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Home Learning Pack Year 3

Week 4

11/05/2020

Classroom
secrets★

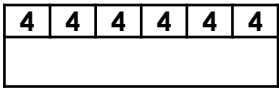


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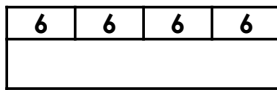
Monday – The 4 and the 8 Times Tables

1. Complete the statements below using $<$, $>$ or $=$.

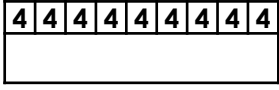
$$6 \times 4$$



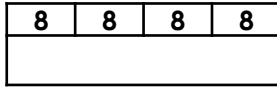
$$4 \times 6$$



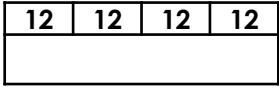
$$9 \times 4$$



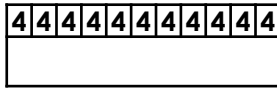
$$4 \times 8$$



$$4 \times 12$$

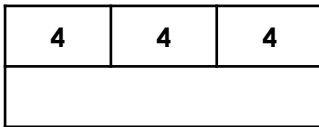


$$11 \times 4$$

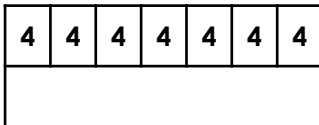


2. Find and correct the mistakes in each bar model.

A. $3 \times 4 = 10$



B. $7 \times 4 = 27$



3. Ryan and Amelie are discussing the 4 times table.



Ryan

I know that $4 \times 4 = 16$, and I know that 8 is double 4, so I can find the answer to 8×4 by doubling the answer to 4×4 .

I know that $3 \times 4 = 12$, and I know that 3 is half of 6, so I can find the answer to 6×4 by halving the answer to 3×4 .



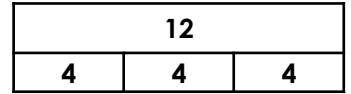
Amelie

Who is correct? Explain why.

4. Use the bar models to solve the calculation below.

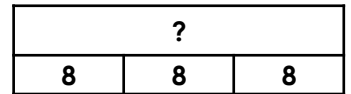
If:

$$3 \times 4 = 12$$



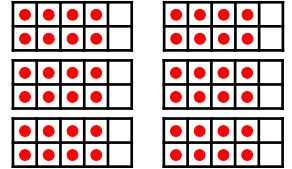
Then:

$$3 \times 8 = \square$$

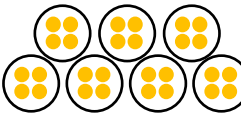


5. Use $>$, $<$ or $=$ to compare the statements below.

A. 12×4



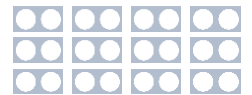
B.



$$7 \times 8$$

C.

$$5 \times 8$$



6. Sarah is trying to solve the calculation below.

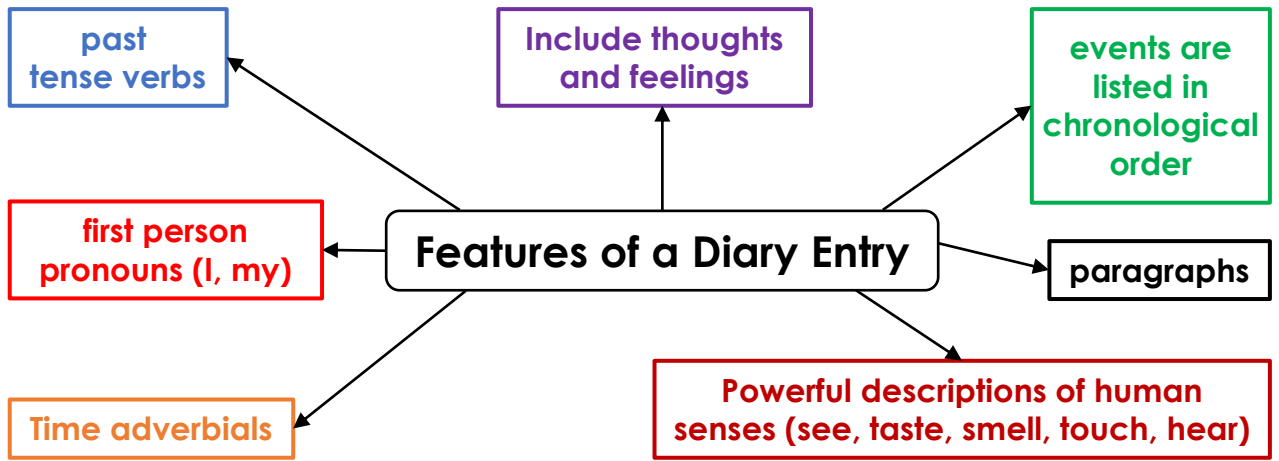
$$6 \times 8$$



To solve this calculation, I can do 1×8 and 5×8 and add the answers together

Do you agree? Explain your answer.

Monday – Writing a Diary Entry



Imagine that when you woke up this morning and looked out of your bedroom window, all the buildings on your street were made out of marshmallows, the trees had turned to lollipops and the rivers were oozing with chocolate.

Write a diary entry below explaining how you spent your day.

Use vocabulary from the word bank below.

Word bank:

sticky	fluffy	colourful	strawberry	rainbow	scent
thick	windows	juicy	tasty	creamy	rained
delicious	sweet	rich	caramel	swirl	flavour

Tuesday – Multiply 2 Digits by 1 Digit

1. There are 21 biscuits in a packet. Miss Platt buys 4 packets. How many biscuits does she have?

$$\square + \square + \square + \square = \square$$

		2	1
x			4
<hr/>			
<hr/>			

4. Tom multiplies a 2-digit number by a 1-digit number. Which numbers did he use?

3

21

25

4

32

x			
<hr/>			
		9	6
<hr/>			

2. Complete the calculation and draw the missing place value counters.

x			4
<hr/>			
<hr/>			

Tens	Ones
<div style="display: flex; justify-content: space-around;"> 10 10 10 10 </div>	<div style="display: flex; justify-content: space-around;"> 1 1 </div>

5. Zara and Alfie are trying to reach the target number. Use their digits to make a 2 digit by 1 digit calculation with the nearest answer.

Zara

3

8

4

300

3

5

8

Alfie

x			
<hr/>			
<hr/>			

x			
<hr/>			
<hr/>			

3. True or false? The answer is 84.

Tens	Ones

x			
<hr/>			
<hr/>			

6. Mia's teacher asks her to find, explain and correct her mistake.

Tens	Ones

		4	7	
x			4	
<hr/>				
		1	6	8
<hr/>				
			2	

x			
<hr/>			
<hr/>			

Tuesday – Proofreading a Teacher’s Autobiography

my name is Helen Baker but my class call me Mrs Baker. I hav been a teacher for 13 years. I haven’t always been a teacher. I were a child like you wonce

I were born in 1982. I grew up in a small village in Shropshire. I have two brothers and a sister We loved to ride our bikes and we enjoyed rolling down the hill on our skates. i luvd going for riding lessons and I always whanted my own pony. I never got one

I liked gowing to school and I always worked hard Science and English were my favourite subjects. my best friend were called Alison We loved to read books. adventure stories was our favourite. We would pretend to be the characters from a book and we would make up our own adventures

i went to University in Bath wen I were 18 years old This is where I trained to become a teacher. I got my fist job in 2004. I still love working with children. i enjoy teaching them to read and write. Meeting a new class can be very exciting. it can be tricky learning lots of new names though

i got married in 2005. I have three children. their names ar Emily, James and Harry We hav a blak and white dog called Patrick. he loves playing with the children but he can be a little bit naughty at times. We still love him though

i would love to live by the sea when I am older. I love listening to the sound of the waves. I think Patrick will lik going for walks on the beach too. I still dream about getting my own pony It’s gud to dream. dreams do cume true sometimes

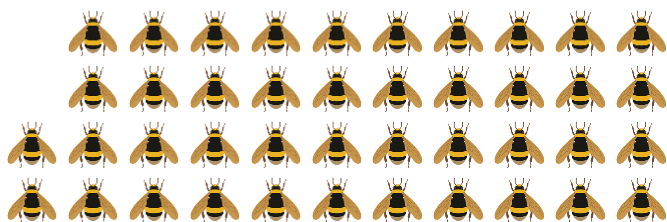
Editing Challenge

1. Mark 12 missing capital letters in **blue**.
2. Mark 12 missing full stops in **green**.
3. Underline 15 spelling mistakes in **purple**.
4. Circle 5 incorrect verb tenses in **red**.

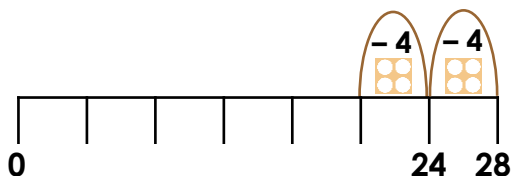
Wednesday – Divide 2 Digits by 1 Digit

1. Calculate:

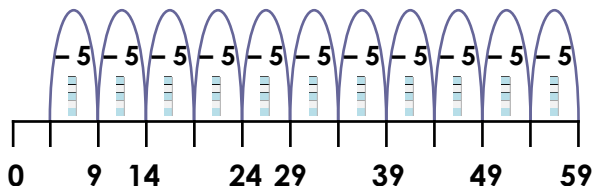
$$42 \div 3$$



2. Complete the number line using repeated subtraction to calculate $28 \div 4$.



3. Complete the division below using information from the number line.

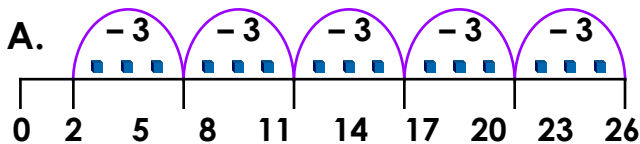


$$\square \div \square = \square \text{ r } \square$$

4. Write the division shown on the place value chart below.

Tens	Ones	
10	1 1 1 1	1
10	1 1 1 1	1
10	1 1 1 1	1
10	1 1 1 1	1
10	1 1 1 1	1

5. Shaun is calculating $26 \div 3$. Method A gives him an answer of 5 r2. Method B gives him an answer of 8 r2. Explain which solution is correct.



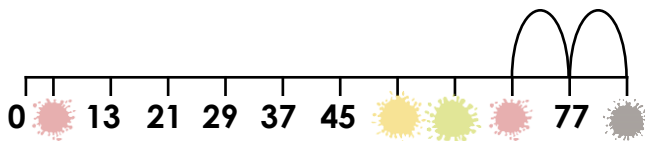
B.

Tens	Ones
	8
	2
	2

6. Stan thinks that 32 pencils can be shared equally between 4 tables and 2 will be left to put in the cupboard. Is he correct? Prove it.

Tens	Ones
	3 2
	2
	2
	2

7. The number line below is linked to the calculation underneath. Complete the number line and calculation below.



$$85 \div \square = \square \text{ r } \square$$

Wednesday – There, Their or They're?

1. Complete the sentences using the word bank below.

A. Across the lake, _____ was a frail, wooden bridge with some missing planks.

B. During the school trip to the zoo, the children ate _____ delicious packed lunches.

C. Did you know _____ moving to another country?

their

they're

there

2. Circle the sentences that use the homophones incorrectly.

A. In the park the children play with there bikes and skateboards.

B. Grace and her friends always play with their pets in the garden.

C. Charles was told to sit over there by the teacher because he was disturbing other children.

D. The beaming sun made they're skin burn and blister.

3. Mia has written the sentence below.



Their watching the bird fly from tree to tree
from there bedroom.

Is she correct? Explain your reasoning and correct her mistakes.

Thursday – Multiply and Divide 2 Digits by 1 Digit

1. Create a division number sentence using five of the digit cards below. You can use a digit more than once.

8 4 3 2 6 1 5


- 8 - 8 - 8 - 8 - 8

0 ÷ = r


2. The children's books have been stored away in some of these boxes in the shed. Each box is labelled to show how many books are in the box. The children have forgotten which boxes are theirs.

Using multiplication, investigate the different combinations of boxes that could belong to each child.



A.  I stored the fewest boxes but had the greatest number of books.

C.  I had 140 books altogether.

B.  My total number of books was an even number between 100 and 280.

Child	Number of books	Number of boxes	Total number of books
A	96	3	288 (96 x 3)
B			
C			140
			140

The Speed Easy Stunt Bike!

Cool kids like you deserve a bike like this!

- The Speed Easy Stunt Bike has strong, outdoor tyres which enable you to ride on all types of terrain.
- A strong but lightweight frame is designed to help you spend more time in the air!
- Available in a variety of colours: sassy silver, glittering gold or brilliant blue.
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 - Suitable for age 8 years and over.

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A free cycle helmet will be given away with every bike.

Hurry now, while stocks last!

You too can perform stunts like a professional.

The Speed Easy Stunt Bike – the coolest bike around!

Using information from the text, tick one box in each row to show whether each statement is a **FACT** or **OPINION**.

	Fact	Opinion
Cool kids like you deserve a bike like this!		
Available in a variety of colours.		
This bike has 20 inch wheels and a 10 inch frame.		
You too can perform stunts like a professional.		
The Speed Easy Stunt Bike – the coolest bike around!		

Reading Task

A Fire Ate the City

Read the text on pages 11 and 12 and answer the questions below.

1. How many people were left homeless by the fire?

2. What event is this poem about?

3. What do the lines of this acrostic poem spell out?

4. What does the word 'behold' mean? Use a dictionary to find out.

5. 'Every house on Pudding Lane / Got closer and closer to the flames'. What is happening in these lines?

6. How far away could the smoke from the fire be seen?

7. In your own words, explain what the people of London are trying to achieve by setting off the explosions.

8. Do you like the fact that this is an acrostic poem, or would you prefer a different poetry form? Why?

Reading Task

A Fire Ate the City

Read the acrostic poem and answer the questions on page 10.

Thomas Farriner thought the fire was out,
He didn't hear the crackling sound.
Every house on Pudding Lane
Got closer and closer to the flames,
Red and orange, hot and bright,
Eating up every house in sight!
All along the street they went,
Those hungry flames were not content.
First thing in the morning as the sun awoke,
It showed a sky that filled with smoke;
Reports came in of three hundred homes,
Every one burned to the bone.

Over the city, the King was told
"Flames are filling London; behold!"
"Lord Mayor!" cried the King, his senses ignited,
"Organise the best way to fight it!"
Never had he seen a fire that size;
Dazed and amazed, he sat rubbing his eyes.
Over the city the fire now spread,
"Nothing will stop it!" the poor people said.
All of London might become part of its feast!
The fire was fanned by a wind from the east.
Elsewhere the King's response had failed,
Up the River Thames he sailed.
Powerlessness was not something he knew;
The fire still raged; the wind still blew.

He stood on the deck with the Duke of York,
Each of them too stunned to talk.
Close to a hundred houses an hour
Ignited when faced with the flames' great power.
The fire had eaten everything in its way,
Yet more was to come on the following day.

The next day the Duke of York would fight,
He started in the morning, and went into the night.
Every man, woman and child,
Forced to fight a fire so wild,
Inside the city walls,
Round alleyways and market stalls.
Evening brought no end to their trials;
Long clouds of smoke travelled fifty miles!
Explosions filled the city over following days;

Reading Task

A Fire Ate the City

Fireballs, man-made, to clear the way!
The idea was to stop the fire from carving
On through the city, by leaving it starving.

“No buildings stay up in this area! That’s the rule!
Let’s see if the fire can last with no fuel!”
Young and old watched as the fires died down,
Ruins the only things left on hot ground,
Ugly, glowing embers
In the first days of September.

Nearly all of the city was gone in four days,
Swallowed and scooped by the pitiless blaze.
Any idea of the size of the cost,
Now that 13,200 houses were lost?
Did you know 87 churches became rubble and stone,
And 80,000 people were left with no home?
So let’s all learn a lesson while we feel a bit shocked:
Hungry are fires, and hard to be stopped.