Learning from Home – Year 3 Cedar Class

English

Session one- punctuating dialogue:

- Listen to part one the story of King Midas
https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-king-midas-and-the-golden-touch/z4wyhbk

- Review how to punctuate dialogue (*see resource 1*).
- Give child the King Midas and his barber in conversation speech bubbles (*see resources 3*).
- Child to read the speech in the bubbles and rewrite it as punctuated speech. They use simple reporting clauses to indicate who is talking (*King Midas said*; *the barber replied* etc.).
- Remind child to write each change of speaker on a new line.
- Have the Direct Speech Poster (*see resource 2*) available for reference.

Session two- Roleplay a scene between King Midas and the Dionysus:

• Ask child to remind you what has happened to King Midas in the story so far from Day 1 (Part 1).
• Listen to part two up to 8mins
Why do they think Midas wants the wish he has chosen?
Why do they think Dionysus looked disappointed?
• With a partner, child to spend 15 mins roleplaying the scene with King Midas and the Dionysus.
• They focus on exploring the situation and how they think the characters will react.
• Encourage child to discuss the situation from both viewpoints and to think about how each character is feeling and how they would express their opinion. For example: Midas is so focused on his greed and how much gold and riches he could have that he is not interested in thinking things through rationally, or considering other options. He comes across as stubborn and arrogant, if somewhat foolish.
• Child then records the dialogue on the Speech Bubbles template (see resource 1).
• Encourage them to note next to the speech how is it said (e.g. insistently, trying to persuade, not listening etc).

Session three- Write a scene which includes punctuated dialogue:

• Read/roleplay their speech bubbles from yesterday.
• Show how to record this as punctuated dialogue, adding a bit of action as you go, for example: I noticed you raised your hands when you said that, so I will add that to my scene, "Please listen to me," said the Dionysus raising his hands. •
• Come up with a few more examples of possible reporting clauses like this (for example: insisted King Midas, rubbing his hands together; Dionysus pleaded, shaking his head) and record them.
•Child will write their own speech bubble notes as dialogue, using direct speech punctuation and will add their own action in reporting clauses
• Child use their speech bubble notes and roleplay ideas from Day 2 to build a more developed scene, but now written as punctuated dialogue

Listen to the rest of the story.

Session Four- Use conjunctions to link clauses, expressing time and cause:

- Listen to part one and two of the story of Perseus

https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-perseus-and-the-gorgon-medusa/zfr6qp3

- What do they think about Acrisius putting his daughter and grandson in a chest? Why did he do it? What do they think of King Polydectes? Why has he challenged Perseus to bring him Medusa's head?
- Use Resources 1-6 to revise conjunctions.
- Explain that you are going to compose a sentence together for each magic weapon about *when or why* you might use them. See Example Sentences for ideas (*see resource 5*).
- Child to complete Sentences Using Conjunctions sheet by joining, extending or writing clauses (*see resource 6*).

Session Five- Use conjunctions to link clauses, expressing time and cause:

- Listen to part three of the story of Perseus

https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-perseus-and-the-gorgon-medusa/zfr6qp3

• Use Resources 1-6 to revise conjunctions

•Children answer the Perseus Questions (*see resource 1*).

Extension- Swap the order of clauses and punctuate with a comma

• Explore swapping the order of clauses on (*see resource 1-4*).

• Explain that you are going to use their imagination to pretend to be one of the myth characters and try answer some questions.

Example:

Why did you ask Perseus to fetch Medusa's head?

I asked him to fetch Medusa's head so that Perseus would no longer be around.

So that Perseus would no longer be around, I asked him to fetch Medusa's head

Model where the comma should go and underline the conjunction

•Explain that they will be taking it in turns to answer questions in role as some of the characters from the Perseus story, using conjunctions. They then need to record the response twice, as modelled, and with the correct use of a comma.

• Show children the Character Questions (*see resource5*) and read together. Children write answers to questions. Use Day 4- Resource 1 to support.

Grammar

Grammar taught through English tasks.

Maths
Day One- Numbers on lines
Day Two – Three-digit numbers
Day Three- Adding mentally
Day Four- Written addition
Day Five- More written addition

https://www.bbc.co.uk/bitesize/topics/zp8dmp3/articles/z2s6hv4

Practise times tables https://www.topmarks.co.uk/maths-games/5-7-years/times-tables
Times Tables Rock Stars https://ttrockstars.com/

RE
Who is the most important person in the Easter story?

Show child the Miracle Maker clip of Jesus' Resurrection and Ascension
https://www.youtube.com/watch?v=zc2NtYSI7oE
Who is the woman featured? What is her relationship with Jesus?
Why was she so upset at the beginning of the clip?
How and why did her mood change as the clip continues?
How did Mary Magdalene feel about Jesus' crucifixion and resurrection?

Child to choose one of the Easter People studied (Judas, Peter or Mary Magdalene) and to write a diary recording their feelings about the events.

Science
Draw examples of push and pull. Complete sheet (see below- Science).
https://www.bbc.co.uk/bitesize/topics/zvpp34j

History & Geography

Find out facts about Ancient Greece and the UK today. Fill the table in (See History and Geography).
https://www.natgeokids.com/uk/tag/ancient-greece/
http://www.primaryhomeworkhelp.co.uk/Greece.html
https://www.historyforkids.net/ancient-greece.html
https://www.kids-world-travel-guide.com/uk-facts.htm

Computing
Learn how to touch type.
Practise and improve skills by playing level 1. https://toybox.tools.bbc.co.uk/activities/id/activity-dance-mat-typing/exitGameUrl/http%3A%2F%2Fwww.bbc.co.uk%2Fguides%2Fz3c6tfr

Art & DT
Create victory wreath (Instructions below- Art and DT).

Music
Learn how to play a new song (music below- Music).

Reading
Listen to story for free on audible https://stories.audible.com/start-listen
or read a story.

Use question stems to ask your child questions about the story (see below- Reading).

When you come back to school please bring any work you have completed to show your teacher.

Online Resources.

Bug Club

Online reading books for children in Acorns, **Oak**, **Ash,** and some children in Willow and Cedar.

Children already have log in details.

Times Tables Rock Stars

Online Times Tables challenge for children in Willow, Cedar, Sycamore, Chestnut, and Beech. Log in details: children have individual log ins already

NumBots

NumBots is all about every child achieving the "triple win" of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating. Log in details: Same login as TimesTable Rockstars

Espresso: www.discoveryeducation.co.uk

Student21037

Password: coding

Story Emporium

Account id: 1841

Password pWXJDfP5

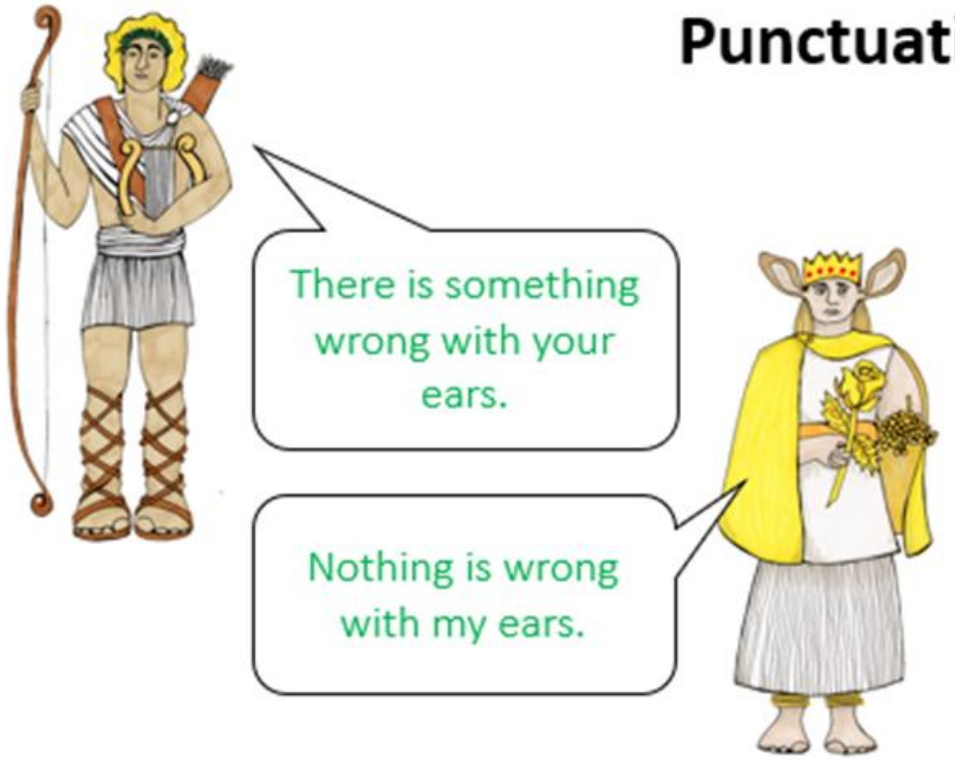
Primary Resources

Free resources for teachers and parents:

Log in details: www.primaryresources.co.uk

English- Day 1- Resource 1

Punctuating Speech



"There is something wrong with your ears," snarled Apollo loudly.

"Nothing is wrong with my ears," King Midas replied with a grin.

EXAMPLE

Remember to hug the direct speech with **speech marks** and add reporting clauses.

Direct Speech

- Hug the words spoken with speech marks
- Start the speakers' words with a capital letter
- Separate the speech and reporting clause with a comma
- Start a new line to show the speaker has changed

English- Day 1- Resource 3

King Midas and his barber in conversation

King Midas

The barber

Close the door and lock it.

You need to take your hat off.

Stop laughing. It's not funny.

That's an interesting look!

You must keep my secret!

I won't tell anyone.

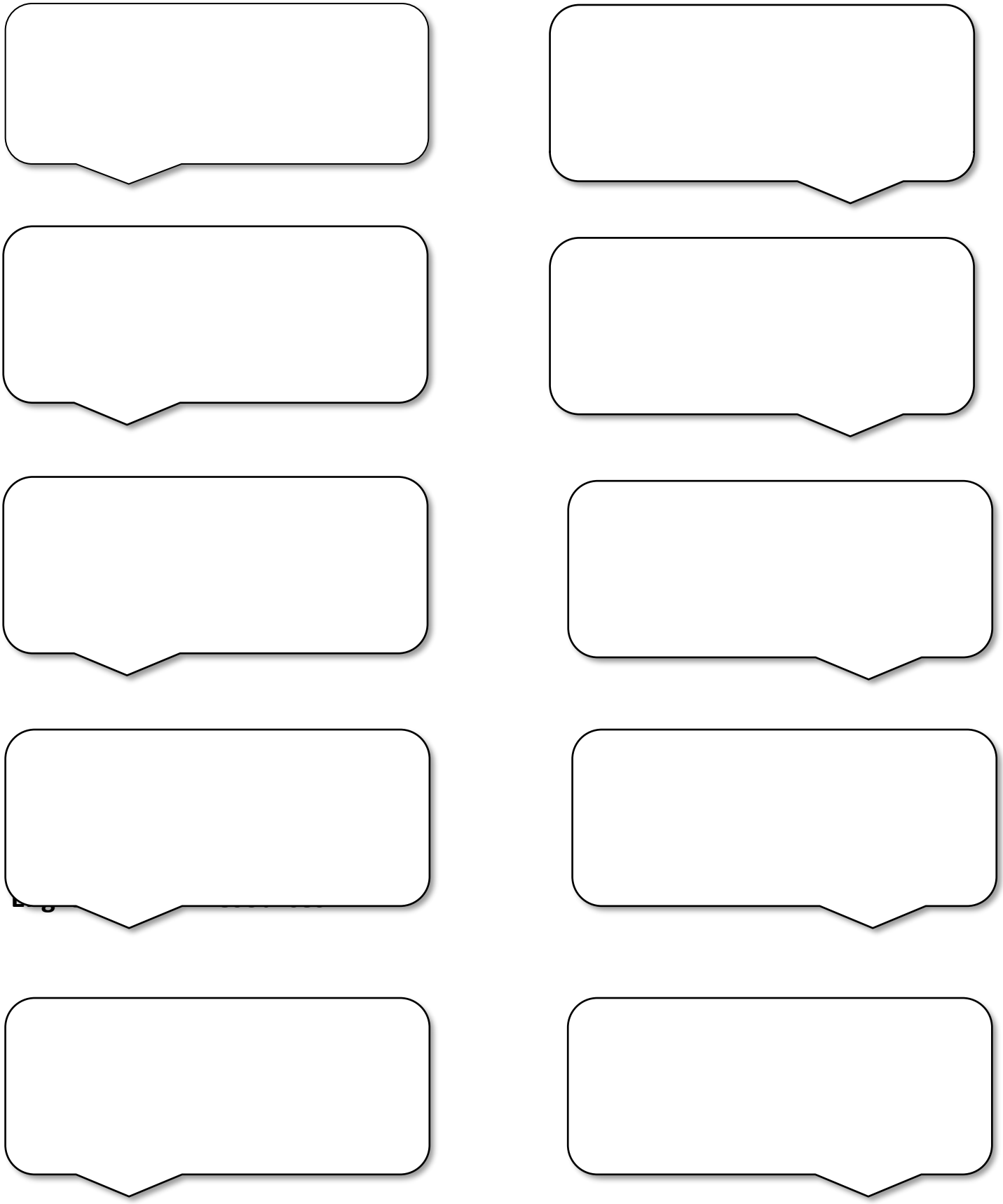
Let me put my hat back on.

Your hat will turn a few heads!

English- Day 2- Resource 1

Speech Bubbles

King Midas



Conjunctions

- Conjunctions are joining words.
- They help add more detail by joining clauses explaining *when* or *why* something happened.

When?

before

after

when

while

as

until

Why?

because

as

so

English- Day 4- Resource 1

English- Day 4- Resource 2

Conjunctions

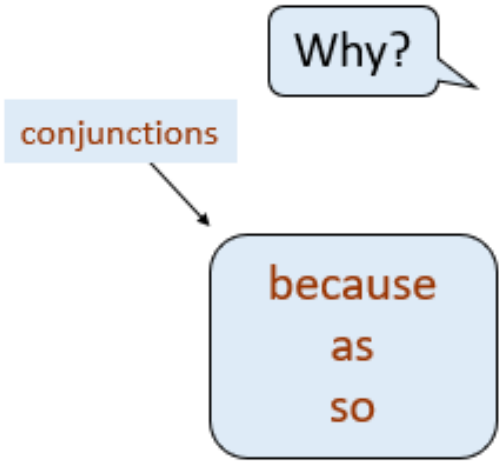
Conjunctions are **joining words**.
They help add more detail by joining new **clauses** explaining **when** or **why** something happened.

Perseus stood silently.

Perseus stood silently because he was thinking.

Perseus stood silently as he was watching the ocean.

Perseus stood silently so he would not interrupt his mother.



*More detail is given by adding another **clause**.*

English- Day 4- Resource 3

Conjunctions

Conjunctions are **joining words**.
They help add more detail by joining new **clauses** explaining **when** or **why** something happened.

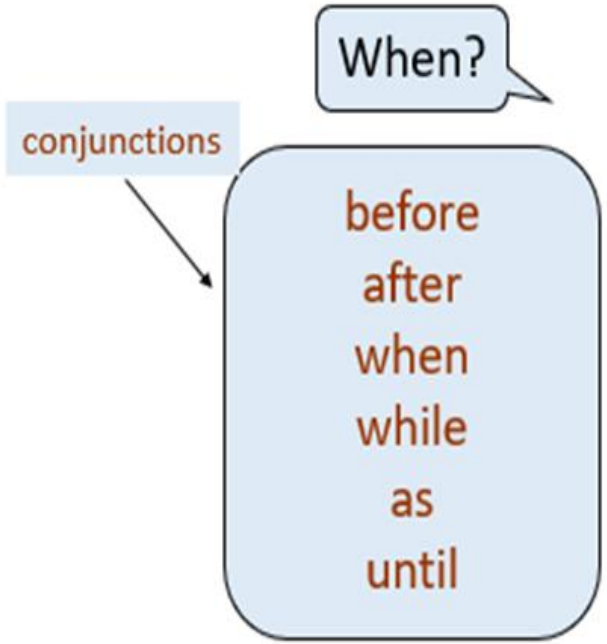
He stood up tall.

He stood up tall while he was thinking.

He stood up tall when he watched the king.

He stood up tall before he agreed.

*More detail is given by adding another **clause**.*



English- Day 4- Resource 4

Magic helmet

Winged shoes

Bright shield

Using Conjunctions

Why?
because
as
so

When?
before
after
when
while
as
until

When would you use the magic items?
Why would you use them?

I would wear the winged shoes	because	they would allow me to fly away from danger.
I would use the bright shield	when	I sheltered from birds with sharp beaks.
I would put on the helmet	before	I crept into a giant's cave to steal his treasure.

*Which **conjunctions** could you use?*

English- Day 4- Resource 5

Example sentences using conjunction

I would wear a magic helmet while I sneaked past a dragon.

I would wear the helmet so I could steal King Midas's gold.

I would put on the winged shoes before I went on a long journey.

I would use winged shoes because I could fly over mountains.

I would take the bright shield so I could hide behind it.

I would use the bright shield until danger had passed.

English- Day 4- Resource 6

Joining sentences using conjunctions

I would wear the magic helmet _____ it would make me invisible.

I might wear the magic helmet_____ I need to hide.

I would use the bright shield _____ I needed to see my reflection.

I might only lift the bright shield in an emergency _____ it looks quite heavy.

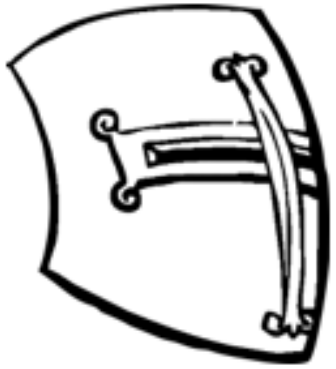
I might wear the winged shoes _____ I was escaping from the Minotaur.

I would wear the winged shoes _____ I could win any race.

Now try thinking of your own sentences.

Why?
because
as
so

When?
before
after
when
while
as
until



Magic helmet

Winged shoes

Bright shield

When would you use the magic items?

Why would you use them?

English- Day 5- Resource 1

Why?

because as so

King Polydectes asked Perseus to fetch Medusa's head _____

_____

The gods want to help Perseus_____

_____

The three sisters told Perseus where to find Medusa_____

_____

When?

before after when while as until

Acrisius decided to put his daughter and Perseus in the chest_____

_____

Perseus realised that he would turn to stone if he looked at Medusa

_____

Perseus realised he could use his shield to find Medusa_____

_____

English- Extension- Resource 1

Conjunctions

Conjunctions join **clauses.**

Conjunctions can express...

time	cause
when	because
while	as
since	so
as	
before	
after	
until	

When did he leave the three sisters?

Remember:
a **clause** must have an **active verb.**

Why did he leave the three sisters?

Perseus left the three sisters.

Perseus left the three sisters after they told where Medusa was.

Perseus left the three sisters so he could go and find Medusa.

English- Extension- Resource 2

Swapping the order

We can add our second clause to the end or the beginning of the **main clause.**

Perseus easily found Medusa | because | *her hair was hissing*

because | *her hair was hissing* | *Perseus easily found Medusa*

The **conjunction** always goes at the beginning of the extra information.

English- Extension- Resource 3

Swapping the order

Try swapping the order of these clauses, starting with the extra clause.

Perseus held his shield up | before | *approaching Medusa*

before | *approaching Medusa* | *Perseus held his shield up*

Perseus worried about his mother | as | *he knew King Polydectes wanted to marry her*

as | *he knew King Polydectes wanted to marry her* | *Perseus worried about his mother*

English- Extension- Resource 4

Punctuating extended sentences

When we add an extra clause to the end of a **main clause**, there is no extra punctuation needed.

*Perseus held up his shield **before** approaching Medusa.*

***Before** approaching Medusa**,** Perseus held up his shield.*

When we add an extra clause to the *beginning* we separate it with a comma.

English- Extension- Resource 5

Character questions

Perseus	Medusa
➢ ***Why*** *did you accept King Polydectes's challenge?* ➢ ***When*** *did you first spot Andromeda?* ➢ ***Why*** *did you not rule your rightful kingdom?*	➢ ***Why*** *were you turned into a gorgon?* ➢ ***When*** *did you first discover you turned people to stone?* ➢ ***Why*** *did you live surrounded by statues?*
King Polydectes	**Danaë**
➢ ***When*** *did you realise that you needed to get rid of Perseus?* ➢ ***Why*** *did you want to marry Danaë?* ➢ ***Why*** *did you laugh when Perseus told you what was in the sack?*	➢ ***Why*** *do you think your father put you and Perseus in a chest?* ➢ ***Why*** *did you not stop Perseus going to find Medusa?* ➢ ***When*** *did you realise that you wanted to marry Dictys?*

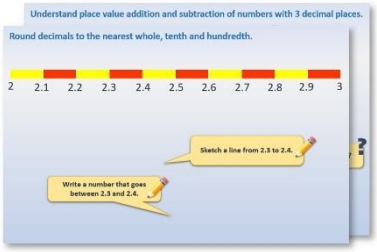
Maths Resources

Year 3: Week 2, Day 1

Numbers on lines

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



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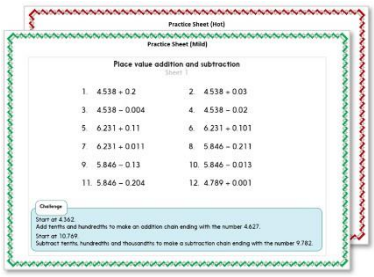
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.



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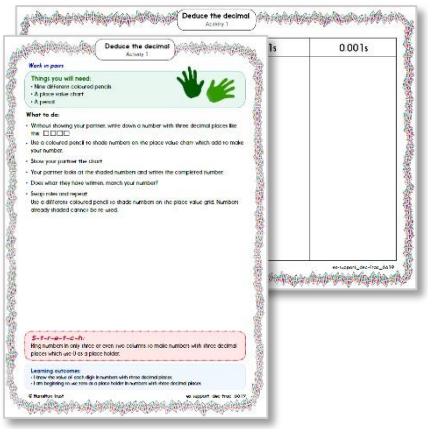
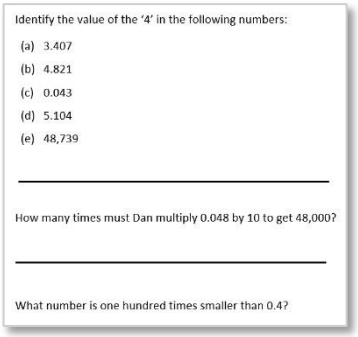
3. Finding it tricky? That's OK… have a go with a grown-up at **A Bit Stuck?**



4. Have I mastered the topic? A few questions to **Check your understanding**.
   Fold the page to hide the answers!


Identify the value of the '4' in the following numbers:

(a) 3.407
(b) 4.821
(c) 0.043
(d) 5.104
(e) 48,739

How many times must Dan multiply 0.048 by 10 to get 48,000?

What number is one hundred times smaller than 0.4?

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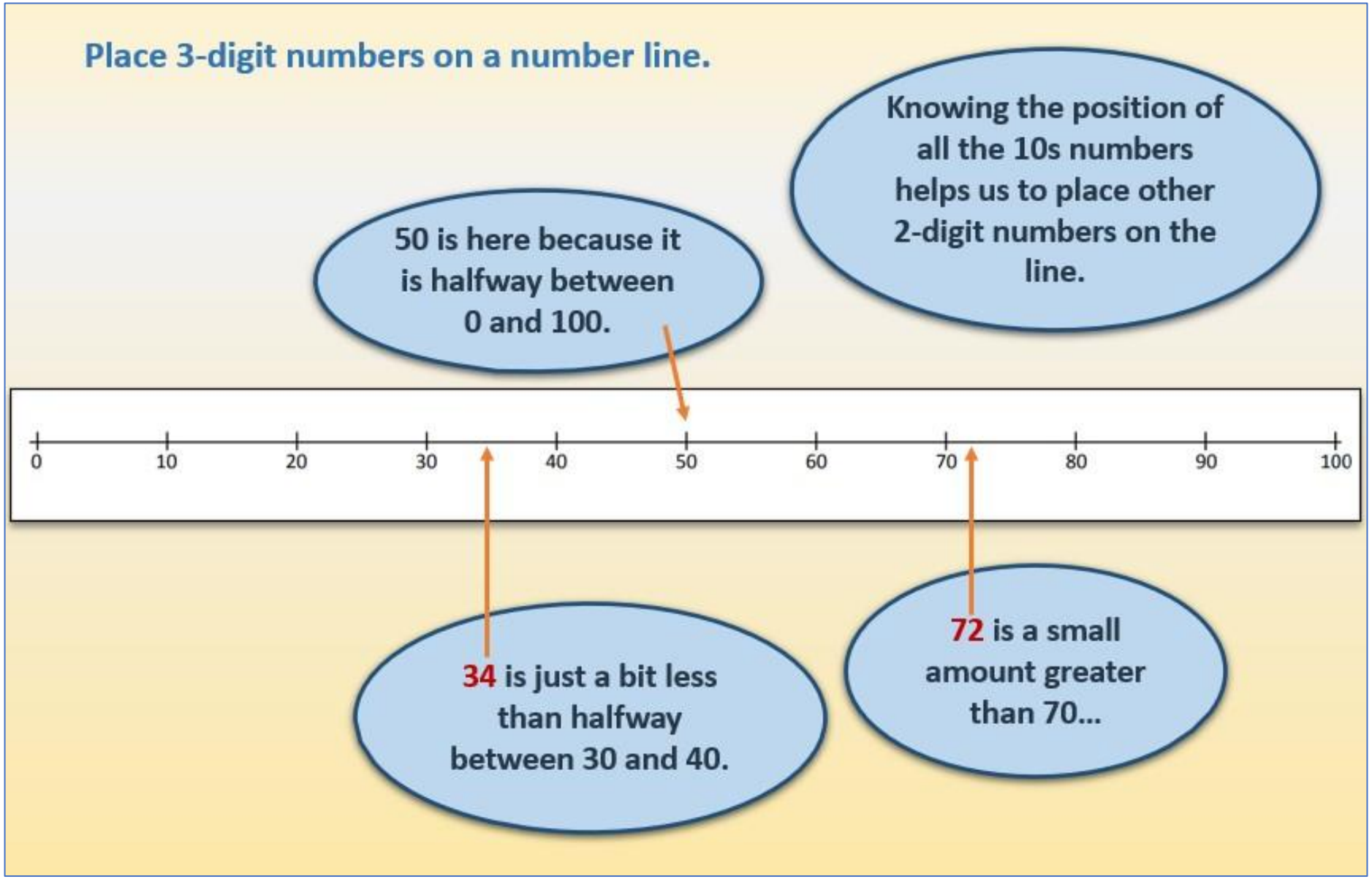
Learning Reminders



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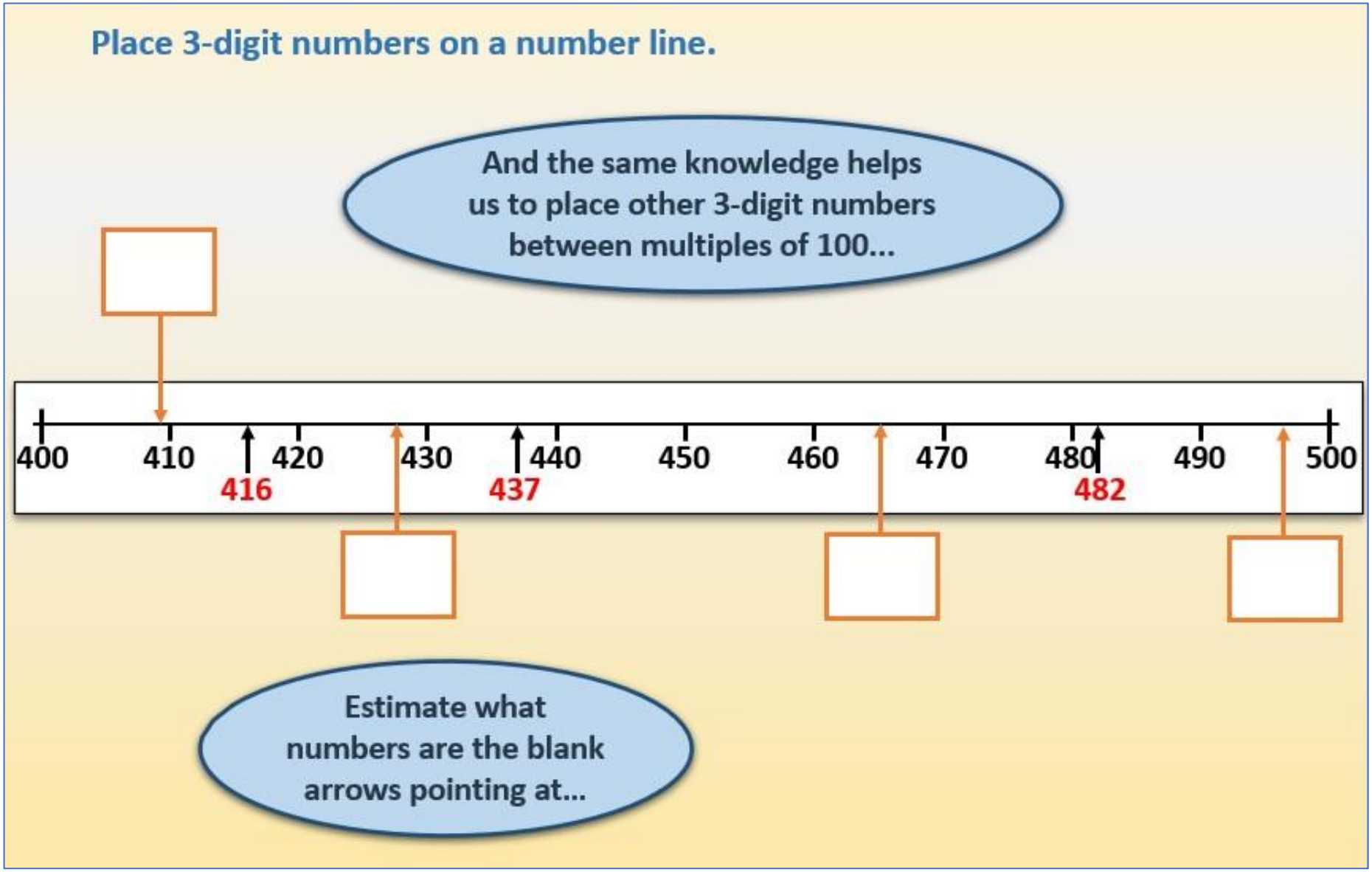
Learning Reminders



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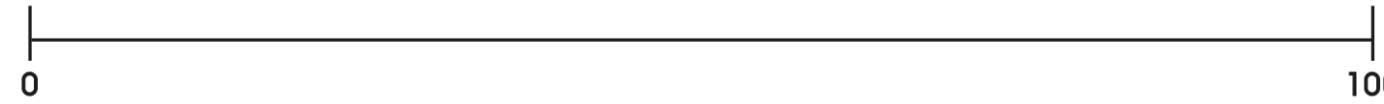
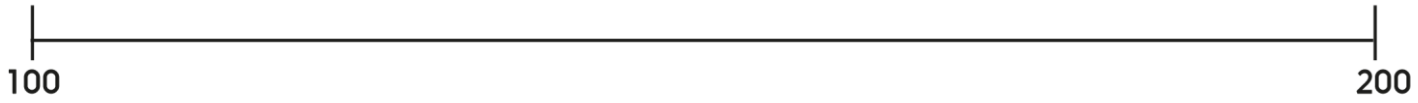
Practice Sheet Mild

Numbers on lines

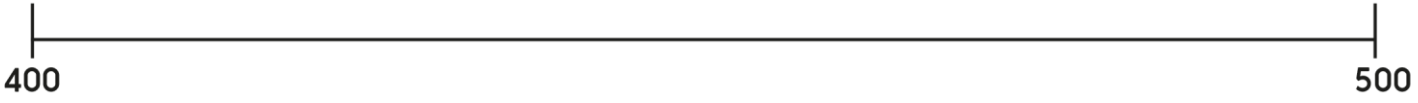
Mark the numbers on the number line where you think they should go.



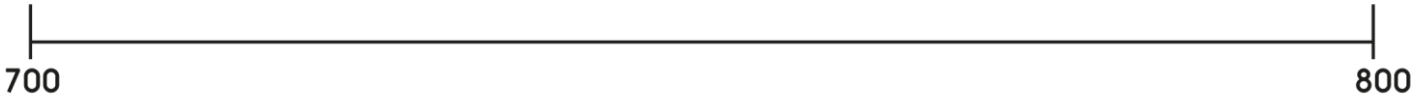
52 48 77



150 199 171

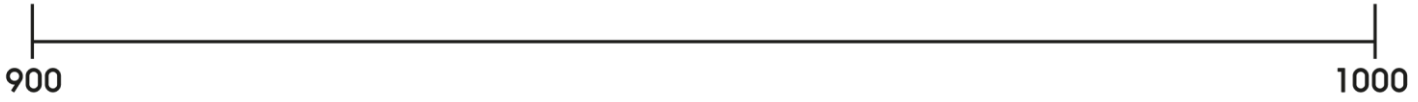


405 475 493



784 716 725

Use three of these digits to make a number which belongs between 900 and 1000 and place it on the line:
3, 5, 7, 9. Repeat for as many numbers as you can.



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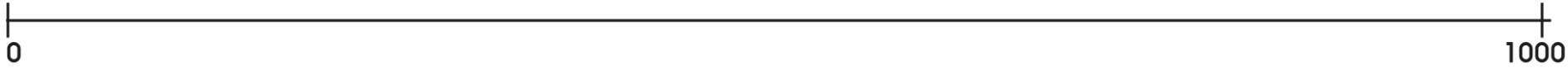
Practice Sheet Hot

Numbers on lines

Mark the 100s intervals on the number line.
Write the numbers on the number line where you think they should go.



690	105	499	505
385	275	25	370
420	935	745	860

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Challenge

Roll three 0-9 dice. Use the digits to make 4 more different numbers to place on your line. Repeat.

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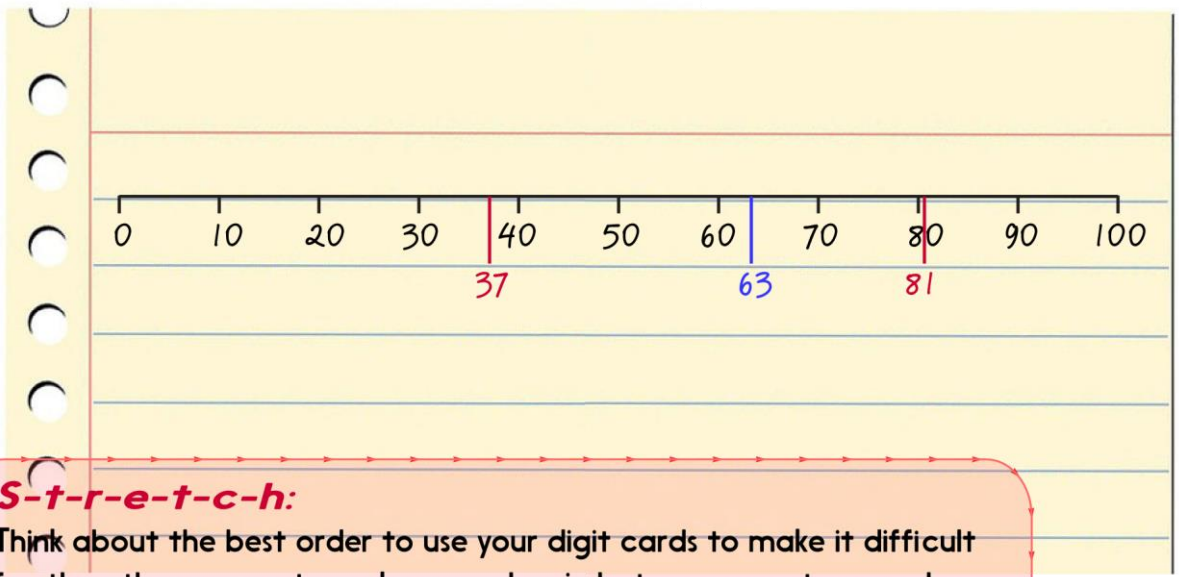
A Bit Stuck?
In-betweenies

Work in pairs

Things you will need:
- A set of 1 to 9 digit cards
- 0 to 100 landmarked lines
- Two coloured pencils

What to do:

- Shuffle the cards and place face down. Take the top four.
- Use them in any order that you like to make two 2-digit numbers. Use your coloured pencil to mark these on the line, writing the numbers underneath the marks.
- Your partner takes the next two cards and uses them in either order to make a 2-digit number. They use their coloured pencil to mark this number on the line. Can they make a number which goes between your two numbers? If so they win a point. If not, you win the point.
- Play again on a new line, but your partner shuffles the cards and takes the first four this time.
- Keep playing, taking it in turns to take the first four cards.



S-t-r-e-t-c-h:

Think about the best order to use your digit cards to make it difficult for the other person to make a number in between your two numbers on the line.

Learning outcomes:
- I can place 2-digit numbers on a 0 to 100 landmarked line.
- I am beginning to have an idea about whether numbers are close or far apart on the number line.
- I am beginning to identify mystery numbers on 0 to 100 landmarked lines.

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Check your understanding:
Questions

Sketch a line 0-1000 and mark 500 on it.
Mark 350, 700 and 990 on the line.
How can you demonstrate that you have marked these accurately?

True or false

- Between any pair of next-door multiples of 100, there are always 98 whole numbers.
- The middle of a 500-1000 line is 800.
- There are ten numbers ending in 3 between 300 and 400.
- The digit 0 is used 18 times between 600 and 700.

Fold here to hide answers:

Check your understanding:
Answers

Sketch a line 0-1000 and mark 500 on it.
Mark 350, 700 and 990 on the line.
How can you demonstrate that you have marked these accurately?
350 is around a third of 1000, 700 almost three quarters and 990 is almost 1000; children's markings should reflect this.

True or false

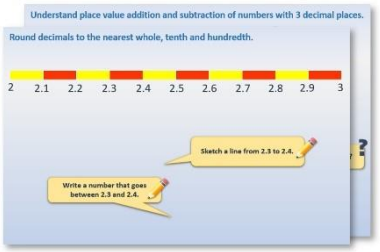
- Between any pair of next-door multiples of 100, there are always 98 whole numbers. False, there are 99, for example between 200 and 300 the numbers 201 – 299 (99 numbers).
- The middle of a 500-1000 line is 800. False, it would be 750.
- There are ten numbers ending in 3 between 300 and 400.
  True – 303, 313, 323, 333, 343, 353, 363, 373, 383, 393. Some may miss 303.
- The digit 0 is used 18 times between 600 and 700. True, in the numbers 601 – 609 (9 times) and 610, 620 … 690 (9 times).

Year 3: Week 2, Day 2

3-digit numbers

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**.



They come from our *PowerPoint* slides.

2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)!
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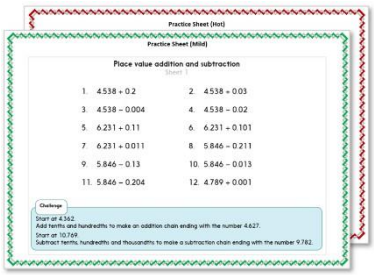
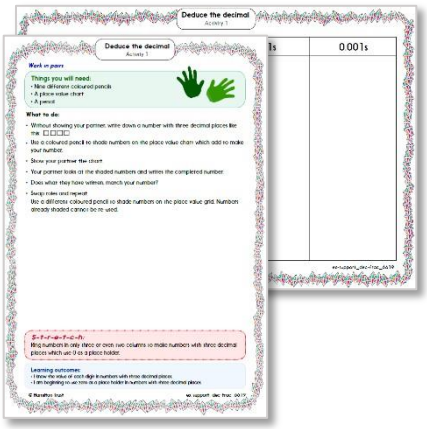
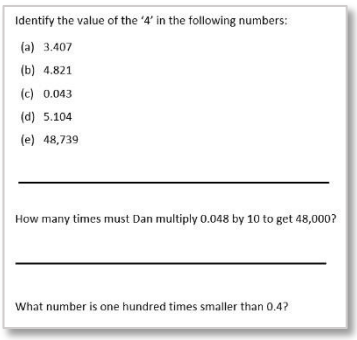


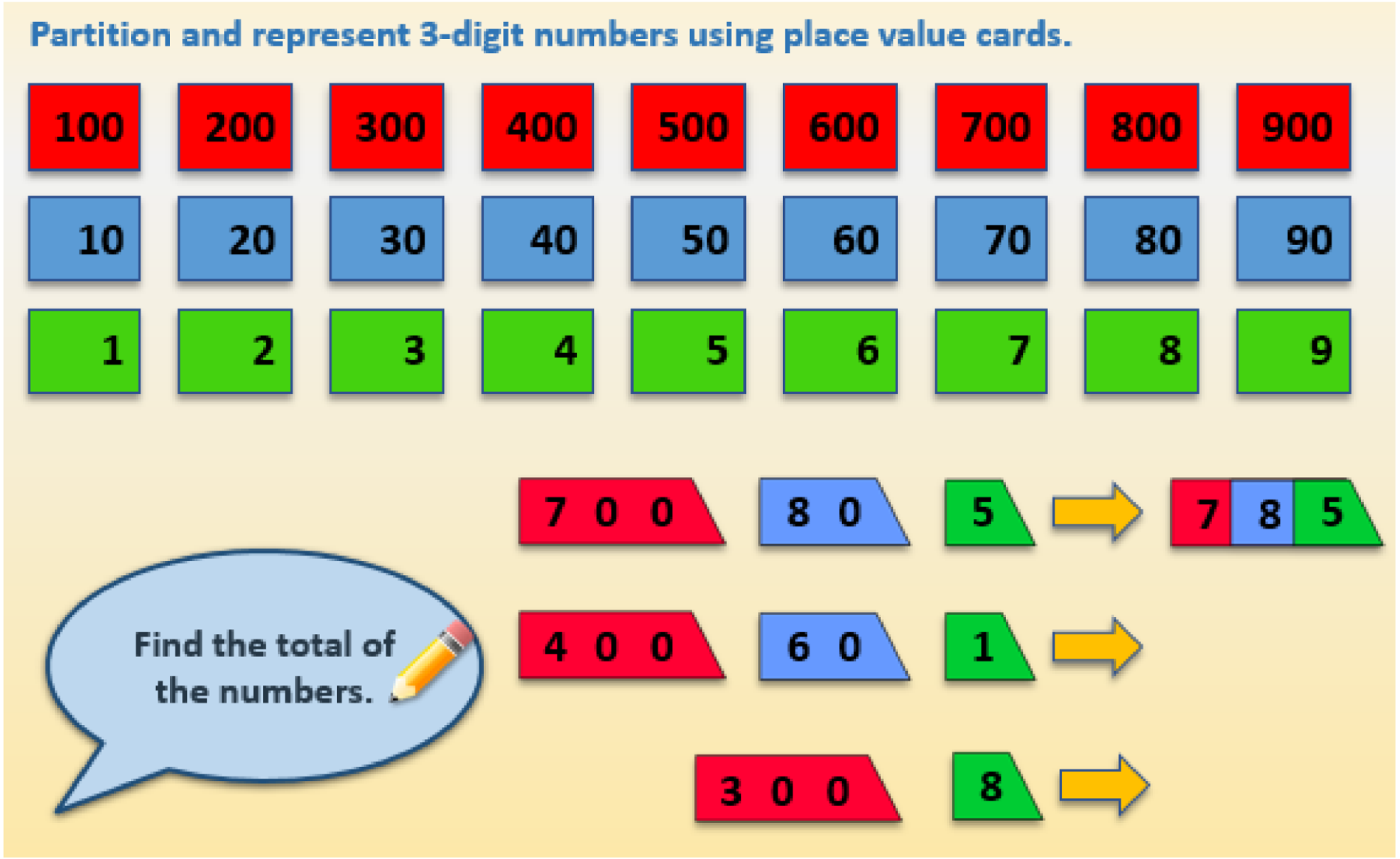
3. Finding it tricky? That's OK… have a go with a grown-up at **A Bit Stuck?**



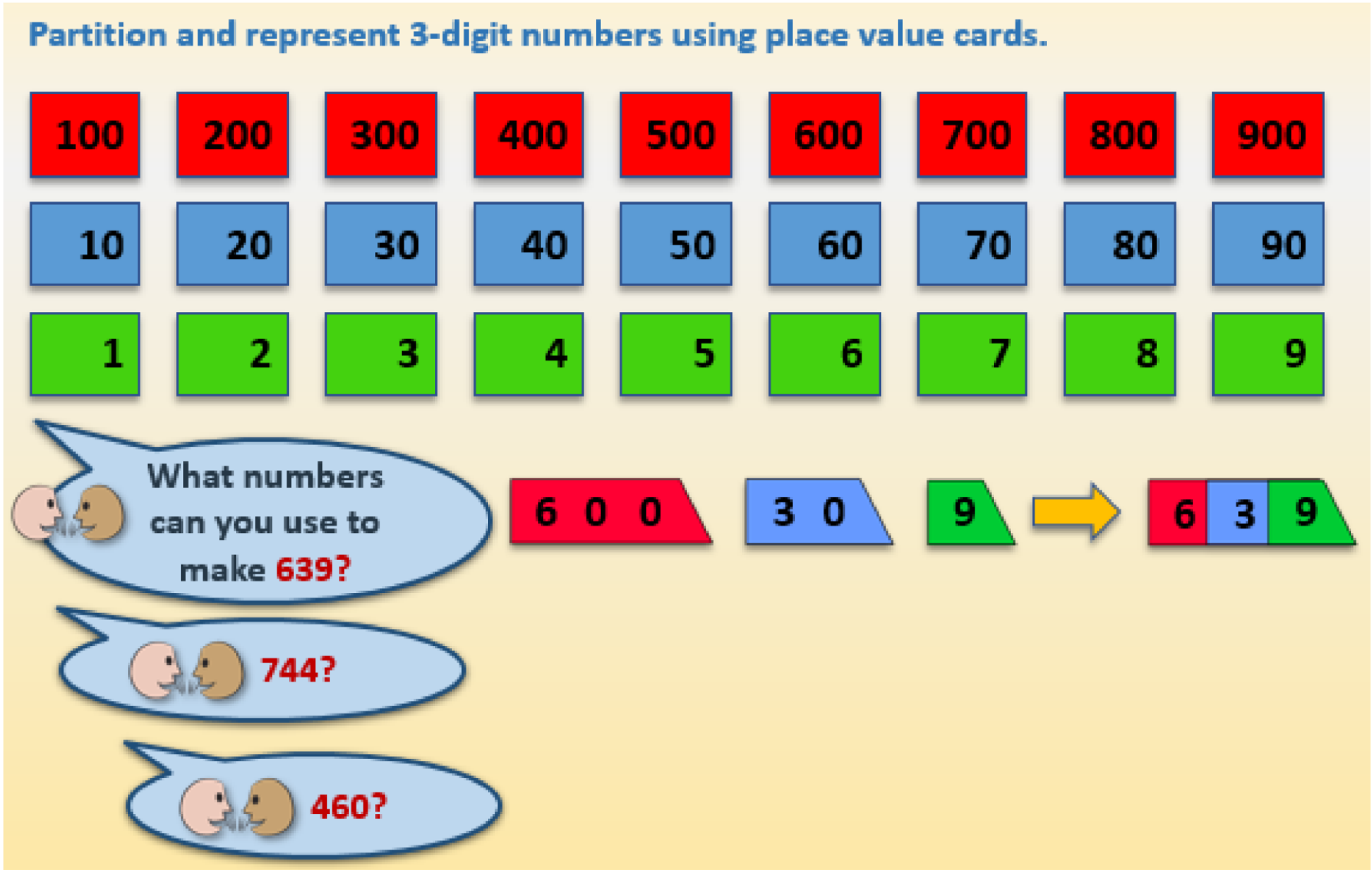
4. Have I mastered the topic? A few questions to **Check your understanding**.
Fold the page to hide the answers!



Learning Reminders



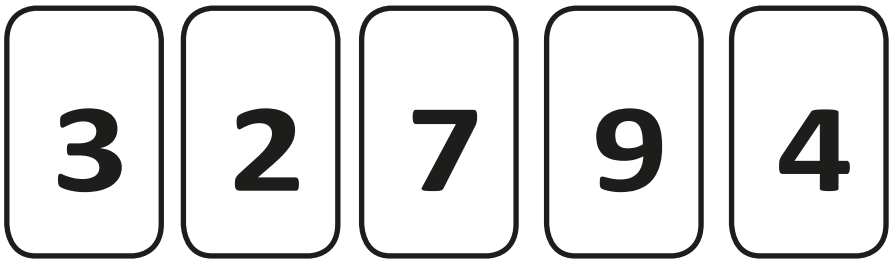
Learning Reminders

- 

Practice Sheet Mild

Place value**practice**

Use the following digits to make 3-digit numbers as instructed:



1. A number with seven 100s.
2. A number where the 10s digit is four.
3. A number with a 1s digit <3.
4. A number with more than six 10s.
5. An even number between 200 and 300.
6. An odd number >800.

Now order these numbers from smallest to largest:

Challenge

How many numbers are there between (but not including)100 and 200 that have a seven in them?

Practice Sheet Hot

Place value **practice**

Use the following digits to make as many 3-digit numbers as you can. Now order them all from smallest to largest.

Start using these digits: 1, 5, 7, 0, 9, 3

157, 150, 159…

Challenge

How many numbers are there between (but not including) 100 and 200 that do not have a seven in them?

Practice Sheet Answers

Place value practice (Mild)

1. e.g. 739
2. e.g. 243
3. e.g. 492
4. e.g. 374 or 294
5. e.g. 274
6. e.g. 927

Challenge

There are 19 numbers:
1s digit is 7: 107, 117, 127, ...197 (10 numbers).
10s digit is 7: 170, 171, 172, ...179 (not counting 177 because it was in the list above, 9 numbers).

Place value practice (Hot)

e.g. 103, 197, 359, 301, 571, 509, etc.

Challenge

There are 80 numbers between 100 and 200 without a seven in them.

A Bit Stuck?
Make the number

Work in pairs

Things you will need:
- 100s, 10s and 1s place value cards

What to do:

- Take it in turns to choose a number.
- One person makes that number using place value cards.
- They then show the three cards in any order to their partner.
- They must write the number and say it aloud.
- Do you agree?
- Repeat this, taking turns to make the number.

326 **831** **555** **473** **154**

617 **282** **736** **962**

S-t-r-e-t-c-h:

Make the numbers 520 and 603 using place value cards.

Learning outcomes:
- I can make 3-digit numbers using place value equipment (no zeros).
- I am beginning to make 3-digit numbers with a 0 in the 10s or 1s place using place value equipment.

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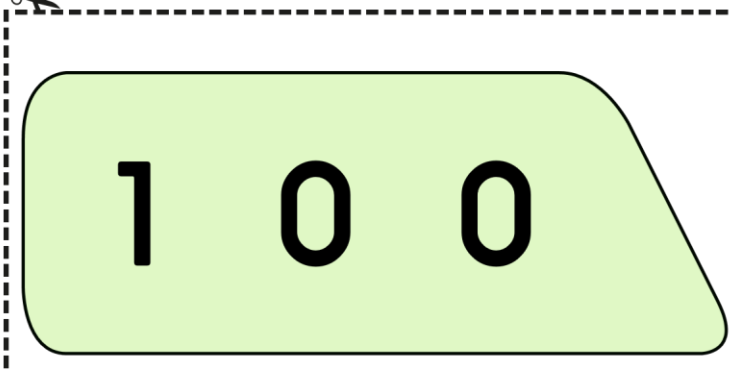
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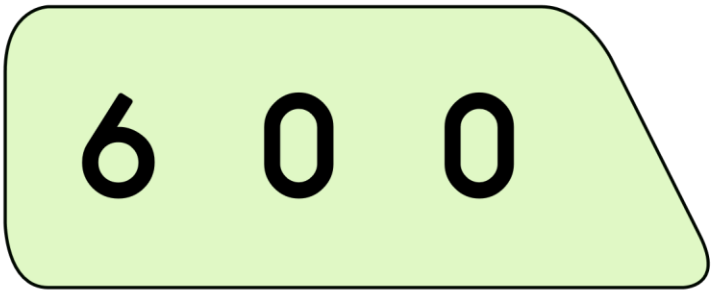
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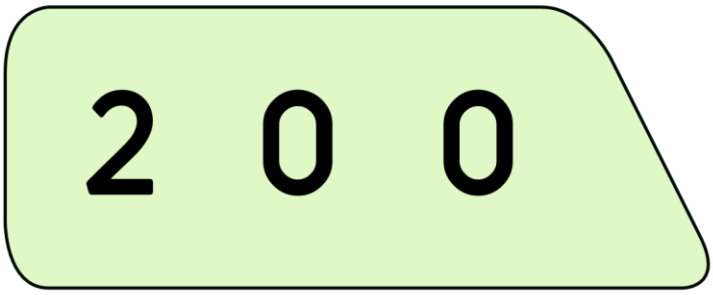
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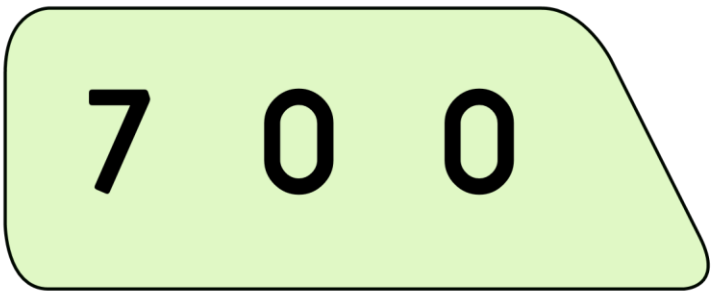
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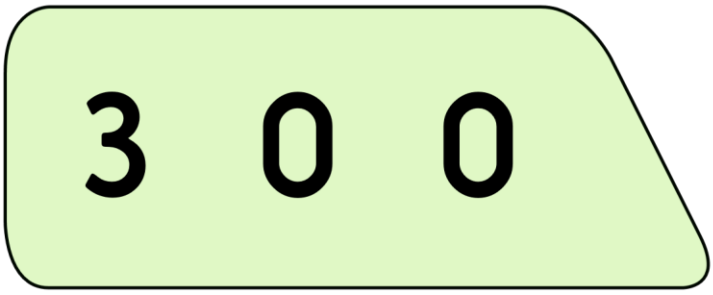
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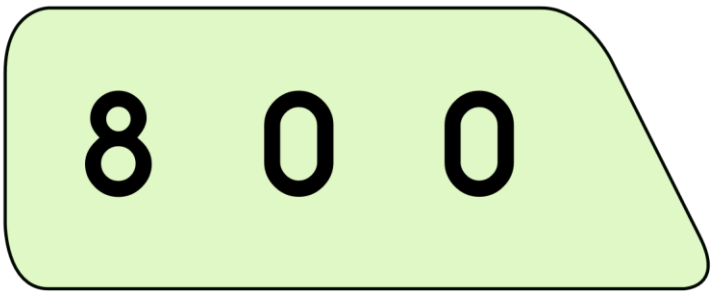
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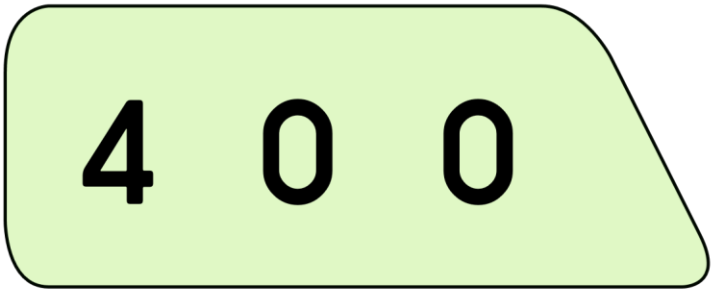
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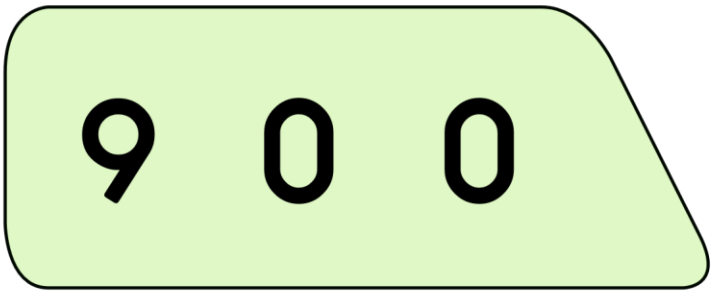
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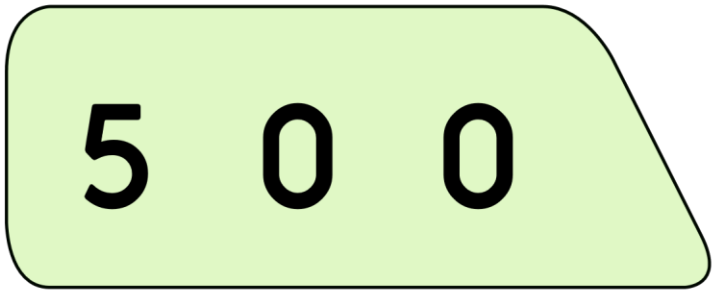
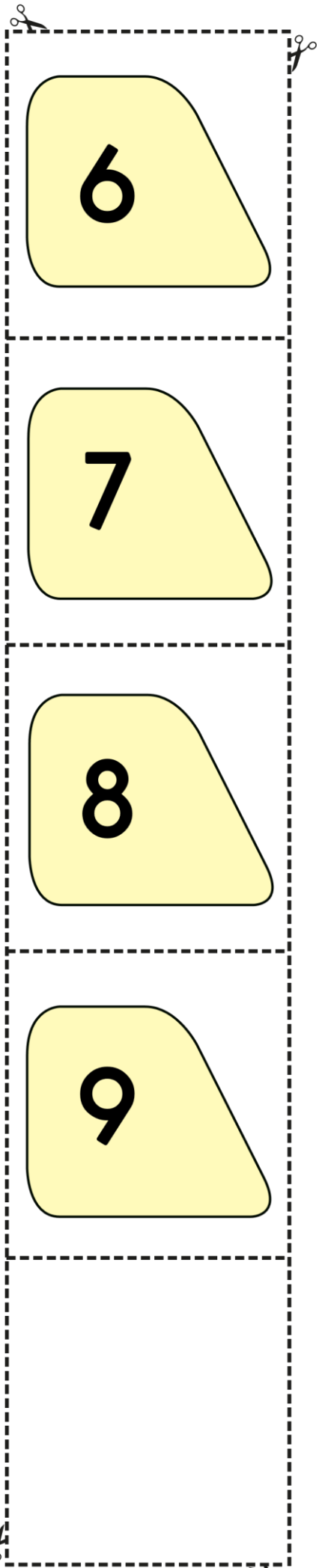

500

10	60	1
20	70	2
30	80	3
40	90	4
50		5


6
7
8
9

Check your understanding:

Questions

Write numbers to make the sentences true:

a) 100< ☐ < 110

b) 304 > ☐ > 302

c) 999 > ☐ > 888

d) 0 < 101< ☐

e) 459 < ☐ < 461

Write the value of the 5 digit in these numbers:

(i) 652

(ii) 591

(iii) 905 *Fold here to hide answers:*

Check your understanding:

Answers

Write numbers to make the sentences true:

f) 100 < ☐ < 110 Any number from 101 to 109.

g) 304 > ☐ > 302 303.

h) 999 > ☐ > 888 Any number from 889 to 998.

i) 0 < 101 < ☐ Any number 102 or greater.

j) 459 < ☐ < 461 460.

Write the value of the 5 digit in these numbers:

(i) 652 50 (or 5 tens).

(ii) 591 500 (or 5 hundreds).

(iii) 905 5 (or 5 ones).

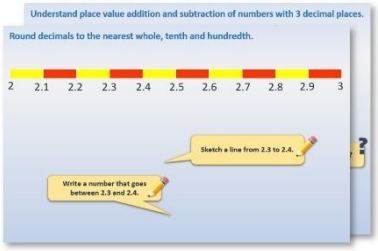
• The digit 0 is used 18 times between 600 and 700. True, in the numbers 601 – 609 (9 times) and 610, 620 … 690 (9 times).

Year 3: Week 2, Day 3

Adding mentally – in our heads!

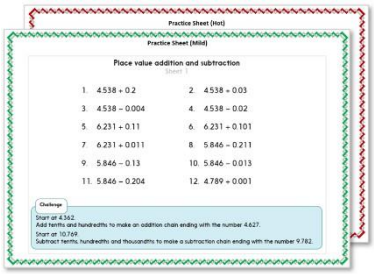
Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**.



They come from our *PowerPoint* slides.

2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.



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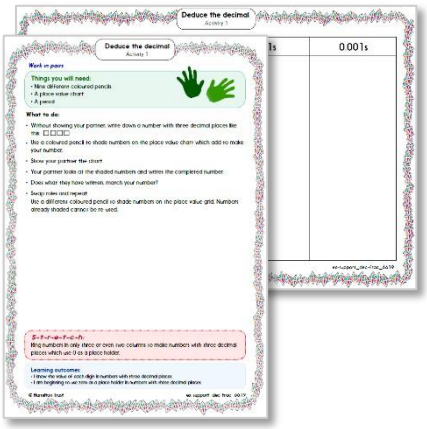

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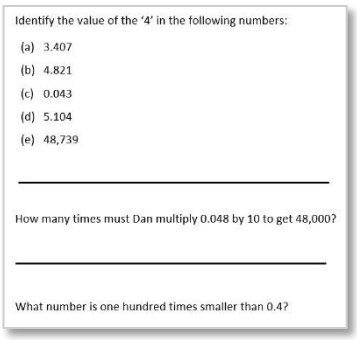
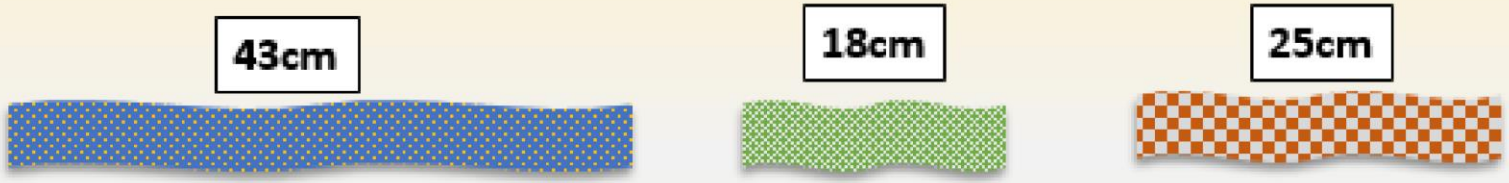


H

Learning Reminders

Adding three 2-digit numbers using different strategies.



How could we find the total length of these 3 ribbons?

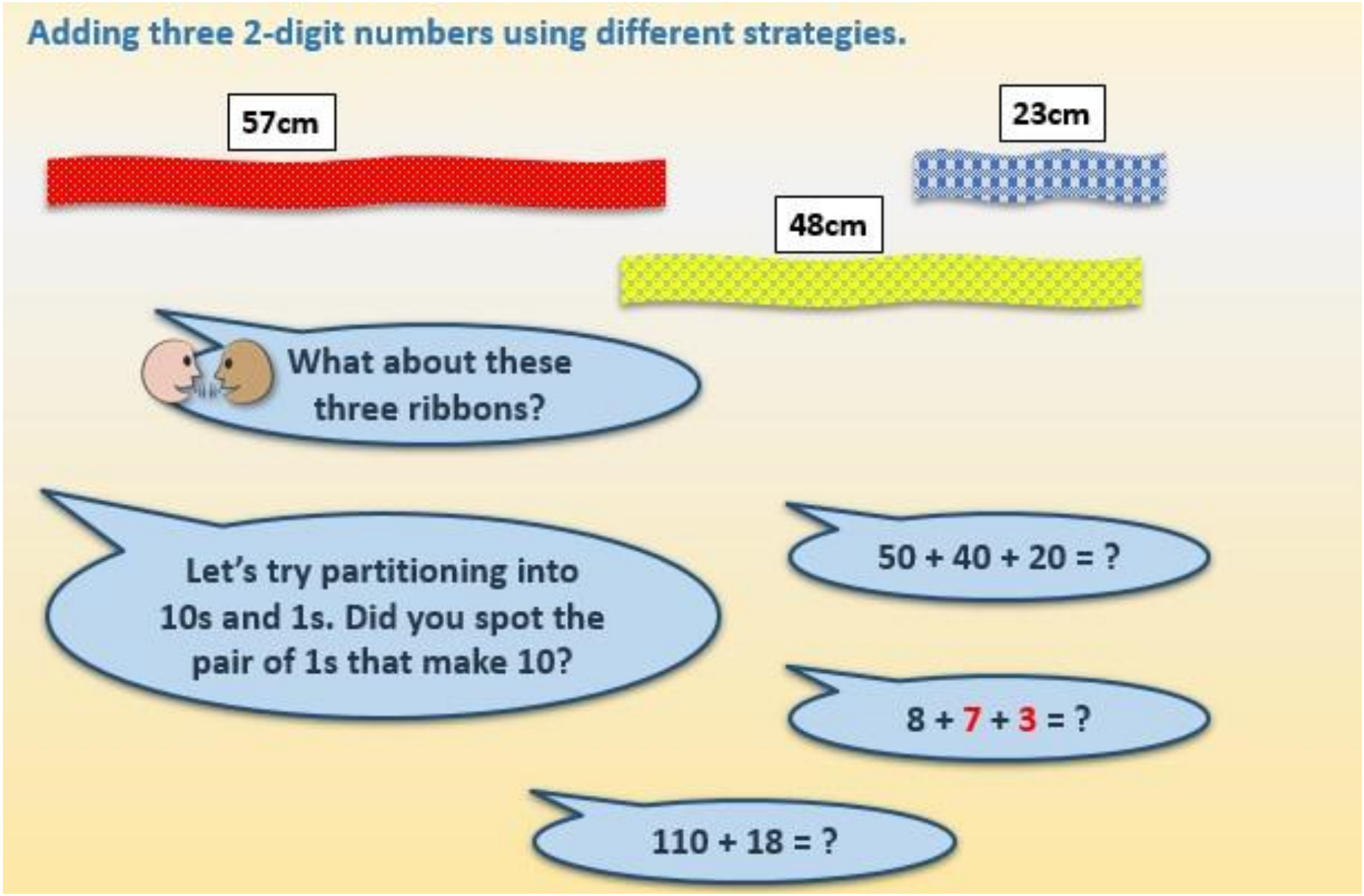
Let's try partitioning into 10s and 1s and putting the larger numbers first.

40 + 20 + 10 = ?

8 + 5 + 3 = ?

70 + 16 = ?

Learning Reminders



Learning Reminders

Adding three 2-digit numbers using different strategies.

65 27 35 31 48

Are there three of these numbers that would be straightforward to add? Which group of three could be trickiest?

65 , 35 and 21.
5 + 5 = 10 to help us add the 1s.

60 + 40 + 20 = ?

48, 65 and 27 could be trickier...
Let's try partitioning.

8 + 7 + 5 = ?

120 + 20 = ?

Practice Sheet Mild

Addition and subtraction practice

You have £1 pocket money to spend. Which two stickers can you buy? Find as many pairs as you can.

70p

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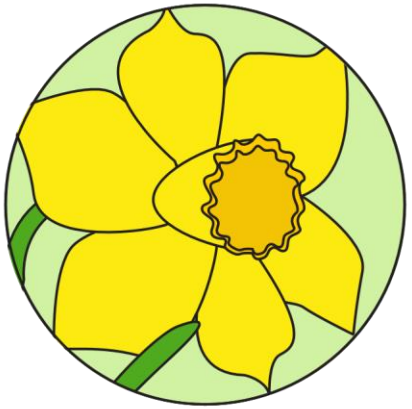
27p

73p

23p

41p



59p

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Practice Sheet Hot

Addition and subtraction practice

1. 36 + 23 =
2. 54 + 24 =
3. 67 + 21 =
4. 65 + 25 =

5. 36 + 47 + 54 =
6. 42 + 28 + 38 =
7. 53 + 27 + 41 =
8. 52 + 62 + 38 =
9. 42 + 37 + 48 =
10. 55 + 32 + 25 =

11. Ellie bought a skateboard for £45, a helmet for £24 and knee pads for £19.
How much did she spend altogether?

12. Daniel bought roller skates for £56, a helmet for £24 and arm pads for £21.
How much did he spend altogether?

13. 146 + 58 + 47 =
14. 241 + 27 + 18 =
15. 135 + 28 + 36 =
16. 127 + 54 + 31=

Challenge

Can you find three two-digit numbers that add up to a total of 200?

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Practice Sheet Answers

Addition and subtraction practice (Mild)

Possible combinations:

73p + 27p = £1
73p + 23p = 96p
70p + 27p = 97p
70p + 23p = 93p
59p + 41p = £1
59p + 27p = 86p
59p + 23p = 82p
41p + 27p = 68p
41p + 23p = 64p
27p + 23p = 50p

Addition and subtraction practice (Hot)

1. 36 + 23 = 59
2. 54 + 24 = 78
3. 67 + 21 = 88
4. 65 + 25 = 90
5. 36 + 47 + 54 = 137
6. 42 + 28 + 38 = 108
7. 53 + 27 + 41 = 121
8. 52 + 62 + 38 = 152
9. 42 + 37 + 48 = 127
10. 55 + 32 + 25 = 112
11. £45 + £24 + £19 = £88
12. £56 + £24 + £21 = £101
13. 146 + 58 + 47 = 251
14. 241 + 27 + 18 = 286
15. 135 + 28 + 36 = 199
16. 127 + 54 + 31 = 212

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A Bit Stuck?

Do the splits

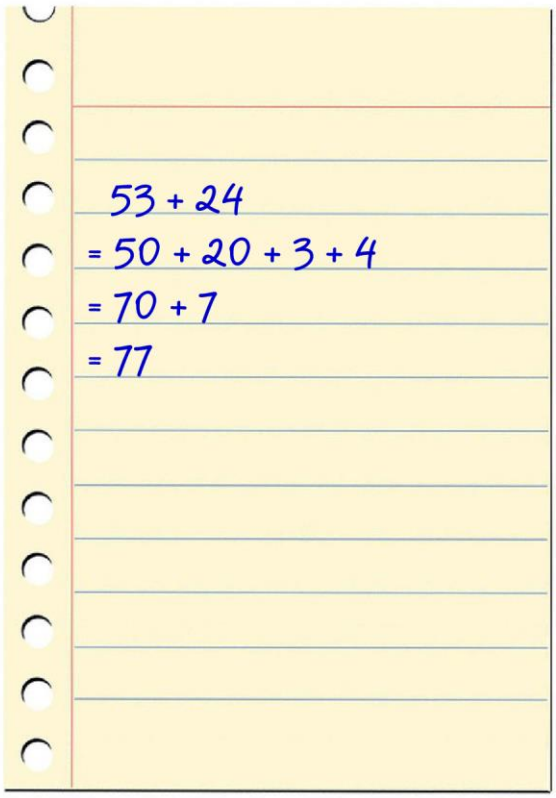
Work in pairs

Things you will need:

- A set of 10s and 1s place value cards
- A pencil

What to do:

- Shuffle the 10 to 50 cards and place face down in a pile. Shuffle the 1 to 5 cards and place face down.
- Take the top card from each pile and put them together to make a 2-digit number.
- Take the next card from each pile to make another 2-digit number.
- One person collects the 10s.
  The other person collects the 1s.
  How much do you have each?
  Now add your totals.
- Record the addition.
- How many split sums can you do before the time is up?



S-t-r-e-t-c-h:

Include the 6 to 9 cards so that sometimes the 1s will come to more than 10.

Learning outcomes:

- I can add pairs of 2-digit numbers using partitioning (1s < 10, 10s < 100)
- I am beginning to add pairs of 2-digit numbers where the 1s come to more than 10.

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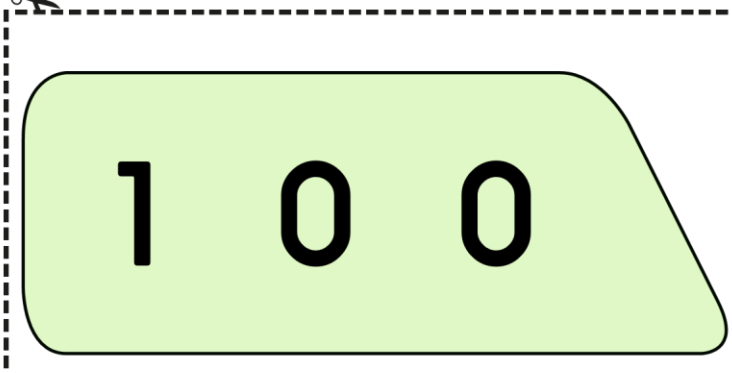
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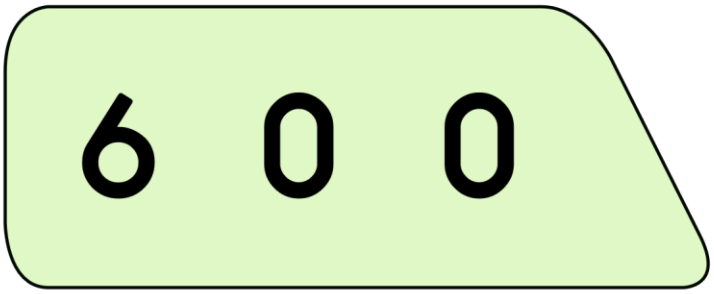
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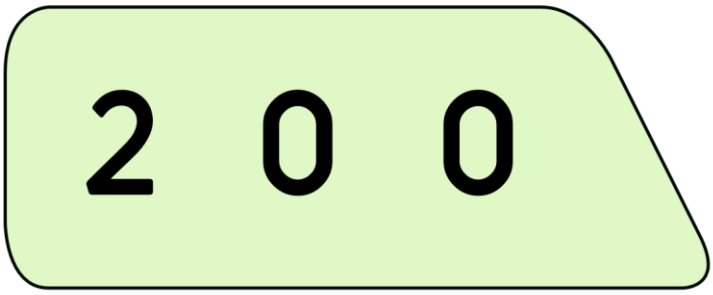
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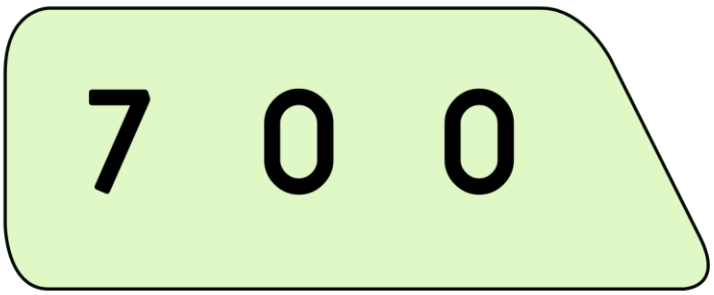
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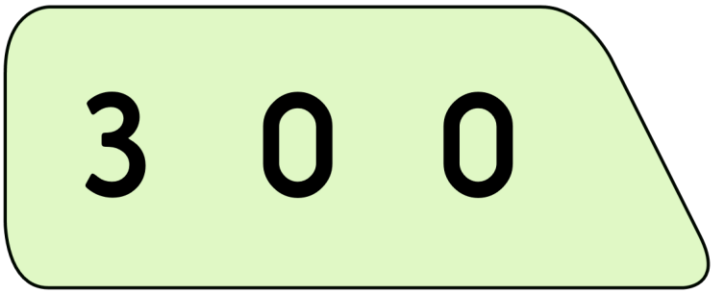
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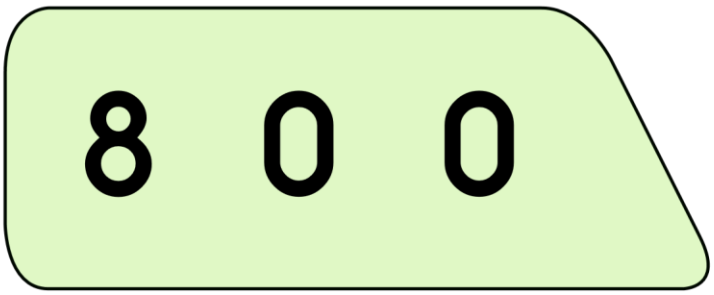
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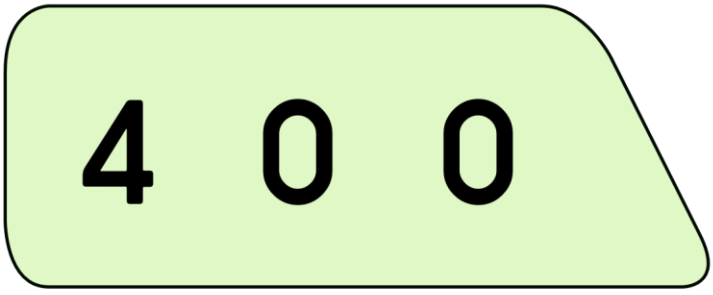
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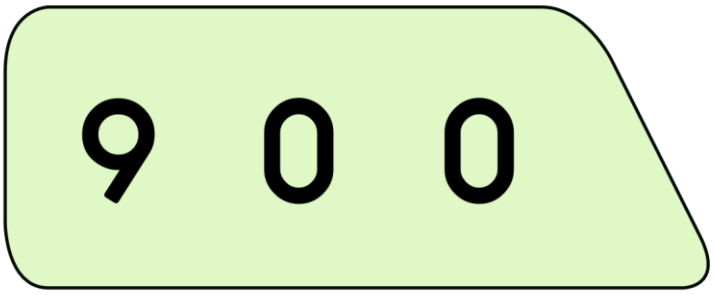
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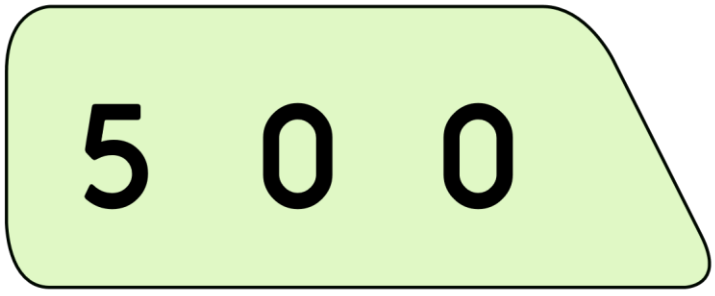
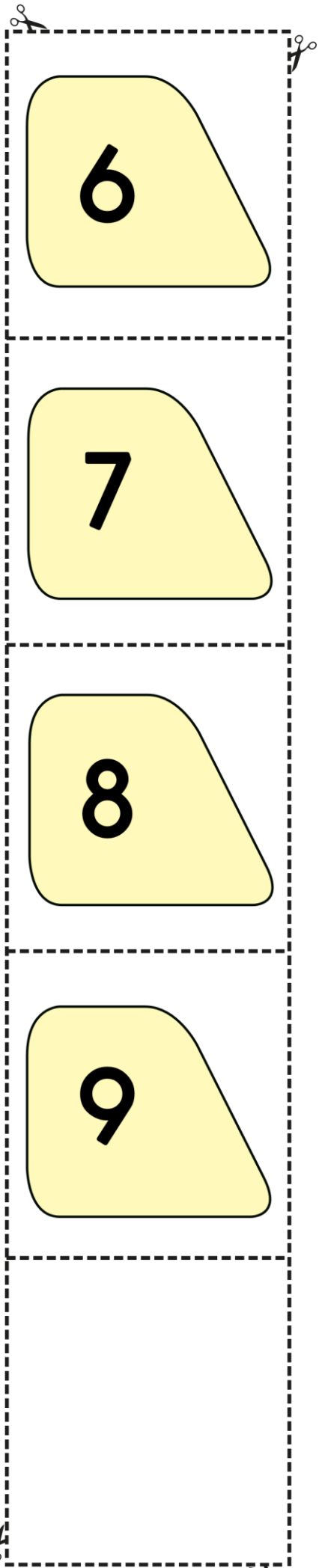

500

10	60	1
20	70	2
30	80	3
40	90	4
50		5


6
7
8
9

Check your understanding:

Questions

Use a different strategy for each of these additions:

(a) 45 + 29
(b) 45 + 34
(c) 65 + 35
(d) 78 + 28

Explain why you chose a particular strategy for (a) and (c)

Complete the bar model diagrams:

?	
36	37

?	
57	39

?	
48	24

Fold here to hide answers:

Check your understanding:

Answers

Use a different strategy for each of these additions:

(a) 45 + 29 = 74 Add 30 and subtract 1
(b) 45 + 34 = 79 Add 30 then 4 or add 40 + 30, then 5 + 4, then 70 + 9
(c) 65 + 35 = 100 Numbers which add to 10 or 100
(d) 78 + 28 = 106 Easiest to do as 70 + 20, then 8 + 8, then 90 + 16

Explain why you chose a particular strategy for (a) and (c)

Children may use other strategies but are they the most efficient? Encourage ways of doing each one to avoid making errors.

Complete the bar model diagrams:

3	
36	37

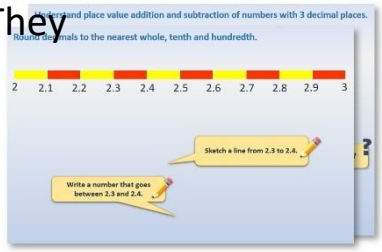
96	
57	39

72	
48	24

Year 3: Week 2, Day 4
Written addition

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



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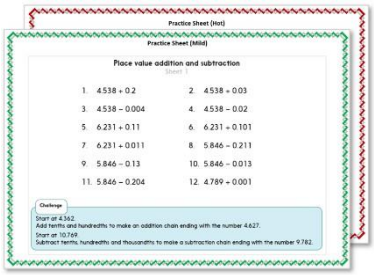

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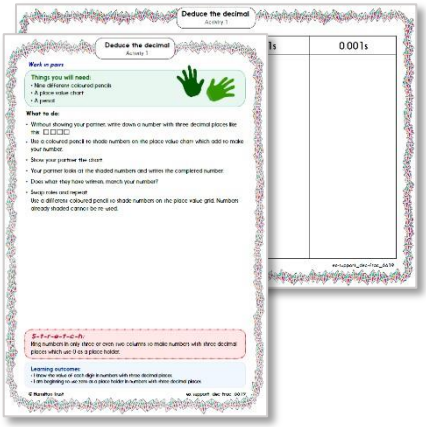

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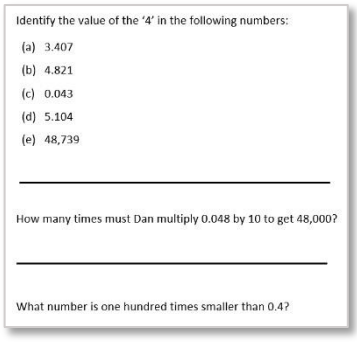
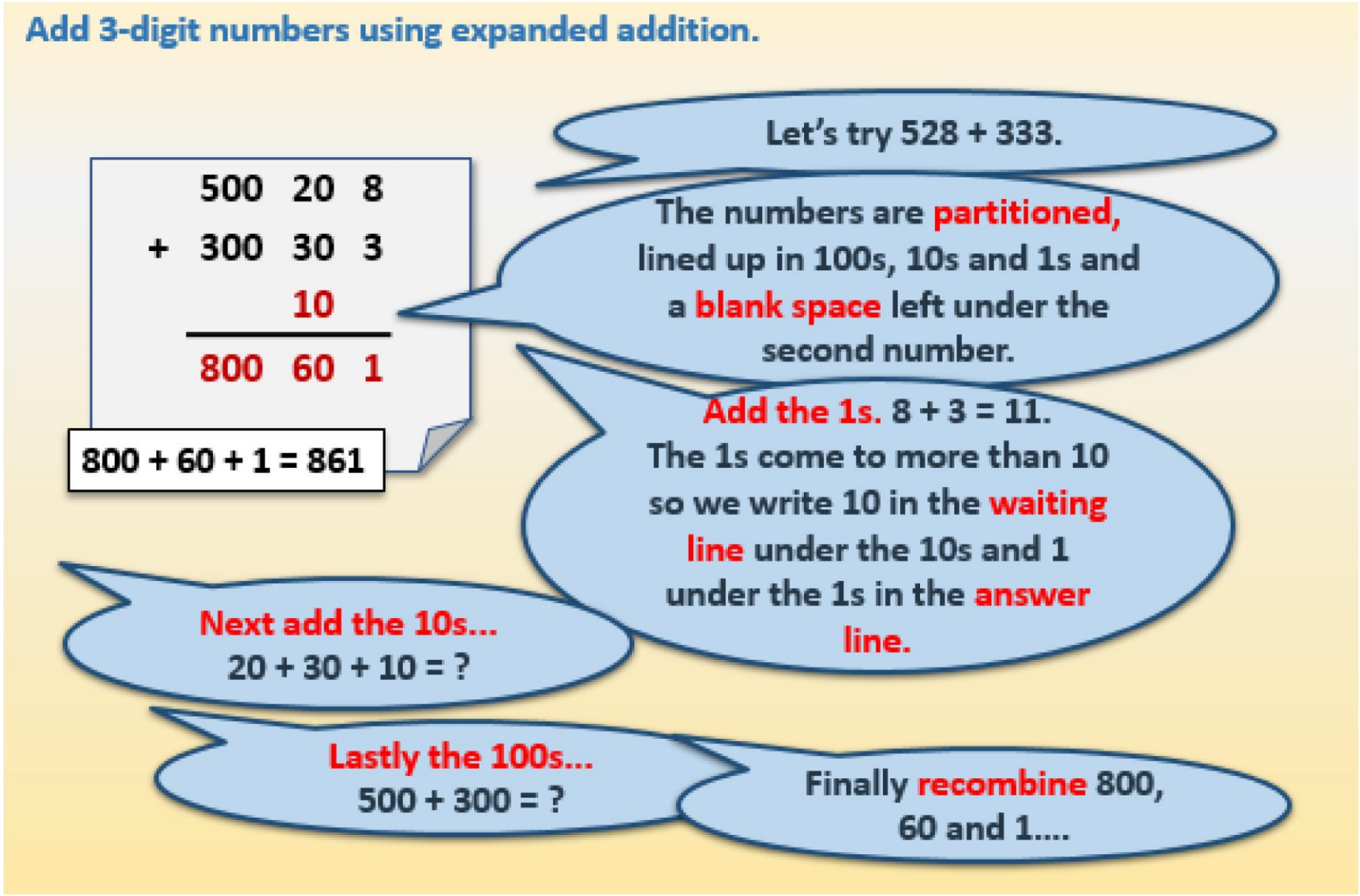
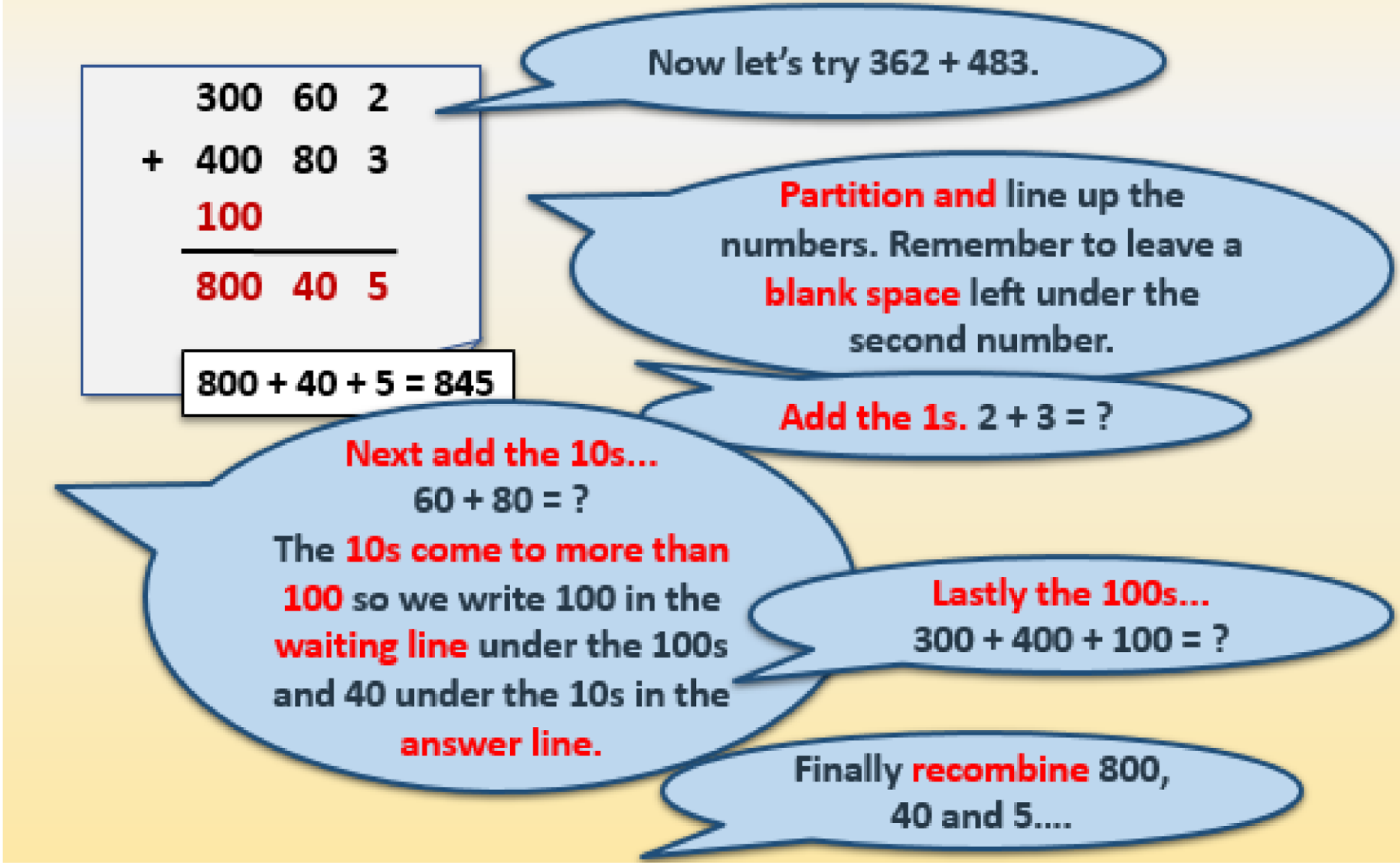
4. Have I mastered the topic? A few questions to **Check your understanding**.
   Fold the page to hide the answers!



Learning Reminders



Add 3-digit numbers using expanded addition.



Practice Sheet Mild

Addition and subtraction practice

437 + 231

400	30	7
200	30	1

523 + 415

500	20	3
400	10	5

743 + 126

700	40	3
100	20	6

545 + 427

500	40	5
400	20	7

614 + 352

572 + 325

353 + 216

436 + 265

Challenge

Write two additions with an answer of 888.

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Practice Sheet Hot

Addition and subtraction practice

1. 438 + 214
2. 549 + 235
3. 116 + 236
4. 239 + 344
5. 625 + 147
6. 378 + 414
7. 380 + 257
8. 472 + 384
9. 582 + 284
10. 693 + 242
11. 461 + 256
12. 543 + 261

Challenge

Write two additions with the answer 321. You can't use a zero in either number!

© Hamilton Trust

Practice Sheet Answers

Addition and subtraction practice (Mild)

437 + 231 = 668
743 + 126 = 869

523 + 415 = 938
545 + 427 = 972

614 + 352 = 966
353 + 216 = 569
572 + 325 = 897
436 + 265 = 701

Challenge

Accept correctly laid out answers where total is 888, e.g.
444 + 444, 350 + 538, 480 + 408, 738 + 150, etc.

Addition and subtraction practice (Hot)

1. 438 + 214 = 652
2. 549 + 235 = 784
3. 116 + 236 = 352
4. 239 + 344 = 583
5. 625 + 147 = 772
6. 378 + 414 = 792
7. 380 + 257 = 637
8. 472 + 384 = 856
9. 582 + 284 = 866
10. 693 + 242 = 935
11. 461 + 256 = 717
12. 543 + 261 = 804

Challenge

Accept asnswers where the total is 321, e.g.
198 + 123, 167 + 154, 272 + 49, etc.

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A Bit Stuck?
More split sums

Work in pairs

Things you will need:
- A set of 100s, 10s and 1s place value cards
- A pencil

What to do:

- Shuffle the 10 to 50 cards and place face down in a pile. Shuffle the 1 to 9 cards and place face down.
- Take the top card from each pile and put them together to make a 2-digit number.
- Take the next card from each pile to make another 2-digit number.
- One person collects the 10s.
  The other person collects the 1s.
  How much do you have each?
  Now add your totals.
- Record the addition.
- Repeat at least two more times.
- Play again, but this time shuffle the 10 to 90 cards, and the 1 to 5 cards.
- Repeat at least two more times.

47 + 26
= 40 + 20 + 7 + 6
= 60 + 13
= 73

S-t-r-e-t-c-h:
Use 10 to 90 and 1 to 9 cards so that sometimes the 1s will come to more than 10 and the 10s will come to more than 100.

Learning outcomes:
- I can add pairs of 2-digit numbers using partitioning (1s > 10 or 10s > 100).
- I am beginning to add pairs of 2-digit numbers where the 1s come to more than 10 the 10s come to more than 100.

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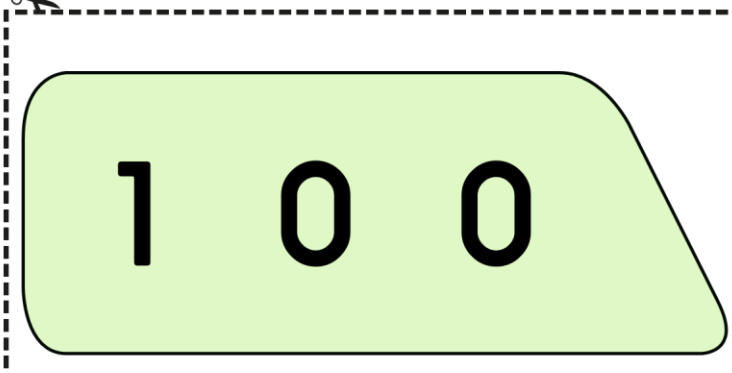
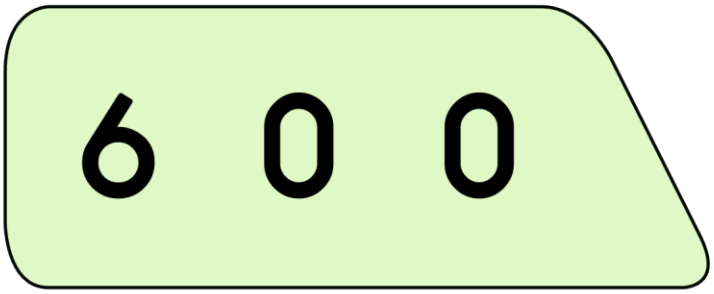

100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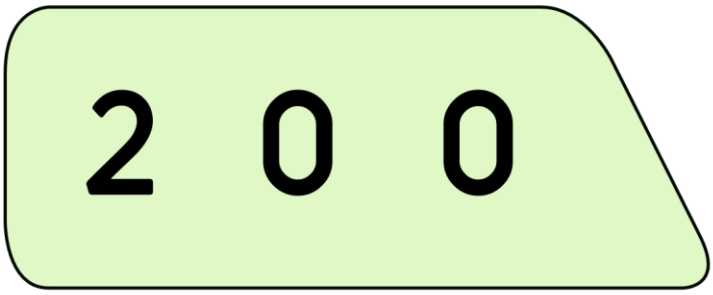
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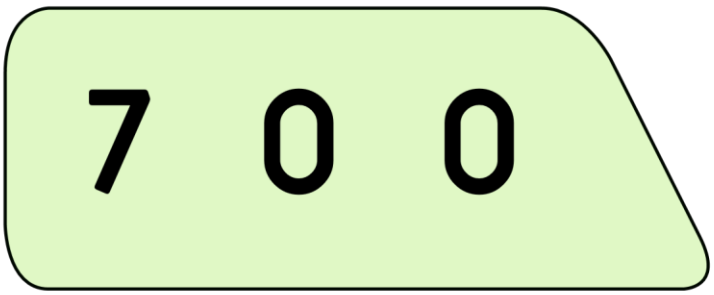
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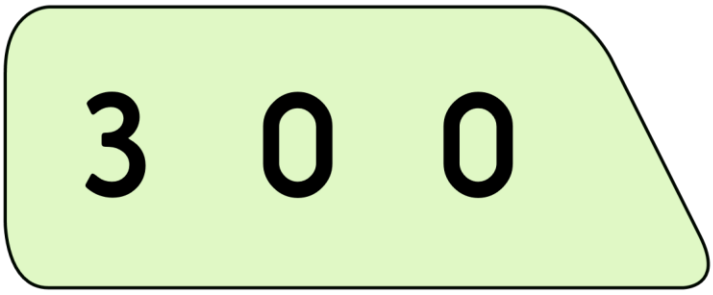
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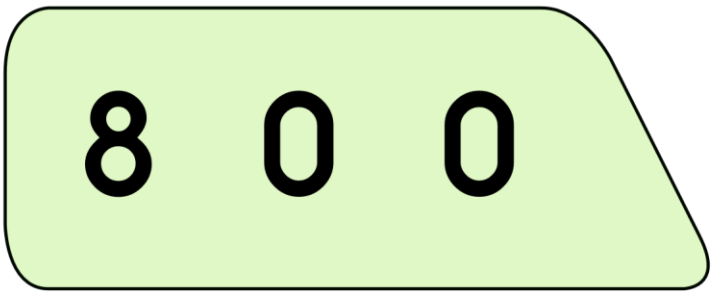
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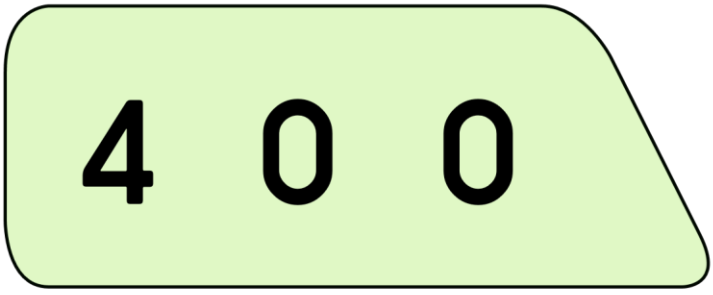
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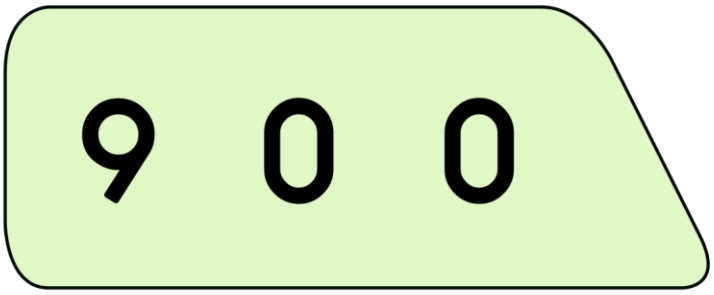
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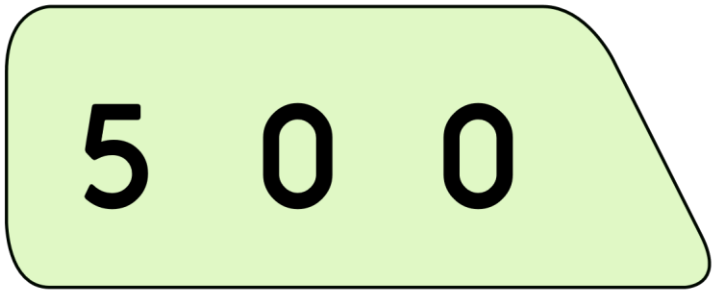
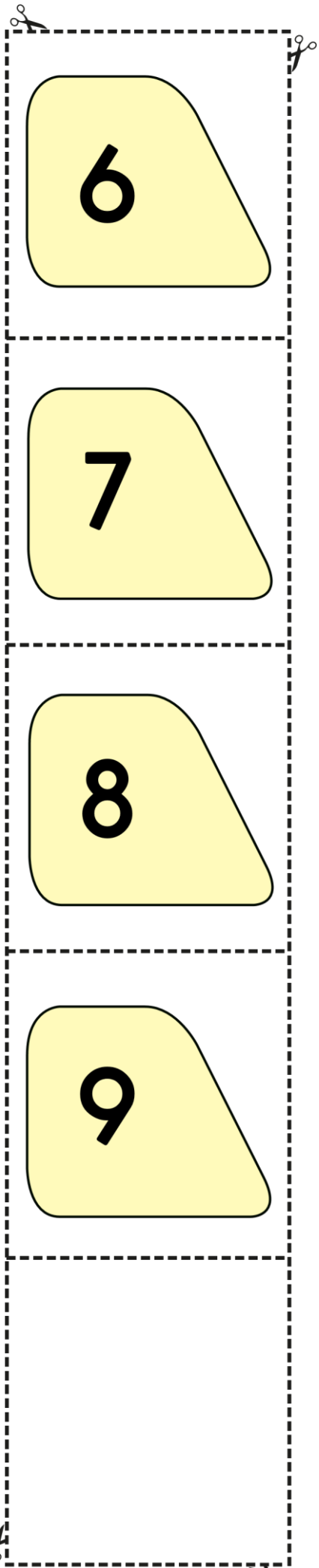

500

10	60	1
20	70	2
30	80	3
40	90	4
50		5


6
7
8
9

Check your understanding:

Questions

What is the total of two hundred and sixty-eight and two hundred and eighty-six?

Write the missing numbers

643 + 174 = ☐

☐ – 356 = 238

327 + 258 = ☐

☐

– 426 = 247

Amit uses 346 Lego pieces in building his model X-wing, and his sister uses 287 in building her Millennium Falcon.
How many Lego pieces have they used altogether?

Fold here to hide answers:

Check your understanding:

Answers

For this, children should be using the expanded column method. Errors may be due to splitting numbers wrongly, lining them up incorrectly or to making mistakes in the procedure. Talk through how they did each calculation that they got wrong.

What is the total of two hundred and sixty-eight and two hundred and eighty-six? 554

Write the missing numbers

643 + 174 = 817

594 – 356 = 238

327 + 258 = 585

673 – 426 = 247

Some may not recognise the second and fourth question as one to do using addition.

Amit uses 346 Lego pieces in building his model X-wing, and his sister uses 287 in building her Millennium Falcon.

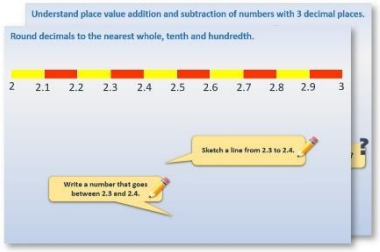
How many Lego pieces have they used altogether? 633 pieces.

Year 3: Week 2, Day 5

More written addition

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



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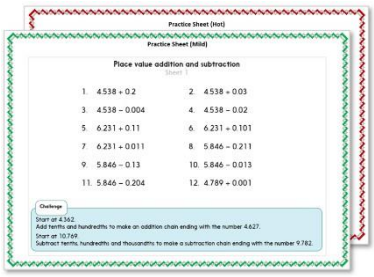
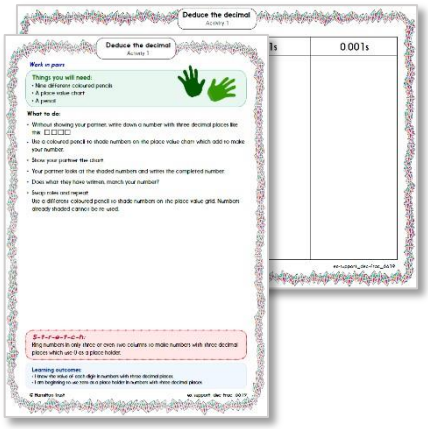
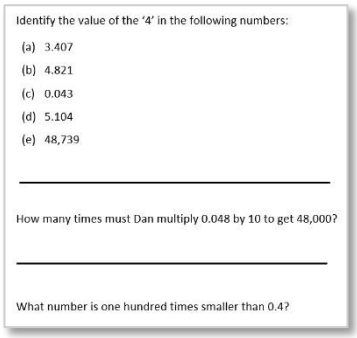
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.



3. Finding it tricky? That's OK… have a go with a grown-up at **A Bit Stuck?**



4. Have I mastered the topic? A few questions to **Check your understanding**.
Fold the page to hide the answers!



Learning Reminders

Use expanded addition to add two 3-digit numbers.

	500	60	7
+	100	50	8
	100	10	
	700	20	5

700 + 20 + 5 = 725

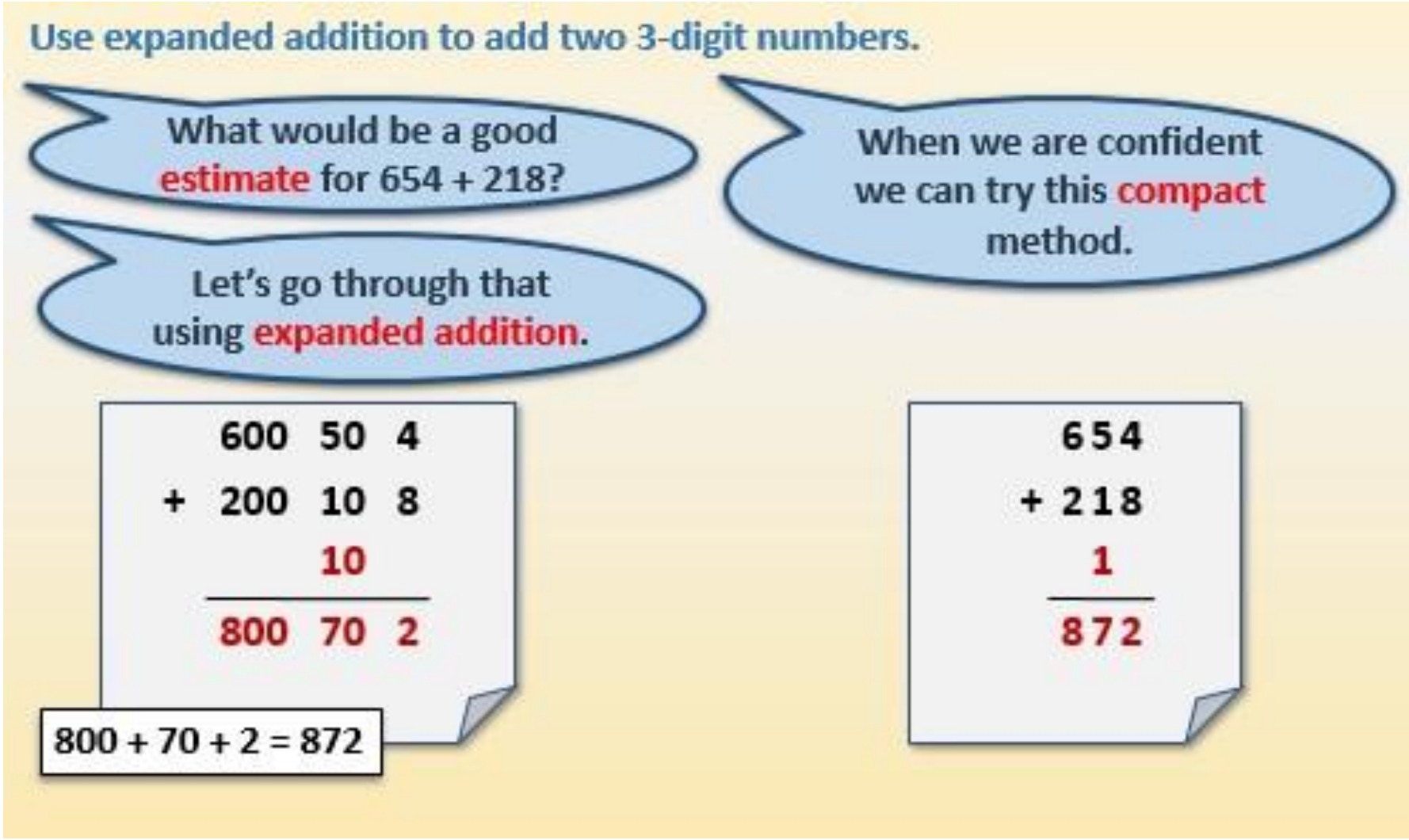
Now let's try 567 + 158.

Set it out neatly!

Add the 1s, 10s and 100s and recombine.

This time the 1s add to more than 10 AND the 10s add to more than 100.

Learning Reminders



Learning Reminders

Use written addition to add two 3-digit numbers.

What would be a good estimate for 631 + 296?

Try it using either expanded or compact addition.

Let's check using expanded addition.

And with compact addition...

	600	30	1
+	200	90	6
	100		
	900	20	7

900 + 20 + 7 = 927

	6	3	1
+	2	9	6
	1		
	9	2	7

Practice Sheet Mild

Addition and subtraction practice

Partition each number then use expanded addition to find the answer.

1. 435 + 234
2. 534 + 361
3. 427 + 128
4. 746 + 234
5. 573 + 261
6. 482 + 345
7. 653 + 255
8. 474 + 350

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Practice Sheet Hot

Addition and subtraction practice

Use expanded and compact column addition to work out the answers to the first two additions.
Did you get the same answer?
Now choose which layout you prefer to work out the answers to the other questions.

1. 456 + 237
2. 653 + 281
3. 367 + 218
4. 584 + 223
5. 448+ 265
5. 539 + 273
6. 478 + 256
7. 359 + 261
8. 754 + 158
9. 645 + 528

Challenge

Write an addition of two 3-digit numbers with a total of 1000. No zeroes allowed!

© Hamilton Trust

Practice Sheet Answers

Addition and subtraction practice (Mild)

1. 435 + 234 = 669
2. 534 + 361 = 895
3. 427 + 128 = 555
4. 746 + 234 = 980
5. 573 + 261 = 834
6. 482 + 345 = 827
7. 653 + 255 = 908
8. 474 + 350 = 824

Addition and subtraction practice (Hot)

1. 456 + 237 = 693
2. 653 + 281 = 934
3. 367 + 218 = 585
4. 584 + 223 = 807
5. 448 + 265 = 713
5. 478 + 256 = 734
6. 359 + 261 = 620
7. 754 + 158 = 912
8. 645 + 528 = 1173
9. 539 + 273 = 812

Challenge

Accept sums which add to a total of 1000 and without zeros, e.g.
647 + 353, 182 + 818

© Hamilton Trust

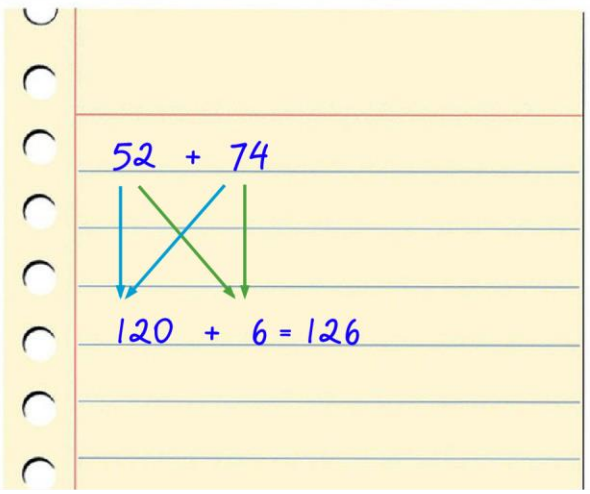
A Bit Stuck?
Awesome adders

Work in pairs

Things you will need:
- A set of 10s and 1s place value cards
- A pencil

What to do:

- Spread the 10 to 90 cards out face up on the table.
  Spread the 1 to 9 cards out face up on the table.
- Choose a card from each group and put them together to make a 2-digit number.
- Choose another card from each group to make another 2-digit number.
- One person collects the 10s.
  The other person collects the 1s.
  How much do you have each?
  Now add your totals.
- Record the addition.
- Repeat at least four more times.
- You score 10 points for correct answer less than 100 and 20 points for each correct answer more than 100.



S-t-r-e-t-c-h:
Think of two sums with an answer of 100. Both numbers must be made using both a 10s card and 1s card.

Learning outcomes:
- I can add pairs of 2-digit numbers using partitioning (1s > 10 or 10s > 100).
- I am beginning to add pairs of 2-digit numbers where the 1s come to more than 10 and 10s come to more than 100.

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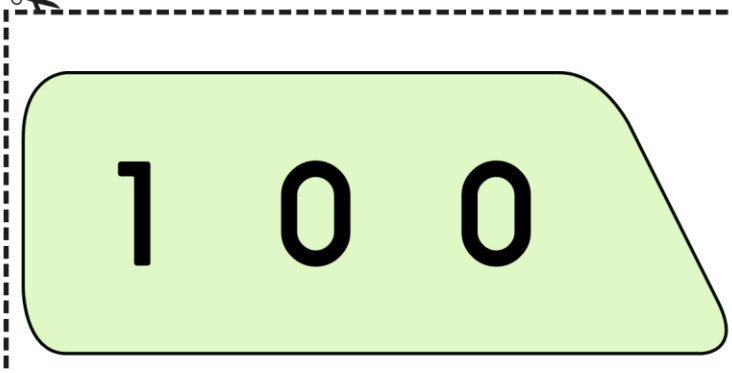
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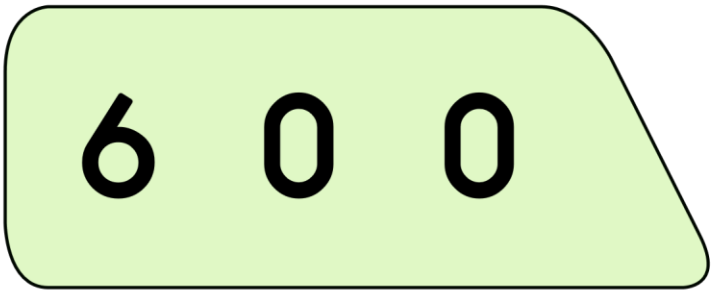
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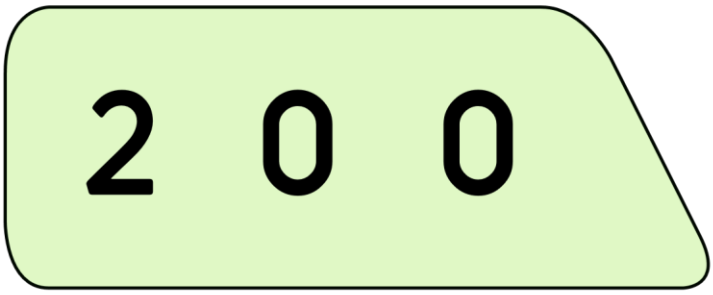
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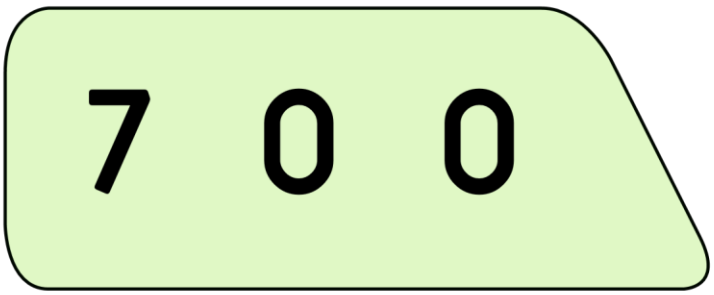
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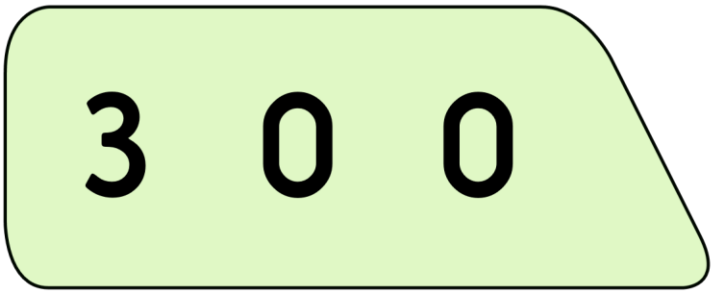
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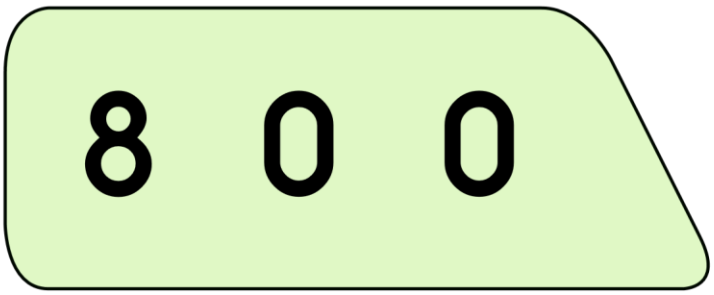
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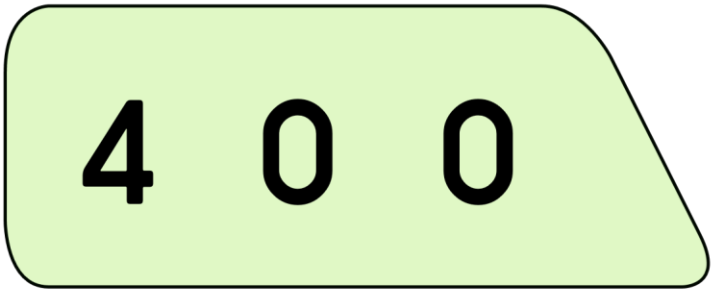
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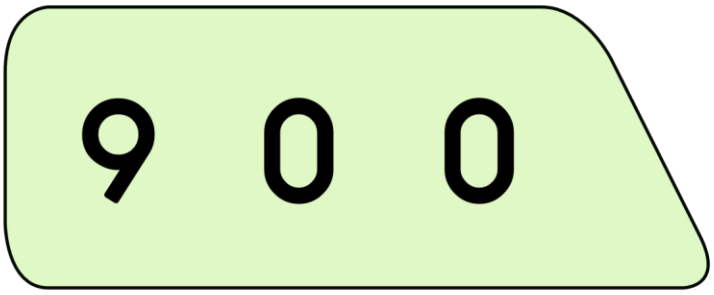
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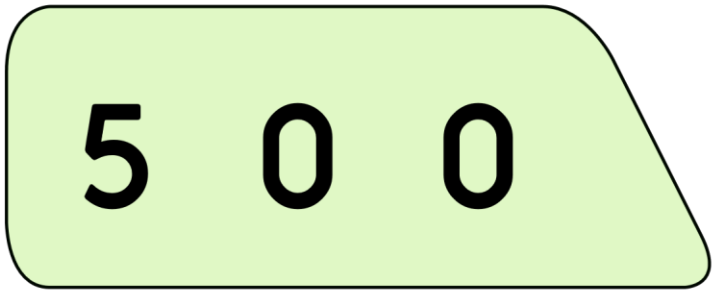
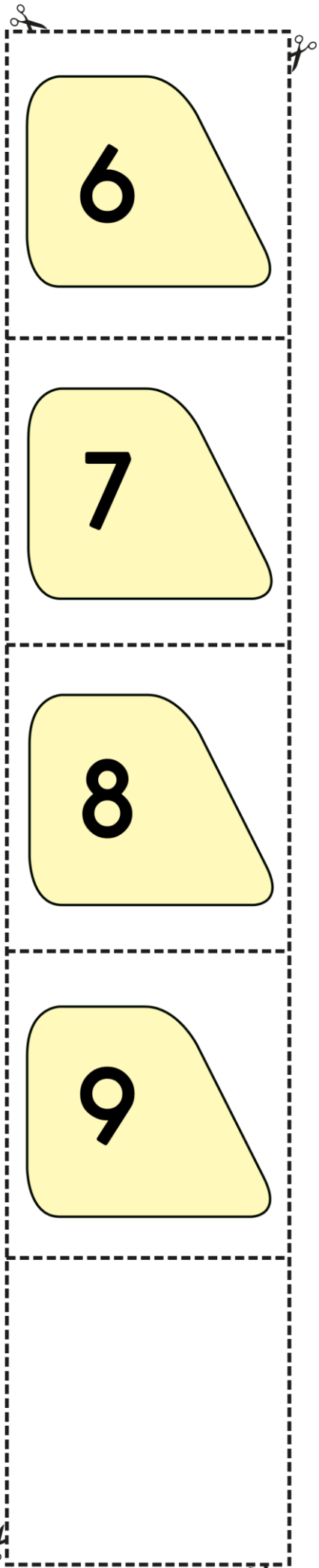

500

10	60	1
20	70	2
30	80	3
40	90	4
50		5


6
7
8
9

Check your understanding:

Questions

Choose two numbers from the cards below and estimate the total.
Write this.
Then calculate and compare the actual answer with your estimate.
Repeat, choosing two different numbers.

475	386
248	349

Choose to use expanded or compact addition to add 484 to 368. Explain your choice.

Add two numbers both ending in 5 to make 810.
One digit must be '6'.

Fold here to hide answers

Check your understanding:

Answers

Choose two numbers from the cards below and estimate the total.
Write this.
Then calculate and compare the actual answer with your estimate.
Repeat, choosing two different numbers.
The 6 possible pairs and totals are:
475 + 386 = 861
475 + 349 = 824
475 + 248 = 723
386 + 349 = 735
386 + 248 = 634
349 + 248 = 597
Children should be estimating before doing the sum. They estimate by rounding to the nearest 100 or nearest 10. So estimate the first by doing 500 + 400 = 900 (answer is 861).

Choose to use expanded or compact addition to add 484 to 368. Explain your choice.
The total is 852. If children are making errors with compact addition, then look at both methods side by side.

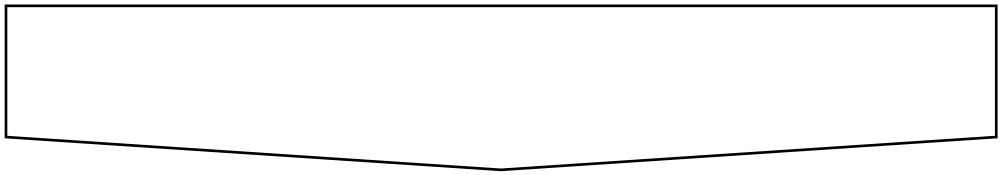
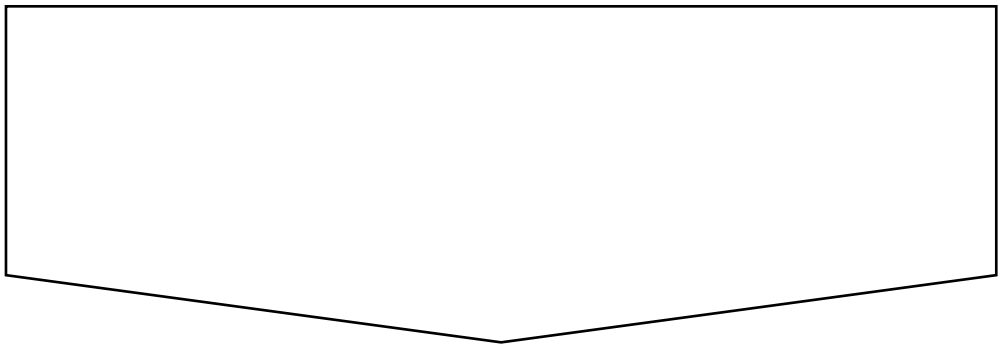
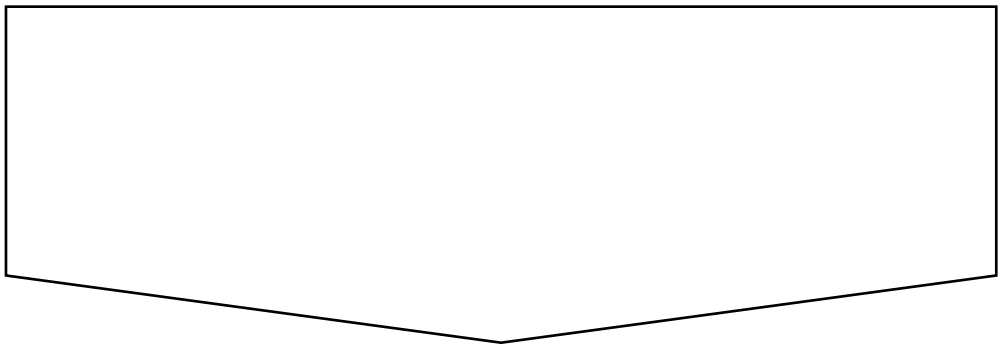
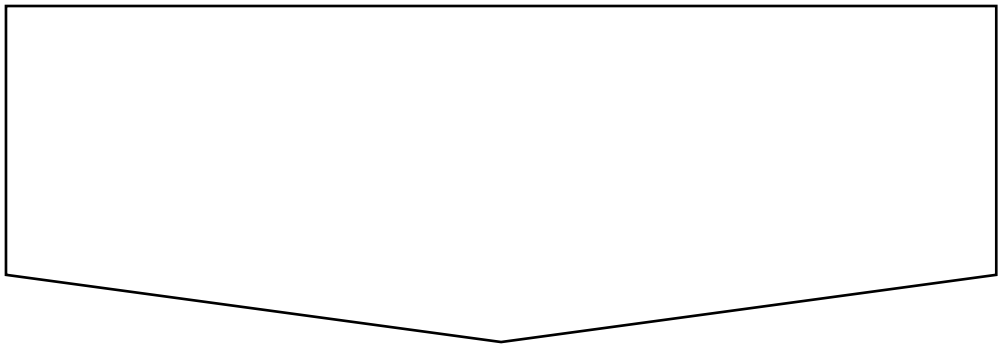
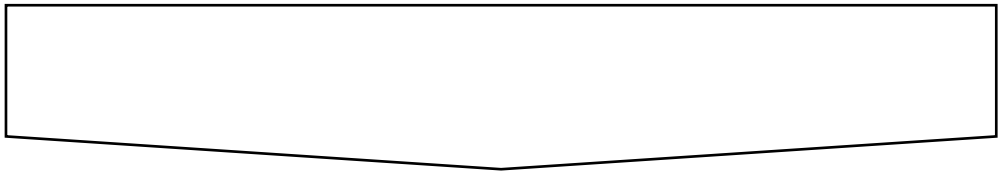
Add two numbers both ending in 5 to make 810.

One digit must be ‘6’. Many possible answers, e.g. 605 + 205. Check that the addition is correct and that a 6 is included!

RE- Diary Plan

Diary Entry Plan

Remember to plan by drawing pictures!

Introduction Why are you writing your diary entry?	
1st paragraph Who are you and how to you know Jesus?	
2nd Paragraph What happened to Jesus? Why was he crucified? How were you feeling?	
3rd paragraph What happened next? Explain Jesus' resurrection and ascension. How were you feeling?	
Summary Recap what has happened to you.	

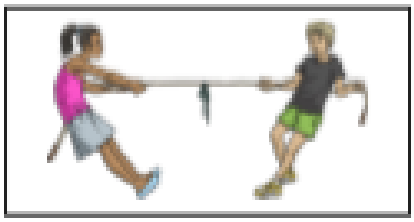
RE

Science

Pushes and Pulls

Forces are pushes and pulls. These pushes and pulls usually change the motion of an object. They could make an object start to move, go faster, stop moving or go slower.

Draw examples of actions in the boxes below to show pushes and pulls in action. One example has been done for you.



pull

pull

push

push

pull

History & Geography

Modern Greece Vs Modern UK

In the table below, write facts about Greece and the UK today.

	Greece	UK
Location (Where it is)		
Weather		
Language		
Currency		
Types of homes		
Food		
Religions		
Government/Royal family		
Population		
Capital city		

Art and DT

Sport

Almost every year, a big sports festival was held somewhere in ancient Greece. The most famous festival was the Olympic Games held at Olympia. Only men were allowed to take part. Women weren't even allowed to watch.

Athletics was a favourite Greek sport.

Winners of sports competitions were often awarded a victory wreath and wool ribbons.

ort.

Make your own victory wreath*

You will need:

- *medium garden wire*
- *green insulating tape*
- *green paper*
- *scissors*

1 Measure your head and cut twice this length of garden wire.

2 Form the wire into a double ring.

3 Wrap the tape round the ring, until the wire is hidden.

4 Cut 40 life-size leaves with stalks from the green paper.

5 Starting at the top, tape a leaf to the wire by its stalk.

6 Then working backwards down one side of the ring, tape on more leaves, overlapping each one with the one before.

7 When you have covered half of the ring, go back up to the top and cover the rest of the ring with leaves.

This finished wreath is made of paper and wire. In ancient Greece it would have been made of leaves.

For women

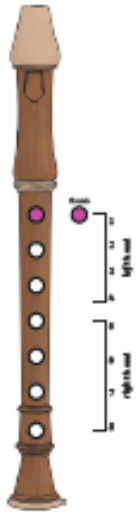
Women had their own sports festival. It was held in honour of the goddess, Hera.

Moving Fingers

Now that we can play the three notes B, A and G, we need to practice moving from one to another.

We can keep the thumb and first finger pressed down for all three notes, but need to move the second and third fingers up and down smoothly to change the note.

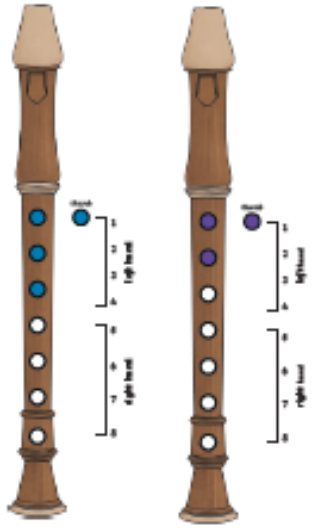
Practice playing B , A and G by moving your second and third fingers up and down. Avoid squeaking by checking your fingers completely cover the holes.



Raindrops and Rainbows

Let's learn to play a tune on our recorders using the three notes B, A and G. Try clapping the rhythm and saying the words before you play it on your recorder.

G G	A A	B A	G	G G	A A	B A	G
Rain-drops	splash-ing	to the	ground,	pit-ter	pat-ter	is the	sound,
B	A B	B B	B	B A	G G	B A	G
Out	comes the	shin-ing	sun,	makes a	rain-bow,	oh what	fun!



AF7-Social, cultural, historical contexts and literary traditions.

HOW DO YOU KNOW THIS IS A...?

HOW DO YOU KNOW THIS IS A FAIRY TALE?

HOW DOES THIS COMPARE WITH...? HOW DOES THIS COMPARE WITH OTHER MICHAEL MORPURGO BOOKS?

HOW IS ... LIKE SIMILAR CHARACTERS FROM OTHER BOOKS?

HOW IS HARRY LIKE OTHER SCHOOLBOYS IN OTHER BOOKS?

HOW DO YOU KNOW THIS IS SET IN...?

HOW DO YOU KNOW THIS IS SET IN WORLD WAR 2?

WHAT DOES ... TELL YOU ABOUT... WHAT DOES THE WORD SIMBA TELL YOU ABOUT THE SETTING?

WHICH FEATURES TELL YOU THIS IS...?

WHICH FEATURES TELL YOU THIS IS A FANTASY STORY?

TELL ME HOW THIS IS THE SAME AS OR DIFFERENT TO...

TELL ME HOW THIS IS DIFFERENT TO WAR HORSE

WHAT DO THE CHARACTERS' REACTIONS TELL YOU ABOUT...?

WHAT DO THE CHARACTERS' REACTIONS TELL YOU ABOUT THE TIME THAT THIS WAS SET IN?

HOW DOES ... AFFECT THE CHARACTERS?

HOW DOES THE WAR AFFECT THE CHARACTERS?

Guided Reading Question Stems

This booklet has example questions to ask children during a guided reading session. It is organised by Assessment Focus (AF) so that you can ensure that the questioning is targeted and assesses children on that skill.

A guide to the Assessment Focuses

AF1

Use a range of strategies, including accurate decoding of text, to read for meaning Can the child gain meaning from texts by:

A reading words on sight, eg familiar common words, some content words.

B making use of phonic strategies, eg consonant blends, word initial/word final; long vowels; polysyllabic words.

C using sentence and whole text knowledge, eg by self-correcting, substituting words that make grammatical or contextual sense

D showing awareness of punctuation marks in reading, eg pausing at full stops?

AF2

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text Can the child:

A recall the main ideas of a story or information text?

B identify how characters behave, eg repeated actions and sayings?

C connect words and illustrations, eg what additional information does the illustration add?

D say what they have found out by reading the book?

E retrieve relevant details from different paragraphs or sections of the text?]

AF3

Deduce, infer or interpret information, events or ideas from texts Can the child:

A use knowledge of a story so far to make predictions about what will happen next?

B connect information together to draw out implied meanings?

C distinguish between more and less important items of information?

D use clues from what characters do and say to explain their motives?

AF4

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level Can the child:

A make use of book conventions and organisational devices to focus their reading, eg index, glossary?

B trace how ideas link and how a writer signals changes and connections? C participate in group discussion of how to find information on screen?

AF5

Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level Can the child:

A make use of book conventions and organisational devices to focus their reading, eg index, glossary?

B trace how ideas link and how a writer signals changes and connections? C participate in group discussion of how to find information on screen?

AF6

Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader Can the child:

A respond to the text overall and say what they liked/disliked about it?

B identify the main purpose of a text, using evidence from what they have read?

AF7

Relate texts to their social, cultural and historical contexts and literary traditions Can the child:

A identify traditional characters and settings in fiction?

B relate the text to others, eg by a similar type, by the same author, in a series?

AF6-Writers' purpose and viewpoint

WHAT IS THIS TEXT TRYING TO TELL YOU...?

WHAT IS THIS TEXT TRYING TO TELL YOU ABOUT WAR?

HOW ARE YOU SUPPOSED TO FEEL ABOUT...?

HOW ARE YOU SUPPOSED TO FEEL ABOUT THE DEATH OF YODA?

HOW DO YOU KNOW THE AUTHOR LIKES/DISLIKES...?

HOW DO YOU KNOW THAT THE AUTHOR LIKES CHELSEA?

WHY DID THE AUTHOR WRITE THIS...?

WHY DID THE AUTHOR WRITE THIS FROM MICHAEL'S POINT OF VIEW?

WHO IS THIS BOOK FOR?

WHO IS THIS BOOK FOR? CHILDREN, ADULTS OR TEENAGERS?

HOW ARE THE PURPOSES OF THE TEXT DIFFERENT? HOW IS THE PURPOSE OF THE LETTER AND THE STORY DIFFERENT?

WHERE WOULD YOU EXPECT TO SEE THIS ... TEXT?

WHERE WOULD YOU EXPECT TO SEE THIS FACTFILE TEXT?

WHY WERE... INCLUDED?

WHY WERE QUOTES FROM SCIENTISTS INCLUDED?

WHICH TEXT IS MOST/MORE EFFECTIVE? WHICH TEXT ON WHALES IS MOST EFFECTIVE IN PERSUADING THE READER?

WHICH TEXT IS ...?

WHICH TEXT IS THE WRITER'S OWN OPINION?

AF5-Writer's use of language

EXPLAIN WHY ... IS USED.
EXPLAIN WHY THE WORD 'GALLOPED' IS USED.

WHY DOES THE WRITER COMPARE ... TO...? WHY DOES THE WRITER COMPARE THE RAIN WITH HORSES' HOOVES?

WHAT DOES ... TELL YOU ABOUT...? WHAT DOES 'THE THUNDEROUS CACOPHONY' TELL YOU ABOUT THE LION'S ROAR?

WHY DID THE AUTHOR USE...?
WHY DID THE AUTHOR USE THIS SIMILE?

HOW DOES ... HELP YOU TO UNDERSTAND? HOW DOES THE COMPARISON WITH A SKYSCRAPER HELP YOU TO UNDERSTAND HIS HEIGHT?

WHY ARE ... USED?
WHY ARE WORD LIKE 'SWEPT, SQUISHED, SUCK' USED?

HOW DO THE WORDS CREATE A FEELING OF...? HOW DO THE WORDS LIKE CREAKED AND CRACKED CREATE A FEELING OF SPOOKINESS?

WHAT DO PHRASES LIKE... TELL YOU?
WHAT DO PHRASES LIKE 'IT IS PROBABLY AND SOME MIGHT SAY' TELL YOU?

WHY DID THE AUTHOR CHOOSE...?
WHY DID THE AUTHOR CHOOSE 'CREEPING AND TIPTOEING'?

AF2-Literal retrieval-recalling and retrieving simple information

WHAT DOES ... MEAN?
WHAT DOES 'SMARTLY' MEAN?

CAN... HAVE MORE THAN ONE MEANING?
CAN 'LIGHT' HAVE MORE THAN ONE MEANING?

WHAT HAPPENED AT...?
WHAT HAPPENED AT THE BEGINNING?

WHAT DID THE ... DO?
WHAT DID THE BEAR DO?

WHICH WORD TELLS YOU...
WHICH WORD TELLS YOU THAT SHE IS A GIRL?

WHERE DID ... GO?
WHERE DID THE BOY GO?

DESCRIBE... DESCRIBE THE
GIANT'S HOUSE

WHERE ARE...?
WHERE ARE THE HORSES NOW?

WHY DO...
WHY DO THEY LIKE CHOCOLATE?

AF3-Deduce, infer, interpret information, events or ideas-looking for clues that tell you something rather than telling you directly.

HOW DID...
HOW DID JACK KNOW THAT THE GIANT WAS COMING?

WHAT WORDS TELL US...?
WHAT WORDS TELL US THAT JACK WAS UNHAPPY?

WHAT DOES THE WORD ... IMPLY?
WHAT DOES THE WORD 'STOMPED' IMPLY?

WHY DID...?
WHY DID JACK TAKE THE GOLDEN GOOSE?

WHAT IDEAS ARE WE GIVEN ABOUT...?
WHAT IDEAS ARE WE GIVEN ABOUT JACK'S MOTHER?

WHAT DOES... THINK?
WHAT DOES THE GIANT'S WIFE THINK?

HOW DID .. REACT OR FEEL?
HOW DID JACK REACT TO /FEEL ABOUT BEING GIVEN THE MAGIC BEANS

HOW WAS ... DIFFERENT AFTER ...?
HOW WAS JACK'S LIFE DIFFERENT AFTER HE HAD THE HARP AND THE GOOSE?

WHY IS ... IMPORTANT?
WHY IS THE FACT THAT JACK CUT DOWN THE BEANSTALK IMPORTANT?

AF4-Identify and comment on structure and organisation

WHAT IS THE PURPOSE OF?
WHAT IS THE PURPOSE OF THE PICTURES ON PAGE 7?

HOW DOES THE LAYOUT HELP...?
HOW DOES THE LAYOUT HELP YOU TO FOLLOW THE RECIPE?

WHY IS ... IN ...?
WHY IS THIS PARAGRAPH IN ITALICS?

WHY ARE ... USED?
WHY ARE SUBHEADINGS USED?

WHY HAS...?
WHY HAS THE INFORMATION BEEN PRESENTED IN THIS WAY?

WHY IS ... DIFFERENT TO...
WHY IS THE LAYOUT ON PAGE 17 DIFFERENT TO PAGE 19

WHY IS IT EASIER TO READ...?
WHY IS IT EASIER TO READ THE FACTS IN FACT BOXES?

WHY DID THE AUTHOR CHOOSE...? WHY DID THE AUTHOR CHOOSE TO CHANGE PARAGRAPHS HERE?

WHY DOES THE AUTHOR USE...?
WHY DOES THE AUTHOR USE A DIFFERENT FONT FOR THE POSTCARD?

Reading