

Tuesday 12<sup>th</sup> May 2020

For the 'everyday' activities please see the slides 1 and 2 at the beginning of Monday's power point.

This is to save you printing more than you need to.

# Tuesday's Maths!

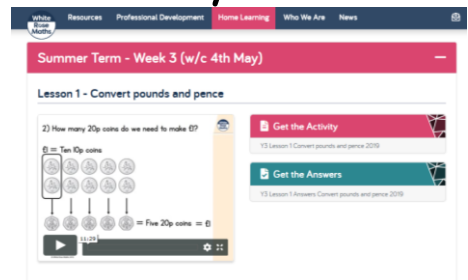
**First** complete the ten in ten arithmetic questions.

**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 4<sup>th</sup> May. Our new topic is Money!

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.


Today there are 16 questions, you can stop at 10 if you want to or challenge yourself to do all 16!

Name \_\_\_\_\_

Date \_\_\_\_\_



## MENTAL MATHS SHEET 4:1

1)	Work out $14 + 5 + 6$	
2)	How many sides does a pentagon have?	
3)	What number is halfway between 12 and 20?	
4)	$20 - 4$	
5)	Write down the number three hundred and seven	
6)	Fill in the missing number $156 = 150 + \underline{\quad}$	
7)	What is the missing number in this sequence? 2, 5, 8, 11, 14, 17, $\underline{\quad}$	
8)	$5 \times 6$	
9)	Which of these numbers is not even? 12, 28, 57, 32, 46, 70	
10)	What is the value of the digit 3 in the number 735?	
11)	I have £1. I spend 45p. How much do I have left?	
12)	What is the name of this shape? 	
13)	How many groups of 3 make 15?	
14)	The date is the 15 <sup>th</sup> March. What will the date be in a week's time?	
15)	What is double 43?	
16)	An apple costs 23p. How much do 3 apples cost?	p




# Tuesday's answers

Name \_\_\_\_\_

Date \_\_\_\_\_

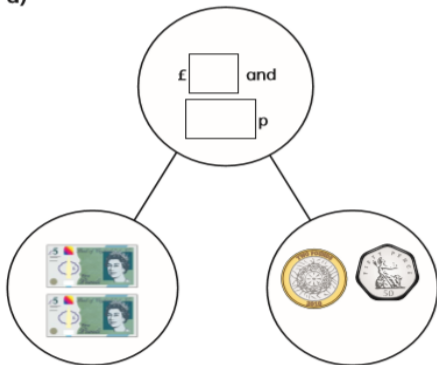


## MENTAL MATHS SHEET 4:1 ANSWERS

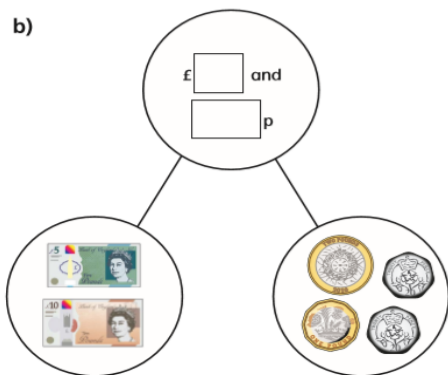
1)	Work out $14 + 5 + 6$	25
2)	How many sides does a pentagon have?	5
3)	What number is halfway between 12 and 20?	16
4)	$20 - 4$	16
5)	Write down the number three hundred and seven	307
6)	Fill in the missing number $156 = 150 + \underline{\quad}$	6
7)	What is the missing number in this sequence? 2, 5, 8, 11, 14, 17, $\underline{\quad}$	20
8)	$5 \times 6$	30
9)	Which of these numbers is not even? 12, 28, 57, 32, 46, 70	57
10)	What is the value of the digit 3 in the number 735?	30
11)	I have £1. I spend 45p. How much do I have left?	55p
12)	What is the name of this shape? 	trapezium
13)	How many groups of 3 make 15?	5
14)	The date is the 15 <sup>th</sup> March. What will the date be in a week's time?	22 <sup>nd</sup> March
15)	What is double 43?	86
16)	An apple costs 23p. How much do 3 apples cost?	69p

1 Complete the part-whole models.

a)



b)



4 Brett has £6 and 55p.

Aisha has £2 and 55p.

How much money do they have altogether?

£ [ ] and [ ] p

5 Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

a) Annie orders a tomato pizza and cheese bites.  
How much does it cost?

£ [ ] and [ ] p

b) Alex has £10

She wants to buy potato wedges and a vegetable pizza.

Does she have enough money? \_\_\_\_\_

Explain your answer.

2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spent.

£ [ ] + £ [ ] = £ [ ]

[ ] p + [ ] p = [ ] p

Dora spends £ [ ] and [ ] p.

3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £ [ ] and [ ] p

b) £3 and 30p + £5 and 30p = £ [ ] and [ ] p

c) £3 and 50p + £5 and 50p = £ [ ] and [ ] p

d) £4 and 50p + £5 and 50p = £ [ ] and [ ] p

What do you notice?

6 Mo buys a cap for £6 and 50p.

He also buys a key ring.

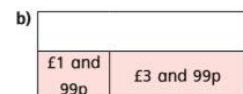
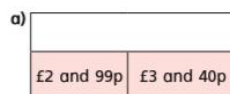
He spends £10 in total.

How much does the key ring cost?



£ [ ] and [ ] p

7 Complete the bar models.



8 Eva has £6 to spend.



What can Eva buy?

\_\_\_\_\_

\_\_\_\_\_

Compare answers with a partner.

# Bonus Maths

## Addition with Money

Find the total cost of the items below. Use the space to show your working.

1.  =  =  Total price = \_\_\_\_\_

2.  =  =  =  Total price = \_\_\_\_\_

3.  =  =  =  Total price = \_\_\_\_\_

## Addition with Money

Find the total cost of the items below. You will find the price of each item from the Grocery Store Price List. Use the space to show your working.


### Grocery Store Price List:

apple 50p	box of peaches £2	eggs £2.50
banana 40p	pack of tomatoes 90p	spaghetti £2.30
carrot 50p	milk £2.80	pepper 60p
pineapple £1.50	cheese £2.90	rice £3.60
pack of strawberries 80p	chocolate £3.10	

1.  Total price = \_\_\_\_\_

2.  Total price = \_\_\_\_\_

3.  Total price = \_\_\_\_\_

4.  Total price = \_\_\_\_\_

For these activities you only need to count the money mentally as in counting on. In year three we don't have to use the column addition method for money, however you can use whatever way you want to work out the answers. Choose to do either activity as they are the same, just shown differently.

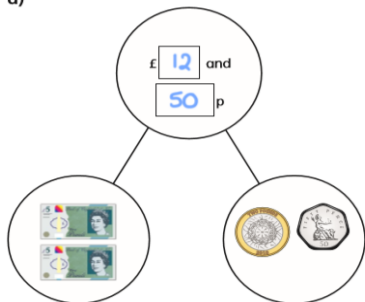
# Maths: Tuesday's answers

## Bonus answers

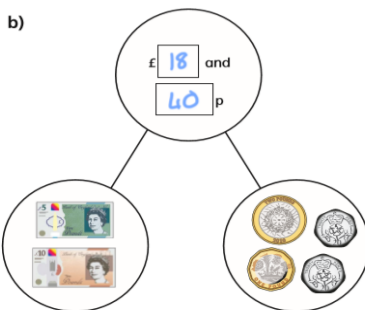
1. 90p
2. £1.40
3. £ 2.80

1 Complete the part-whole models.

a)



b)



4 Brett has £6 and 55p.

Aisha has £2 and 55p.

How much money do they have altogether?

£ 9 and 10 p

5 Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

a) Annie orders a tomato pizza and cheese bites.

How much does it cost?

£ 8 and 23 p

b) Alex has £10

She wants to buy potato wedges and a vegetable pizza.

Does she have enough money? Yes

Explain your answer.

2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

£ 2 + £ 2 = £ 4

20 p + 15 p = 35 p

Dora spends £ 4 and 35 p.

3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £ 8 and 24 p

b) £3 and 30p + £5 and 30p = £ 8 and 60 p

c) £3 and 50p + £5 and 50p = £ 9 and 0 p

d) £4 and 50p + £5 and 50p = £ 10 and 0 p

What do you notice?

6 Mo buys a cap for £6 and 50p.

He also buys a key ring.

He spends £10 in total.

How much does the key ring cost?



£ 3 and 50 p

7 Complete the bar models.

a)

£6 and 39p	
£2 and 99p	£3 and 40p

b)

£5 and 98p	
£1 and 99p	£3 and 99p

8 Eva has £6 to spend.



What can Eva buy?

Various answers.

Compare answers with a partner.



# English: Tuesday's Lesson

Today we are going to be looking at how to punctuate direct speech. We did some work on direct speech back in autumn so this should just help refresh your memories.

Watch the clip below to help with your understanding of direct speech.



<https://www.youtube.com/watch?v=iiinspRKGAY>

On the next slide are two activities.

**Activity 1:** you will need to put the animals words in speech bubbles into sentences and punctuate them with direct speech. **Challenge:** try using different words to show how each animal is speaking. **[DON'T USE SAID]**

**Activity 2:** Imagine that you have walked into the rainforest. Write a short conversation between yourself and an animal of your choice.

**Think about:** what questions you might ask them? What will you say? What reasons might they give you to not cut the forest down? Is there something you would like to tell the creatures of the rainforest?



# Activity 1: direct speech

Senhor, my hive is in this Kapok tree, and I fly from tree to tree and flower to flower collecting pollen. In this way I pollinate the trees and flowers throughout the rain forest. You see, all living things depend on one another.



Senhor, this tree is a tree of miracles. It is my home, where generations of my ancestors have lived. Do not chop it down.



Senhor, a ruined rain forest means ruined lives... many ruined lives. You will leave many of us homeless if you chop down this great Kapok tree.



Senhor, do you know what we animals need in order to live? Oxygen. And, Senhor, do you know what trees produce? Oxygen! If you cut down the forests you will destroy that which gives us all life.



## Task:

Put the animals words in speech bubbles into sentences and punctuate them with direct speech. Think about how the animals might be feeling and moving as they approach the man.

**Challenge:** try using different words to show how each animal is speaking. **[DON'T USE SAID]**

Senhor, when you awake, please look upon us all with new eyes.



# Activity 2: Writing using direct speech.



## TASK:

Use this image as a stimulus for your writing. Your task is to imagine you have travelled into the rainforest. You are able to speak to the animals that are there. You must then write a conversation between you and the animals of the rainforest.

## Things to think about:

- What questions might you ask the animals?
- What reasons might they give for not cutting it down?
- What vocabulary might they use? How will they say things? Example, hiss, whisper, mumble, squawk?

## Punctuation Rules

🗨️ The spoken words and any punctuation marks go inside the speech marks.

🗨️ The first word that is said has a capital letter.

🗨️ A comma separates what is said from who is saying it,

e.g. Bug said, "Hello."



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Remember the punctuation rules when writing.

Optional: print this page and create your own cartoon strip of rainforest animals.




# Science: Investigating leaves

Q What are the different parts of a leaf called?

This week you will need a couple of large ish leaves. Check with a grown up before you pick leaves off plants!

Now you have a choice of activities. You can;

- Create a leaf rubbing. To do this place the leaf under a piece of plain paper and rub over the leaf using the long edge of a wax crayon. (You will need to take the paper off and put the leaf under the paper underside up.)
- OR create a leaf print. To do this lightly paint the back of the leaf and press the painted leaf onto paper.
- OR if you don't have paint or crayons look carefully at the lines on the leaf.
- OR zoom in on a leaf picture and look for the lines on the back.
- OR sketch your leaf on a piece of paper.

What do you notice?

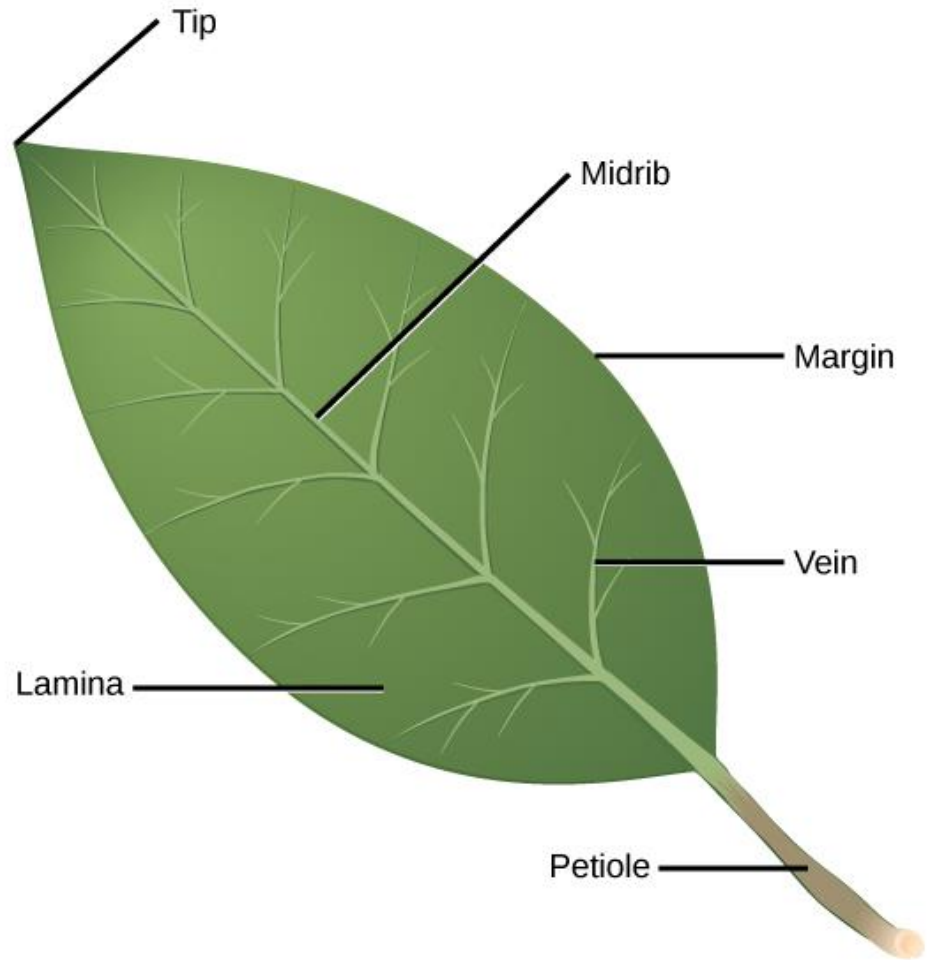
If you want to you can create a picture with the leaves just for fun.

Take a look at the next slide and see if you can identify the different parts of your leaf.



## Q Can you identify the tip, midrib, vein, margin and petiole on your leaves?

Use one of the leaves to label all of the different parts.



Here are a few plant videos that you might want to watch. One has a great time lapse of a pea starting to grow.

<http://www.bbc.co.uk/education/clips/zb4rkqt>  
<http://www.bbc.co.uk/guides/zcjnp39#ztfpsg8>  
<http://www.bbc.co.uk/guides/zcxh4qt>  
<https://www.bbc.com/bitesize/clips/zb4rkqt>

This week and next week we will be conducting a mini investigation. Don't worry if you don't have celery or a flower and food colouring as I will put the pictures on next week's power point. You can still join in by writing a little plan by answering the questions below. (It's a little bit different to how we do it at school - I've never home taught an investigation before.)

### Q How does water travel through a plant?

So last week we found out that the leaves on a plant made food to help it to grow. This week we are going to investigate how water travels from the soil throughout the plant and into the leaves so that the food can be made. I've started the plan for 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?

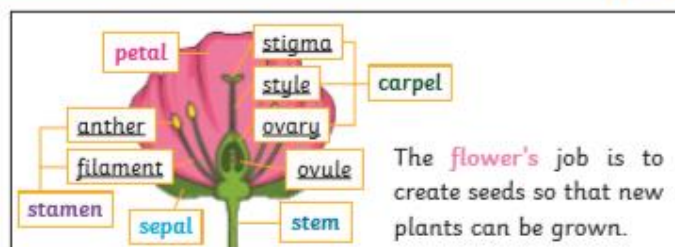
#### 4. How long should we leave the celery/ flower?

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



Key Vocabulary	
<b>fertilisation</b>	When the male and female parts of the <b>flower</b> have mixed in order to make seeds for new plants.
<b>petal</b>	The brightly coloured part of the <b>flower</b> that attracts insects to <b>pollinate</b> the plant.
<b>stamen</b>	The male parts of the <b>flower</b> . The <b>stamen</b> is made up of the <b>anther</b> and the <b>filament</b> . The filament's job is to hold up the <b>anther</b> . The job of the <b>anther</b> is to make the pollen.
<b>carpel (pistil)</b>	The female parts of the <b>flower</b> . Made up of the <b>stigma</b> , <b>style</b> and <b>ovary</b> . The job of the <b>style</b> is to hold up the <b>stigma</b> . The <b>stigma</b> collects the pollen when a <b>pollinator</b> brushes by it. The <b>ovary</b> contains the <b>ovules</b> , which are the part of the <b>flower</b> that gets <b>fertilised</b> and eventually becomes the new seed.
<b>sepal</b>	Leaf-like structures that protect the <b>flower</b> and <b>petals</b> before they open out.
<b>pollination</b>	When pollen (a fine powdery substance produced by a <b>flowering</b> plant) is moved from the male <b>anther</b> of a <b>flower</b> to the female stigma.
<b>pollinator</b>	Animals or insects which carry pollen between plants. Examples include birds, bees and bats.
<b>germination</b>	When a seed starts to grow.
<b>seed dispersal</b>	A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival.

Later on in this topic we will be looking at flowers in more detail. Have a read of this knowledge organiser to get yourselves ahead.



The **flower's** job is to create seeds so that new plants can be grown.

### Life Cycle of a Flowering Plant

#### Seed Dispersal

The fully formed seeds are moved away from the parent plant.

#### Germination

The seed starts to grow.

#### Growing and Flowering

The plant grows bigger and forms a **flower**.

#### Fertilisation and Seed Formation

The pollen joins with an **ovule** and a seed starts to form.

#### Pollination

Pollen from the **anther** lands on the **stigma** and travels down the **style**.

### Seed Dispersal

Seeds can be dispersed by:

