Daily 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:

Oxford owl:

Read Theory:

Year 3 - Monday 1st June 2020 – Reading Task

1

Home

Home Learning

Maths

Maths Warm up

Choose your level of challenge

Blue

1. I am an even number below 10, what number could I be?
2. I am odd number between 15 and 20, what number could I be?
3. I am a multiple of 5. I am less than 20, but more than 10. What number am I?
4. If you multiply 5 by 10 what number will you get?
5. If I shared 30 sweets between 5 friends, how many would we get each?

Purple

1. I am an even number below 160 but more than 150. What number could I be?
2. I am an odd number between 525 and 540. What number could I be?
3. I am a multiple of 6. I am more than 20 but less than 40. What number could I be?
4. Fifty four divided by six.
5. Twenty seven multiplied by four.

Pink

1. I am an odd number above 1000 but less than 1010. What number could I be?
2. I am an even number between 1240 and 1340. I am a multiple of 10. What number could I be?
3. I am a multiple of 9. I am larger than 80 but less than 100. I am an odd number. What number could I be?
4. Sixty four divided by eight.
5. Three hundred and twenty five multiplied by 8.

Year 3 - Monday 1st June 2020 – Maths Introduction

2

Maths Introduction

Fractions

This week we will begin to look at fractions. All of your learning around multiplication and division will help you hugely with your learning this week. If you're still unsure of your times tables, then practise, practise, practise!

But firstly, we will focus on fractions of shapes.

These are the skills which we will be working on over the course of this week *(As the year 2 skill also falls into the year 3 skills, we will only have 3 choices for level of challenge this week)*:

Year 2: Find halves and quarters in practical situations.

Year 3: Use halves and quarters. Halve 2 digit numbers in the context of number, money and measures. Find fractional quantities linked to known multiplication facts e.g. 1/3 of 18, 1/5 of 15.

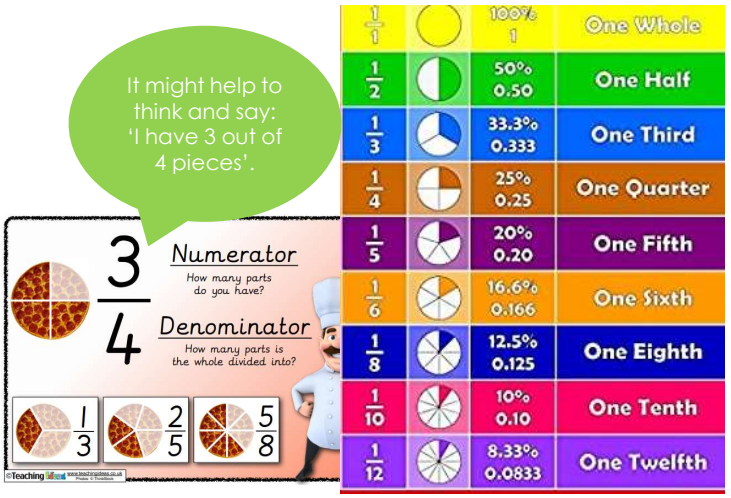
Year 4: Halve 3 digit numbers in the context of number, money and measures. Find fractional quantities using known table facts, e.g. 1/6 of 30cm. Recognise fractions that are several parts of a whole e.g. 2/3, 3/10.

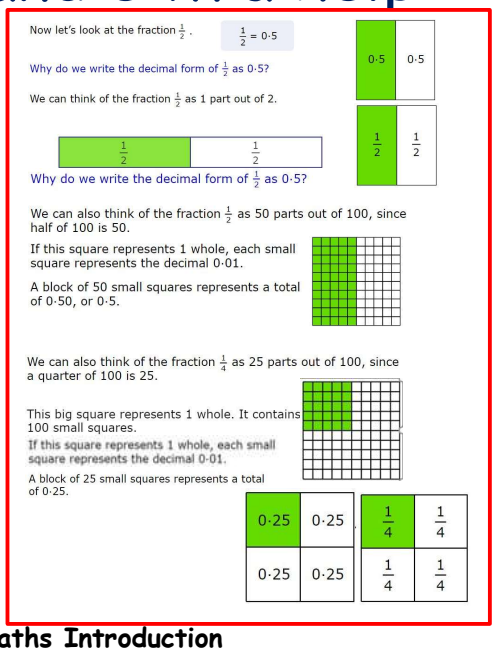
Year 5: Use understanding of simple fraction and decimal equivalences when measuring and calculating, e.g. ½ = 0.5, 1/10 = 0.. Calculate fractional quantities, e.g. 1/8 of 24 = 3, s 5/8 of 24 = 15.

Year 3 - Monday 1st June 2020 – Maths Introduction

3

Maths WAGOLLS and extra help



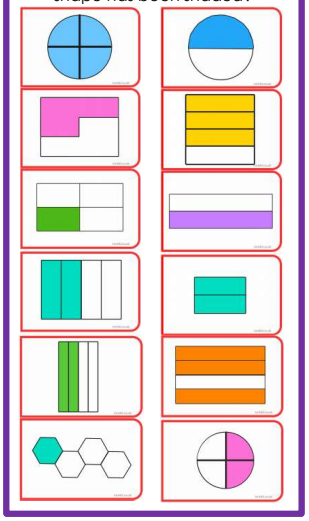


Year 3 - Monday 1st June 2020 – Maths Introduction

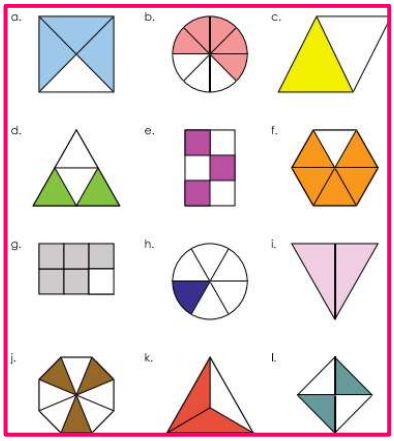
4

Maths Task

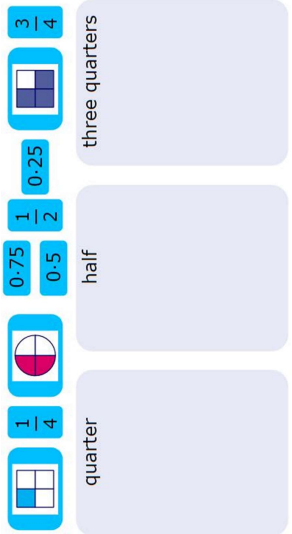
Purple: What fraction of each shape has been shaded?



Pink: What fraction of each shape has been shaded?



Red: Match the shape, the fraction and the decimal to the correct heading.



Year 3 - Monday 1st June 2020 – Maths Task

5

Literacy Introduction

LI: To recognise imperative verbs

1. This week, we will be learning all about instructional writing.
Examples of instructions are all around us in everyday life, from recipes to follow when cooking, to putting together Lego models or constructing furniture for the home.
We are spending time at home at the moment and one possible way of entertaining ourselves would be to make a board game to play and share with our family. So, why don't we do just that! This will mean that we can learn about how to write instructions AND create a fun game to use!

2. So, what are the features of instructional writing?

One feature is that **IMPERATIVE VERBS** are used- but what are they?
Another name for them is BOSSY VERBS and they are indeed very bossy! These verbs don't ASK, they ORDER or COMMAND us to do something. Let's look at some examples:

- **Go** and **buy** our crisps.
- **Eat** your lunch.
- **Tidy** the cloakroom.
- **Write** today's date.
- **Walk** home after school.

In each of these commands, the imperative verb tells the person what action they need to take.

BLUE LEVEL:

a) Write down the words from the box that are imperative verbs:

shut	filthy	chair	turn	gold
lovely	mix	unhappy	close	stairs

b) Look at the sentences below. Can you think of some imperative verbs that could go at the beginning to make an instruction?

1. _____ the door, there's a draught.
2. _____ off the light please.
3. _____ the milk into the glass.
4. _____ on a coat before you go out.
5. _____ left at the traffic lights.

Year 3 - Monday 1st June 2020 – Literacy Introduction

6

Literacy Task

PURPLE LEVEL:

Choose the correct imperative verbs to go with each instruction in this recipe to make a cheese omelette.

Mix	Grill	Heat	Crack
Grate	Serve	Add	

1. _____ **and enjoy - your omelette is ready!**
2. _____ **your pan until it is nice and hot.**
3. _____ **some eggs in a bowl and whisk.**
4. _____ **together thoroughly.**
5. _____ **some cheese and add to the egg mixture.**
6. _____ **for a final two minutes until completely cooked.**
7. _____ **your egg mixture and cook for three minutes.**

8. Can you put these instructions, above, in the right order to complete the recipe?

First, _____
Secondly, _____
Thirdly, _____
After that, _____
Then, _____
Next, _____
Finally, _____

Can you think of a situation where you might need to use an imperative verb?

PINK LEVEL:

1. **Read the instructions below and make a list of all the imperative verbs found there.**
2. **Watch this video- how many imperative verbs can you hear being said? Make a list of them- be careful that you don't have any repeats! Click on this YouTube link:**

How To Tidy Up A Teenage Daughter's Bedroom

Follow these instructions and the bomb site that is your teenage daughter's bedroom will once more become a thing of beauty…

You will need:
Very powerful vacuum cleaner
Several black sacks
Two laundry baskets
Two dusters
Dust mask
Extra large tin of polish

What to do:
1) First, make sure the daughter is out of the way.
2) Secondly, find the carpet under the piles of books and clothes.
3) Next, place clothes in the laundry baskets and put the books back on the shelves.
4) After that, investigate under the bed. Remove any crumpled paper and place in a black sack. If a hamster is found under the bed, simply return it to its cage on the landing.
5) Once this is complete, make the bed, if you can find the duvet.
6) If you still have enough energy, hoover the carpet, taking care not to vacuum up any earrings, Lego, marbles, pins or Bluetac, as these will do the hoover no good at all.
7) Then, scream when you find she has dripped nail varnish on the rug.
8) Next, dust and polish all surfaces; be sure to wear a dust mask.
9) Finally, walk away with a sense of happiness; reward yourself with a cup of tea and await the return of the daughter.

Year 3 - Monday 1st June 2020 – Literacy Task

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Literacy WAGOLLS and extra help

Discuss your answers for some of these help tasks, with someone in your house.
1. Record how many different imperative verbs you can think of, which would fit in the following commands?

_____ your sandwich.

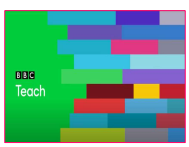
_____ your shoes.

_____ your brother.

How many different imperative verbs were used in these instructions, from your teacher?

2. Choose an imperative verb from the verb wheel and think of a command which contains the verb you have chosen.

3. Count how many different ways you can use that imperative verb?



Take a look at this YouTube clip which shows you all about instructional writing. Click on this link.

Year 3 - Monday 1st June 2020 – Maths Introduction

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Maths Warm up Answers

1. 2, 4, 6, 8
2. 17, 19
3. 15
4. 50
5. 6

1. 152, 154, 156, 158
2. 527, 529, 531, 533, 535, 537, 539
3. 24, 30, 36
4. Nine
5. One hundred and eight

1. 1001, 1003, 1005, 1007, 1009
2. 1250, 1260, 1270, 1280, 1290, 1300, 1310, 1320, 1330
3. 81, 99
4. eight
5. Two thousand six hundred

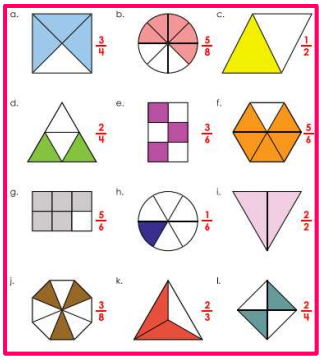
Maths Answers

$\frac{1}{2}$

$\frac{3}{4}$

$\frac{1}{2}$

$\frac{2}{2}$



quarter	half	three quarters
0·25	$\frac{1}{2}$	$\frac{3}{4}$
	0·5	0·75
$\frac{1}{4}$		

Year 3 - Monday 1st June 2020 – Maths Answers

9

Maths Warm up

Choose your level of challenge

1. Ten more than 46.
2. Eleven less than 25.
3. 56 > ___
4. 14 + __ = 20
5. 30 + __ = 100
6. 40 + __ = 46
7. 8 x 3 =
8. __ = 10 x 6

1. 10 more than 298.
2. 10 less than 903.
3. 457 > 324 – True or false? Explain.
4. 240 x 10 = 24,000 – True or false? Explain.
5. 100 x 45 =
6. 45 + 26 =
7. 93 – 46 =
8. __ x 6 = 36

1. 100 more than 3902.
2. 100 less than 4052.
3. 290 x 10 = 2900 – True or false? Explain.
4. Six hundred and seventy divided by ten is sixty seven. True or false? Explain.
5. 356 + 592 =
6. 952 – 361 =
7. 458 x 6 =
8. Look carefully at the pattern:
   35, 40, 42, 47, 49, 54, ___, ____, ____, ____, ____

Year 3 - Tuesday 2nd June 2020 – Maths Warm up

10

Maths Introduction

Equivalent Fractions

Today we are going to learn about equivalent fractions. The word ***equivalent*** actually just means ***the same.***

One half is ***the same*** as *two quarters*

For example, if you ate **two quarters** of a pizza, then you could say :

"I have eaten **half** a pizza!"

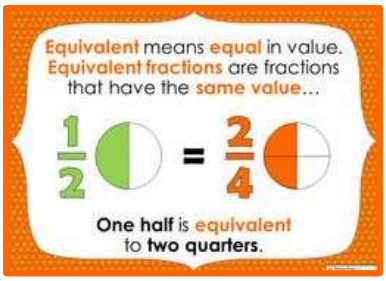
Using the diagrams included to help you, see if you can write as many different equivalent fractions in today's task.

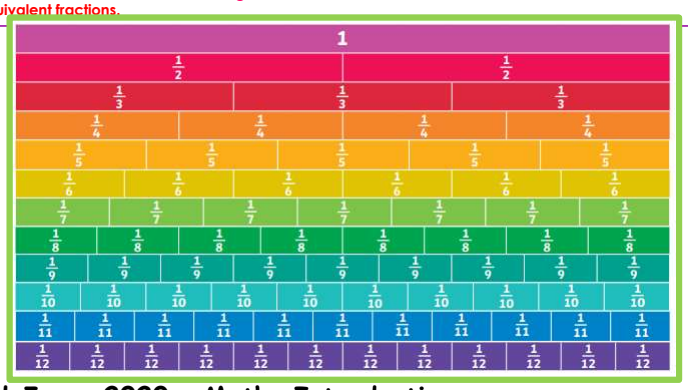
Take a good look at the fraction wall below – how many equivalent fractions can you spot instantly?

LI: To find half of each shape and write the equivalent fraction to match the diagram.

LI: To find quarter and a third of each shape and write the equivalent fraction to match the diagram.

LI: To multiply the denominator and the numerator to find equivalent fractions.





Year 3 - Tuesday 2nd June 2020 – Maths Introduction

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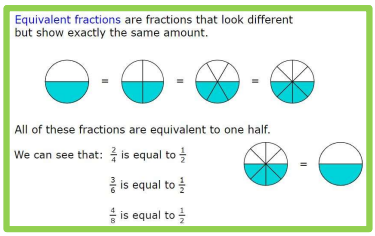
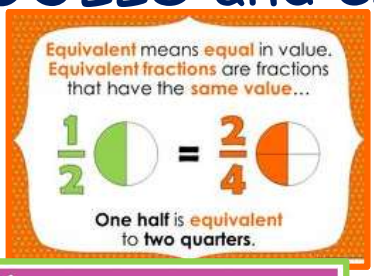
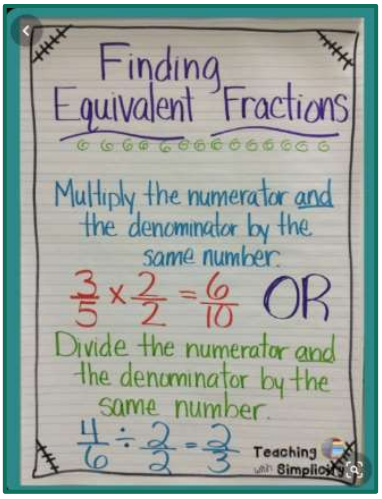
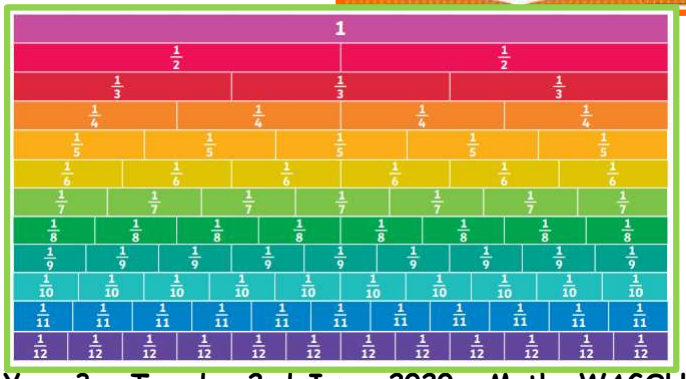
Maths WAGOLLS and extra help







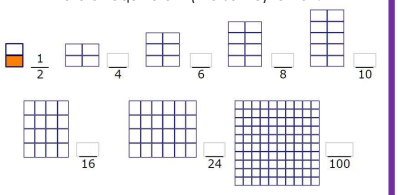


Year 3 - Tuesday 2nd June 2020 – Maths WAGOLLs and extra help

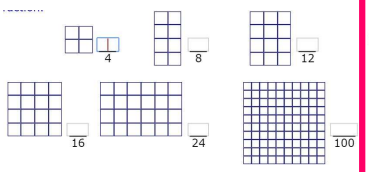
12

Maths Task

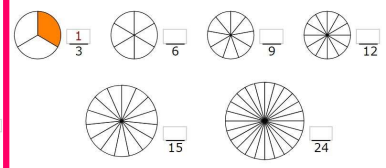
Purple: If **half** of each shape was shaded, how would you complete the written fraction beside it? These are all equivalent (the same) to half.

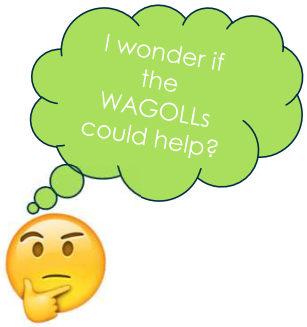


Pink: If **a quarter** of each shape was shaded, how would you complete the written fraction beside it? These are all equivalent (the same) to a quarter.



Pink: If **a third** of each shape was shaded, how would you complete the written fraction beside it? These are all equivalent (the same) to a third.





Multiply the numerators and denominators by the same number to write equivalent fractions:

$\frac{1}{2} = \frac{\square}{\square}$	$\frac{1}{3} = \frac{\square}{\square}$	$\frac{1}{4} = \frac{\square}{\square}$
$\frac{2}{3} = \frac{\square}{\square}$	$\frac{3}{4} = \frac{\square}{\square}$	$\frac{1}{5} = \frac{\square}{\square}$
$\frac{1}{6} = \frac{\square}{\square}$	$\frac{1}{10} = \frac{\square}{\square}$	$\frac{3}{5} = \frac{\square}{\square}$
$\frac{5}{6} = \frac{\square}{\square}$	$\frac{7}{10} = \frac{\square}{\square}$	$\frac{3}{10} = \frac{\square}{\square}$

13

Literacy Introduction

LI: To correctly use time connectives

This week, we are learning all about different types of instructional writing.

So, let's learn about another feature of instructional writing.

- Instructions often use special words called **time connectives**
- These words tell the reader when something is happening or has happened.
- When they are used in instructions, they are written in the correct order that they occur.
- Time connectives are often used at the beginning of sentences.

Here are some example sentences with the time connectives written in bold:

First, open the tin of baked beans.
Secondly, pour the beans into the saucepan.
Next, put the slice of bread into the toaster and push it down to cook.
After that, warm up the beans in the saucepan…

Year 3 - Tuesday 2nd June 2020 – Literacy Introduction

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Literacy Task

BLUE LEVEL:

1. **Copy the sentences below.**
2. **Underline the time connective in each.**

1. First, fill a kettle with water.
2. Then, turn the kettle on.
3. While the water is boiling, put some teabags in the teapot.
4. When the water has boiled, pour it in the teapot.
5. Next, pour some milk into a cup.
6. After this, pour some tea into your teacup.
7. Finally, stir your tea with a spoon and drink it.

PURPLE LEVEL:

1. **Rewrite these instructions on how to make toast. Put the events into the correct order.**
2. **Underline all the time connectives.**

- Now, wait for the bread to cook.
- Next, butter the toast and add jam or another spread of your choice.
- After the toast has popped, remove it from the toaster.
- Secondly, select the cooking time on the dial of the toaster.
- Next, get the bread out of the bread bin.
- Then, insert the slice of bread into the toaster and push it down.
- First, switch the electric toaster on.

PINK LEVEL:

1. **Choose one of the following tasks and write a set of instructions. Use as many time connectives and phrases as possible from the box.**

- Making beans on toast
- Directions for getting home from school
- How to plant a seed
- How to brush your teeth.

To begin with	at the end	lastly	First
Next	Then	After that	finally
Following this	Meanwhile	When	Before
Secondly	Thirdly	Once	While
Soon	When	As soon as	To start

Year 3 - Tuesday 2nd June 2020 – Literacy Task

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Literacy WAGOLLS and extra help

TIME CONNECTIVES HELP MAT			
Secondly	After that	Next	Thirdly
Later	First	Meanwhile	Finally
Eventually	Lastly	To begin	First of all
As soon as	Before	Once	When
At the end	To start	Then	To end the game

PINK LEVEL WAGOLL

How to cook pasta

1. First, get the pasta bag out of the cupboard.
2. Secondly, find a saucepan and place it on the cooker.
3. Thirdly, tip enough pasta into the saucepan for the number of servings required.
4. Next, fill the kettle with water and switch it on to boil.
5. Once the water has boiled, pour some onto the pasta in the pan until it is covered.
6. After this, light the gas and time how long you cook the pasta for.
7. Finally, get the sieve and drain the pasta when it has been fully cooked and serve.




Year 3 - Tuesday 2nd June 2020 – Literacy WAGOLLs and extra help

16

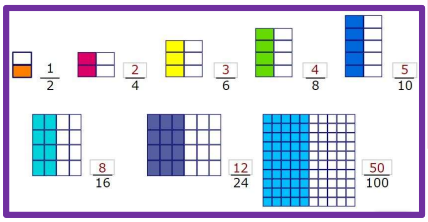
Maths Warm up Answers

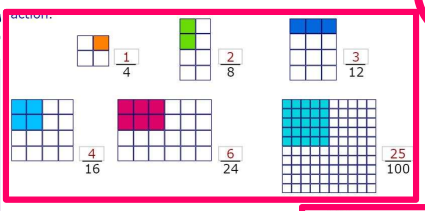
1. Ten more than 46 = 56
2. Eleven less than 25 = 14
3. 56 > (Any number below 56)
4. 14 + 6 = 20
5. 30 + 70 = 100
6. 40 + 6 = 46
7. 8 x 3 = 24
8. 60 = 10 x 6

1. 10 more than 298 = 308
2. 10 less than 903 = 893
3. 457 > 324 – True or false? Explain – True, 457 is larger than 324
4. 240 x 10 = 24,000 – True or false? Explain – false, 24,000 is 240 x 100.
5. 100 x 45 = 4500
6. 45 + 26 = 71
7. 93 – 46 = 47
8. 6 x 6 = 36

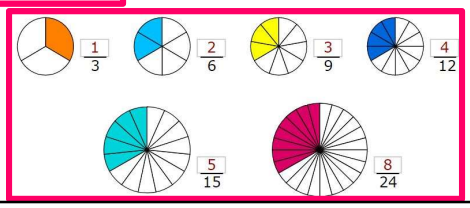
1. 100 more than 3902 - 4002.
2. 100 less than 4052 - 3952.
3. 290 x 10 = 2900 – True or false? Explain. - True
4. Six hundred and seventy divided by ten is sixty seven. True or false? Explain. – True
5. 356 + 592 = 948
6. 952 – 361 = 591
7. 458 x 6 = 2748
8. Look carefully at the pattern: 35, 40, 42, 47, 49, 54, 56, 61, 63, 68, 70, 75

Maths Answers





Red: There are multiple correct answers for these – please post on Class Dojo and we will mark them for you!



Year 3 - Tuesday 2nd June 2020 – Maths Answers

17

Maths Warm up

Choose your level of challenge

Below, there is a number for each level of challenge. Choose your level of challenge, then write as many questions as possible, to reach at these answers. Try and use questions involving all four of the operations.

20

240

1546

Year 3 - Wednesday 3rd June 2020 – Maths Warm up

18

Maths Introduction

Fractions on a number line

Today we are going to compare and order fractions, with some of us placing fractions on a number line in the correct order.
Fractions represent part of a whole, so on a number line, will fall between 0 and 1.
You will need to take a look at the fraction wall and use the WAGOLL slide, just as you would use the working wall.

Year 3: Use halves and quarters. Halve 2 digit numbers in the context of number, money and measures. Find fractional quantities linked to known multiplication facts e.g. 1/3 of 18, 1/5 of 15.

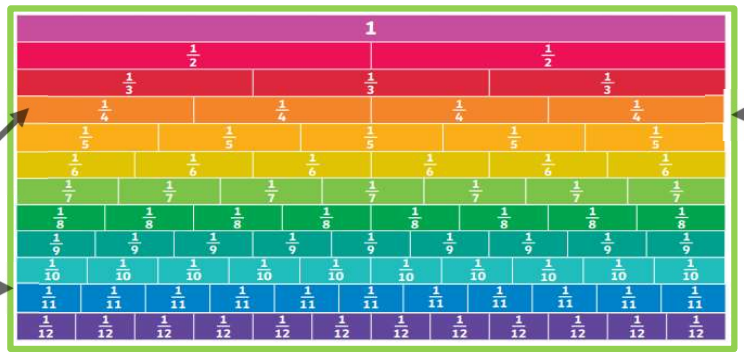
Year 4: Halve 3 digit numbers in the context of number, money and measures. Find fractional quantities using known table facts, e.g. 1/6 of 30cm. Recognise fractions that are several parts of a whole e.g. 2/3, 3/10.

Year 5: Use understanding of simple fraction and decimal equivalences when measuring and calculating, e.g. ½ = 0.5, 1/10 = 0.. Calculate fractional quantities, e.g. 1/8 of 24 = 3, s 5/8 of 24 = 15.

When placing fractions in order or on a number line, take a look at each bar & imagine it is as a number line.

For example, when working with quarters, take a look at the quarters bar here. Imagine this is a number line

The beginning represents 0



The end represents 1

Year 3 - Wednesday 3rd June 2020 – Maths Introduction

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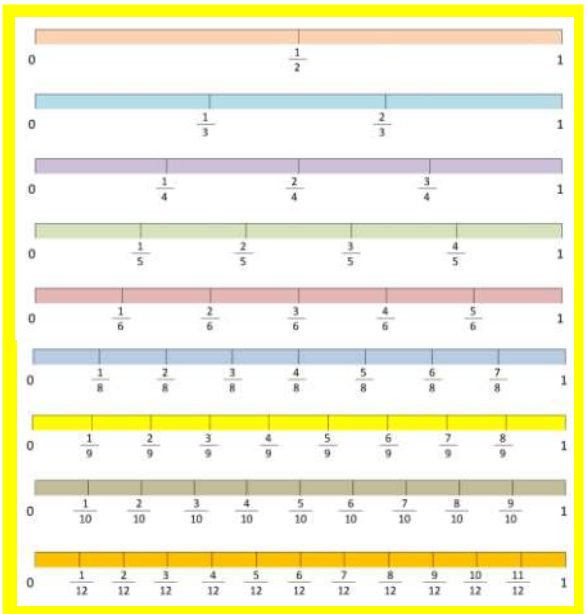
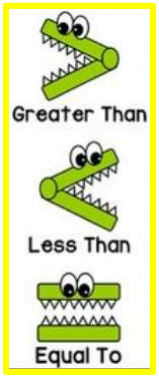
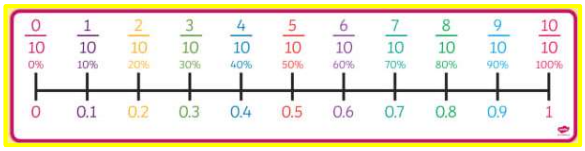
Maths WAGOLLS and extra help







Year 3 - Wednesday 3rd June 2020 – Maths WAGOLLs and extra help

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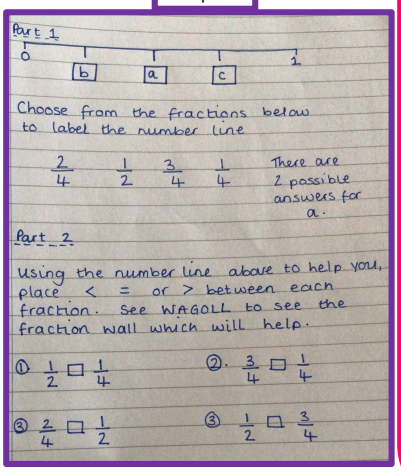
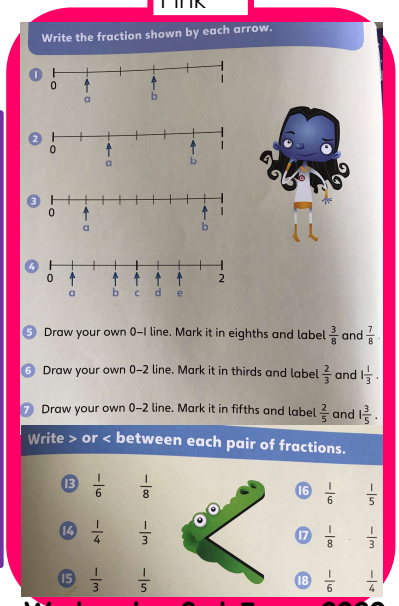
Maths Task

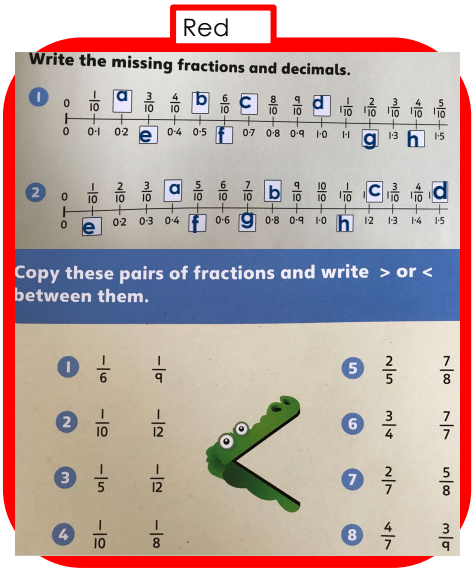
Purple



Pink



Red



Year 3 - Wednesday 3rd June 2020 – Maths Task

21

Literacy Introduction

LI: To recognise the features of instructional writing

Today, we are learning more about the features of instructional writing. So far we know that within instructions we use:

- Imperative verbs to **command** the reader to do something.
- Time connectives to tell the reader **when something is happening or has happened.**

So, let's learn about other features of instructional writing and the structural layout of this type of text.

Instructional writing needs:

- **A main heading**
- **An introduction sentence or sentences**
- **Sub-headings**
- **A list of what is needed**
- **Bullet points**
- **The steps in chronological order (in the right sequence)**
- **Numbers to separate the steps**
- **Imperative verbs** (we know about this already!)
- **Time connectives** (we know about this as well!)
- **Pictures or diagrams**
- **A conclusion sentence**
- Extra tips or warnings

How to make a bird feeder

Now is the time of year to be thinking about helping our feathery friends with some food. Follow these instructions to provide them with this much needed winter support!

You will need:

- Margarine tub
- Different coloured paper or paint
- Glue
- Hole punch
- Wool

Method:

1. First, empty the margarine tub.
2. Next, decorate it by sticking on pieces of brightly coloured paper. Then wait for it to dry.
3. After that, use a hole punch to put four holes in the top of the margarine tub, so that you have two holes facing each other.....

.....The birds in your garden will be delighted with this extra help over the colder months.

Extra Tip:

Remember to wash the bird feeder regularly to stop bacteria and infections spreading.

Year 3 - Wednesday 3rd June 2020 – Maths Task

22

Literacy Task

BLUE LEVEL:
- Help me please! Re-write the recipe in the correct order so that I can follow it easily.
- Include as many of the features of instructional writing as you can- using the Introduction and Wagoll pages to help

Put on your apron. 	Roll out the dough into a round shape. 
Spread tomato sauce on top. 	How to make a pizza. 
Wash your hands. 	You will need: an apron pizza dough mix pizza toppings rolling pin
Place in the oven to cook. Remove when cooked 	Grate the cheese and sprinkle on to the pizza. 
Put your toppings on top of the cheese. 	Make the dough. 

PURPLE LEVEL:
- Could you re-write these instructions so that they make sense please?
- Include as many of the features of instructional writing as you can- using the Introduction and Wagoll pages to help.

Finally dry your mouth completely with the towel.
Then quickly rinse your mouth with water.
A tube of toothpaste A toothbrush Water A towel
After, that rinse the toothbrush under the tap.
Keep brushing carefully for two minutes.
How to clean your teeth.
Next brush the toothpaste all over your teeth.
What you do:
Then turn on the tap and wet the toothbrush.
What you need:
First, squeeze a small amount of toothpaste onto the brush.

PINK LEVEL:
- Click onto this YouTube link and watch this clip. 'Feeding your dog'

It shows the steps taken by an owner to feed her dog- from finding the dog's bowl, mixing the dog biscuits and dog meat together - all the way to giving the food to the hungry animal.

- Watch the YouTube clip and write some instructions for me, a new pet owner, to know how to feed my dog! Follow what the owner does carefully and include all the details in your instructions.
- Include all the features of instructional writing, discussed on the Introduction and WAGOLL pages today.
- Don't forget to proof read it and edit if need be, at the end of your task.

Year 3 - Wednesday 3rd June 2020 – Literacy Task

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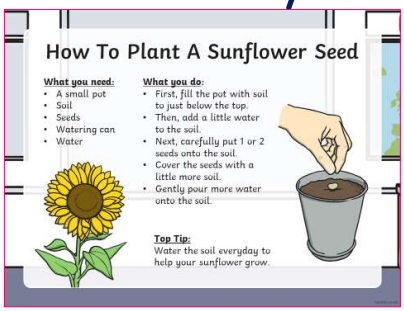
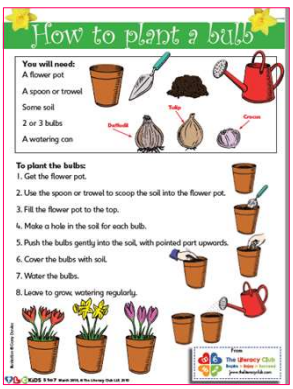
Literacy WAGOLLS and extra help



How to cook pasta

1. First, get the pasta bag out of the cupboard.
2. Secondly, find a saucepan and place it on the cooker.
3. Thirdly, tip enough pasta into the saucepan for the number of servings required.
4. Next, fill the kettle with water and switch it on to boil.
5. Once the water has boiled, pour some onto the pasta in the pan until it is covered.
6. After this, light the gas and time how long you cook the pasta for.
7. Finally, get the sieve and drain the pasta when it has been fully cooked and serve.



Examples of instructions

Year 3 - Wednesday 3rd June 2020 – Literacy WAGOLLs and extra help

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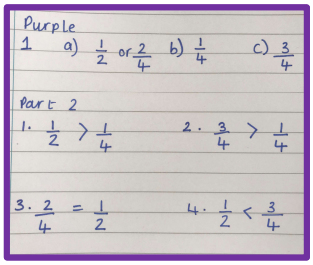
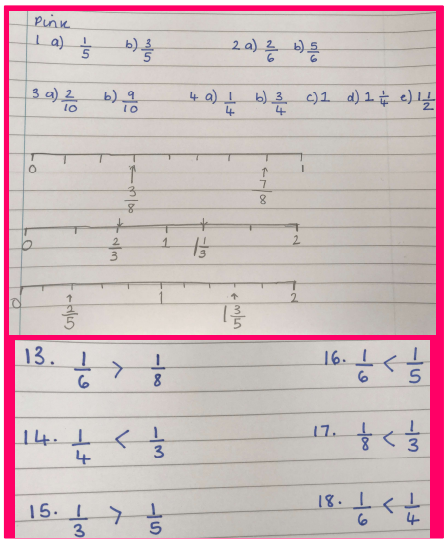
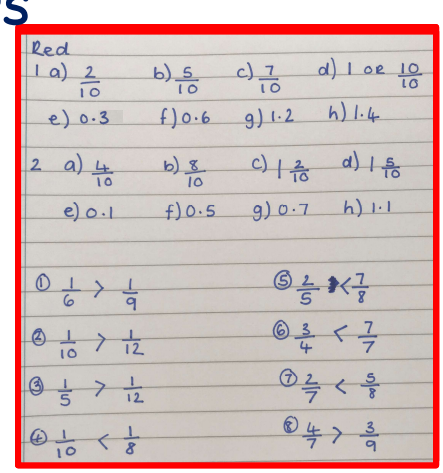
Maths Warm up Answers

There are multiple answers to these questions, your teacher's will mark these when you submit to Class Dojo.

Maths Answers







25

Maths Warm up

Choose your level of challenge

Start with 30
Take away 20
Multiply by 5
Divide by 10
Double it
Count on 6
Halve it
Multiply by 2.
What number do you end up with?

Start with 45
Take away 16
Multiply by 4
Double it
Add 18
Divide by 50
Multiply by 6
Halve it.
What number do you end up with?

Start with 450
Add 135
Subtract 200
Multiply by 3
Subtract 501
Halve it
Multiply by 4
What number do you end up with?

Year 3 - Thursday 4th June 2020 – Maths Warm up

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Maths Introduction

Finding a fraction of an amount

Today we are going to be finding a fraction of an amount. We can use our multiplication and division skills to help us when solving problems linked to fractions.
For example, if you need to find ½ then you can divide by 2, if you need to find ¼ then you can divide by 4.

The **denominator** tells you how many you are dividing the total amount between. The **numerator** tells you how many parts you need.

So:
Step 1: Divide by the denominator
Step 2: Multiply your answer by the numerator (If this is 1, you don't need to do anything here).

Purple: LI: To find half and quarter of an amount, to solve problems.
Pink: LI: To find a singular fraction of an amount, to solve problems.
Red: LI: To find multiple fraction of an amount, to solve problems.

Year 3 - Thursday 4th June 2020 – Maths Introduction

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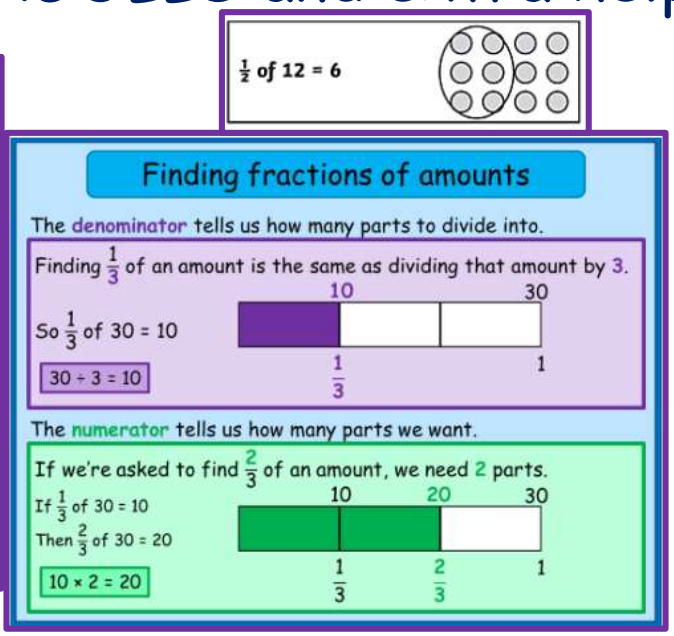
Maths WAGOLLS and extra help



Year 3 - Thursday 4th June 2020 – Maths WAGOLLs and extra help

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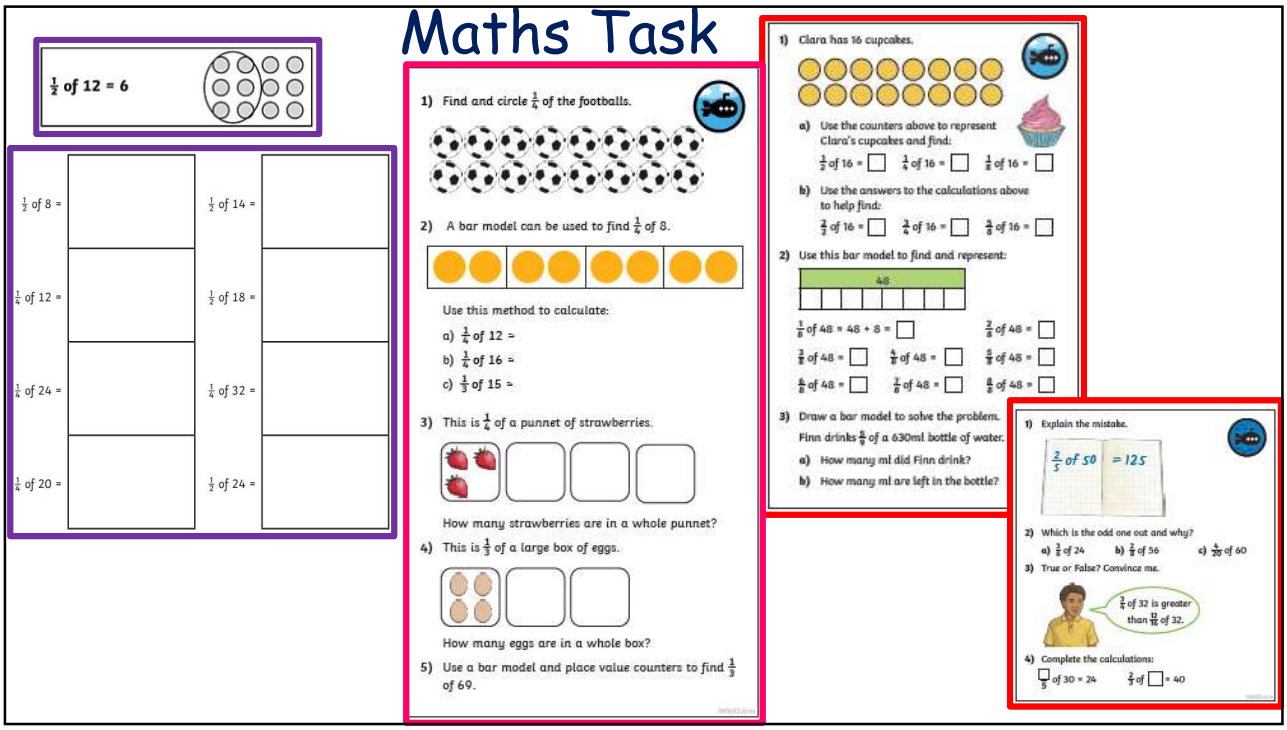
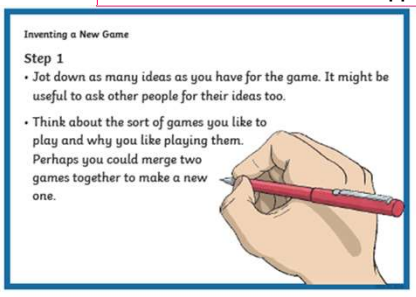
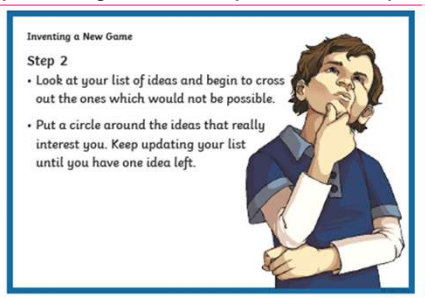


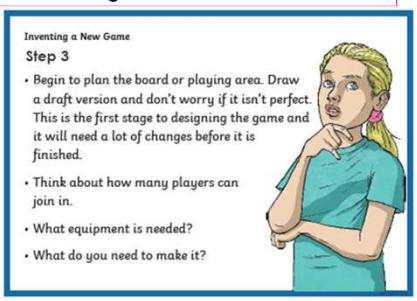
29

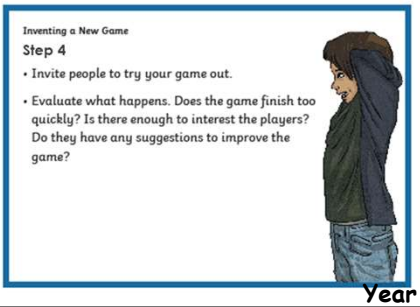
Literacy Introduction

Right everybody- we are ready to make our board game! Let's think about a few important details before we start!
LI: To apply knowledge and skills to plan and create your own boardgame.









Talk about and discuss your ideas with someone else today- use your speaking skills.

Year 3 - Thursday 4th June 2020 – Literacy Introduction

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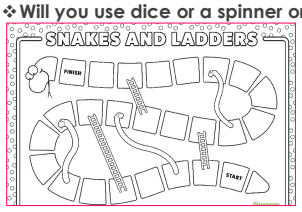
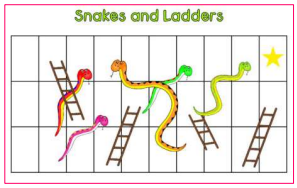
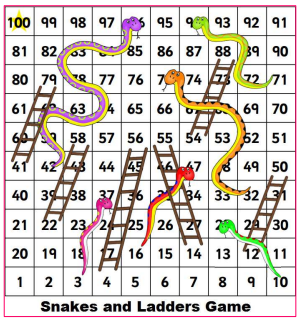
MAKING A BOARD GAME - THINGS TO THINK ABOUT:

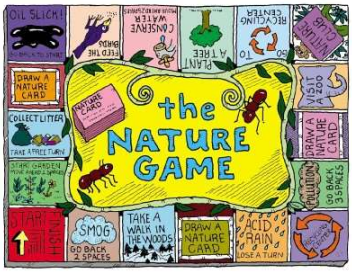
Literacy Task

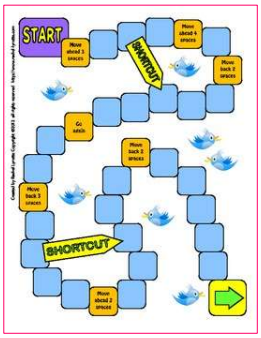
- What type of board game do you want to make- a game with a snakes and ladders type board or one with a simple track on which to travel along? Are you going to have a theme- like Star Wars or animals?
- What is the aim of the game- how do you win?
- How will you include good and bad consequences? Will you write these consequences ON the board or ON CARDS to pick up?
- How and where will you start the game?
- What player pieces or counters will you use?
- Will you use dice or a spinner or number cards 0-9?











Year 3 - Thursday 4th June 2020 – Literacy Task

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Literacy WAGOLLS and extra help

Go to YouTube and watch this clip- it shows you how to make a board game of your own! Use this link:

Board games made by children

SPINNERS/ 'DICE' IDEAS:

Year 3 - Thursday 4th June 2020 – Literacy WAGOLLs and extra help

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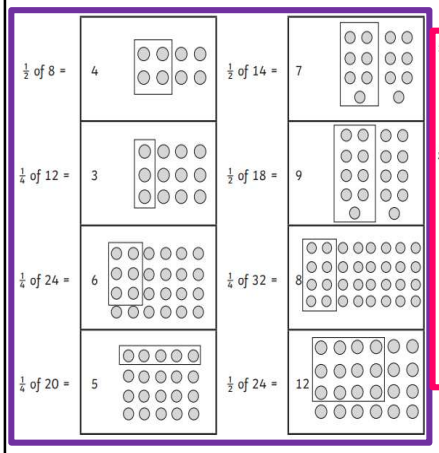
Maths Warm up Answers

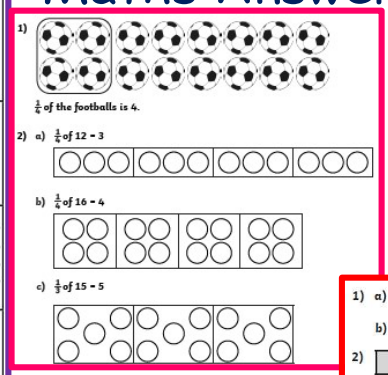
What number do you end up with? 16

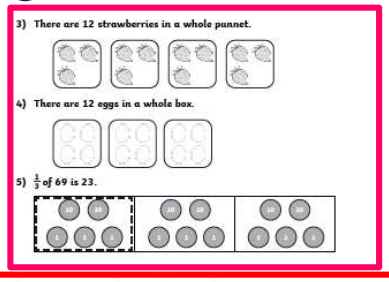
What number do you end up with? 15

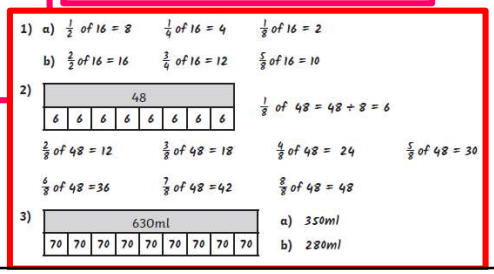
What number do you end up with? 1308

Maths Answers









Year 3 - Thursday 4th June 2020 – Maths Answers

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Maths Warm up

Choose your level of challenge

Number bonds to 20
13 + __ = 20
8 + __ = 20
11 + __ = 20
5 + __ = 20
14 + __ = 20
17 + __ = 20
4 + __ = 20
12 + __ = 20

Number bonds to 100
35 + __ = 100
52 + __ = 100
83 + __ = 100
47 + __ = 100
14 + __ = 100
26 + __ = 100
69 + __ = 100
71 + __ = 100

Numbers to 1000
350 + ___ = 1000
423 + ___ = 1000
287 + ___ = 1000
862 + ___ = 1000
634 + ___ = 1000
544 + ___ = 1000
739 + ___ = 1000

Year 3 - Friday 5th June 2020 – Maths Warm up

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Maths Introduction

Solving problems involving fractions

Today, we are going to use all of our learning from the week, to solve problems involving fractions.

Follow the RUCSAC steps as you can see on the WAGOLL page, to figure out how to solve each problem. Think carefully about the steps you need to take to solve the problems.

This **IS** tricky today, so if you find it a challenge – it is supposed to be that way. Remember – we are only learning if we make mistakes.

LI: To use our skills and knowledge about fractions, to help us solve real life problems, using the RUCSAC method.

Year 3 - Friday 5th June 2020 – Maths Introduction

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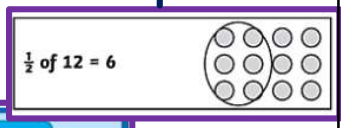
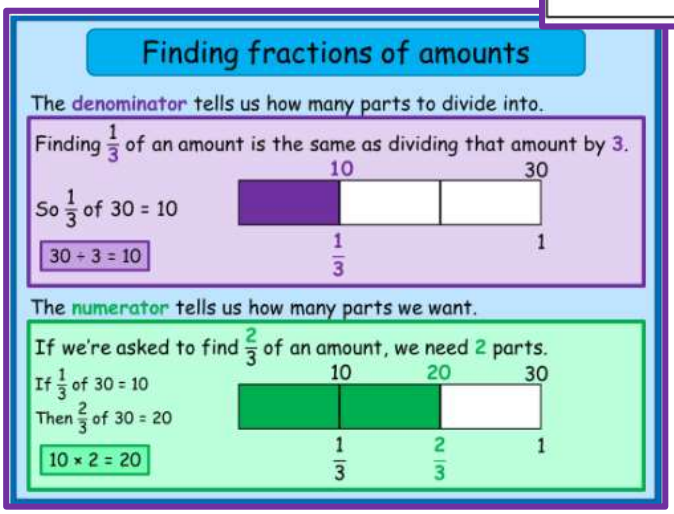
Maths WAGOLLS and extra help





Year 3 - Friday 5th June 2020 – Maths WAGOLLs and extra help

36

Maths Task

Use your knowledge and skills acquired over the week, and find a method to help you solve the problems.

1. Janik invited 20 friends to his birthday. A quarter of them were girls. How many were boys?

2. In a box of 24 pencils, half were sharp. How many weren't sharp?
3. If it took Beth 15 minutes to walk $\frac{3}{5}$ of the way to school, how long would the whole journey take?
4. Fatim picked 15 strawberries but ate a third of them on the way home. How many did he have left?
5. Eva says, "$\frac{1}{2}$ of 20 is more than a $\frac{3}{4}$ of 16." Is she right?
6. The class want to play football. There are 30 players and 5 players on a team. How many teams can they have?

1) $\frac{2}{3}$ of the chairs set out for assembly are shown. How many chairs were set out altogether? Use a bar model and explain your reasoning.

2)

Tariq

I had £15. On Monday, I spent $\frac{1}{3}$ of the money.

a) How much money does Tariq have left by the end of Monday?

b) What fraction of the original amount is this?

c) On Tuesday, Tariq spent $\frac{1}{2}$ of what was left. How much money is he left with?

3) Two children are reading a book that has 80 pages. They are discussing who has read more of the book. Who has read the greater amount of the book? Use bar models to explain your reasoning.

Anya

I've read $\frac{1}{4}$ of the book so I've read the greater amount.

Tina

I've read $\frac{2}{5}$ of the book so I've read the greater amount.

1) Moses has a bag of 20 double-sided counters. He throws some into the air. Half of them land on red while the other half land on yellow. Moses turns over two of the counters and now four-sixths are red.

How many counters did Moses throw into the air at the beginning?

2) Solve this problem.

Franz has a bag of 96 sweets. Some are red, $\frac{4}{12}$ are green and half are blue. What fraction and quantity are red?

3) Use all the digit cards once to complete this calculation.

0	1	2	3	8

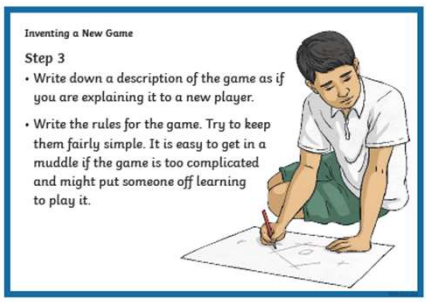
$\frac{\square}{\square}$ of 270 = $\square$

Friday 5th June 2020 – Maths Task

37

Literacy Introduction

Now that you have made your board game, it is time to write your own set of instructions for someone else to follow. Then, anyone will be able to play your fabulous game!
LI: To apply the knowledge and skills you have learnt to create a set of instructions for your own boardgame



Inventing a New Game

Step 3

- Write down a description of the game as if you are explaining it to a new player.
- Write the rules for the game. Try to keep them fairly simple. It is easy to get in a muddle if the game is too complicated and might put someone off learning to play it.

Instructional writing may need:

- A main heading
- An introduction sentence
- Sub-headings
- A list of what is needed
- Bullet points
- Numbers to separate the steps
- Imperative verbs
- Time connectives
- Pictures or diagrams
- A conclusion sentence
- Extra tips/ variations to the game

Remember to use appropriate features from this list, in your own instructional writing

Discuss your ideas with someone else today- use your speaking skills.

Year 3 - Friday 5th June 2020 – Literacy Introduction

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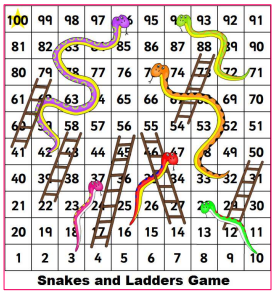
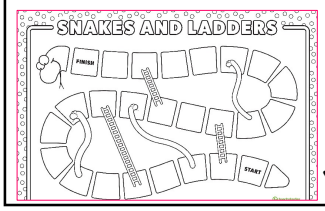
Literacy Task

- Write a set of instructions for your home-made board game, using all that you now know about instructional writing.
- Remember to use the appropriate features of instructional writing, from the list on the introduction page.
- During the writing process, read through your instructions lots of times to see if they make sense.
- Ask someone, who has played the game with you, to listen to your instructions to decide if all the details are included.
- Once you have completed the task, play your game again following your instructions carefully and add any extra details to them if needed.



Snakes and Ladders Game

Remember to use some of these time connectives in your instructions:		
When	First	Once
After	Finally	At the end
At the start	Before	Then



Year 3 - Friday 5th June 2020 – Literacy Task

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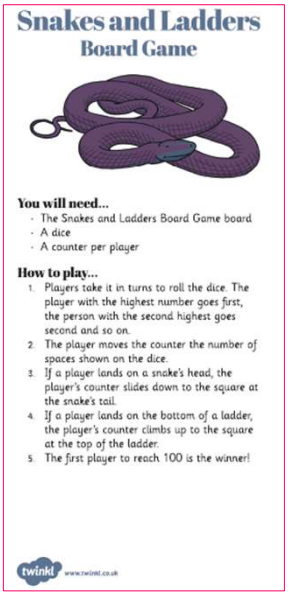
Literacy WAGOLLS and extra help

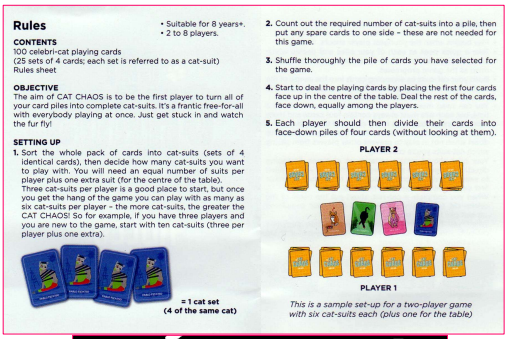


Snakes and Ladders
Board Game

You will need...
- The Snakes and Ladders Board Game board
- A dice
- A counter per player

How to play...
1. Players take it in turns to roll the dice. The player with the highest number goes first, the person with the second highest goes second and so on.
2. The player moves the counter the number of spaces shown on the dice.
3. If a player lands on a snake's head, the player's counter slides down to the square at the snake's tail.
4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.
5. The first player to reach 100 is the winner!

twinkl www.twinkl.co.uk



Rules
• Suitable for 8 years+.
• 2 to 8 players.

CONTENTS
100 celebri-cat playing cards
(25 sets of 4 cards; each set is referred to as a cat-suit)
Rules sheet

OBJECTIVE
The aim of CAT CHAOS is to be the first player to turn all of your card piles into complete cat-suits. It's a frantic free-for-all with everybody playing at once. Just get stuck in and watch the fur fly!

SETTING UP
1. Sort the whole pack of cards into cat-suits (sets of 4 identical cards), then decide how many cat-suits you want to play with. You will need an equal number of suits per player plus one extra suit (for the centre of the table). Three cat-suits per player is a good place to start, but once you get the hang of the game you can play with as many as six cat-suits per player – the more cat-suits, the greater the CAT CHAOS! So for example, if you have three players and you are new to the game, start with ten cat-suits (three per player plus one extra).

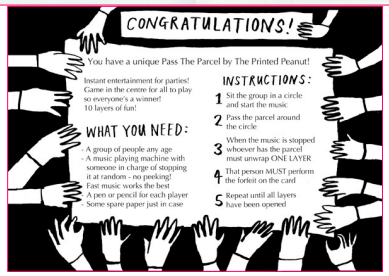
= 1 cat set
(4 of the same cat)

2. Count out the required number of cat-suits into a pile, then put any spare cards to one side – these are not needed for this game.
3. Shuffle thoroughly the pile of cards you have selected for the game.
4. Start to deal the playing cards by placing the first four cards face up in the centre of the table. Deal the rest of the cards, face down, equally among the players.
5. Each player should then divide their cards into face-down piles of four cards (without looking at them).

PLAYER 2

PLAYER 1

This is a sample set-up for a two-player game with six cat-suits each (plus one for the table)



Name Date

CATCH THE STARS
☆1 - 6☆

Age range: Pre-Kindergarten +
Number of players: 1-3
Learning:
- Count the spots on the dice from 1 to 6.
- Learn to recognise numbers from 1 to 6.

You will need
- 10 counters in different colors (one color per player)
- One dice

Instructions
- Take turns to throw the die.
- Cover up a star on the board with a counter that matches the number you threw. You have caught this star!
- If the number is already covered up on all the stars, give the dice to the next player.
- The game finishes when the last star is covered up. The winner is the player who has covered (or 'caught') the most stars.

Example
- If you roll a 3, you could cover up any star that has a 3 in it.

Variations
- Cover up any number of stars that add up to your dice number. For example, if you roll a 5, you could cover up a 4 and a 1.
- If you are playing this game on your own, see how many goes (or how long) it takes to complete it.

Alternative winning strategy:
- The first player to collect three stars in a row is the winner.

Free Math Sheets, Math Games and Math Help
MATH-SALAMANDERS.COM

Year 3 - Friday 5th June 2020 – Literacy WAGOLLs and extra help

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Maths Warm up Answers

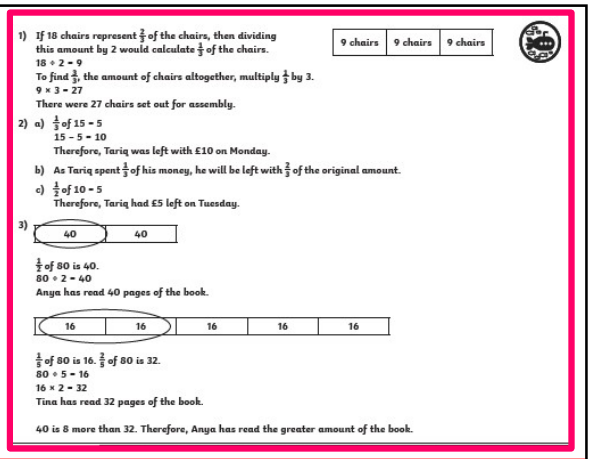
Number bonds to 20
13 + 7 = 20
8 + 12 = 20
11 + 9 = 20
5 + 15 = 20
14 + 6 = 20
17 + 3 = 20
4 + 16 = 20
12 + 8 = 20

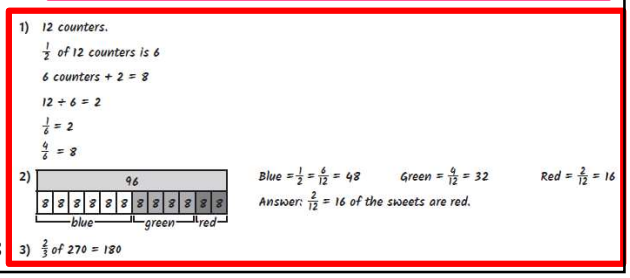
Number bonds to 100
35 + 65 = 100
52 + 48 = 100
83 + 17 = 100
47 + 53 = 100
14 + 86 = 100
26 + 74 = 100
69 + 31 = 100
71 + 29 = 100

Numbers to 1000
350 + 650 = 1000
423 + 577 = 1000
287 + 713 = 1000
862 + 138 = 1000
634 + 366 = 1000
544 + 456 = 1000
739 + 261 = 1000

Maths Answers

1. 15
2. 12
3. 20
4. 10
5. No, half of twenty is 10, three quarters of 16 is 12
6. 6





Year 3 - Friday 5th June 2020 – Maths Answers

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What a Wonderful World

Your challenge this week is to use Hwb to complete as many of these tasks as you can!
Check out the Hwb help videos on our website for guidance. If you would like some advice on what apps to use don't forget to ask your teacher!

Language, literacy and communications		Mathematics and numeracy		Science and technology	
Watch a documentary about a place in the world. Write a review. What was it about? What did you like? Not like? Favourite part? Years 3 & 4	Watch a documentary about a place in the world. Write a review. Summarise what the film was about. Give your opinion on it. Provide reasons for or against watching it. Years 5 & 6	Create a Time Zone Time Machine. Make buttons that will take you to 4 different countries around the world. But you will need to know how many hours forward or back you will need to travel to get there. Time to research time zones (you don't want to land in Madagascar in the middle of the night)! Years 3 & 4	Create a Time Zone Time Machine. Make buttons that will take you to 6 different countries around the world. But you will need to know how many hours forward or back you will need to travel to get there. Time to research time zones (you don't want to land in Madagascar in the middle of the night)! Years 5 & 6	How to Grow a Rainbow Home Science Investigation Click here for further explanation Option 1	Rainbow Paper Home Science Investigation Click here for further explanation Option 2
Expressive Arts		**Humanities**		**Health and well being**	
Choose a country from around the world and find what its traditional art is. For example, Australia has Aboriginal dot painting. Then have a go yourself. Years 3 & 4	Choose a country from around the world and find what its traditional art is. For example, Australia has Aboriginal dot painting. Then have a go yourself. Years 5 & 6	Many of the everyday food items we think of as British originally came from other countries, tea from China, potatoes from South America. Locate them on a map and then choose one and make a simple dish (cup of tea, mashed potatoes etc.) Years 3 & 4	Many of the everyday food items we think of as British originally came from other countries: tea from China, potatoes from South America. Choose one and make a simple dish (cup of tea, mashed potatoes etc.). Research the British Empire and how these foods were brought to Britain. Years 5 & 6	Create a playlist for a journey. Include songs that make you feel different emotions; happy, sad, excited etc. Years 3 & 4	Create a playlist for a journey. Include songs that make you feel different emotions; happy, sad, excited etc. Explain what it is about the song makes you feel that emotion. Years 5 & 6

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Science WAGOLL

How to Grow a Rainbow

You will need:

- Kitchen roll/paper towel
- Felt tip pens
- Two small bowls of water
- Paper clip
- Thread

1. Cut your kitchen roll into the shape of a rainbow.
2. Colour a rainbow with felt tips about 2 cm up on both sides.
3. Attach your paper clip to the top and tie a piece of thread to it. This will give you something to hold your rainbow with.
4. Fill each small container with water.
5. Hold your rainbow with the ends slightly submerged in the water then watch your rainbow grow!

THE SCIENCE

A brief introduction to 'capillary action'! Water molecules like to stick to things - including themselves. Sticking to things is called *adhesion* and sticking to itself is called *cohesion*. The fibres in kitchen roll make lots of little holes. Water is 'sucked' through the holes because of adhesion (liking to stick to other things) and cohesion (liking to stick to itself) means the rest of the water follows. The water pressure will eventually slow down and the pressure of gravity will mean it stops moving.

@MrsBpriSTEM

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