Weekly Home Learning Timetable

Year 3-WB 27.4.20

Monday

English	Maths	Design Technology/Art
Focus-To retrieve information using a set of instructions. https://www.thenational.academy/year-3/english/instructions-reading-comprehension-fact-retrieval-year-3-wk1-1/ Follow the link above to a lesson where you will look at the features of instructions and answer some questions about a set of instructions. You can record your answers in your workbook.	**Focus-To recognise unit and non-unit fractions.** https://whiterosemaths.com/homelearning/year-3/ Follow the link above and watch the video for week 1 lesson 1. This will take you to a lesson where you will be reminded of unit and non-unit fractions. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.	**Focus-To use a range of materials to create a garden in a jar.** Make a mini garden in a jar or plastic box. You could use soil, sand, pebbles and moss to start. Draw a design before you start and take a picture of your finished ones if you can.

Tuesday

English	Maths	PSHCE
Focus-To explore the meaning of words using a set of instructions. https://www.thenational.academy/year-3/english/instructions-reading-comprehension-word-meaning-year-3-wk1-2/ Follow the link above to a lesson where you will look more closely at the meaning of words used in the instructions. You can record your ideas in your workbook.	**Focus-To be able to make a whole.** https://whiterosemaths.com/homelearning/year-3/ Follow the link above and watch the video for week 1 lesson 2. This will take you to a lesson where you will be reminded how to add fractions to make a whole. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below. You may want to use strips of paper cut into fractions to help you.	**Focus-To explore the importance of teamwork** https://www.bbc.co.uk/bitesize/articles/z773bdm Follow the link above to a lesson where you will explore the value of teamwork. There is a lovely activity sheet you can find here to complete.

Wednesday

English	Maths	French
Focus-To identify the features of a text. https://www.thenational.academy/year-3/english/instructions-identifying-and-understanding-the-features-of-a-text-year-3-wk1-3/ Follow the link above to a lesson where you will explore the features of instructions. You can record your ideas in your workbook.	**Focus-To be able to recognise tenths.** https://whiterosemaths.com/homelearning/year-3/ Follow the link above and watch the video for week 1 lesson 3. This will take you to a lesson where you will be shown how to recognise tenths. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.	**Focus-To develop my French vocabulary and understanding** http://www.nicurriculum.org.uk/pl/ Explore the website above and choose a topic in the French section. Have fun practicing some different words and phrases in French.

Thursday		
English **Focus-To understand the use of adverbs in instructions.** https://www.thenational.academy/year-3/english/instructions-spag-focus-adverbs-year-3-wk1-4/ Follow the link above to a lesson where you will explore how adverbs are used in instructions. You can record your ideas in your workbook.	**Maths** **Focus-To be able to count in tenths.** https://whiterosemaths.com/homelearning/year-3/ Follow the link above and watch the video for week 1 lesson 4. This will take you to a lesson where you will be shown how to count in tenths. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below. You may want to try making your own counting sticks to help you.	**Art** **Focus –To use my artistic skills to convey how I feel.** https://www.garlingeprimary.co.uk/website-content/coronovirus-square-1587062297.pdf Have a go at the suggestion on the Garlinge website to create a piece or art on the theme of *'Something that gets me through the day.'* There are more details if you follow the link above. Have fun and please send any pictures of your finished pieces to your teacher.
Friday		
English **Focus-To write a set of instructions.** https://www.thenational.academy/year-3/english/instructions-write-a-set-of-instructions-year-3-wk1-5/ Follow the link above to a lesson where you will have a go at writing some instructions. You can record your instructions in your workbook. **Maybe you could send a picture of your complete instructions to your teacher.**	**Maths** **Focus-To be able to recognise tenths as decimals.** https://whiterosemaths.com/homelearning/year-3/ Follow the link above and watch the video for week 1 lesson 5. This will take you to a lesson where you will be reminded how to write tenths as decimals. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below. **Maybe you could send a picture of any resources you have made to help you to your teacher.**	**Booktrust Pyjamarama Day activities** **Focus-To celebrate the importance of bedtime stories** Today, children across the country will be taking part in Pyjamarama Day activities. Use the link below to join in the fun and celebrate the importance of bedtime stories. https://www.booktrust.org.uk/books-and-reading/have-some-fun/pyjamarama/pyjamarama-activities/?_cldee=Z3JpZmZpbmxAZ2FybGluZ2Uua2VudC5zY2gudWs%3d&recipientid=contact-e5a5c1675a55ea11a811000d3ab824df-055bf077900a4a29adc5b45c6e23f27c&esid=3355ea81-8e80-ea11-a812-000d3ad87f60 **Maybe you could take some pictures of some of the activities you have a go at and send to your teacher.**

Other activities for the week

- Write a letter or email to a loved one that you are unable to see at the moment. Tell them all your news and explain what you have been doing to keep yourself busy. Maybe you could send them a nice drawing or piece of art work too.
- Make a mini garden in a jar or plastic box. You could use soil, sand, pebbles and moss to start.
- Make cakes or cookies if you have the ingredients at home.
- Continue to use Times Table Rockstars to practice your times tables.
- Continue to practise your Year 3/4 spellings (see below). Ask someone to test you on 10 at a time. How many can you spell? Keep track of the ones you get right and the ones you still need to practise.
- Read daily if you can. Maybe try reading a bedtime story to a younger brother or sister. Make it fun by using lots of different voices for the characters.

Resources

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

twinkl visit twinkl.com

Unit and non-unit fractions

1 Write fractions to complete the sentences.
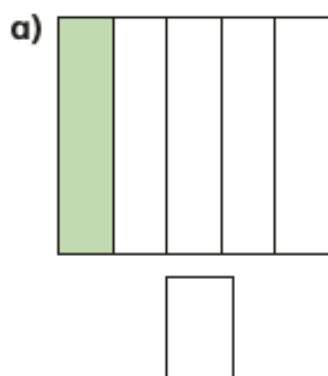
a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

2 Write fractions to complete the sentences.
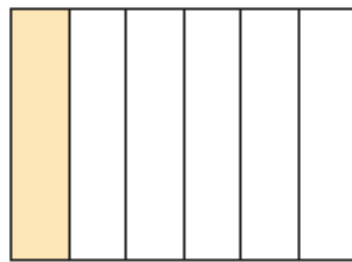
a) ☐ of the tower is green.

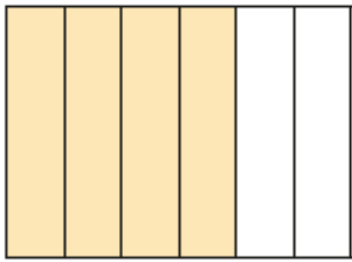b) ☐ of the tower is yellow.

c) ☐ of the tower is blue.
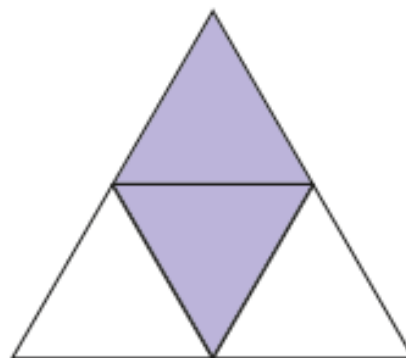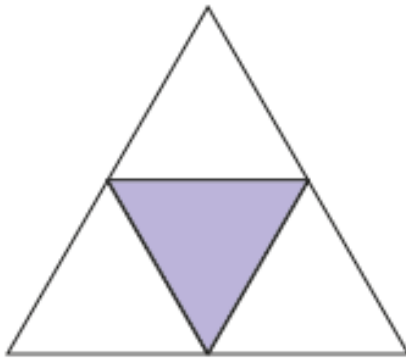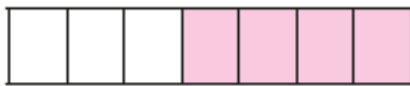
3 What fraction of each shape is shaded?

a)
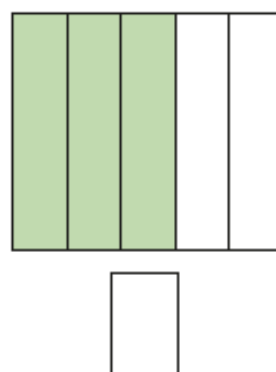
b)

☐   ☐

c)

☐   ☐

d)

☐   ☐

e)

☐   ☐

Tick the unit fraction in each pair of shapes.

How did you know which was the unit fraction?

4 **a)** Colour $\frac{1}{5}$ of each shape.
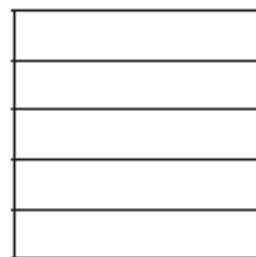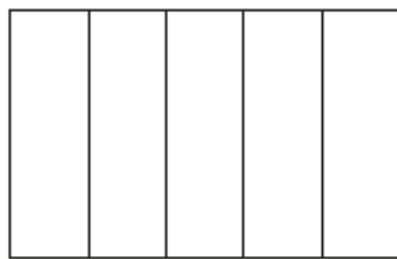
b) Colour $\frac{3}{5}$ of each shape.
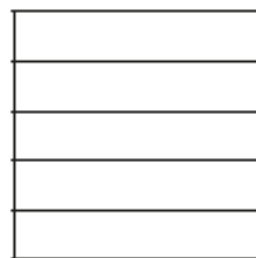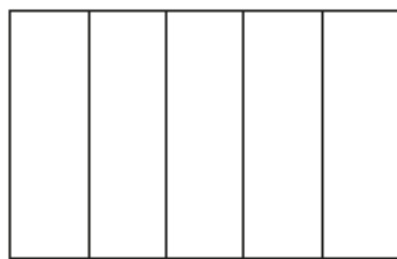
What is the same and what is different about your answers?

5 **a)** Circle $\frac{1}{3}$ of the counters.
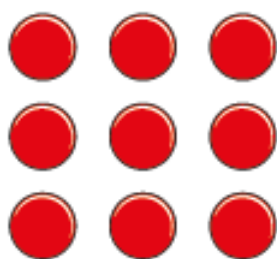
b) Circle $\frac{2}{3}$ of the counters.
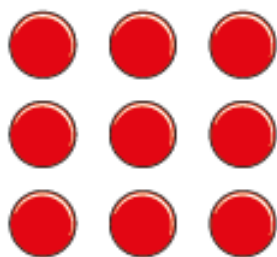
What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 **a)** What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is ☐

The numerator is always ☐

An example of a non-unit fraction is ☐

The numerator is always greater than ☐

Making the whole

1 Here are some counters.

   a) What fraction of the counters are yellow?

   b) What fraction of the counters are red?

   c) Complete the number sentence.   ☐ + ☐ = ☐

2 Here is a tower of cubes.

   a) What fraction of the tower is green?

   b) What fraction of the tower is blue?

   c) Complete the number sentence.   ☐ + ☐ = ☐
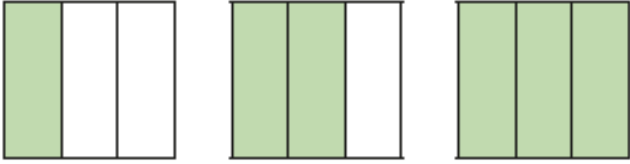
3 What fraction of each shape is shaded?

Which fraction represents a whole?

Fill in the missing fractions.

a)

☐ = one whole

☐ ☐ ☐

b)

☐ = one whole

☐ ☐

4 Here are some pictures.
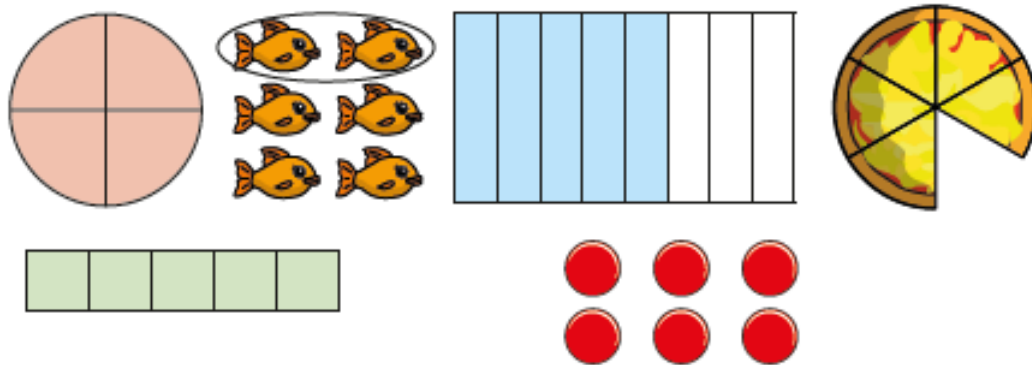
Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

☐ ☐ ☐

b) Write three fractions that are equal to one whole.

☐☐☐

What do you notice? Talk about it with a partner.

5 Choose a phrase to complete the sentences.

greater than	less than	equal to

When the numerator is _____ the denominator, the fraction is less than one whole.

When the numerator is _____ the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

$\frac{3}{5}$ $\frac{4}{4}$ $\frac{6}{10}$ $\frac{2}{2}$

$\frac{10}{10}$ $\frac{8}{9}$ $\frac{3}{3}$ $\frac{5}{5}$

7 Here are $\frac{1}{3}$ of Jack's marbles.

Draw the rest of Jack's marbles in the bar model.

8 $\frac{2}{7}$ of a group of children are girls.

What fraction are boys?

$\boxed{}$ are boys.

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.

$\frac{1}{4}$	

$\frac{1}{5}$	$\frac{1}{5}$	

$\frac{7}{10}$	

10 Complete the number sentences.

a) $\frac{3}{5} + \boxed{} = 1$

c) $\boxed{} = \frac{2}{7} + \frac{5}{7}$

b) $\boxed{} + \frac{4}{10} = 1$

d) $\frac{9}{9} = \boxed{} + \frac{5}{9}$

Tenths

1 Tick the pictures that show tenths.
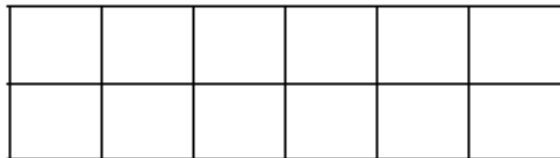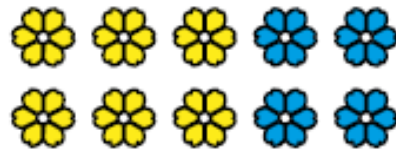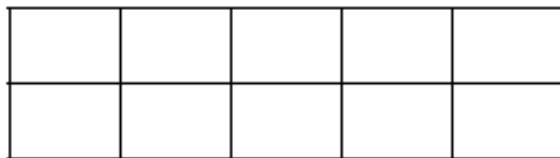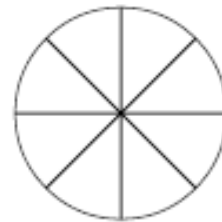
2 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

c) ☐ of the counters are green.

3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.
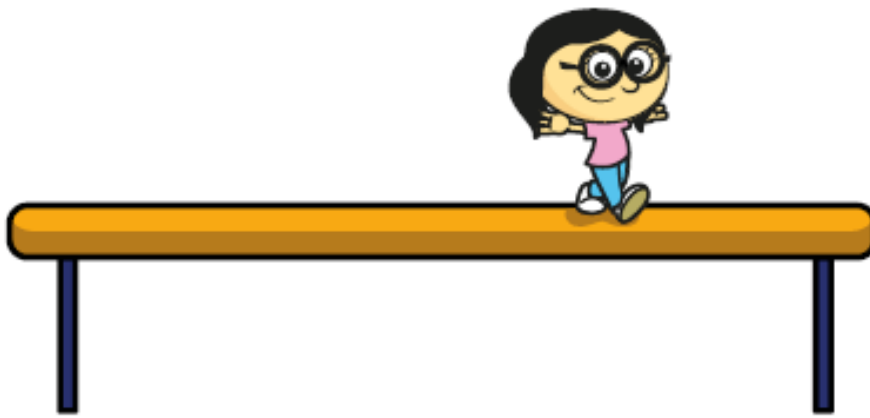
$\frac{2}{10}$

$\frac{8}{10}$
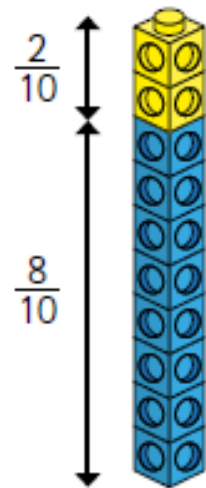
4 Complete the part-whole models.

a)

1

$\frac{3}{10}$

b)

1

$\frac{7}{10}$

c)

1

$\frac{1}{10}$ $\frac{1}{10}$
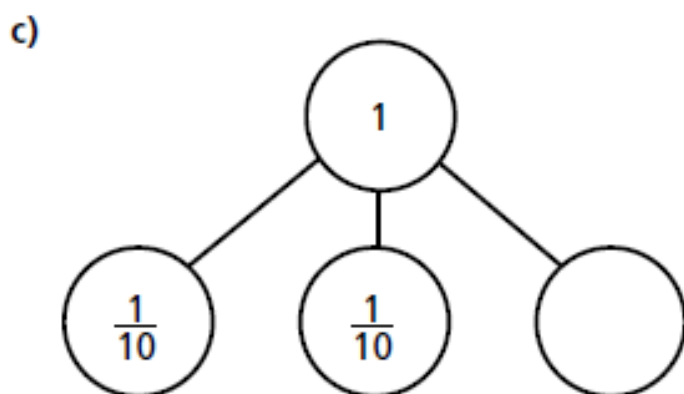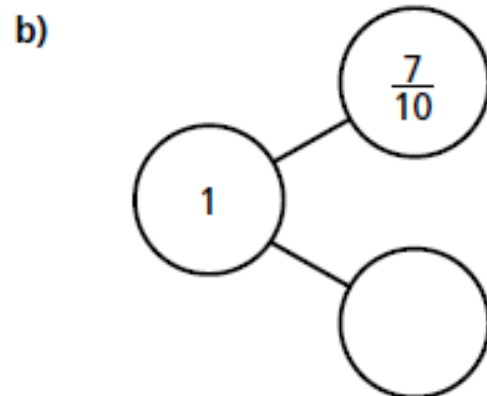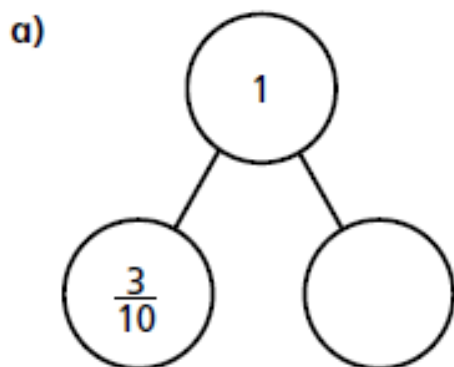
d)
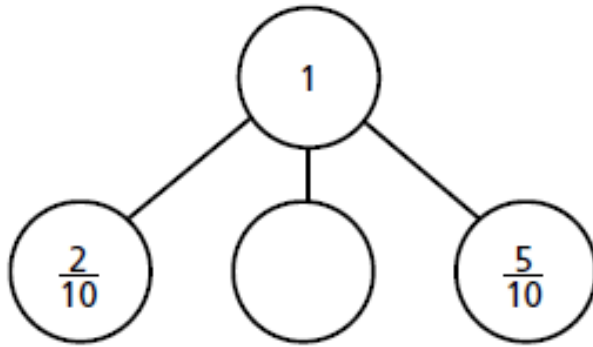
5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.

How many tenths does she have left to travel?

6 10 boys share 3 pizzas equally.

What fraction of a pizza do they each get?

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

_____

_____

_____

Compare answers with a partner.

Thursday Maths

Lesson 4

Count in tenths

1 Continue the sequence.

$\frac{10}{10}$

$\frac{9}{10}$

$\frac{\square}{\square}$

$\frac{\square}{\square}$

$\frac{\square}{\square}$

$\frac{\square}{\square}$

$\frac{\square}{\square}$

$\frac{\square}{\square}$
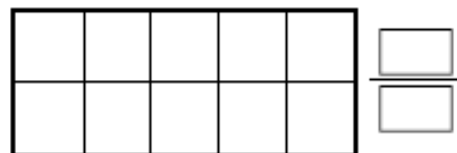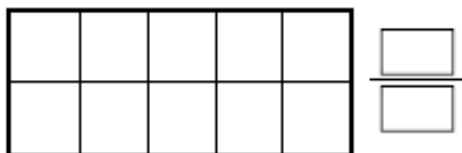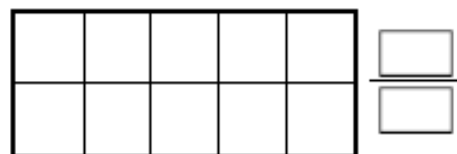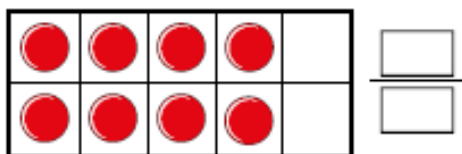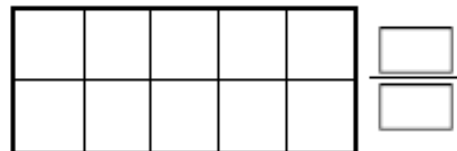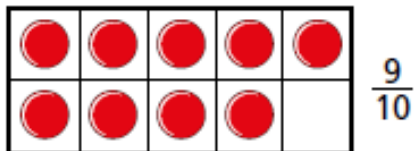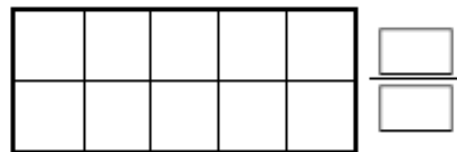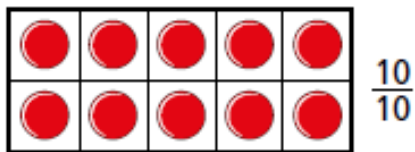
2 Continue the sequence.

$\frac{1}{10}$

$\frac{2}{10}$

$\frac{\square}{\square}$

$\frac{\square}{\square}$

$\frac{\square}{\square}$

$\frac{\square}{\square}$

3 Write the missing fractions in each sequence.

a)

| $\frac{1}{10}$ | $\frac{2}{10}$ | | $\frac{4}{10}$ | |

| $\frac{6}{10}$ | $\frac{7}{10}$ | | $\frac{9}{10}$ | $\frac{10}{10}$ |

b)

| $\frac{10}{10}$ | $\frac{9}{10}$ | | $\frac{7}{10}$ | |

| $\frac{5}{10}$ | | | $\frac{2}{10}$ | $\frac{1}{10}$ |
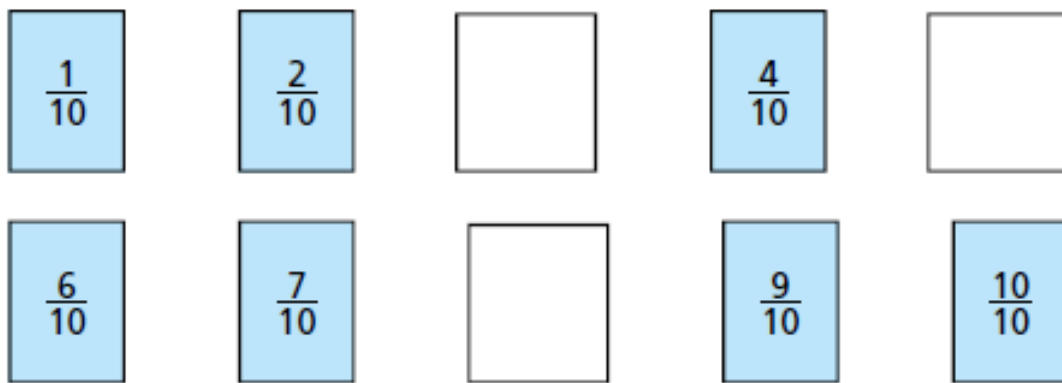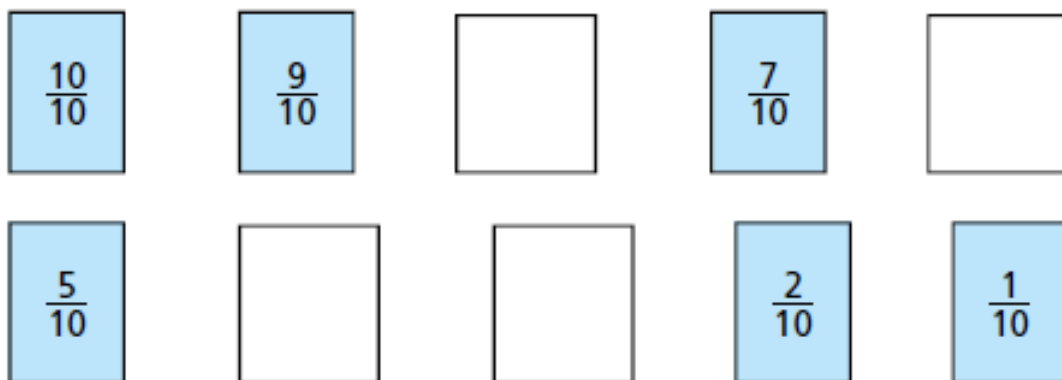
4 What fraction is each arrow pointing to?

0 ↑ A ↑ B ↑ C 1

A = ☐ B = ☐ C = ☐

5 Write the fractions in the correct places on the number lines.

a)

$\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$

|———|———|———|———|———|———|———|———|———|———|
0   1

b)

$\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$

|—|—|—|—|—|—|—|—|—|—|—|—|—|—|—|—|—|—|—|—|
0   1   2
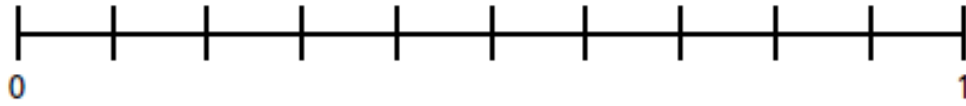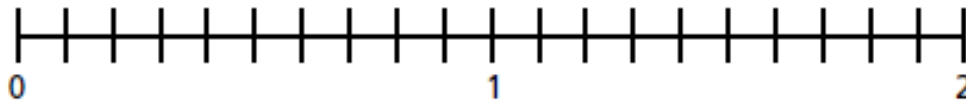
6 Draw and label arrows to estimate the position of the fractions on the number lines.

a)

$\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$

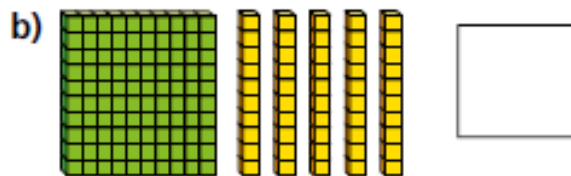|———————————————|———————————————|
0   1   2

b)

$\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$

|———————————————|———————————————|
0   1   2

7
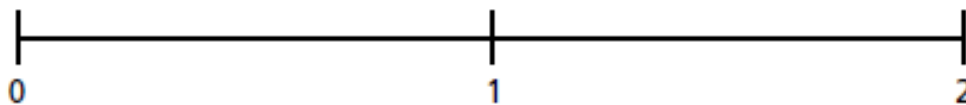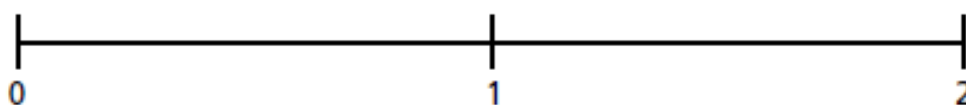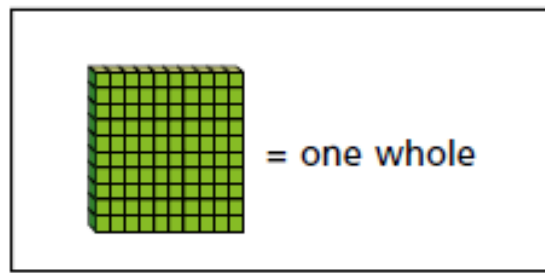
= one whole

What number is represented in each picture?

a) ☐

c) ☐

b) ☐
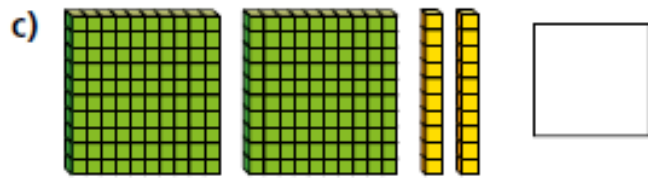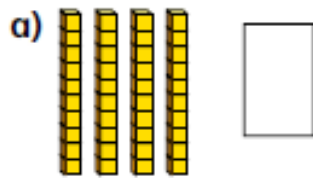
8 Whitney is thinking of a fraction.

My fraction is more than one whole but less than 2
My fraction has an odd number as the numerator.

What could Whitney's fraction be?

List all the possible fractions.
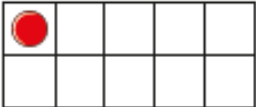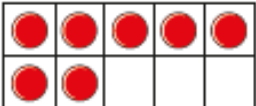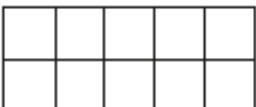
Compare answers with a partner.

Tenths as decimals

1 Complete the table.

Representation	Words	Fraction	Decimal
	1 tenth		0.1
		$\frac{7}{10}$	
			0.3
	5 tenths		

2 Match each bar model to the equivalent decimal.

  0.8

  0.6

  0.4

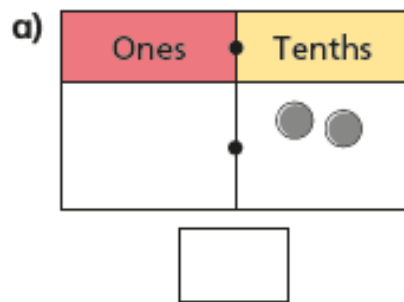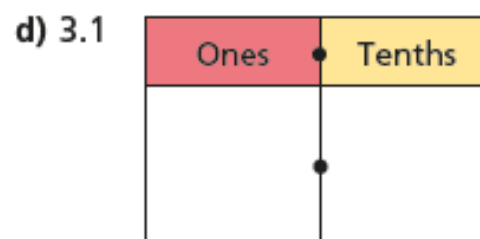**3** Mo is using a place value chart to represent numbers.

Write each number as a decimal.

a)

Ones	Tenths
	● ●

[ ]

c)

Ones	Tenths
●	● ● ● ● ●

[ ]

b)

Ones	Tenths
	● ● ● ● ● ● ●

[ ]

d)

Ones	Tenths
● ● ●	● ●

[ ]
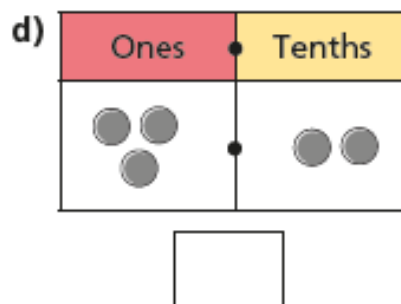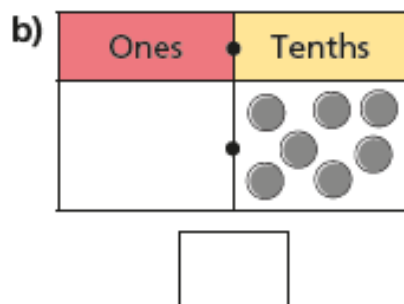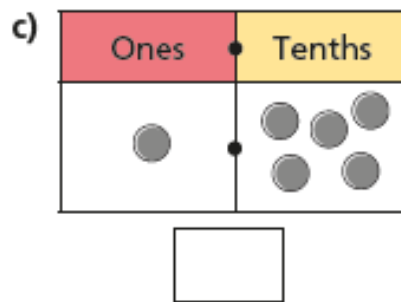
4 Draw counters to represent the numbers.

a) 0.3

Ones	Tenths

c) 1.3

Ones	Tenths

b) 3

Ones	Tenths

d) 3.1

Ones	Tenths
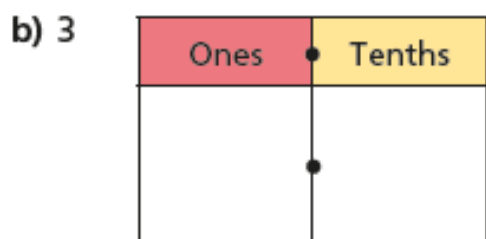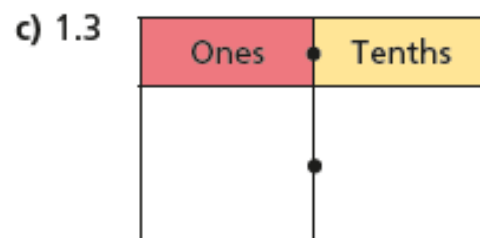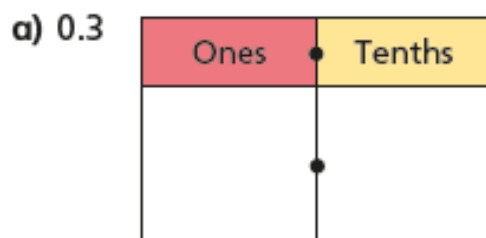
5 Continue the pattern.

$\frac{1}{10}$	0.2	3 tenths	$\frac{4}{10}$	0.5
6 tenths				

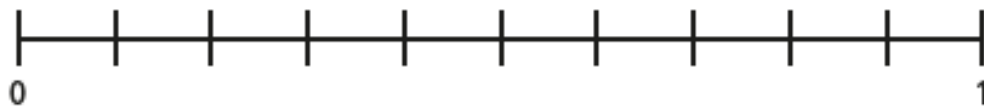**6** What decimal is each arrow pointing to?

A = ☐ B = ☐ C = ☐

7 Estimate the position of the decimals on the number lines.

a)

| 0.1 | | 0.5 | | 0.8 |

b)

| 0.4 | | 0.7 | | 0.9 |

c)

| 0.6 | 1.2 | 1.7 |

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├─────────────────────┼─────────────────────┤
0                     1                     2
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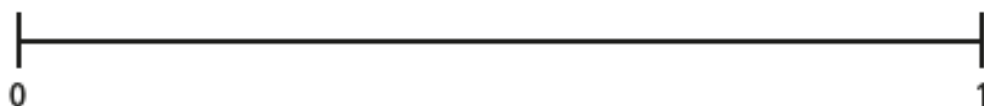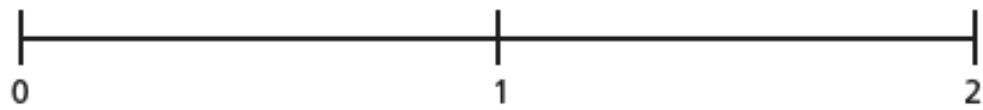
8 Complete the statements.

a) $0.2 > \dfrac{\boxed{}}{10}$

c) $\boxed{}$ tenths = 0.7

b) $0.8 < \dfrac{\boxed{}}{10}$

d) $\boxed{} = \dfrac{12}{10}$

Is there more than one answer for each?

9 Aisha places 6 counters onto this place value chart.

Ones	Tenths

List all the possible numbers she could represent.

_____

_____

_____