Thursday 14th 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. Thinking Thursday – here is an optional little thinking activity.

Making a Menu

It's dinner time, but what are you going to eat? Complete this page to help you think of a menu.

Food that begins with *b*:

1. _____
2. _____
3. _____
4. _____
5. _____

Food that grows below ground:

1. _____
2. _____
3. _____
4. _____
5. _____

Fast food:

1. _____
2. _____
3. _____
4. _____
5. _____

Food that grows on trees:

1. _____
2. _____
3. _____
4. _____
5. _____

Food that is white:

1. _____
2. _____
3. _____
4. _____
5. _____

Now, list your five favorite foods:

1. _____
2. _____
3. _____
4. _____
5. _____

Thursday's 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 3 – which is week beginning 4th May. We have now moved onto the three times table.

This is what the page looks like.
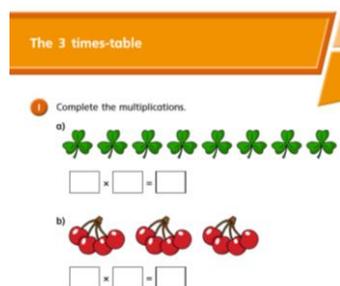
Grown ups - If for any reason the link doesn't work it is because everyone is trying to access the same documents potentially from all over the country if not world. Please try the link again later in the day or later in the week. It is an excellent resource and once everyone has settled into a routine 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.

Mental Maths: Today we have counting in 3's activities for your mental Maths activity. You can choose to work through all of them or pick one that you like the look of. If you can't print the sheets you can just write the sums out
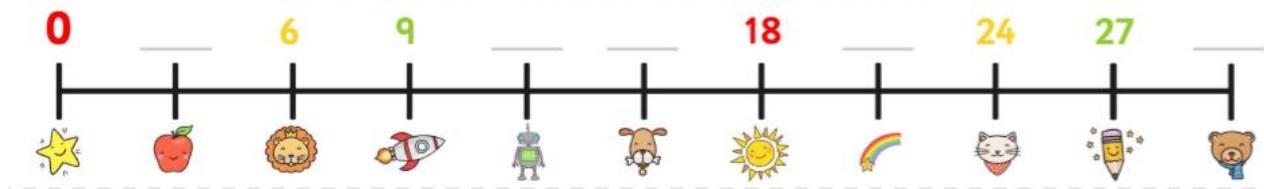
Counting In 3s Missing Numbers Number Line

www.twinkl.co.uk

0   ___   6   9   ___   ___   18   ___   24   27   ___

3 Times Table Multiplication Wheels

1. (centre 3) 5, 2, 3, 10, 8, 6, 7, 4

2. (centre 3) 10, 9, 6, 11, 7, 5, 8, 3

3. (centre 3) 1, 8, 7, 12, 2, 9, 5, 3

4. (centre 3) 2, 9, 1, 12, 5, 4, 3, 8

5. (centre 3) 1, 11, 3, 10, 2, 5, 7, 6

6. (centre 3) 5, 4, 7, 11, 9, 6, 8, 3, 1

3 Times Table Multiplication Wheels

1. (centre 3) 24, 5, 3, 10, 4, 18, 7, 33

2. (centre 3) 12, 9, 30, 11, 21, 5, 6, 3

3. (centre 3) 30, 1, 18, 12, 2, 9, 5, 3

4. (centre 3) 6, 2, 1, 5, 36, 30, 4, 15

5. (centre 3) 33, 1, 4, 27, 24, 5, 7, 30

6. (centre 3) 6, 5, 7, 9, 33, 24, 30, 3

3 Times Table Space Race

Multiply the numbers on the track.
Write them down as you go around.
Use a timer to see how long it takes you to finish the race!

×3

3 × 7   3 × 12
3 × 4   3 × 8
3 × 10
3 × 11
3 × 2
3 × 7
3 × 1
3 × 11   3 × 9   3 × 8   3 × 5

START   3 × 4   3 × 5   3 × 9   3 × 10   3 × 3   3 × 1   3 × 6
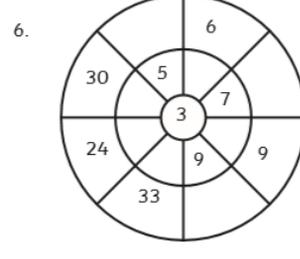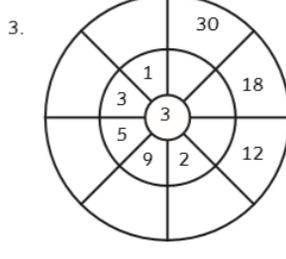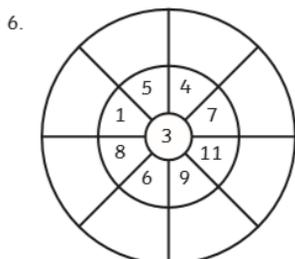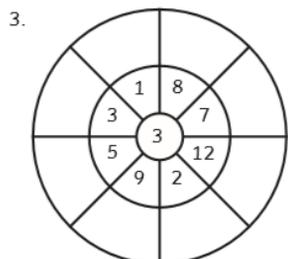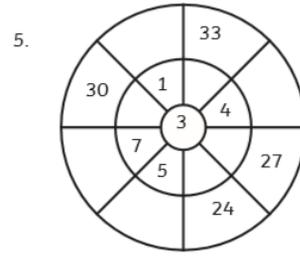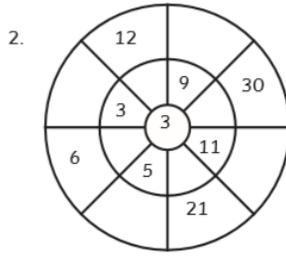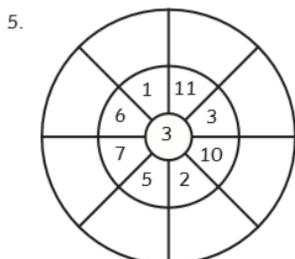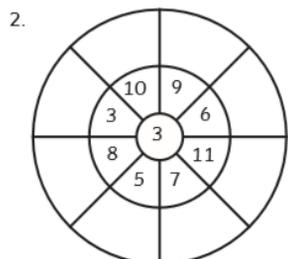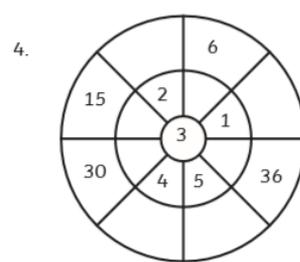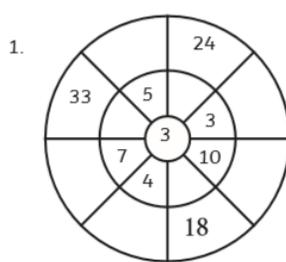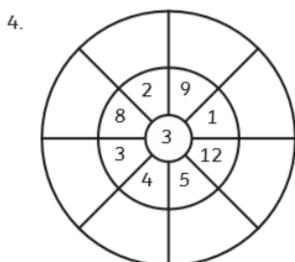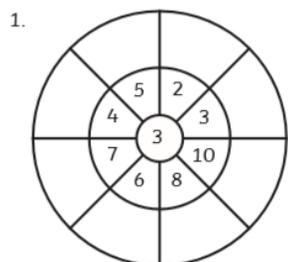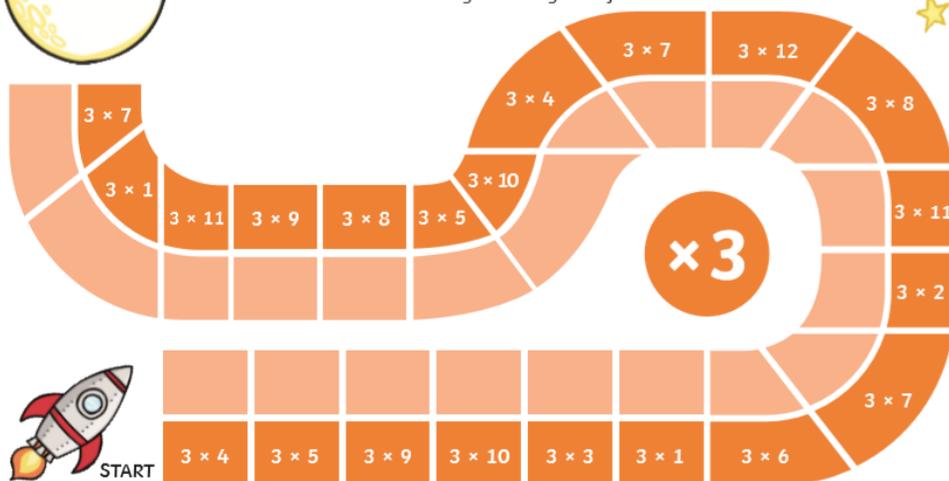
Maths: Thursday's answers

Counting In 3s Missing Numbers Number Line

0   3   6   9   12   15   18   21   24   27   30

3 Times Table Multiplication Wheels
Answers

1. 15, 6, 12, 9, 21, 30, 18, 24 | inner: 5, 2, 4, 3, 7, 10, 6, 8, centre 3

4. 6, 27, 24, 3, 9, 36, 12, 15 | inner: 2, 9, 8, 1, 3, 12, 4, 5, centre 3

2. 30, 27, 9, 18, 24, 33, 15, 21 | inner: 10, 9, 3, 6, 8, 11, 5, 7, centre 3

5. 3, 33, 18, 9, 21, 30, 15, 6 | inner: 1, 11, 6, 3, 7, 10, 5, 2, centre 3

3. 3, 24, 9, 21, 15, 36, 27, 6 | inner: 1, 8, 3, 7, 5, 12, 9, 2, centre 3

6. 15, 12, 3, 21, 24, 33, 18, 27 | inner: 5, 4, 1, 7, 8, 11, 6, 9, centre 3

3 Times Table Multiplication Wheels
Answers

1. 15, 24, 33, 9, 21, 30, 12, 18 | inner: 5, 8, 11, 3, 7, 10, 4, 6, centre 3

4. 6, 6, 15, 3, 30, 36, 12, 15 | inner: 2, 2, 5, 1, 10, 12, 4, 5, centre 3

2. 12, 27, 9, 30, 6, 33, 15, 21 | inner: 4, 9, 3, 10, 2, 11, 5, 7, centre 3

5. 3, 33, 30, 12, 21, 27, 15, 24 | inner: 1, 11, 10, 4, 7, 9, 5, 8, centre 3

3. 3, 30, 9, 18, 15, 12, 27, 6 | inner: 1, 10, 3, 6, 5, 4, 9, 2, centre 3

6. 15, 6, 30, 21, 24, 9, 33, 27 | inner: 5, 2, 10, 7, 8, 3, 11, 9, centre 3

3 Times Table Space Race

Multiply the numbers on the track.
Write them down as you go around.
Use a timer to see how long it takes you to finish the race!

3 × 7 | 3 × 12
3 × 4 | 12 | 21 | 36 | 3 × 8 | 24
21 | 3 × 7
3 × 1 | 3 × 10 | 30
3 × 11 | 3 × 9 | 3 × 8 | 3 × 5 | 11 | 3 × 11
3 | 6 | 3 × 2
33 | 27 | 24 | 15 | ×3 | 21 | 3 × 7

12	15	27	30	9	3	18
3 × 4	3 × 5	3 × 9	3 × 10	3 × 3	3 × 1	3 × 6

START

visit twinkl.com

The 3 times-table

1 Complete the multiplications.

a)

$\boxed{} \times \boxed{} = \boxed{}$

b)

$\boxed{} \times \boxed{} = \boxed{}$

2 Dani makes an array using counters.

Write two multiplication and two division facts represented by the array.

$\boxed{} \times \boxed{} = \boxed{}$

$\boxed{} \times \boxed{} = \boxed{}$

$\boxed{} \div \boxed{} = \boxed{}$

$\boxed{} \div \boxed{} = \boxed{}$

3 Complete the number sentences.

a) $6 \times 3 = \boxed{}$

b) $3 \times \boxed{} = 27$

c) $\boxed{} \div 11 = 3$

d) $\boxed{} \div 3 = 5$

e) $12 \times 3 = \boxed{}$

f) $\boxed{} \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \boxed{}$

$4 \times 3 = \boxed{}$

$8 \times 3 = \boxed{}$

b) $6 = 3 \times \boxed{}$

$12 = 3 \times \boxed{}$

$18 = 3 \times \boxed{}$

What patterns do you notice?

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

a) $33 \div 11 \bigcirc 3$

b) $27 \bigcirc 30 \div 3$

c) $9 \div 3 \bigcirc 3 \times 6$

d) $6 \times 3 \bigcirc 6 \div 3$

e) $3 \times 6 \bigcirc 18 \div 3$

f) $0 \times 3 \bigcirc 3 \div 3$

6 Colour all the numbers in the 3 times-table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

7 Work out the missing values in each bar model.

a)

3	3	3	3	3	3

b)

36

8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? _____

9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
$1 \times 3 = 3$	☐	☐
$2 \times 3 = \boxed{}$	☐	☐
$3 \times 3 = \boxed{}$	☐	☐
$\boxed{} \times 3 = 12$	☐	☐

b) What would the next multiplication be?

$\boxed{} \times 3 = \boxed{}$

c) What do you notice about the products?

d) Will the product of 11×3 be odd or even? _____

10 Use the fact that $12 \times 3 = 36$ to work out the calculations.

$13 \times 3 = \boxed{}$

$3 \times 15 = \boxed{}$

$14 \times 3 = \boxed{}$

$24 \times 3 = \boxed{}$

How did you work this out?

Did you find the answers in the same way as your partner?

Maths: Thursday's answers

The 3 times-table

1 Complete the multiplications.

a)

$8 \times 3 = 24$

b)

$3 \times 4 = 12$

2 Dani makes an array using counters.

Write two multiplication and two division facts represented by the array.

$3 \times 5 = 15$

$5 \times 3 = 15$

$15 \div 3 = 5$

$15 \div 5 = 3$

3 Complete the number sentences.

a) $6 \times 3 = 18$

b) $3 \times 9 = 27$

c) $33 \div 11 = 3$

d) $15 \div 3 = 5$

e) $12 \times 3 = 36$

f) $0 \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = 6$

$4 \times 3 = 12$

$8 \times 3 = 24$

b) $6 = 3 \times 2$

$12 = 3 \times 4$

$18 = 3 \times 6$

What patterns do you notice?

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

a) $33 \div 11 \; = \; 3$

b) $27 \; > \; 30 \div 3$

c) $9 \div 3 \; < \; 3 \times 6$

d) $6 \times 3 \; > \; 6 \div 3$

e) $3 \times 6 \; > \; 18 \div 3$

f) $0 \times 3 \; < \; 3 \div 3$

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6 Colour all the numbers in the 3 times-table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

7 Work out the missing values in each bar model.

a)

18					
3	3	3	3	3	3

b)

36		
12	12	12

8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? _Eva_

9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
$1 \times 3 = 3$	✓	
$2 \times 3 = 6$		✓
$3 \times 3 = 9$	✓	
$4 \times 3 = 12$		✓

b) What would the next multiplication be?

$5 \times 3 = 15$

c) What do you notice about the products?

d) Will the product of 11×3 be odd or even? _Odd_

10 Use the fact that $12 \times 3 = 36$ to work out the calculations.

$13 \times 3 = 39$

$3 \times 15 = 45$

$14 \times 3 = 42$

$24 \times 3 = 72$

How did you work this out?

Did you find the answers in the same way as your partner?

Bonus problem solving

5a. Henry has 3 packs of 6 cupcakes.

There are 15 friends coming to his party.

Henry says,

I have enough cupcakes for every friend to have one.

Is he correct? Explain how you know.

☆

5b. Eden has 3 bags with 7 sports kits in.

There are 21 children who need a kit.

Eden says,

I don't have enough kits for every child.

Is she correct? Explain how you know.

☆

6a. Hannah is thinking of a number.

When she multiplies the number by 3, the answer is less than 24 but more than 20.

What number is Hannah thinking of?

| 3 | 3 | 3 | 3 | 3 | 3 | 3 |

☆

6b. Finley is thinking of a number.

When he multiplies the number by 3, the answer is less than 30 but more than 25.

What number is Finley thinking of?

☆
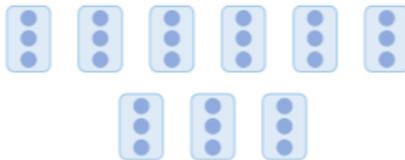
classroomsecrets.co.uk

Harder: A bit more of a trickier problem to solve if you want to. Top tip – there is more than one answer.

2. Kerenza and AJ are throwing darts on the dart board below to generate numbers to multiply by 3. Explore the possible multiplications they could have calculated.

Kerenza: *The sum of the digits in my answer is an even number.*

AJ: *The sum of the digits in my answer is an odd number. It is equal to the sum of the digits in the answer to 3 x 6.*
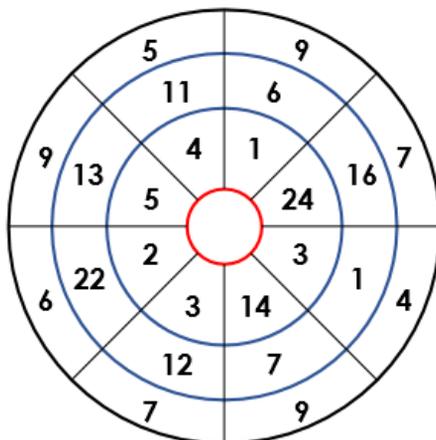

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Discussion Problems – Multiply by 3 – Year 3

Problem solving answers

5a. Henry is correct because 3 x 6 = 18 so there will be 3 cupcakes left over.

6a. 7

5b. Stephanie is incorrect because 3 x 7 = 21 so she has enough kits for everyone.

6b. 9

Harder problem answers

2. Kerenza and AJ are throwing darts on the dart board below to generate numbers to multiply by 3. Explore the possible multiplications they could have calculated.

Kerenza: The sum of the digits in my answer is an even number.

AJ: The sum of the digits in my answer is an odd number. It is equal to the sum of the digits in the answer to 3 x 6.

Various answers, for example:
Kerenza's calculations could be: 3 x 2, 3 x 5, 3 x 11 or 3 x 14.
AJ's calculations could be 3 x 3, 3 x 6, 3 x 9, 3 x 12 or 3 x 24.

DP
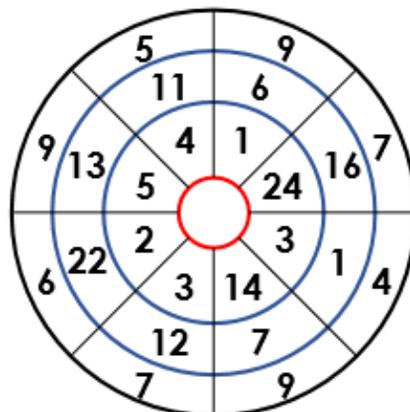
English Spellings: Thursday

Thursday is going to be our spelling day. Every week I will set you 10 spellings. Spend at least 20 minutes practising them.

There are two ways you can practise your spellings.

1. On the next slide are a variety of challenges and ideas to help you practice your spellings with a pencil and paper or whiteboard (if you have one).

2. Follow the link: **https://spellingframe.co.uk/guest/word-list/30409** This link will take you to a website where I have created a personalised spelling list with your weekly spellings on. When you have followed the link then click 'Spelling Tiles'.

This will then take you to the spelling list for this week. You can select the different ways you would like to practise by clicking the boxes and then click 'begin'.

Follow the link: **https://spellingframe.co.uk/guest/word-list/26812** and click Practice/Test to take your test for last weeks spellings.

English Spellings: Thursday

Your spellings:

1. medicine
2. minute
3. natural
4. occasion
5. often
6. particular
7. potatoes
8. question
9. recent
10. remember

Spelling Selection

Rainbow Words
Write your words out in pencil. Next, draw around each letter 5 more times using a different coloured pencil.

Spelling Selection

Fancy Letters
Write each of your words using fancy writing. Your letters could be curly or dotty... or whatever you decide!

Spelling Selection

Joined-Up Writing
First, write out your words in normal writing. Next, write them again in *joined-up writing*.

Literacy / *Literacy*

Learning how to spell

look

say

cover

write

check

Spelling Selection

Backwards Words
Write your words out forwards then backwards.

backwards
sdrawkcab

Spelling Selection

Pyramid Writing
Write each of your words like a pyramid:

s
s o
s o m
s o m e

Spelling Selection

Air Writing
Write your words in the air with your finger. Ask someone to read your words as you write. Or, ask someone to air write the letters you tell them to spell your word.

ABC Order
Write your words out in alphabetical order.

A B C

Spelling Selection

Join the Dots
Write each of your words using dots. Then, join the dots with a coloured pencil to make your word.

HELLO
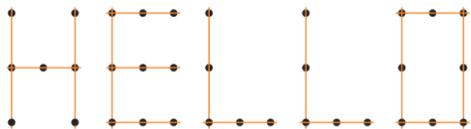
Geography: what is the climate like in the rainforest?

Today we are going to learn about the climate in the rainforest. Think about the map from last lesson. Did you notice anything about where the rainforest were?

1 Brazil
2 Peru
3 Indonesia
4 Bolivia
5 Ecuador
6 Guyana
7 India
8 Malaysia
9 Mexico
10 Venezuela
11 Australia
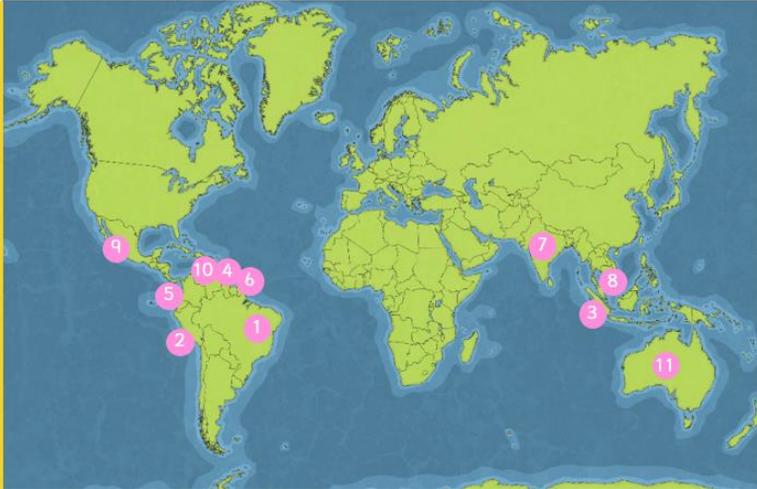
Why do you think the rainforests are in the same places?

What is different about places just above or just below this line?

What's this line called?

Equator

Rainforests are found near to the equator.

What do you notice about the location of most rainforests now? Can you describe their location even more precisely?

tropics of cancer

Equator

tropics of capricorn
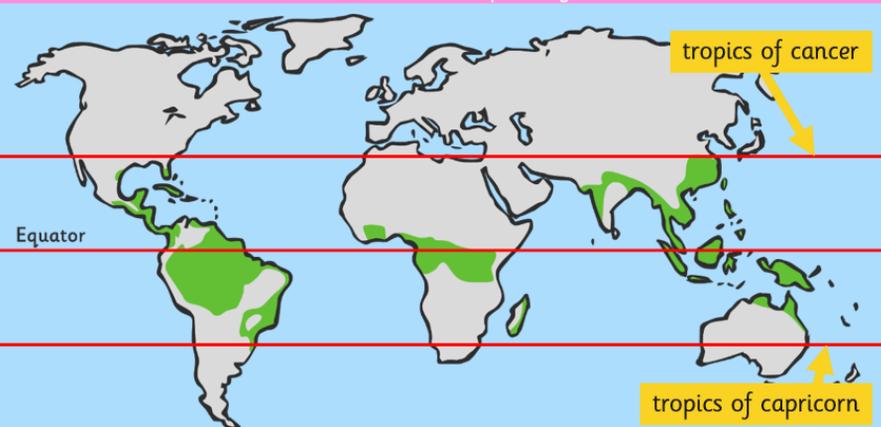
Rainforests are found between the Tropics of Cancer and Capricorn.

Think about what countries are found between the trop of cancer and tropic of Capricorn?

Where are we?

Geography: Climate and Weather

What is the difference between weather and climate?

Climate is the usual or average weather conditions over a long period of time.

Weather is the specific condition on a given day (which may or may not be typical for a climate).

What is the climate of a rainforest?

- There are no seasons – the climate is the same all year round.
- Every month has an average rainfall of at least 6cm.
- It usually rains every day.
- Temperatures are hot all year round.
- It is very humid.

Your Task:

Read through the information about the climate of a rainforest area.

Make notes about what the weather might be like there today.

Cut out the symbols you will need.

Practise reading your weather report.

Weather Symbols Sheet

Cut out the weather symbols that match your forecast and use them to help you when presenting your forecast.

Rainforest Weather Forecast

Location Name	Average Rainfall (per month)
Singapore	9km
Average Temperature (Day)	Average Temperature (Night)
35°C	27°C
Windspeed	Humidity
2mph	89%

Now you're ready to prepare your forecast.
Decide:
- who will introduce the forecast;
- what facts you will share with the class;
- who will read each section;
- where you will need to point on the map;
- how you will sum up your forecast.

Where is your city located? Mark it on this world map so you know where to point when you give your forecast.

You can find your template and symbols on the next slide.

If you want to be super creative you can record yourself in front of a map presenting the weather like they do on the tele.

Geography: Weather report.

Use these template to help you create a weather report for a rainforest of the world.
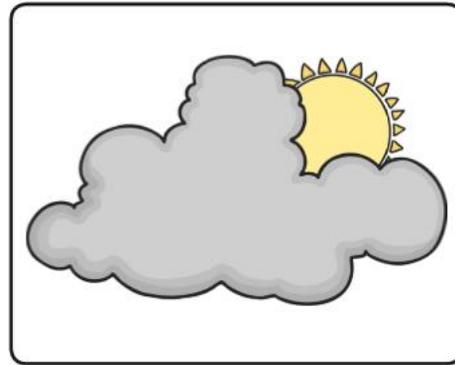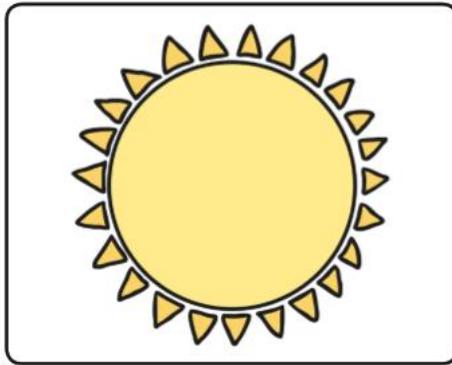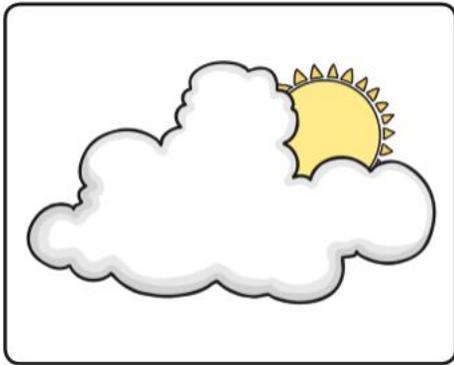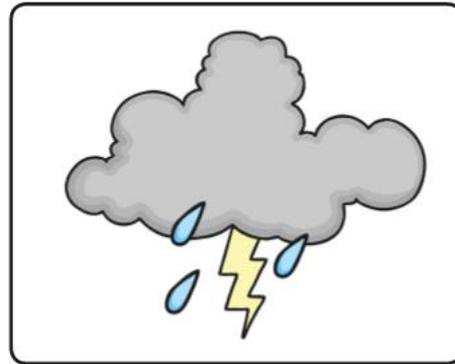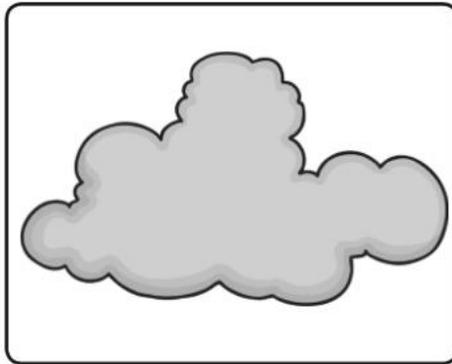
Rainforest Weather Forecast

Location Name	Average Rainfall (per month)
Macapa, Brazil	22cm
Average Temperature (Day)	**Average Temperature (Night)**
38°C	25°C
Windspeed	**Humidity**
12mph	80%

Now you're ready to prepare your forecast.

Decide:

- who will introduce the forecast;
- what facts you will share with the class;
- who will read each section;
- where you will need to point on the map;
- how you will sum up your forecast.

Where is your city located? Mark it on this world map so you know where to point when you give your forecast.

ICT

How do we get computers to do what we want?

Part of Daily lessons | Year 3 and P4 lessons

+ Add to My Bitesize

Daily lessons

Learn about how sequencing, programming and making computers work.

This lesson includes:

- a video to help you understand programming computers
- three activities to try out

Follow this link to complete the lesson on BBC Bitesize:
https://www.bbc.co.uk/bitesize/articles/zht4kmn

Practise

Activity 1

Try to create a simple program sequence for a set of traffic lights using their own command language. Think about how the sequence of real traffic lights works.

Explore more computing resources from **Teachit** ⤴.

teachit primary

Traffic light programming
from Teachit Primary

Activity 2

Learn about code cracking in World War Two and use your evaluation skills to help stop the invasion!

Try more coding activities with **Barefoot by BT and Computing At School.** ⤴

WELCOME TO HQ
Code Cracking

⤴

Play Code Cracking
from Barefoot by BT and Computing at School

Activity 3

Try these mini activities for home learning designed to help practise computational thinking skills.

Try more coding activities with **Barefoot by BT and Computing At School.** ⤴

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Mini Missions