Tuesday 5th May 2020

For the 'everyday' activities please see the slides at the beginning of Monday's power point. This is to save you printing more than you need to.

Tuesday's Maths !

- **First 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/

There are four flashback questions

That you can answer if you want to. We are now on week 1 of the Summer Term

This is what the page looks like.

- **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.
- **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.

Ten in Ten

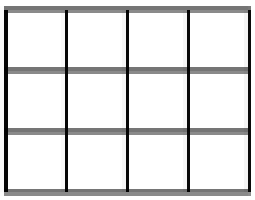
A slightly different ten in ten this week.(There's 11 questions) You don't need to print the sheet, the questions can be noted down on paper.

11. 337 + 6 = ☐

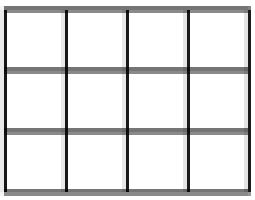
12. 337 + 60 = ☐

13. 337 + 600 = ☐

14. 156 + 127 =



15. 385 + 499 =

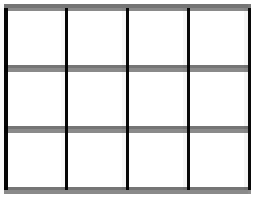


16. 876 – 5 = ☐

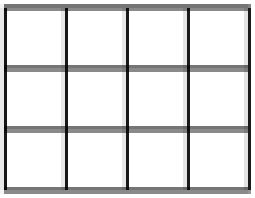
17. 876 – 50 = ☐

18. 876 – 500 = ☐

19. 937 – 152 =



20. 605– 422 =



21. I'm thinking of a number. I add 30. The answer is 50. What was my number? ☐

22. I'm thinking of a number. I subtract 15. The answer is 30. What was my number? ☐

Ten in Ten: Answers

11. 343

12. 397

13. 937

14. 283

15. 884

16. 871

17. 826

18. 376

19. 785

20. 183

21. 20

22. 45

Equivalent fractions (3)

1 Shade the shapes to help you complete the equivalent fractions.

a)  $\frac{1}{3} = \frac{\square}{\square}$

b)  $\frac{1}{2} = \frac{\square}{\square}$

c)  $\frac{3}{4} = \frac{\square}{\square}$

d)  $\frac{3}{4} = \frac{\square}{\square}$

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$		
$\frac{1}{6}$			$\frac{1}{6}$			$\frac{1}{6}$		
$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$

a) $\frac{1}{3} = \frac{\square}{6}$

b) $\frac{1}{3} = \frac{\square}{9}$

c) $\frac{2}{3} = \frac{4}{\square}$

d) $\frac{2}{3} = \frac{6}{\square}$

e) $\frac{4}{6} = \frac{6}{\square}$

f) $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

4 Use the fraction wall to decide whether the fractions are equivalent or not.

$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{4}$				$\frac{1}{4}$					$\frac{1}{4}$
$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ _____ equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ _____ equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ _____ equivalent to $\frac{5}{10}$

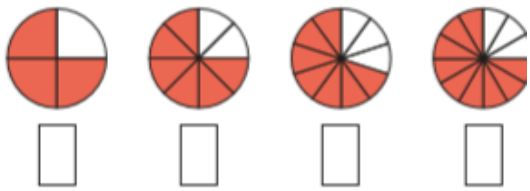
d) $\frac{3}{10}$ _____ equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ _____ equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ _____ equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 a) What fraction of each shape is shaded?



b) Use the fractions in part a) to complete the sentences.

☐ is equivalent to ☐

☐ is equivalent to ☐

☐ is not equivalent to ☐

☐ is not equivalent to ☐

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$ 

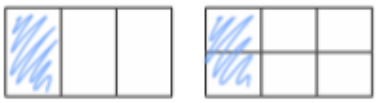
Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?

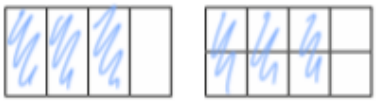
Tuesday's answers

Equivalent fractions (3)

1 Shade the shapes to help you complete the equivalent fractions.

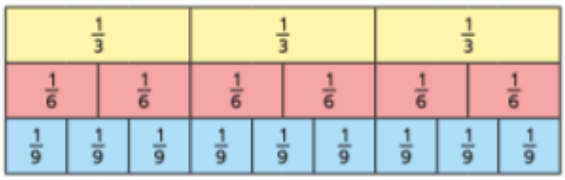
a)  $\frac{1}{3} = \frac{2}{6}$

b)  $\frac{1}{2} = \frac{3}{6}$

c)  $\frac{3}{4} = \frac{6}{8}$

d)  $\frac{3}{4} = \frac{9}{12}$

2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{3} = \frac{2}{6}$

b) $\frac{1}{3} = \frac{3}{9}$

c) $\frac{2}{3} = \frac{4}{6}$

d) $\frac{2}{3} = \frac{6}{9}$

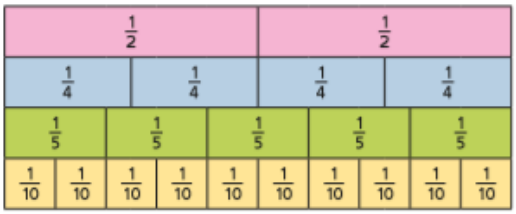
e) $\frac{4}{6} = \frac{6}{9}$

e) $\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

e.g.

4 Use the fraction wall to decide whether the fractions are equivalent or not.



Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ ___is___ equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ ___is not___ equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ ___is___ equivalent to $\frac{5}{10}$

d) $\frac{3}{10}$ ___is not___ equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ ___is___ equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ ___is not___ equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 a) What fraction of each shape is shaded?

$\frac{3}{4}$ $\frac{6}{8}$ $\frac{7}{10}$ $\frac{9}{12}$

b) Use the fractions in part a) to complete the sentences.

e.g. $\frac{3}{4}$ is equivalent to $\frac{6}{8}$

$\frac{3}{4}$ is equivalent to $\frac{9}{12}$

$\frac{6}{8}$ is not equivalent to $\frac{7}{10}$

$\frac{7}{10}$ is not equivalent to $\frac{3}{4}$

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$ 

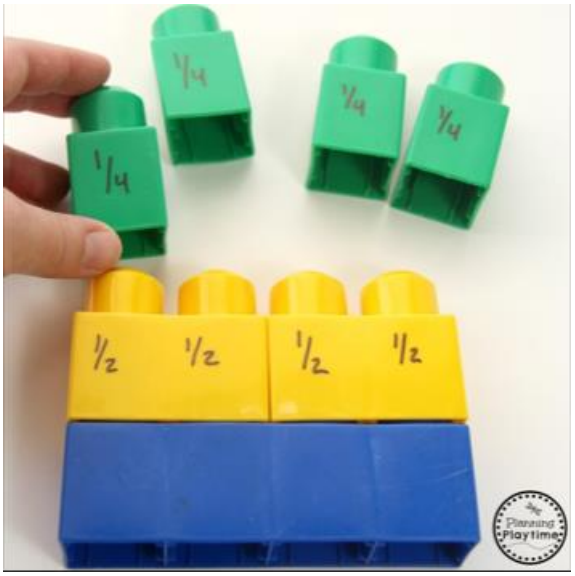
Write as many equivalent fractions as you can.

Various answers.

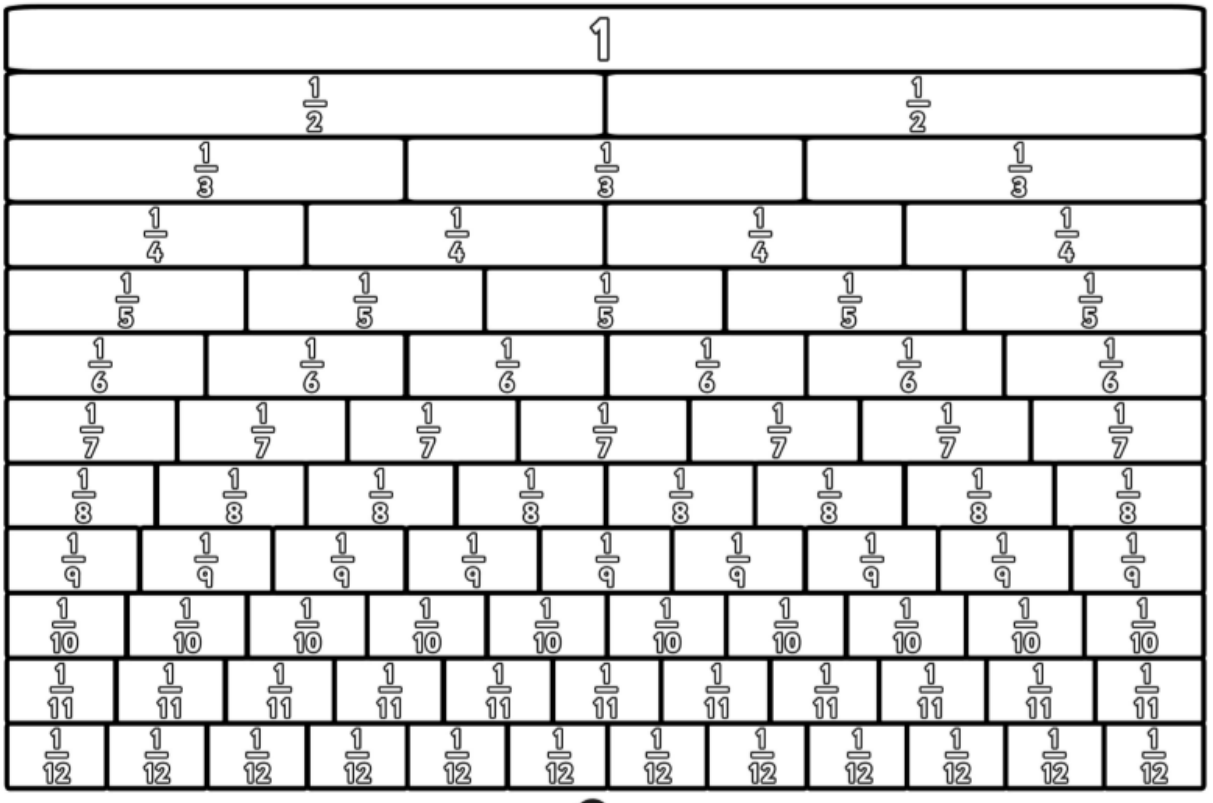
What is the same about all the fractions you have written?

Maths bonus activity

If you have lego or similar blocks you could try and make a fraction wall like the one below. Alternatively here is a blank wall to colour. How many equivalent fractions can you spot?



Fractions Wall



VE Day: Listening to a veteran.

Watch the BBC learning clip about World War 2 and VE day.

https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr

Then listen to the oral recording of Geoffrey Hather who talks about his experience of the war.

https://www.iwm.org.uk/collections/item/object/80012976

When you have listened you can either create a fact file about him using a pencil and paper you have at home or print the one provided. There are some facts on the next slide to help you.

Facts about Geoffrey Harther

Geoffrey Hather's Story: A Prisoner of War

Geoffrey was 16 years old when the war started. In 1941, aged 18, he enlisted in the RAF.

3 years later, when he was flying over Germany, his plane was shot down. He survived but was captured and spent the next year in a Prisoner of War camp.

One morning in 1945, an American Jeep came to the camp and the soldiers were told that they were freed. They were flown back home, and Geoffrey was treated in hospital for many injuries.

Geoffrey felt scared about returning home. He dreaded having to face big celebratory banners and large crowds of people.

He found coming home difficult. So much had changed. His family couldn't understand what he had been through – and he had no idea what they had suffered in the air raids.

"I don't think anybody who has been a prisoner of war has ever become normal again…You can't go through an experience like that and be the same again."

Geoffrey Hather

Information taken from the Royal British Legion: VE Day learning resources.

https://www.britishlegion.org.uk/get-involved/remembrance/teaching-remembrance

VE Day Veteran

VE Day occurred on the 8th May, 1945. It was a chance to celebrate the return of peace to Europe after the 6 years of war.

Today, we still mark VE Day but use it to remember those men and women who valiantly fought to bring about peace.

Research one of the veterans – a person who is an ex-member of the armed forces – and create a fact file about them. Apart from their name and age when they enlisted, include details of the force they worked in, where they were stationed, and in particular, any significant memories of VE Day they had.

Who was _____?

Facts about _____

Memories of VE Day

Talking Tuesday

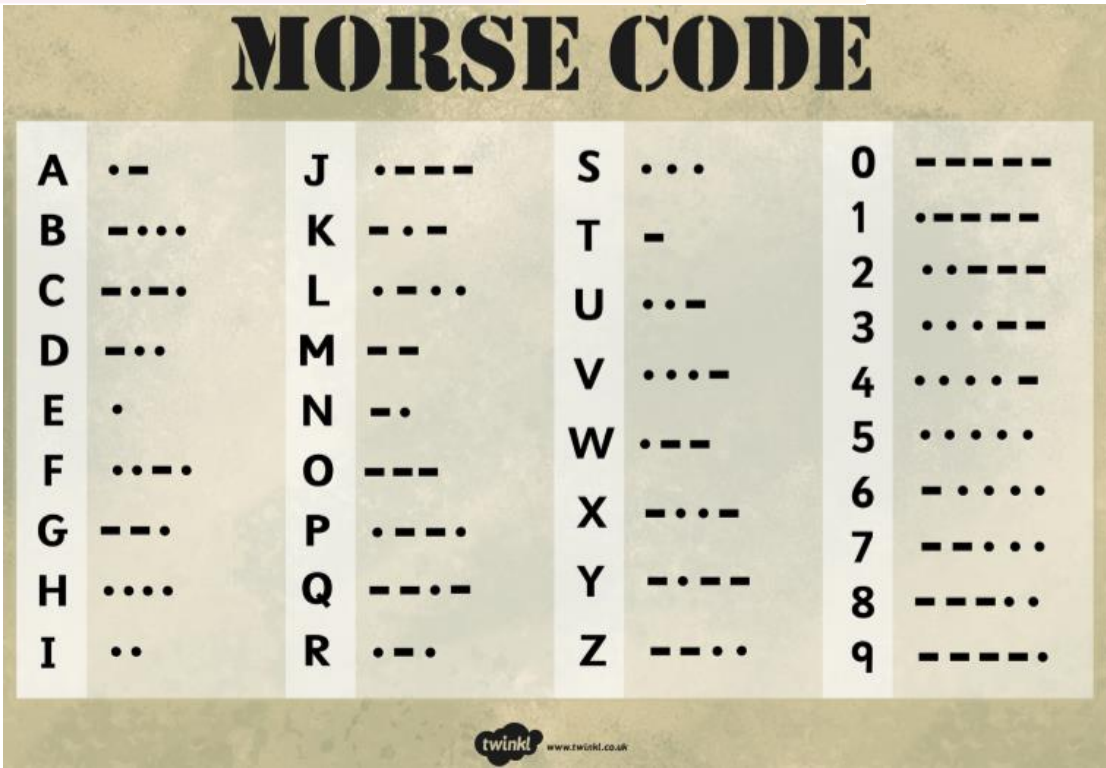
During WWII people used morse code to send messages that they didn't want anyone else to know. Below are the symbols and a brief history.

Early Communication with Machines

Electrical Telegraph

In the 1800s, telegraphic communication was invented which involved sending electric signals through a wire. A well-known version of the electrical telegraph is Morse code. Morse's code used dots and dashes, which were short and long pulses, sent through the wire to match letters and numbers. This type of communication allowed for instant communication across very long distances, which was something that had never been done before.

A •–		N –•	
B –•••		O –––	
C –•–•		P •––•	
D –••		Q ––•–	
E •		R •–•	
F ••–•		S •••	
G ––•		T –	
H ••••		U ••–	
I ••		V •••–	
J •–––		W •––	
K –•–		X –••–	
L •–••		Y –•––	
M ––		Z ––••	

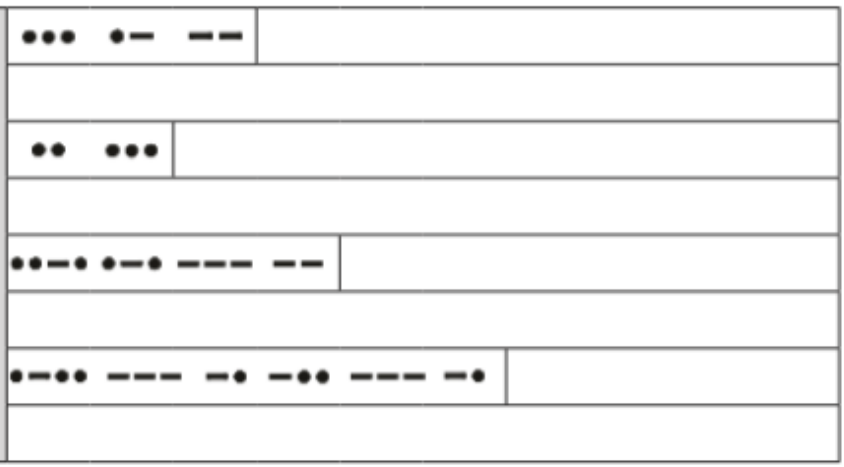


Crack the code

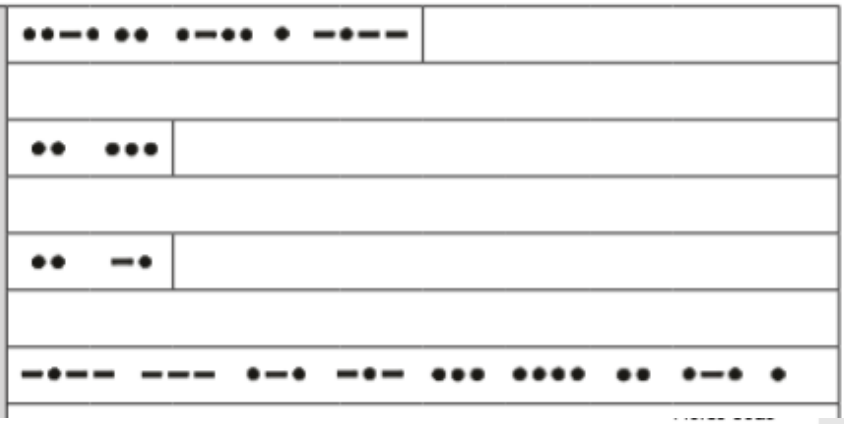
Morse Code

Morse code is a way to send messages without using words. The code has its own alphabet made up of short and long sounds or flashes of light. Use the Morse code alphabet to translate the messages below.

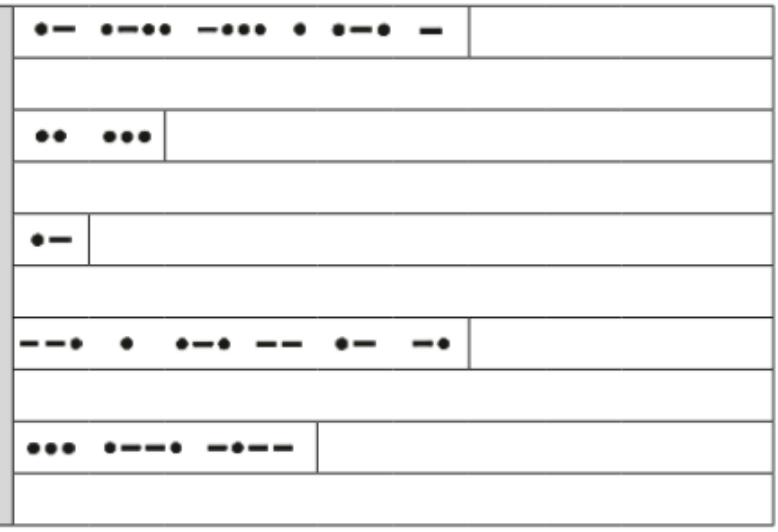
1



2



3



Use the Morse code alphabet to write this sentence in code.

L I L Y I S T E N

_____

Y E A R S O L D

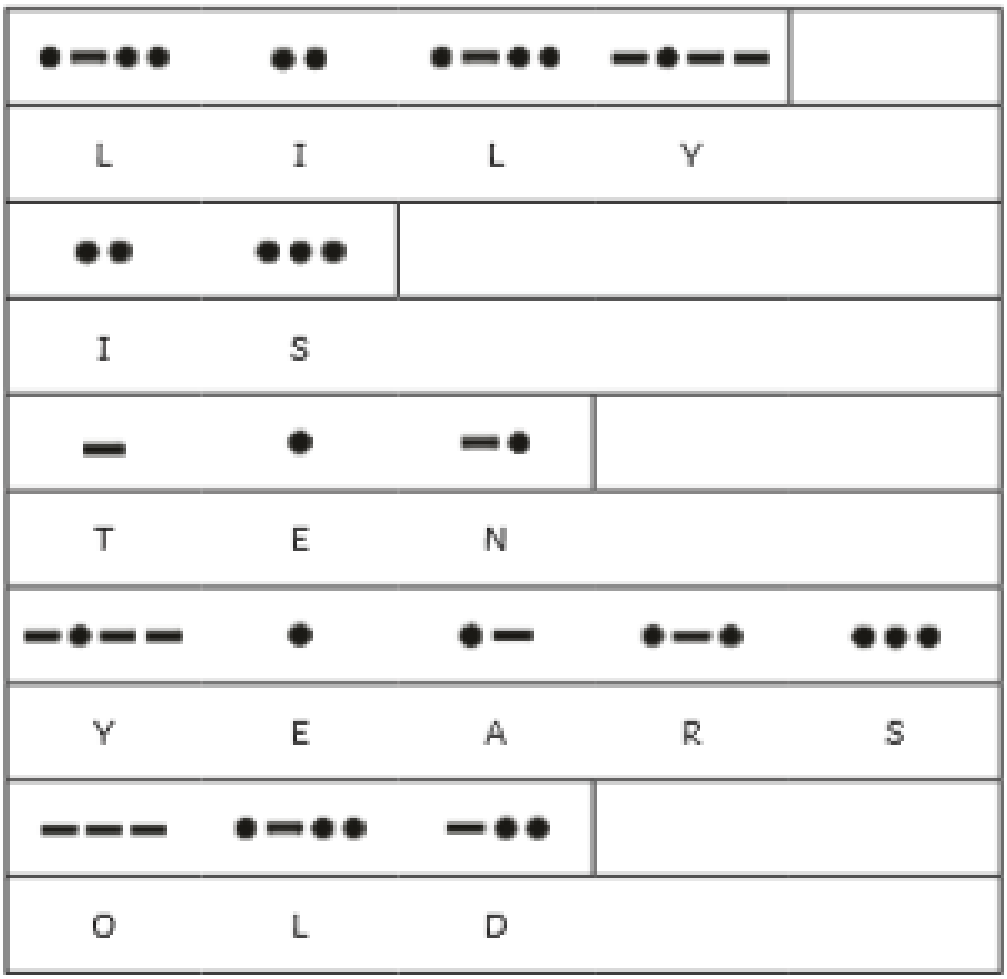
_____

You can also use a torch to communicate using morse code.
Each dot is a short flicker of light, while a dash is a longer pulse of light.
When you have cracked this code try writing a sentence in morse code and ask someone else in your house to decipher it.

Crack the code answers

Morse Code **Answers**

1. **SAM IS FROM LONDON**
2. **FILEY IS IN YORKSHIRE**
3. **ALBERT IS A GERMAN SPY**



Cryptograms

Cryptograms are another way of sending coded messages. Can you work out the answers to these questions?

Second World War Cryptogram Facts

1. How many weeks did people believe Second World War would last?

20	23	15		23	5	5	11	19

2. Wartime meals included squirrel tail soup and...

3	18	15	23		16	9	5

3. What were children not allowed to fly in case they were mistaken for enemy planes?

11	9	20	5	19

4. Anderson shelters were covered in soil. What did people grow on top of them?

22	5	7	5	20	1	2	12	5	19

1	14	4		6	12	15	23	5	18	19

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	X	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Slightly trickier cryptograms

Second World War Cryptogram Facts

1. How long did Second World War last?

24 + 14	40 - 12	15 + 28		31 + 13	50 - 26	17 + 3	12 + 25	50 - 12

2. As well as food, what other item was rationed during Second World War?

13 + 9	42 - 11	48 - 14	50 - 11	13 + 14	16 + 8	12 + 26

3. What were the new homes for evacuees called?

40 - 19	15 + 13	25 + 6	49 - 18	19 + 5	48 - 9	25 + 13

4. What word was used to describe the radio during Second World War?

27 + 15	50 - 22	47 - 10	17 + 7	46 - 15	13 + 11	22 + 16	47 - 9

5. What did people use to squeeze the water out of their washing?

4 + 16	25 + 7	50 - 30	17 + 16	45 - 19	12 + 19	18 + 6

6. What were people encouraged to collect as part of the war effort?

100 - 62	18 + 4	100 - 63	60 - 40	23 + 12
80 - 48	19 + 5	65 - 26	75 - 55	99 - 68

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	X	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26