# HOME LEARNING PACK

# Year 3

## Name: ……………………………………..

# Literacy

Monday 12<sup>th</sup> May 2020

LI: To be able to use similes and metaphors.

Link: https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr

Today you can follow this lesson by clicking this link (you can also type this link into google).

You also have the other option of completing **Tuesday 11<sup>th</sup> May** lesson on BBC Bitesize.

Link: https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1

Activity 1:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Watch this video clip and make notes. What is a simile and metaphor? Can you give an example?

Activity 2:

## What is a metaphor?

A metaphor is a word or a phrase used to describe something as **if it were something else** :

- For example, "A wave of terror washed over him."
- The terror isn't actually a wave, but a wave is a good way of describing the feeling.
- "Jess is dynamite."
- She's not made of dynamite, but it's a way to explain how exciting she is.

## What is a simile?

A simile describes something by **comparing it to something else** , using like or as:

- The snake moved like a ripple on a pond.
- It was as slippery as an eel.
- Jess is as graceful as a gazelle.

Try using metaphors and similes to make your own poetry or other writing more descriptive and interesting.

Activity 3: Click and drag to highlight the expanded noun phrases.



Activity 4:Underline or circle the extended noun phrase.



Activity 5: Change the simile to a metaphor

# Change the Simile to a Metaphor

Put these similes into new sentences where they become metaphors.

1. **Simile:** She danced like she was floating on air.

   **Metaphor:** _____

2. **Simile:** The waves crashed on to the beach like charging horses.

   **Metaphor:** _____

3. **Simile:** He was eating like he was shovelling cement into a mixer.

   **Metaphor:** _____

4. **Simile:** Katie was as powerful as a train when she crossed the finish line.

   **Metaphor:** _____

5. **Simile:** James swam as gracefully as a dolphin.

   **Metaphor:** _____

6. **Simile:** Mr. Jones sang like the sound of water going down a drain!

   **Metaphor:** _____

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

# Change the Simile to a Metaphor - **Answers**

There will be some room for differences in sentence construction as there are a number of ways to write each one.

1. **Metaphor:** She floated on air when she danced.

2. **Metaphor:** The waves were charging horses, crashing on the beach.

3. **Metaphor:** He was shovelling cement into a mixer when he ate.

4. **Metaphor:** Katie was a powerful train as she crossed the finish line.

5. **Metaphor:** James was a graceful dolphin as he swam.

6. **Metaphor:** Mr. Jones' singing was the sound of water going down a drain!

## Extension:

In your own words describe:

- A simile
- A metaphor

Whiz Kids/Superstars: Write four sentences using similes and metaphors.

Bright Sparks: Write two paragraphs about your time at home and include a minimum of examples of metaphors and similes

Tuesday 12ᵗʰ May 2020

LI: To be able to plan a diary entry using features of a diary.

Link: https://www.youtube.com/watch?v=RdfFL8UzR2U

**Activity 1**: Watch the video and explain two of your favourite features.

Today we will be looking at... DIARY FEATURES

0:07 / 1:31

_____

_____

_____

_____

_____

_____

_____



12th June | 1942
I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support.

Link: https://www.bbc.co.uk/newsround/40370915

## Features of a Diary Entry

| | |
|---|---|
| Uses the past tense | |
| Uses first person pronouns (I, we, my, etc.) | |
| Describes the writer's point of view, thoughts and feelings | |
| Includes opinions as well as facts | |
| Uses ambitious words to describe people and places | |
| Is written in an informal style, as though speaking to someone | |
| Uses time conjunctions to link events | |
| Organises events into paragraphs | |
| Uses inverted commas to show direct speech | |

**Activity 2**: Anne Frank and her family had to hide to protect themselves dangerous people.

What has the government instructed us to hide and protect ourselves from? (What is the name of the virus?)

Write down feelings that you and other children around the world might be feeling?

Are any of these feeling similar to what Anne might have felt?

_____

_____

_____

_____

_____

_____

_____

_____

Great! So far you have thought about you're: thoughts, feelings, opinions and facts. Hopefully you would have written your points of view in first person. If you have done all of this that means you have already able to use 3 features of a diary. Superb!

Activity 3

Today you are going to plan your diary entry starting from the first day school closed up until today. School closed 7 weeks ago, so you are not expected to remember everything. You diary is going to be a weekly diary rather than a daily one. You are going to have to summarise one week into roughly one or two paragraphs. Here is an example:

Week 1
Dear Diary,
My first week away from school was fantastic! My parents have been at home the whole week. Mum, said she will have to go back into work next week because she is a key worker but at least I got to spend some more time. I haven't done much homework this week but when my teacher called she said she understood because it was all a bit strange. I don't want to disappoint Miss next week so I promised I would do my homework everyday.

Speak to you next week!

Week 4
Dear Diary,
I'm getting fed up now! I really miss my friends and I want to go back to school. I'm not seeing my parents as much now because they are working hard. I just need to stay positive lots of people must feel the same way as me. I'm just going to use this time to work really hard. I might even learn all my timetables before I come back to school.

Choose your task

| Bright Sparks | Superstars | Whiz Kids | Supernovas |
|---|---|---|---|
| Your weekly diary must start from week 1 and end on week 7.<br><br>Ensure you include time conjunctions.<br><br>Include inverted commas to show direct speech. | Your weekly diary can start at week 1 and end on week 5.<br><br>Ensure you include time conjunctions. | Your weekly diary can start at week 1 and end on week 2. | Draw your first day at home.<br><br>Use the pictures to help you.<br><br>Write one sentence. |

<u>Wednesday 13<sup>th</sup> May 2020</u>

LI: To be able to edit and improve writing by proof reading.

Link: https://www.bbc.co.uk/bitesize/articles/zh222sg

## Activity 1

### Fix the Sentence

Can you help Mr Whoops to fix these sentences?

last weak gavin tried to persswade me too go on a Welly Walk in the woulds
_____
_____

can You sea the "blosom caskading" form the Tree aksed aida?
_____
_____

Daffodils bloom in oranjis wites yeloes and sometims even Pinks?
_____
_____

### Fix the Sentence

Can you help Mr Whoops to fix these sentences?

their are three aminals: i love seeing, in the spring calfs lams and chicks
_____
_____

The Lamb stumled arownd the Ewes leg's while trying too walk four the furst tim
_____
_____

at this tym off the yeer the eviromentt changes drasticaly as the trees begin to grow new leafs,
_____
_____

# Fix the Sentence Answers

1. last weak gavin tried to persswade me too go on a Welly Walk in the woulds

**Last week, Gavin tried to persuade me to go on a welly walk in the woods.**

2. can You sea the "blosom caskading" form the Tree aksed aida?

**"Can you see the blossom cascading from the tree?" asked Aida.**

Today you will be editing and improving your work from yesterday. The activity that you have should completed shows you that sometimes when we write we make mistakes. It's very important to check over your work.

Activity 2

Watch these videos to help you edit:

- Paragraphs

Link: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z9n73k7 (Paragraphs)

- Punctuation and grammar

Link: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h (Inverted commas (Bright Sparks)

Link: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zc773k7 (Using commas)

- Spellings/improving vocabulary

Link: https://www.bbc.co.uk/bitesize/topics/zcc2gdm/articles/zp8fdxs (Using a dictionary)

Link: https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z7skdxs (Spelling quiz)

Link: https://www.bbc.co.uk/bitesize/topics/zcc2gdm/articles/zsn3msg

**Activity 3**

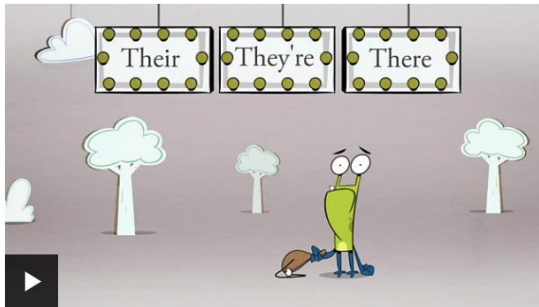Now that you have watched the videos, go back and edit your work! Good luck!

Extension: If you would like to, you could get a piece of paper and write your diary entry again in best!

Thursday 14th May 2020

Li: To be able to use their, they're and there.

Link: https://www.bbc.co.uk/bitesize/topics/zp7mn39/articles/zfhxxyc

Activity 1: Watch the link and read the information.

### Their, they're or there

**Homophones** are words that sound the same but are spelt differently and have different meanings. 'Their', 'they're' and 'there' are homophones that often confuse people.

'Their' means it belongs to them, eg "I ate their sweets."

'They're' is short for 'they are' eg "They are going to be cross."

'There' refers to a place, eg "I'm going to hide over there."

Activity 2: Fill in the gaps

Activity 3: Complete the quiz.

### The their, they're and there quiz!

Think you know your their, they're and there? Take the quiz and see!

**Play**

Activity 4: Fill in the missing word

## Homophones Practice:
### They're, There and Their

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over _____ on the shelf.
5. _____ bus was running late.
6. The cold wind made _____ teeth chatter.
7. Could they be in _____?
8. Blue Smarties are the best, _____ my favourites.
9. Ava and Lucas put _____ hands up at the same time.
10. Are you sure _____ not real?
11. The new teacher got _____ books in a muddle.
12. I went _____ last summer too!
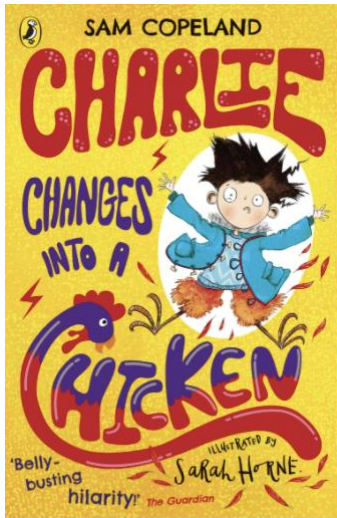13. Is _____ a doctor anywhere near?

10

Friday 15th May 2020
Reading lesson: Charlie Changes into a chicken by Sam Copeland

Click on Link then click on Friday 15th May lesson and complete the tasks.
Link: https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1

Questions:

1. Who are the main characters?
2. What do you predict will happen next?
3. Summarise the story so far?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Spellings: look, copy, cover and write, Write a short sentence.

| anticipate | | | |
|---|---|---|---|
| anticipation | | | |
| autobiography | | | |
| autobiographical | | | |
| automatic | | | |
| automatically | | | |
| sensation | | | |
| sensational | | | |
| admiration | | | |

# Maths
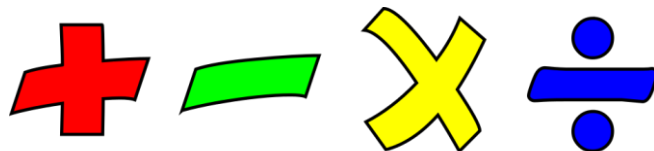
| 1 x | | | |
|---|---|---|---|
| 1 x | 1 | = | 1 |
| 1 x | 2 | = | 2 |
| 1 x | 3 | = | 3 |
| 1 x | 4 | = | 4 |
| 1 x | 5 | = | 5 |
| 1 x | 6 | = | 6 |
| 1 x | 7 | = | 7 |
| 1 x | 8 | = | 8 |
| 1 x | 9 | = | 9 |
| 1 x | 10 | = | 10 |
| 1 x | 11 | = | 11 |
| 1 x | 12 | = | 12 |

| 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 |

| 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 |

| 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 |

| 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 |

| 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 |

| 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 |

| 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 |

| 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 |

| 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 |

| 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 | 12 | = | 132 |

| 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 |

www.class-templates.com

Monday 11th May 2020

Link: https://www.bbc.co.uk/bitesize/articles/zvvsy9q

LI: To be able to multiply and divide by 8.

## Learn

Click on the slideshow below to solve some pirate problems involving multiplying and dividing by eight.

**Let's Count in 8s!**

| 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |

## Whiz Kids:

These 8 pirates are trying to work out their share of the treasure and they need your help.

Use counters, cubes or coins to find out how many gold coins each pirate should get. Fill in the number sentence to go with your calculation.

$8 \div 8 = 1$

$72 \div 8 = \boxed{\phantom{0}}$

$16 \div 8 = \boxed{\phantom{0}}$

$48 \div 8 = \boxed{\phantom{0}}$

$96 \div 8 = \boxed{\phantom{0}}$

$88 \div 8 = \boxed{\phantom{0}}$

$32 \div 8 = \boxed{\phantom{0}}$

$80 \div 8 = \boxed{\phantom{0}}$

$64 \div 8 = \boxed{\phantom{0}}$

$24 \div 8 = \boxed{\phantom{0}}$

$40 \div 8 = \boxed{\phantom{0}}$

$0 \div 8 = \boxed{\phantom{0}}$

$56 \div 8 = \boxed{\phantom{0}}$

## Superstars:

2. Fill in the missing numbers to show that you know your pirate number facts.

**a.** 8 x 8 = ☐

**b.** 72 ÷ ☐ = 9

**c.** 8 x 2 = ☐

**d.** Eight times one equals ☐

**e.** 7 x 8 = ☐

**f.** The product of eight and eleven is ☐

**g.** 32 ÷ ☐ = 8

**h.** 8 x ☐ = 24

**i.** 56 ÷ ☐ = 8

**j.** Twelve groups of eight equal ☐ altogether.

**k.** Ten multiplied by eight equals ☐

**l.** 5 x 8 = ☐

**m.** 48 ÷ 8 = ☐

**n.** 8 x 6 = ☐

**o.** 0 x 8 = ☐

**p.** Five times ☐ equals forty

**q.** Eight squared equals ☐

**r.** Sixteen divided by two equals ☐

**s.** 9 x 8 = ☐

**t.** 24 ÷ 8 = ☐

3. Pirates hang out in teams of 8. Last week there were 96 pirates on Treasure Island. How many teams were searching for the treasure? ☐

4. The pirate crew from the Jolly Parrot Pirate Ship are running out of food. They only have 64 ships biscuits left until they find land. How many biscuits are there for each of the eight pirates?

☐

5. If they can survive on one biscuit each per day how many days can they last before they need to find more food? ☐

6. Choose 3 of the number facts from the table above and write your own pirate problem to go with each fact.

# Bright Sparks

*Fill in the missing numbers to show that you know your pirate number facts.*

a. 8 x 8 = ☐

b. 72 ÷ ☐ = 9

c. 8 x 2 = ☐

d. Eight times one equals ☐

e. 7 x 8 = ☐

f. The product of eight and eleven is ☐

g. 32 ÷ ☐ = 8

h. 8 x ☐ = 24

i. 56 ÷ ☐ = 8

j. Twelve groups of eight equal ☐ altogether.

k. Ten multiplied by eight equals ☐

l. 5 x 8 = ☐

m. 48 ÷ 8 = ☐

n. 8 x 6 = ☐

o. 0 x 8 = ☐

p. Five times ☐ equals forty

q. Eight squared equals ☐

r. Sixteen divided by two equals ☐

s. 9 x 8 = ☐

t. 24 ÷ 8 = ☐

Below 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

## Investigating Patterns in the Multiples of Eight

| | | | | |
|---|---|---|---|---|
| 0 | x | 8 | = | 0 |
| 1 | x | 8 | = | 8 |
| 2 | x | 8 | = | 16 |
| 3 | x | 8 | = | 24 |

*Write out your 8 x table like the example shown on the left. Keep going until you get to 12 x 8 = 96*

1. Can you see any patterns in the **unit** digits of the multiples of 8?
   *Explain the pattern you found.*

2. Can you see any patterns in the **tens** digits of the multiples of 8?
   *Explain the pattern you found.*

3. If you continue the 8 times table up to 20 x 8 does the pattern continue?

---

# Whiz Kids

8

8 ÷ 8 = **1**

72

72 ÷ 8 = 9

16

16 ÷ 8 = 2

48

48 ÷ 8 = 6

96

96 ÷ 8 = 12

88

88 ÷ 8 = 11

32

32 ÷ 8 = 4

80

80 ÷ 8 = 10

64

64 ÷ 8 = 8

24

24 ÷ 8 = 3

40

40 ÷ 8 = 5

0

0 ÷ 8 = 0

56

56 ÷ 8 = 7

## Superstars

a. 8 × 8 = **64**
b. 72 ÷ **8** = 9
c. 8 × 2 = **16**
d. Eight times one equals **8**
e. 7 × 8 = **56**
f. The product of eight and eleven is **88**
g. 32 ÷ **4** = 8
h. 8 × **3** = 24
i. 56 ÷ **7** = 8
j. Twelve groups of eight equal **96** altogether.

k. Ten multiplied by eight equals **80**
l. 5 × 8 = **40**
m. 48 ÷ 8 = **6**
n. 8 × 6 = **48**
o. 0 × 8 = **0**
p. Five times **8** equals forty
q. Eight squared equals **64**
r. Sixteen divided by two equals **8**
s. 9 × 8 = **72**
t. 24 ÷ 8 = **3**

3. Pirates hang out in teams of 8. Last week there were 96 pirates on Treasure Island. How many teams were searching for the treasure?

96 ÷ 8 = 12

4. The pirate crew from the Jolly Parrot Pirate Ship are running out of food. They only have 64 ships biscuits left until they find land. How many biscuits are there for each of the eight pirates?

64 ÷ 8 = 8

5. If they can survive on one biscuit each per day how many days can they last before they need to find more food?

8 days

6. Choose 3 of the number facts from the table above and write your own pirate problem to go with each fact.

*Multiple answers possible*

## Bright Sparks

a. 8 × 8 = **64**
b. 72 ÷ **8** = 9
c. 8 × 2 = **16**
d. Eight times one equals **8**
e. 7 × 8 = **56**
f. The product of eight and eleven is **88**
g. 32 ÷ **4** = 8
h. 8 × **3** = 24
i. 56 ÷ **7** = 8
j. Twelve groups of eight equal **96** altogether.

k. Ten multiplied by eight equals **80**
l. 5 × 8 = **40**
m. 48 ÷ 8 = **6**
n. 8 × 6 = **48**
o. 0 × 8 = **0**
p. Five times **8** equals forty
q. Eight squared equals **64**
r. Sixteen divided by two equals **8**
s. 9 × 8 = **72**
t. 24 ÷ 8 = **3**

**Investigating Patterns in the Multiples of Eight**
*Write out your 8 x table*
*Keep going until you get to 12 x 8 = 96*

**1.** Can you see any patterns in the **unit** digits of the multiples of 8?
   *Explain the pattern you found.*

Within each block of five rows, the ones digit follows a very simple pattern: 8, 6, 4, 2, 0 and this repeats over and over and over.

**2.** Can you see any patterns in the **tens** digits of the multiples of 8?
   *Explain the pattern you found.*

Up to five, eight times something starts with one less than the something. Eight times 1 starts with 0, eight times 2 starts with 1, eight times 3 starts with 2, eight times 4 starts with 3, and eight times 5 starts with 4. For numbers in the range 6 to 10, eight times the number starts with two less than the number. Eight times 6 starts with 4, eight times 7 starts with 5, eight times 8 starts with 6, eight times 9 starts with 7, and eight times 10 starts with 8. The next block of 5 rows has, again, a similar pattern. Eight times 11 starts with 8, eight times 12 starts with 9, eight times 13 starts with 10, eight times 14 starts with 11, and eight times 15 starts with 12.

3. If you continue the 8 times table up to 20 x 8 does the pattern continue?

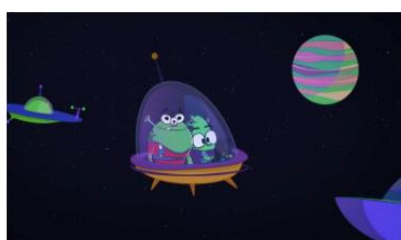Yes is does, in blocks of 5.

## Tuesday 12th May 2020

Li: To be able to multiply two digsit numbers by one.

Link: https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zm7v8xs

## Watch the video and read the information.

▶ 🔊   01:41 / 01:41

## Activity 1: complete quiz

**Multiplying two digit numbers quiz**
How much do you know about multiplying two digit numbers?

**Play**

### How can you multiply by two-digit numbers?

Can you multiply by **two-digit** numbers like **14** or **37** ?

It looks a bit difficult, doesn't it? It can be easier if you **partition** the number into two parts. Instead of multiplying by **29** you can multiply by **20** and then multiply by **9** separately and then add the answers together.

Instead of multiplying by **34** you can multiply by **30** and then multiply by **4** separately and then add the answers together.

**Example**

3 x 34 = ?

Split the **34** into **30** and **4** .

3 x 30 = 90

3 x 4 = 12

Then add these together

90 + 12 = 102

Another strategy is to multiply by a near number that is easier to work with and then add or take away the difference.

**Example**

6 x 29 = ?

It might be easier to do this as **6 x 30 = 180**

Then you need to take away **6 x 1** (because **29** is **30 - 1** )

6 x 1 = 6

180 - 6 = 172

Was that easier? Why not try these strategies again next time you have to multiply by two-digit numbers.

16

1) Complete each calculation to match the representation shown.

a)

| Tens | Ones |
|------|------|
| 10 10 | 1 1 1 |
| 10 10 | 1 1 1 |
| 10 10 | 1 1 1 |

☐ × ☐ = ☐

b)

| Tens | Ones |
|------|------|
| 🪙🪙 | 🪙 |
| 🪙🪙 | 🪙 |
| 🪙🪙 | 🪙 |
| 🪙🪙 | 🪙 |

☐ × ☐ = ☐

c)

| Tens | Ones |
|------|------|
| (base ten) | 🔲🔲🔲 |
| (base ten) | 🔲🔲🔲 |

☐ × ☐ = ☐

2) Draw place value counters on each place value chart to represent the correct calculation.

a)

| Tens | Ones |
|------|------|
|      |      |
|      |      |

$42 \times 2 =$ ☐

b)

| Tens | Ones |
|------|------|
|      |      |
|      |      |
|      |      |

$32 \times 3 =$ ☐

3) Use place value counters or base ten to find the answer to this calculation. Then, show the answer as column multiplication.

|   | 2 | 1 |
|---|---|---|
| × |   | 3 |
|   |   |   |

1) Jean-Luc used base ten to represent 31 × 3. He got 62 as the answer. Can you spot his mistake?

| Tens | Ones |
|------|------|
| (3 tens rods) | 🔲 |
| (3 tens rods) | 🔲 |

2) Diana has completed this calculation but Wesley says that this cannot be the correct answer. Who do you agree with? Explain your reasons.

|   |   | 4 | 1 |
|---|---|---|---|
| × |   |   | 2 |
|   |   |   | 2 |
| + | 8 | 0 |   |
|   | 8 | 0 | 2 |

1) Use these numbers to solve the problems below.

You may need to use some numbers more than once. For each question, you should always use one number from each group in your calculation.

| 2 | 13 |
| 3 | 21 |
| 4 | 31 |
|   | 33 |

a) Write a multiplication calculation with an answer that is one less than 100.

b) Write a multiplication with an answer that is less than 45.

c) Write a multiplication calculation that does not need an exchange and has an answer that is an even number.

d) Write all the multiplication calculations that do not need an exchange and have answers that are odd numbers.

2) Use these numbers to make multiplication calculations that do not need an exchange. How many different calculations can you write?

| 2 | 14 |
| 3 | 22 |
| 4 | 31 |
|   | 34 |

1) a) $23 \times 3 = 69$

   b) $21 \times 4 = 84$

   c) $43 \times 2 = 86$

2) a) $42 \times 2 = 84$

| Tens | | | | Ones | |
|---|---|---|---|---|---|
| 10 | 10 | 10 | 10 | 1 | 1 |
| 10 | 10 | 10 | 10 | 1 | 1 |

   b) $32 \times 3 = 96$

| Tens | | | Ones | |
|---|---|---|---|---|
| 10 | 10 | 10 | 1 | 1 |
| 10 | 10 | 10 | 1 | 1 |
| 10 | 10 | 10 | 1 | 1 |

3)

| | 2 | 1 |
|---|---|---|
| × | | 3 |
| | 6 | 3 |

---

1) Jean-Luc has only used 2 lots of 31. His chart needed an additional row of 3 tens and 1 one. This would give an answer of 93, rather than 62.

2) Wesley is correct. 802 is too large to be the answer to 41 × 2 because 40 × 2 is only 80. Diana has not written 80 in the correct place value columns – she has placed the 8 in the hundreds column when it should be in the tens column. The answer should be 82.

---

1) a) $33 \times 3 = 99$

   b) $13 \times 2 = 26, 13 \times 3 = 39$ or $21 \times 2 = 42$

   c) $13 \times 2 = 26, 21 \times 2 = 42, 31 \times 2 = 62, 33 \times 2 = 66$ or $21 \times 4 = 84$

   d) $13 \times 3 = 39, 21 \times 3 = 63, 31 \times 3 = 93$ and $33 \times 3 = 99$

2) There are seven possible calculations:

| $14 \times 2 = 28$ | $22 \times 2 = 44$ | $31 \times 2 = 62$ | $34 \times 2 = 68$ |
|---|---|---|---|
| | $22 \times 3 = 66$ | $31 \times 3 = 93$ | |
| | $22 \times 4 = 88$ | | |

Li: To be able to divide a two digit number by a one-digit number.

Link: https://www.bbc.co.uk/bitesize/articles/znfj7nb

## Learn

Division means splitting into equal parts or groups. Watch this short video to recap the basics of division.

Let's have a look at how sharing or grouping can be used to help understand division problems with this clip from **1st Level Maths and numeracy**.
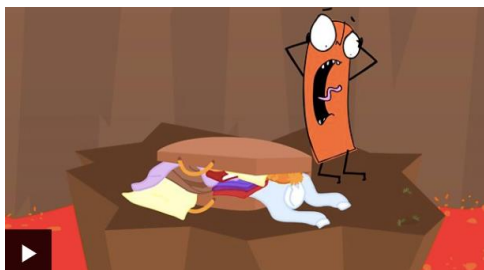
### Activity 1: Link:

https://static.mymaths.co.uk/xml/player/v2.2.9/build/index.html?contentPath=../../../en/primary/number/multiply_divide_written/short_division_lesson

What about numbers that are bigger?

What is $54 \div 3$?
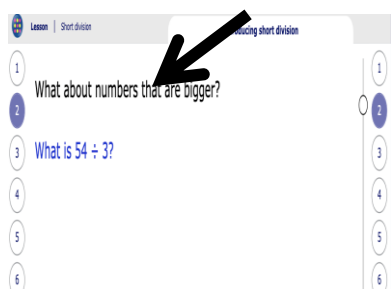
### Activity 2:

### Activity 2: Whiz Kids

1) Complete the missing parts of each table.

| Calculation | Place Value Counters | Part-Whole Model |
|---|---|---|
| $63 \div 3 =$ | T: 10 10 10 10 10 10 / O: 1 1 1 | $63 \div 3 =$ □ ; $60 \div 3 =$ □ ; $3 \div 3 =$ □ |
| $88 \div 4 =$ | T / O | □ + □ = □ ; □ + □ = □ ; □ + □ = □ |
| □ + □ = | T: 10 10 10 10 10 / O: 16 counters | □ + □ = □ ; $40 \div 4 =$ □ ; $16 \div 4 =$ □ |

2) Use the part-whole models to find the missing numbers.

□ + 7 = 13 → 70 + □ = 10 ; □ + 7 = 3

□ + 3 = 16 → □ + 3 = 10 ; 18 + □ = 6

3) Michael, Xavi, Sari and Jess are at a party. They must share all of the food equally between them. How many of each item can each child eat?

48 slices of pizza

52 biscuits

16 sandwiches

92 grapes

19

## Activity 2: Superstars

**1)** Read the statement below. Is it true or false? Explain your answer.

> When you divide a 2-digit number by a 1-digit number, you always start by dividing the digit in the ones column first.

_____
_____
_____
_____
_____

**2)** Which representation is the odd one out? Explain your reasoning.

**A**

| | ÷ | | = | |

$40 ÷ 4 =$ ☐          $24 ÷ 4 =$ ☐

**C**

| T | O |
|---|---|
| 10 | 1 1 1 1 1 1 1 |
| 10 | 1 1 1 1 1 1 1 |
| 10 | 1 1 1 1 1 1 1 |
| 10 | 1 1 1 1 1 1 1 |

**B**

| 68 |
|---|

_____
_____
_____
_____

**3)** Identify, correct and explain the mistake Amélie has made.

$32 ÷ 2 = 11$

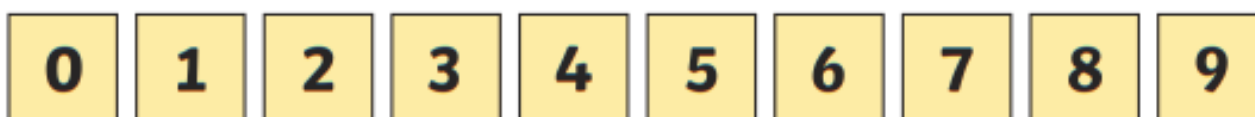| T | O |
|---|---|
| 10 10 | 1 1 |

10 →

_____
_____
_____
_____

**1)** Count the money. How many different groups could you share this amount equally between so that nothing is left over? Find all possibilities and record your calculations.

_____

_____

_____

_____

_____

**2)** Using the digit cards below, make this number statement true. Each digit card may only be used once in each number statement. Find 6 possible solutions.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

_____

_____

_____

_____

_____

___ ___ + __ = ___ ___ + __ < ___ ___ + __

___ ___ + __ = ___ ___ + __ < ___ ___ + __

___ ___ + __ = ___ ___ + __ < ___ ___ + __

___ ___ + __ = ___ ___ + __ < ___ ___ + __

___ ___ + __ = ___ ___ + __ < ___ ___ + __

___ ___ + __ = ___ ___ + __ < ___ ___ + __

Thursday 14th May 2020

Li: To be able to problem solve multiplication and division questions.

Link:

Watch the video

**Top tip**

When you have a number problem to solve, highlight the important information.

Look out for key words. This will help you work out what to do.

Make an estimate first, then check your answer.

## Whiz Kids

To find out what **one** is worth we always **divide** by the amount.

e.g. If **six** cakes cost 54 pence, what does **one** cake cost?

One cake = 54p ÷ **6** = 9p

In the first exercise find out what **one** is worth. The following tables may help.

| 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
| 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
| 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |
| 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |

**Exercise 1:**

1. If **6** pencils cost 48p, find the cost of one pencil.

   One pencil =....................p

2. If **eight** chews cost 24p, what does one chew cost?

   One chew =..................p

3. If **4** rulers cost 36p, what does one cost?

   One ruler =....................p

4. If **7** pens cost 63p, what does one cost?

   One pen = ..................p

5. If I buy **5** apples for 60p, how much would I pay for just one apple?

   One apple = ..................p

6. **Nine** rubbers cost 72p. What does one rubber cost?

   One rubber = ................p

7. What does one cake cost, if **six** cost 42p?

   One cake =....................p

8. How much is one pen, if **8** cost 88p?

   One pen = ..................p

## Superstars

To find the cost of any other amount, we **divide** first to find what **one** is worth then **multiply** back.

e.g. If **8** small bananas cost 72p, what is the cost of **3** bananas?

One costs 72p **÷ 8** = 9p

So **3** bananas cost **3** × 9 = 27p  (9p + 9p + 9p = 27p)

**Exercise 2:**

| | |
|---|---|
| 1. If **7** bubbly gums cost 42p, find the cost of **3** bubbly gums.<br><br><br>Answer =..........................p | 2. If **4** small cans of pop cost 40p, what do **12** cans cost?<br><br><br>Answer =........................ p |
| 3. If I pay 54p for **6** eggs, how much would I pay for **4** eggs?<br><br><br>Answer =..........................p | 4. If **9** sticks of gum cost 45p, how much would I pay for **6** sticks?<br><br><br>Answer = ...................... p |
| 5. If I pay 24p for **3** chews, how much would I pay for **8** chews?<br><br><br>Answer = .........................p | 6. If **2** bags of crisps cost 22p, how much will **6** bags cost?<br><br><br>Answer =........................ p |
| 7. If I buy **9** pencils for 54p, how much would I pay for **6** pencils?<br><br><br>Answer =.........................p | 8. If I buy **4** pens for 60p, how much would **10** pens cost?<br><br><br>Answer = .................... p |
| 9. If **12** scones cost 72p, what do **5** cost?<br><br><br>Answer =.........................p | 10. If **20** chews cost 80p, what do **12** cost?<br><br><br>Answer = .................... p |

**5** To make **1** loaf of banana bread, you need:

4 bananas

14 drops of apple juice

$\frac{1}{2}$ packet of butter

2 eggs

3 tablespoons of honey

1 cup of flour

36 almond flakes (for decoration)

**a** How many bananas would you need to make **8** banana loaves?

**b** How many packets of butter would you need to make **4** banana loaves?

**c** Complete the missing numbers below.

To make **9** loaves you need:

[ ] bananas

[ ] drops of apple juice

[ ] packets of butter

[ ] almond flakes

To make **15** loaves you need:

[ ] bananas

[ ] eggs

[ ] tablespoons of honey

[ ] cups of flour

**d** Tania made **7** banana loaves.  Noah made **6** and Shagufta made **8** banana loaves.

How many almond flakes did they use altogether?

Friday 15<sup>th</sup> May 2020

Click on the link and find Friday's challenge of the week

Link: https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1



Monday 11<sup>th</sup> May 2020

**History**

LI: To be able to write about the Stonehenge.

Link: https://www.bbc.co.uk/bitesize/articles/zr2djhv

Stonehenge is one of the world's most famous monuments. It stands on Salisbury Plain, in Wiltshire, and its giant stones can be seen from miles around.

There is great mystery surrounding when and why Stonehenge was built. Watch this short video to find out more.



Watch the video

25

**Explore the activity below to see what Stonehenge looked like 4,000 years ago.**



## How was Stonehenge built?

The first task was to cut the boulders into shape. Archaeologists believe that the ancient Britons hammered wedges of wood into cracks in the stone.

When the wood was soaked in water, it expanded and split the stone. Next, the builders used chisels and hammers to shape them.

The stones were then transported to the building site. They were probably carried on rafts down rivers, then dragged overland by teams of men and oxen. It's believed that the stones were placed on giant wooden sledges and pulled along the ground using log rollers.



It took a huge effort to build Stonehenge. The only tools the builders had were made of stone, wood and rope! Only a few stones are left standing today.

The builders dug deep ditches for the stones. Then they pulled on ropes to raise them and packed the ditches with rocks to hold the stones in place.

Watch the clip below to explore how Stonehenge has changed over the years.
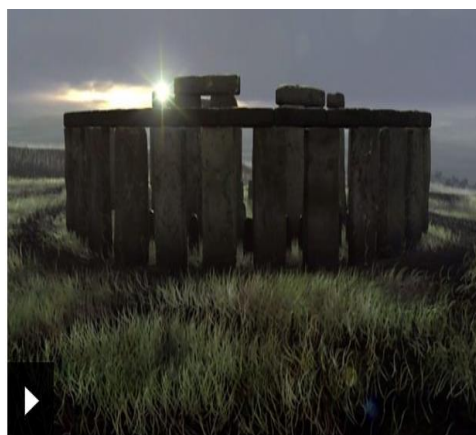


## What was Stonehenge for?

Why did the ancient Britons build such a massive monument at Stonehenge? What exactly went on at this sacred site?

Some people think that Stonehenge was used to study the movements of the Sun and Moon. Other people think it was a place of healing.

The ancient Britons believed that the Sun and Moon had a special power over their lives. It is very likely that they held special ceremonies at Stonehenge on **Midsummer's Day** (the longest day of the year) and on **Midwinter's Day** (the shortest day of the year). Today many people still gather at Stonehenge to celebrate Midsummer's Day, also known as the **Summer Solstice.**
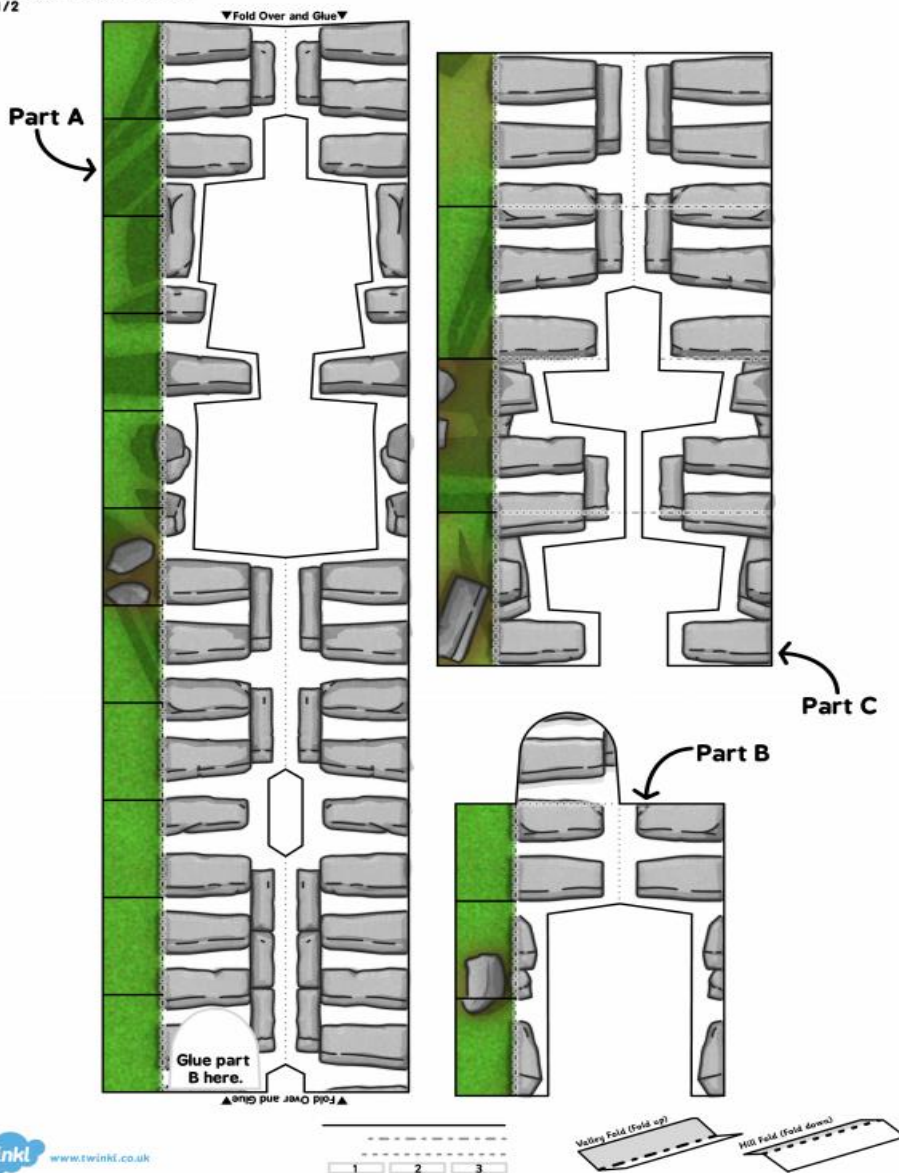
<u>Watch the video</u>

Many experts believe that Stonehenge was used for funerals. They suggest that people carried the dead along the River Avon, and then walked up to Stonehenge in a grand procession.

## Activity 1

Create a fact file on Stonehenge. You could use the Go Jetters 'funky facts' below to help you.
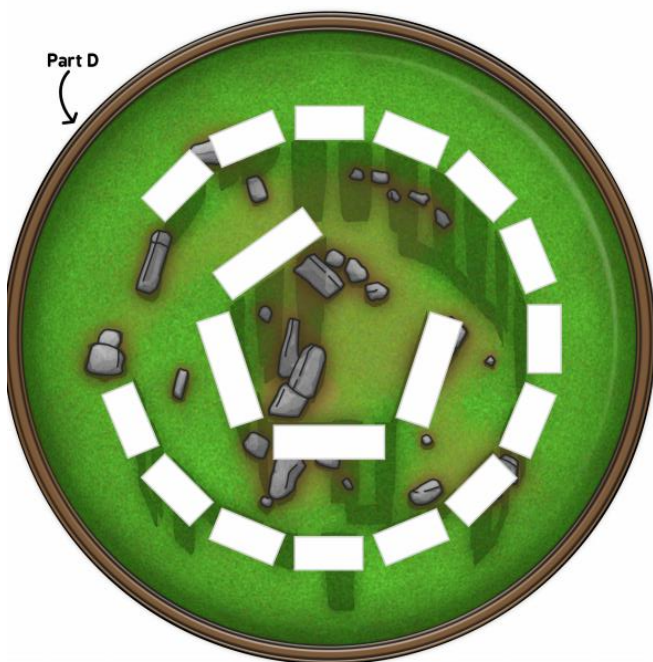
**Stonehenge Paper Model**
Page 1/2

▼Fold Over and Glue▼

Part A

Part C

Part B

Glue part B here.

▼Fold Over and Glue▼

Valley Fold (Fold up)    Hill Fold (Fold down)

1    2    3

twinkl  www.twinkl.co.uk

Activity 2:

Make your own Stonehenge:

You will need

- Scissors
- Glue

Part D



<u>Geography</u>

<u>Tuesday 12<sup>th</sup> May 2020</u>

LI: To be able to identify the position and significance of latitude and longitude.

Link: https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr

Watch the video



## What is latitude and longitude?

To help locate where a place is in the world, people use imaginary lines:
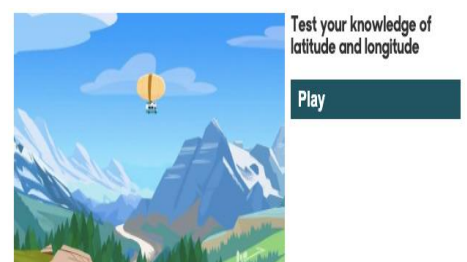
- To find out how far **north** or **south** a place is, lines of **latitude** are used. These lines run parallel to the Equator.

- To find out how far **east** or **west** a place is, lines of **longitude** are used. These lines run from the top of the Earth to the bottom.
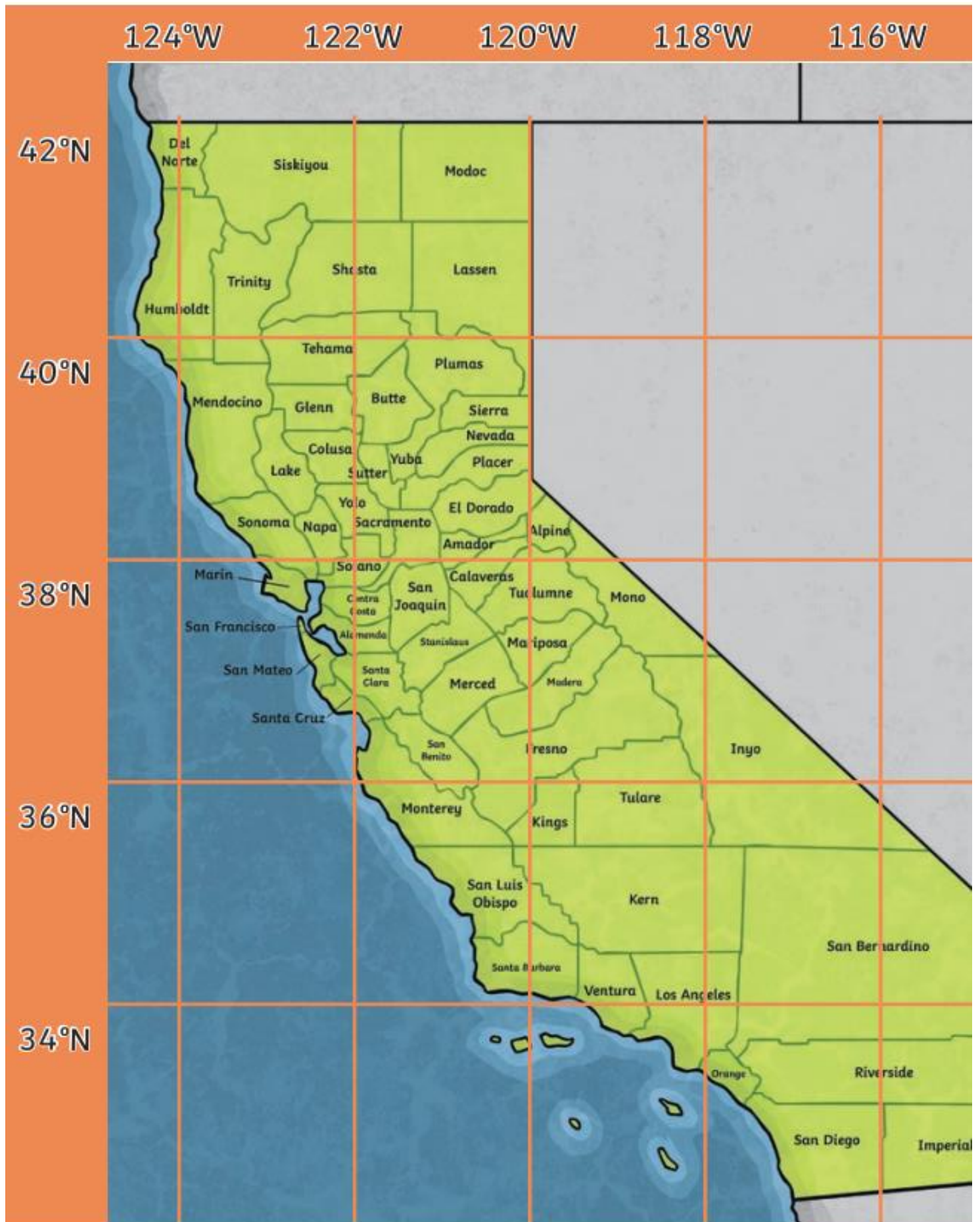
## Hemispheres

The **Equator** is at the centre of the lines of latitude and is at 0° latitude. Anything lying south of the Equator is in the **Southern Hemisphere** and is labelled °S. Anything lying north of the Equator is in the **Northern Hemisphere** and is labelled °N. The North Pole is 90° N and the South Pole is 90° S.

The line labelled 0° longitude is called the **Prime Meridian** or the **Greenwich Meridian** and runs through London. Anything lying east of the Greenwich Meridian is in the **Eastern Hemisphere** and is labelled °E. Anything lying west of the Greenwich Meridian is in the **Western Hemisphere** and is labelled °W.

Activity 1: Play the game.



Test your knowledge of latitude and longitude

Play

# California Latitude and Longitude



3. At what longitude is Madera?

_____

4. What is the approximate latitude and longitude of your city?

_____

5. Would you expect a city in Canada to have a larger or smaller latitude than a city in California? Why?

_____

6. Would you expect a city in New York state to have a larger or smaller longitude than a city in California? Why?

_____

7. What is the approximate latitude and longitude of Sacramento, California's capital?

_____

8. What is the approximate easternmost longitude of California?

_____

9. What is the approximate westernmost longitude of California?

_____

10. What is the approximate northernmost latitude of California?

_____

11. What is the approximate southernmost latitude of California?

1. At what latitude is Los Angeles?

_____

2. Why are all of the latitude lines in California labeled "N?"

_____

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

# California Latitude and Longitude: **Answers**

1. 34° N

2. They are all in the Northern Hemisphere.

3. 120° W

4. Accept reasonable estimates

5. A city in Canada should have a larger latitude because latitude lines increase the farther north they go.

6. A city in New York should have a smaller longitude because the longitude lines increase the further west they go.

7. 39° N, 121° W

8. 114° W

9. 125° W

10. 42° N

11. 33° N

Science

Wednesday 13th May 2020

LI: To be able to classify animals as invertebrates and vertebrates.

Link:



## Animal groups

**Animals** can be divided into groups or **'classified'** by looking at the **similarities** and **differences** between them.

Animals are divided into two main groups. Animals that have a **backbone** are called **vertebrates**. Animals that don't have a **backbone** are called **invertebrates.**

Vertebrates and invertebrates are divided into smaller groups. Vertebrates, for example, are divided into fish, amphibians, reptiles, birds and mammals.

There are many different groups of invertebrates too. They include invertebrates which have soft bodies such as jellyfish, worms and molluscs (like slugs and squids). There are also groups of invertebrates with hard bodies, such as insects, crustaceans and spiders.

Activity 1: Click on the matching activity



Activity 2: create your invertebrate fact file – Use Google to complete your research.

# Invertebrate Fact File

Invertebrate name _____

Habitat _____

_____

_____

Physical characteristics _____

_____

_____

_____

_____

Interesting facts _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

R.E

LI: To be able to understand what Yom Kippur means.

Link: https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/z4vvjhv


WHAT IS YOM KIPPUR?

Watch the video

Yom Kippur means **Day of Atonement** . It is the most sacred and solemn day in the Jewish calendar.

Yom Kippur is a day to reflect on the past year and ask God's forgiveness for any sins. Jews do not work or go to school on this day.

## When is Yom Kippur?

Yom Kippur is celebrated in September or October in the UK. In 2020 Yom Kippur will begin in the evening of **Sunday 27 September** .

Yom Kippur is ten days after **Rosh Hashanah** , the Jewish New Year, which celebrates the anniversary of the creation of the world.



## What is the story of Yom Kippur?

- When the Israelite's left Egypt, they went to Mount Sinai. Moses climbed to the top of the mountain and God gave him two tablets with the Ten Commandments on them.
- The first commandment told people that they should not worship anyone other than God. However, when Moses went down the mountain, he found the Israelites worshiping a golden calf.
- Moses was so angry that he threw the sacred tablets on the floor and they shattered. The Israelites then atoned for their wrongdoing. God forgave them and gave Moses a second set of tablets.

# How is Yom Kippur celebrated?

### The Days of Awe

The ten days between Rosh Hashanah and Yom Kippur are called **The Days of Repentance** or **Days of Awe**. During these days, Jews think about everything they have done in the past year. If they've done something wrong, they can try to put it right, ask God's forgiveness, and promise not to do it again. Jews also give money to charity.

### The Day of Yom Kippur

Jews mark the day of Yom Kippur by fasting for 25 hours. They also wear white and they don't wear make-up, perfume, or leather shoes. The most important part of Yom Kippur is the time spent in the **synagogue**. Even Jews who do not go to the synagogue very much will go on Yom Kippur. The day is spent in continuous prayer.

**Learn about how Jewish people mark Yom Kippur**

Activity 1

- Click on the activity
- Read what each item means
- Test yourself

Friday 15<sup>th</sup> May 2020

Please complete your purple mash task. If you have any questions please Email Miss Ojukwu or Miss Jaiyesimi on purple mash.