saw** a kite, a colourful bird dancing across the beautiful sky like a bird of prey

**I heard** the wild waves crashing and crawling on to the sand,

**I smelt** the salty air in every powerful punch of wind,

**I tasted** the sour sweets dancing on my tongue,

**I felt** the scorching blanket of heat from the sun on my skin,

**I wondered** was this paradise?



Complete the sequence below, counting forwards or backwards 10s.

1. 15, 25, 35, 45, 55, 65, 75,
2. 97, 87, 77, 67, 57, 47, 37,
3. 3, 13, 23, 33, 43, 53, 63,
3. 91, 81, 71, 61, 51, 41, 31,
4. 16, 26, 36, 46, 56, 66, 76,

Complete the sequence below, counting forwards or backwards in 10s.

1. 165, 175, 185, 195, 205, 215,
2. 881, 871, 861, 851, 841, 831,
3. 493, 503, 513, 523, 533, 543
3. 251, 261, 271, 281, 291, 301,
4. 626, 636, 646, 656, 666, 676,
5. 376, 386, 396, 406, 416, 426,

Complete the sequence below, counting forwards or backwards in 1s.

1. 3465, 3455, 3445, 3435, 3425, 3415,
2. 6221, 6231, 6241, 6251, 6261, 6271,
3. 1393, 1383, 1373, 1363, 1353, 1343,
3. 7151, 7161, 7171, 7181, 7191, 7201,
4. 4826, 4816, 4806, 4796, 4786, 4776,
5. 8974, 8984, 8994, 9004, 9014, 9024,

Make sure you have shown your workings – that's what I'll be looking for when you upload your work!

1.  $£1.00 - 30p = 70p$
2.  $£1.00 - 80p = 20p$
3.  $£1.00 - 10p = 90p$
4.  $£1.00 - 50p = 50p$
5.  $£1.00 - 40p = 60p$
6.  $£1.00 - 60p = 40p$
7.  $£1.00 - 70p = 30p$
8.  $£1.00 - 20p = 80p$

Make sure you have shown your workings – that's what I'll be looking for when you upload your work!

1.  $£2.00 - 55p = £1.45p$
2.  $£2.00 - £1.85p = 15p$
3.  $£2.00 - 35p = £1.65p$
4.  $£2.00 - £1.65p = 35p$
5.  $£2.00 - £1.40p = 60p$
6.  $£2.00 - £1.15p = 85p$
7.  $£2.00 - 75p = £1.25p$
8.  $£2.00 - 95p = £1.05p$

Make sure you have shown your workings – that's what I'll be looking for when you upload your work!

1.  $£10.00 - £4.65p = £5.35p$
2.  $£10.00 - £8.75p = £1.25p$
3.  $£10.00 - £4.75p = £5.25p$
4.  $£10.00 - £7.89p = £2.11p$
5.  $£10.00 - £5.92p = £4.08p$
6.  $£10.00 - £2.92p = £7.08p$
7.  $£10.00 - £6.45p = £3.55p$
8.  $£10.00 - £3.50p = £6.50$

Make sure you have shown your workings – that's what I'll be looking for when you upload your work!

1.  $£20.00 - £18.85p = £1.15p$
2.  $£20.00 - £12.48p = £7.52p$
3.  $£20.00 - £6.89p = £13.11p$
4.  $£20.00 - £16.52p = £3.48p$
5.  $£20.00 - £12.47p = £7.53p$
6.  $£20.00 - £12.39p = £7.61p$
7.  $£20.00 - £19.98p = £0.02p$
8.  $£20.00 - £7.47p = £12.53p$

# Answers



# Publish your work!

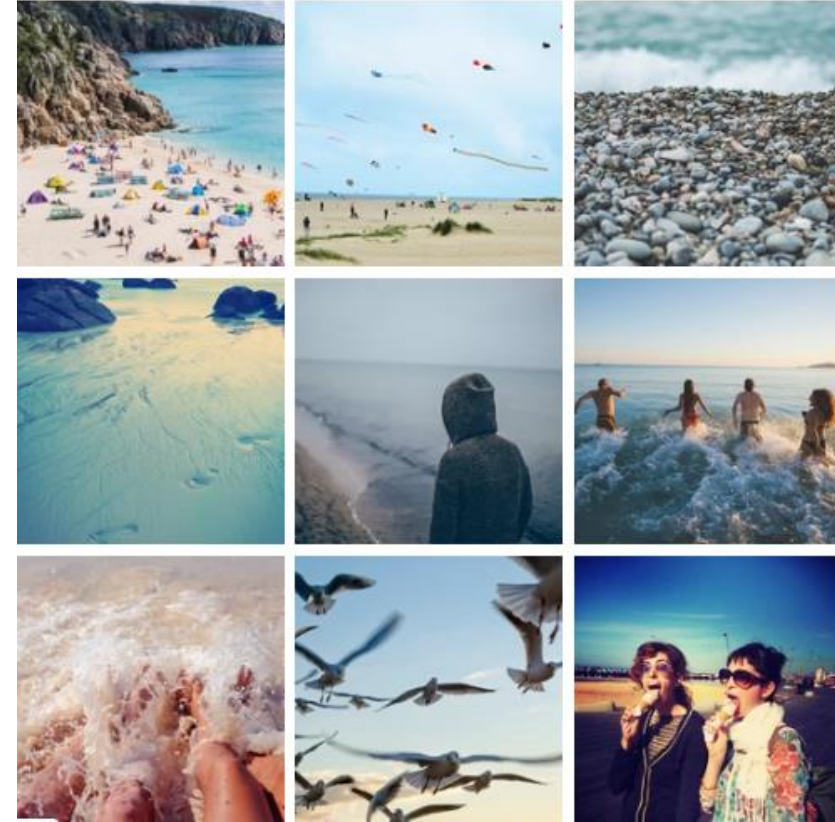
Friday 8<sup>th</sup> May  
Year 3 - Literacy

Choose your favourite poem from the last few days and publish your work.

You can either:

- Write it out neatly on a piece of paper, draw a picture or print one off to go with it.
- Use your HWB login which you will find inside your Home Learning book cover & use J2e to type out your poem and add a picture.

Upload a picture of your published poem to your portfolio. Make sure you include 'by \_\_\_\_\_'. Be proud of your creations!



# Subtraction - Friday

Friday 8<sup>th</sup> May  
Year 3 - Maths

Today we are going to practise ALL of the skills which you have been practising throughout the week. You will have a range of word problems to solve. Please choose your favourite method & don't forget to show your workings out!

If you find it easy – move on to the next level of challenge!

The skills we are working through over the course of this week:

Y2 Skill: To use different combinations of money to pay for items up to £1.

Y3 Skill: To use different combinations of money to pay for items up to £2 and calculate the change.

Y4 Skill: To subtract totals less than £10 using correct notation e.g. £6.85-£2.70

Y5 Skill: To subtract totals less than £100 using correct notation, e.g. £33.45 – 28.18

Which strategies have we practised this week that you could use to help yourself today? Choose your favourite method – please show your workings!

Monday we used:

- Put the biggest number in your head, count back on your fingers.
- Count back on a number line
- Partition the number, taking away hundreds, then tens, then ones

Tuesday we used:

- Expanded column subtraction
- Counting on to find the difference
- Partitioning the number, taking away hundreds, then tens, then ones

Wednesday we used:

- Expanded column subtraction, 'borrowing' from the column to the left

Thursday we used:

- Counting on to find the difference to give change

Take a look back at your work through the week – which methods did you prefer?

## Mental Maths Warm-up

1.  $\_ + 7 = 10$
2.  $60 + 7 =$
3.  $10 - 4 =$
4.  $48 - 8 =$
5. 92, 82, 72,  $\_$ ,  $\_$
6. 2, 12,  $\_$ , 32,  $\_$
7.  $8 \times 5 =$
8.  $90 \div 10 =$

1.  $40 + \_ = 100$
2.  $100 - \_ = 45$
3.  $35 + 45 =$
4.  $84 - 23 =$
5. 465, 460,  $\_$ ,  $\_$
6. 824, 829,  $\_$ ,  $\_$
7.  $3 \times 6 =$
8.  $36 \div 6 =$

1.  $340 + \_ = 1000$
2.  $1000 - \_ = 350$
3.  $426 + 50 =$
4.  $456 - 40 =$
5. 754, 744, 734,  $\_$ ,  $\_$
6. 980, 990,  $\_$ ,  $\_$ ,  $\_$
7.  $9 \times 8 =$
8.  $64 \div 8 =$

### Blue

1. Sam has 26 sweets. He gives 9 to his brother. How many does he have now?
2. Jess had 36 pencils in her pencil case. Today, she has lost 7 of them. How many does she have left?
3. Tom had £1. He went to the shop and bought a magazine which cost 60p. How much change did he get?
4. Nia has 34 gems, her sister took 22. How many does she have left?
5. Mum had £1 in her purse. She went to the shop and came back with 30p. How much did she spend?
6. Liz wanted to get 40 dojo points. She already has 34, how many more does she need to get?
7. Ben invited 32 people to his party but 9 people couldn't come. How many people went to his party?

### Purple

1. Sam has 39 sweets. He gives 26 to his brother. How many does he have now?
2. Jess had 48 pencils in her pencil case. Today, she has lost 17 of them. How many does she have left?
3. Tom had £2. He went to the shop and bought a magazine which cost £1.69p. How much change did he get?
4. Nia has 92 gems, her sister took 64. How many does she have left?
5. Mum had £2 in her purse. She went to the shop and came back with 32p. How much did she spend?
6. Liz wanted to get 40 dojo points. She already has 27, how many more does she need to get?
7. There are 68 children in the school. 39 are absent. How many children are in today?

### Pink

1. Sam has 337 sweets. He gives 39 to his brother. How many does he have now?
2. Jess had 179 pencils in her pencil case. Today, she has lost 48 of them. How many does she have left?
3. Tom had £10.00. He went to the shop and bought a magazine which cost £3.69p. How much change did he get?
4. Nia has 192 gems, her sister took 64. How many does she have left?
5. Mum had £10.00 in her purse. She went to the shop and came back with £3.69p. How much did she spend?
6. Liz wanted to get 440 dojo points. She already has 78, how many more does she need to get?
7. There are 367 children in the school. 29 are absent. How many children are in today?

### Red

1. Sam has 459g of sugar in a bag. He pours 366g out. How many is left in the bag?
2. Jess had 550ml of water in her bottle. She drank 348ml. How much was left?
3. Tom had £20. He went to the shop and bought a book which cost £13.85p. How much change did he get?
4. Nia has 792 gems, her sister took 364. How many does she have left?
5. Mum had £20 in her purse. She went to the shop and came back with £7.85p. How much did she spend?
6. Liz wanted to get 450 dojo points. She already has 167, how many more does she need to get?
7. There are 556 children in the school. 138 are absent. How many children are in today?
8. Jan was reading a book which had 865 pages. She has already read 394 pages. How many pages does she have left to read?

# Answers

1.  $3 + 7 = 10$
2.  $60 + 7 = 67$
3.  $10 - 4 = 6$
4.  $48 - 8 = 40$
5. 92, 82, 72, 62, 52
6. 2, 12, 22, 32, 42
7.  $8 \times 5 = 40$
8.  $90 \div 10 = 9$

1.  $40 + 60 = 100$
2.  $100 - 55 = 45$
3.  $35 + 45 = 80$
4.  $84 - 23 = 61$
5. 465, 460, 455, 450
6. 824, 829, 834, 839
7.  $3 \times 6 = 18$
8.  $36 \div 6 = 6$

1.  $340 + 660 = 1000$
2.  $1000 - 650 = 350$
3.  $426 + 50 = 476$
4.  $456 - 40 = 416$
5. 754, 744, 734, 724, 714
6. 980, 990, 1000, 1010, 1020
7.  $9 \times 8 = 72$
8.  $64 \div 8 = 8$

1.  $26 - 9 = 17$
2.  $36 - 7 = 29$
3.  $\text{£}1.00 - 60\text{p} = 40\text{p}$
4.  $34 - 22 = 12$
5.  $\text{£}1.00 - 30\text{p} = 70\text{p}$
6.  $40 - 34 = 6$
7.  $32 - 9 = 23$

1.  $39 - 26 = 13$
2.  $48 - 17 = 31$
3.  $\text{£}2.00 - \text{£}1.69 = 31\text{p}$
4.  $92 - 64 = 28$
5.  $\text{£}2.00 - 32\text{p} = \text{£}1.68\text{p}$
6.  $40 - 27 = 13$
7.  $68 - 39 = 29$

1.  $337 - 39 = 298$
2.  $179 - 48 = 131$
3.  $\text{£}10.00 - \text{£}3.69 = \text{£}6.31\text{p}$
4.  $192 - 64 = 128$
5.  $\text{£}10.00 - \text{£}3.69 = \text{£}6.31\text{p}$
6.  $440 - 78 = 362$
7.  $367 - 29 = 338$

1.  $459\text{g} - 366\text{g} = 93\text{g}$
2.  $550\text{ml} - 348\text{ml} = 202\text{ml}$
3.  $\text{£}20.00 - \text{£}13.85 = \text{£}6.15\text{p}$
4.  $792 - 364 = 428$
5.  $\text{£}20.00 - \text{£}7.85 = \text{£}12.15$
6.  $450 - 167 = 283$
7.  $556 - 138 = 418$
8.  $865 - 394 = 471$

# What a Wonderful World



Language, literacy and communications		Mathematics and numeracy		Science and technology	
Rewrite the lyrics to 'What a Wonderful World'.	Rewrite the lyrics to 'What a Wonderful World'.	Tallest buildings/monuments/mountains	Tallest buildings/monuments/mountains	Construct a famous landmark	Construct a famous landmark
Years 3 & 4	Years 5 & 6	Years 3 & 4	Years 5 & 6	Years 3 & 4	Years 5 & 6
Expressive Arts		Humanities		Health and well being	
Design a new flag for a country	Design a new flag for a country	What makes Milford Haven wonderful? Create a mind map / fact file.	What makes Milford Haven wonderful? Create a mind map / fact file.	Choose a country and research its national sport.	Choose a country and research its national sport.
Years 3 & 4	Years 5 & 6	Years 3 & 4	Years 5 & 6	Years 3 & 4	Years 5 & 6



A long time ago, a singer called Louis Armstrong released a song called "What a Wonderful World". The lyrics (words used in a song) are beautiful and make us think of the joys and wonders of the World. Click here to see and hear him sing this lovely song. <https://www.youtube.com/watch?v=CvrrAlBouy8>

Can you write some new lyrics to go with Louis Armstrong's music - words which are thoughtful and thankful?  
Change three of the verses and keep one the same. You can choose your favourite verse to keep the same.

WAGOLL- Years 3 & 4 : Get Creative! Write new lyrics for a famous song.

#### EXTENSION IDEAS:

- Maybe, you could change more than two verses.
- Maybe, you could record your own song version.
- Maybe, you could draw a picture to go with one of your verses.

#### SIMPLER OPTION:

- Draw pictures to go with Louis Armstrong's verses. Make sure that you read the words carefully and that you show ALL the things that he wrote about. Go on, have a go! Have fun! Louis Armstrong's lyrics are below:

**What A Wonderful World** by Louis Armstrong

I see trees of green, red roses too,  
I see them bloom for me and you  
And I think to myself what a wonderful world

I see skies of blue and clouds of white,  
The bright blessed days, the dark sacred night,  
And I think to myself what a wonderful world

The colours of the rainbow so pretty in the sky  
Are also on the faces of people going by,  
I see friends shaking hands saying how do you do,  
They're really saying I love you.

I hear babies crying, I watch them grow,  
They'll learn much more than I'll ever know  
And I think to myself what a wonderful world,  
Yes I think to myself what a wonderful world,

OH YEAH!

**What a fantastic world! (my version)**

I hear birds that sing, they make me smile,  
Up in the sky, I stop for a while  
And I think to myself what a fantastic world!

I feel grasses tall, they touch my skin,  
The seeds tickle me - a path where I've been,  
And I think to myself what a fantastic world!

The blossom in the hedges so pretty to the eye,  
Paint drops from mother nature for people passing by  
I see bees buzzing past searching high, searching low,  
How they keep going, I'll never know!

I hear babies crying, I watch them grow,  
They'll learn much more than I'll ever know  
And I think to myself what a wonderful world,  
Yes I think to myself what a wonderful world,

OH YEAH!

This is the WAGOLL for the main activity.

This is the WAGOLL for the simpler activity.

What A Wonderful World

I see trees of green, red roses too  
I see them bloom for me and you  
And I think to myself what a wonderful world

I see skies of blue and clouds of white  
The bright blessed days, the dark sacred night  
And I think to myself what a wonderful world

The colours of the rainbow so pretty in the sky  
Are also on the faces of people going by  
I see friends shaking hands saying how do you do  
They're really saying I love you

I hear babies crying, I watch them grow  
They'll learn much more than I'll ever know  
And I think to myself what a wonderful world  
Yes I think to myself what a wonderful world

#### Mathematics and numeracy

Tallest buildings/ monuments/  
mountains WAGOLL

Years 3 & 4

#### Top Ten Investigation

World's Tallest Statues? World's Tallest Mountains?  
World's Tallest Buildings?

I chose: **The Top 10 Longest Rivers in the World**

1. Choose a top 10 of the world's longest, tallest or widest man-made or natural wonders.
2. Research your top 10 and record the list and each measurement to compare them.
3. Put the data into JiiT Charts on Hwb and make a graph to show what you've found.

OR

Draw a graph with a ruler, or be creative showing the different heights, lengths or widths of the top ten you chose.



Science and technology Years 3 & 4 Instructions and WAGOLL

#### Construct a famous landmark

1. Research a famous landmark from a country of your choice.
2. Construct your own version of the landmark using materials you can find from around the house. (This can include anything from milk bottles to kitchen rolls)
3. Be as creative as you can!



The Sphinx in Egypt



Big Ben in London



Taj Mahal in India



Eiffel Tower in Paris

## Expressive Arts - Design a new flag!

I chose Canada - which country will you choose?

Year 3 / 4 WAGOLL:

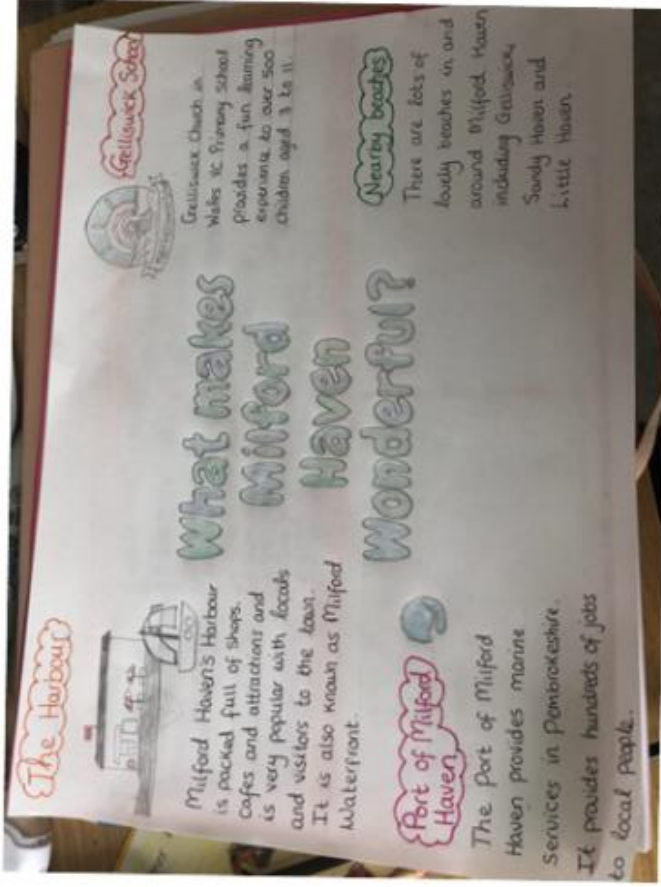


Humanities Years 3 & 4 Instructions and WAGOLL

What makes Milford Haven wonderful?

Create a mind map or fact file, describing the different things that makes our town wonderful.

Think about: the landscape, history and what you know Milford Haven to be today



Health and Wellbeing – Years 3 & 4 WAGOLL

National Sport of...

### Task 1-

Choose a country of your choice (I have chosen China) and research its national sport.

Things to include:




- Name of the sport
- Equipment needed (if any)
- Rules of the game
- Any interesting facts

You can represent your findings as you please. Below are some examples:

- Mind map
- Fact file
- Poster
- Using ICT

### Task 2

If possible, have a go at playing your chosen sport!

<p><b>National Sport of China</b></p> 	<p>The national sport of China is Ping Pong, also known as Table Tennis.</p> 	<p><b>Interesting Facts</b></p> <ul style="list-style-type: none"> <li>• Ping pong first began in England.</li> <li>• It's most popular in Asia.</li> <li>• It has been an Olympic sport since 1988.</li> <li>• It has had several different names, including 'whiff-whaff'.</li> <li>• Ping pong is a game of speed.</li> <li>• You can play men and women's singles, men's doubles and women's doubles.</li> </ul>	<p>To play the game of ping pong, you will need: a ping pong ball, racket or paddle, ping pong table and a net.</p> 
<p><b>Rules</b></p> <p>The aim of the game is simple; hit the ball over the net onto your opponent's side. A point is won by you if your opponent is unable to return the ball to your side of the table (e.g. they miss the ball, they hit the ball but it misses your side of the table, or the ball hits the net), or if they hit the ball before it bounces on their side of the table.</p> <p>The winner of a game is the first to 11 points. There must be a gap of at least two points between opponents at the end of the game though, so if the score is 10-10, the game goes in to extra play until one of the players has gained a lead of 2 points.</p>			