Home Learning Resource Pack

Year 3

Mr Farrow

March 2020

Dear parent / carer

During this difficult and unprecedented time, we want to minimise disruption to students' education as far as possible. We are therefore providing students with work to complete at home.

Below we have included a simplified version of their usual timetable **as a guide** for home learning.

Time		
09:00-10:15	Maths	
10:15-10:30	Break	
10:30-11:30	English	
11:30-12:00	Exercise – Jumpstart Jonny/ Super Movers	
12:00-12:45	**Lunch**	
12:45-1:00	Reading	
1:00-1:45	Monday	Topic – Project Work
	Tuesday	Free choice
	Wednesday	Mathletics
	Thursday	Science Revision
	Friday	Spelling and Arithmetic test
1:45-2:00	**Break**	
2:00-3:00	Monday	Science Revision
	Tuesday	Topic – Project Work
	Wednesday	Artist Study
	Thursday	Free choice
	Friday	Topic – Project Work
After School Activities	Jigsaws Lego Sudoku	Board Games Arts and crafts Colouring Pictures

In the enclosed pack there are resources to support your child's learning in each subject.

Students - what you should do:

- Complete all work to the best of your ability and as neatly as possible. Use the exercise book provided where appropriate.
- Try your best to complete tasks

Parents / carers – what you can do:

- Provide a quiet space for your child to work in.
- Try to follow the timetable outlined above.
- Encourage your child to complete all work to the best of their ability and as neatly as possible.
- Ask your child about the work they are doing and help them where you can; a great way of doing this is by testing them on what they have learned.

If you have any general queries, please contact the

- Class teacher via Dojo. Teachers will be available to support with learning during school hours. We will notify parents if a teacher becomes unwell and allocate another teacher to take queries.

What to do if your child is ill:

If your child tests positive for Coronavirus

- Please follow NHS guidance in relation to Coronavirus: https://www.nhs.uk/conditions/coronavirus-covid-19/

We understand this is a difficult and worrying time, and we aim to keep parents and students updated and informed regularly in relation to what is happening with school. Please check our website http://www.browneyacademy.co.uk/ and our Facebook page for further updates.

If you have any general queries, I will be available via Dojo.

With very best wishes,

Mrs Catherine Harris

Subject Focus

Below you will find a focus for each subject. This is an adapted version of your child's learning in school. Some subjects are missing as it would be difficult for a child to access this without the work being teacher led.

Please refer to the class information leaflet for more information.

Subject	**Focus**
Maths	Revision of addition and subtraction with three digit numbers.
English	Writing genre: Narratives Reading: Comprehension GPS: Prepositions
Science	Revision of forces and motion and plants.
Topic	A project on the Iron Age
Artist Study	Complete an artist study on Roy Lichtenstein

English

Please help your child log into log into classroom secrets kids using the log in details provided on your child's 'log in' card.

Link to Classroom Secrets Kids - https://kids.classroomsecrets.co.uk/my-account/

Day 1

Please can your child follow the links set out below and complete the punctuation and grammar activities (they will need to log in using their Classroom Secrets Kids log in details)

- https://kids.classroomsecrets.co.uk/year-3-prepositions-and-prepositional-phrases/
- https://kids.classroomsecrets.co.uk/year-3-punctuating-direct-speech/
- https://kids.classroomsecrets.co.uk/year-1-recognising-direct-speech/
- https://kids.classroomsecrets.co.uk/resource/year-3-speech-punctuation-game-activity/

Day 2

Please have your child complete this reading comprehension activity based on our RE topic Easter.

https://kids.classroomsecrets.co.uk/resource/year-3-easter-reading-comprehension-easter-festival/

Day 3

Please help your child describe a spooky setting using the resource marked '**Literacy – Day 3**'. Please have your child use the key questions to help them describe the setting in the picture.

Day 4

Please help your child plan and produce a short non-fiction text (such as a leaflet or poster) on spring using the document '**Literacy – Day 4'** to help plan the text.

Day 5

Please help your child complete the two activity sheets '**Literacy – Day 5 – Activities'** to help plan the text.

Day 6

Write a short story based on your child's favourite book as though they were a main character. Children can plan their story using the 5 part story mountain model, your planning does not need to be formally recorded.

Day 7

Please help your child complete the two activity sheets attached and marked '**Literacy – Day 7 – Activities'**.

Day 8

Please can your child follow the links set our below and complete the punctuation and grammar activities (they will need to log in using their Classroom Secrets Kids log in details)

- https://kids.classroomsecrets.co.uk/year-3-using-prepositions-to-express-time-and-place/
- https://kids.classroomsecrets.co.uk/year-3-using-prepositions-to-express-time-place-and-cause/
- https://kids.classroomsecrets.co.uk/year-3-what-is-an-adverb/
- https://kids.classroomsecrets.co.uk/resource/year-4-speech-punctuation-game-activity/

Day 9

Please help your child complete the two activity sheets attached and marked '**Literacy – Day 7 – Activities'**.

Day 10

Please have your child complete this reading comprehension activity based on our RE topic Easter.

https://kids.classroomsecrets.co.uk/resource/year-3-non-narrative-reading-comprehension-the-big-race/

Reading and VGP

The children have also received a small selection school library books to continue reading at home. Please continue to record any home reading in the children's reading diaries as this will greatly assist us in monitoring the children's progress. The children are more than welcome to read any home books, and this can also be recorded in the reading records.

Children have access to ReadiWriter, Spellodrome and Classroom Secrets Kids.

Maths

Daily *- TT Rockstars – Spend 10 minutes daily refreshing your times table skills.*

Day 1

Please have your child complete the activities set out on the attached sheet marked 'Maths Day 1 Activities'

Day 2

Please have your child complete the activities set out on the attached sheet marked 'Maths Day 2 Activities'

Day 3

Please have your child complete the activities set out on the attached sheet marked 'Maths Day 3 Activities'

Day 4

Please have your child complete the activities set out on the attached sheet marked 'Maths Day 4 Activities'

Day 5

Please have your child complete the activities set out on the attached sheet marked 'Maths Day 5 Activities'

Day 6 – Multiplication Activities

Please can your child follow the links set our below and complete the multiplication activities (they will need to log in using their Classroom Secrets Kids log in details)

- https://kids.classroomsecrets.co.uk/resource/3-times-table-game-with-flash-cards/
- https://kids.classroomsecrets.co.uk/resource/4-times-table-game-with-flash-cards/
- https://kids.classroomsecrets.co.uk/resource/8-times-table-game-with-flash-cards/

Day 7 – Division Activities

Please can your child follow the links set our below and complete the multiplication activities (they will need to log in using their Classroom Secrets Kids log in details)

- https://kids.classroomsecrets.co.uk/resource/divide-by-3-game-with-flash-cards/
- https://kids.classroomsecrets.co.uk/resource/divide-by-4-game-with-flash-cards/
- https://kids.classroomsecrets.co.uk/resource/divide-by-8-game-with-flash-cards/

Day 8 – Practice Assessment

Please have your child complete the activities set out on the attached sheet marked 'Maths Day 8 Activities'

Day 9 – Practice Assessment

Please have your child complete the activities set out on the attached sheet marked ‘Maths Day 9 Activities’

Day 10– Practice Assessment

Make sure you have completed all of the outstanding tests on matheletics.

Please note: Children have access to Mathletics, TT Rockstars and Classroom Secrets Kids. Please view the timetable attached to see which activities the children are required to do on each day.

Science - Revision

Test yourself on what you can remember about forces and motion (from our science topic in Autumn)

https://www.dkfindout.com/uk/science/forces-and-motion/

Play science games linked to our current topic:

http://www.sciencekids.co.nz/gamesactivities.html

https://www.topmarks.co.uk/Interactive.aspx?cat=71

Choose from ***Life Cycle of a Plant***, ***Plants & Animals*** or ***Plant & Animal Differences.***

Topic Work – Project on Mighty Metals (Iron Age)

Children to research and complete a project on their current topic the Iron Age (as part of our Mighty Metals topic).

Here are some websites to help:

https://www.dkfindout.com/uk/history/iron-age/

Home Learning ideas:

- Make a poster or detailed diagram to display the knowledge you have learnt – i.e. Hill Forts
- Make a chart detailing how Iron is made.
- Design and label your own Iron Age outfit.
- Write a diary entry of a day in the life of n Iron Age child.
- Draw a detailed sketch/painting of one of the early homes and products you have been looking at.

Artist Study

Children to complete an artist study on the artist Roy Lichtenstein

Research the artist and find out about some of his. Why not try and replicate some of the artist' artwork. Have a look at these sites for some ideas.

https://www.tate.org.uk/kids/explore/who-is/who-roy-lichtenstein

https://artsycraftsymom.com/roy-lichtenstein-art-projects-for-kids/

https://www.arthistorykids.com/blog/2015/8/12/no-prep-lichtenstein-project-with-a-free-printable

Exercise

Access the following pages to keep exercising at home…

Jump start Jonny - Select some of the free videos to get your heartbeat racing

https://www.jumpstartjonny.co.uk/home

BBC Supermovers – Select the KS2 videos and keep learning whilst keeping fit

https://www.bbc.co.uk/teach/supermovers/ks2-collection

Additional Resources

French KS2

Duolingo

Download the free app on the Appstore/Play store and select French. Learning is tailored to the stage the children are at – start with the easiest level and enjoy learning more vocabulary and phrases! Note: You may need an adult with an email address to make an account and set a password.

Daily News – KS2

Newsround

Watch the daily Newsround clips to find out about current issues aimed at primary kids. Discuss these topics with your family to develop critical thinking skills. What is your opinion? What is fact? What is opinion? Predict how these issues affect yourself or others around the world.

https://www.bbc.co.uk/newsround/news/watch_newsround

Computing

Blockly Games

Access the computing games by typing in the webpage below. Children can play a range of different games to develop their programming skills.

https://blockly.games

Websites to support home learning

IXL Maths

Access this site at home to play maths games with topics across the whole curriculum.

https://uk.ixl.com/math/year-5

Classroom secrets kids

Mathletics

Spellodrome

ReadiWriter

TT Rockstars

Duolingo

Newsround

Blocky Games

Jump Start Jonny

Supermovers

DK Findout – GREAT FOR HISTORY

https://www.dkfindout.com/uk/history/

BBC Bitesize Geography

https://www.bbc.co.uk/bitesize/subjects/zbkw2hv

World Geography Games – VERY GOOD

https://world-geography-games.com/

5 Minute Crafts PLAY

https://www.youtube.com/channel/UC57XAjJ04TY8gNxOWf-Sy0Q

Writing a Spooky Setting Description

Literacy – Day 3 Activity

Where is this setting located?

What might you find here?

What does it smell like?

What does it feel like (temperature, movement, texture)?

How does the place make you feel? What effect does it have on your body?

What can you see?

Write a simile about this place.

What can you hear?

Literacy – Day 4 Activity

All About Spring

Your first task is to produce a short, non-fiction text all about spring. It can be presented however you like - anything from a leaflet to a poster. Use the boxes below to help you to gather and organise your information.

Which months are in spring?	Interesting Fact 1:	Things you can see in spring:
What happens to animals in spring?		Typical weather in spring:
Things you can hear in spring:	Interesting Fact 2:	Things to do in spring:
How does the dictionary define spring?	Clothing you'll need in spring:	Plant life you will see in spring:

Literacy – Day 5 Activities

Oopsie Daisy!

The spring flowers have become all muddled up in the garden centre. Can you return the flowers back to the flowerpot they came from by matching the sentence to the correct sentence type?

Write one example of each type of sentence below, about the different kinds of flowers you see in spring.

_____

_____

_____

_____

_____

Literacy – Day 5 Activities

As Pretty as a Picture

Look at this beautiful springtime scene. Can you write four sentences about the lovely things you can see, using an appropriate preposition? Use the bank of prepositions below to help you.

on	next to	through	beside	beneath	over	behind

Draw your own spring scene and write a short description of what you can see. Use a preposition in every sentence.

Literacy – Day 7 Activities

An Extract From

The Wind in the Willows by Kenneth Grahame

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a bucket of white paint; till he had dust in his throat and eyes, and splashes of white paint all over his black fur, and an aching back and tired arms. Spring was in the air above and in the earth below and even in his dark and simple little house. It was a small wonder, then, that he suddenly threw down his brush on the floor, said, "Bother!" and "O blow!" and also "Hand spring-cleaning!" and ran out of the house without even waiting to put on his coat. Something up above was calling him and he made for the steep little tunnel that would take him nearer to the sun and air. So, he scraped and scratched and scrabbled, and then he scrabbled and scratched and scraped, working busily with his little paws and muttering to himself, "Up we go! Up we go!" till at last, pop! His snout came out into the sunlight and he found himself rolling in the warm grass of a great meadow.

"This is fine!" he said to himself. "This is better than painting!" The sunshine felt hot on his fur, soft breezes stroked his heated brow, and after the loneliness of the cellar he had lived in so long, the song of the happy birds fell on his ears almost like a shout. Jumping off all his four legs at once, in the joy of living and the delight of spring without its cleaning, he chased his way across the meadow till he reached the hedge on the other side.

1. Name three things Mole did during his spring-cleaning.

   _____ _____ _____

2. 'Something above was calling him...'
   What do you think was calling Mole?

   _____

   _____

3. Why do you think the author repeats 'scraped and scratched and scrabbled'?

   _____

   _____

4. Why do you think the sound of the birds was 'almost like a shout' to Mole? Explain your answer.

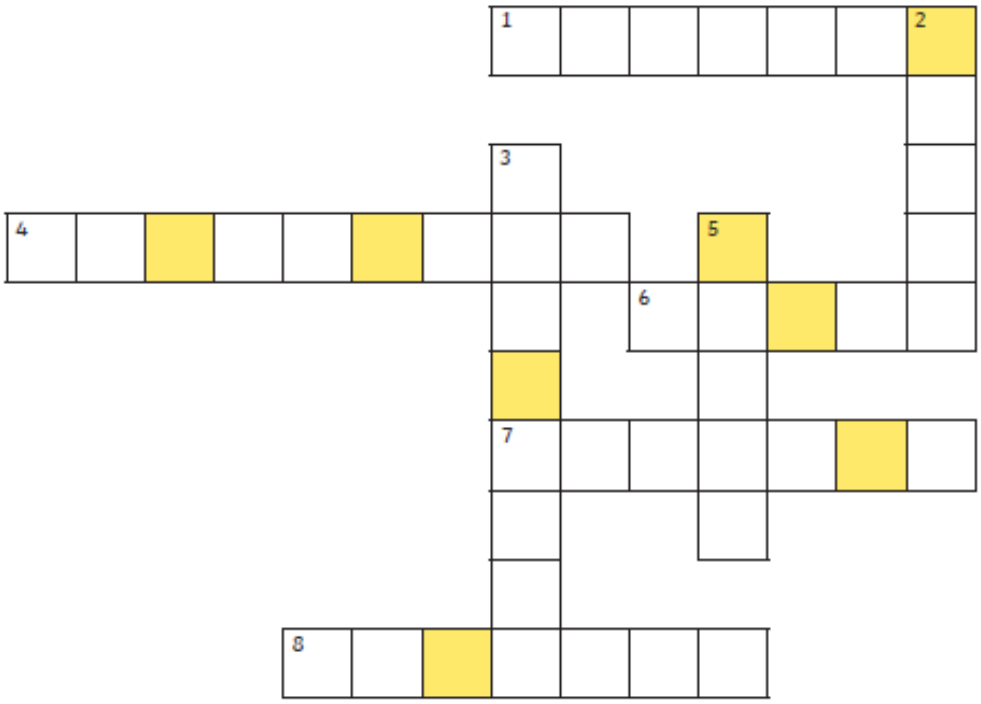
   _____

   _____

Literacy – Day 7 Activities

Criss-Cross Conundrum

Can you solve the tricky clues below to figure out the words in this crossword? Make sure that you spell your answers correctly to reveal the secret hidden word.



Across

1. A two-wheeled form of transport.
4. To vanish, become invisible.
6. The muscle that pumps blood around the body.
7. 'Being _____', misbehaving.
8. One of the four equal parts of a whole.

Down

2. Four multiplied by two.
3. A chart that shows the days of the year.
5. To rule as a king or queen.

What does the secret hidden word mean? Ask an adult, use a dictionary or research in your own way.

_____

_____

Write the secret hidden word in a sentence.

_____

_____

Literacy – Day 9 Activities

Think and Write: A Spring to Remember.

Use this picture as inspiration to write about the spring adventures of Larry the Lamb.

Sentence 1: Include an expanded noun phrase.

_____

_____

Sentence 2: Include the subordinating conjunction, because.

_____

_____

Sentence 3: Include a possessive apostrophe.

_____

_____

Sentence 4: Write an exclamation sentence.

_____

_____

Sentence 5: Write a sentence which begins with a fronted adverbial.

_____

_____

Literacy – Day 9 Activities

Spring Code Breaker

The words below are written in code but our chief code breaker, Mr C. Hicken, is busy with his spring cleaning. Break the code using the information below. Find the letter from the code word on the top row and swap it for the letter below it. What hidden words are being spelt?

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
a	v	g	d	s	e	o	n	m	i	p	x	q	h	w	b	k	y	t	u	l	r	c	f	z	j

xugofve pugeegi ptssfvxur

wnjwq daxxgdju ptipufpff sadkgufe

Can you use the code above to make your own, spring-themed code words? Ask an adult to try and decipher them.

_____ → _____

_____ → _____

_____ → _____

_____ → _____

_____ → _____

_____ → _____

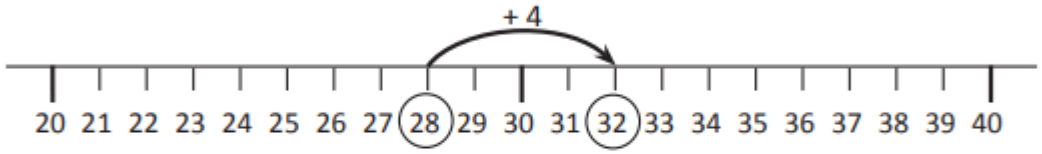
_____ → _____

Maths – Day 1 Activities

Subtraction mental strategies – counting on

If there is only a small difference between the numbers, use counting on to find the difference. See: 32 – 28 = ?

Think: What can you add to 28 to get 32? Count on by 4.



1 **Find the difference between these by counting on.**

a 32 – 29 = ☐ **b** 33 – 28 = ☐ **c** 34 – 27 = ☐

d 71 – 68 = ☐ **e** 82 – 76 = ☐ **f** 73 – 69 = ☐

g 83 – 77 = ☐ **h** 112 – 109 = ☐ **i** 201 – 196 = ☐

2 **Use counting on to complete these function machines.**

a

In	Rule	Out
41		
44	– 37	
42		
45		

b

In	Rule	Out
71		
73	– 68	
75		
72		

c

In	Rule	Out
122		
125	– 119	
124		
123		

d

In	Rule	Out
101		
105	– 98	
107		
103		

e

In	Rule	Out
96		
93	– 89	
92		
94		

Maths – Day 1 Activities

Subtraction mental strategies – counting on

3 **Complete each table of subtraction facts by counting on.**

a **Table 1**

21 – 19 = ☐
33 – 29 = ☐
48 – 39 = ☐
64 – 59 = ☐

b **Table 2**

33 – 28 = ☐
42 – 38 = ☐
51 – 48 = ☐
95 – 88 = ☐

c **Table 3**

20 – 17 = ☐
101 – 97 = ☐
33 – 27 = ☐
52 – 47 = ☐

4 **Complete each table of subtraction facts. Can you still use counting on?**

a **Table 1**

☐ – 38 = 4
☐ – 19 = 4
☐ – 47 = 4
☐ – 29 = 4

b **Table 2**

☐ – 18 = 3
☐ – 69 = 4
☐ – 98 = 4
☐ – 77 = 4

c **Table 3**

☐ – 79 = 6
☐ – 48 = 6
☐ – 39 = 6
☐ – 19 = 6

5 **Roll a die and write this number in the triangle, then complete the subtraction:**

a 156 – ☐ = △

b 76 – ☐ = △

c 283 – ☐ = △

d 91 – ☐ = △

e 292 – ☐ = △

f 100 – ☐ = △

g 48 – ☐ = △

h 90 – ☐ = △

i 93 – ☐ = △

j 200 – ☐ = △

k 86 – ☐ = △

l 94 – ☐ = △

Maths – Day 1 Activities

Subtraction mental strategies – doubles and near doubles

As long as you know addition doubles, you will know subtraction doubles.

5 + 5 = 10 so 10 – 5 = 5

1 **Answer the addition doubles and write a matching subtraction double.**

a	6	+	6	=		so		–		=	
b	9	+	9	=		so		–		=	
c	12	+	12	=		so		–		=	
d	8	+	8	=		so		–		=	

2 **Play this game with a partner. Make copies of this page so you can play this game again. Player 1 chooses a subtraction double by tossing a counter onto the grid. Player 1 then ticks a circle in the column that has the answer. Player 2 repeats these steps. Take turns until someone has ticked a whole column on their own page.**

24 – 12	22 – 11	20 – 10	18 – 9
16 – 8	14 – 7	12 – 6	10 – 5
8 – 4	6 – 3	4 – 2	2 – 1

1	2	3	4	5	6	7	8	9	10	11	12
○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○

Maths – Day 2 Activities

Written methods – addition to 999, no exchanging

Using a written method to add is very similar to this version of the split strategy:

42 + 31 = (4 tens + 3 tens) + (2 ones + 1 one)
= 7 tens + 3 ones
= 73

The difference is that we set the numbers up in place value columns and add the ones first.

	tens	ones
	4	2
+	3	1
	7	3

1 **For each addition, complete it with the split strategy and then use the written method.**

a 55 + 23 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

	tens	ones
	5	5
+	2	3

b 42 + 35 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

	tens	ones
+		

c 61 + 18 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

	tens	ones
+		

d 65 + 32 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

	tens	ones
+		

Maths – Day 2 Activities

2 **Add these using the written method. Add the ones, then the tens. Write your answer neatly in line with the place value columns.**

a

	tens	ones
	4	3
+	3	2

b

	tens	ones
	1	0
+	4	9

c

	tens	ones
	3	6
+	5	2

d

	tens	ones
	6	4
+		5

e

	tens	ones
	3	3
+	1	4

f

	tens	ones
	9	2
+		6

3 **Now try adding three 2-digit numbers using the written method:**

a

	tens	ones
	3	0
	2	1
+	2	6

b

	tens	ones
	3	4
	4	1
+	2	3

c

	tens	ones
	2	3
	3	5
+	3	0

4 **Write the missing digits in these problems:**

a

	tens	ones
	2	☐
	☐	2
+	4	1
	9	6

b

	tens	ones
	☐	3
	2	☐
+	1	2
	7	8

c

	tens	ones
	2	☐
	3	2
+	☐	5
	9	8

Maths – Day 2 Activities

5 Now try adding 2- and 3-digit numbers to a 3-digit number.

a

	hundreds	tens	ones
	1	4	2
+		3	6

b

	hundreds	tens	ones
	2	0	7
+		8	2

c

	hundreds	tens	ones
	7	1	6
+		7	3

d

	hundreds	tens	ones
	5	5	5
+		4	1

e

	hundreds	tens	ones
	1	4	7
+	1	5	2

f

	hundreds	tens	ones
	4	3	8
+			

6 Write the missing digits in these problems:

a

	hundreds	tens	ones
	2	☐	4
+	☐	5	☐
	3	6	7

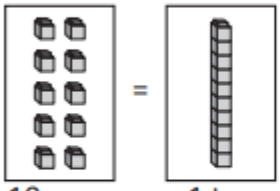
b

	hundreds	tens	ones
	3	☐	☐
+	☐	6	1
	8	7	5

Maths – Day 3 Activities

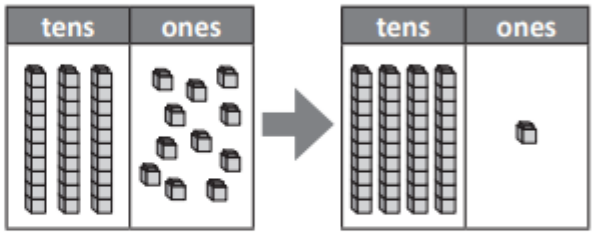
Written methods – addition to 999 with exchanging

Here is a place value board that shows how exchanging works. If we have 10 ones, we should exchange them for a ten.



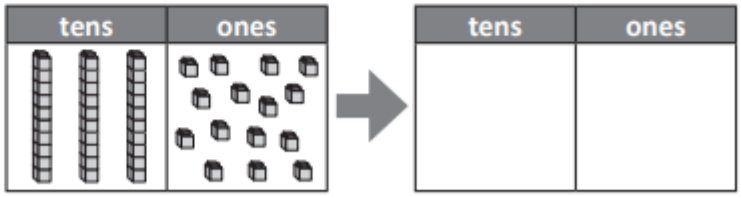
10 ones = 1 ten

On the first place value board we can see that there are 3 tens and 11 ones. If we exchange 10 ones for 1 ten and we get 4 tens and 1 one.

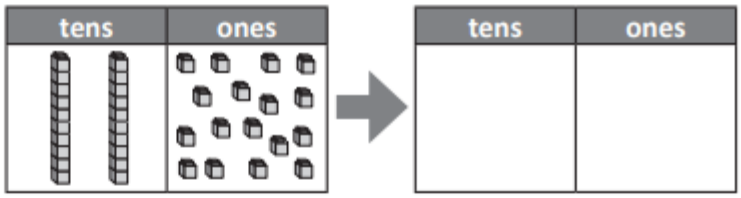


1 **For each set of place value boards, exchange the ones and show the exchanged amount on the next board. Just use straight lines for tens (longs) and squares for ones (shorts).**

a

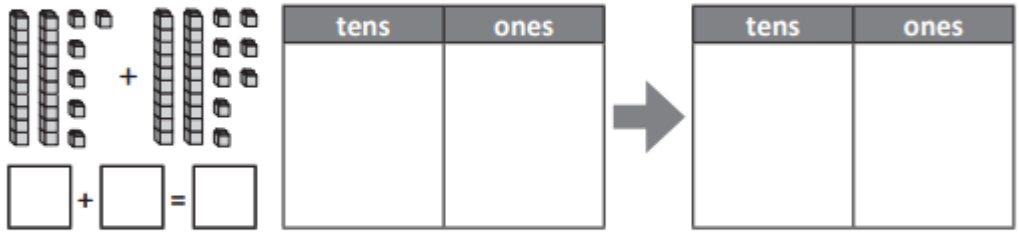


b

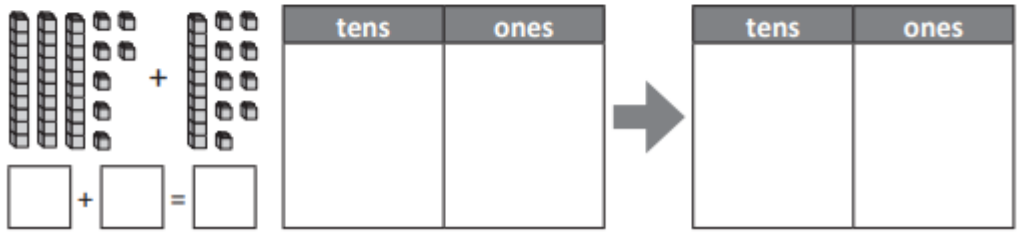


2 **Add the numbers shown in longs and shorts. Use the first place value board to show the longs and shorts combined and exchange them on the second board. Record the addition problem in the squares:**

a



b

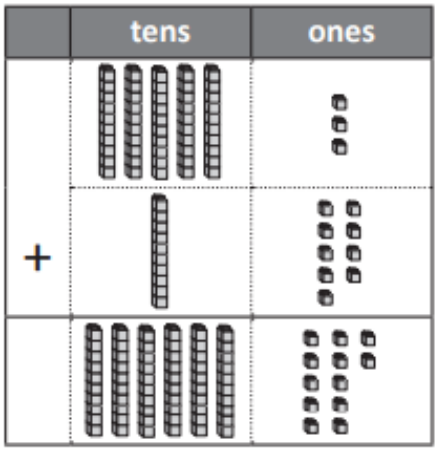


Maths – Day 3 Activities

Written methods – addition to 999 with exchanging

Now that you have practised exchanging on place value boards, we are going to apply this to a written strategy of addition where you have to regroup.

Let's look at 53 + 19. If we use longs and shorts in columns, it looks like this.



Then, we exchange and regroup the tens and ones to get the answer 72.

Now look at the written method for addition when:

e: 70

	tens	ones
	5	3
+	1	9
	7	2
	1	

First, estimate the answer:
50 + 20 = 70. You estimate by rounding to the nearest 10.

Add the ones: 3 + 9 = 12
Think of this as 1 ten and 2 ones.

Write the 2 in the ones column and put the 1 in the tens column.

Now add the tens and write 7 in the tens column. Is our answer reasonable? Yes, because it is close to our estimate.

3 **Try adding these 2-digit numbers using the written method. Start by writing your estimate:**

a e:

	tens	ones
	3	8
+	2	9

b e:

	tens	ones
	4	9
+	2	7

c e:

	tens	ones
	2	9
+	4	9

Maths – Day 3 Activities

3 **Try adding these 2-digit numbers using the written method. Start by writing your estimate:**

d e:

	tens	ones
	4	4
+	1	7

e e:

	tens	ones
	4	9
+	4	3

f e:

	tens	ones
	1	9
+	6	2

g e:

	tens	ones
	4	8
+	1	8

h e:

	tens	ones
	3	8
+	2	9

i e:

	tens	ones
	1	9
+	5	9

4 **Solve these word problems using the written method:**

a I drove 39 km on Thursday and 58 km on Friday. How far did I drive altogether?

e:

	tens	ones
	3	9
+	5	8

b Our class sold 19 raffle tickets during the first week of sales and 59 raffle tickets during the second week. How many were sold altogether?

e:

	tens	ones
	1	9
+	5	9

Maths – Day 4 Activities

Written methods – addition to 999 with exchanging

5 **Add these 2- and 3-digit numbers to a 3-digit number. Estimate first:**

a e:

	hundreds	tens	ones
	1	4	6
+		3	5

b e:

	hundreds	tens	ones
	2	3	7
+		5	5

c e:

	hundreds	tens	ones
	4	7	5
+		4	8

d e:

	hundreds	tens	ones
	7	9	2
+		2	9

e e:

	hundreds	tens	ones
	3	8	3
+	2	4	7

f e:

	hundreds	tens	ones
	5	1	4
+	2	9	9

g e:

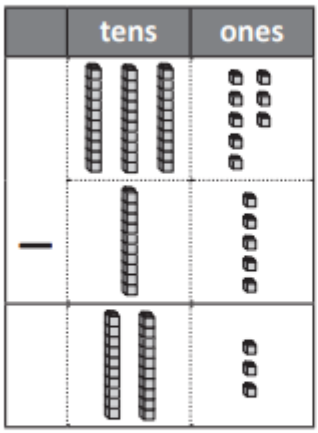
	thousands	hundreds	tens	ones
		6	7	5
		3	4	3
+			6	6

h e:

	thousands	hundreds	tens	ones
		7	5	8
		4	7	6
+			4	9

Maths – Day 4 Activities

Here is the written method for subtraction. The longs and shorts show you the place value. But you actually use digits.



	tens	ones
	3	8
–	1	5
	2	3

1 **Subtract these using the written method. Subtract the ones then the tens. Write your answer neatly in line with the place value columns:**

a

	tens	ones
	6	3
–	3	2

b

	tens	ones
	8	7
–	4	3

c

	tens	ones
	7	7
–	5	3

d

	tens	ones
	5	8
–	4	2

e

	tens	ones
	7	8
–	3	2

f

	tens	ones
	6	8
–	3	5

g

	hundreds	tens	ones
	1	5	2
–		4	1

h

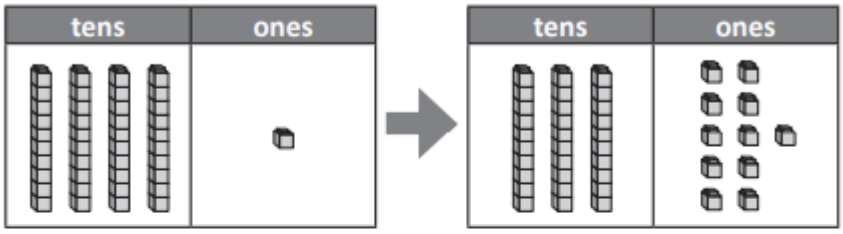
	hundreds	tens	ones
	3	7	6
–		3	4

i

	hundreds	tens	ones
	7	9	8
–	2	5	7

Maths – Day 4 Activities

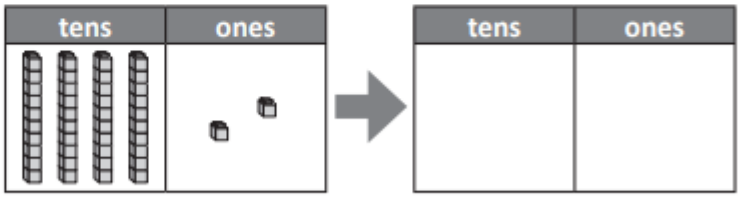
These place value boards show how we can exchange a ten for ones.



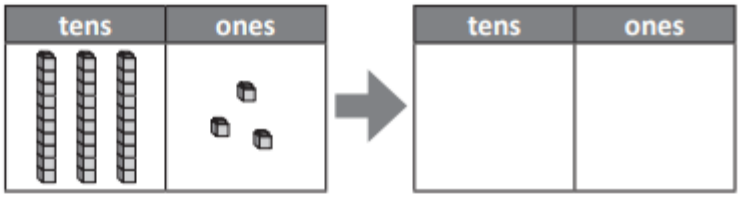
4 tens and 1 one is now 3 tens and 11 ones.

1 **For each set of place value boards, exchange a ten for ones and show the new amount on the next board. Just use straight lines for tens and squares for ones.**

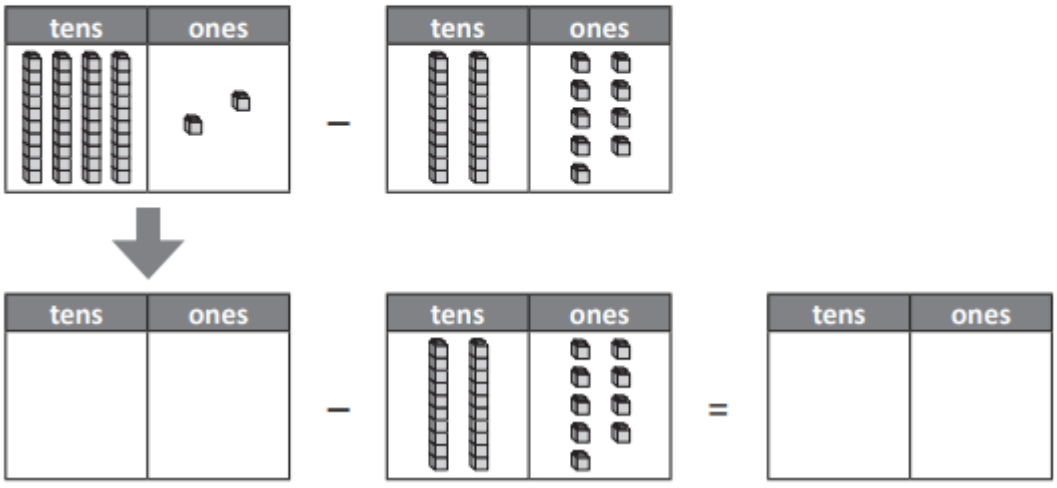
a



b



2 **Complete this subtraction problem shown in longs and shorts. Exchange a ten for ones and then subtract. Show your answer in longs and shorts:**

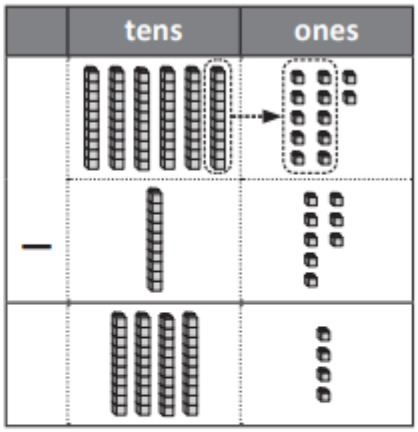


Maths – Day 5 Activities

Now that you can exchange a ten on the place value board, we can look at written subtraction with exchanging.

Here is 62 – 18 shown in longs and shorts. If we exchange a ten into ones, we can now subtract the ones.

Now look at the written method for subtraction when exchanging.



e: 40

	tens	ones
	5 ~~6~~	1 2
–	1	8
	4	4

First, estimate the answer:
60 – 20 = 40. You estimate by rounding to the nearest 10.

Look at the ones. We can't subtract 8 from 2, so we exchange a ten for 10 ones.

We now have 12 ones. 12 subtract 8 is 4, so we write 4 in the ones column. Now subtract the tens. 5 tens subtract 1 ten is 4 tens. Write 4 in the tens column.

Is our answer reasonable? Yes, because it is close to our estimate.

3 **Complete these written subtraction problems with exchanging. Start by writing your estimate:**

a e:

	tens	ones
	7	2
–	2	8

b e:

	tens	ones
	5	2
–	4	3

c e:

	tens	ones
	6	1
–	3	4

Maths – Day 5 Activities

3 **Complete these written subtraction problems with exchanging. Start by writing your estimate:**

d e: ____

	tens	ones
	5	6
–	1	8

e e: ____

	tens	ones
	6	2
–	3	3

f e: ____

	tens	ones
	9	6
–	2	8

g e: ____

	tens	ones
	4	1
–	2	4

h e: ____

	tens	ones
	7	6
–	3	9

i e: ____

	tens	ones
	9	7
–	6	8

4 **What is the digit behind the star?**

a

	tens	ones
	7	2
–	5	☆
	1	6

☆ = ☐

b

	tens	ones
	8	☆
–	5	9
	2	5

☆ = ☐

c

	tens	ones
	7	9
–	5	☆
	2	4

☆ = ☐

Maths – Day 5 Activities

5 **Complete these written subtraction problems with exchanging. Start by writing your estimate:**

a e:

	hundreds	tens	ones
	1	7	4
–		3	5

b e:

	hundreds	tens	ones
	4	8	6
–		9	4

c e:

	hundreds	tens	ones
	2	3	2
–		6	7

d e:

	hundreds	tens	ones
	3	4	5
–	1	6	8

e e:

	hundreds	tens	ones
	6	5	3
–	5	7	7

f e:

	hundreds	tens	ones
	9	2	0
–	6	2	9

6 **Fill in the missing digit to these subtraction problems:**

a

	hundreds	tens	ones
	1	2	6
+		1	☐
	1	0	9

b

	hundreds	tens	ones
	3	☐	5
+	1	4	3
	1	8	2

Maths – Day 8 Activities

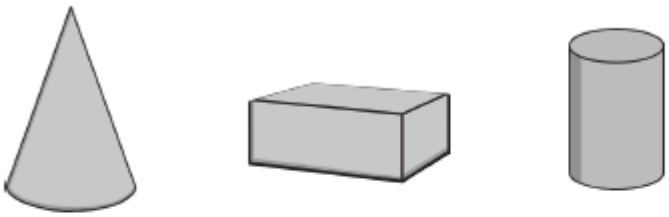
6.

a) Write 3 odd numbers:

b) Write 3 even numbers:

7. Ravi counts the scissors for his teacher. There are 24 right-handed pairs, and 7 left-handed pairs. How many pairs of scissors are there altogether?

8. Circle the shape that is a cylinder.



9. Circle the calculations that are the inverse of 67 – 29 = 38.

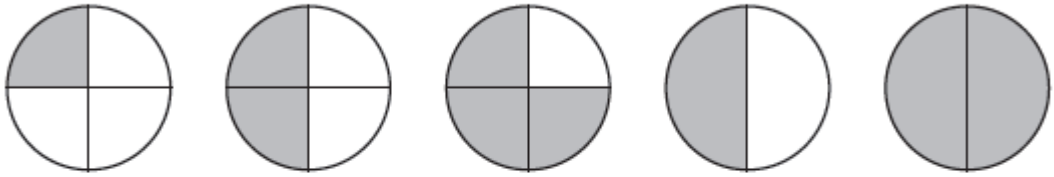
29 + 38 = 67 67 + 38 = 29 29 + 67 = 38 38 + 29 = 67

10. Complete this calculation:

4 ☐ – ☐ 9 = 15

Maths – Day 8 Activities

11. Circle the representations that show $\frac{1}{2}$ is equivalent to $\frac{2}{4}$.



12. Jade collects 70 pencils from the school office. The pencils are in packs of 10. How many packs does Jade collect?

13. Ravi has a piece of string 20cm long. He cuts the string into quarters.

How long is each quarter?

Maths – Day 8 Activities

14. Here are 4 shapes:

Sort the shapes into shapes with a right angle and shapes with no right angle.
Draw the shapes into the correct box in the table below.

Shapes with a right angle	Shapes with no right angle

15. Here are 2 jugs containing juice.
Circle the jug containing the most juice.

16. Here is a sequence. Write the missing numbers:

55	60	65		75	80		

Maths – Day 8 Activities

17. Ravi counts the colouring pencils in 2 trays in his classroom. There are 37 in one tray and 22 in the other. 15 of the pencils are broken.

How many colouring pencils are not broken?

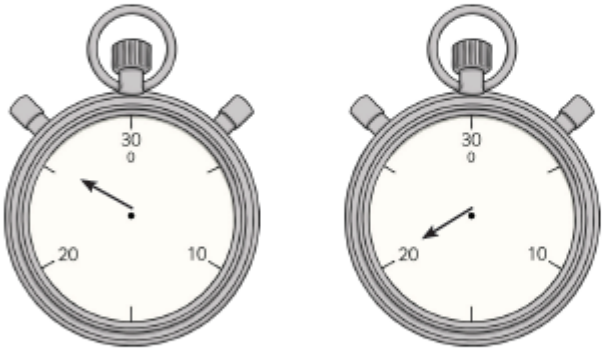
18. Complete this calculation.

☐ ÷ 2 = 12

19. What number is the difference between 35 and 19? Circle the calculation that will give the correct answer.

19 – 35 = 35 – 19 =

20. Ravi and Jade run around the school playground. The time it takes is recorded on a stopwatch. Here are the times:



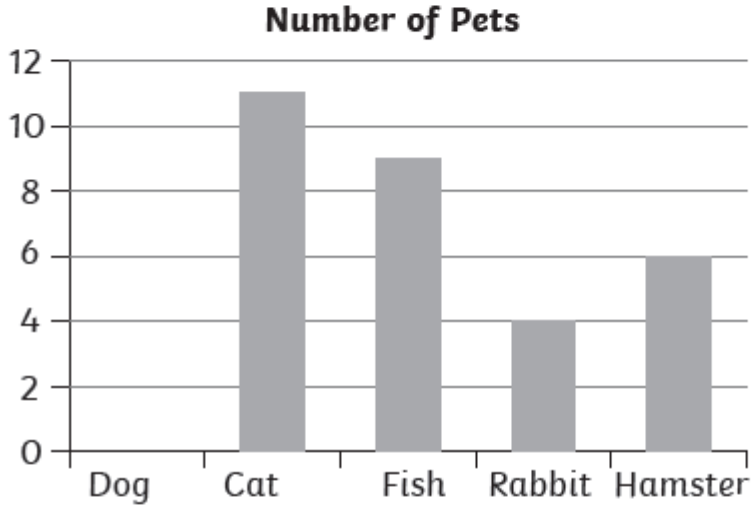
Ravi Jade

Who ran round the playground quicker?

Maths – Day 8 Activities

23. The children in a class record the pets they have at home in a tally chart.

Pet	Number of pets
Dog	𝍸 ||
Cat	𝍸 𝍸 |
Fish	
Rabbit	||||
Hamster	𝍸 |



Complete the tally chart and block graph.

24. Here is a tree. Beside the tree is a metre ruler.
Estimate the height of the tree. Circle the best estimate.

5m 3m 1m 8m

Maths – Day 8 Activities

25. The teacher asks Ravi to share 35 story books equally on 5 tables.

How many books will Ravi put on each table? Write the calculation you would use to find the answer.

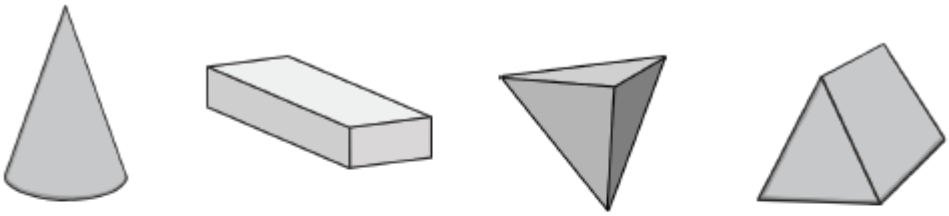
26. The children in a class collect some coins. They have nine 5p coins and some copper coins worth 13p.
How much money have the children collected?

27. Write the number 89 in words.

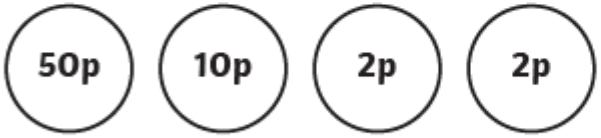
Maths – Day 8 Activities

28. Here are some 3D shapes.

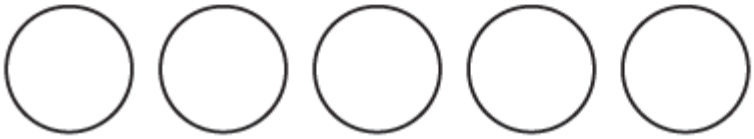
Circle any shape with a rectangular face.



29. A teacher demonstrates how to make 64p with four coins:



a) Ravi is then asked to show how to make 64p with 5 coins.
How could this be done?



b) Jade is then asked to show how to make 64p with 6 coins.
How could this be done?

30. Here is a sequence:

73
63
43
33
23

Fill in the missing number.

Maths – Day 9 Activities

Practise your 4 times table.

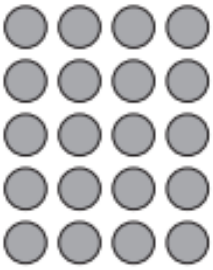
1 **Write the multiplication fact for each array:**

a 3 fours

☐ × 4 = ☐

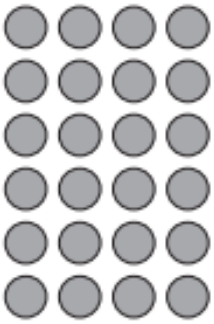
b 4 fours

☐ × 4 = ☐



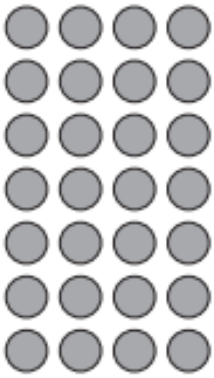
c 5 fours

☐ × 4 = ☐



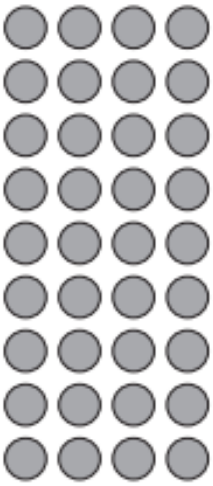
d 6 fours

☐ × 4 = ☐



e 7 fours

☐ × 4 = ☐



f 9 fours

☐ × 4 = ☐

---

2 **How many cupcakes are there on:**

a 4 plates?

☐ × 4 = ☐

b 3 plates?

☐ × 4 = ☐

c 7 plates?

☐ × 4 = ☐

d 9 plates?

☐ × 4 = ☐

e 2 plates?

☐ × 4 = ☐

Maths – Day 9 Activities

3 **Here is a half of a 100 square:**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

a Circle the counting pattern of 2s. Cross the counting pattern of 4s.

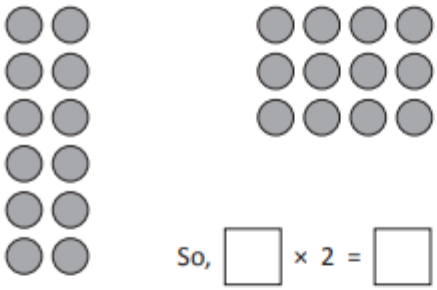
b What do you notice?

_____

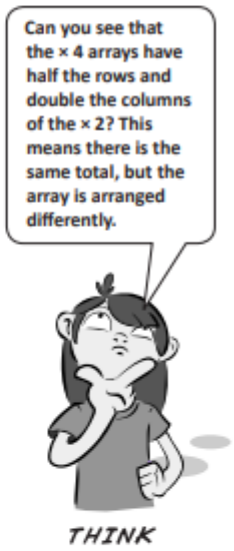
_____

4 **Complete the matching × 2 and × 4 facts:**

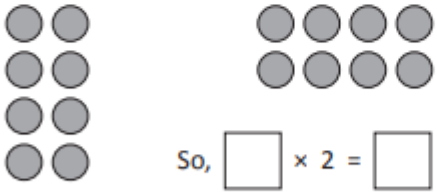
a 6 × 2 = 12 and 3 × 4 = 12



So, ☐ × 2 = ☐ × 4



b ☐ × 2 = ☐ and ☐ × 4 = ☐



So, ☐ × 2 = ☐ × 4

c 8 × 2 = ☐ × 4

d 10 × 2 = ☐ × 4

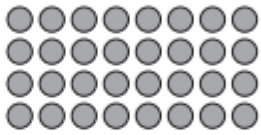
Maths – Day 9 Activities

Multiplication facts – 8 times table

1 **Write the multiplication fact for each array.**

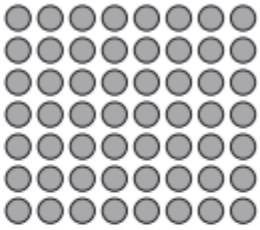
a 2 eights

□ × 8 = □



b 4 eights

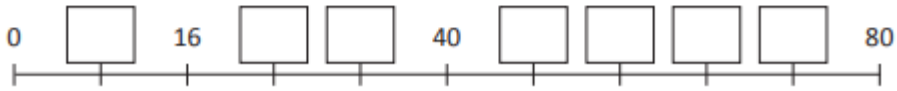
□ × 8 = □



c 7 eights

□ × 8 = □

2 **Fill the gaps in the number line so it goes up in 8s.**



3 **Complete this table by recalling the 8, 4 and 2 times tables.**

	10	3	7	8	1	11	4	0	9	2	12	6	5
× 2													
× 4													
× 8													

4 **Solve these problems:**

a I save £4 each week for 8 weeks.
How much money do I have in total after 8 weeks?

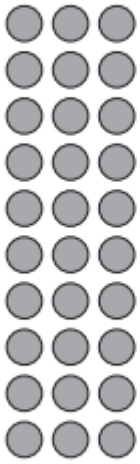
b Fred runs 8 km every day for a week.
How far has he run in total by the end of the week?

c Choco treats come in packets of 8.
How many packets do I have if I have 64 Choco treats altogether?

Maths – Day 9 Activities

Practise your 3 times table.

1 **Use this array to complete the 3 times table:**



1 × 3 = ☐

2 × 3 = ☐

3 × 3 = ☐

4 × 3 = ☐

5 × 3 = ☐

6 × 3 = ☐

7 × 3 = ☐

8 × 3 = ☐

9 × 3 = ☐

10 × 3 = ☐

11 × 3 = ☐

12 × 3 = ☐

2 **Now try them mixed up:**

a 3 × 3 = ☐ **b** 12 × 3 = ☐

c 7 × 3 = ☐ **d** 10 × 3 = ☐

e 2 × 3 = ☐ **f** 4 × 3 = ☐

g 5 × 3 = ☐ **h** 6 × 3 = ☐

i 9 × 3 = ☐ **j** 1 × 3 = ☐

k 8 × 3 = ☐ **l** 11 × 3 = ☐

3 **Alfred is an alien from the Planet Trampolon. The surface of Planet Trampolon is like walking on a trampoline. That's why Alfred and all his race of aliens need 3 legs for extra balance. They also have 3 fingers on each hand and 3 eyes.**

a How many legs for:

6 aliens?

6 × ☐ = ☐

4 aliens?

4 × ☐ = ☐

b How many eyes for:

3 aliens?

☐ × ☐ = ☐

10 aliens?

☐ × ☐ = ☐

c How many fingers on one hand for:

9 aliens?

☐ × ☐ = ☐

5 aliens?

☐ × ☐ = ☐