

# Year 3 Home School Provision Daily Pack

The following slides will be split into 4 separate activities.

They will consist of Maths, English, Reading and one other subject.

Each slide will be daily activities for you and your child to do at home.

We as a Year 3 team, will update these slides daily to the website – please keep an eye out!

Please email [NJS.Year3@taw.org.uk](mailto:NJS.Year3@taw.org.uk) with any queries to share any work and one of the Year 3 teachers will get back to you as soon as possible!

Thank you for your understanding and on going support during these times.

# Maths

To divide 2 digit numbers by 1 digit numbers, using formal written methods.

Parent support (From NJS Calculation Policy)

**Short division:** Limit numbers to **NO** remainders in the answer **OR** carried (each digit must be a multiple of the divisor).

**STEP 2:** Once children are secure with division as grouping and demonstrate this using number lines, arrays etc., **short division** for larger 2-digit numbers should be introduced, initially with carefully selected examples requiring no calculating of remainders at all. Start by introducing the layout of short division by comparing it to an array.

Remind children of correct place value, that 96 is equal to 90 and 6, but in short division, pose:

- How many 3's in 9? = 3, and record it above the 9 tens.
- How many 3's in 6? = 2, and record it above the 6 units.

They could first be asked to use a number line to work this out, highlighting the need for a quicker, more efficient method.

No starter for this lesson as short division (sometimes referred to as bus stop method) will be new learning and children will need more time to consolidate new learning.

1\* - Questions 1 - 10

2\* - Questions 1 - 20

3\* - Questions 1 - 30

1.  $69 \div 3 =$

2.  $88 \div 4 =$

3.  $90 \div 5 =$

4.  $76 \div 4 =$

5.  $72 \div 3 =$

6.  $70 \div 5 =$

7.  $24 \div 2 =$

8.  $56 \div 4 =$

9.  $36 \div 3 =$

10.  $65 \div 5 =$

11.  $96 \div 4 =$

12.  $90 \div 6 =$

13.  $96 \div 8 =$

14.  $96 \div 6 =$

15.  $88 \div 8 =$

16.  $80 \div 4 =$

17.  $95 \div 5 =$

18.  $92 \div 4 =$

19.  $46 \div 2 =$

20.  $78 \div 6 =$

20.  $78 \div 6 =$

21.  $92 \div 4 =$

22.  $84 \div 4 =$

23.  $72 \div 3 =$

24.  $70 \div 7 =$

25.  $88 \div 4 =$

26.  $80 \div 5 =$

27.  $98 \div 7 =$

28.  $66 \div 3 =$

29.  $84 \div 4 =$

30.  $91 \div 7 =$

Use the multiplication grid to help you if you are stuck with your division facts. We use these in school (on the front of our maths books) in case we need support with our times tables facts.

MULTIPLICATION TABLE

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

MULTIPLICATION TABLE

Plenary:

Complete your Note 2 Teacher and answer the following questions

N2T:

This week, I learned how to...

I still need help with...

One thing I struggled with is...

# English

Objective: To match synonyms and use them in a sentence (SPAG).

Follow the link to play the matching adjectives game. Which words mean the same? What is a synonym?



 **Synonyms** 

Synonyms are the same.  
Synonyms are the same.

You can say 'happy' OR 'glad'  
Cause synonyms are the same.



<https://www.englishclub.com/esl-games/grammar/adjectives-synonyms-1.htm>

1 Star

Loud Loud Loud Loud  
Noisy Noisy Noisy Noisy

Complete the word matching game. Synonyms are words that mean the same for example; loud and noisy. They both mean the same. Use the link above to play the game. Play one or more rounds – it's up to you! Once you have finished, write the words out to practise your handwriting. Remember ascenders are tall and descenders are low but all the other letters are the same height!

2 Star

1) On bonfire night, there was a loud bang!  
2) The neighbours were being very noisy outside.

Complete the word matching game. Synonyms are words that mean the same for example; loud and noisy. They both mean the same. Use the link above to play the game. Play two or more rounds – it's up to you! Once you have finished, write the words out in sentences to practise your handwriting. Remember ascenders are tall and descenders are low but all the other letters are the same height!

3 Star

1) On bonfire night, (the 5<sup>th</sup> November) there was a loud bang!  
2) The neighbours (who were in the garden) were being very noisy.

Complete the word matching game. Synonyms are words that mean the same for example; loud and noisy. They both mean the same. Use the link above to play the game. Play three or more rounds – it's up to you! Once you have finished, write the words out in sentences to practise your handwriting. Your sentences must use brackets (they add information in) as well as having beautiful handwriting. Remember ascenders are tall and descenders are low but all the other letters are the same height!

## Wednesday 13<sup>th</sup> January

### To use inference to improve my understanding of a picture or text.

Today we are going to be a bit like detectives. Sometimes, the answers to questions aren't always obvious, so we have to look for clues.

However, rather than reading a text, lets start with some pictures. Look at the next slides and then answer the questions that follow, either verbally or in writing...

Intro example – read and understand what to do:



Where do you think that they have been?

What has the dog been doing with the stick he is carrying?

Why is the dog on a lead?

What was the weather like on this day? How do you know?

Do we know what the actual answers are to these questions? Or do we have to **INFER** what the answers **MIGHT** be?

**What is inference?**



Where do you think that they have been?

I think that the dog and its owner have been for a walk across the fields.

What has the dog been doing with the stick he is carrying?

I think that the dog has been chasing the stick and his owner has been throwing it for him.

Why is the dog on a lead?

The dog is on a lead to stop it from running away and to keep it safe.

What was the weather like on this day? How do you know?

I think that the weather was cool on this day because the lady is wearing long trousers and a long coat.

In future, when you answer the questions yourself, use complete sentences, like the ones above.

Try this:



Where was this photograph taken?

Why are some people standing up?

What was the weather like on this day? How do you know?

What can you tell about the person stood on the right of the picture?

Start your answers with words from the questions: e.g:

This photograph was taken...

Some people are standing up because...

## The Chat'



What do you think these people are talking about?

Are they both feeling the same way?

Which person is the most relaxed?

How can you tell?

# What have we learned so far about inference?

An inference is:

- working something out that wasn't completely explained by the writer;
- *reading between the lines* and *using clues* to make a good guess.

**Moving on, we are now going to use our detective skills on several short pieces of text.**

1. Read the text aloud.
2. Write the title of the piece of writing in your book.
3. Answer the questions, using complete sentences.

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# Hiding Place

"10-9-8-7..."

Chelsea dived in. The material was all soft and warm but she could tell that she was very easy to spot. "I know," she said to herself, and climbed out of the bed to hide underneath it.

What game is Chelsea playing?  
Describe Chelsea's first hiding place.

What else can we infer about Chelsea?

What can't we infer?

1. Read the text aloud.
2. Write the title of the piece of writing in your book.
3. Answer the questions, using complete sentences.

# The Trip

I can't believe I'm actually here. The towns below look so small and I can see for miles in every direction. The engine is whirring and there's a man in the aisle next to me eating crisps. "Don't be afraid. It's natural to be a bit nervous." Mum said before we got on board. I'm definitely not nervous now. It's brilliant!

Who is speaking?

Where are they?

How were they feeling before getting on board?

What else can we infer about these people?

How do you know?

1. Read the text aloud.
2. Write the title of the piece of writing in your book.
3. Answer the questions, using complete sentences.

# My Favourite Subject

I love science because we do great experiments, like launching parachutes and making electrical circuits. When I get home I'm going to have another go at making a space rocket powered by balloons. I hate running out of time in experiments, but if I have tea early, it should be ok.

Has the child run out of time in experiments before?  
Is the child worried about something?

twinkl.co.uk

What sort of person is this child?

What do they want to do when they grow up?

1. Read the text aloud.

2. Write the title of the piece of writing in your book.

3. Answer the questions, using complete sentences.

# The Race

It was the final lap of the race. The sixty-sixth lap of hair-raising, one hundred miles per hour madness. John was all set for the victory. Around the final bend he came, then bang...

Everything stopped. John could see the flashes of red, green and blue flying past and on to the finish line.

He placed his head in his hands and sighed.

How is John feeling at the end of this story?  
Why would he be feeling that way?

Is this a running race? How do you know?



# Ext:

Try these if you want an extra challenge to complete! What else could you infer about the people in these extracts?

## Fireworks

Whistle, bang, clap, whizz!  
The fireworks flew up into the cold November sky. Zainab was standing at the lounge window watching in amazement, when Robbie, her pet dog, came dashing past. "Oh no!" Zainab exclaimed and ran after Robbie to see if he was ok.

What is wrong with Robbie?  
How do we know something is wrong?

twinkl.co.uk

## It's not Fair

"But I didn't even do anything." Alex muttered as he stomped up the stairs.  
Alex got the blame for lots of things because he was the oldest and should know better. There was food all over the dining room and as he walked up the stairs, his younger brothers ran into the lounge to watch television.

Why do you think Alex is upset?  
How do you know this?

twinkl.co.uk

## Haunted

Everyone at school was talking about it. They were convinced that there was something in there, something...awful.  
I didn't believe them and I was going to prove them all wrong, there had not been anyone living there for years. I knocked on the door. Three loud knocks.  
My heart froze at what happened next....

Where is the child in the story?  
What do you think happened next?

twinkl.co.uk

## The Exam

It was the day after my maths test and we were just sitting down at the table in my favourite restaurant, The Royal Dragon.  
"Choose whatever you like Danny," Dad said, "You deserve it."

Why do you think Danny has gone out for a meal?

twinkl.co.uk

# So remember:

- ***Inference*** comes from ***you***, not the writer.
- It is about reading ‘between the lines’ and working out what the writer ***doesn’t*** tell you.
- It is about looking for ***clues*** from the writer.
- Good readers often ***change*** their inferences.

# Design & Technology

We are setting you a challenge!

Using items for your recycling bin, we want you to design and then make a robot!

Try to decide what you want your robot to do. What tasks will it complete for you?

Then draw a picture of your robot, labelling it first, before colouring in, if you can.

Your robot can be any design you can think of. You can use glue, cello tape or string etc to hold it together. You can decorate in any way you like!

There are some examples of other robots that might give you some inspiration.

Please have fun, be creative and share any pictures with us on

[NJS.Year3@taw.org.uk](mailto:NJS.Year3@taw.org.uk)

