

# Year 3 Summer Learning Grid

In this pack, you will find some suggested activities to keep you busy during the summer holidays and to help you prepare for Year 4. Remember, you can access the Home Learning Grids you have already completed to revise any areas.

Maths	Reading	Writing	Wider Curriculum	Creative	Physical
<p>Recapping this year's maths learning over the summer holidays will be great in helping you prepare for Year 4. You might like to practise: your times tables (can you learn up to 12x12?), addition, subtraction, short multiplication, short division, rounding to the nearest 10 or 100, doubling, halving, equivalent fractions, shapes, money, time, measuring and weighing.</p> <p>You will find activities related to some of these areas below.</p> <p>Times Tables</p> <ul style="list-style-type: none"> <li>Click <a href="#">here</a> to find 15 different sheets with answers to help test your times tables.</li> <li>Play hit the button <a href="#">here</a> to help practice your times tables. Other games can be found <a href="#">here</a>.</li> <li>Continue completing at least 5 sessions on T.T. Rock Stars and having a go at the Sound Check weekly</li> <li>Use <a href="#">this</a> question generator to create your own arithmetic sessions. You can change the difficulty of each sessions and click 'Show Answers' or press each individual question for the answer.</li> </ul> <p>Addition and subtraction</p> <ul style="list-style-type: none"> <li>Use this number generator <a href="#">here</a>. Select the minimum as 10 and the maximum as 999. Create two numbers and add them together.</li> <li>Use <a href="#">this</a> question generator to create your own arithmetic sessions. You can change the difficulty of each sessions and click 'Show Answers' or press each individual question for the answer.</li> </ul> <p>Rounding</p> <ul style="list-style-type: none"> <li>Rounding sheets with a poster and answers can be found in the pack</li> </ul>	<p>Aim to read for 20 minutes every day, with an adult when you can.</p> <p>Ebooks links: MyOn – <a href="#">click here</a> Collins – <a href="#">click here</a> Oxford – <a href="#">click here</a></p> <p>Remember you can also get eBooks for your phone or tablet on the Kent library app, Libby. Lots of great children's books have been added over the past few months.</p> <p>When you are reading, try to find a few unfamiliar words on each page and define them as we have done in class and for home learning. What do you initially think it means? Then compare this with a dictionary definition.</p> <p>Make predictions based off of the story you are currently reading. Remember, a prediction usually is an answer to a question e.g. what will happen next? Share your</p>	<p>Write an 'all about me' letter for your new teacher, just like the one they wrote to you. You might like to include your name, age, information about your family and some of your favourite things (lessons at school, colours, foods, toys, places etc.).</p> <p>Use the images in the pack as inspiration to write some creepy, tension-building suspense texts. How will you grab your reader's attention? Will there be a plot twist? Remember to use amazing descriptions to make your reader feel as if they are there – using the senses is really good at doing this e.g. she felt the gnarled, skeletal branches grab at her as she fled through the silent, moonlit forest.</p> <p>If you do any baking this summer, consider writing an some instructions about how to create the</p>	<p>STEM: Have a go at these <a href="#">STEM Challenge cards</a>.</p> <p>Science: Follow <a href="#">this</a> link and take your pick from 16 different science experiments that you can try at home!</p> <p>Geography: Create a map of your local area using data you collect on your walks. You may choose to create a scale of your choice e.g. every 10 steps = 1cm. Create a key to show all of the important parts of your local area e.g. houses, shops, churches, trees, parking, roads etc.</p> <p>PSHE: Talk to an adult at home about how you're feeling about starting Year 4. If you do this on a few occasions, you might notice that you feel different emotions each time: this is fine! There has been lots of change</p>	<p>Make a summer holiday scrap book: stick in photos and mementos, then write a short sentence or two to explain what was happening in the photo, or where the memento was from and why it is special to you.</p> <p>Painting: Painting with a paint brush isn't the only type of painting we can do. Have a go at some of the following types of painting:</p> <ul style="list-style-type: none"> <li>* Bubble painting (instructions below)</li> <li>* Painting with puffy paint (Mix equal parts flour, salt and water. Divide into separate containers and add a couple of drops of food colouring to each container, creating different</li> </ul>	<p>Lockdown didn't stop us from staying active so let's make sure we keep this up over the summer! Hopefully we'll have some nice weather during the holidays and be able to spend lots of time outside.</p> <p>Cricket is a great, fun summer sport for all the family. Click <a href="#">here</a> for some cricket activities you can try at home.</p> <p>If you enjoy the cricket activities, you might also like to give some tennis activities a try. You can find some <a href="#">here</a>.</p>

<p>Short multiplication and division</p> <ul style="list-style-type: none"> <li>Use <a href="#">this</a> question generator to create your own arithmetic sessions. You can change the difficulty of each session (I recommend difficult and click 'Show Answers' or press each individual question for the answer.</li> </ul> <p>Equivalent fractions</p> <ul style="list-style-type: none"> <li>Complete the equivalent fractions sheets in the pack</li> <li>Create your own fraction wall to help you check your answers</li> </ul> <p>Measuring and weighing</p> <ul style="list-style-type: none"> <li>If you help with any baking or cooking over summer, you are going to be doing Maths! Reading recipes and accurately weighing out ingredients means you are practising your maths skills.</li> <li>Using a tape measure or a ruler, measure the length or height of different things around your house. Think carefully about whether you would use millimetres, centimetres or metres.</li> </ul> <p>Telling the time</p> <ul style="list-style-type: none"> <li>Beat the computer! Read the instructions for <a href="#">this</a> game and see if you can beat the computer! Tell someone at home what each time says.</li> </ul> <p>Shape and space</p> <ul style="list-style-type: none"> <li>Have a go at the 2D shape sorting activity in the pack</li> </ul>	<p>theories when you read with an adult and read on to see if you were correct!</p> <p>Summarise chapters of extracts of the text you are reading at home. This can be really useful when you are reading with an adult – summarise what you have read so far or read with them and summarise that chunk of text.</p> <p>Develop your inference skills using a text from home. How are the characters feeling? What clues are there to suggest this? Can you make assumptions about where the characters are and their relationships using clues from the text?</p> <p>Have a go at a few stand-alone activities in the pack.</p> <p>Write a book review for your favourite book. Remember to include the title of the book, the author, what happens in the book and why it is your favourite.</p> <p>Continue to practice the Year 3 and 4 common exception words. These can be found in the pack.</p>	<p>delicious food you prepared!</p> <p>Go somewhere you can connect with nature, such as the garden, a forest or a beach. Write down all the sounds you hear. Then, when you get home, create a descriptive poem based off of these sensory phrases.</p> <p>Invent a piece of writing. You could choose to write fiction or non-fiction. It can be about anything you like. If you need some inspiration, visit <a href="http://www.pobble365.com">www.pobble365.com</a> for inspiration with a picture a day!</p>	<p>over the past few terms so it is normal to have mixed feelings. You may be excited to see your friends and teachers but a bit nervous that you've forgotten some things or coming back to school might be strange. This is really normal so no need to panic!</p> <p>You could use the Blob Tree in your pack to help you identify how you feel. Which person on the tree are you? Why?</p> <p>You might like to complete the 'Old class, new class' sheet below.</p> <p>Make sure you get plenty of fresh air this summer: see how many of the summer outdoor learning activities below you can complete.</p> <p>Life skills: Tie your shoe laces: <a href="#">here</a> is a video to show you. Make your own packed lunch. Setting the table Feeding pets Wash the dishes Make your bed Doing buttons up on tops Practice typing (<a href="#">Dance Mat Typing</a> is very useful) Basic first aid (<a href="#">Red Cross</a>)</p>	<p>colours. Use a cotton bud or lolly stick to spread the paint onto paper, to create a picture.)</p> <p>* You could also use other things as a paintbrush. Go outside and collect lots of different natural materials. Experiment with them to see if you can find anything that works well.</p> <p>Make some summer crafts. There are some great ideas <a href="#">here</a>, but you could also find your own. I love the jellyfish sun catcher!</p> <p>Create a nature photo frame (instructions below).</p>	<p>For a tennis-themed guided dance, search 'Hit the ball y'all' on GoNoodle.</p> <p>Keep up your Cosmic Kids Yoga over the summer. You might like to try some of the longer adventures, such as Frozen, Trolls or Star Wars, all of which can be found on YouTube.</p> <p>There are some Joe Wickes P.E. challenge cards that can be found <a href="#">here</a>.</p>
---	--	--	---	---	---



# Maths Activities

## How to round a number to the nearest 10

Look at the **ones** digit.

- **if it is less than 5 then round the number down** by changing the ones digit to zero;
- **if it is 5 or more then round the number up** by adding one on to the tens digit and changing the ones digit to zero.

### Examples

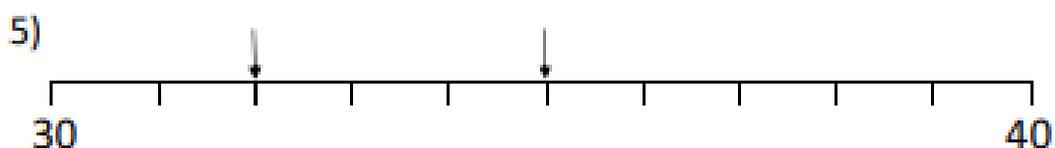
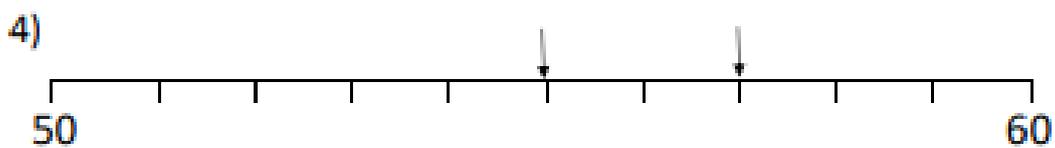
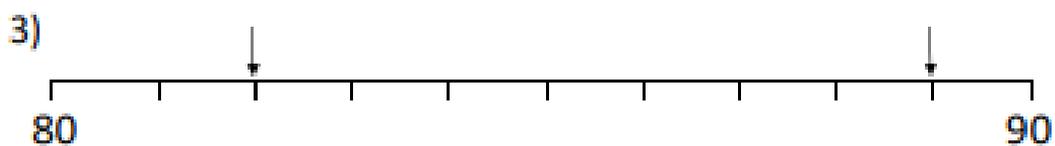
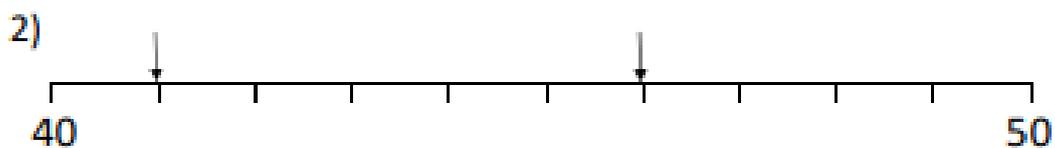
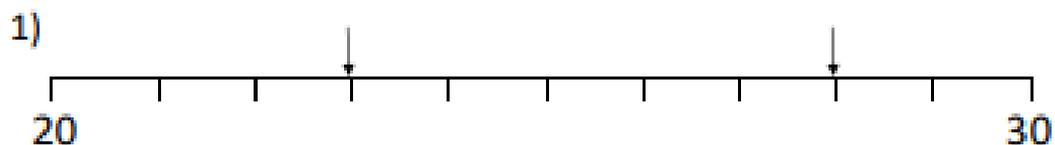
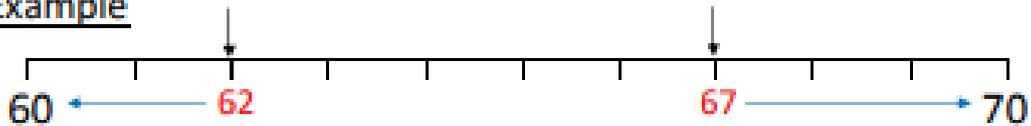
- 37 rounds up to 40 because the ones digit is 7.
- 63 rounds down to 60 because the ones digit is 3.
- 145 rounds up to 150 because the ones digit is a 5.

Fill in the number marked by the arrow.

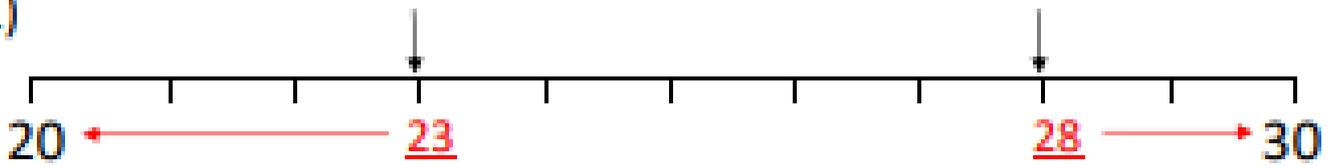
Draw an arrow to show where the nearest 10 is.

Remember: if the number is in the middle, it will round up to the next 10.

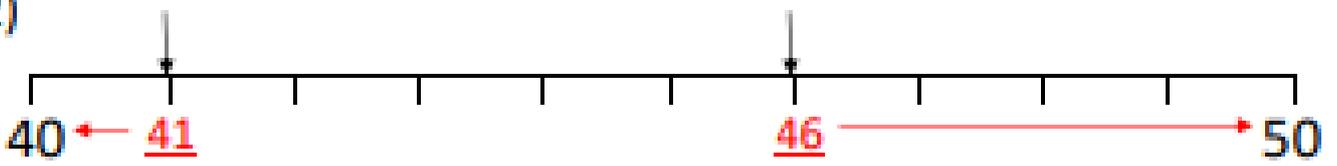
### Example



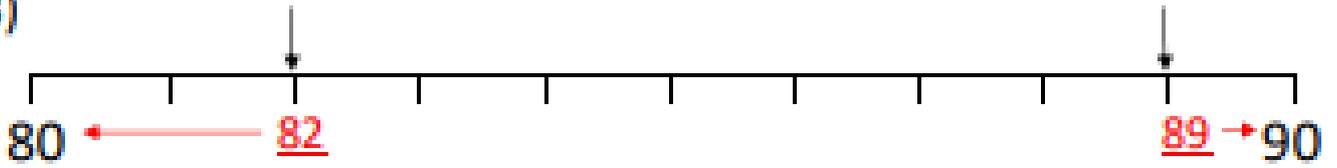
1)



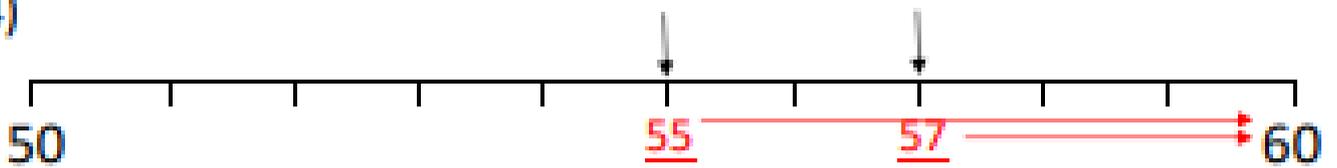
2)



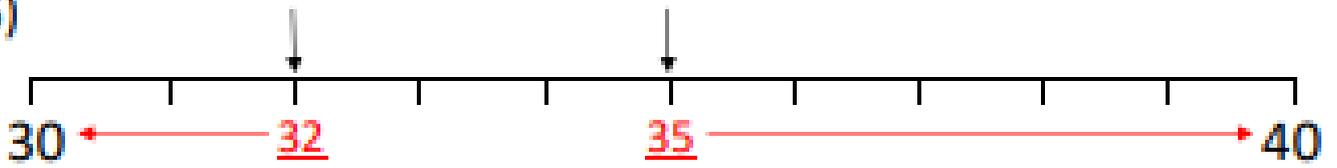
3)



4)



5)



### Examples

127 is rounded **up** to 130 because the ones digit is 7.

153 is rounded **down** to 150 because the ones digit is 3.

155 is rounded **up** to 160 because the ones digit is 5.

*Round these numbers to the nearest 10*

1) 132 → \_\_\_\_\_ 2) 94 → \_\_\_\_\_ 3) 156 → \_\_\_\_\_

4) 60 → \_\_\_\_\_ 5) 139 → \_\_\_\_\_ 6) 85 → \_\_\_\_\_

7) 144 → \_\_\_\_\_ 8) 86 → \_\_\_\_\_ 9) 168 → \_\_\_\_\_

10) 120 → \_\_\_\_\_ 11) 135 → \_\_\_\_\_ 12) 153 → \_\_\_\_\_

13) 145 → \_\_\_\_\_ 14) 187 → \_\_\_\_\_ 15) 108 → \_\_\_\_\_

16) 103 → \_\_\_\_\_ 17) 77 → \_\_\_\_\_ 18) 95 → \_\_\_\_\_

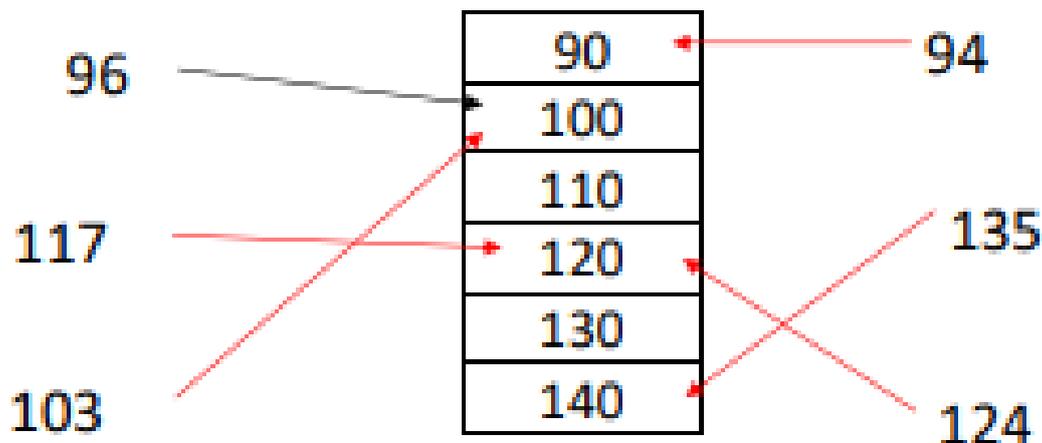
19) 116 → \_\_\_\_\_ 20) 195 → \_\_\_\_\_ 21) 33 → \_\_\_\_\_

Draw an arrow to match each number to its nearest 10.

96	90	94
	100	
117	110	135
	120	
103	130	124
	140	

- 1) 132 → 130    2) 94 → 90    3) 156 → 160  
 4) 60 → 60    5) 139 → 140    6) 85 → 90  
 7) 144 → 140    8) 86 → 90    9) 168 → 170  
 10) 120 → 120    11) 135 → 140    12) 153 → 150  
 13) 145 → 150    14) 187 → 190    15) 108 → 110  
 16) 103 → 100    17) 77 → 80    18) 95 → 100  
 19) 116 → 120    20) 195 → 200    21) 33 → 30

Draw an arrow to match each number to its nearest 10.



## How to round a number to the nearest 100

Look at the **tens** digit.

- **if it is less than 5 then round the number down** by changing the tens digit and ones digit to zero;
- **if it is 5 or more then round the number up** by adding one on to the hundreds digit and changing the tens and ones digit to zero.

### Examples

- 287 rounds up to 300 because the tens digit is 8.
- 1629 rounds down to 1600 because the tens digit is 2.
- 950 rounds up to 1000 because the tens digit is a 5.

Follow these simple steps to round a number to the nearest 100:

- if the number is already a multiple of 100, don't change it!
- if the tens digit is less than 5 then the number is rounded down. Simply change the tens and ones digits to zero.
- if the tens digit is 5 or more, the number is rounded up. Simply add one to the hundreds digit and change the tens and ones digits to zero.

### Examples

273 is rounded **up** to 300 because the tens digit is 7.

638 is rounded **down** to 600 because the tens digit is 3.

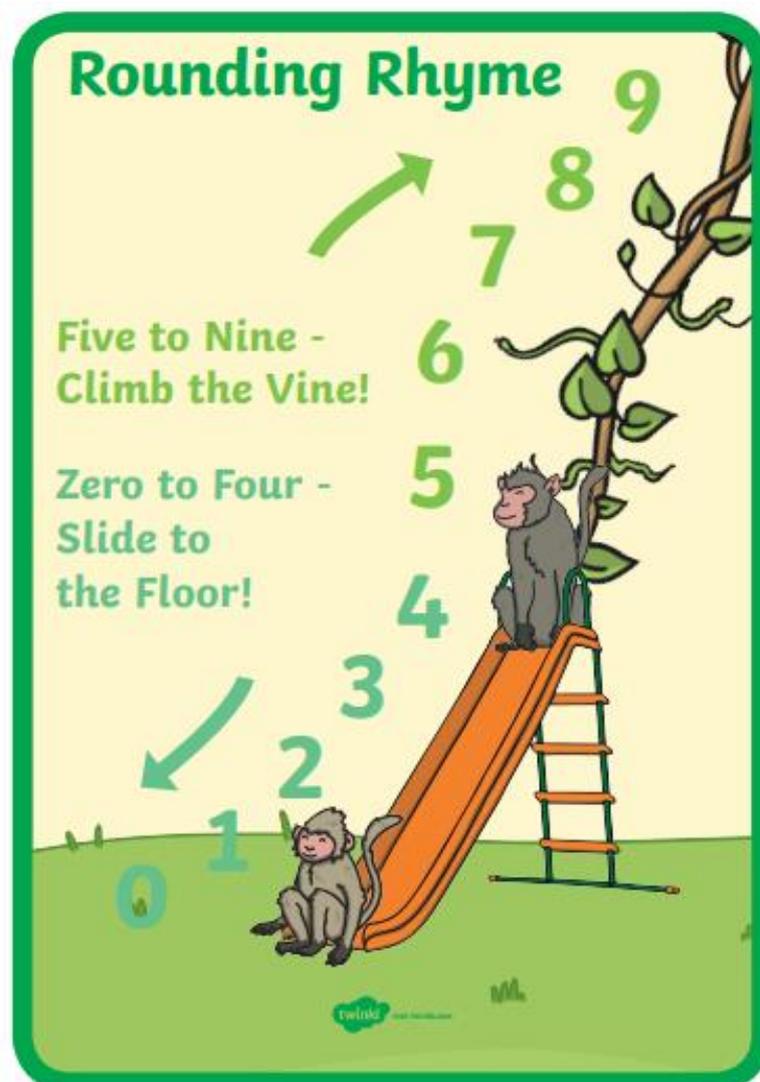
500 is unchanged because it is already a multiple of 100.

552 is rounded **up** to 600 because the tens digit is 5.

*Round these numbers to the nearest 100*

- |         |   |       |         |   |       |         |   |       |
|---------|---|-------|---------|---|-------|---------|---|-------|
| 1) 178  | → | _____ | 2) 214  | → | _____ | 3) 436  | → | _____ |
| 4) 608  | → | _____ | 5) 391  | → | _____ | 6) 750  | → | _____ |
| 7) 474  | → | _____ | 8) 843  | → | _____ | 9) 628  | → | _____ |
| 10) 267 | → | _____ | 11) 84  | → | _____ | 12) 151 | → | _____ |
| 13) 47  | → | _____ | 14) 887 | → | _____ | 15) 908 | → | _____ |
| 16) 963 | → | _____ | 17) 357 | → | _____ | 18) 445 | → | _____ |
| 19) 391 | → | _____ | 20) 954 | → | _____ | 21) 729 | → | _____ |
| 22) 674 | → | _____ | 23) 308 | → | _____ | 24) 257 | → | _____ |

- |         |   |             |         |   |             |         |   |            |
|---------|---|-------------|---------|---|-------------|---------|---|------------|
| 1) 178  | → | <u>200</u>  | 2) 214  | → | <u>200</u>  | 3) 436  | → | <u>400</u> |
| 4) 608  | → | <u>600</u>  | 5) 391  | → | <u>400</u>  | 6) 750  | → | <u>800</u> |
| 7) 474  | → | <u>500</u>  | 8) 843  | → | <u>800</u>  | 9) 628  | → | <u>600</u> |
| 10) 267 | → | <u>300</u>  | 11) 84  | → | <u>100</u>  | 12) 151 | → | <u>200</u> |
| 13) 47  | → | <u>0</u>    | 14) 887 | → | <u>900</u>  | 15) 908 | → | <u>900</u> |
| 16) 963 | → | <u>1000</u> | 17) 357 | → | <u>400</u>  | 18) 445 | → | <u>400</u> |
| 19) 391 | → | <u>400</u>  | 20) 954 | → | <u>1000</u> | 21) 729 | → | <u>700</u> |
| 22) 674 | → | <u>700</u>  | 23) 308 | → | <u>300</u>  | 24) 257 | → | <u>300</u> |



# Rounding to the nearest 100

*Round these numbers to the nearest 100*

- |          |   |       |          |   |       |          |   |       |
|----------|---|-------|----------|---|-------|----------|---|-------|
| 1) 936   | → | _____ | 2) 844   | → | _____ | 3) 1081  | → | _____ |
| 4) 363   | → | _____ | 5) 1425  | → | _____ | 6) 793   | → | _____ |
| 7) 1138  | → | _____ | 8) 1738  | → | _____ | 9) 1264  | → | _____ |
| 10) 865  | → | _____ | 11) 956  | → | _____ | 12) 1247 | → | _____ |
| 13) 4137 | → | _____ | 14) 3270 | → | _____ | 15) 4520 | → | _____ |
| 16) 1783 | → | _____ | 17) 9073 | → | _____ | 18) 1629 | → | _____ |
| 19) 1266 | → | _____ | 20) 9409 | → | _____ | 21) 836  | → | _____ |
| 22) 4490 | → | _____ | 23) 7338 | → | _____ | 24) 5055 | → | _____ |

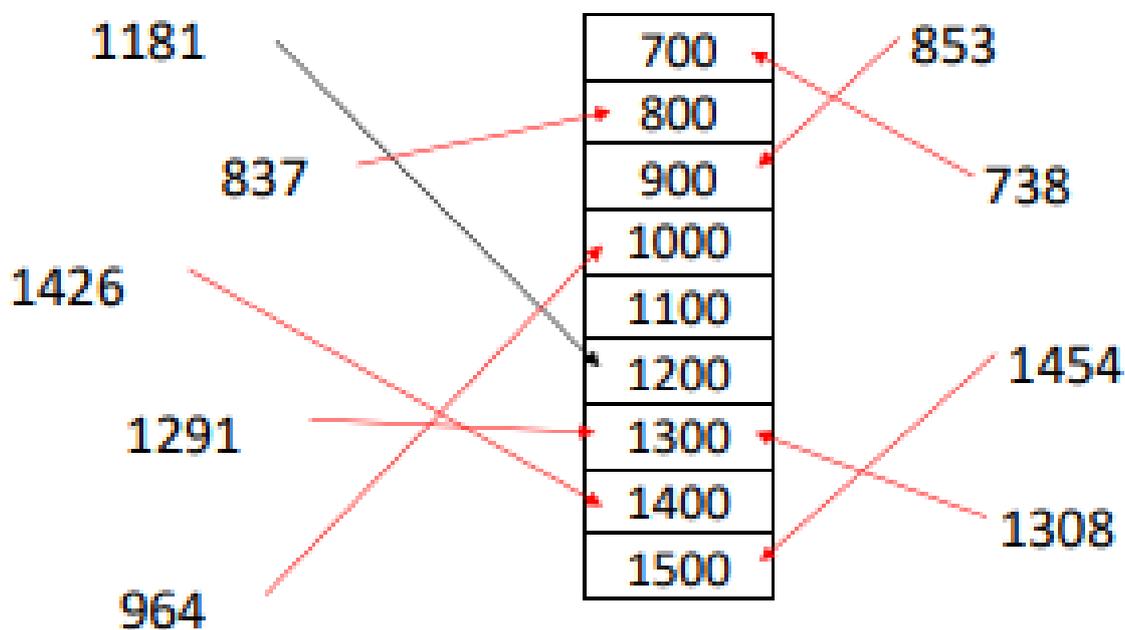
Draw an arrow to match each number to its nearest 100.

1181		700	853
	837	800	
1426		900	738
		1000	
		1100	
		1200	1454
1291		1300	
		1400	
964		1500	1308

Answers:

- 1) 936 → 900    2) 844 → 800    3) 1081 → 1100  
4) 363 → 400    5) 1425 → 1400    6) 793 → 800  
7) 1138 → 1100    8) 1738 → 1700    9) 1264 → 1300  
10) 865 → 900    11) 956 → 1000    12) 1247 → 1200  
13) 4137 → 4100    14) 3270 → 3300    15) 4520 → 4500  
16) 1783 → 1800    17) 9073 → 9100    18) 1629 → 1600  
19) 1266 → 1300    20) 9409 → 9400    21) 836 → 800  
22) 4490 → 4500    23) 7338 → 7300    24) 5055 → 5100

Draw an arrow to match each number to its nearest 100.



## Multiplication:

$$\begin{array}{r} 1. \quad 59 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 59 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 46 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 75 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 45 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 38 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 92 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 84 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 17 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 43 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 34 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 60 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 87 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 23 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 71 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 89 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 31 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 53 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 25 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 60 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 36 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 50 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 74 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 48 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 25 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 82 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 27. \quad 44 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 28. \quad 96 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 29. \quad 69 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 30. \quad 28 \\ \times 5 \\ \hline \\ \hline \end{array}$$

Check your answers using a calculator and then self-mark.

I scored \_\_\_\_ / \_\_\_\_ 30.

I found my

times tables tricky and need to practice these more.

$$\begin{array}{r} 1. \quad 620 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 48 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 643 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 542 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 658 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 605 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 381 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 373 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 267 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 182 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 61 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 420 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 528 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 655 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 366 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 240 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 17 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 710 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 961 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 257 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 700 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 428 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 331 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 294 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

Check your answers using a calculator and then self-mark.

I scored \_\_\_\_ / \_\_\_\_ 30.

I found my

\_\_\_\_\_

\_\_\_\_\_

times tables tricky and need to practice these more.

Division (You may wish to use bus stop method)

$$78 \div 6 = 13$$

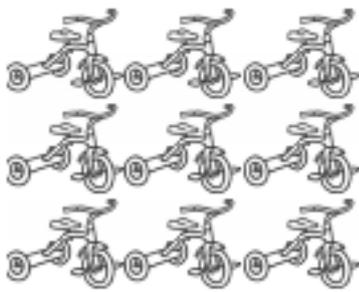
$$6 \overline{) 78}$$

$1 \times 6 = 6$   
 1 remainder left over     $3 \times 6 = 18$

$$186 \div 6 = 31$$

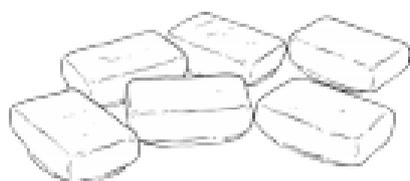
$$6 \overline{) 186}$$

no groups of 6 can be made     $1 \times 6 = 6$   
 $3 \times 6 = 18$

<p>1. How many wheels would 9 tricycles have?</p>  <p><input type="text"/></p>	<p>2. 24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?</p>  <p><input type="text"/></p>	<p>3. Hanan is a keen archer. One day she shoots 5 arrows. Each arrow scores an 8. What is her total score?</p>  <p><input type="text"/></p>
<p>4. Three judges award 27 marks overall. They each give the same score. What score did they each give?</p>  <p><input type="text"/></p>	<p>5. Cinema tickets are £8. Six people go to see a film. How much will they pay altogether?</p>  <p><input type="text"/></p>	<p>6. Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy?</p>  <p><input type="text"/></p>
<p>7. Trish, Karen and Layla share equally a packet of nuts. There are 21 nuts in the pack. How many nuts do each get?</p>  <p><input type="text"/></p>	<p>8. A machine making mango pieces puts 8 pieces in each snack packet. The machine makes 88 pieces in 1 minute. How many packets are filled every minute?</p> <p><input type="text"/></p>	<p>9. A carpenter makes tables. Some have 3 legs and some have 4 legs. He plans to make 5 tables with 3 legs, and 4 tables with 4 legs. How many legs will he need?</p>  <p><input type="text"/></p>

Check your answers using a calculator.

1. There are 8 chocolates in a bag, and Josef has 6 bags to sell. How many chocolates are there in total?



2. Sarah gets \$4 pocket money from her parents every day of the week if she does all of her chores. How much pocket money would she get in a week?



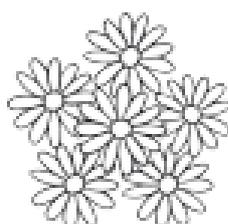
3. The farmer plants carrots in rows of 9. He decides to plant 7 rows of carrots. How many carrots are there in total?



4. Mary downloaded the same number of apps for her phone each week. She downloaded 54 apps over a period of 9 weeks. How many apps did she download each week?



5. Joe plants 5 bushes in his garden. Each bush blooms 6 flowers. How many flowers are there in total?



6. If I save \$21 in one week (saving an equal amount each day), how much money do I save each day?



7. Francis is very good at hurdles. She can jump 9 hurdles in a 200 metre race. However, Johnathon can jump twice as many. How many hurdles can he jump?

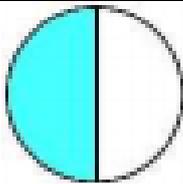
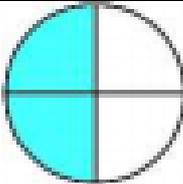
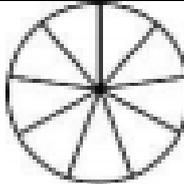
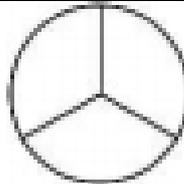
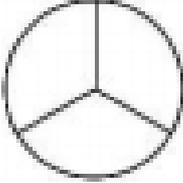
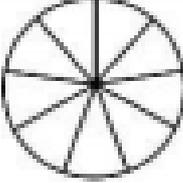
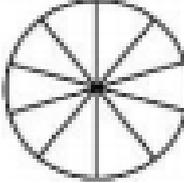
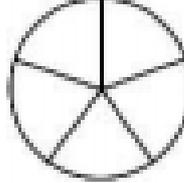
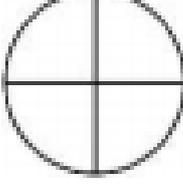
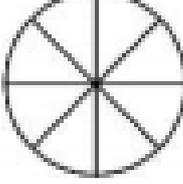
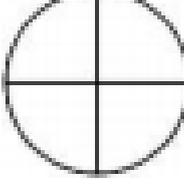
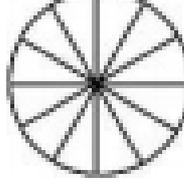
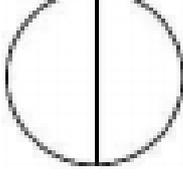
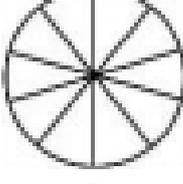
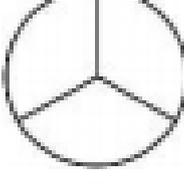
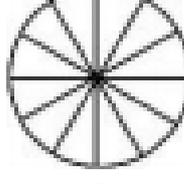
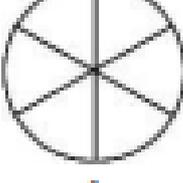
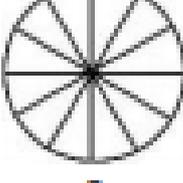
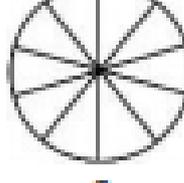
8. It takes 24 minutes for Jessica to ride her bike to school. On the way, she stops at regular intervals to retie her shoelaces. She stops 4 times on her trip. How many minutes were between each stop?

9. My teacher decided to reward us with a pizza party at the end of the week. There are 21 people in my class, and each person is allowed 2 pieces of pizza. A pizza has 7 slices. How many pizzas does he need to buy?

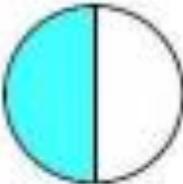
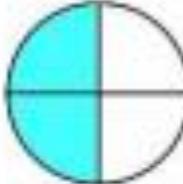
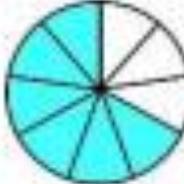
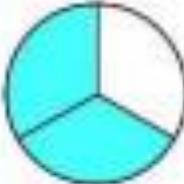
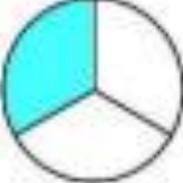
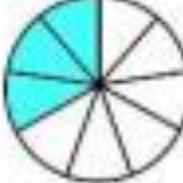
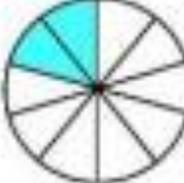
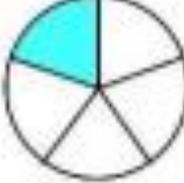
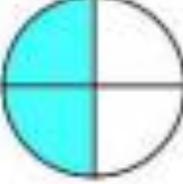
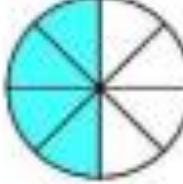
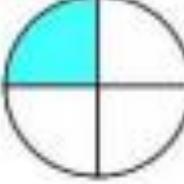
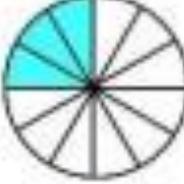
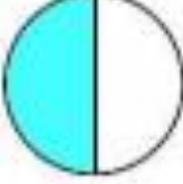
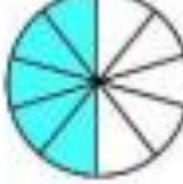
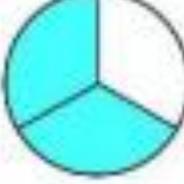
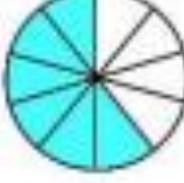
Check your answers using a calculator.

## Equivalent Fractions:

If two fractions are equivalent it means that they are equal, or represent the same amount. Shade the correct amount of each circle to show the two fractions are equivalent. The first one has been done for you.

1)  $\frac{1}{2}$ ■  $\frac{2}{4}$	6)  $\frac{6}{9}$ ■  $\frac{2}{3}$
2)  $\frac{1}{3}$ ■  $\frac{3}{9}$	7)  $\frac{2}{10}$ ■  $\frac{1}{5}$
3)  $\frac{2}{4}$ ■  $\frac{4}{8}$	8)  $\frac{1}{4}$ ■  $\frac{3}{12}$
4)  $\frac{1}{2}$ ■  $\frac{5}{10}$	9)  $\frac{2}{3}$ ■  $\frac{8}{12}$
5)  $\frac{1}{6}$ ■  $\frac{2}{12}$	10)  $\frac{3}{5}$ ■  $\frac{6}{10}$

Answers:

1)  $\frac{1}{2}$ ■  $\frac{2}{4}$	6)  $\frac{6}{9}$ ■  $\frac{2}{3}$
2)  $\frac{1}{3}$ ■  $\frac{3}{9}$	7)  $\frac{2}{10}$ ■  $\frac{1}{5}$
3)  $\frac{2}{4}$ ■  $\frac{2}{8}$	8)  $\frac{1}{4}$ ■  $\frac{3}{12}$
4)  $\frac{1}{2}$ ■  $\frac{5}{10}$	9)  $\frac{2}{3}$ ■  $\frac{8}{12}$
5)  $\frac{1}{6}$ ■  $\frac{2}{12}$	10)  $\frac{3}{5}$ ■  $\frac{6}{10}$

<b>1 WHOLE</b>									
$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{6}$									
$\frac{1}{8}$									
$\frac{1}{10}$									

**If two fractions are equivalent, it means that they are equal.**

Use the fraction wall to answer the questions below.

- 1) How many quarters make a half? \_\_\_\_
- 2) How many sixths make a half? \_\_\_\_
- 3) How many eighths make a half? \_\_\_\_
- 4) How many sixths make a third? \_\_\_\_
- 5) How many tenths make a fifth? \_\_\_\_
- 6) How many tenths make a half? \_\_\_\_

*Fill in the equivalent fractions below.*

$\frac{1}{2} = \frac{\quad}{4}$
---------------------------------

$\frac{1}{2} = \frac{\quad}{6}$
---------------------------------

$\frac{1}{2} = \frac{\quad}{8}$
---------------------------------

$\frac{1}{3} = \frac{\quad}{6}$
---------------------------------

$\frac{1}{5} = \frac{\quad}{10}$
----------------------------------

$\frac{1}{2} = \frac{\quad}{10}$
----------------------------------

Answers:

1 WHOLE									
$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{3}$			$\frac{1}{3}$				$\frac{1}{3}$		
$\frac{1}{4}$		$\frac{1}{4}$			$\frac{1}{4}$		$\frac{1}{4}$		
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	
$\frac{1}{8}$									
$\frac{1}{10}$									

**If two fractions are equivalent, it means that they are equal.**

Use the fraction wall to answer the questions below.

- 1) How many quarters make a half? 2
- 2) How many sixths make a half? 3
- 3) How many eighths make a half? 4
- 4) How many sixths make a third? 2
- 5) How many tenths make a fifth? 2
- 6) How many tenths make a half? 5

*Fill in the equivalent fractions below.*

$$\frac{1}{2} = \frac{\underline{2}}{4}$$

$$\frac{1}{2} = \frac{\underline{3}}{6}$$

$$\frac{1}{2} = \frac{\underline{4}}{8}$$

$$\frac{1}{3} = \frac{\underline{2}}{6}$$

$$\frac{1}{5} = \frac{\underline{2}}{10}$$

$$\frac{1}{2} = \frac{\underline{5}}{10}$$

Remember, when you multiply or divide the numerator and denominator of fraction by the same number, you get a fraction that is equal, or equivalent, to the first one.

Use the equivalent fraction strips resources to help you if you get stuck!

<http://www.math-salamanders.com/fraction-strip.html>



$$1) \frac{1}{3} = \frac{\quad}{6} \quad 2) \frac{1}{4} = \frac{\quad}{12} \quad 3) \frac{1}{3} = \frac{\quad}{9} \quad 4) \frac{1}{2} = \frac{\quad}{12}$$

$$5) \frac{1}{4} = \frac{\quad}{8} \quad 6) \frac{1}{2} = \frac{\quad}{8} \quad 7) \frac{1}{6} = \frac{\quad}{12} \quad 8) \frac{1}{5} = \frac{\quad}{10}$$

$$9) \frac{2}{2} = \frac{\quad}{4} \quad 10) \frac{3}{4} = \frac{\quad}{8} \quad 11) \frac{2}{3} = \frac{\quad}{6} \quad 12) \frac{2}{4} = \frac{\quad}{12}$$

$$13) \frac{2}{3} = \frac{\quad}{9} \quad 14) \frac{4}{6} = \frac{\quad}{12} \quad 15) \frac{3}{5} = \frac{\quad}{10} \quad 16) \frac{3}{4} = \frac{\quad}{12}$$

$$17) \frac{4}{5} = \frac{\quad}{10} \quad 18) \frac{3}{6} = \frac{\quad}{12} \quad 19) \frac{2}{5} = \frac{\quad}{10} \quad 20) \frac{4}{4} = \frac{\quad}{12}$$

$$21) \frac{1}{2} = \frac{4}{\quad} \quad 22) \frac{1}{4} = \frac{3}{\quad} \quad 23) \frac{1}{3} = \frac{3}{\quad} \quad 24) \frac{2}{4} = \frac{4}{\quad}$$

$$25) \frac{1}{2} = \frac{5}{\quad} \quad 26) \frac{3}{4} = \frac{6}{\quad} \quad 27) \frac{2}{3} = \frac{6}{\quad} \quad 28) \frac{3}{4} = \frac{9}{\quad}$$

Answers:

$1) \frac{1}{3} = \frac{2}{6} \quad 2) \frac{1}{4} = \frac{3}{12} \quad 3) \frac{1}{3} = \frac{3}{9} \quad 4) \frac{1}{2} = \frac{6}{12}$

$5) \frac{1}{4} = \frac{2}{8} \quad 6) \frac{1}{2} = \frac{4}{8} \quad 7) \frac{1}{6} = \frac{2}{12} \quad 8) \frac{1}{5} = \frac{2}{10}$

$9) \frac{2}{2} = \frac{4}{4} \quad 10) \frac{3}{4} = \frac{6}{8} \quad 11) \frac{2}{3} = \frac{4}{6} \quad 12) \frac{2}{4} = \frac{6}{12}$

$13) \frac{2}{3} = \frac{6}{9} \quad 14) \frac{4}{6} = \frac{8}{12} \quad 15) \frac{3}{5} = \frac{6}{10} \quad 16) \frac{3}{4} = \frac{9}{12}$

$17) \frac{4}{5} = \frac{8}{10} \quad 18) \frac{3}{6} = \frac{6}{12} \quad 19) \frac{2}{5} = \frac{4}{10} \quad 20) \frac{4}{4} = \frac{12}{12}$

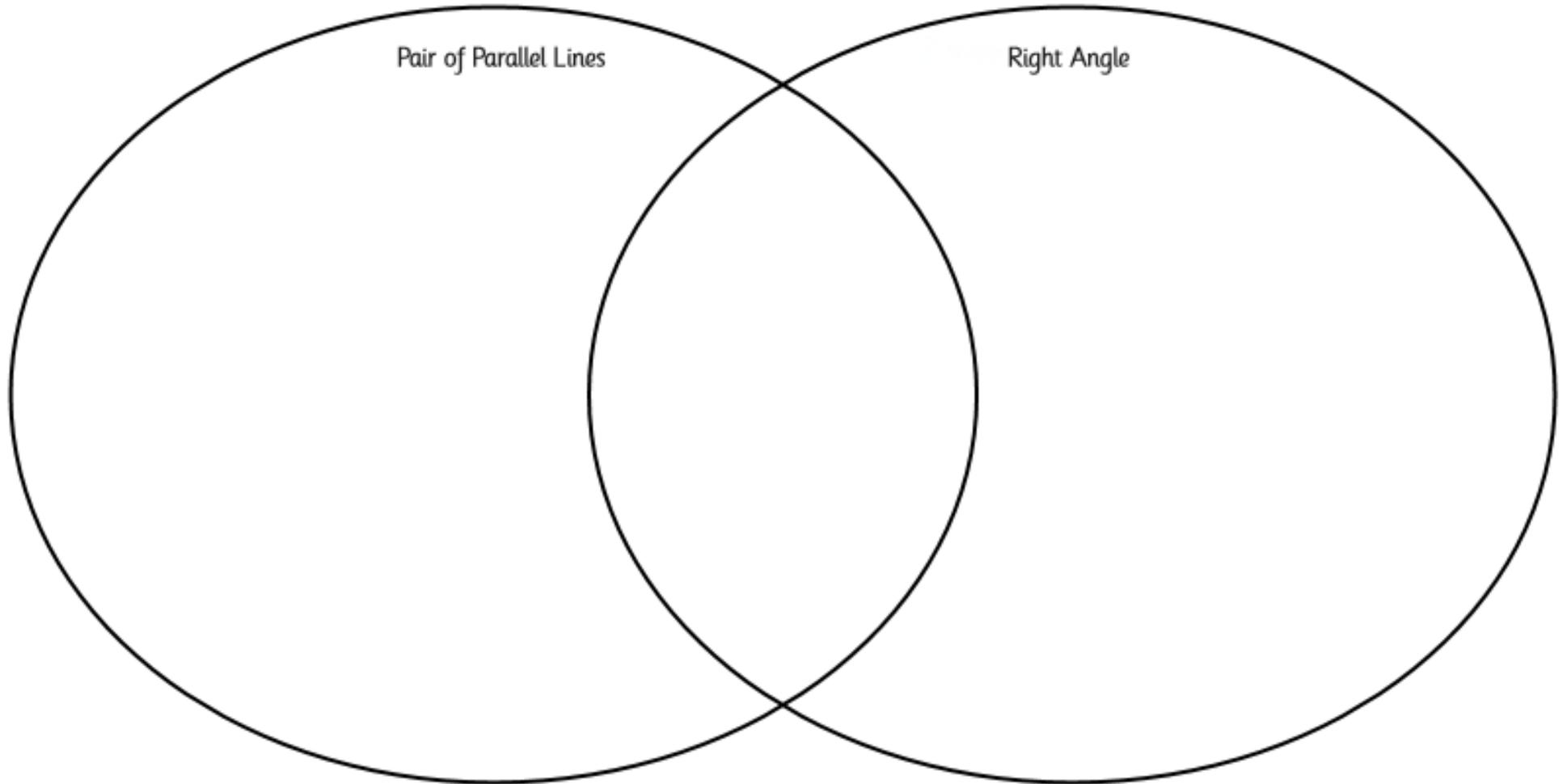
$21) \frac{1}{2} = \frac{4}{8} \quad 22) \frac{1}{4} = \frac{3}{12} \quad 23) \frac{1}{3} = \frac{3}{9} \quad 24) \frac{2}{4} = \frac{4}{8}$

$25) \frac{1}{2} = \frac{5}{10} \quad 26) \frac{3}{4} = \frac{6}{8} \quad 27) \frac{2}{3} = \frac{6}{9} \quad 28) \frac{3}{4} = \frac{9}{12}$

Shape and space:

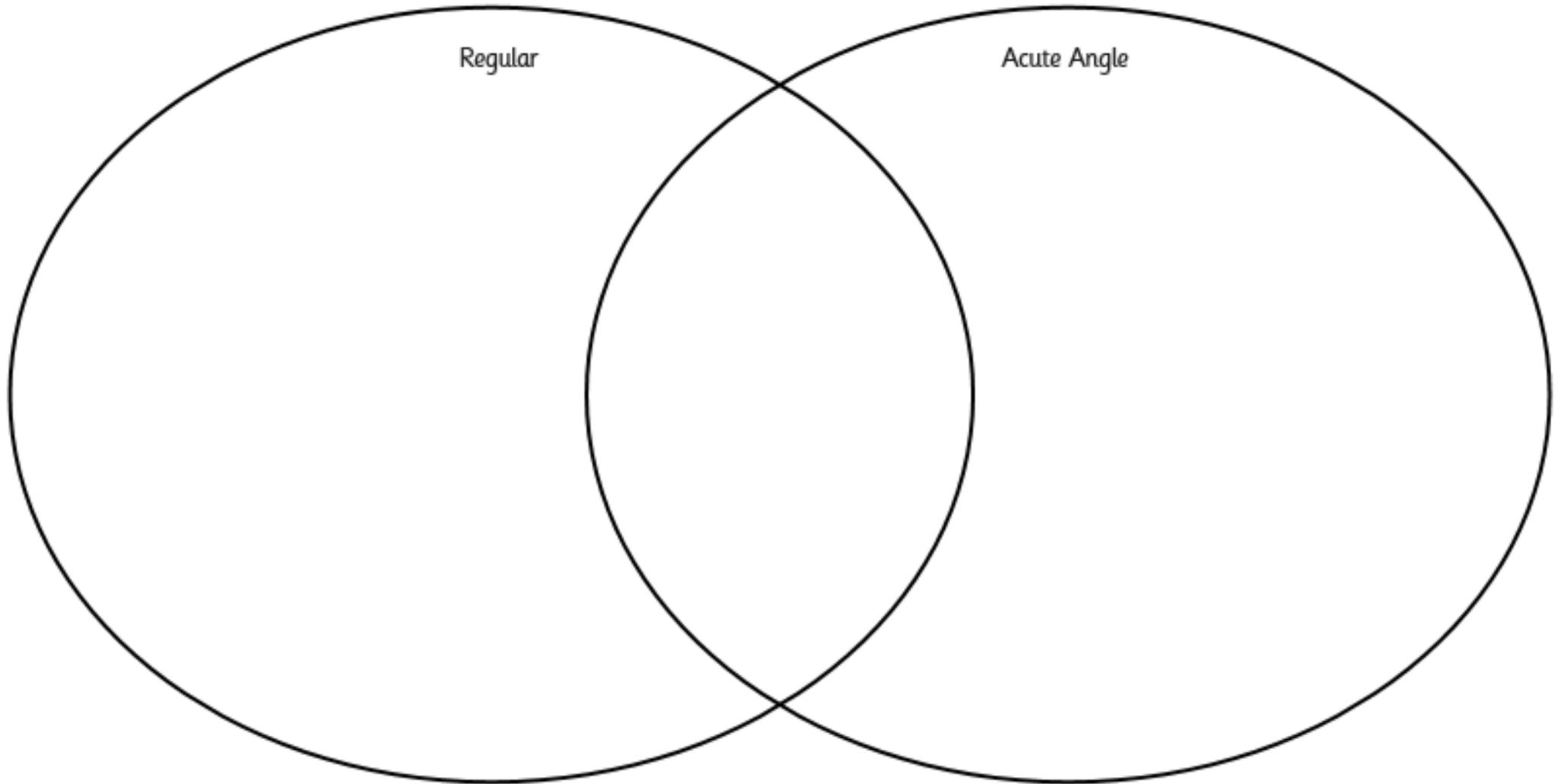
# Shape Sort

Sort the shapes into the correct place on the Venn diagram.

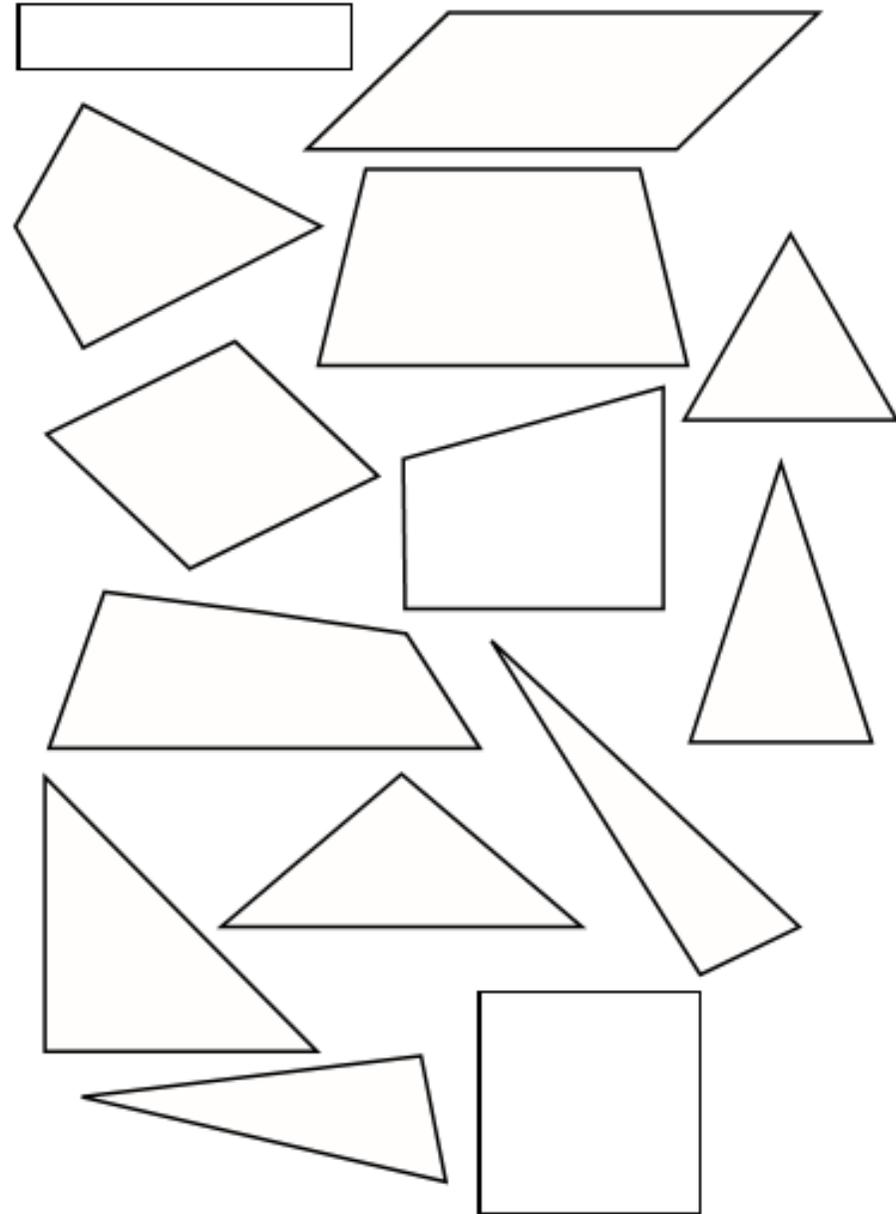
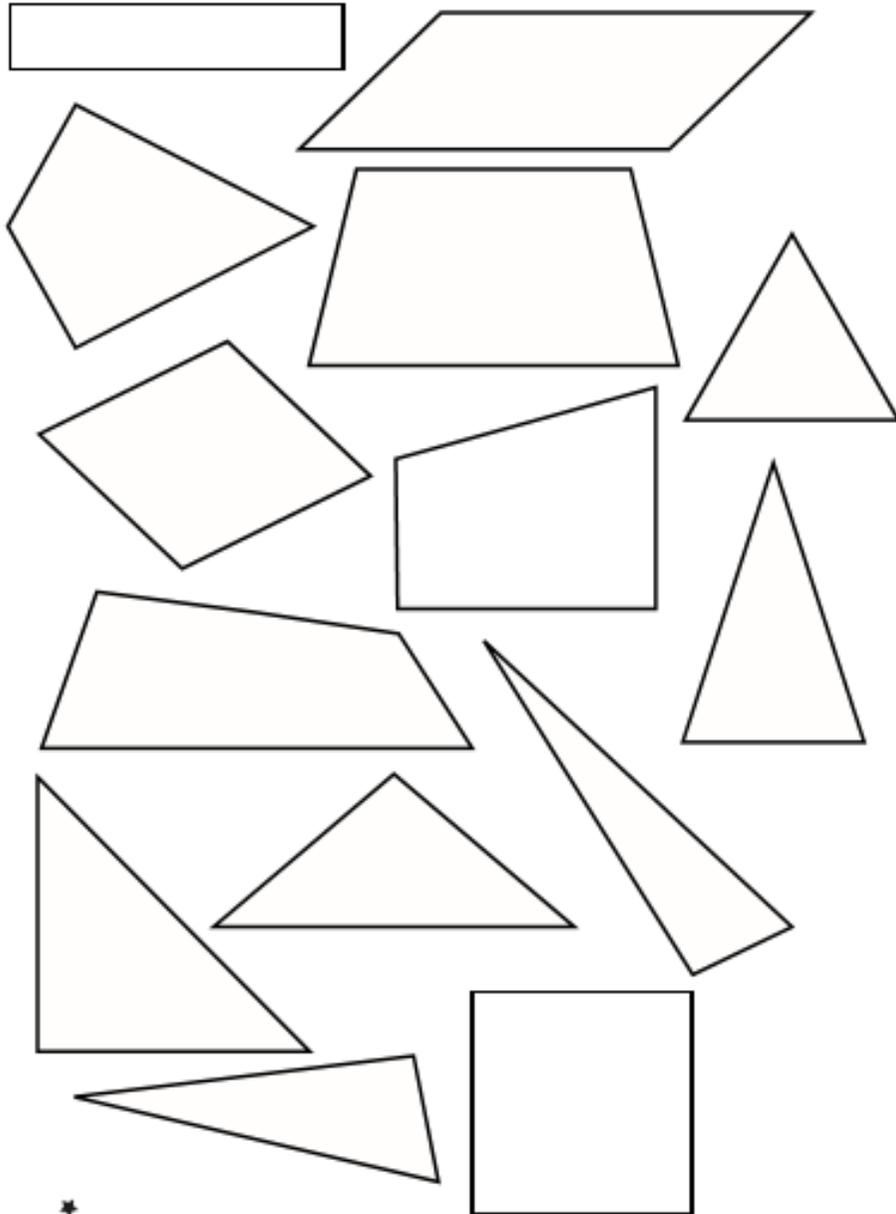


# Shape Sort

Sort the shapes into the correct place on the Venn diagram.



Cut out or draw these shapes and sort them into the correct venn diagrams above. Bonus: create your own venn diagrams with headings of your choice!





# Reading Activities

## The Jelly Fish and the Monkey

The Kingdom of the Sea was governed by a wonderful King. He was called Rin Jin, or the Dragon King of the Sea. His power was immense; he was the ruler of all sea creatures, both great and small, and he was the keeper of the Jewels of the Tide. When the Jewels of the Tide were thrown into the ocean, it made the waves rise as high as mountains and flow upon the shore like a tidal wave.

The Palace of Rin Jin was at the bottom of the sea and it was so beautiful that no one has ever seen anything like it, even in dreams. The walls were made of coral, the roof of jade stone and the floors were of the finest pearl. But, despite all this, the Dragon King was not at all happy for he reigned alone. He thought that if he finally married, he would not only be happier but also more powerful so he decided to take a wife. Calling all of the fish together, he chose several of them to go through the sea and search for a young Dragon Princess who would be his bride.

At last they returned to the palace, bringing with them a lovely, young dragon. Her scales were of glittering green like the wings of summer beetles, her eyes threw out glances of fire and she was dressed in gorgeous robes, decorated with all of the jewels of the sea.

The King fell in love with her at once and the wedding ceremony was celebrated with great splendour. Every living thing in the sea, from the great whales down to the little shrimps, came in shoals to offer their congratulations. Never before had there been such festivities in the underwater world. Each fish carried a lantern and was dressed in ceremonial robes of gleaming blue, pink and silver. The lights twinkled so brightly that, as the waves rose and fell that night, they seemed to be waves of white and green fire.

1. '...came in shoals to offer their congratulations.' What might the word shoals mean in this sentence?

---

---

2. Summarise the main events of this story in two short sentences.

---

---

3. Give three facts from the text about the Palace of Rin Jin.

---

---

---

4. How does the author make the wedding sound exciting?

---

---

---

# Plants

## Germination

Germination is when a seed starts to grow into a plant. Seeds on their own or in a packet bought at the garden centre have not germinated yet. They need to be planted to have air, water and some warmth to start to grow – or germinate. First the seed will crack open as it starts to grow and the first thing to be seen (under or over the ground) is a tiny, green shoot. That tells us that the seed is germinating.

## Roots

The roots of a plant have a few jobs. One important job is to collect water and nutrients from the soil (or whatever it is growing in). Another job is to keep the plant upright and stable. If the roots are not very strong, the plant might not stay in the soil or it may fall over. Tree roots do the same job, but are sometimes so strong that they can cause damage to walls, roads and buildings. The length of some tree roots is often longer than its height!

## Fertilisation

This is what happens when the male and female parts of the flower have mixed. The pollen from the male part of the flower lands on the stigma at the top of the female part of the flower. The flower is now able to make seeds for new plants.



1. '...keep the plant upright and stable.'

What do you think the word stable means in this sentence?

---

---

2. Summarise the main point of the first paragraph in one short sentence.

---

---

3. Why do you think the author used an exclamation mark in the second paragraph?

---

---

4. What are the three things that plants need in order to start to grow?

---

---

## A Tempting Treat

Pop! Pop! Poppetty-pop!  
Shake and rattle, rattle and shake  
The golden grains as they bounce and break  
To fluffy puffiness. Poppetty-pop!  
Bursting and banging the popper's top.

Poppetty-pop! Pop! Pop!  
The yellow kernels, oh, see them grow  
As white as cotton or flakes of snow.  
Pop! Pop! Oh, how they frolic and fly about  
And turn themselves suddenly inside out!

Pop-pop-poppetty! Pop-pop-pop!  
The popper's full and we'll have to stop.  
Pile the bowl with the tempting treat,  
Children, come, it is time to eat!

**Evaleen Stein (1863-1923)**

1. What kind of food is the tempting treat? How do you know?

---

---

2. 'As white as cotton or flakes of snow.'

Why do you think the author chooses these words to describe the treat?

---

---

3. Find and copy four verbs from the first verse which tell you what the golden grains are doing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

4. In the last verse, where does the poet put the treat?

---

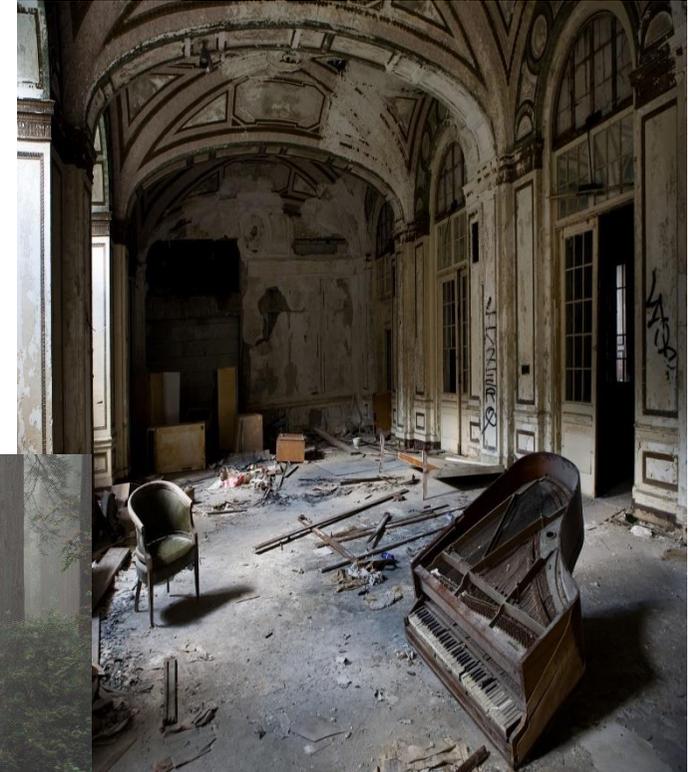
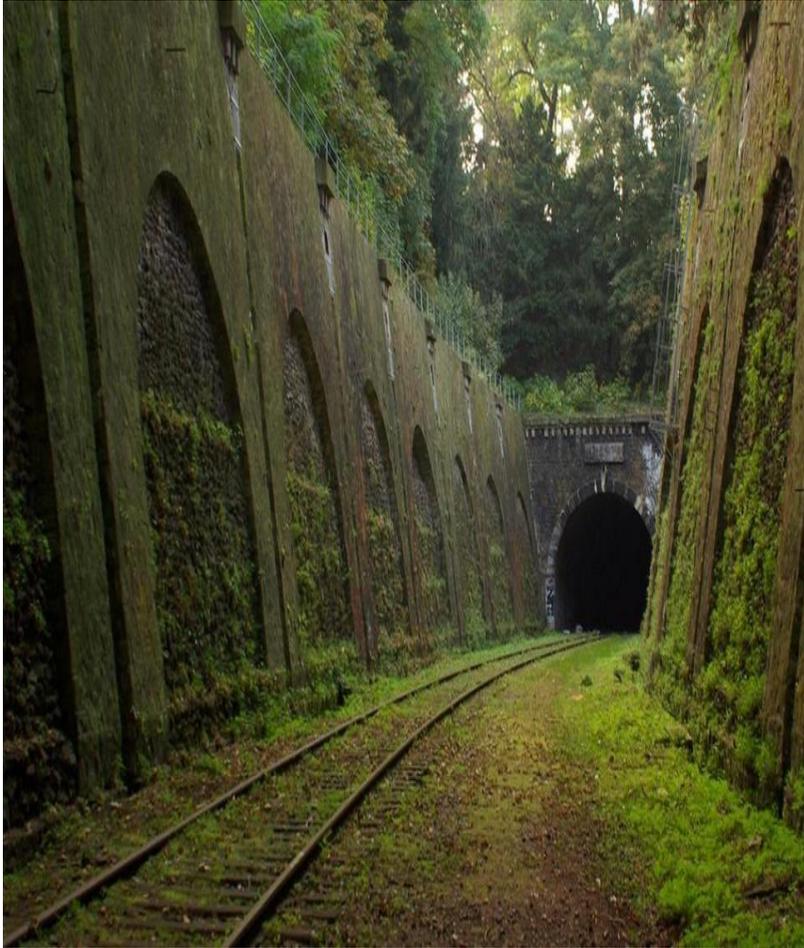
---

# Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	



# Writing Activities





# Wider Curriculum

## Old Class, New Class



Things I liked doing in my old class:

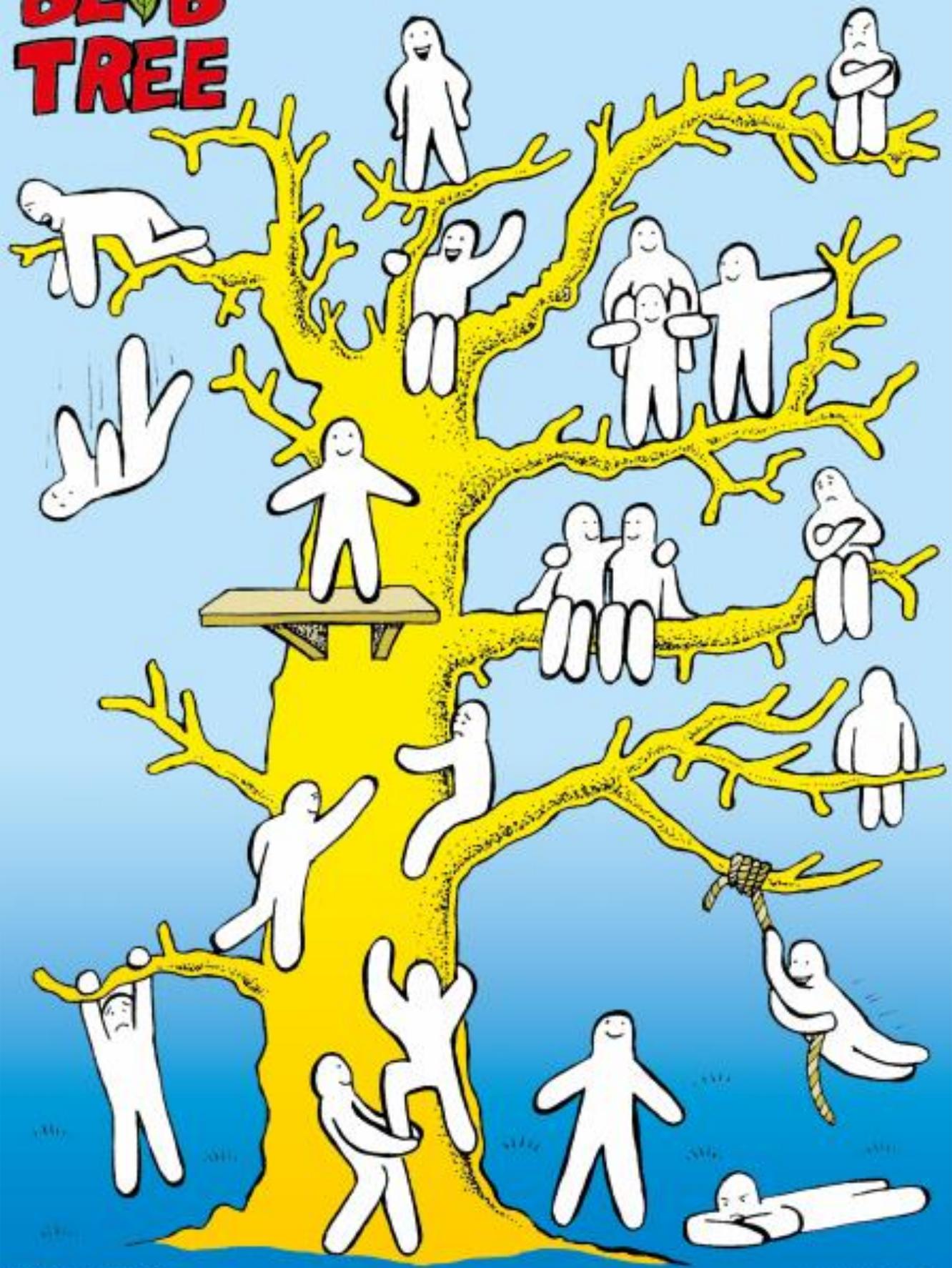


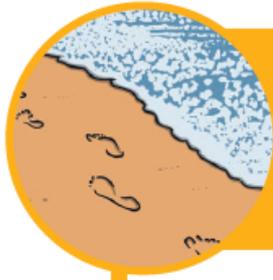
Things I am looking forward to doing in my new class:



I would like to ask my new teacher...

# BLOB TREE





# Summer Outdoor Learning Activities

Even if the weather isn't perfect, summer is a great time for outdoor learning. Here are some great ideas to try with your little ones this summer. Just remember a hat and sunscreen if it is warm!

**Paint some stones:** On a trip to the beach, collect some large, smooth pebbles in different colours. Paint them with normal ready-mixed paint, and then paint a layer of PVA glue over the top to protect them and make them shiny.

**Visit a fruit farm:** Children love picking (and eating) their own fruit, and what you manage to bring back can be turned into ice pops (freeze in moulds with juice) or eaten with cream or ice cream. You could also talk about the different tastes and colours of the fruit.

**Create a beach day in your back garden:** Fill a paddling pool, get out of the house and buy a bag of play sand from the DIY store. Use old kitchen utensils, yogurt pots and other containers to make sandcastles and sculptures.

**Go on a sensory walk.** Stop occasionally to talk about what you can see, hear, feel and smell.

**On a sunny day, make a sundial.** Choose a strong, sturdy stick and push it upright into the ground, somewhere that is in the open sun. Once the time hits the hour, use a marked stone or write the time on the ground at the end of the stick's shadow. You can then carry on marking the time at hourly intervals to create your very own sundial. Use it the next day to tell the time.

**Mix sand with paint and create a beach picture** with lots of lovely texture. Add some shells and brightly coloured scraps of paper to make deckchairs, kites and sunbathers!

**Go on a walk in the country and collect a posy of wild flowers.** Remember to be respectful of the environment, and avoid picking anything which may be poisonous. Bring the flowers home and arrange them beautifully in a vase. Alternatively, press the flowers in layers of kitchen roll between the pages of a heavy book.

**Take a camera out with you on a walk and take photos to represent the colours of the rainbow** - blue sky, green grass, purple berries, etc. Print the photos off and create a rainbow collage.

**Make salt trails:** Dissolve a few teaspoons of salt into a cup of water, then use this to paint patterns onto a piece of coloured paper. Leave to dry in the sun and you will reveal beautiful salt trails.



# Creative Activities

## Bubble Painting

# Awe and Wonder

## Soap Bubbles Prints

You will need:



### Method:

1. Mix together,  $\frac{1}{3}$  ready mix paint,  $\frac{1}{3}$  water and  $\frac{1}{3}$  washing up liquid in a paint pot.
2. Pour into a shallow tray.
3. Take a straw, place into the liquid and begin to blow, make sure not to suck otherwise you'll end up with a mouth full of paint!
4. Move the straw around creating bubbles.
5. Once the tray is full of bubbles take a sheet of paper and lay it carefully on top of the tray pressing down gently.
6. Lift it off and see the print you have created of the bubbles.



### The Science Bit

Because washing up liquid can hold air inside its bubbles when you blow air in to the mixture it stays there creating lots of coloured bubbles. Because there is water in the mixture when you put paper on top of it the water is sucked into the paper, leaving a print.

Photo courtesy of (Kate McDonald@flickr.com) - granted under creative commons license - attribution

# Summer crafts

twinkl

Craft Instructions

## Seaside In A Bottle

### Supplies

- Plastic water bottle
- Sand
- Assortment of shells
- Pebbles
- Funnel
- Blue food colouring
- Washing up liquid



- Card
- Fine line pen
- Ribbon or string
- Hole punch



- 1 Using a funnel, pour sand into the plastic bottle until it is  $\frac{1}{4}$  full.



- 2 Now choose objects to make your seaside scene! We used shells and pebbles.



- 3 Add a few drops of blue food colouring and washing up liquid to the water.



- 4 Top the bottle up with water, again using the funnel to pour.



- 5 Screw the lid tightly onto the bottle. Now place it on its side and allow the contents to settle. You should end up with your very own seaside scene!



- 6 Now make a tag for your bottle. Using scissors, cut out a small rectangular shape from the card. Then use a hole punch to make a hole at one end. We stained ours with tea to make it look old.



- 7 Using a fine line pen, write a message such as 'My Seaside in a bottle' onto the tag.



- 8 Thread a length of ribbon or wool round the neck of the bottle and tie the tag on to it.

# Nature Photo Frames

## You will need:

- four large sticks or twigs
- a selection of stones
- a selection of flower heads and stems
- grass
- a selection of leaves
- petals



## The Activity:

1. Go on a nature treasure hunt around your garden or near to your home. Allow your child to be creative and search out lots of different items, collecting as many items and colours as possible.
2. Decide with your child what material they would like their photo frame to be made out of. It could be made from sticks, flower stems, wooden planks or even lots of small stones. It could even be a mixture of different items, depending on what you find.
3. Create your photo frame making a square shape.
4. Using your collected items, create a picture inside your photo frame. Your child could create a portrait of themselves or a picture of something that makes them happy e.g. a pattern, a place, another person or an animal.

