Wednesday 29th April 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.

If you are not printing most activities can be done using a pencil and paper and just copying out.

Wednesday's Maths !

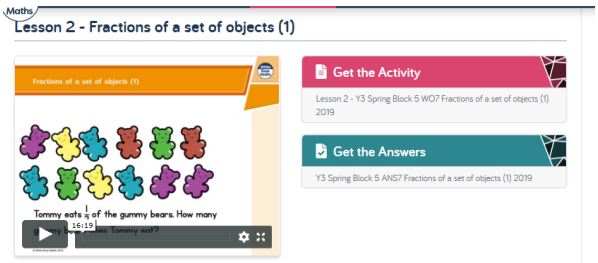
First complete the ten in ten arithmetic questions.

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/

There are four flashback questions That you can answer if you want to. We are starting on week 2 from Spring term.

This is what the page looks like.

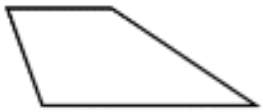


- **Grown ups** - If for any reason the link doesn't work it is because everyone is trying to access the same documents potentially from all over the country if not world. Please try the link again later in the day or later in the week. It is an excellent resource and once everyone has settled into a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

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

Name Date

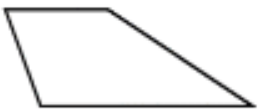
MENTAL MATHS SHEET 3:B8

1)	Half of 54	
2)	Round 271 to the nearest 10	
3)	11 + 12 + 13	
4)	How many mm in 6½ cm?	
5)	Flame has 22p. Captain has 3 TENS and a FIVE. How much do they have altogether?	
6)	Name this shape.  **triangle square rhombus trapezium parallelogram**	
7)	14 – 8 = 4 + ___	
8)	Which is most? 3 TENS 1 TWENTY 7 FIVES 32p	
9)	It is Monday. What day was it 5 days ago?	
10)	What is the next number? 17 23 29 35 41 ___	
11)	How many 20p coins make £3?	
12)	A coach holds 50 people. How many coaches are needed to take 270 children plus 10 adults?	
13)	Computer games cost £7. How many can I buy for £25?	
14)	The flight time from Boston to Miami is 3 hours 15 minutes. If I set off at 8:00am, what time will I arrive?	
15)	Tyger has £7. Sally has half as much. How much does Sally have?	
16)	8 kilometres is about 5 miles. How many kilometres is 10 miles?	

Wednesday's answers

Name Date

MENTAL MATHS SHEET 3:B8 ANSWERS

1)	Half of 54	**27**
2)	Round 271 to the nearest 10	**270**
3)	11 + 12 + 13	**36**
4)	How many mm in 6½ cm?	**65**
5)	Flame has 20p. Captain has 3 nickels and a dime. How much do they have altogether?	**45p**
6)	Name this shape.  triangle square rhombus trapezium parallelogram	**trapezium**
7)	14 – 8 = 4 + ___	**2**
8)	Which is most? 3 TENS 1 TWENTY 7 FIVES 32p	**7 FIVES**
9)	It is Monday. What day was it 5 days ago?	**Wednesday**
10)	What is the next number? 17 23 29 35 41 ___	**47**
11)	How many 20p coins make £3?	**15**
12)	A coach holds 50 people. How many coaches are needed to take 270 children plus 10 adults?	**6**
13)	Computer games cost £7. How many can I buy for £25?	**3**
14)	The flight time from Boston to Miami is 3 hours 15 minutes. If I set off at 8:00am, what time will I arrive?	**11:15am**
15)	Tyger has £7. Sally has half as much. How much does Sally have?	**£3.50**
16)	8 kilometres is about 5 miles. How many kilometres is 10 miles?	**16km**

Fractions of a set of objects (2)

1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = ☐

b) $\frac{3}{4}$ of 8 = ☐

c) $\frac{2}{5}$ of 20 = ☐

2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?	9
$\frac{3}{5}$ of 15 = ?	6
$\frac{5}{6}$ of 12 = ?	15
$\frac{3}{4}$ of 20 = ?	10

3 What is $\frac{6}{6}$ of 18? ☐

How do you know?

4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36

Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 = ☐

b) $\frac{3}{4}$ of 48 = ☐

c) $\frac{3}{4}$ of 92 = ☐

5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36

Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 = ☐

b) $\frac{3}{5}$ of 60 = ☐

c) $\frac{3}{4}$ of 52 = ☐

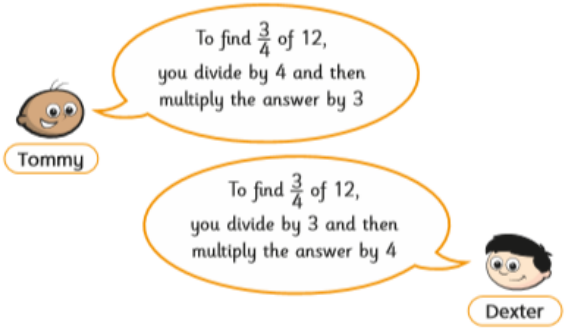
6 Complete the number sentences.

a) $\frac{2}{3}$ of ☐ = 30

b) $\frac{3}{4}$ of ☐ = 30

c) $\frac{5}{6}$ of ☐ = 30

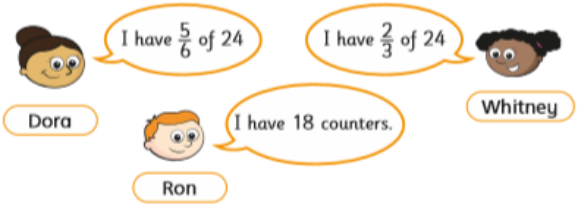
7



Who is correct? _____

How do you know? Show your working.

8 Dora, Whitney and Ron each find a fraction of 24 using counters.



a) Who has the most counters? Show your workings.

b) How many more counters does Dora have than Whitney? ☐

9 Write fractions to make the statements correct.

☐ of 36 < 18

☐ of 36 = 18

☐ of 36 > 18

How many different answers can you find for each? Compare with a partner.

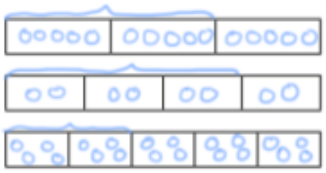
Fractions of a set of objects (2)

1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = 10

b) $\frac{3}{4}$ of 8 = 6

c) $\frac{2}{5}$ of 20 = 8



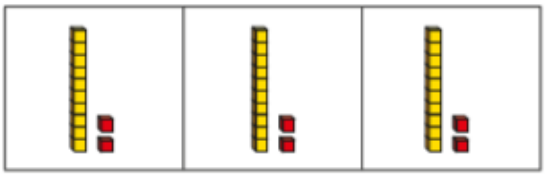
2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?	9
$\frac{3}{5}$ of 15 = ?	6
$\frac{5}{6}$ of 12 = ?	15
$\frac{3}{4}$ of 20 = ?	10

3 What is $\frac{6}{6}$ of 18? 18

How do you know?

4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 = 42

b) $\frac{3}{4}$ of 48 = 36

c) $\frac{3}{4}$ of 92 = 69

5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36

Use Kim's method to complete the number sentences.

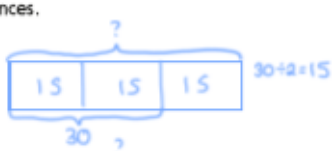
a) $\frac{2}{3}$ of 96 = 64

b) $\frac{3}{5}$ of 60 = 36

c) $\frac{3}{4}$ of 52 = 39

6 Complete the number sentences.

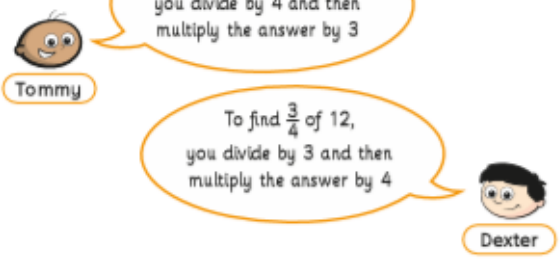
a) $\frac{2}{3}$ of 45 = 30



b) $\frac{3}{4}$ of 40 = 30

c) $\frac{5}{6}$ of 36 = 30

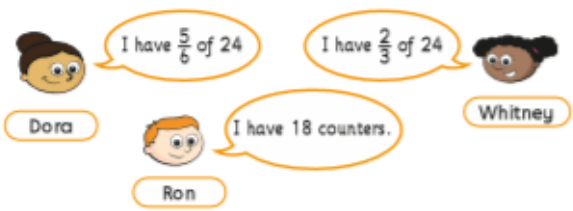
7



Who is correct? Tommy

How do you know? Show your working.

8 Dora, Whitney and Ron each find a fraction of 24 using counters.



a) Who has the most counters? Show your workings.

$\frac{5}{6}$ of 24 = 20 $\frac{2}{3}$ of 24 = 16

Dora

b) How many more counters does Dora have than Whitney?

20 − 16 = 4 4

9 Write fractions to make the statements correct.

e.g. $\frac{1}{6}$ of 36 < 18

$\frac{1}{2}$ of 36 = 18

$\frac{3}{4}$ of 36 > 18

How many different answers can you find for each?

Compare with a partner.

Wednesday English: What is a verb?

First: Click the image to learn about verbs.

Next: Play the game and quiz to test your knowledge.

The verbs quiz

Test you knowledge of verbs with this quiz.

Play

Then: Use your knowledge about verbs to complete activity one on the next slide.
If you want something harder try activity 2.

Verbs

A verb is a word used to describe an action, state or occurrence.

Verbs can be used to describe an action, that's doing something. For example, like the word 'jumping' in this sentence:

The rabbit was *jumping* in the field.

They can also be used to describe a state of being, that's feeling something. For example, the word 'likes' here:

The monster *likes* rollercoasters.

Or a verb can be used to describe an occurrence, that's something happening. For example, the word 'became' in this sentence:

The caterpillar *became* a butterfly.

When writing, make sure every sentence includes a verb.

Activity 1:
Great Kapok Tree

First: Think about each verb that is underlined in the following sentences.
Then: Name the animal involved and explain the meaning of the verb.
Next: List 1 or 2 other possible verbs that the author could have used.

1. Before he knew it, the heat and hum of the forest had **lulled** him to sleep.

2. A troupe of monkeys **scampered** down from the canopy of the Kapok tree.

3. In a squeaky voice, he **piped** in the man's ear: "Senhor, a ruined rain forest means ruined lives... many ruined lives."

4. Now he leapt down and **padded** silently over to the sleeping man.

5. **Plodding** every so slowly over to the sleeping man, she spoke in her deep and
lazy voice: "Senhor, how much is beauty worth?"

6. He **murmured** in his ear: "Senhor, when you awake, please look upon us all
with new eyes."

Use this link https://www.thefreedictionary.com/
to help you find the meaning of words using the Dictionary Tab.
Use the thesaurus tab to find new words.

Activity 2 HARDER:
Great Kapok Tree

First: Find and underline the verb or verbs in the following sentences.
Then: Name the animal involved and explain the meaning of the verb (you will need your text to find the animal).
Next: List other possible verbs that the author could have used.
Challenge: Find and colour code the verbs, adjectives and nouns in the sentences.

1. Before he knew it, the heat and hum of the forest had lulled him to sleep.

2. A troupe of monkeys scampered down from the canopy of the Kapok tree.

3. In a squeaky voice, he piped in the man's ear: "Senhor, a ruined rain forest means ruined lives... many ruined lives."

4. Now he leapt down and padded silently over to the sleeping man.

5. Plodding every so slowly over to the sleeping man, she spoke in her deep and lazy voice: "Senhor, how much is beauty worth?"

6. He murmured in his ear: "Senhor, when you awake, please look upon us all with new eyes."

Use this link https://www.thefreedictionary.com/ to help you find the meaning of words using the Dictionary Tab.
Use the thesaurus tab to find new words.

History: What was life like for the ancient Mayas?

In ancient Maya times, children had very different lives to today. They dressed differently and their homes were much smaller.

Families lived in great cities like **Yax Mutal** and **Palenque**, and also in surrounding farmland.

Adults worked as **farmers, warriors, hunters, builders, teachers** and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs.

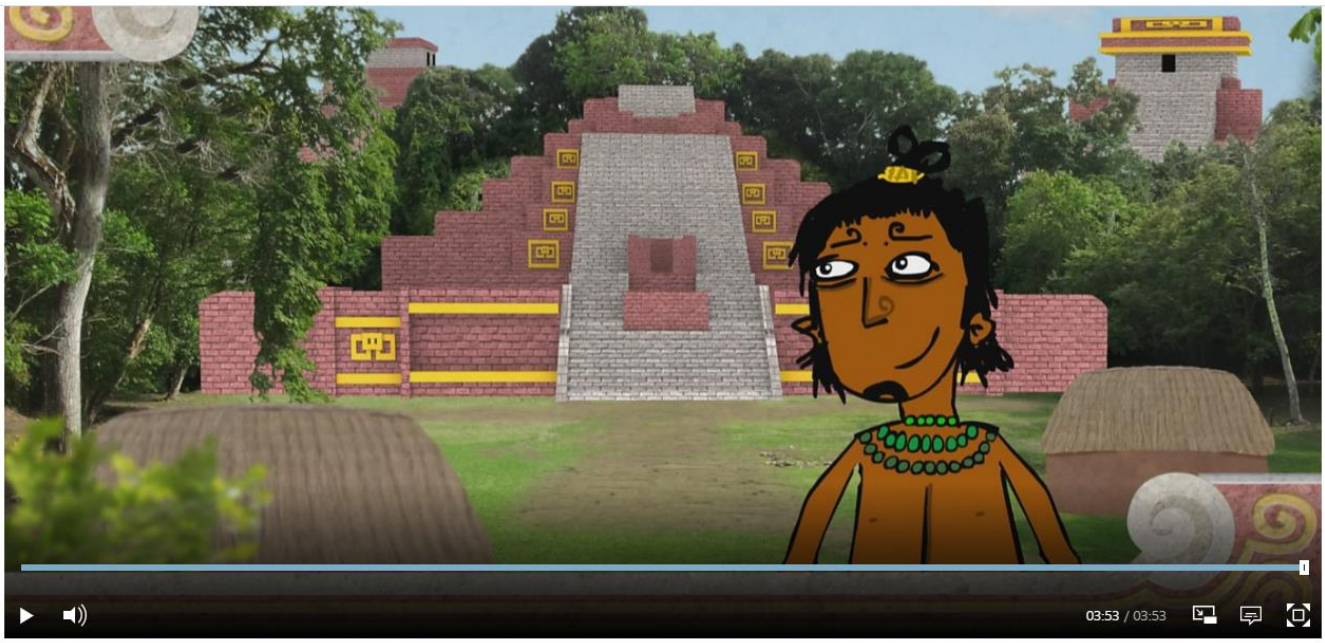
Click the image to learn about Mayan life.

Activity 1:

Can you remember any of the interesting facts from the video? Answer these questions:

1. What do children under 5 wear?
2. What are Mayan houses like?
3. Who might get a tattoo?
4. Name a Mayan job:

History: Activity 1



Activity 2: Compare Ancient Mayan life with life today.

Watch this video clip (click image) and then use it to help you compare life in ancient Maya with life today. What things are similar? What things are different?

I've created a table on the next slide to help you record your answers.

You could draw this yourself if you wanted to. Or you could even create a poster with pictures and sentences to explore the similarities and differences.

Key Words to get you thinking:

Rainforest food houses sports

clothes climate temples

religion buildings

History: Recording table

Subject	Ancient Maya	2020
Food		
Location		
Sport		
Buildings		

History: Example answers

Subject	Ancient Maya	2020
Food	Maize, corn, sweet potatoes, vanilla, avocado, tomatoes, chocolate	We eat much of the same food but we have food from all over the world. We also have takeaways and restaurants where we can eat lots of different foods.
Location	They lived in central American where it would be very hot and surrounded by rainforest.	We live in England which can be very cold and rainy. We don't have rainforests here but we do have hills and woodland.
Sport	They played Mayan football and it was very important to them. It is similar to football today because they couldn't use their hands.	We also play football but we gain points by scoring goals into a net.
Buildings	Pyramids for the city where important people live. Mud huts with no windows for other people.	We live in lots of different types of houses but similar because we live in semi-detached houses and the Queen lives in a palace.

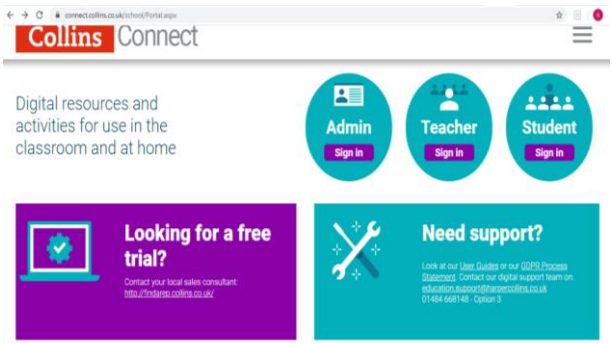
Music

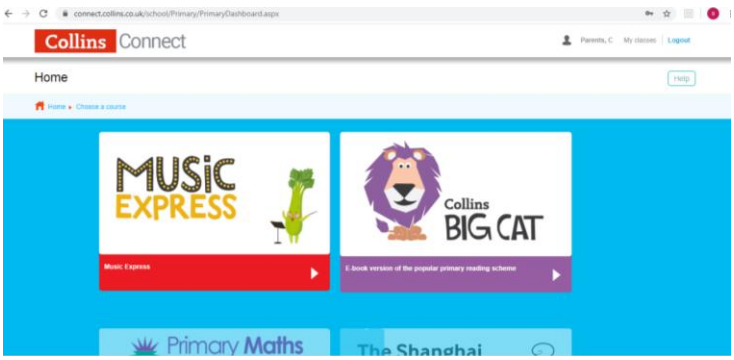
How to access free Music Express songs:

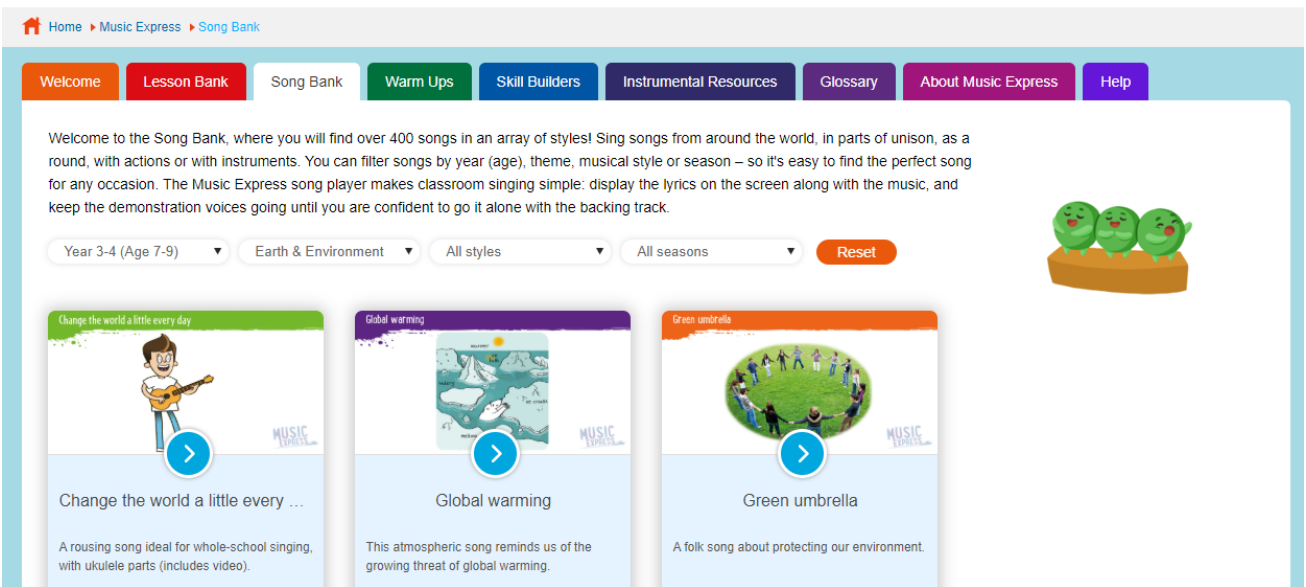
Go to **Collins Connect** and click on the Teacher portal and enter:

Username:
parents@harpercollins.co.uk
Password:
Parents20!
and click Login.

When you are logged in click the Music Express box and go to song bank.
Set the search to Year 3-4 and Earth and environment.
Then practise the "Change the world a little everyday" song. You can print the lyrics or use the next slide.







CHANGE THE WORLD A LITTLE EVERY DAY

(Introduction)

VERSE 1

Did you know that over there
They haven't really got a lot
Of food to eat, no shoes on their feet
When they're walking down the street?
And did you know that over here
We eat so much, then throw it all away
Every day – maybe we could try a different way?

CHORUS

(Ah, ah) Cos if we care,
Maybe it would be a little nicer to share.
(Ah, ah) If we care,
That'd be fair.___
(Ah, ah) So let's all say;
We really, really, really want a better way!
We can change the world a little every day.

(Interlude)

VERSE 2

Did you know that over there
They're chopping down the forest
Where the animals roam? If they have no home,
Where are all the animals supposed to go?

CHORUS

(Ah, ah) And if we care,
Maybe it would be a little nicer to share.
(Ah, ah) If we care,
That'd be fair.___
(Ah, ah) So let's all say;
We really, really, really want a better way!
We can change the world a little every day.

(Interlude)

OUTRO

(Harmony) *(repeat to end)*
(Change a little, change a little.)

(Melody) *(x5)*
(So) the air is clean,
The trees are green,
The ocean sparkles in between.
The sun shines on everyone,
Don't you think together
We'll have more fun?

(Change a little, change a little.) *(x2)*