Monday 18th May

Hello from the year three team!

Grown ups - The power points have now been split into individual days to help with downloading. You do not need to print the whole power point off as you may be wasting your precious ink. We have marked pages that you might want to print, although most activities can be completed on paper that you may already have at home. Please don't put pressure on yourselves to complete every activity.

Children – we know that it's tough not being in school, it's a funny world that we are now living in.

I hope that you are enjoying some of the extra activities that we have added as it's important to do some more practical activities as well as sitting at a desk or computer.

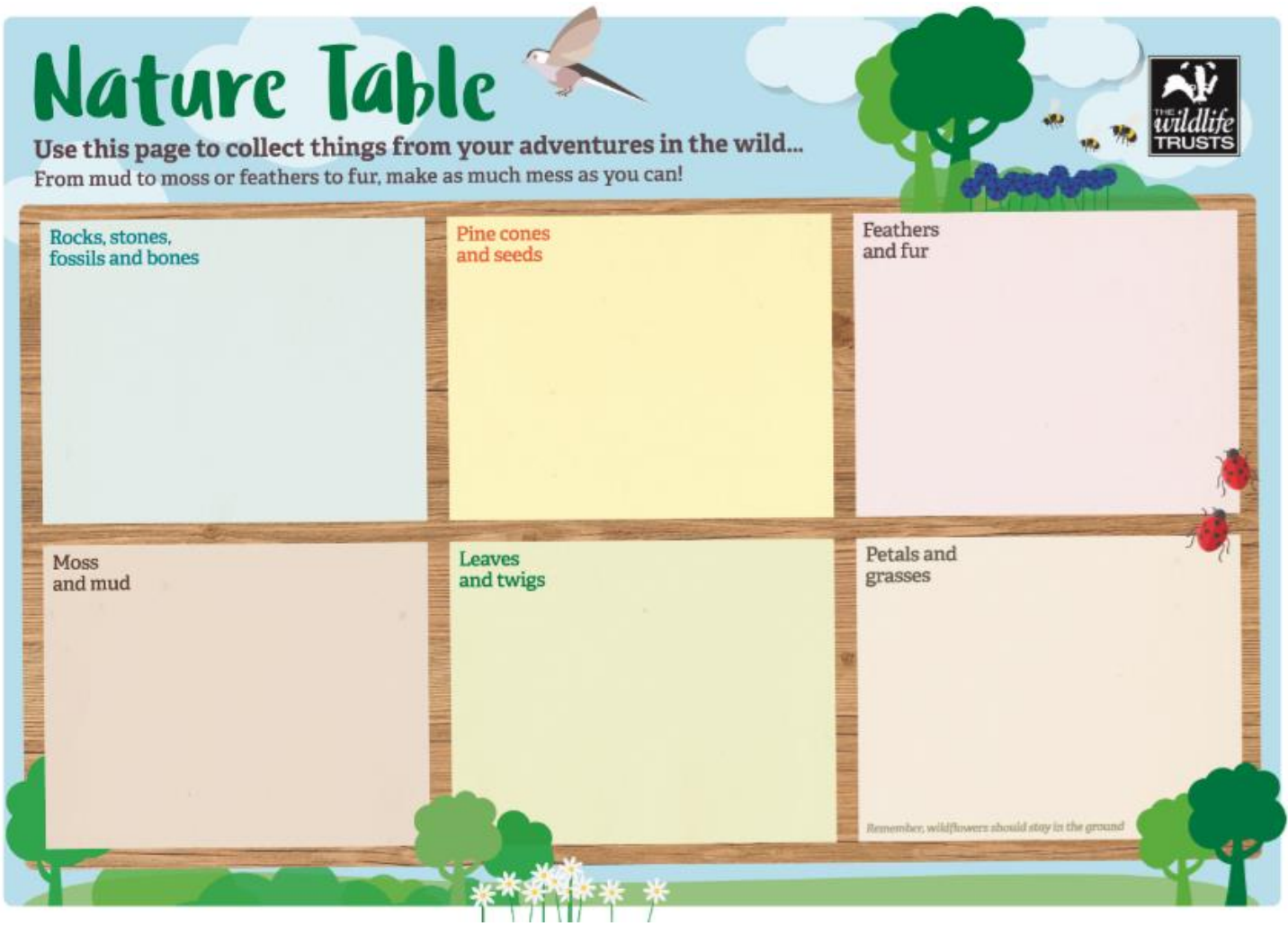
Missing you all. Love from Mrs Faber, Mrs Wellings and Mrs Musgrove

Newsflash!

Again in Maths we have added a few extra questions for you to try if you would like a bit of a challenge. Just do what you can.

Optional Wildlife Trust activity

While you are on your walk or in your garden can you find some of the natural objects on the sheet below?
Children – check if your parents are happy for you to pick items up.
Can you identify some of the leaves and flowers that you find?
Remember don't pick flowers/ leaves off plants and trees.



FLOWERS


Rose
Lotus
Daffodils
Orchids
Nerium Oleander
Poppy
Daisy
Dahlia
Canna
Purple Mallow
Gladiolus
Arum Lily
Morning Glory
Calendula
Buttercup
Tulips
Tiger Lily
Sunflower
Common Bluebell
Lavender
Jasmine
Dianthus
Water Lily
Lily
Aster
Lilac
Cockscomb
Periwinkle
Peony
Bird of Paradise
Petunia
Hibiscus
Bougainvillea


leaf ID
Alder
Beech
Oak
Sycamore
Birch
Holly
Ash

Activities for each day – these are the same for each day of the week.

TT Rockstars

- Please aim to spend at least 15 minutes on the online game, or you can do a sheet or two from the booklets that we sent home just before lockdown began. By the end of year 3 you need to know your 2, 5, 10, 3, 4 and 5 times tables off by heart and also their division facts.

Reading at home

- You should be aiming to read for ***at least 20 minutes everyday***. (books, magazines, newspapers and instructions all count too.
- Your parents have had a parentmail from Mrs Graham to say that you can now take Accelerated Reader quizzes from home by using this link Howley Grange Renaissance at home and logging on as usual using your username and password.
- To check that the book you are reading has a quiz, you can check it using on Accelerated Reader Bookfinder. It's okay to read books which haven't got a quiz – just keep a record of what you have read.
- Keep reading and exploring new worlds and adventures!

This week try to find somewhere different to read. Poppy likes to build a den and curl up with a good book – usually one of the Harry Potter books.

Maths !

- **First** complete the ten in ten arithmetic questions.
- **Next** watch the video on this link that is from White Rose Maths – you will notice that it is similar to the power points that we use in class.
- https://whiterosemaths.com/homelearning/year-3/
- We are now onto Summer week 4 – which

is week beginning 11 th May. Our new topic is multiplication

- **Grown ups** - If for any reason the link doesn't work it is because everyone is trying to access the same documents potentially from all over the country if not world. Please try the link again later in the day or later in the week. It is an excellent resource and once everyone has settled into a routine you should be able to access it. White Rose was the only website that didn't continually crash due to traffic in the first couple of weeks and the resources are excellent. Try pressing the f5 key if the video is not there at first.
- **Children** – you should be able to watch the little video and complete the work on your own (I've tried it out on my own children and it works well) The videos are only 5 or 6 minutes long and you can pause them to go and try the questions and then carry on.
- **Then** complete the activities. If you can't print the worksheets, don't panic, most of the activities can be done on a piece of paper, you might just have to draw a few things out, like we sometimes do in class.
- **Finally** check your answers and correct any mistakes, just like we do in class. You can even use a pink and green pen if you want to.

Quick practice of 2, 4 and 8 times tables. You should be aiming to complete all 60 sums in 3 minutes or less.

28 ÷ 4 = _____	8 × 2 = _____	7 × 8 = _____	4 × 9 = _____
8 × 6 = _____	6 × 8 = _____	32 ÷ 8 = _____	6 ÷ 2 = _____
6 × 4 = _____	2 × 11 = _____	4 × 6 = _____	44 ÷ 4 = _____
12 × 4 = _____	4 × 8 = _____	5 × 2 = _____	9 × 4 = _____
2 × 4 = _____	4 × 7 = _____	10 × 4 = _____	24 ÷ 4 = _____
3 × 2 = _____	11 × 8 = _____	8 × 4 = _____	8 ÷ 2 = _____
12 ÷ 4 = _____	40 ÷ 8 = _____	8 × 2 = _____	2 × 1 = _____
4 × 5 = _____	4 ÷ 4 = _____	20 ÷ 2 = _____	2 × 2 = _____
4 ÷ 2 = _____	7 × 4 = _____	8 × 9 = _____	5 × 4 = _____
18 ÷ 2 = _____	4 × 2 = _____	1 × 2 = _____	48 ÷ 8 = _____
2 × 6 = _____	8 × 12 = _____	96 ÷ 8 = _____	88 ÷ 8 = _____
3 × 4 = _____	64 ÷ 8 = _____	56 ÷ 8 = _____	8 ÷ 8 = _____
4 × 12 = _____	1 × 4 = _____	16 ÷ 2 = _____	7 × 2 = _____
11 × 2 = _____	10 ÷ 2 = _____	8 × 5 = _____	6 × 2 = _____
2 × 4 = _____	8 × 3 = _____	24 ÷ 2 = _____	2 × 8 = _____

Ten for Ten

Today there are actually 10 questions for your ten in ten. Keep track of your score and time and either try and beat your score or time each day.
Remember that $\frac{1}{4}$ is divide by 4 and 1/10 is divide by 10.

Have a go at these fraction questions.

35. What is one quarter of these numbers?

a. 16 ☐ b. 32 ☐ c. 100 ☐

36. What is one tenth of these numbers?

a. 80 ☐ b. 60 ☐ c. 150 ☐

How much change will I get from £10 if I spend these amounts of money?

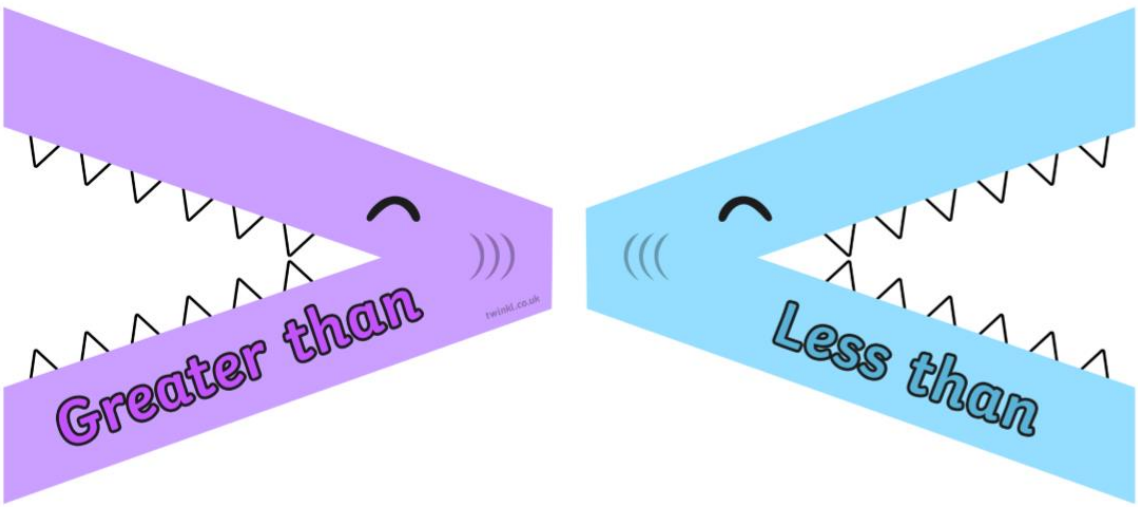
42. £9.20 ..... 43. £1.40 .....

44. £5.60 ..... 45. £4.10 .....

Don't forget to use your column subtraction skills for the money questions. Remember to look to the **left** if you don't have enough in one column. Exchange 1 TEN for 10 ones. You might have to do this across more than one column.

Ten in ten answers

- 35a 4 b 8 c 25
- 36a 8 b 6 c 15
- 42. 80p
- 43. £8.60
- 44. £4.40
- 45. £4.90



You will need to remember how to use these symbols below in Maths today.

TOP TIP! Remember that the crocodile(or shark) always points to the smaller number and eats the larger number.

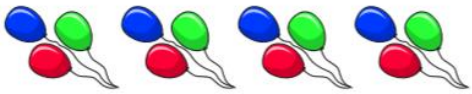
The 4 times-table

1 Complete the multiplication.

a)

□ × □ = □

b)



□ × □ = □

2 Complete the number sentences.

a) 6 × 4 = □

b) 4 × 3 = □

c) □ = 7 × 4

d) 4 × □ = 48

e) 0 × 4 = □

f) 4 × 9 = □

g) 24 ÷ 4 = □

h) 8 ÷ 4 = □

i) 0 ÷ 4 = □

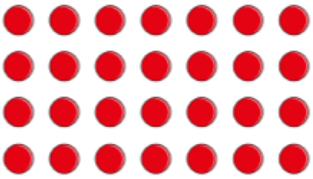
j) □ ÷ 11 = 4

k) □ ÷ 4 = 5

l) 1 × 4 = □

3 What multiplication and division statements does the array represent?

Complete the statements.



□ × □ = □

□ × □ = □

□ ÷ □ = □

□ ÷ □ = □

4 Complete the number sentences.

a) 2 × 4 = □

4 × 4 = □

8 × 4 = □

b) 8 = 4 × □

16 = 4 × □

32 = 4 × □

c) 3 × 4 = □

3 × 8 = □

3 × 12 = □

What patterns do you notice?

5 Write <, > or = to compare the statements.

a) 48 ÷ 12 ◯ 4

b) 36 ◯ 40 ÷ 4

c) 16 ÷ 4 ◯ 4 × 4

d) 4 ÷ 4 ◯ 4 × 4

e) 1 × 4 ◯ 4 × 1

f) 4 × 2 ◯ 32 ÷ 4

6 A paper clip is 4 cm long.

How long are 6 of these paper clips?

□

7 Dexter buys 10 mugs and 4 key rings.

How much money does he spend in total?

□

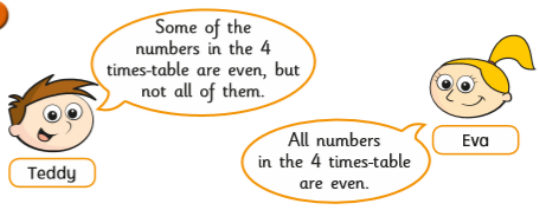
8 The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

Animal	Pictogram	Number of animals
cat	● ● ● ●	
dog		28
bird	● ● ● ● ●	
mouse	●	

● = 4 animals

9



Who is correct? _____

How do you know? Talk about it with a partner.

Answers

The 4 times-table

1 Complete the multiplication.

a)

8 × 4 = 32

b)

4 × 3 = 12

2 Complete the number sentences.

a) 6 × 4 = 24

b) 4 × 3 = 12

c) 28 = 7 × 4

d) 4 × 12 = 48

e) 0 × 4 = 0

f) 4 × 9 = 36

g) 24 ÷ 4 = 6

h) 8 ÷ 4 = 2

i) 0 ÷ 4 = 0

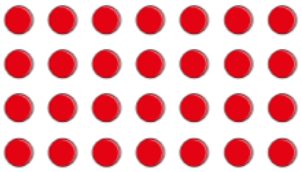
j) 44 ÷ 11 = 4

k) 20 ÷ 4 = 5

l) 1 × 4 = 4

3 What multiplication and division statements does the array represent?

Complete the statements.



4 × 7 = 28

7 × 4 = 28

28 ÷ 7 = 4

28 ÷ 4 = 7

4 Complete the number sentences.

a) 2 × 4 = 8

4 × 4 = 16

8 × 4 = 32

b) 8 = 4 × 2

16 = 4 × 4

32 = 4 × 8

c) 3 × 4 = 12

3 × 8 = 24

3 × 12 = 36

What patterns do you notice?

5 Write <, > or = to compare the statements.

a) 48 ÷ 12 = 4

b) 36 > 40 ÷ 4

c) 16 ÷ 4 < 4 × 4

d) 4 ÷ 4 < 4 × 4

e) 1 × 4 = 4 × 1

f) 4 × 2 = 32 ÷ 4

6 A paper clip is 4 cm long.

How long are 6 of these paper clips?

24cm

7 Dexter buys 10 mugs and 4 key rings.

How much money does he spend in total?

£52

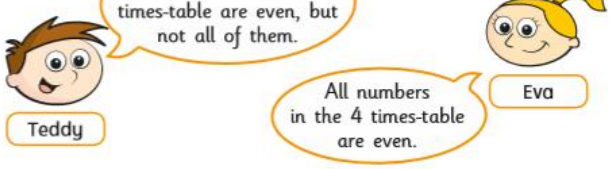
8 The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

Animal	Pictogram	Number of animals
cat	●●●●	16
dog	○○○○○○○	28
bird	●●●●●	20
mouse	●	4

● = 4 animals

9



Who is correct? Eva

How do you know? Talk about it with a partner.

Varied fluency – children we have completed lots of varied fluency questions in school – just remember that they are a different way of looking at the 'Maths'.

4a. Elliot has eight bunches of bananas.

Each bunch has four bananas.

How many are there altogether?
Prove it.

4b. Georgia has twelve packs of strawberries.

Each pack has four strawberries.

How many are there altogether?
Prove it.

5a. Use the number cards to make the statement correct.

$4 \times \square = 16 + \square$

6	4	5	8

4	4	4	4	4	4	4	4	4	4	4	4

5b. Use the number cards to make the statement correct.

$28 + \square = 4 \times \square$

8	0	7	4

4	4	4	4	4	4	4	4	4	4	4	4

6a. Sort the marbles into groups of 4 and complete the statement.

□ lots of □ = □

6b. Sort the pencils into groups of 4 and complete the statement.

□ lots of □ = □

7a. Complete the bar model to represent the calculation below.

$7 \times 4 = 28$

7b. Complete the bar model to represent the calculation below.

$10 \times 4 = 40$

8a. True or false?

$34 = 2 \times 2 \times 8$

8b. True or false?

$24 = 6 \times 2 \times 2$

Problem solving – we have completed lots of problem solving and reasoning tasks in school. Remember that some times you have to write a sentence to prove or explain your answer. The questions get harder as you go down the page, start at the top and stop if it gets too tricky.

6a. Match each description to the correct number.


Joe

My number is double Ava's number.


Esme

My number is nine lots of four.


Ava

My number is four less than 3 x 4

16 | 36 | 24 | 8

PS

6b. Match each description to the correct number.


Milly

My number is seven lots of four.


Ben

My number is four more than Milly's number.


Emma

My number is less than both Milly's number and Ben's number.

32 | 24 | 48 | 28

PS

7a. Billy has eleven stacks of books.

Each stack has four books.

How many are there altogether?
Prove it.

R

7b. Joan has seven bags of marbles.

Each bag has four marbles.

How many are there altogether?
Prove it.

R

8a. Use the number cards to make the statement correct.

4 x ☐ = 20 + ☐

8 | 4 | 12 | 6

8b. Use the number cards to make the statement correct.

12 + ☐ = 4 x ☐

16 | 24 | 9 | 7

Varied fluency answers:

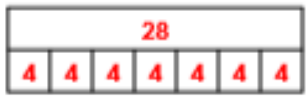
4a. 8 x 4 = 32

4b. 12 x 4 =48

5a. 4 + 4 + 4 + 4 + 4 + 4 = 24; 6 x 4 = 24

6a. 5 lots of 4 = 20

7a.



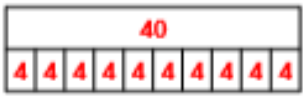
8a. False; the answer is 32

5b. 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 36

9 x 4 = 36

6b. 7 lots of 4 = 28

7b.



8b. True

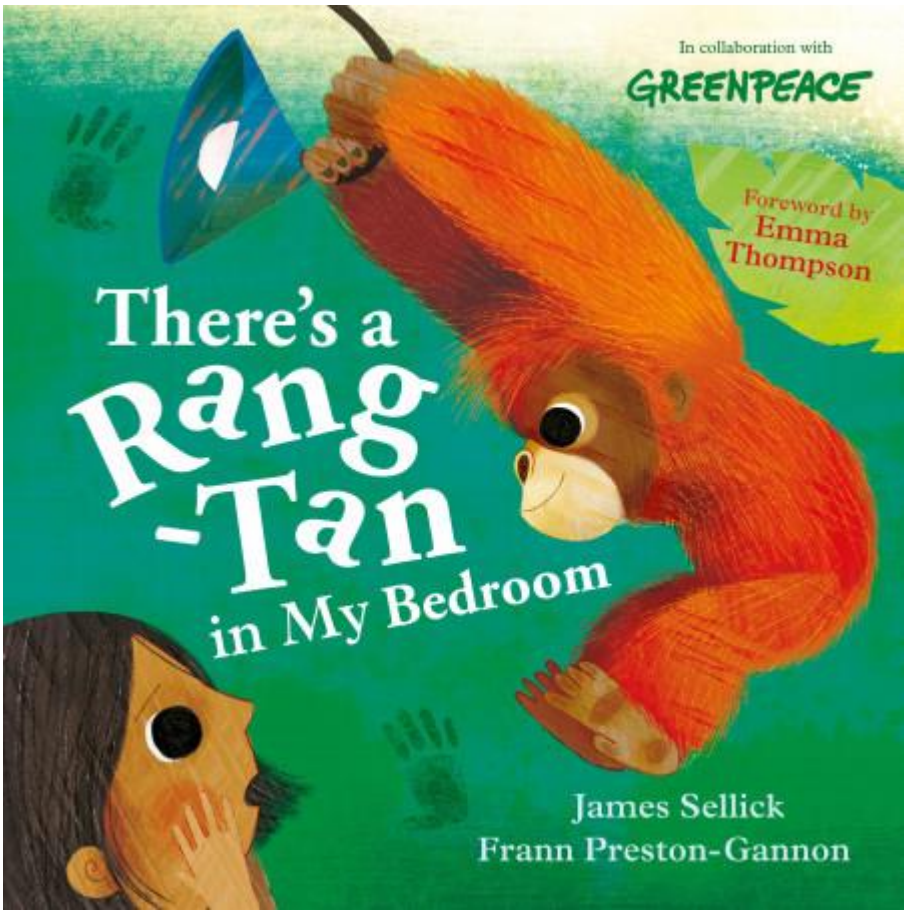
Problem solving and reasoning answers

- 6a.
- Joe = 16
- Esme = 36
- Ava = 8
- 6b.
- Milly = 28
- Ben = 32
- Emma = 24
- 7a. 11 x 4 = 44 or you could add 4 eleven times
- 7b. 7 x 4 =28 or you could add 4 seven times
- 8a. 4 x 8 = 20 +12
- 8b. 12 +16 = 4 x 7

Monday 18th May
English

Task 1: Look at the book cover below. Discuss these questions with a grown up. You can write answers if you wish.

1. What might the relationship be between the little girl and the orangutan?
2. What are the possible similarities and differences between the little girl and the orangutan?
3. Why do you think the orangutan might be in the girl's bedroom? Why is this unusual?
4. What sort of message do you think the story might have? Why?



After discussing the questions:

Click the image to listen to the book 'There's a Rang-tan in my bedroom'.

Monday 18th May
English: Task 2

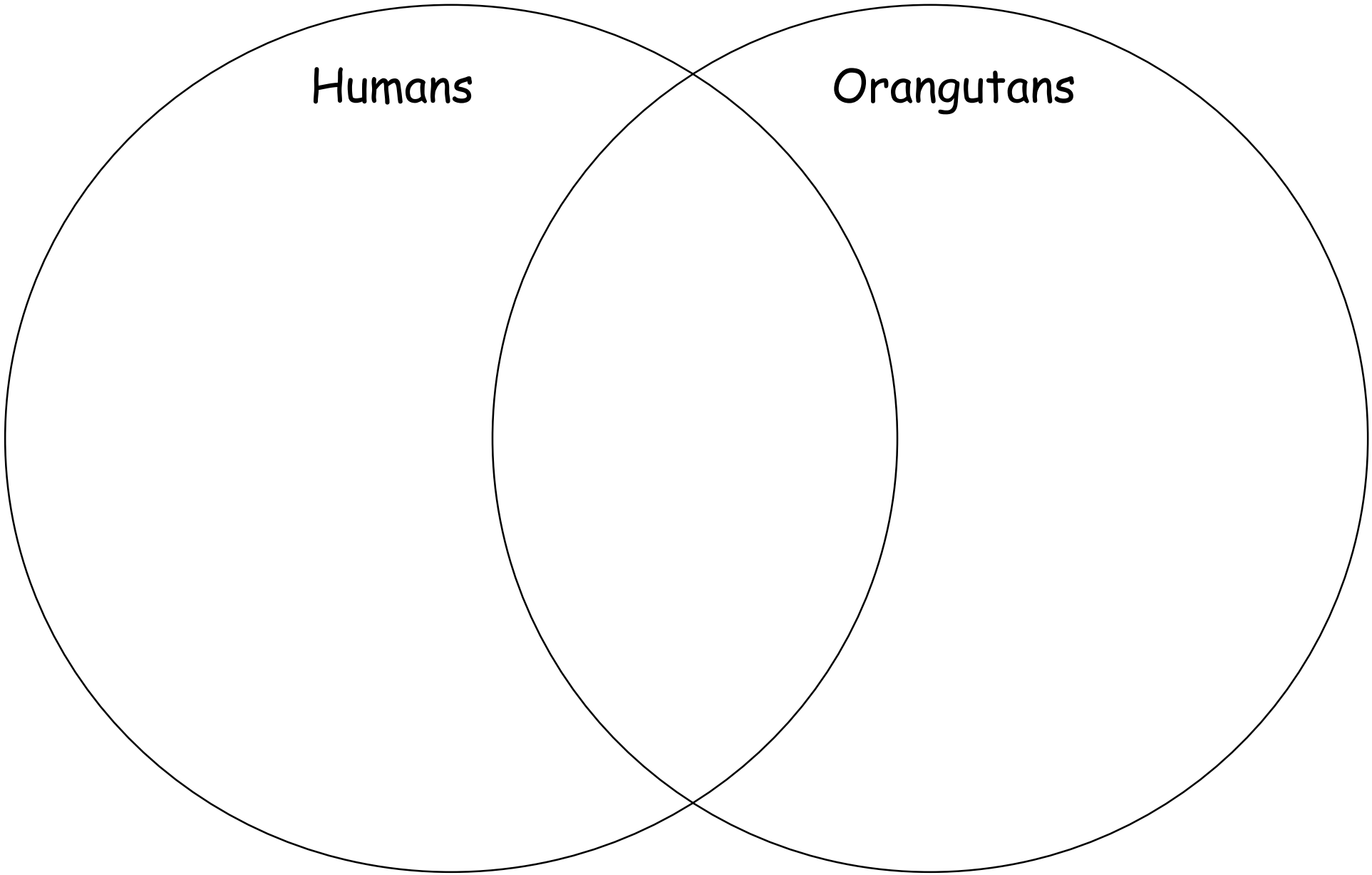
Watch this video 'DIY Orangutans' (https://www.youtube.com/watch?v=IFACrIx5SZ0) with David Attenborough.

Attenborough and the Amazing DIY Orangutans | BBC Earth

While watching the video, complete the Venn diagram template below. Write the different characteristics of 'humans' and 'orangutans' in their respective circles, putting any similarities in the overlapping area.

You can print the one of the next slide or make your own by drawing around two circles.

DID YOU KNOW? The word "orangutan" is from the Malay language – "orang" means human and "utan" comes from a word meaning forest. So orangutan means "human of the forest"!


Humans
Orangutans

Monday 18th May
English:Task 3

Complete the sentences below using your knowledge:

Orangutans and humans are different because …
Orangutans and humans are similar because …
One thing I have learned about orangutans is …
This makes me feel differently about orangutans because …

Task 3: Use your Venn diagram to help you create a 'DID YOU KNOW?' leaflet about orangutans. First, choose your three favourite facts about them.

Now, create an informative short leaflet or poster incorporating your three chosen facts. Try to write in a style that entices and intrigues the reader. Include lots of images and diagrams to help illustrate your ideas; you can use Frann Preston-Gannon's illustrations for inspiration!

Science
Q How does water travel through a plant?

Last week you made some predictions about what would happen to a flower or stick of celery if we placed them into coloured water.

Before you look at the pictures on the next slide make sure you have predicted what you think will happen to the celery/ flower and WHY you think that this will happen. You don't have to write this down, however it would be good if you could share your ideas with an adult.

Here is the plan that I started last week to remind you.

1. What are we going to investigate?

   We are investigating how water travels through a plant.

2. How we will investigate this?

   We will place a stick of celery in water that has food colouring in it. OR you can pop a carnation or daisy into coloured water. You could try this with a seedling - it may or may not work. **BUT PLEASE** ask an adult before you try.

3. What do I think will happen? And why do I think this?

4. How long should we leave the celery/ flower?

On next Monday's power point I will post pictures of what actually happened.

Results!

Tasks for today

4. What happened to the celery / flowers?

- Write a short explanation about what happened to the flowers/ celery. Can you explain why the leaves/ flowers changed colour?
- The slide below shows how a plant absorbs water and how it travels through the plant to the flowers and leaves.
- Can you use your investigation/ results/ pictures I've taken to create a poster that explains how water travels though a plant?
- You can add questions, answers, photos, diagrams, labels and explanations. Have fun presenting your ideas.

Water Transportation

The process of water transportation is the way water moves through a plant.

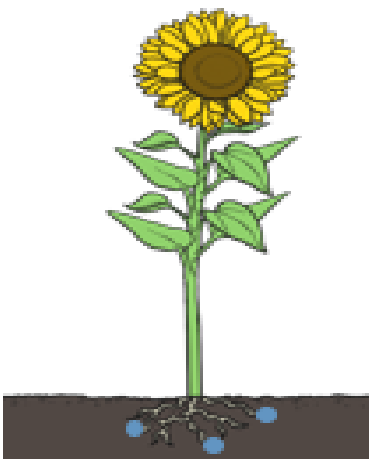
The roots absorb water from the soil.

The stem transports water to the leaves.

Water evaporates from the leaves.

This evaporation causes more water to be sucked up the stem.

The water is sucked up the stem like water being sucked up through a straw.



Use the flowing vocabulary on your poster

Stem, flower, leaf, vein, petal, evaporate, sucked, travel, roots and water.

If you are feeling really clever you can explain that the water travels through the **xylem tubes** in the stem. These are the tiny tubes that are like straws in the stem. On the photos of the celery the red spots/ red lines running up the stem are the xylem tubes. The xylem tubes have been stained by the coloured water.

Mindful Monday – optional activity

Grown ups – you need to be a part of this activity.

Children – check that the grown ups are happy for you to use a glass jar – if not a clear plastic bottle works brilliantly too.

The Mindful Jar

This activity can teach children how strong emotions can take hold, and how to find peace when these strong emotions feel overwhelming.

1. First, get a clear jar (or bottle) and fill it almost all the way with water.
2. Next, add a big spoonful dry glitter to the jar. Put the lid back on the jar and shake it to make the glitter swirl.
3. Finally, use the following script or take inspiration from it to form your own mini-lesson:

"Imagine that the glitter is like your thoughts when you're stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That's why it's so easy to make silly decisions when you're upset – because you're not thinking clearly. Don't worry this is normal and it happens in all of us (yep, grownups too).

[Now put the jar down in front of them.]

Now watch what happens when you're still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you're calm for a little while, your thoughts start to settle and you start to see things much clearer. Deep breaths during this calming process can help us settle when we feel a lot of emotions" (Karen Young, 2017).

This exercise not only helps children learn about how their emotions can cloud their thoughts, but it also facilitates the practice of mindfulness while focusing on the swirling glitter in the jar.

Try having the kids focus on one emotion at a time, such as anger, and discuss how the shaken verse settling glitter is like that emotion.