

# Weekly Home Learning Timetable

Year 3-WB 08.06.2020

## Monday

### English

**Focus- To infer meaning from a story.**

Follow the link below to enjoy the lesson and then make a sign about washing your hands to follow up your learning.

<https://www.thenational.academy/year-3/english/story-reading-comprehension-predict-and-inference-year-3-wk6-1>



### Maths

**Focus- To be able to express tenths as decimals**

Before you begin today's tasks, follow the links below to practise your times tables.

<https://play.ttrockstars.com/auth/school>  
<https://www.bbc.co.uk/teach/supermovers>

Follow the link below for an example video on tenths as a decimal. **W/b 1.6.20 lesson 1.**  
<https://whiterosemaths.com/homelearning/year-3/>

Here are examples showing  $\frac{3}{10}$  (3 tenths) as a decimal.

A screenshot of a math quiz question. The question is "What decimal fraction is shown?". Below the question is a bar chart with 10 equal-sized boxes. The first 3 boxes are shaded green, and the remaining 7 boxes are white. To the right of the bar chart is the text "= 0.3". Below the bar chart are three boxes containing the numbers 0.3, 0.6, and 0.8.

A screenshot of a math quiz question. The question is "Which fractions and decimals match the image?". Below the question is a grid of 10 circles. The first row has 5 circles, each containing the number 0.1. The second row has 5 circles, each containing the number 0.1. Below the grid are five boxes containing the numbers  $\frac{4}{10}$ , 0.6,  $\frac{7}{10}$ ,  $\frac{6}{10}$ , and 0.5.

**Scroll down to the resource section below to find today's tasks.**

### Science

**Focus- To understand the difference between vertebrates and invertebrates.**

Use:

<https://www.bbc.co.uk/bitesize/articles/z4m6hbk>

Research the difference between a vertebrate and invertebrate. Complete the activities at the bottom of the webpage. Then complete the animal sorting activity below.



## Tuesday

### English

**Focus- To retrieve information from a story.**

Try the quiz to see what you have remembered so far and then see what information you can retrieve from the story.

### Maths

**Focus--To be able to show fractions on a number-line.**

Before you begin today's tasks, follow the links below to practise your times tables.

<https://play.ttrockstars.com/auth/school>  
<https://www.bbc.co.uk/teach/supermovers>

### Topic

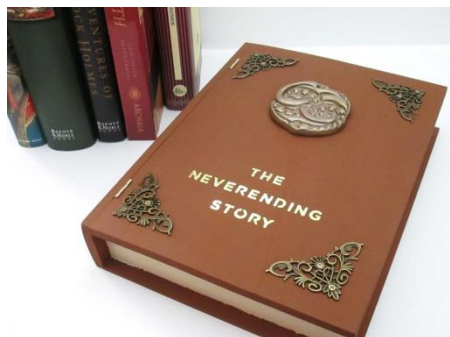
**Focus- To research the famous author Charles Dickens**

Today (9th June) marks the 150<sup>th</sup> anniversary of the death of Charles Dickens.

<https://www.thenational.academy/year-3/english/story-reading-comprehension-fact-retrieval-year-3-wk6-2>

What are facts and opinions and what is the difference? Remember that when you are answering your questions, sometimes you are being asked for facts from the text and sometimes you are being asked what you think.

<https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/z3wgqhv>



Follow the link below for an example video showing fractions of a number-line w/b

**1.6.20 lesson 2.**

<https://whiterosemaths.com/homelearning/year-3/>

Here are examples showing fractions on a number-line.

**Fractions on a Number Line** Diving

The number line is divided into equal parts.  
What fraction belongs in the middle of the number line?

$\frac{1}{4}$     $\frac{1}{5}$     $\frac{1}{2}$     $\frac{1}{1}$

**Fractions on a Number Line** Deeper

On my number line, I start at 1. I move forwards 2 spaces, backwards 1 space and forwards 5 more spaces.  
What number does Anna land on?

**Scroll down to the resource section to find today's tasks.**

Charles Dickens was a very famous author who had links with our local area and in particular Broadstairs, where he spent a lot of time.

Use some of the links below to see what you can find out about the famous author, his books and his life. There is also a powerpoint about him in the Year 3 resources section on the Garlinge website.

<https://dickensmuseum.com/>

<https://charlesdickensbirthplace.co.uk/get-involved/activities/>

<https://www.visitthanet.co.uk/outdoor-digital-interpretations/dickens-broadstairs/>

**You may wish to use the following prompts to guide your research?**

- Date/place of birth
- School
- Home
- Education
- Family
- Most well-known books/characters
- Links with Broadstairs
- Date/place of death



**Wednesday**

**English**

**Focus-To predict what will happen next.**

<https://www.thenational.academy/year-3/english/story-reading-comprehension-predict-and-inference-year-3-wk6-1>

Talk about the story with your grown ups, what do you think might happen next?



I wonder...

**Maths**

**Focus- To be able to find fractions of a set of objects.**

Before you begin today's tasks, follow the links below to practise your times tables.  
<https://play.ttrockstars.com/auth/school>  
<https://www.bbc.co.uk/teach/superheroes>

Follow the link below for an example video showing fractions of a set of objects **w/b**  
**1.6.20 lesson 3.**

<https://whiterosemaths.com/homelearning/year-3/>

Here are examples showing fractions of a set of objects.

**Topic**

**Focus-To present my research on Charles Dickens**

We hope that you enjoyed finding out about Charles Dickens. Your task today is to present your research in your chosen way.

There are many different ways you could do this so it's up to you.

**You could:**

- Draw/print a picture of Charles Dickens and record some facts around the picture
- Create a fact file all about Charles Dickens (there is an example template in the resources section if you wish to use it)

Try going back if you are not sure about any of the questions and read the story again.

Fractions of a Set of Objects (1) Diving

There are 18 footballs. How can we find  $\frac{1}{3}$  of 18?

To find  $\frac{1}{3}$ , we divide into 3 equal groups.  
 $\frac{1}{3}$  of 18 = 6 because  $18 \div 3 = 6$ .

Fractions of a Set of Objects (1) Diving

How many footballs will be circled if  $\frac{1}{4}$  are selected?  
 Use a bar model to find the answer.

1  
4

1 3 4 2

**Scroll down to the resource section to find today's tasks.**

- You could write a non-chronological report about him using subheadings
- You could have a go at the comprehension exercise in the resources section to show your understanding.

**Have fun creating something really interesting.**

Did you know there is a museum in Broadstairs devoted to Charles Dickens? Maybe you could visit it when museums are open again.

<https://www.visitthanet.co.uk/attractions/dickens-house-museum-1999/>



## Thursday

### English

#### Focus-To continue a story

Think about all of the story work you have done so far this week. Can you continue the story?

<https://www.thenational.academy/year-3/english/story-continue-a-story-year-3-wk6-5>

Try to plan out how you want your story to develop before you start. Here is a handy guide. You could write or draw out a plan before you start.

<https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zqmkh39>

How is a story structured?

<https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zwmt4qt>

### Maths

#### Focus-To be able to find fractions of a set of objects (2)

Before you begin today's tasks, follow the links below to practise your times tables.

<https://play.ttrockstars.com/auth/school>  
<https://www.bbc.co.uk/teach/supermovers>

Follow the link below for an example video showing fractions of a set of objects **w/b 1.6.20 lesson 4.**

<https://whiterosemaths.com/homelearning/year-3/>

Here are examples showing fractions of objects.

Fractions of a Set of Objects (2) Diving

A bar model can be used to find  $\frac{1}{3}$  of 15.  $\frac{1}{3}$  of 15 is 5.

### Geography

#### Focus – To know how mountains are formed and identify different mountain ranges of the world.

Use:

<https://www.bbc.co.uk/bitesize/articles/zbqsvk7>

<https://www.nationalgeographic.com/science/earth/surface-of-the-earth/mountains/>

Using the information from the webpages, create a poster to explain how mountains are formed. Remember to include any fun and interesting facts you learn about mountains.

Fractions of a Set of Objects (2) | Deepest

Some children shared 60 sweets at a birthday party. The children discussed the sweets they were given.

I was given  $\frac{2}{10}$  of the sweets.

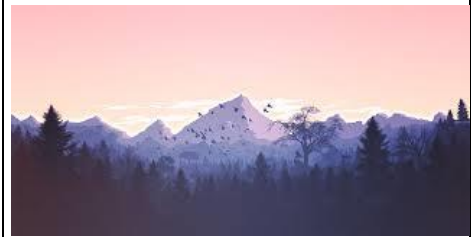
**Jaspal**

$\frac{2}{10}$  of 60  
 $60 \div 10 = 6$   
 $6 \times 2 = 12$

Jaspal was given 12 sweets.

**Scroll down to the resources section below for today's tasks.**

Then using google maps to help you find and label the mountain ranges and the continent they are in on the activity sheet below.



## Friday

### English

**Focus- To revise similes and metaphors in descriptive writing.**

Can you add some similes and metaphors to your story from yesterday once you have finished this lesson?

<https://www.bbc.co.uk/bitesize/articles/zmg6pg8>

### Simile

A simile is a figure of speech that directly compares two things highlighting the similarities between them using words such as "like", "as", or "than"

### Metaphor

A metaphor is a figure of speech that directly refers to one thing by mentioning another.

### Maths

**Focus- Interactive maths**

Please see the links below to find some free interactive games to support your maths learning.

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

<https://www.mathsisfun.com/games/puzzle-games.html>

<https://www.bbc.co.uk/bitesize>

<https://play.trockstars.com/auth/school>

<https://www.bbc.co.uk/teach/supermovers>

**Scroll down to the resource section below to find today's challenges.**

### Art

**Focus – To apply artistic skills to create a character.**

Use:

<https://www.bbc.co.uk/bitesize/articles/zjvj7nb>

Watch the video and complete the 3 activities at the bottom of the webpage. The year 3 teachers would love to see a picture of your character so please feel free to send a picture to them.



## Other activities for the week

- **Read-** Read to yourself, siblings or adults. You could even email your teachers and tell them about the book you are reading and why you like it.
- **Maths** – Further practise your times tables and divisions by following the link below.
- <https://www.topmarks.co.uk/maths-games/hit-the-button>
- **Times tables-** Keep practicing your times tables on Times Tables Rock stars.
- **Defend Mathematica with this fun game!** <https://www.bbc.co.uk/bitesize/topics/zd2f7nb/articles/zn2y7nb>
- **Keep a diary for a week-** Write a diary about what you get up to in a week. Write about how you are feeling, what you are doing. If you want to you could even show your teachers.
- **Play a board game-** With your family choose a board game to play and see who can win.
- **Create a keepsake box-** Create a box to fill with all your special memories. You might want to put photos, keepsakes from holidays or something special you have. Get a shoebox wrap it in some plain wrapping paper and then let the children decorate how they want to. Here are a couple of examples:



# 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	

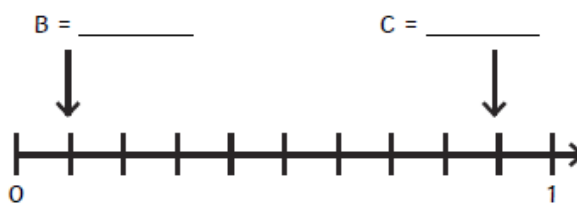
**MONDAY MATHS**

**Lesson 1**

1) Write the fractions and decimals shown.



A = \_\_\_\_\_



B = \_\_\_\_\_

C = \_\_\_\_\_



2) Draw lines to match the fractions to the correct decimal.

$\frac{3}{10}$

0.9

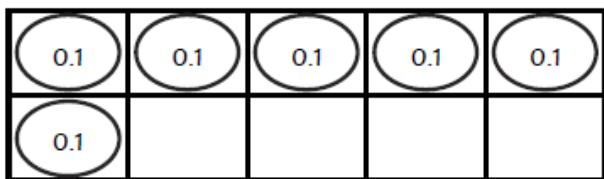
four-tenths

0.3

$\frac{9}{10}$

0.4

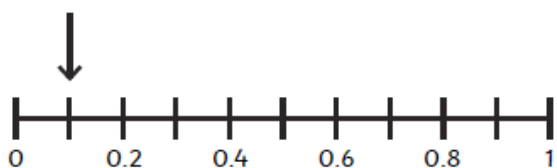
3) Use the image to complete the fraction and decimal.



$\frac{\square}{10}$

0. \_\_\_\_\_

4) True or false? The arrow shows 0.3. Explain your answer.




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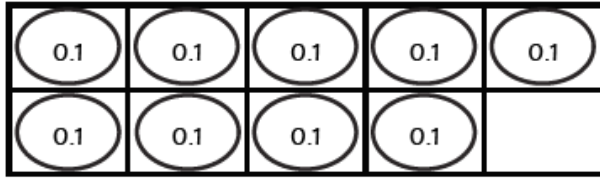
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1) Which is the odd one out? Use reasoning to explain your answer.

nine-tenths

0.9




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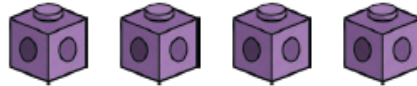


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2)



Each one of my cubes represent a tenth. If I add another four cubes, 0.7 will be represented.



Is Hamed correct? Explain with reasoning.

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3)



If I order the fractions and decimals on a number line from smallest to largest, 0.8 will be the third largest.

$\frac{3}{10}$

0.8

$\frac{7}{10}$

0.6

nine-tenths

Do you agree? Explain with reasoning.

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1) Neil and Kumar are counting up and down in tenths.

- Neil starts at 1.6 and counts backwards.
- Kumar starts at 0.8 and counts forwards.

What decimal will they reach at the same time?

Draw then explain your answer.

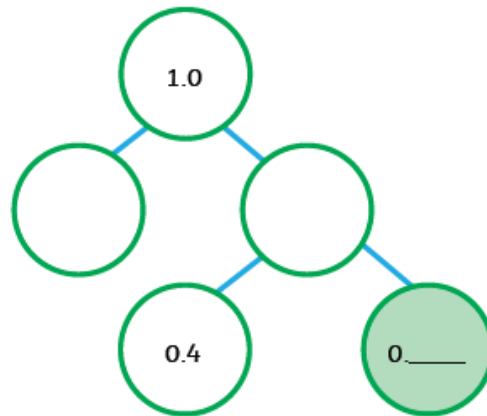
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2)



I can put different digits in the shaded circle to complete the part-whole model.



What decimal numbers can be placed in the shaded circle to correctly complete the part-whole model? Find all possible answers.

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3) Represent 0.6 in as many ways as you can.

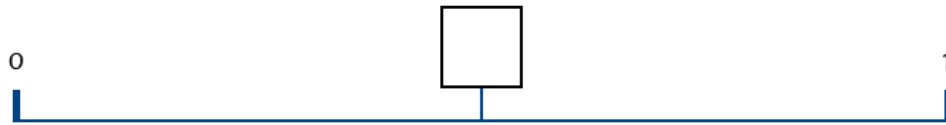
## TUESDAY MATHS

### Lesson 2

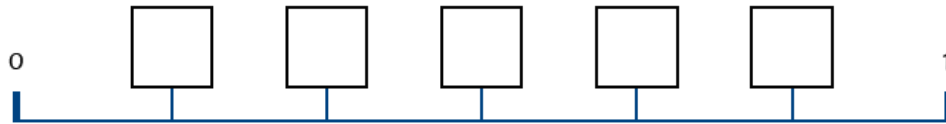


1) The number line has been divided into equal parts. Fill in the blanks with the correct fraction.

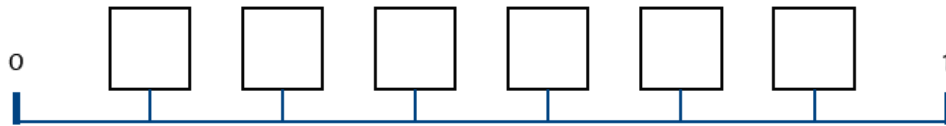
a)



b)



c)



2) Write  $1\frac{1}{6}$  on the number line.



3) Write  $3\frac{2}{6}$  on the number line.



4) Sergio walked to school.

He stopped to tie his laces  $\frac{2}{7}$  of the way there.

Then, he stopped to meet his friend  $\frac{4}{7}$  of the way there.

Show Sergio's journey.





1)



Mason

On my number line, I start at 1.  
 I move forwards 4 spaces, backwards  
 2 spaces and forwards 3 more spaces.  
 I land on  $1\frac{4}{6}$ .

Do you agree with Mason?

Explain your reasoning.

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2)



Ahmed

I start on  $1\frac{6}{8}$ . Then, I count back  $\frac{4}{8}$ .  
 After, I count on  $\frac{2}{8}$ . I will end on 2.

Ahmed has made an error.

Use a number line and reasoning to explain what the answer should be.

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3)



Elizabeth

The number 1 always  
 goes at the end of a  
 number line.



Sunny

The number 1 will be written  
 on different positions on each  
 number line.

Do you agree with Elizabeth or Sunny?

Show and explain your reasoning.

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1) Some shapes have been removed from a number line.



I am the smallest of all fractions.



I sit more than halfway along on the number line.



I am worth more than the hexagon but less than the rectangle.



I am the largest of all fractions.

a) Where could each shape be placed? Draw them on the number line and find all possibilities.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



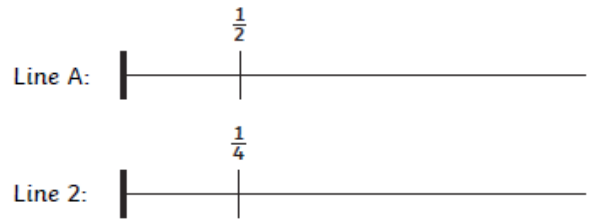
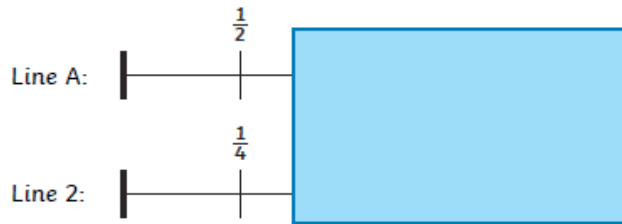
\_\_\_\_\_

b) Write a clue for a different shape that could be placed on an empty part of the number line.

\_\_\_\_\_

2) Only part of each number line can be seen - the rest is hidden. Each line stops at a whole. Which line is longer?

Explain your reasoning and show your working out on the number lines.



\_\_\_\_\_

3) Some shapes sit on part of a number line.



The heart represents  $\frac{3}{8}$  and sits  $\frac{1}{8}$  before the hexagon.

Use this information to solve the values of the other shapes.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



1) Find and circle  $\frac{1}{4}$  of the footballs.



$\frac{1}{4}$  of the footballs =

2) A bar model can be used to find  $\frac{1}{4}$  of 8.



a)  $\frac{1}{4}$  of 12 =

b)  $\frac{1}{4}$  of 16 =

c)  $\frac{1}{3}$  of 15 =

3) This is  $\frac{1}{4}$  of a punnet of strawberries.



How many strawberries are in a whole punnet?

A whole punnet of strawberries =

4) This is  $\frac{1}{3}$  of a large box of eggs.



How many eggs are in a whole box?

A whole box of eggs =

5) Use a bar model and place value counters to find  $\frac{1}{3}$  of 69.





1) Two children discuss who would get the most of 48 sweets available. Who is right? Use bar models to explain your answer.



**Becky**

If I had  $\frac{1}{6}$  of the sweets, I'd have the most.

$\frac{1}{6}$  of 48 =

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**Anslcy**

If I had  $\frac{1}{8}$  of the sweets, I'd have the most.

$\frac{1}{8}$  of 48 =

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2) Two shops sell the same jumper costing £42. Which shop sells the jumper at the cheaper price? Explain your answer.

In Shop A, the jumper is reduced by  $\frac{1}{3}$ .

In Shop B, the jumper is reduced by  $\frac{1}{6}$ .

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3) The school council have 70 packs of raisins to sell at break time to raise money for a school trip. To raise the most money, should they aim to sell  $\frac{1}{5}$  or  $\frac{1}{7}$  of the packs of raisins? Explain your reasoning.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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4) How many ways can you find a unit fraction of 48? One has been done for you.

$\frac{1}{2}$  of 48 is 24. ← 

48
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# THURSDAY MATHS

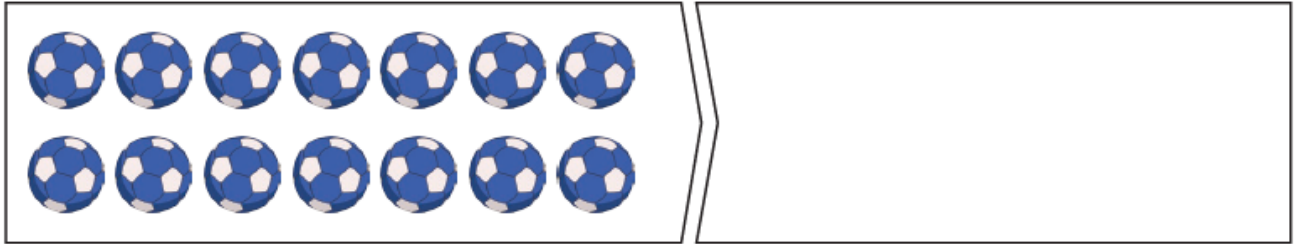
## Lesson 4

- 1) A bar model can be used to find  $\frac{1}{4}$  of 8.  
If  $\frac{1}{4}$  of 8 is 2, then:



- a)  $\frac{2}{4}$  of 8 is \_\_\_\_\_.
- b)  $\frac{3}{4}$  of 8 is \_\_\_\_\_.

- 2) Find and circle  $\frac{2}{7}$  of the footballs.



- 3) Find fractions of the amounts shown.

a)  $\frac{2}{3}$  of 15 is \_\_\_\_\_

b)  $\frac{3}{8}$  of 16 \_\_\_\_\_

- 4) Use a bar model and place value counters to find  $\frac{2}{3}$  of 69.



- 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.




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2)



**Tariq**

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

Show your working out here:

- 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  $\frac{1}{2}$  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.

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- 1) Twinkl Primary School are giving out 60 glue sticks to classes in key stage one. Reception class were given  $\frac{1}{3}$  of the glue sticks.

Year 1 were given  $\frac{2}{6}$  of the glue sticks.  
Year 2 were given the leftover glue sticks.



Rachel

Year 1 were given more glue sticks than the other classes.



Do you agree with Rachel? Use reasoning to explain your answer.

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- 2) When we find  $\frac{2}{5}$  of each multiple of 10 between 19 and 51, the answers are all smaller than  $\frac{4}{8}$  of each multiple of 8 between 19 and 51. Do you agree? Use reasoning to explain your answer.

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- 3) Kirk has been finding fractions of 48. He says that all of the answers to these fractions will give an answer that is a multiple of 4.

$\frac{1}{4}$  of 48     $\frac{1}{8}$  of 48     $\frac{2}{8}$  of 48     $\frac{2}{3}$  of 48

$\frac{2}{6}$  of 48     $\frac{1}{2}$  of 48     $\frac{1}{12}$  of 48     $\frac{3}{8}$  of 48

Do you agree? Explain your reasoning.

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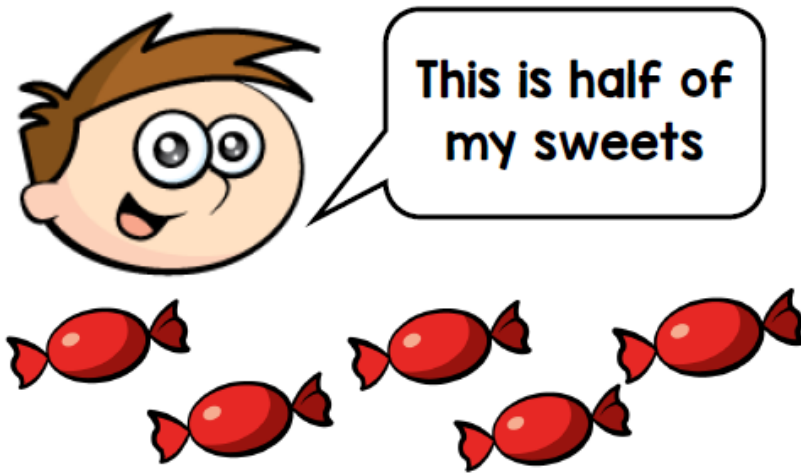
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FRIDAY MATHS

Lesson 5

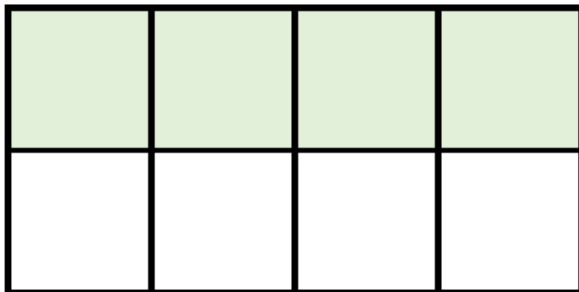
Challenge 1



**How many sweets does Teddy have?**

Challenge 2

**Lucy shades in part of a rectangle.**



**She shades some more squares.**

**$\frac{3}{4}$  of the rectangle is now shaded.**

**How many more squares did Lucy shade?**



**SCIENCE**

**ANIMAL SORTING ACTIVITY**





















## Vertebrate and Invertebrate Sort

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**Task:** Sort the animals into vertebrates and invertebrates.

**Think:** Do you have a backbone? Where you would you go in the table?

Vertebrate	Invertebrate

oyster 	shark 	horse 	octopus 
penguin 	butterfly 	frog 	starfish 
duck 	snake 	cat 	crab 
sea urchin 	tiger 	spider 	scorpion 
shrimp 	sea turtle 	earthworm 	jellyfish 

# Mountain Ranges of the World

Use books, maps and the Internet to find out the location of each of these mountain ranges and write the correct names on the map. Can you write down the name of the continent where the range can be found?

Alps	Rocky Mountains	Great Dividing Range	Atlas	Andes	Himalayas
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The map shows the following mountain ranges circled in blue:

- North America: Rocky Mountains (circled in the western US/Canada area)
- South America: Andes (circled along the western coast of South America)
- Europe: Alps (circled in the Alps region)
- Europe: Great Dividing Range (circled in the Australian Alps region)
- Asia: Himalayas (circled in the Himalayan region)
- Oceania: New Guinea (circled on the island of New Guinea)

Each circled range has a line pointing to a box with the following text:

Name: \_\_\_\_\_  
Continent: \_\_\_\_\_

Can you add another mountain range to the map?