

Monday 1st June 2020

Hello from Mrs Faber and Mrs Wellings

We hope that you have had a good half term and have managed to spend some time with your family and time enjoying the outdoors too.

In the Faber household we are hoping to spend some time gardening and painting the other fence. (Don't tell my children, but they will be catching up on work that I haven't had time to teach them!)

In the Wellings household we have been enjoying the paddling pool and bouncy castle in our garden as the weather has been so lovely.

Home Learning

As you all know school has started a phased reopening for certain year groups. Unfortunately, Year 3 will be continuing with home learning for now but we want you to know that we are missing you very much!

The next few weeks of home learning will look a little different as we are going to be adopting a more therapeutic curriculum, focusing on just English, Maths and PSHE.

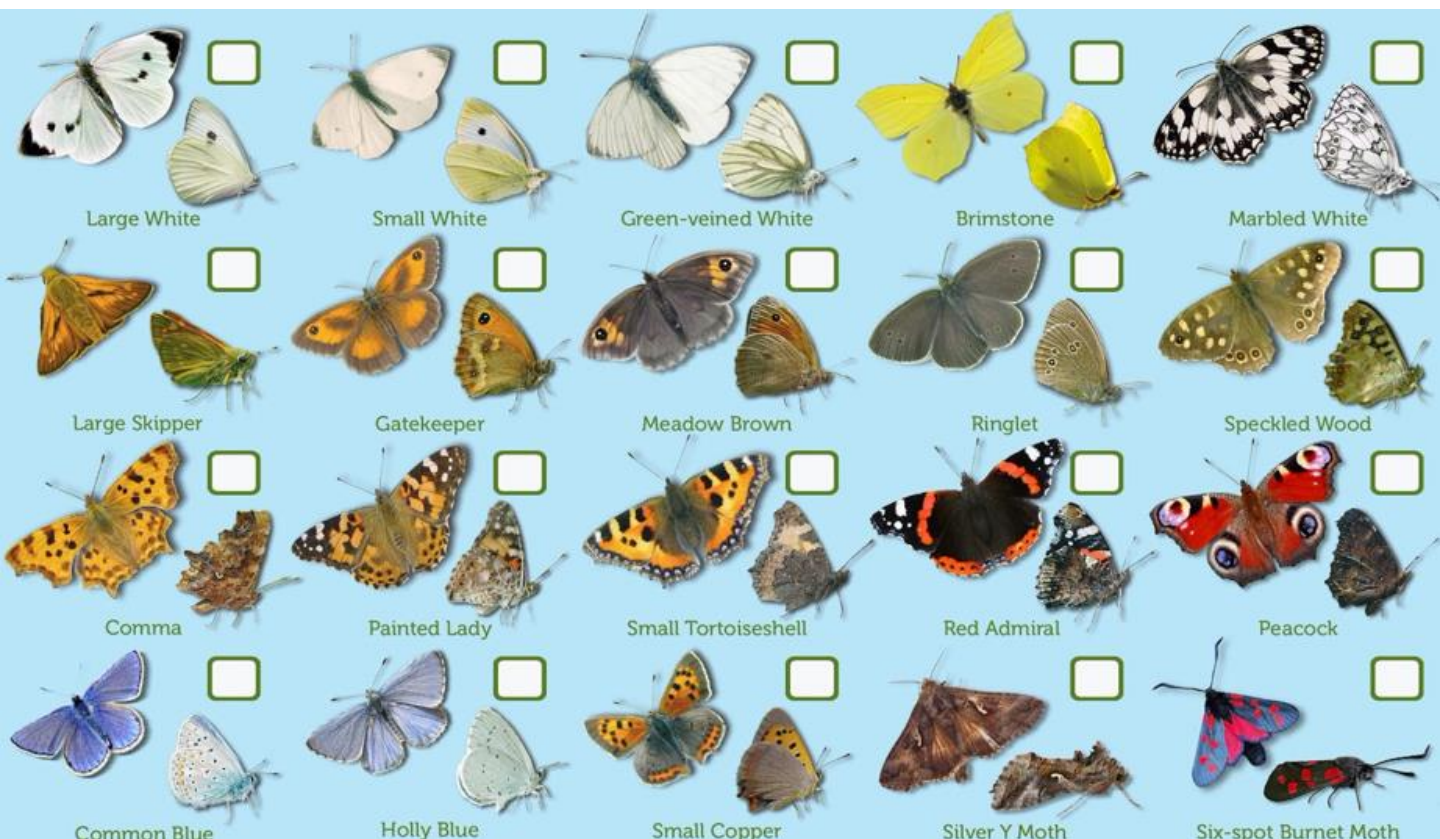
However I will add some links to some of the topic work we have been looking at if children would like to continue with this. I must stress that this work will be entirely optional.

Missing you all. Love from Mrs Faber, Mrs Wellings. Mrs Musgrove sends her love, baby Joel is growing really quickly.

Optional Wildlife activity

While you are on your walk or in your garden can you find and identify some of the butterflies below?

I often see painted lady butterflies in my garden.



Activities for each day - these are the same for each day of the week. .

• TT Rockstars

- Please aim to spend at least 15 minutes on the online game, or you can do a sheet or two from the booklets that we sent home just before lockdown began. By the end of year 3 you need to know your 2, 5, 10, 3, 4 and 8 times tables off by heart and also their division facts. All children have their times tables set up until the end of August.

• Reading at home

- You should be aiming to read for at least 20 minutes everyday. (books, magazines, newspapers and instructions all count too.
- Your parents have had a parentmail from Mrs Graham to say that you can now take Accelerated Reader quizzes from home by using this link [Howley Grange Renaissance at home](#) and logging on as usual using your username and password.
- To check that the book you are reading has a quiz, you can check it using on [Accelerated Reader Bookfinder](#). It's okay to read books which haven't got a quiz - just keep a record of what you have read.
- Keep reading and exploring new worlds and adventures!
- This week you could try reading the news on Newsround - there are written articles as well as videos too.

Maths - Information for grown ups.

Grown ups -

The WHITE ROSE Maths sheets are only accessible on this power point and sometimes I have chosen only parts of the sheets to do. I have paid personally for the sheets as I have always dipped in and out of them at school too. You can still access the videos. No scheme of work is a perfect fit for all, nor have all children got the support or technology to be able to access everything all of the time. Some families may be finding there is too much work to do. As before just do what you can. If you wish to do more of the activities on the video you are more than welcome to do them on paper. It is exceptionally hard trying to condense a 'taught' lesson into a power point without so many pages that it crashes the server. As is trying to provide challenge for all abilities - there is a huge range in year three as there is in all year groups.

Thank you for your kind comments that have been sent into school. Be assured that we read them all and they make our day.

Maths !

- **First** complete the ten in ten arithmetic questions.
- We are carrying on with **week 4** as White Rose put a lot of work into one week and we thought there might be a bit too much.
- **Grown ups** - The children **can** re watch the video containing the 8 times table, however you will have watched this before half term. I split the 4 and 8 times table up as it seemed a lot of very similar worksheets all together. **OR** you can just complete the sheets.
- **Children** - you have already watched this video on 18th May - it was the 4 x table video. There was one video for the 4's and 8's. So you can watch the video again or just get on with the sheets.
- **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. (Bonus points if you find a mistake!)
- **Maths this week**
- **Mondav** - the 8 times table (White Rose Week 4 lesson 1 week beginning 11th May)
- **Tuesday** - a recap of multiplying and dividing using the grid method. (NO WHITE ROSE VIDEO)
- **Wednesday and Thursday** - problem solving involving multiplication and division (White Rose video Week 4 lesson 4)
- **Friday** - challenge time - Do the week 4 lesson 5 challenges.
- I hope that this is clear for all of you.
- <https://whiterosemaths.com/homelearning/year-3/>

Ten in Ten - Today there are actually 10 questions for your ten in ten. Keep track of your score and time and either try and beat your score or time each day.

1. $42 + 67 =$

2. $836 + 28 =$

3. 527 minus $18 =$

4. $783 - 269 =$

5. Write this number in words,
 603

6. $12 \times 4 =$

7. $8 \times 3 =$

8. $28 = 4 \times$ _____

9. $16 \div 4 =$

10. $96 \div 8 =$

Extra four in four

11. Multiply 9 by 4

Use $<$ $>$ or $=$ to make the sums make sense

12. 5×8 _____ $12 \div 3$

13. $64 + 32$ _____ 8×12

14. $74 - 18$ _____ 7×8

Ten in ten answers

1. $42 + 67 = 109$

2. $836 + 28 = 864$

3. $527 \text{ minus } 18 = 509$

4. $783 - 269 = 514$

5. Write this number in words, 603
Six hundred and three

6. $12 \times 4 = 48$

7. $8 \times 3 = 24$

8. $28 = 4 \times \underline{7}$

9. $16 \div 4 = 4$

10. $96 \div 8 = 12$

Extra four in four

11. Multiply 9 by 4 = 36

Use < > or = to make the sums make sense

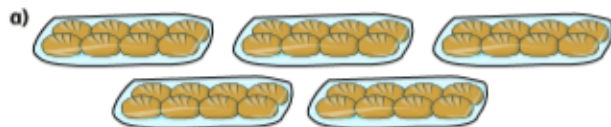
12. $5 \times 8 \underline{\hspace{1cm}} > \underline{\hspace{1cm}} 12 \div 3$

13. $64 + 32 \underline{\hspace{1cm}} = \underline{\hspace{1cm}} 8 \times 12$

14. $74 - 18 \underline{\hspace{1cm}} = \underline{\hspace{1cm}} 7 \times 8$

1 How many are there in total?

Complete the multiplications.

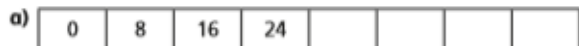


× =



× =

2 Complete the number tracks.



5 What multiplication can you see?



6 Complete the multiplications.

a) $2 \times 8 = \square$

b) $8 = 8 \times \square$

$4 \times 8 = \square$

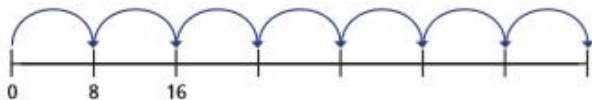
$16 = 8 \times \square$

$8 \times 8 = \square$

$32 = 8 \times \square$

What patterns do you notice?

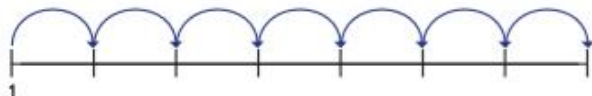
7 a) Amir draws 7 jumps of 8 on a number line.



What number does Amir end on?

Explain how you worked it out.

b) This time, Amir makes 7 jumps of 8, but starts from 1



What number does Amir end on this time?

Explain how you know.

3 Here is an array made up of triangles.



a) What multiplication sentence can you see?

× =

b) What division sentence can you see?

÷ =

4 Complete the calculations.

Try to do the calculations in your head.

a) $6 \times 8 = \square$

e) $72 \div 8 = \square$

b) $8 \times \square = 56$

f) $\square \div 11 = 8$

c) $10 \times 8 = \square$

g) $\square \div 8 = 5$

d) $\square = 8 \times 4$

h) $8 \times 1 = \square$

8 Boats can be hired on a lake.

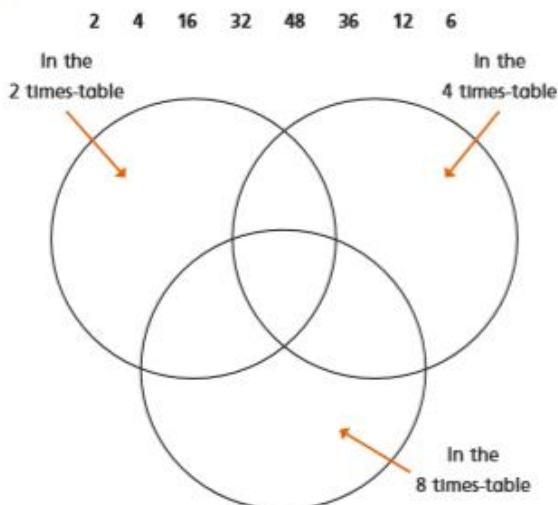
There are 5 large boats and 8 small boats on the lake.

Each boat is full.

How many people are on the lake?



9 Put the numbers into the sorting diagram.



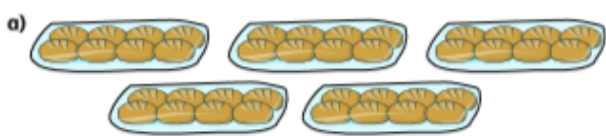
Are any of the parts empty? Why?

Talk about it with a partner.

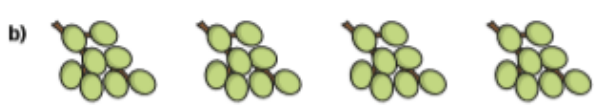
Answers

The 8 times-table

1 How many are there in total?
Complete the multiplications.

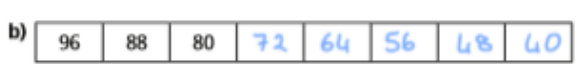


a) $5 \times 8 = 40$



b) $4 \times 8 = 32$

2 Complete the number tracks.



5 What multiplication can you see?



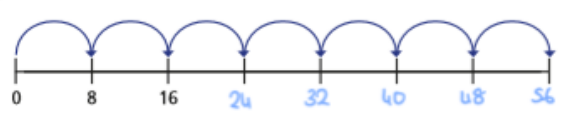
$1 \times 8 = 8$

6 Complete the multiplications.

a) $2 \times 8 = 16$ b) $8 \times 8 = 64$
 $4 \times 8 = 32$ $16 \div 8 = 2$
 $8 \times 8 = 64$ $32 \div 8 = 4$

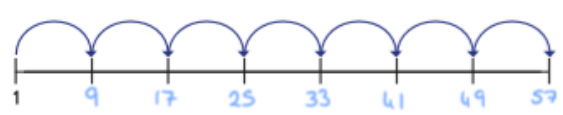
What patterns do you notice?

7 a) Amir draws 7 jumps of 8 on a number line.



What number does Amir end on? 56
Explain how you worked it out.

b) This time, Amir makes 7 jumps of 8, but starts from 1



What number does Amir end on this time? 57
Explain how you know.

3 Here is an array made up of triangles.



a) What multiplication sentence can you see?

$8 \times 8 = 64$

b) What division sentence can you see?

$64 \div 8 = 8$

4 Complete the calculations.

Try to do the calculations in your head.

- a) $6 \times 8 = 48$
- b) $8 \times 7 = 56$
- c) $10 \times 8 = 80$
- d) $32 = 8 \times 4$
- e) $72 \div 8 = 9$
- f) $88 \div 11 = 8$
- g) $40 \div 8 = 5$
- h) $8 \times 1 = 8$

8 Boats can be hired on a lake.

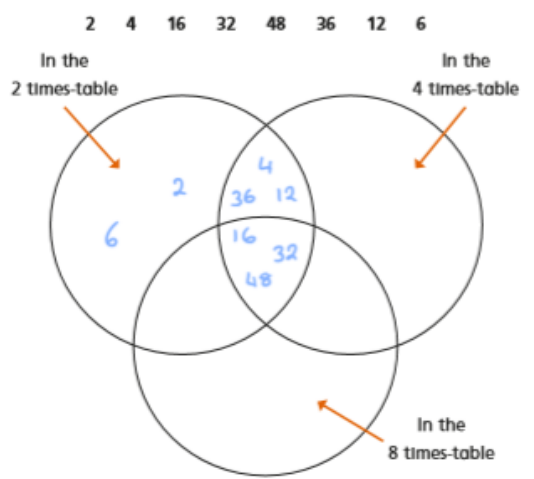
There are 5 large boats and 8 small boats on the lake. Each boat is full.

How many people are on the lake?

72



8 Put the numbers into the sorting diagram.



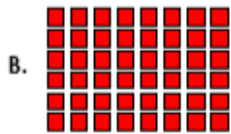
Are any of the parts empty? Why?
Talk about it with a partner.

Varied fluency and problem solving - children we have completed lots of varied fluency/ problem solving questions in school - just remember that they are a different way of looking at the 'Maths'.

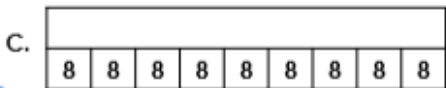
4. Match the calculations below to the correct answer.



1.



2.



3.

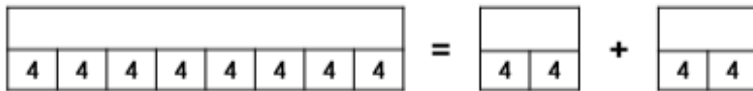


VP
HW/Ext

5. Isaac is thinking about different ways to multiply by 8.



I can find the answer to 8×4 by calculating 4×2 and 4×2 and then adding the answers together.



Is Isaac correct?

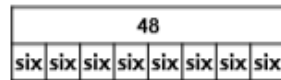


VP
HW/Ext

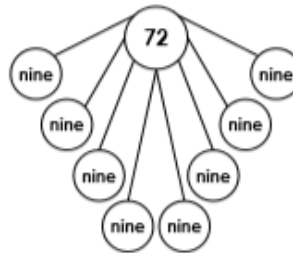
8. Tick the representation which shows the calculation below.

$72 \div 8 = \square$

A.



B.



C.

8×8



VP
HW/Ext

9. Franco is working out the answer to this calculation.

$96 \div 8$

Franco says,



To work out the answer, I can divide by 2 four times because four lots of 2 is eight.

Is Franco correct?
Convince me.



RFS
HW/Ext

Problem solving and reasoning answers

- Question 4
- 1 = C
- 2 = A
- 3 = B
- Question 5
- Isaac is incorrect; $8 \times 4 = 32$ but $4 \times 2 + 4 \times 2 = 16$.
- Question 8
- B is correct
- Question 9
- Franco is incorrect because if you divide 96 by 2 four times you get 6 ($96 \div 2 = 48$, $48 \div 2 = 24$, $24 \div 2 = 12$, $12 \div 2 = 6$) but 96 divided by 8 is 12. He needed to divide by 2 three times as $2 \times 2 = 4$, $4 \times 2 = 8$. This is three lots of 2, not 4.
- What a long answer to Q9 !

English

We have been looking at the book 'There's a Rang Tan in my bedroom'.

Task 1: Below is a page from the book, use it to help you answer the comprehension questions.



1. What are some of the ways in which we can work to save orangutans, according to the illustrations here?
2. What sorts of people can you write letters to in order to help protect the rainforests?
3. How can you raise awareness of the plight of orangutans? Why is it important to do this?

DID YOU KNOW? There is nothing wrong with palm oil if it's grown responsibly, without chopping down the rainforests.

English

Task 2: Write a pledge containing a list of actions that you can take to become a more conscious consumer and to help protect orangutans.

Use this playground pledge example to help you design your own 'Palm Oil Pledge'. You will need to decide:

- What is it you want to promise
- How you are going to fulfil it
- Where you can get help from



Playground Pledge

I pledge _____

I will do this by _____

My friend(s) _____
will keep me on track with this.

Signed _____

Some of you may have already made pledges (promises) to causes such as brownies, cubs, scouts or other similar groups.

You can do this as a piece of writing or create a poster. You could even create your own badge or flag to wear to help motivate you



Mindful Monday -

Children please check with a grown up before you taste new foods.

Mindfulness Games for Kids

- Here are a few mindful games that you might want to try.
- Blowing bubbles. Have your kids focus on taking in a deep, slow breath, and exhaling steadily to fill the bubble. Encourage them to pay close attention to the bubbles as they form, detach, and pop or float away.
- Pinwheels. Use the same tactics from blowing bubbles to encourage mindful attention on the pinwheels.
- Playing with balloons. Tell your kids that the aim of this game is to keep the balloon off the ground, but have them move slowly and gently. You can tell them to pretend the balloon is very fragile if that helps.
- Texture bag. Place several small, interestingly shaped or textured objects in a bag. Have each child reach in and touch an object, one at a time, and describe what they are touching. Make sure they don't take the object out of the bag, forcing them to use only their sense of touch to explore the object.
- Blindfolded taste tests. Use a blindfold for each child and have them experience eating a small food, like a raisin or a cranberry, as if it was their first time eating it.