

# Year 3

## Learning Grid for week beginning: 29.6.20

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing (including spelling, punctuation & grammar)			
<p>Keep building your fluency in mathematics by answering 20 questions each day. Remember, you can copy the equations on to some paper before you answer each one. Answers are available in this pack – mark these with an adult so they can help with any tricky questions.</p> <p>The focuses for this week are:</p> <ul style="list-style-type: none"> <li>Arithmetic 1 – Four operations</li> <li>Arithmetic 2 – Subtracting 2 digit numbers</li> <li>Arithmetic 3 – Doubling and halving</li> <li>Arithmetic 4 – Four operations</li> <li>Arithmetic 5 – Mixed multiplication questions with missing numbers</li> </ul>	 <p>Go to White Rose Maths website – <a href="#">click here</a></p> <p>Go to Year 3. Click on 'Summer Term – Week 9' or follow the links below.</p> <p>All worksheets and answers can be completed on scrap paper.</p> <p>Watch the tutorial for Lesson 1 (<a href="#">Right angles in shapes</a>) and complete the activity <a href="#">here</a>. Find the answers <a href="#">here</a>.</p> <p>Watch the tutorial for Lesson 2 (<a href="#">Compare angles</a>) and complete the activity <a href="#">here</a>. Find the answers <a href="#">here</a>.</p> <p>Watch the tutorial for Lesson 4 (<a href="#">Parallel and perpendicular</a>) and complete the activity <a href="#">here</a>. Find the answers <a href="#">here</a>.</p> <p>An extra session revising horizontal/vertical lines can be watched <a href="#">here</a>. Activities found <a href="#">here</a>. Answers found <a href="#">here</a>.</p> <p>Complete 5 Times Tables Rock Stars Sessions. Challenge – complete a weekly Sound Check to show off your times tables knowledge.</p>	<p>Aim to read for 25 minutes every day, with an adult when you can. Make sure you are completing quizzes. We are still checking in on AR.</p> <p><b>Ebooks links:</b> MyOn – <a href="#">click here</a> Collins – <a href="#">click here</a> Oxford – <a href="#">click here</a></p> <p><b>Quiz links:</b> Check whether there's a quiz – <a href="#">click here</a> Complete quizzes from home: <a href="https://ukhosted56.renlearn.co.uk/1894_764/">https://ukhosted56.renlearn.co.uk/1894_764/</a></p> <p><b>Reading task:</b> Complete the 2 activities based around the image 'Italian Ice Cream With Friends'.</p> <p>This will help to develop your inference skills and to share your theories on information that an author may present to you.</p>	<p><b>Spelling:</b> Practise the following words on a piece of paper by speedwriting, making spelling pyramids or writing each word in a sentence. See the Spelling Tasks page attached for some examples.</p> <p><b>Disappear, Early, Earth, Eight, Eighth, Enough, Exercise, Experience, Extreme, Famous</b></p> <p><b>Writing:</b> Watch <a href="#">this video</a> of the wordless book 'I Walk With Vanessa'. As we read a book without words, we create our own personal versions of the story. Using the story that you have visualised in your mind, have a go at writing your own version of 'I Walk With Vanessa', but <b>with text</b>.</p> <p>In the video, we can tell that there is a clear lesson that is taught about how we treat others in life. There will have been many times in your life at home and in school where your actions have had an impact on others – use these experiences to help you write about Vanessa.</p> <p>More guidance can be found in the pack.</p>	<p><b>History (1):</b> Follow <a href="#">this BBC Lesson</a> to discover if the Romans conquered Scotland. Please complete the two activities. You may wish to print your own comic strip or create your own on a piece of paper.</p> <p><b>History (2):</b> Follow <a href="#">this link</a> to read an article about life in Roman Britain. Complete the Roman Villa for Sale worksheet in the pack – this can be copied onto a blank piece of paper!</p> <p><b>Art:</b> Spend some time outside in this beautiful sunshine collecting bits and pieces for an Art project. Follow the guidance in the video <a href="#">here</a> Although the video recommends acrylic paints, you could use poster paints or water colours that you have at home. You may even complete this with to use some felt tips or pens. Could you create faces for your family? Your teachers? Friends from school? We would love to see what you create!</p>	 <p>Our school has been set up on the "Get Set Travel to Tokyo" so don't forget to log your family's activity!</p> <p><b>Folkestone School Games:</b> Hopefully last week you competed in the Sandgate Sports Day.</p> <p>This week why not compete in the Folkestone School Games (former Shepway School Games). 3 activities (speed bounce, 5 metre shuttle run and star jumps). Children from other local schools will also be having a go. Good luck!</p> <p>Find further details of how to take part on the attachment on the school website under Home Learning Packs.</p>	<p>Complete this week's activities from the Scouting website: 'The Great Indoors'.</p> <p><a href="#">Activity 1: 20 Questions</a></p> <p><a href="#">Activity 2: Art Apart</a></p> <p>There are lots more Wheel of Wellbeing tasks <a href="#">here</a>.</p>



# Arithmetic 1

$$a) 80 + 39 =$$

$$k) 684 \times 8 =$$

$$b) 102 \div 6 =$$

$$l) 71 - 44 =$$

$$c) 3 \times 474 =$$

$$m) 50 + 51 =$$

$$d) 308 \div 7 =$$

$$n) 168 \div 8 =$$

$$e) 48 + 47 =$$

$$o) 827 \times 5 =$$

$$f) 98 - 70 =$$

$$p) 439 \times 2 =$$

$$g) 86 + 19 =$$

$$q) 45 + 51 =$$

$$h) 815 \times 8 =$$

$$r) 50 \div 2 =$$

$$i) 4 \times 488 =$$

$$s) 351 \div 9 =$$

$$j) 2 \times 392 =$$

$$t) 78 \div 6 =$$



# Arithmetic 2

$$a) 391 - 43 =$$

$$k) 824 - 43 =$$

$$b) 659 - 30 =$$

$$l) 326 - 99 =$$

$$c) 978 - 85 =$$

$$m) 413 - 86 =$$

$$d) 214 - 59 =$$

$$n) 461 - 90 =$$

$$e) 377 - 83 =$$

$$o) 983 - 37 =$$

$$f) 584 - 71 =$$

$$p) 650 - 27 =$$

$$g) 903 - 28 =$$

$$q) 170 - 61 =$$

$$h) 494 - 25 =$$

$$r) 121 - 23 =$$

$$i) 673 - 84 =$$

$$s) 603 - 84 =$$

$$j) 760 - 21 =$$

$$t) 325 - 17 =$$



# Arithmetic 3

a) Double 908

k) Half 46

b) Double 210

l) Half 84

c) Double 829

m) Half 62

d) Double 355

n) Half 92

e) Double 722

o) Half 196

f) Double 151

p) Half 122

g) Double 702

q) Half 96

h) Double 176

r) Half 198

i) Double 715

s) Half 60

j) Double 533

t) Half 142



# Arithmetic 4

a)  $7 \times 539 =$

k)  $42 + 10 =$

b)  $58 + 58 =$

l)  $79 - 14 =$

c)  $97 - 96 =$

m)  $52 \div 4 =$

d)  $217 \div 7 =$

n)  $700 \times 1 =$

e)  $45 \div 3 =$

o)  $632 \times 8 =$

f)  $78 - 51 =$

p)  $32 + 45 =$

g)  $79 - 13 =$

q)  $54 + 36 =$

h)  $182 \div 7 =$

r)  $56 + 14 =$

i)  $110 \div 5 =$

s)  $180 \div 6 =$

j)  $92 \div 4 =$

t)  $2 \times 598 =$



# Arithmetic 5

a)  $12 \times \underline{\quad} = 72$

k)  $7 \times \underline{\quad} = 49$

b)  $8 \times 6 = \underline{\quad}$

l)  $\underline{\quad} \times 4 = 8$

c)  $\underline{\quad} \times 4 = 44$

m)  $3 \times \underline{\quad} = 27$

d)  $6 \times 9 = \underline{\quad}$

n)  $5 \times \underline{\quad} = 35$

e)  $3 \times \underline{\quad} = 18$

o)  $8 \times \underline{\quad} = 16$

f)  $5 \times \underline{\quad} = 45$

p)  $\underline{\quad} \times 2 = 24$

g)  $63 = 9 \times \underline{\quad}$

q)  $6 \times \underline{\quad} = 54$

h)  $4 \times 8 = \underline{\quad}$

r)  $4 \times \underline{\quad} = 36$

i)  $4 \times 4 = \underline{\quad}$

s)  $56 = 7 \times \underline{\quad}$

j)  $12 \times \underline{\quad} = 48$

t)  $8 \times \underline{\quad} = 24$



# Arithmetic Answers

Remember to use these only once you have completed the questions for yourself – a good idea might be to get an adult to help you check your answers and to help with anywhere you went wrong!



## Arithmetic 1 – Answers:

- |         |         |
|---------|---------|
| a) 119  | k) 5472 |
| b) 17   | l) 27   |
| c) 1422 | m) 101  |
| d) 44   | n) 21   |
| e) 95   | o) 4135 |
| f) 28   | p) 878  |
| g) 105  | q) 96   |
| h) 6520 | r) 25   |
| i) 1952 | s) 39   |
| j) 784  | t) 13   |

## Arithmetic 2 – Answers:

- |        |        |
|--------|--------|
| a) 348 | k) 781 |
| b) 629 | l) 227 |
| c) 893 | m) 327 |
| d) 155 | n) 371 |
| e) 294 | o) 946 |
| f) 513 | p) 623 |
| g) 875 | q) 109 |
| h) 469 | r) 98  |
| i) 589 | s) 519 |
| j) 739 | t) 308 |

## Arithmetic 3 – Answers:

- |         |       |
|---------|-------|
| a) 1816 | k) 23 |
| b) 420  | l) 42 |
| c) 1658 | m) 31 |
| d) 710  | n) 46 |
| e) 1444 | o) 98 |
| f) 302  | p) 61 |
| g) 1404 | q) 48 |
| h) 352  | r) 99 |
| i) 1430 | s) 80 |
| j) 1066 | t) 71 |

## Arithmetic 4 – Answers:

- |         |         |
|---------|---------|
| a) 3773 | k) 52   |
| b) 116  | l) 65   |
| c) 1    | m) 13   |
| d) 31   | n) 700  |
| e) 15   | o) 5056 |
| f) 27   | p) 77   |
| g) 66   | q) 90   |
| h) 26   | r) 70   |
| i) 22   | s) 30   |
| j) 23   | t) 1196 |

## Arithmetic 5 – Answers:

- |       |       |
|-------|-------|
| a) 6  | k) 7  |
| b) 48 | l) 2  |
| c) 11 | m) 9  |
| d) 54 | n) 7  |
| e) 6  | o) 2  |
| f) 9  | p) 12 |
| g) 7  | q) 9  |
| h) 32 | r) 9  |
| i) 16 | s) 8  |
| j) 4  | t) 3  |



# Reading

As readers, we often make assumptions about characters and stories based on visible clues in a text. This can be the cover of the book or the images inside showing characters or settings.

Using your background knowledge: scan for clues in the image and share your theories to answer the 13 questions listed below.

This develops your skill of inference, which means to come to a conclusion using evidence and reasoning. This may mean that you come to a decision about how to answer one of these questions using evidence

from the text and reasoning you have from your daily life experiences.



1. How do you know the three female ladies are retired?
2. How do you know the female ladies are very good friends?
3. How do you know the setting for this picture is in Italy?
4. What season do you think this image was taken in?
5. Why are the ladies standing up to eat their ice-cream?
6. Have you ever eaten an ice-cream when you have been on holiday?
7. Can you name any books that you have read that are about eating ice-cream, being on holiday or are set in the summer or another country?
8. What types of accessories can you see in the picture?
9. What do you think three male friends on holiday in Italy would do in this setting?
10. Identify ONE question you would like to ask about this scene.
11. The title for the picture is Italian ice-cream with Friends. Why do you think this title was chosen?
12. What is the weather like in the picture?
13. If I told you this image was on the front cover of a book, what would you think the book was about?

Try to explain your reasoning when answering the questions.

Some possible answers to the Q1-12 – try to go through these with an adult as inference questions have lots of room for personal opinions and responses when answering. This means there isn't always one set answer for a question.

1. The ladies look older so they might be retired.
2. By their expressions – they are laughing and smiling with each other which suggests that they know each other. It also says they are friends in the title.
3. The title of the picture says Italian ice-cream. Also, the buildings in the background of the image appear to be Italian.
4. Summer as it's often the season which ice-cream is eaten, the flowers are in full bloom on the railings and the ladies are wearing summer clothes.
5. The ladies are probably on a walk and there is no where for them to sit to eat their ice-cream.
6. Personal response, ensure the answer is about eating ice-cream.
7. Personal response, ensure the answer contains a book linked to eating ice-cream, about summer or another country.
8. Sun hat, sun glasses, purse, watches and bags.
9. Personal response but look for holiday activities.
10. Personal response – make sure it links to the scene!
11. Various responses, e.g. This image shows a group of friends who are enjoying ice-cream in Italy.
12. Sunny, blue sky, dry and nice.



# Spelling Task

Begin learning the words listed below.

Disappear

Early

Earth

Eight

Eighth

Enough

Exercise

Experience

Extreme

Famous

**Pyramid Writing**

Pyramid write your spelling words.  
Try to write them neatly!

Example:

S	so	some
some		



## Spelling Flowers

Draw a big flower. Write each of your spelling words on one of the petals.

Spelling practice ideas:

- Write each word out, read the word, cover it and have another go at spelling it
- Write each word in fancy writing and create mini flashcards for you to use. Practice reading and writing the word on each flashcard every day
- Make your own word search for each word – draw a grid (start with 10 squares by 10 squares) and add each word in, then fill in the space with random letters
- Write each word in a flower that you cut out and stick up somewhere you see often – on a fridge, in the loo, in your bedrooms (with adult permission)
- Create a spelling pyramid using each word – by writing out the words a letter at a time it will help you to remember how to spell each individual word
- You may want to write a mnemonic to help you learn your spellings e.g. because = Big Elephants Can Always Understand Small Elephants



# Writing

Watch [this video](#) of the word-less book 'I Walk With Vanessa'. As we read a book without words, we create our own personal versions of the story. Using the story that you have visualised in your mind, have a go at writing your own version of 'I Walk With Vanessa', but **with** text.

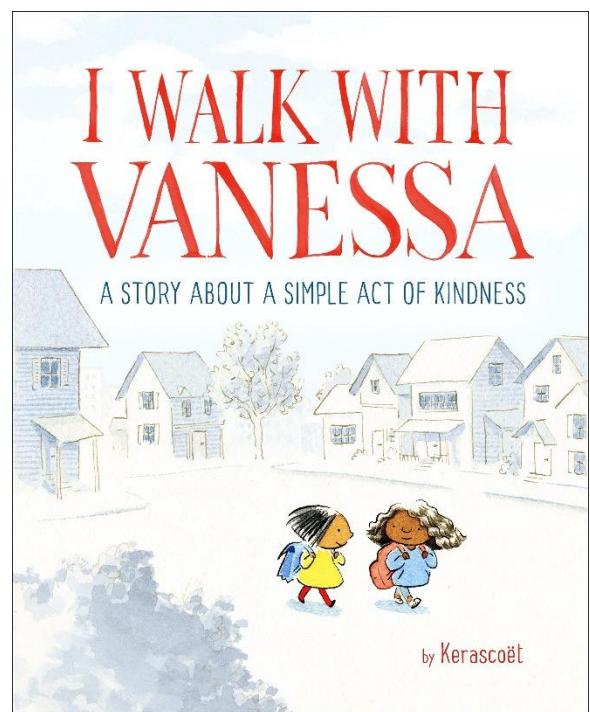
In this book, there is a clear problem that troubles the main character. We have all experienced an issue like this – whether it has happened to us, a friend or we have seen it happen in a park or the playground. It is important that we remember that the actions we take and the choices we make impact on other people around us. Consider how you will use this and your prior experiences to help the reader connect with the characters. At the end of this piece of writing, the reader should feel as if they have learned a lesson about how to behave which will shape their future decisions.

Plan your text using boxing up on some scrap paper. When you're ready, start writing your story but try not to do it all in one go – good story writers think about their ideas over at least a few days and spend time editing as well.

You may wish to re-draft your final piece of writing in a mini book. Follow [this link](#) for some guidance on how to make one.

moral.

The moral of a story is the lesson that story teaches about how to behave in the world.





# Theme **FOR SALE** Roman Villa



Description:

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Rooms Include:

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Outdoor Area:

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Location:

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Key Selling Points:

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Local Amenities:

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# Social Tasks

## Activity 1 - **20 Questions**

Get into groups of between 2-5 people. If you are a family of 5 for example, a 2 and a 3 would work perfectly! Choose a volunteer to go first – this person should think of an animal or vegetable in their minds. They should then tell the rest of **their** group if it is an animal or a vegetable. Between them, each group should take turns to ask the person who chose the object a question, until 20 questions have been asked. Each question should have a 'Yes' or 'No' answer. In this time, everyone in the group should use the information to try and guess the animal or vegetable. Each round lasts until 20 questions have been asked or the object is guessed. If someone guesses correctly what the animal or vegetable was, they can choose the next object. If no-one guesses correctly, the chooser can have another turn. There is more guidance [here](#).

## Activity 2 - **Art Apart**

Split into pairs, and give each pair two pens and four pieces of paper. Each pair should sit back to back. Everyone should draw a simple picture, keeping it a secret from their partner. Each pair should choose one person to be the first communicator — the other will be the artist. Once they've had a go, pairs will swap roles, so everyone will get a chance to be the communicator and the artist. The artist should get their other (blank) sheet of paper, and their pen. The communicator should describe the picture they drew in small chunks. They can't say what they've drawn; they should only describe how to draw it. For example, the communicator can't say 'draw a window' but they could say 'draw a square, and then put a cross in the middle of it'. The artist should follow the communicator's instructions, and draw a copy of the communicator's picture. The artist can ask up to three questions, to check that they have understood the communicator's instructions. Once the artist has finished following the communicator's instructions, they should swap roles and play again. Once the pairs have completed both drawings, they should compare the original drawings to the artists' copies. How similar are the pictures? There is more guidance [here](#).