Tuesday 28th April 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.

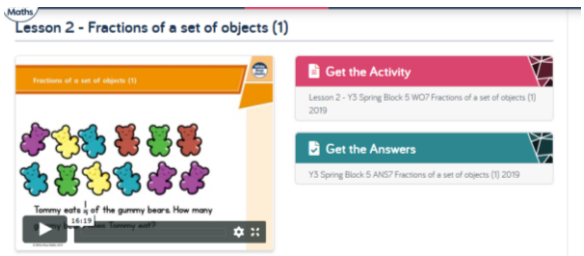
Next watch the video on this link that is from White Rose Maths – you will notice that it is similar to the power points that we use in class.

https://whiterosemaths.com/homelearning/year-3/

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:B7

1)	100 – 7	
2)	Write one thousand three hundred and eight	
3)	What is the value of the digit 9 in the number 3291?	
4)	Double a number is 26. What is the number?	
5)	What fraction is shaded? 	
6)	How many cm in 3 ½ metres?	
7)	3 ½ + 4 ½	
8)	Double 7 = ___ + 10	
9)	Add together 1 TWENTY, 3 TENS and 3 FIVES.	
10)	Measure this line in inches	
11)	Flame has 67p. Tyger has 4 TENS and 3 FIVES. How much more does Flame have?	
12)	A watch costs £39. How much change from £50?	
13)	Milly is 7cm shorter than Molly. If Milly is 106cm tall, how tall is Molly?	
14)	The clock shown is 30 minutes slow. What is the correct time? 	
15)	Which of these numbers is **not** a multiple of 3? 18 13 9 12 15	
16)	An apple weighs about 100 grams. Roughly how much do 8 apples weigh?	

Tuesday's answers

Name Date

MENTAL MATHS SHEET 3:B7 ANSWERS

1)	100 – 7	93
2)	Write one thousand three hundred and eight	1308
3)	What is the value of the digit 9 in the number 3291?	90
4)	Double a number is 26. What is the number?	13
5)	What fraction is shaded? 	3/7
6)	How many cm in 3 ½ metres?	350
7)	3 ½ + 4 ½	8
8)	Double 7 = ___ + 10	4
9)	Add together 1 TWENTY, 3 TENS and 3 FIVES.	65p
10)	Measure this line in cm	about 7.3cm
11)	Flame has 67p. Tyger has 4 TENS and 3 FIVES. How much more does Flame have?	12p
12)	A watch costs £39. How much change from £50?	£11
13)	Milly is 7cm shorter than Molly. If Milly is 106cm tall, how tall is Molly?	113cm
14)	The clock shown is 30 minutes slow. What is the correct time? 	1:50
15)	Which of these numbers is **not** a multiple of 3? 18 13 9 12 15	13
16)	An apple weighs about 100 grams. Roughly how much do 8 apples weigh?	800g

Fractions of a set of objects (1)

White Rose Maths

1 Here are some counters.

a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle? ☐

c) What is $\frac{1}{4}$ of 12? ☐

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

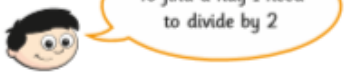
a) $\frac{1}{2}$ of 8 = 4

b) $\frac{1}{2}$ of 16 = ☐

c) $\frac{1}{4}$ of 8 = ☐

d) $\frac{1}{4}$ of 16 = ☐

3



Do you agree with Dexter? _____

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter		$\frac{1}{4}$ of 8 = 2	
			
			

5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36

Use Huan's method to complete the calculations.

a) $\frac{1}{3}$ of 63 = ☐

c) $\frac{1}{4}$ of 92 = ☐

b) $\frac{1}{4}$ of 48 = ☐

6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36

Use Nijah's method to complete the calculations.

a) $\frac{1}{3}$ of 96 = ☐

c) $\frac{1}{4}$ of 52 = ☐

b) $\frac{1}{5}$ of 60 = ☐

7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 or $\frac{1}{5}$ of £75

Show your workings

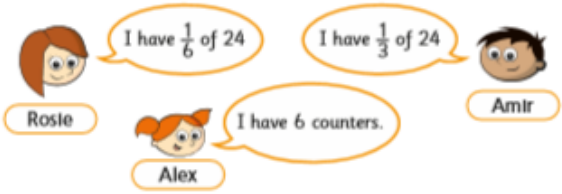
8 Complete the number sentences.

a) $\frac{1}{2}$ of ☐ = 30

c) $\frac{1}{5}$ of ☐ = 50

b) $\frac{1}{4}$ of ☐ = 20

9 Rosie, Amir and Alex each find a fraction of 24 using counters.



a) Order the children from least counters to most counters.

_____ _____ _____

least counters most counters

b) What fraction of the counters does Alex have? ☐

c) Rosie and Amir put their counters together.

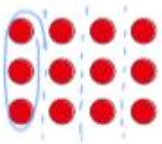
Write their total number of counters as a fraction of 24

☐

Maths: Tuesday's answers

Fractions of a set of objects (1)

1 Here are some counters.



a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle? 3

c) What is $\frac{1}{4}$ of 12? 3

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 = 4

b) $\frac{1}{2}$ of 16 = 8

c) $\frac{1}{4}$ of 8 = 2

d) $\frac{1}{4}$ of 16 = 4

3

To find a half I need to divide by 2

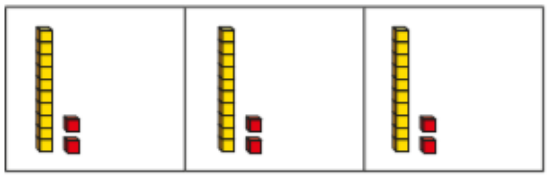
Do you agree with Dexter? Yes

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter	divide by 4	$\frac{1}{4}$ of 8 = 2	
one third	divide by 3	$\frac{1}{3}$ of 15 = 5	
one fifth	divide by 5	$\frac{1}{5}$ of 15 = 3	

5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

a) $\frac{1}{3}$ of 63 = 21

c) $\frac{1}{4}$ of 92 = 23

b) $\frac{1}{4}$ of 48 = 12

6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36

Use Nijah's method to complete the calculations.

a) $\frac{1}{3}$ of 96 = 32

c) $\frac{1}{4}$ of 52 = 13

b) $\frac{1}{5}$ of 60 = 12

7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 ✓ or $\frac{1}{5}$ of £75

$\frac{1}{3}$ of £75 = £25

$\frac{1}{5}$ of £75 = £15

Show your workings.

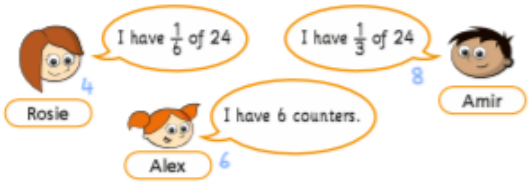
8 Complete the number sentences.

a) $\frac{1}{2}$ of 60 = 30

c) $\frac{1}{5}$ of 250 = 50

b) $\frac{1}{4}$ of 80 = 20

9 Rosie, Amir and Alex each find a fraction of 24 using counters.



a) Order the children from least counters to most counters.

Rosie, Alex, Amir

least counters ... most counters

b) What fraction of the counters does Alex have? $\frac{6}{24} = \frac{1}{4}$

c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

4 + 8 = 12

$\frac{12}{24}$

English: Tuesday's Lesson

Our topic is all about the rainforest this term and so for the next few weeks in English we will be focusing on the text you listened to yesterday; The Great Kapok Tree.

For this activity you will need to listen to the story from yesterdays lesson 'The Great Kapok Tree' or print off the text included with this power point.
Below are some questions I would like you to talk about with your grown up.
Grown ups – Ask your children the questions after you have read or listened to the text. (You could also read the text to your child to help them with their understanding).
Children – If you are feeling in the mood for writing you could answer these questions in sentences and use parts of the text to explain your answers.

Discussion Questions

https://www.youtube.com/watch?v=APJNxtj0XJc

The Great Kapok Tree

1. Where do all of the animals in the story live?
2. Why was the man in the story going to cut down the Kapok tree?
3. How did the animals try to convince the man not to cut down the Kapok tree? What reasons did they give him to save the tree?
4. If the Kapok tree did get cut down, what would happen to the animals in the story?
5. What can the man do now that he knows how important the tree is to the animals? How can he make a difference?
6. If you could be any animal from the story, what would you be? How does that animal depend on the Kapok tree?
7. The animals in the book use the tree in many ways. What are some ways that people use trees?
8. Who can you tell about the importance of trees and protecting our environment?

TEXT:
The Great Kapok Tree (Page 1)

Book by Lynne Cherry (A Gulliver Green Book), (Harcourt Brace Jovanovich, 1990); permission pending.

Two men walked into the rain forest. Moments before, the forest had been alive with the sounds of squawking birds and howling monkeys. Now all was quiet as the creatures watched the two men and wondered why they had come. The larger man stopped and pointed to a great Kapok tree. Then he left.

The smaller man took an ax he carried and struck the trunk of the tree. Whack! Whack! Whack! The sounds of the blows rang through the forest. The wood of the tree was very hard. Chop! Chop! Chop! The man wiped off the sweat that ran down his face and neck. Whack! Chop! Whack! Chop! Soon the man grew tired. He sat down to rest at the foot of the great Kapok tree. Before he knew it, the heat and hum of the forest had lulled him to sleep.

A boa constrictor lived in the Kapok tree. He slithered down its trunk to where the man was sleeping. He looked at the gash the ax had made in the tree. Then the huge snake slid very close to the man and hissed in his ear: "Senhor, this tree is a tree of miracles. It is my home, where generations of my ancestors have lived. Do not chop it down."

TEXT:
The Great Kapok Tree (Page 2)

A bee buzzed in the sleeping man's ear: "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."

A troupe of monkeys scampered down from the canopy of the Kapok tree. They chattered to the sleeping man: "Senhor, we have seen the ways of man. You chop down one tree, then come back for another and another. The roots of these great trees will wither and die, and there will be nothing left to hold the earth in place. When the heavy rains come, the soil will be washed away and the forest will become a desert."

A toucan, a macaw, and a cock-of-the-rock flew down from the canopy. "Senhor!" squawked the toucan, "you must not cut down this tree. We have flown over the rain forest and seen what happens once you begin to chop down the trees. Many people settle on the land. They set fires to clear the underbrush, and soon the forest disappears. Where once there was life and beauty only black and smoldering ruins remain."

A bright and small tree frog crawled along the edge of a leaf. In a squeaky voice he piped in the man's ear: "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.

TEXT:
The Great Kapok Tree (Page 3)

A jaguar had been sleeping along a branch in the middle of the tree. Because his spotted coat blended into the dappled light and shadows of the understory, no one had noticed him. Now he leapt down and padded silently over to the sleeping man. He growled in his ear: "Senhor, the Kapok tree is home to many birds and animals. If you cut it down, where will I find my dinner?"

Four tree porcupines swung down from branch to branch and whispered to the man: "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."

Several anteaters climbed down the Kapok tree with their young clinging to their backs. The unstriped anteater said to the sleeping man: "Senhor, you are chopping down this tree with no thought for the future. And surely you know that what happens tomorrow depends upon what you do today. The big man tells you to chop down a beautiful tree. He does not think of his own children, who tomorrow must live in a world without trees."

A three-toed sloth had begun climbing down from the canopy when the men first appeared. Only now did she reach the ground. Plodding ever so slowly over to the sleeping man, she spoke in her deep and lazy voice: "Senhor, how much is beauty worth? Can you live without it? If you destroy the beauty of the rain forest, on what would you feast your eyes?"

TEXT:
The Great Kapok Tree (Page 4)

A child from the Yanomamo tribe who lived in the rain forest knelt over the sleeping man. He murmured in his ear: "Senhor, when you awake, please look upon us all with new eyes."

The man awoke with a start. Before him stood the rain forest child, and all around him, staring, were the creatures who depended upon the great Kapok tree. What wondrous and rare animals they were!

The man looked about and saw the sun streaming through the canopy. Spots of bright light glowed like jewels amidst the dark green forest. Strange and beautiful plants seemed to dangle in the air, suspended from the great Kapok tree. The man smelled the fragrant perfume of their flowers. He felt the steamy mist rising from the forest floor. But he heard no sound, for the creatures were strangely silent.

The man stood and picked up his ax. He swung back his arm as though to strike the tree. Suddenly he stopped. He turned and looked at the animals and the child. He hesitated. Then he dropped the ax and walked out of the rain forest.

Optional: Colour this picture or create your own picture of the Kapok tree and the animals who live there.

"The Great Kapok Tree," Love Surrounds Us; illustration, Nancy Meshkoff

Science – what is the function of the different parts of a flowering plant?

- **First** have a read of the information below and highlight the function of each part. (You are all really good at this in class)
- **Next** on a piece of paper draw a flowering plant and label the parts. OR you could use the picture that you created yesterday.
- **Then** next to each label explain the function of the different parts.
- Remember to use the Scientific vocabulary and to spell the words from the information correctly.

What Jobs Do They Do?

Roots

Where do we find the roots of a plant?

They grow underneath a plant, below the surface of the soil.

Roots are usually long and are covered in small hairs.

What do you think their jobs are?

The roots anchor the plant in the ground.

They absorb water and nutrients from the soil.

Stem or Trunk

What is a stem or trunk?

Branches, leaves and flowers grow from the stem or trunk.

A trunk is woody, and often has a layer of bark around it.

What job does it do?

The stem or trunk holds the plant up.

It also carries water and nutrients from the roots to the leaves.

What Jobs Do They Do?

Flowers

Do you know what the flower's job is?

Flowers are brightly coloured to attract insects and birds.

The insects carry pollen to other flowers.

Flowers use the pollen to make seeds to grow new plants.

Leaves

What job do leaves do?

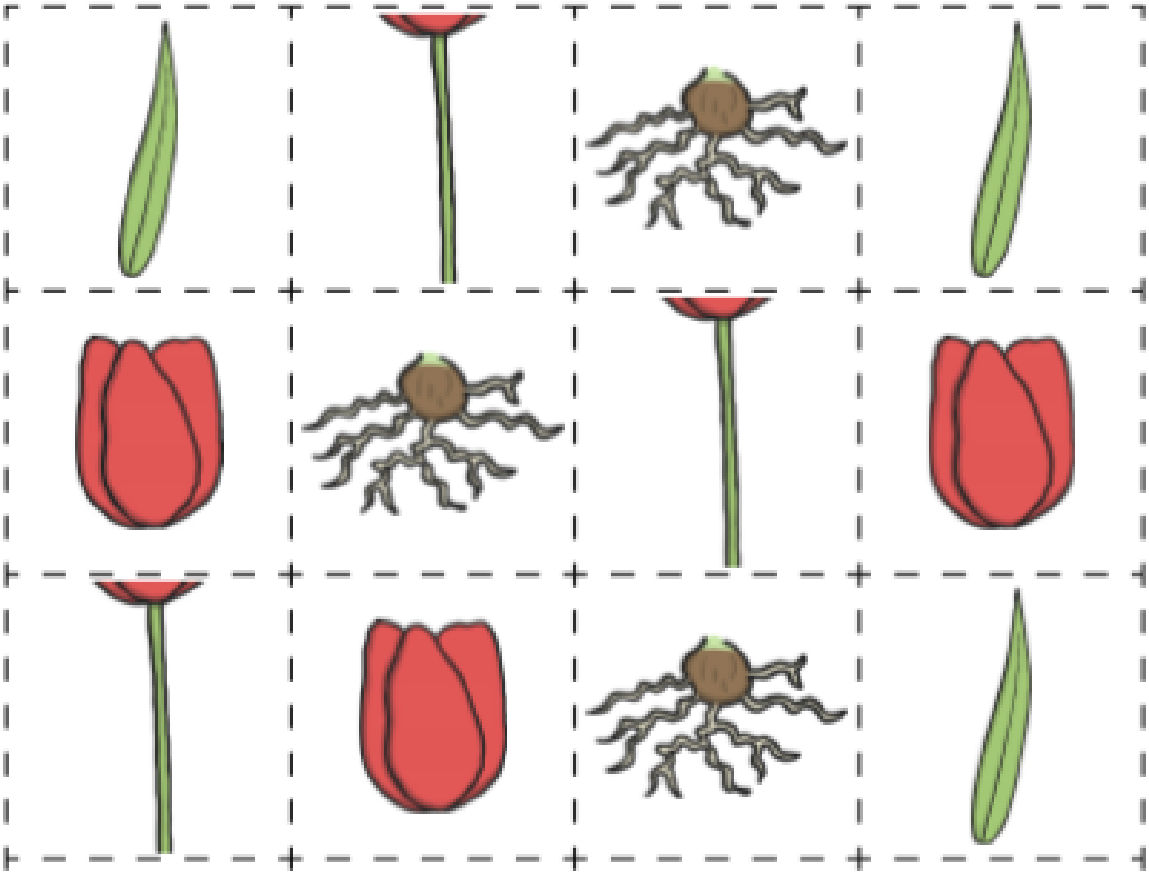
The leaves make food for the plant using sunlight and carbon dioxide from the air.

Optional game

Children, remember that you don't have to print everything – you could make this game yourselves.

Parts of Plants Pairs

Cut out each of the picture cards and the function cards below. Place them face down on your table. Take turns to turn over a picture card and a function card. If the picture matches the function, you have won a pair and should keep your cards. The game ends when there are no cards left on the table. The winner is the person with most pairs at the end of the game. Good luck!



Transports water around the plant.	Produces seeds.	Absorb nutrients and water from the soil.	Transports water around the plant.
Produces seeds.	Anchor the plant into the ground.	Makes food for the plant from sunlight.	Holds the plant up.
Makes food for the plant from sunlight.	Absorb nutrients and water from the soil.	Produces seeds.	Makes food for the plant from sunlight.