Year 3 Home School Provision Daily Pack 15.1.21

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 solve problems involving multiplication and division, using reasoning to explain my answers where necessary.

Introduction

You may need to do multiplication *or* division when solving problems during today's lesson.

Parent support:
This is the multiplication method that should be used.

$$
\begin{array}{ccc}
 & 3\ 2\ 7 \\
\times & \quad 4 \\
\hline
1\ 3\ 0\ 8 \\
 & \ _1\ \ _2 \\
\end{array}
$$

Parent support:

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

$$
\begin{array}{r}
3\ 2 \\
3\overline{)9\ 6}
\end{array}
$$

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.

Short division: Limit numbers to NO remainders in the final answer, but with remainders occurring within the calculation to be carried to the next digit.

$$
\begin{array}{r}
1\ 8 \\
4\overline{)7\ ^32}
\end{array}
$$

STEP 3: Once children demonstrate a full understanding of remainders, and also the short division method taught, they can be taught how to use the method when remainders occur within the calculation (e.g. 96÷4), and be taught to 'carry' the remainder onto the next digit. **If needed, children should use the number line to work out individual division facts that occur which they are not yet able to recall mentally.**

1*

You don't need to do all the questions, perhaps do 5 from each sheet! Don't forget to explain your answers if you need to.

Set A — Single Step

Zeb and Zak share some 5p coins between them.

1. Zeb gets 8 coins. How much money does he get?

2. Zak gets 50p. How many coins did he get?

Sam uses 3 eggs to make a cake. How many eggs are needed to make:

3. 7 cakes?

4. 11 cakes?

How many cakes can she make with:

5. 9 eggs?

6. 27 eggs?

Joanna is 6 years old.

7. Her sister is 3 times older than her. How old is her sister?

8. Joanna's mum is twice as old as her sister. How old is her mum?

A toothbrush weighs 20 g. How much will:

9. 3 toothbrushes weigh?

10. 5 toothbrushes weigh?

11. 8 toothbrushes weigh?

12. There are 140 pupils in Year 3. Half of them are boys. How many boys are in Year 3?

4 people can sit on a park bench.

13. How many people can sit on 9 park benches?

14. If 80 people can sit on benches in a park, how many benches are there?

15. 5 identical biscuits weigh 150 g. How much does each biscuit weigh?

16. Each CD in Monib's collection has 8 songs on it. How many songs are there on 14 of his CDs?

Set A — Multistep

Every crayon weighs 8 g. What would be the total weight of:

1. 3 blue crayons and 2 green crayons?

2. 5 red crayons and 6 orange crayons?

3. There are 26 girls and 22 boys on a school trip. They are split equally between 4 minibuses. How many children are on each minibus?

4. Marta buys five boxes of 3 golf balls. She loses 7 golf balls. How many does she have left?

Tickets at the local cinema cost £8 for an adult and £4 for a child. How much would it cost for:

5. 5 children and 1 adult?

6. 4 adults and 1 child?

7. 2 adults and 2 children?

8. A teacher buys 4 boxes of 6 rubbers. She gives half of them to her class. How many rubbers does she have left?

9. 9 carrots are each cut into 4 pieces. The pieces are shared equally between 3 rabbits. How many pieces of carrot does each rabbit get?

Shiva mixes 130 ml of orange juice and 190 ml of apple juice. How much juice is in each glass if she splits the mixture between:

10. 4 glasses?

11. 8 glasses?

Teabags come in boxes of 80. A cafe uses 2 teabags in each pot of tea. How many pots of tea can they make if they buy:

12. 3 boxes of teabags?

13. 10 boxes of teabags?

2*

You don't need to do all the questions, perhaps do 10 from each sheet! Don't forget to explain your answers if you need to.

Tues Set B single step

Set B

1. There are 8 cows in a field. There are 6 times as many sheep as cows. How many sheep are in the field?

2. 48 crayons are shared equally between 4 children. How many crayons does each child get?

Kylie is baking some muffins. She puts 4 blueberries and 3 raspberries on the top of each muffin.

3. How many blueberries will there be on 9 muffins?

4. How many raspberries will there be on 11 muffins?

5. Kylie uses 60 raspberries. How many muffins did she make?

6. Padma spends 10 minutes doing maths homework. She spends 4 times longer watching TV. How long does she spend watching TV?

7. Charlie makes 8 pizzas for a party. Each pizza is cut into 9 slices. How many slices of pizza are there?

8. Eight identical yo-yos weigh 560 g. How much does each yo-yo weigh?

Notebooks are sold in packs of four.

9. Alan buys 33 packs of notebooks. How many notebooks does he buy?

10. Mrs Cox needs 76 notebooks for her class. How many packs should she buy?

11. A plane has eight seats in each row. How many seats are there in 54 rows?

12. 81 magazines are split into three equal piles. How many magazines are in each pile?

13. A sandwich shop has four different types of bread and nine different fillings. How many different sandwiches can they make?

Tues Set B multi step

Set B

There are 6 chapters in a book. Each chapter is 8 pages long. How many pages does Chloe need to read each day to finish the book in:

1. 3 days?

2. 4 days?

There are 50 boys and 46 girls in Year 3. How many tables are needed for lunch if there are:

3. 3 children at each table?

4. 8 children at each table?

5. Daisy the cow is given 45 carrots and 13 parsnips. She eats a third of the carrots and all the parsnips. How many of the vegetables does she eat in total?

6. Kobe's maths homework took him 14 minutes. His English homework took three times longer. How long did it take him to do both his maths and English homework in total?

7. Football stickers come in packs of eight. Shiva buys 50 packs and splits them equally between her four sons. How many stickers does each son get?

A chef uses three eggs to make an omelette. He buys eggs in boxes of 18. How many omelettes can he make with:

8. four boxes of eggs?

9. five boxes of eggs?

10. ten boxes of eggs?

There are 19 blue cars in a car park.

11. There are four times as many black cars as blue cars. How many black and blue cars are there altogether?

12. There are eight times as many red cars as blue cars. How many more red cars than blue cars are there?

3*
Do all the questions – don't forget to explain your answers if you need to!

Tues Set C single step

Set C

1. 11 pigeons each lay three eggs. How many eggs are there in total?

Jordan walks four miles every day.

2. How many miles does he walk in 20 days?

3. How many days will it take him to walk 200 miles?

A strip of wallpaper is 70 cm wide. How wide are:

4. three strips of wallpaper?

5. eight strips of wallpaper?

6. 240 footballs are shared equally between eight different football teams. How many footballs does each team get?

7. 87 dance students are split equally into three dance groups. How many students are in each group?

A variety pack of cereal contains eight boxes. How many boxes will there be in:

8. 40 packs?

9. 60 packs?

10. 74 packs?

How many variety packs would be needed for:

11. 184 boxes?

12. 432 boxes?

13. In a small bag of peanuts there are 78 nuts. How many nuts will there be in four bags?

14. Emily has six different football shirts and eight different pairs of shorts. How many different football kits could she wear?

15. The bookcase in Alf's house has eight shelves. Each shelf is 34 cm tall. How tall is the bookcase?

Tues Set C multi step

Set C

A puzzle book has 18 puzzles in it. Sophie does 4 puzzles each day. How many days would:

1. 2 puzzle books last her?

2. 8 puzzle books last her?

3. Ivana has 450 ml of milk. She drinks 120 ml and splits the remaining milk equally between three glasses. How much milk is in each glass?

A small tank can hold 40 fish and a large tank can hold 90 fish. How many fish can:

4. eight small tanks and one large tank hold?

5. one small tank and three large tanks hold?

6. four small tanks and four large tanks hold?

7. Henry buys four bags of candyfloss that each weigh 84 g. He splits the candyfloss into eight tubs. How much candyfloss is in each tub?

8. Are there more toy soldiers in eight packs of 16 soldiers or three packs of 40 soldiers?

9. A school has eight classes. Each class has 29 pupils in it. Half the pupils in the school are girls. How many pupils are girls?

Gio and Gina each get £8 pocket money every week.

10. Gio saved his pocket money for 24 weeks then spent £56. How much pocket money did he have left?

11. Gina wants to buy a train set for £90. How many weeks will she have to save her pocket money for to be able to pay for the train set?

12. Eight people can go on a theme park ride every three minutes. There are 120 people in the queue. How many minutes will it be before they've all been on the ride?

Complete the extension according to which star you are working on.

Tues 1 Star EXT

Jacob answers the question 44 ÷ 4 using place value counters.

T	O
🟡🟡	🔴🔴
🟡🟡	🔴🔴

Is he correct?
Explain your reasoning.

Prove it!

Lexi thinks that 88 sweets can be shared equally between eight people.

Is she correct?

Tues EXT 2 Star

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?

To multiply a number by 10 you put a 0 on the end	When you multiply two numbers together it doesn't matter which order you do it in	When you divide one number by another it doesn't matter which order you do it in	Multiplying a number by zero doesn't change the number
5 can't be divided by 10	Dividing a number makes it smaller	There are more than ten multiplication sums that give the answer 6	$10 \div 3 = 3\frac{1}{3}$
Multiplying a number makes it bigger	$10 \div 3 = 4$	Divide means 'shared between'	$10 \div 3 = 3$
I can work out a multiplication by doing lots of 'adds'	I can work out a division by doing lots of 'adds'	I can undo a multiplication by dividing	

Plenary

Y3 Can you convince me...

Simon says, "I can undo a multiplication by dividing.

Is he correct?

How do you know?

Give examples.

English – To recognise and use different types of conjunction.

Read and click through the powerpoint called:
'Year 3 Home Learning Provision English Friday 15th'.

Then have a go at the following slides, either 1/2/3 star.
Be ambitious, remembering neatest writing, capitals
and full stops!

1 * Complete the sentences, **COPYING into your book** and inserting the correct conjunction. When you have finished, write 6 more sentences of your own, using the conjunctions at least once in each sentence.

L.O: To recognise and use different types of conjunctions.

Choose a **coordinating conjunction** from the box to complete these sentences.

and	but	or	so

1. I went to bed very late _____ I am tired today.

2. I listened to the weather forecast _____ put an umbrella in my bag.

3. I enjoy playing hockey _____ it's not my favourite sport.

4. We could go to the park _____ to the cinema.

2** Complete the sentences, **COPYING into your book** and inserting the correct conjunction. When you have finished, write 4 more sentences of your own, using the conjunctions at least once in each sentence.

L.O: To recognise and use different types of conjunctions.

Choose a **coordinating conjunction** from the box to complete these sentences.

and	but	or	so

1. I went to bed very late _____ I am tired today.

2. I listened to the weather forecast _____ put an umbrella in my bag.

3. I enjoy playing hockey _____ it's not my favourite sport.

4. We could go to the park _____ to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

although	because	so that	even if	whenever

1. My dad has fixed my bike _____ I can take it to the park.

2. My brother is grumpy _____ he has got to do his homework.

3. I will always support my local team, _____ they always lose!

4. He goes abroad on holiday, _____ he doesn't like flying.

3 ***

Complete the sentences, **COPYING into your book** and inserting the correct conjunction. When you have finished each section, write 2 more sentences of your own, using the conjunctions from that section at least once in each sentence.

L.O: To recognise and use different types of conjunctions.

Choose a **coordinating conjunction** from the box to complete these sentences.

and	but	or	so

1. I went to bed very late _____ I am tired today.

2. I listened to the weather forecast _____ put an umbrella in my bag.

3. I enjoy playing hockey _____ it's not my favourite sport.

4. We could go to the park _____ to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

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1. My dad has fixed my bike _____ I can take it to the park.

2. My brother is grumpy _____ he has got to do his homework.

3. I will always support my local team, _____ they always lose!

4. He goes abroad on holiday, _____ he doesn't like flying.

Choose a pair of **correlative conjunctions** from the box to complete these sentences.

whether/or	either/or	both/and	not only/but

1. I'm not sure _____ I'm going to the match _____ not.

2. My mum is _____ a brilliant doctor, _____ she is a great runner too.

3. The weather is forecast to be _____ hot _____ humid.

4. We are having _____ pasta _____ curry for dinner.

Reading

Friday 15th January
To make inferences about a text and draw conclusions

Today's inference tasks follow this slide. However, from today we would also like you to choose a book to read and spend 10 minutes reading aloud to your adult from it. Try to do this EVERY day. Then, have them read to you for some time as well. This can be from a different book if you like. Please continue to record reading in your reading diaries, ready for when we return.

3***

Tom's exciting morning

Tom woke up early. He knew the taxi was just around the corner. He felt like it was Christmas morning, but it was the middle of August. He grabbed his case and knocked on his parents' door eagerly. They shouted back,

"It's nearly time Thomas, go and wake Olivia up!" Tom ran into his sister's room and jumped on the bed. They both grinned and chatted about the week ahead.

A little while later, the taxi was outside so Tom grabbed his sunglasses and cap. He chuckled to himself because it was very dark and cold outside! Tom and Olivia sprinted to the back seat of the taxi whilst Mum and Dad threw the suitcases into the boot. Then, Mum made sure Olivia was secure in her special booster seat. Mum also went back inside to get Buster the dog!

Olivia's face dropped and she poked her brother who also looked worried.   "Where are you taking Buster?!" they both said cautiously. Mum smiled,

"Just to grandmas. We're going to be gone for a while!" Their faces relaxed and they giggled at how silly they had been!

As they approached their destination, Olivia tapped her brother on the arm and pointed outside.

"They look like giant birds!" she said. Tom thought this was really funny and he laughed with his sister. Mum and Dad looked at their watches. Their faces dropped. They quickly got Olivia out of her seat and put her in her pram. Dad grabbed Tom's hand and they paid the man quickly.

"Come on guys!" Dad said sounding slightly worried.

Questions

1. How do we know Tom felt excited in Paragraph One? Try and find all the clues.
2. Why do you think Tom chuckled to himself when he went outside in Paragraph Two?
3. Where do you think Tom is going? Explain why you think this.
4. Pretend you are Tom. Write down how you are feeling and what you are thinking as you travel in the taxi.
5. Why has Tom packed sunglasses?
6. Why do you think Olivia and Tom were worried when Mum went back into the house to get Buster?
7. What do you think Olivia was pointing to when she said *"they look like giant birds!"?*
8. What do you think happened when Mum and Dad looked at their watches in paragraph four?
9. Pretend you are Dad at the end of the passage. Write a few sentences explaining your thoughts and feelings.

2**

Inference

Can you read the following passage and answer the questions?

Will sighed and clicked the mouse again. It still wasn't working. Then suddenly the screen went black. "Oh no!" wailed Will. "It's all gone! I haven't got time to start again!"

What was Will trying to get to work? How do you know?

How did Will feel when the screen went black?

How long do you think Will had been sitting there?

What might Will have been doing before this happened?

Inference

Can you read the following passage and answer the questions?

My baby sister picked up her vegetables and – one by one – threw them off her highchair and onto the floor. She kicked out her legs and giggled as they were quickly licked off the floor. When Mum came back into the room, she shouted at the dog to go away.

Why did the baby throw the vegetables onto the floor?

Why did mum shout at the dog?

How did the baby feel when the vegetables were licked off the floor?

How do you know?

Inference

Can you read the following passage and answer the questions?

The letter box banged and I ran quickly to the door. With shaking hands, I slowly picked up the letters off the floor. A bill. A postcard. And then finally the letter I had been waiting for. I stared at the heavy cream envelope and the handwritten address. I hoped for good news.

How did the writer feel when the post arrived?

Was the writer expecting this letter?

How do you know the letter is important?

Inference

Can you read the sentence below and find the correct inference?

Boom! Fizz! Another one exploded over the children's heads as they grinned and yelled in excitement.
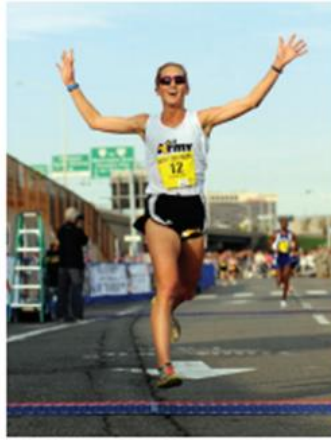
Can you infer that:

...the children were bored?

...it was winter time?

...the children loved fireworks?

...it was the first time the children had seen fireworks?

1*

Inference

What can you infer from this picture?

What makes you think that?

Photo courtesy of (familymwr@flickr.com) – granted under creative commons licence – attribution 1

Inference

What can you infer from this picture?

What makes you think that?

Photo courtesy of (pixel_unikat@flickr.com) – granted under creative commons licence – attribution

Inference

Read the sentence below.

Tom couldn't believe his eyes! His car was cleaner than he had ever seen it!

Which of the following can you infer and why?
a) Tom's car was a Rolls Royce.
b) Someone had cleaned Tom's car as a surprise.
c) Tom's car was red.
d) Tom had never cleaned his car before.

Inference

Boom! Fizz! Another one exploded over the children's head as they grinned and yelled in excitement.

Which of the following can you infer and why?
a) The children were bored.
b) It was wintertime.
c) The children loved fireworks.
d) It was the first time the children had seen fireworks.

Online lesson - ART – with Mrs Bold

To design and create a Roman Mosaic

- Prep. in School –

You will need either some printed templates or squared paper, sliced coloured paper, scissors , or colouring pencils/pens and a glue stick.

- Online – no preparation needed

You are going to use the following website to create your mosaic:

[Learning Playground - Make a Mosaic](#)

ALL - Lesson intro and instructions:
Load up the separate PDF slides entitled *'Roman Mosaic Art Slides Friday 15th'*. These will be posted on the Year 3 class pages, along with these Daily Home Learning slides.
Read through the PDF slides (*Roman Mosaic Art Slides Friday 15th*).

In School:
Now, print off the mosaic template of your choice from the file called *'Roman Mosaic templates Friday 15th'* to try and colour in, using your colouring pencils or make your own small tesserae (small tile paper pieces) to glue onto your mosaic template.

At Home / Online:
If you can't do the school-based option, load up the website by clicking this link:
Learning Playground - Make a Mosaic and create your mosaic online. You can save the picture you make and send it in to the NJS.year3@taw.org.uk email for us to see and print off.
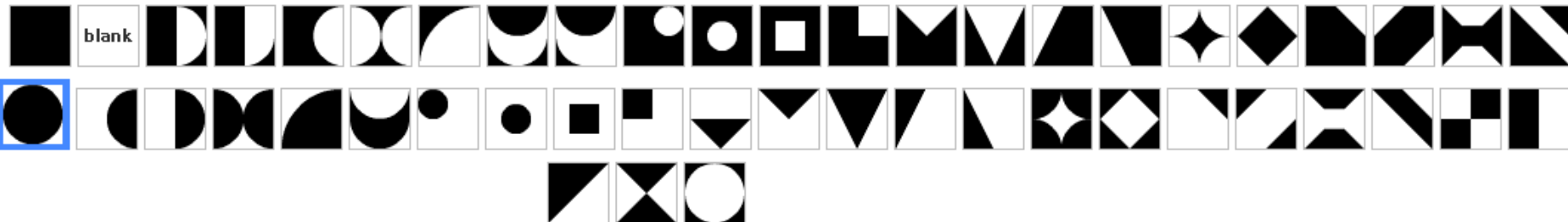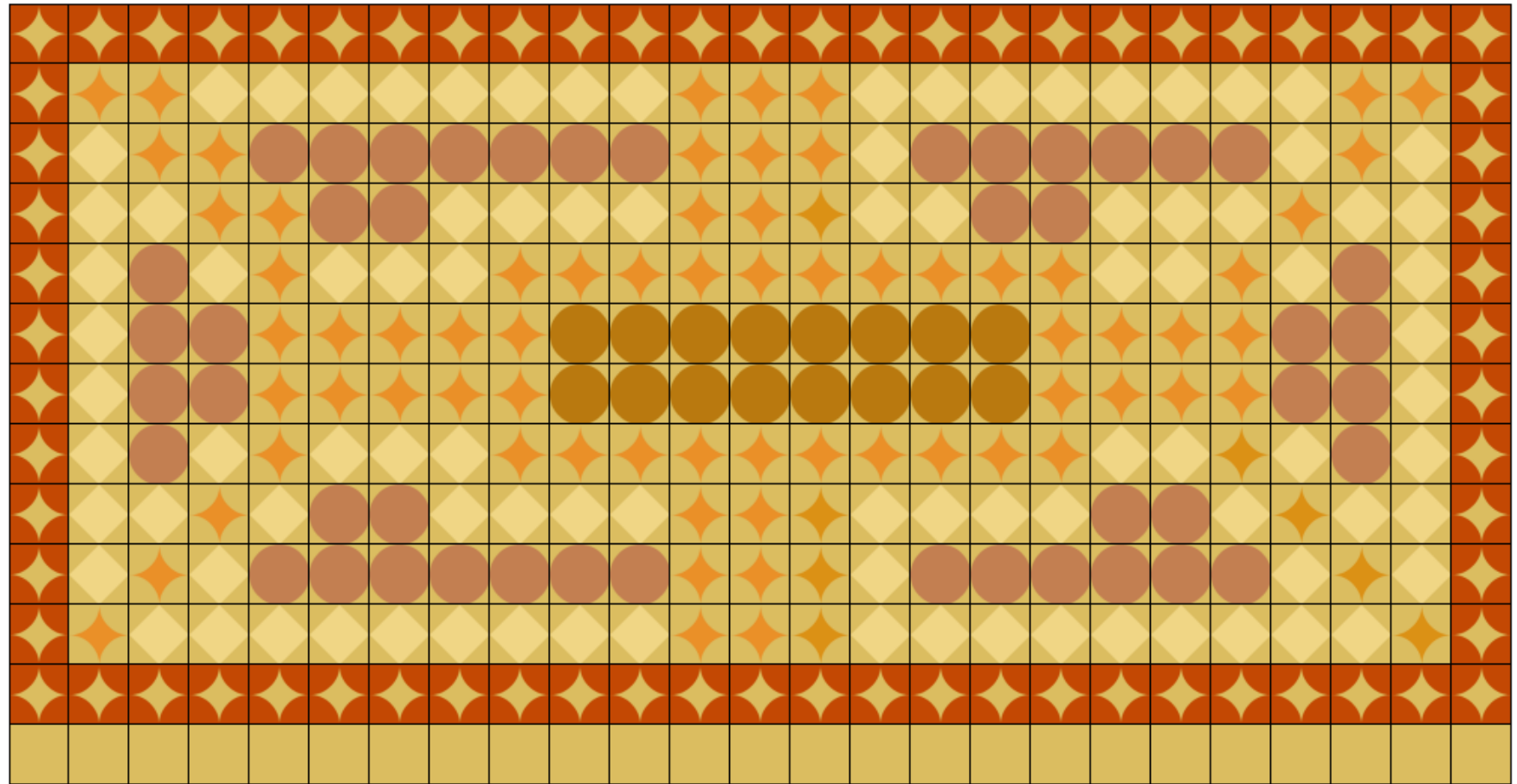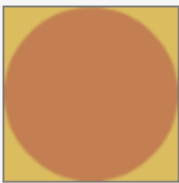
On a computer with a keyboard, press space repeatedly to rotate the tiles before placing them.