

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 with any queries to share any work and one of the Year 3 teachers will get back to you as soon as possible!

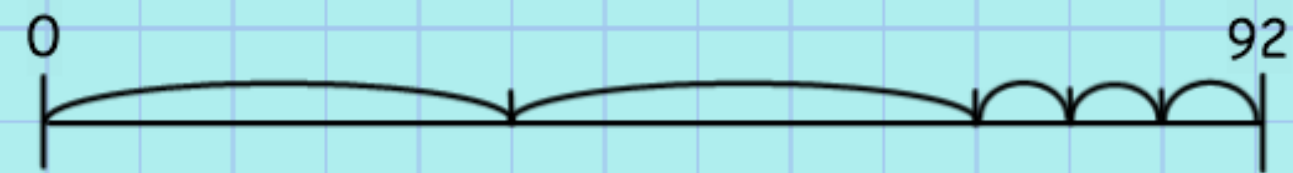
Thank you for your understanding and on going support during these times.

Maths

To divide TU / U, using formal written methods.

Introduction:

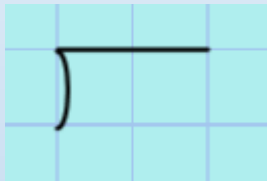
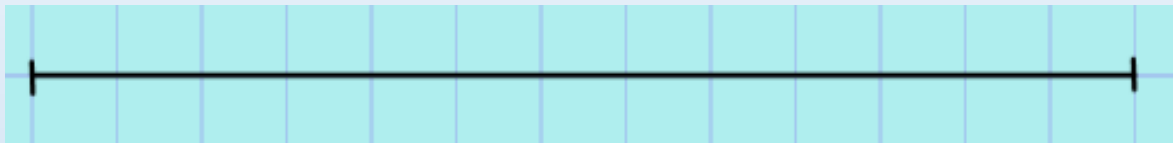
There are 92 trees in an orchard.
The trees are in four, equal length rows.
How many trees are in each row?
What is the calculation that you need to do?



Is there a more efficient method you could use?

$$4 \overline{)92}$$

29 fish are divided equally between 3 fishbowls.
How many fish are in each bowl?
How many are left over?
Complete using a written method of your choosing.



Set A

Work out:

1 $2 \overline{)48}$

2 $2 \overline{)66}$

3 $3 \overline{)39}$

4 $3 \overline{)63}$

5 $4 \overline{)88}$

Work out:

6 $5 \overline{)85}$

7 $4 \overline{)68}$

8 $3 \overline{)48}$

9 $4 \overline{)72}$

10 $4 \overline{)96}$

Use short division to work out:

11 $62 \div 2$

12 $78 \div 2$

13 $92 \div 4$

14 $51 \div 3$

15 $56 \div 4$

16 $95 \div 5$

1* - Set A

2* - Set B

3* - Set C

EXTs on following slides

Set B

Work out:

1 $2 \overline{)84}$

2 $3 \overline{)96}$

3 $4 \overline{)60}$

4 $4 \overline{)76}$

5 $3 \overline{)78}$

Use short division to work out:

6 $84 \div 4$

7 $74 \div 2$

8 $70 \div 5$

9 $54 \div 3$

10 $81 \div 3$

11 $64 \div 4$

Find the missing numbers using short division:

12 $\square \times 2 = 96$

13 $\square \times 3 = 87$

14 $5 \times \square = 90$

15 $\square \times 4 = 68$

16 $4 \times \square = 96$

Set C

Use short division to work out:

1 $52 \div 2$

2 $75 \div 5$

3 $72 \div 3$

4 $72 \div 4$

5 $84 \div 3$

6 $92 \div 4$

Use short division to work out:

7 a half of 78

8 a third of 48

9 a quarter of 68

10 a third of 87

11 a fifth of 90

12 a quarter of 96

Are these statements true or false?

13 $81 \div 3 = 29$

14 $80 \div 5 = 16$

15 $76 \div 4 = 57 \div 3$

Use short division to work out:

16 $168 \div 4$

17 $864 \div 8$

Mon 3 Star EXT:

The following calculations can be calculated using the calculation $8 \div 2$. True or false?

Explain how you know.

- 1) There are 2 Bags of bread rolls that have 8 rolls in each bag. How many rolls are there altogether?
- 2) A boat holds 2 people. How many boats are needed for 8 people?
- 3) I have 8 pencils and give 2 pencils to each person. How many people receive pencils?

Mon 2 Star EXT

Tammy has £18.

She wants to buy some muffins and chocolate bars.



Muffins cost £3 and chocolate bars cost £4

How many muffins does she buy and how many chocolate bars does she buy?
Can you find more than one solution?

Plenary

Y3 Can you convince me...

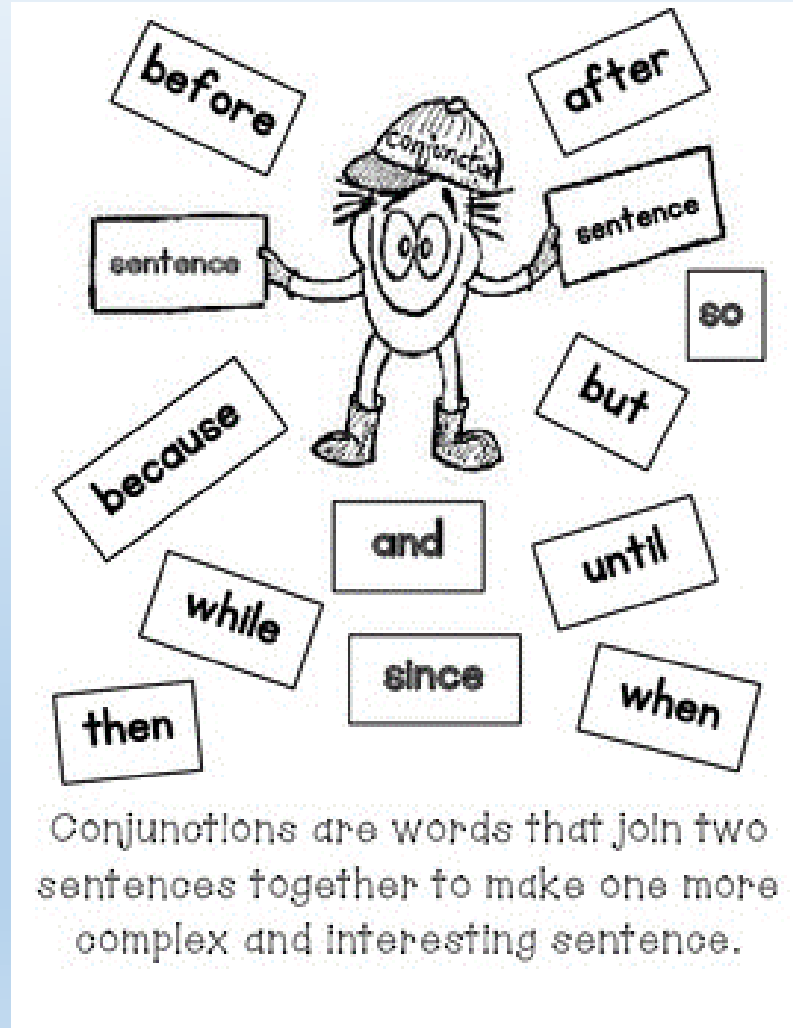
When you divide one number by another, it doesn't matter which order you do it in.

English

Thursday 14th January

Learning Objective:

To learn what conjunctions are and write sentences including the word because.



Conjunctions are joining words that link two parts of a sentence together.

For example combine these to make them fit best:

- Lewis smiled,
- The park was fun,
- Harry Potter was elated,

- because he returned to Hogwarts.
- because I got to ride on the slides.
- because he got some chocolate.

Conjunctions are joining words that link two parts of a sentence together.

Your task now is to try and complete these sentences

- Lewis smiled,
- The park was fun,
- Harry Potter was elated,

Why is because important?

The word **because** is a very important conjunction and it is used to explain why something has happened.

For example:

- Bill wore a scarf **because** it was cold outside.

By using the conjunction **because**, we know the reason for Jayati's actions.

Your turn:

Copy out these sentences and finish them by completing what comes after 'because'.

- ❖ Amy laughed loudly because ...
- ❖ Charlotte put on her shiny shoes because ...
- ❖ Jack rubbed his eyes because ...
- ❖ The lion lay down low in the tall grass because ...
- ❖ Mr Parker screamed because ...
- ❖ I sat on the floor because...
- ❖ He sprinted towards the castle because...
- ❖ I like school because...
- ❖ Tom is my friend because...
- ❖ I was scared because...

Plenary: Look at the sentence.

- Harry Potter was very brave because he fought Voldemort many times.

It can be flipped so it looks like this:

- Because he fought Voldemort many times, Harry Potter was very brave.

- Can you rearrange the order so that the sentence begins with the word '**because**' from any of your sentences today?

Reading – To use evidence to make estimations and draw conclusions about a picture.

Work through the next few slides and try to answer the questions, using complete sentences. For extra challenge, try to give two different possible inferences if you can.



Who is in the picture?

Is it cold or hot in the mountains?

How does the mountaineer feel?

Why has the mountaineer chosen to climb this location?

EXT: - what else can you infer from this picture?

Why are these children on the floor?

What are they looking at?

Why are they wearing hats?

Why do you think they are on a bridge?



EXT: - what else can you infer from this picture?

What can you infer from this picture?

What makes you think that?



What can you infer from this picture?

What makes you think that?



EXTENSION: For each of these, write two different inferences that could be true.

Can you read the following passage and answer the questions?

When Maisie drew her curtains that morning, she smiled and wrapped her arms around herself. There would be no school today, that's for sure. She would get wrapped up and dig her sledge out of the garage. Then she would spend the rest of the day wrapped in a blanket.

“Porridge for breakfast, I think!” she said.

What did Maisie see outside her bedroom window?

Why was she going to have porridge for breakfast?

How did Maisie feel about there being no school today?

PSHE – To better understand my emotions and make myself feel better

Ways to feel better

Use this sheet to help your child to come up with ideas to feel better when they have difficult feelings.

Talk about a time when your child has had a difficult feeling – sad, angry, annoyed, jealous or scared. Discuss different things they do to help themselves feel better using the suggestions below as a prompt.

Ask children to choose their top three strategies, perhaps drawing or writing one we haven't thought of!

Keep this on display at home so when children have a difficult feeling they can help themselves to feel better.



Dance to your favourite song



Have a drink of water



Do some colouring



Smell your favourite smell



Hug a toy



Think of a happy memory of your friends/family



Think of the three best moments of the day



Do five star jumps



Ask for help



Take some deep breaths



Talk to a friend online



Write down how you are feeling



Think of a happy time



Watch television



Imagine your favourite place



Think of three solutions for your problem



Have a nap



Say you're sorry



Make a list of things you are good at



Do a full body stretch