

# HOME LEARNING PACK



## Year 3

Name: .....

# Literacy



Name: .....

# Daily lessons

## Home learning focus

To learn that adverbs add more detail to verbs and be able to identify them in a sentence.

This lesson includes:

- two videos to help you understand adverbs
- four activities

Watch this short clip to understand what **adverbs** are and how they are used.



An adverb is a word that **describes a verb** (an action or a doing word).

**For example:** He ate his breakfast quickly.

The word 'quickly' is an adverb as it tells us how he ate (the verb) his breakfast.

### Where to place adverbs?

Adverbs can come before or after a verb.

- He quickly ate his breakfast.
- He ate his breakfast quickly.

Changing where the adverbs are in your sentences can make your writing more interesting to read.



## Practise

**You may need paper and a pen or pencil for some of these activities.**

### Activity 1

Watch this fun **Super Movers** video to revise **adjectives** and learn more about **adverbs**.

Listen carefully. You need to choose your **two favourite adjectives** and your **two favourite adverbs** from the video.

**Remember:** An adjective describes a noun and an adverb describes a verb.

**Write four sentences** using the adjectives and adverbs that you picked out.

If you are feeling confident, you could try to include an adjective **and** an adverb in one sentence.

**For example:** *I danced a slow dance gracefully.*

### Activity 2

Complete the **Identifying Adverbs** activity sheet.

You need to read the sentences and circle all the adverbs that are used.

Then complete the sentences by adding an adverb from the word list.

You can either print out the sheet or write your answers on a piece of paper.

### Top tip!

Read **all** the adverb options before you choose. Not all adverbs will make sense within a sentence so choose the one that works best.

Links to help with learning.

- You must also go on BBC Bitesize Daily learning lessons and watch Tuesday's clips and complete activities.
- <https://www.bbc.co.uk/bitesize/topics/z88t97h/articles/zsv64qt>

## Year 3 English Grammar and Punctuation Test 6

total marks

1. Read the **headings** below. **Draw lines** to match the heading to the subject.

1 mark

It's Over! Peace Declared in Europe

The sinking of the Titanic

Tragedy on the High Seas

Severe flooding in the UK

How Much More Can We Take?

The end of World War 2

2. **Underline** the words in the sentence below which indicate **direct speech**.

1 mark

"Come in and sit down quietly," said the head teacher. "I would like you to tell me exactly what happened this morning."

3. **Complete** the passage below using the correct determiner, 'a' or 'an'.

1 mark

Rachel has just bought  new house with  old apple tree in the garden.

The house used to be  vicarage and has  interesting history.



# Identifying Adverbs

I know what adverbs are used for.



## Adverb Word Bank

happily

tomorrow

next

soon

carefully

slowly

1. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Next, she looked for her coat.
- e) It would be his turn soon.



2. Complete the sentences below. Use the **Adverb Word Bank** to help you.

- a) She ran \_\_\_\_\_ down the road.
- b) It will be my birthday \_\_\_\_\_.
- c) He wandered \_\_\_\_\_ home.
- d) \_\_\_\_\_, she had to wrap her brother's present.
- e) Her dad was coming to pick her up \_\_\_\_\_.



4. Add **inverted commas** to the direct speech in the sentence below.

1 mark

Stop! called the Policeman. Stop, thief!

5. Which **word class** do the words in the table belong to? **Tick one box** for each word.

1 mark

Word	Noun	Verb
semicircle		
submerge		
television		
bicycle		

6. Read the sentence below. **Underline** the preposition.

1 mark

Have you looked under the chest of drawers? Your toy might be there.

7. **Draw lines** to match the words to others in the same word family.

1 mark

vent

impress

press

event

cover

discover

8. Who is speaking in the **present perfect tense**? Circle one speech bubble.



1 mark

9. Look at the letters below. Write them in the correct box according to whether they are a **vowel** letter or a **consonant** letter.

Vowel Letter	Consonant Letter

b	g
h	i
o	m
r	u
e	a

1 mark

10. **Underline** the **main clause** in the sentence below.

You should check for any sleeping animals before you light a bonfire.

1 mark

The next page contains answers. Please ask your parents to rip out the answer page so they can mark your work.

Remember, if you cheat you aren't cheating anyone but yourself. The best way to learn is to make mistakes then learn from them.

INHALE COURAGE



EXHALE FEAR



1 1 mark



2 1 mark  
 "Come in and sit down quietly," said the Head Teacher. "I would like you to tell me exactly what happened this morning."

3 1 mark  
 Rachel has just bought a new house with an old apple tree in the garden. The house used to be a vicarage and has an interesting history.

4 1 mark  
 "Stop!" called the Policeman.  
 "Stop, thief!"

5 1 mark

Word	Noun	Verb
semicircle	X	
submerge		X
television	X	
knuckle	X	

6 1 mark  
 Have you looked under the chest of drawers? Your toy might be there.

7 1 mark

8 1 mark

9 1 mark

Vowel Letter	Consonant Letter
i	b
e	g
a	h
e	m
a	r

10 1 mark  
 You should check for any sleeping animals before you light a bonfire.

Wednesday 29<sup>th</sup> April 2020

- You must also go on BBC Bitesize Daily learning lessons and watch Wednesday's clips and complete activities.
- <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt>

# Contractions

**Work out the contractions.**

1. did + not = \_\_\_\_\_
2. \_\_\_\_\_ + not = couldn't
3. have + not = \_\_\_\_\_
4. \_\_\_\_\_ + not = can't
5. \_\_\_\_\_ + will = he'll
6. \_\_\_\_\_ + would = I'd
7. should + have = \_\_\_\_\_
8. should + not = \_\_\_\_\_
9. they + are = \_\_\_\_\_
10. they + \_\_\_\_\_ = they've
11. you + \_\_\_\_\_ = you'd

The next page contains answers. Please ask your parents to rip out the answer page so they can mark your work.

Remember, if you cheat you aren't cheating anyone but yourself. The best way to learn is to make mistakes then learn from them.

INHALE COURAGE



EXHALE FEAR



## Work out the contractions.

1.        did + not = **didn't**
2.        **could** + not = couldn't
3.        have + not = **haven't**
4.        **can** + not = can't
5.        **he** + will = he'll
6.        **I** + would = I'd
7.        should + have = **should've**
8.        should + not = **shouldn't**
9.        they + are = **they're**
10.      they + **have** = they've
11.      you + **would** = you'd

Thursday 30<sup>th</sup> April 2020

- You must also go on BBC Bitesize Daily learning lessons and watch Thursday's clips and complete activities.
- <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs> Complete all activities on from this link



## Apostrophes Mini Test

total marks

1. **Tick** the sentence that uses an apostrophe correctly.

The citys' lights were twinkling brightly.

☐

The citie's lights were twinkling brightly.

☐

The city's lights were twinkling brightly.

☐

The citys light's were twinkling brightly.

☐

1 mark

2. **Write** a sentence using an apostrophe for plural possession.

1 mark

3. **Tick** the option that shows how the apostrophe is used in the sentence.

The **boy's** trousers were ripped.

As an apostrophe for plural possession.

☐

As an apostrophe for singular possession.

☐

As an apostrophe for contraction.

☐

As an apostrophe for omission.

☐

1 mark

4. **Circle** all of the sentences that use an apostrophe for possession.

1 mark

That's the correct nail for the picture.

The children's work is excellent.

She shouldn't need any help.

Her skirt's pretty.

The dog's tail was damaged.

5. **Draw a line** from the singular possessive word to the plural equivalent.

1 mark

child's

dragons'

pony's

children's

baby's

ponies'

dragon's

churches'

church's

babies'

\*\*\*END OF TEST\*\*\*

The next page contains answers. Please ask your parents to rip out the answer page so they can mark your work.

Remember, if you cheat you aren't cheating anyone but yourself. The best way to learn is to make mistakes then learn from them.

INHALE COURAGE



EXHALE FEAR



## Apostrophes Mini Test

Answers

- |  |               |
|--|---------------|
| <p>1</p> <p>The citys' lights were twinkling brightly. <input type="checkbox"/></p> <p>The citie's lights were twinkling brightly. <input type="checkbox"/></p> <p>The city's lights were twinkling brightly. <input checked="" type="checkbox"/></p> <p>The citys light's were twinkling brightly. <input type="checkbox"/></p> | <p>1 mark</p> |
| <p>2</p> <p>Award 1 mark for the correct answer.</p> <p>An example might be The churches' vicars met together.</p>   | <p>1 mark</p> |
| <p>3</p> <p>As an apostrophe for plural possession. <input type="checkbox"/></p> <p>As an apostrophe for singular possession. <input checked="" type="checkbox"/></p> <p>As an apostrophe for contraction. <input type="checkbox"/></p> <p>As an apostrophe for omission. <input type="checkbox"/></p>                           | <p>1 mark</p> |
| <p>4</p> <p>That's the correct nail for the picture.</p> <p><u>The children's work is excellent.</u></p> <p>She shouldn't need any help.</p> <p>Her skirt's pretty.</p> <p><u>The dog's tail was damaged.</u></p>  | <p>1 mark</p> |
| <p>5</p> <p>child's      dragons'</p> <p>pony's      children's</p> <p>baby's      ponies'</p> <p>dragon's      churches'</p> <p>church's      babies'</p>   | <p>1 mark</p> |

Friday 1<sup>st</sup> May 2020

- You must also go on BBC Bitesize Daily learning lessons and watch Thursday's clips and complete activities.
- <https://www.bbc.co.uk/teach/class-clips-video/gemma-cairney-presents-the-worst-witch/z7j2hbk> Complete all activities on from this link

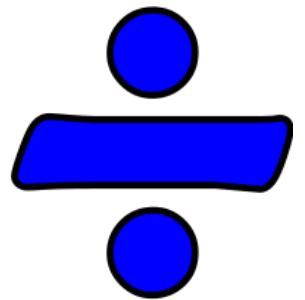


Pick 10 different words from last week and practice spelling them

## Word list – years 3 and 4

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

# Maths



## 1 x

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

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## 2 x

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

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## 3 x

3 x 1 = 3
3 x 2 = 6
3 x 3 = 9
3 x 4 = 12
3 x 5 = 15
3 x 6 = 18
3 x 7 = 21
3 x 8 = 24
3 x 9 = 27
3 x 10 = 30
3 x 11 = 33
3 x 12 = 36

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## 4 x

4 x 1 = 4
4 x 2 = 8
4 x 3 = 12
4 x 4 = 16
4 x 5 = 20
4 x 6 = 24
4 x 7 = 28
4 x 8 = 32
4 x 9 = 36
4 x 10 = 40
4 x 11 = 44
4 x 12 = 48

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## 5 x

5 x 1 = 5
5 x 2 = 10
5 x 3 = 15
5 x 4 = 20
5 x 5 = 25
5 x 6 = 30
5 x 7 = 35
5 x 8 = 40
5 x 9 = 45
5 x 10 = 50
5 x 11 = 55
5 x 12 = 60

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## 6 x

6 x 1 = 6
6 x 2 = 12
6 x 3 = 18
6 x 4 = 24
6 x 5 = 30
6 x 6 = 36
6 x 7 = 42
6 x 8 = 48
6 x 9 = 54
6 x 10 = 60
6 x 11 = 66
6 x 12 = 72

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## 7 x

7 x 1 = 7
7 x 2 = 14
7 x 3 = 21
7 x 4 = 28
7 x 5 = 35
7 x 6 = 42
7 x 7 = 49
7 x 8 = 56
7 x 9 = 63
7 x 10 = 70
7 x 11 = 77
7 x 12 = 84

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## 8 x

8 x 1 = 8
8 x 2 = 16
8 x 3 = 24
8 x 4 = 32
8 x 5 = 40
8 x 6 = 48
8 x 7 = 56
8 x 8 = 64
8 x 9 = 72
8 x 10 = 80
8 x 11 = 88
8 x 12 = 96

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## 9 x

9 x 1 = 9
9 x 2 = 18
9 x 3 = 27
9 x 4 = 36
9 x 5 = 45
9 x 6 = 54
9 x 7 = 63
9 x 8 = 72
9 x 9 = 81
9 x 10 = 90
9 x 11 = 99
9 x 12 = 108

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## 10 x

10 x 1 = 10
10 x 2 = 20
10 x 3 = 30
10 x 4 = 40
10 x 5 = 50
10 x 6 = 60
10 x 7 = 70
10 x 8 = 80
10 x 9 = 90
10 x 10 = 100
10 x 11 = 110
10 x 12 = 120

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## 11 x

11 x 1 = 11
11 x 2 = 22
11 x 3 = 33
11 x 4 = 44
11 x 5 = 55
11 x 6 = 66
11 x 7 = 77
11 x 8 = 88
11 x 9 = 99
11 x 10 = 110
11 x 11 = 121
11 x 12 = 132

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## 12 x

12 x 1 = 12
12 x 2 = 24
12 x 3 = 36
12 x 4 = 48
12 x 5 = 60
12 x 6 = 72
12 x 7 = 84
12 x 8 = 96
12 x 9 = 108
12 x 10 = 120
12 x 11 = 132
12 x 12 = 144

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Monday 27<sup>th</sup> April 2020

<https://www.bbc.co.uk/bitesize/articles/z72dwty>

# Daily lessons

## Home learning focus

In this lesson, you will learn how to add three-digit numbers together.

This lesson includes:

- two videos
- one online activity
- two activity sheets

## Learn

First, let's find out a bit about the method for adding numbers together using number columns. Watch this short animation featuring a hive of helpful bees from **KS2 Maths**.



When writing down sums, separate the numbers into ones, tens and hundreds. List the numbers in a column and always start adding with the ones first.

- Estimate first and check afterwards - it's a good idea to estimate a rough answer first and then check your actual answer.
- Order doesn't matter - remember that  $345 + 129$  is the same as  $129 + 345$ .
- Key words - look out for these words in problems: total, sum, altogether, more. They all indicate an addition calculation.

## Column addition

Numbers can be added together using the column method which involves writing one number underneath the other.

What is  $343 + 315$ ?

$$\begin{array}{r} 343 \\ + 315 \\ \hline 8 \end{array}$$



Start from the ones column:  $3 + 5 = 8$

1 OF 4



Click the arrow to check if you have worked out the answer correctly.

## Practise

### Activity 1

Hive maths

Click on the image below to see if you can add the numbers correctly.





## Activity 3

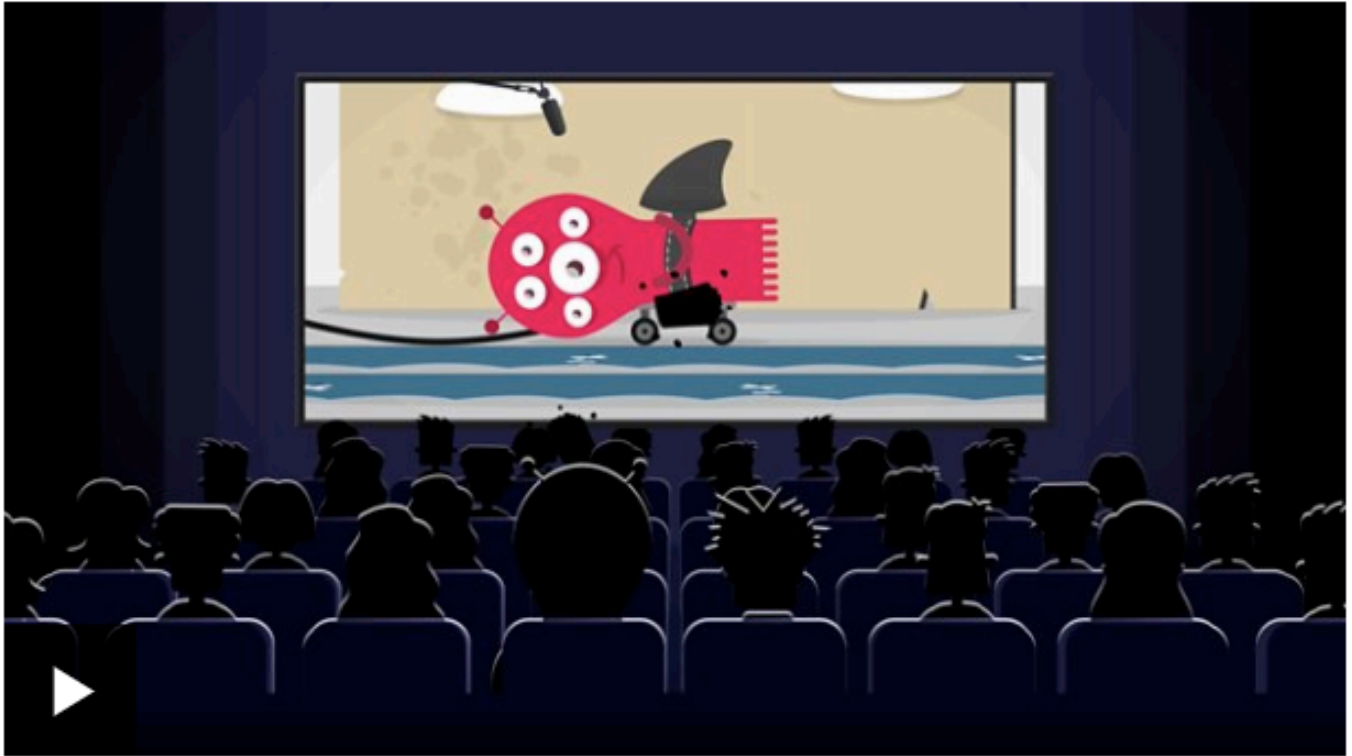
Add and subtract two 3 digit numbers



Resources, Organisation	Physical Challenge	Thinking Challenge
<p><b>Resources</b></p> <p>Playing cards Paper and pen(cil) A bucket or a similar container for each child/team.</p> <p><b>Organisation</b></p> <p>Remove picture cards so there are just Aces to 10. Scatter them at the far end of the room/garden, face down.</p> <p>Each child/team has a Home Zone at the end of the room/garden.</p>	<p>Run relays to bring back 3 cards:</p> <ul style="list-style-type: none"> <li>• One at a time</li> <li>• Travelling in different ways</li> </ul>	<p>Create:</p> <ul style="list-style-type: none"> <li>• the largest 3 digit number with the cards</li> <li>• the smallest 3 digit number with the cards</li> </ul> <p>Add the two 3 digit numbers together.</p> <p>Subtract the smallest number from the largest number.</p> <p>Repeat.</p> <p>Challenge the children further by timing the Physical and Thinking Challenges - can they beat their Personal Bests?</p> <p>All materials ©Move&amp;LearnUK</p>

Tuesday 28<sup>th</sup> April 2020

- You must also go on BBC Bitesize Daily learning lessons and watch Tuesday's clips and complete activities.
- <https://www.bbc.co.uk/bitesize/articles/zrtsy9q> Complete activities and watch video clips



## Subtraction

- If numbers are too high or too difficult to subtract in your head, you can write them down in columns.
- Separate the numbers into **ones, tens, hundreds and thousands**.
- List the numbers in a column and always start with the **ones** first.
- Estimate first and check afterwards - it's a good idea to estimate a rough answer first. And always check your actual answer.
- Subtraction is the opposite to addition, so subtraction can always be checked by adding. For example you can check that  $182 - 37 = 145$  by doing the sum:  
 $145 + 37 = 182$
- Look out for these words in problems: **take away, difference, less than, minus, decrease, fewer than, reduce**. They all indicate subtraction.



1) Use place value counters or the column method to calculate:

a)  $5142 - 4085$


b)  $9756 - 5873$


c)  $8291 - 6534$


d)  $7352 - 4867$


e)  $5063 - 3258$


2) Which symbol should go in each box:  $>$  or  $<$  or  $=$ ?

a)  $2371 - 1938 =$    $1287 - 1038 =$

b)  $5738 - 3474 =$    $6246 - 3982 =$

c)  $6084 - 2969 =$    $7114 - 3998 =$

3) Agent OOR9 breaks 4573 secret codes each week.  
744 are in German, 453 are in French. The rest are in English.

How many English codes are broken each week?





- 1) Agent OOR9 is trying to solve a case by cracking some codes. He has completed these calculations.



	8	2	3	4
-	4	5	8	9
	4	3	5	5

	5	6	8	1
-	3	7	2	5
	1	9	5	6

	6	8	2	4
-	6	2	5	8
		5	6	6

	7	2	3	6
-	5	4	5	7
	2	2	2	1

- a) Check each calculation. Are they all correct? Where Agent OOR9 has made a mistake, write out the calculation correctly.

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- b) Can you explain what mistake he has made?

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- c) How would you explain to Agent OOR9 how to exchange when subtracting?

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Agent OOR9 says,

"You can only exchange once in a subtraction calculation."

Do you agree? Explain your answer.




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- 1) Use the clues to help Agent OOR9 solve the calculation to find the combination to Dr Zed's safe.

$55\boxed{\phantom{0}}4 - 4562 = \boxed{\phantom{000}}$



1. The missing digit in 55□4 is an odd number.
2. The safe combination is a 4-digit number.
3. None of the digits in the combination are repeated.

[illegible]

- 2) Agent OOR9 has set you a mission. Your mission is to use the digits 1 to 9 to make two 4-digit numbers. You can only use each digit once. The answer to the calculation should be as close to 2000 as possible.

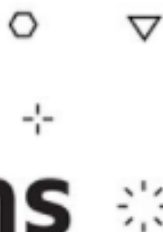
A 5x5 grid of dashed lines. A solid horizontal line is drawn across the bottom of the grid, at the level of the second row from the bottom.

How close did you get? Compare your answer to others in your class. Did anyone get closer to 2000?

## Wednesday 29<sup>th</sup> April

You must also go on BBC Bitesize Daily learning lessons and watch Wednesday's clips and complete activities. <https://www.bbc.co.uk/bitesize/articles/zvxpscw>

# Daily lessons



### Home learning focus

In this lesson, you will learn efficient methods for adding and subtracting from 4-digit numbers.

The lesson includes:

- two videos
- two activities

Created in partnership with **Pearson** [↗](#).

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## Learn

**These activities will teach you written methods for addition and subtraction, often called 'column methods'.**

However, sometimes it makes more sense to solve some additions and subtractions using a mental method.

The problems in this lesson all involve adding or subtracting multiples of ten, and the numbers are chosen carefully so that you can use a mental method to solve them.

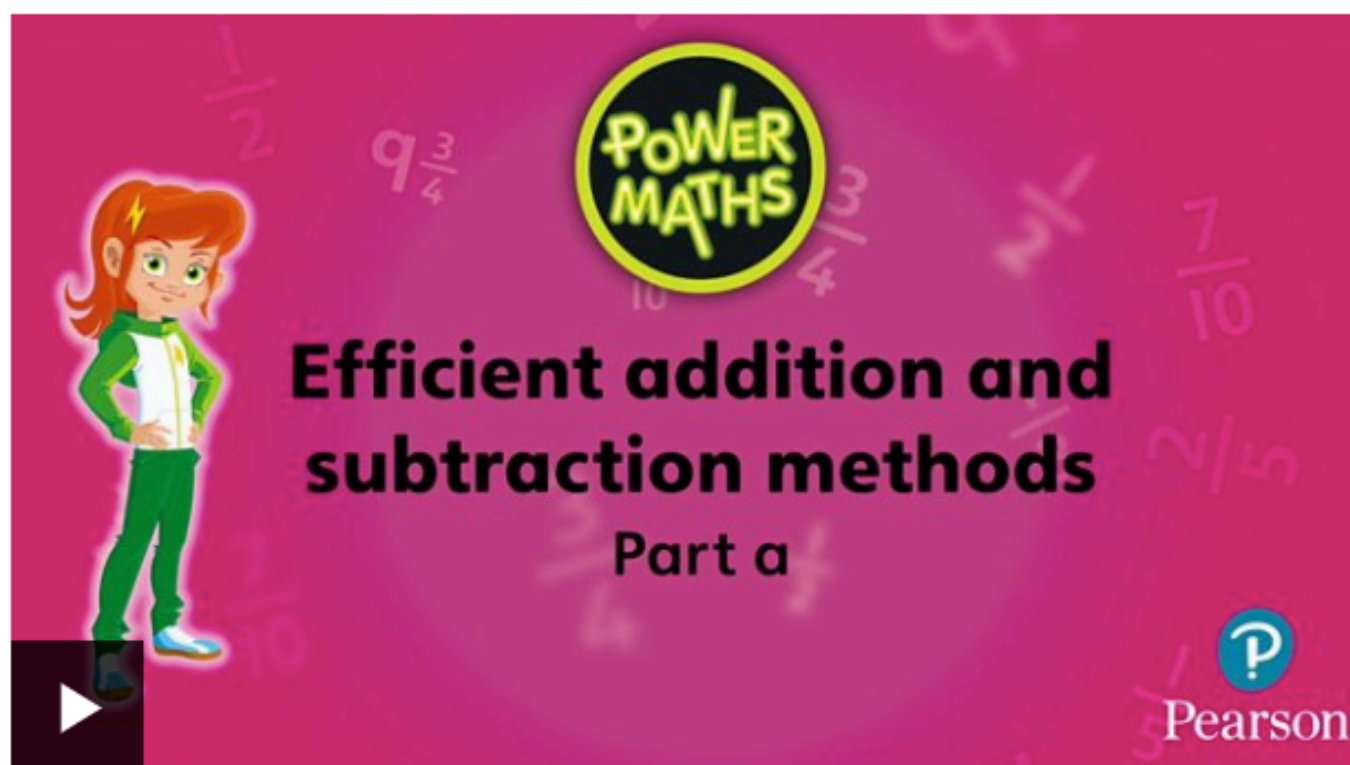
You will learn how to look at a calculation and decide on the most efficient strategy to find the solution, rather than always reverting to a written method.

For example, to solve  $700 - 1$ , it is more efficient to count back one than to write a full column subtraction!

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## Efficient addition and subtraction methods – Part a

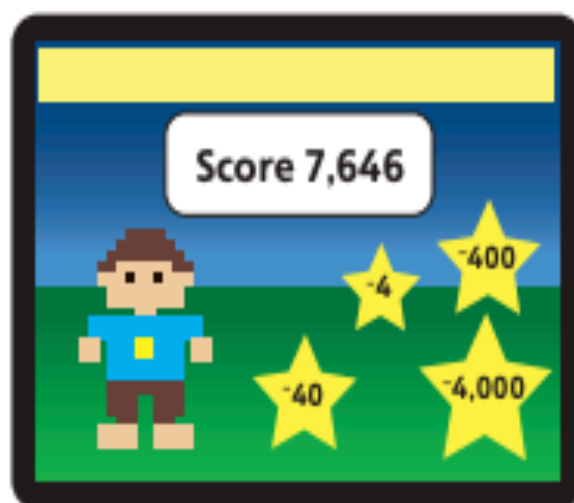
In this video, learn to add hundreds to a 4-digit number using an efficient mental method.



## Think together

1 Ellie's score is 7,646.

How would each damage star change Ellie's score?



Th	H	T	O
●●●●●●●●	●●●●●●●●	●●●●●●	●●●●●●●●

a)  $7,646 - 4 = \square$

Th	H	T	O
●●●●●●●●	●●●●●●●●	●●●●●●	●●●●●●●●

b)  $7,646 - \square = \square$

Th	H	T	O
●●●●●●●●	●●●●●●●●	●●●●●●	●●●●●●●●

c)  $7,646 - 400 = \square$

Th	H	T	O

d)  $7,646 - 4,000 = \square$

2 Lewis has scored 8,888. Show how his score would change each time.

a)  $8,888 - 500 = \square$

c)  $\square = 8,888 - 5,000$

b)  $8,888 - \square = 8,883$

d)  $8,838 = 8,888 - \square$

- 3 a) Max has scored 3,869 points.

He hits a +5,000 bonus bubble, then a -2,000 damage star.

What will his score be now?

I wonder what happens if I do this calculation in a different order.



I might combine the bonus and the damage first, to work out the effect.



- b) Jamilla has 4,545 points.






She hits a damage star, then a bonus bubble.  
Now she has 4,555 points.

What star and bubble could she have hit?  
Find five possible answers.

# Adding and subtracting 1s, 10s, 100s, 1,000s






**1** Solve these calculations.

a)

Th	H	T	O
			
			

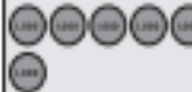
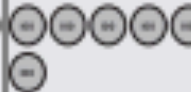
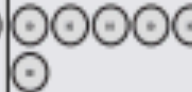
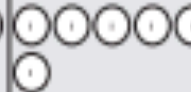




$$4,137 + 2 = \boxed{\phantom{000}}$$

b)

Th	H	T	O
			
			

$$4,137 + \boxed{\phantom{000}} = \boxed{\phantom{000}}$$

**2** Work out the missing numbers.

Th	H	T	O
			
			

a)  $6,666 + 2 = \boxed{\phantom{000}}$

d)  $6,666 - 200 = \boxed{\phantom{000}}$

b)  $6,666 + 20 = \boxed{\phantom{000}}$

e)  $6,666 = \boxed{\phantom{000}} - 200$

c)  $2,000 + 6,666 = \boxed{\phantom{000}}$

**Thursday 30<sup>th</sup> April 2020**

Watch the video clips by clicking on this link <https://www.bbc.co.uk/bitesize/articles/zfx6v4>

# Daily lessons

## Home learning focus

In this session you will learn how to solve addition and subtraction problems.


This lesson includes:

- two learning summary slideshows
- two activity sheets

Created in partnership with [Twinkl](#) 

## Learn

Today we are going to be looking at methods to help us solve addition and subtraction problems. You may be familiar with the RUCSAC method. Can you remember what each of the letters stand for when helping us to solve mathematical word problems? Click on the slideshow below to find out.



**Warming Up**

We're off to the sporting event of the year.

R U C S A C

What have you got in your RUCSAC to help you solve word problems on your day visit?

**RUCSAC**

What have you got in your RUCSAC to help you solve word problems?

# Solving Problems

# Solving Problems

Your task is to create and solve your own one-step problems.

A one-step problem is a calculation that requires you to use one operation, e.g. Molly had 45 apples and Maaria had 32 bananas.

How many pieces of fruit are there altogether?

Present your ideas in an interesting way, for example:

- a poster;
- a quiz;
- a game;
- crossword;
- or an activity of your choice.

Your task is to create and solve your own one- and two-step problems.

A one-step problem is a calculation that requires you to use one operation to solve the problem, e.g. Molly had 45 apples and Maaria had 32 bananas. How many pieces of fruit are there altogether?

A two-step problem is a calculation that requires you to use two operations to solve the problem, e.g. Mahir has 13 writing pencils and 54 coloured pencils. He gives his friend 27 pencils. How many pencils does he have left?

Present your ideas in an interesting way, for example:

- a poster;
- a quiz;
- a game;
- crossword;
- or an activity of your choice.

# Subtraction Word Problems

Aim: I can solve subtraction word problems.

1. A shop has 76 pairs of socks. 33 pairs are white sport socks. How many other pairs are there?
- \_\_\_\_\_



2. There are 189 children in a school. 114 are in Key Stage 2, the rest are in the Foundation Stage and Key Stage 1. How many children are in the Foundation Stage and Key Stage 1 altogether?
- \_\_\_\_\_

3. There are 115 pencils in the cupboard. 82 are given out to the children. How many are left in the cupboard?
- \_\_\_\_\_



4. Edward buys a drink for 82p. He pays with a £1 coin. What change does he receive?
- \_\_\_\_\_

5. A flower market has 132 tulips. A florist buys 80 tulips. How many are left?
- \_\_\_\_\_

6. A sweet shop has 127 boiled sweets in a jar. One jar containing 64 sweets is sold. How many are left?
- \_\_\_\_\_



7. A farmer has 184 cows. He takes 97 to a new field. How many are left behind?
- \_\_\_\_\_

8. A school has a target of raising £175 for a local charity. So far they have raised £110. How much more is there to raise to reach the target?
- \_\_\_\_\_



9. A teacher counts all the Maths exercise books that her class has used during the year and finds that there are 137 in total. 96 are completed books. How many incomplete books are there?
- 



10. A school prints 282 letters for parents. 93 letters are given out on Thursday and the rest on Friday. How many letters are given out on Friday?
-

The next page contains answers. Please ask your parents to rip out the answer page so they can mark your work.

Remember, if you cheat you aren't cheating anyone but yourself. The best way to learn is to make mistakes then learn from them.

INHALE COURAGE



EXHALE FEAR



# Answers

1. A shop has 76 pairs of socks. 33 pairs are white sport socks. How many other pairs are there?  
**43**
  2. There are 189 children in a school. 114 are in Key Stage 2, the rest are in the Foundation Stage and Key Stage 1. How many children are in the Foundation Stage and Key Stage 1 altogether?  
**75**
  3. There are 115 pencils in the cupboard. 82 are given out to the children. How many are left in the cupboard?  
**33**
  4. Edward buys a drink for 82p. He pays with a £1 coin. What change does he receive?  
**18p**
  5. A flower market has 132 tulips. A florist buys 80 tulips. How many are left?  
**52**
  6. A sweet shop has 127 boiled sweets in a jar. One jar containing 64 sweets is sold. How many are left?  
**63**
  7. A farmer has 184 cows. He takes 97 to a new field. How many are left behind?  
**87**
  8. A school has a target of raising £175 for a local charity. So far they have raised £110. How much more is there to raise to reach the target?  
**£65**
  9. A teacher counts all the Maths exercise books that her class has used during the year and finds that there are 137 in total. 96 are completed books. How many incomplete books are there?  
**41**
  10. A school prints 282 letters for parents. 93 letters are given out on Thursday and the rest on Friday. How many letters are given out on Friday?  
**189**
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