

SUM 1 WK 5	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	WO17 Estimate answers to calculations	WO18 Check answers	WO1 (New block) Equal groups	WO2 Multiply by 3	WO3 Divide by 3
<b>Times Tables</b>	10 Minutes TT Rockstars Practice a day (I will set the times tables for this week to link to the 3 times table)				
<b>Writing</b>	Asking questions	Planning own story	SPAG Task	Writing first draft of story	Final draft of story
<b>Reading</b>	<p>10 Minutes reading a day</p> <p>If you have a Wiltshire Library Card, they are offering free e-books at the moment. You can also access early e-books on Oxford Reading Owls. Don't forget there are also some great apps to support reading as well.</p> <p>If you can get hold of a copy of Charlotte's Web I would recommend giving it a read. This was supposed to be our class text this term.</p>				
<b>Spelling</b>	5-minute daily spelling practice: Spellings are on the student dashboard				
<b>Topic</b>	Computing: Introduce Scratch  Tutorial: Imagine a World	Computing: Scratch skills  Tutorial: Create animations that talk	Computing: Scratch skills  Tutorial: Talking tales	Computing: Scratch skills  Tutorial: Animate a name	Computing: Scratch skills  Tutorial: Create a story
<b>Optional Extras</b>	<p><a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a> has lots of daily lessons available and are also available via the Red Button. I would focus on the foundation subjects. You could do a lesson of French or Art and Design. They post daily lessons and are informative, but I wouldn't use it for English or Maths.</p> <p>PE: Joe Wicks or you could use Just Dance videos etc. to get you moving.</p> <p>Handwriting: Don't forget that I sent home an extra handwriting pack you can work from, this is a great time to practice your handwriting.</p>				

Hi Willow Class,

For this week, I would like you to have a go at learning how to code using Scratch. This is an online tool which I know can be tricky for some to access, so it is completely optional. Scratch is a child-friendly coding programme they would be learning to use at this point. It is best accessed online on <https://scratch.mit.edu/projects/editor/?tutorial=getStarted> but unfortunately there is not a similar app. If you prefer, you could download a coding app and let your child work through that instead. I recommend Hopscotch or Kodable for IOS if you choose to do this instead. For those who want to work through some scratch games, you can open different tutorials and work through creating your own games and animations. Below I have written the schedule I would follow, but if you fancy something different, pick any other tutorial of your choice (remember some will be harder than others).

Have fun,

Miss Tout

<b>Monday:</b>	Tutorial: Imagine a world
<b>Tuesday:</b>	Tutorial: Create animations that talk
<b>Wednesday:</b>	Tutorial: Talking tales
<b>Thursday:</b>	Tutorial: Animate a name
<b>Friday:</b>	Tutorial: Create a story

Dear Willow Class,

I am really looking forward to reading all your character descriptions, it has also been lovely to see some of the things you have done to celebrate VE Day. For this week, I would like you to write a story linked to the animation 'Once in a Lifetime'. This should build up on some of the writing you have been doing over the past few week.

<b>Monday:</b>	<b>I can ask questions about 'Once in a Lifetime'</b>  Watch the animation 'Once in a Lifetime'. It can be found on Vimeo at <a href="https://vimeo.com/23805703">https://vimeo.com/23805703</a> . Come up with a list of questions about the video. Do not forget to use capital letters and question marks. Once you come up with your questions, have a go at answering them.
<b>Tuesday:</b>	<b>I can plan my own story about the animation</b>  Using the animation as the main part of your story. Come up with the beginning and the ending. For the opening, chose to start with a character or a setting description and think about what came before the animation. To end your story, think about where he is going and what happens next. You could use your answers from yesterday. Use the story mountain to plan the whole story.
<b>Wednesday:</b>	<b>SPAG Task</b>  Complete SPAG Mat for this week
<b>Thursday:</b>	<b>I can write the first draft of my story</b>  Begin writing your first draft using your plan. Don't forget to proof-read and edit it throughout. Look for spelling and punctuation errors.
<b>Friday:</b>	<b>I can write my story</b>  Using your plan and your first draft with all your proof-reading. Write or type your final draft.

I look forward to seeing all your wonderful stories,

Miss Tout

# Once in a Lifetime Story Mountain

## Climax:

Giant sky turtles swim past him. He decides to try and tether his ship to them but almost loses them. So, he jumps on the last turtle's back.

## Build up:

He flies his ship through the sky and sees something coming towards him through the clouds.

## Opening (Setting or character description):

## Ending:

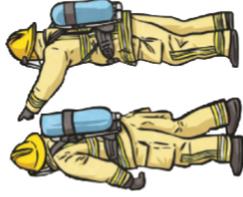
Make a list of 6 powerful verbs to replace flying/swimming:

# Year 3 Summer Term 1

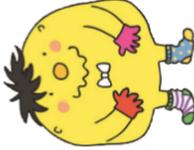
5

**a**  
Add in the correct verbs to make this a present perfect sentence:

The firefighters \_\_\_\_\_ to put out the fire.



**c**  
Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find three of them?

_____	act	
_____		
_____		

**e**  
Add the prefixes inter-, auto- or anti- to these root words:

active

\_\_\_\_\_

social

\_\_\_\_\_

pilot

\_\_\_\_\_

**b**  
Write these verbs in their past tense form:

I bring \_\_\_\_\_

I buy \_\_\_\_\_

I deal \_\_\_\_\_

I freeze \_\_\_\_\_

**f**  
Place the homophones 'seen' and 'scene' correctly in this sentence:

Have you \_\_\_\_\_ the \_\_\_\_\_ in the movie where the dinosaur appears?

Now, can you write the homophones 'meat' and 'meet' in one sentence?

\_\_\_\_\_

\_\_\_\_\_

**d**  
Write an exclamation sentence and a question sentence about this picture.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Estimate answers to calculations

**1** There are 195 people on a train.  
There are 308 people on a plane.

**a)** Complete the sentences to estimate the total number of people.

195 is close to  308 is close to

My estimate for the number of people in total is

+  =

**b)** Work out the total number of people on the train and plane.

Was it a good estimate? How do you know?



**2** Estimate the answer to  $395 + 49$

395 is close to  49 is close to

My estimate is

Work out the exact answer.

How close was your estimate? Talk to a partner.



**3** For each question work out an estimate and the exact answer.

Question	Estimate	Exact answer
$705 - 194$		
$511 - 97$		
$187 + 203 + 19$		

**4** Why is it a good idea to estimate the answer to a calculation?  
Write one reason.

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- 5 Amir is working out  $195 + 412$

		H	T	O	
		1	9	5	
+		4	1	2	
		5	1	0	7

Use an estimate to show how you know Amir is wrong.

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- 6 Mr Jones cycles some kilometres each day.

The table shows the distance he cycles.

Monday	Tuesday	Wednesday	Thursday
189 km	88 km	215 km	53 km

Mr Jones planned to cycle 500 km in total by the end of Thursday.

- a) Has Mr Jones cycled as many kilometres as he planned?  
Give an estimate.

- b) How far has Mr Jones cycled in total?

- 7 A bottle is full of 813 ml of orange juice.

A glass has a capacity of 495 ml.

Can you pour two full glasses of juice? Give an estimate.

Explain your answer.




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- 8 Whitney is estimating if she has saved enough money to buy a new dress and a new bike.



Whitney has so far saved £220

I have not saved enough.  
£65 is close to £100 and £135 is close to £200. That means I need about £300



Is Whitney correct? \_\_\_\_\_

Explain your answer.

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# Check answers

1 Complete the fact family for each model.

a)

	+		=	
	+		=	
	-		=	
	-		=	

b)

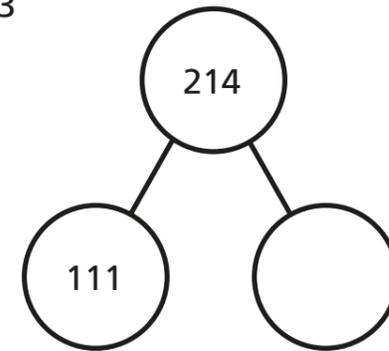
	+		=	
	+		=	
	-		=	
	-		=	

c)

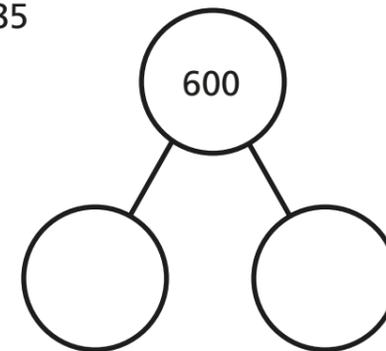
	+		=	
	+		=	
	-		=	
	-		=	

2 There is a mistake in each subtraction.  
Use an addition to check each subtraction.  
Complete the part-whole models.

a)  $214 - 111 = 113$



b)  $425 = 600 - 185$



3 Show an addition on the number line that could be used to work out the subtraction.

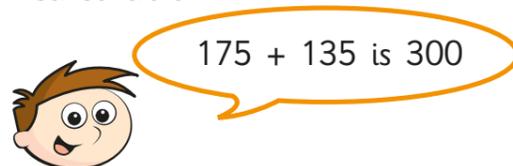
a)  $500 - 285 =$

$+ 15$        $+$

b)  $750 - 683 =$



- 4 Teddy is working out an addition calculation.



- a) What subtraction could Teddy do to check he is correct?

\_\_\_\_\_

- b) Draw the subtraction on the number line to show that Teddy is wrong.



- c) What is the correct answer to Teddy's question?



- 5 Work out the problem and then check your calculation.

A crate contains 462 apples.

Some apples are used to make juice.

There are 187 apples left.

How many apples were used to make the juice?

- 6 Work out the problem and then check your calculation.



Kim reads a book.

The book has 200 pages.

She reads 75 pages on Monday and 39 pages on Tuesday.

How many pages does she have left to read?

- 7 Use the digit cards to make two 3-digit numbers.



Write an addition using your numbers.

\_\_\_\_\_

What is the answer to your addition?

Ask a partner to check your addition.

Talk about the different methods you can use.



# Equal groups

1 Complete the sentences to describe the groups.

a)

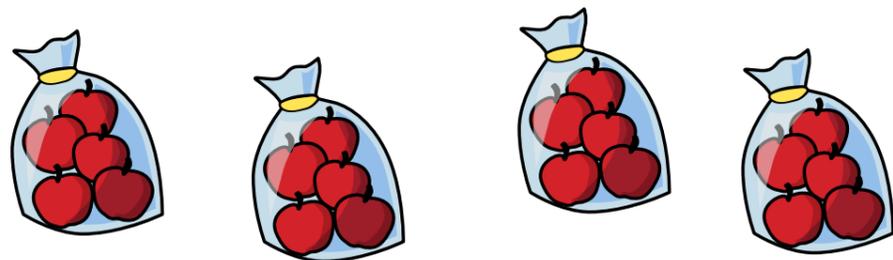


There are  plates.

Each plate has  cakes.

There are  equal groups of

b)

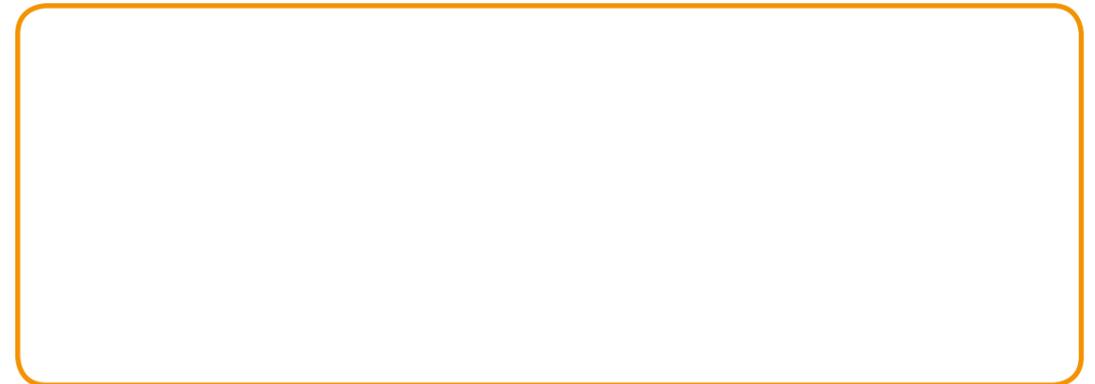


There are  bags.

Each bag has  apples.

There are  equal groups of

- 2 Kim has 6 equal groups of 5
- a) Use cubes to represent this.
  - b) Draw your cubes.

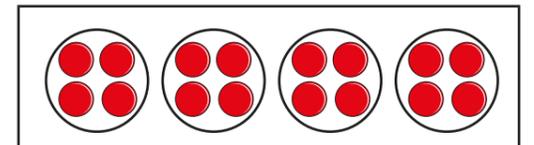


What could the cubes represent?

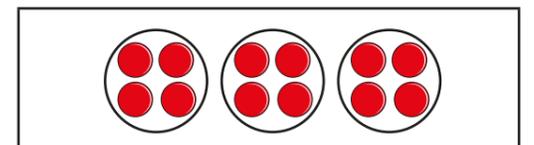
Talk about it with a partner.

3 Match the statements to the representations.

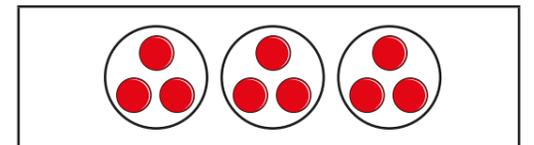
3 equal  
groups of 4



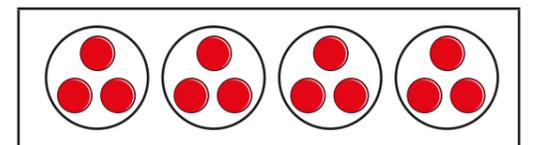
3 equal  
groups of 3



4 equal  
groups of 3



4 equal  
groups of 4



4



Arrange the coins into 3 equal groups.

How many coins are there in each group?



5

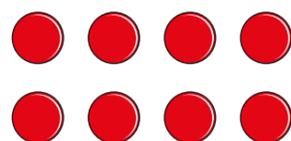
What would 5 equal groups of 0 look like?

Draw your answer.

What could the number story be?

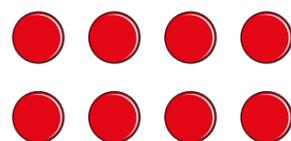
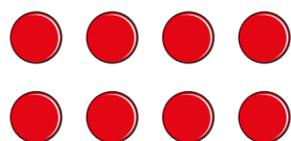
6

Dani makes an array.



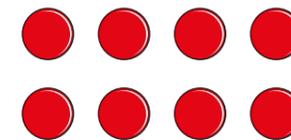
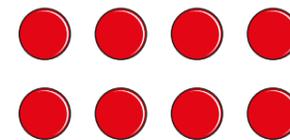
a) Circle 4 groups of 2

Do this in two different ways.



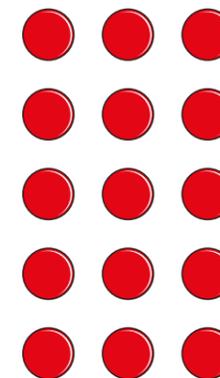
b) Circle 2 groups of 4

Do this in two different ways.



7

Filip has used counters to represent 5 equal groups of 3

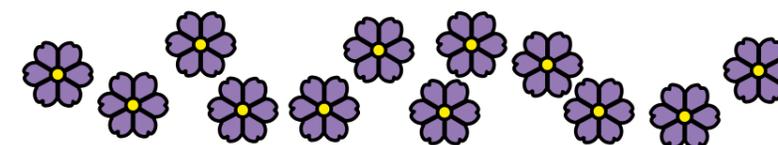


a) Draw more counters to represent 5 equal groups of 4

b) How many more counters did you draw?

c) What do you notice?

8



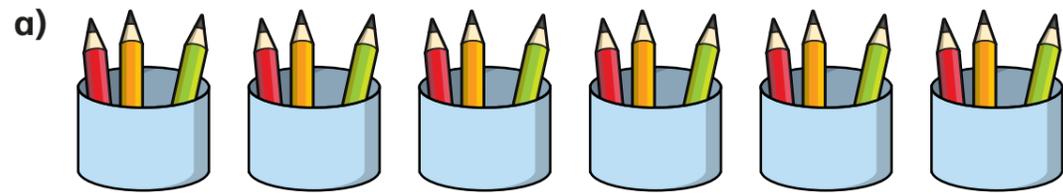
a) How many ways can you arrange the flowers into equal groups?

b) How do you know you have found all the ways?



# Multiply by 3

1 Complete the sentences.

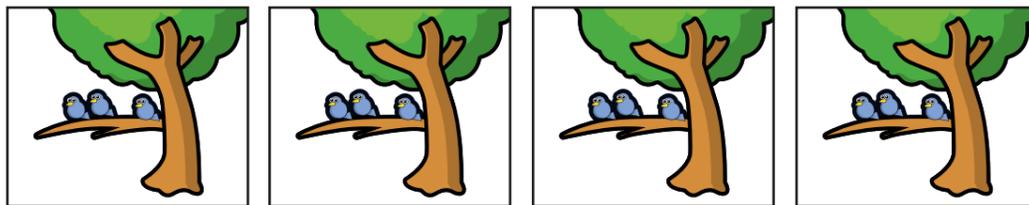


There are  equal groups of

$$\square + \square + \square + \square + \square + \square = \square$$

$$\square \times \square = \square$$

b)



There are  equal groups of

$$\square = \square + \square + \square + \square$$

$$\square = \square \times \square$$

c)



There are  equal groups of

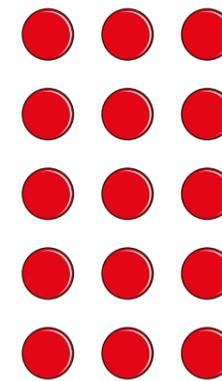
$$\square + \square + \square + \square + \square + \square + \square = \square$$

$$\square \times \square = \square$$

Could you write the number sentences in a different way?

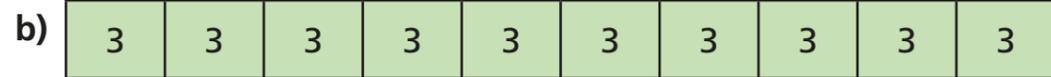
2 Write two multiplication sentences for each part of the question.

a)



$$\square \times \square = \square$$

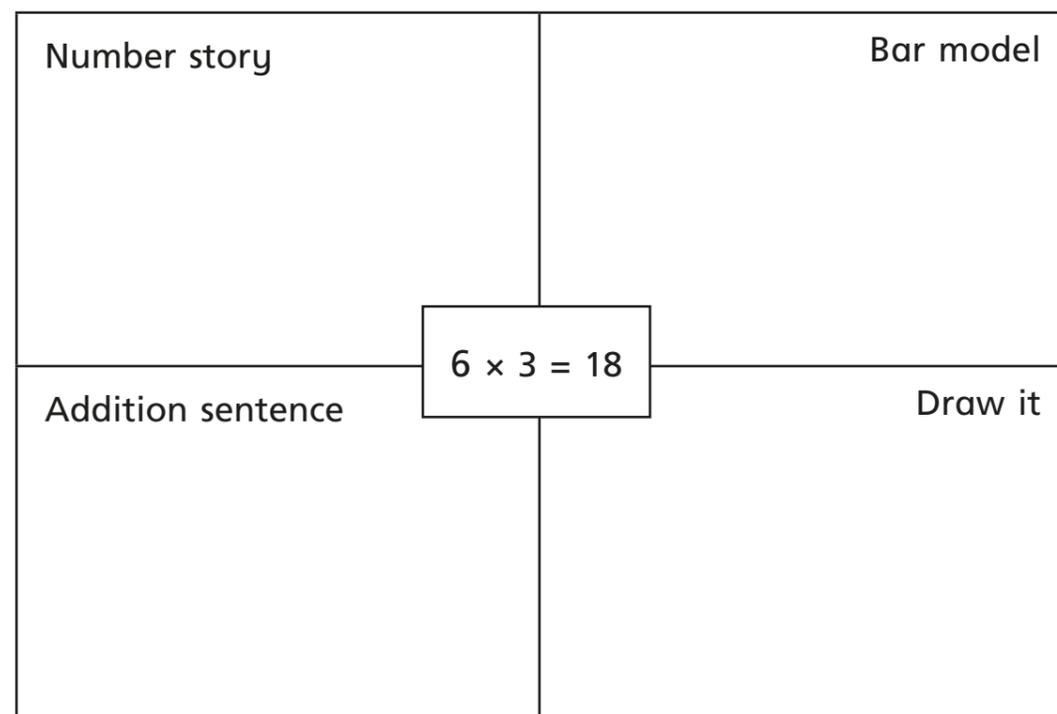
$$\square \times \square = \square$$



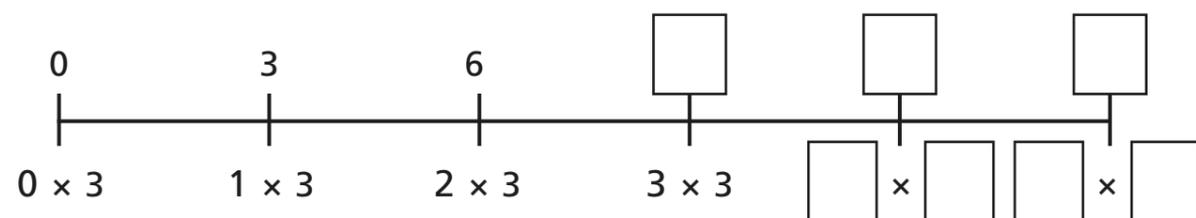
×  =

×  =

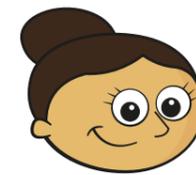
3 Complete the diagram.



4 Complete the number line.



5



6 lots of 3  
is 6 more than  
5 lots of 3

Do you agree with Dora? \_\_\_\_\_

Explain why.

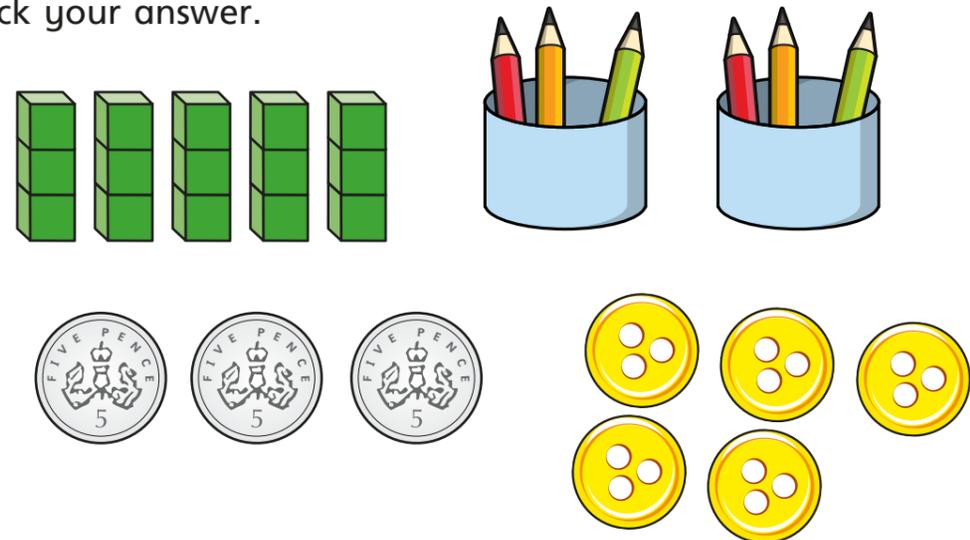
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6 Which is the odd one out?

Tick your answer.



Explain your answer.

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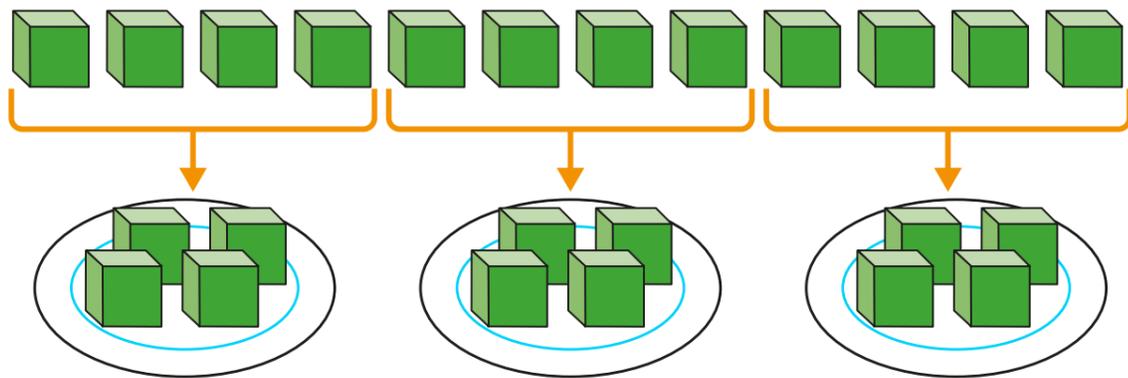
Is there more than one answer?



# Divide by 3



1



Complete the sentences.

There are 12 cubes.

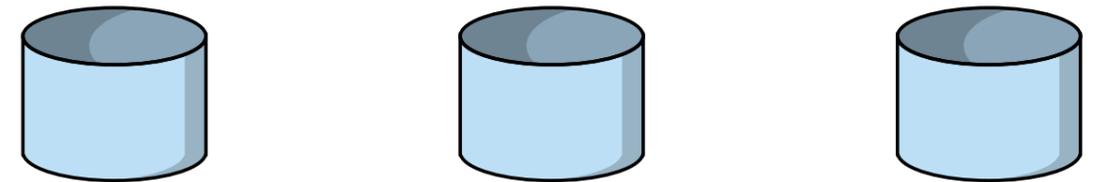
There are  plates.

Each plate has  cubes.

12 divided into  equal groups is

2 Mo has 15 pencils.

He shares them equally into 3 pots.



How many pencils will there be in each pot?

There will be  pencils in each pot.

3 Divide 18 counters into groups of 3 counters.

Draw a picture to show what this would look like.

How many groups did you draw?

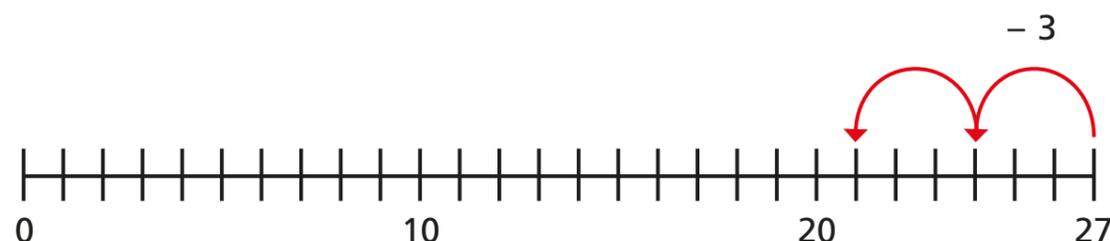
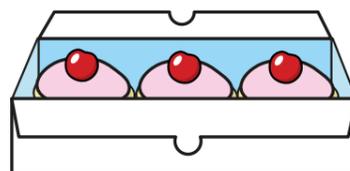


4 There are 27 cakes.

A box can hold 3 cakes.

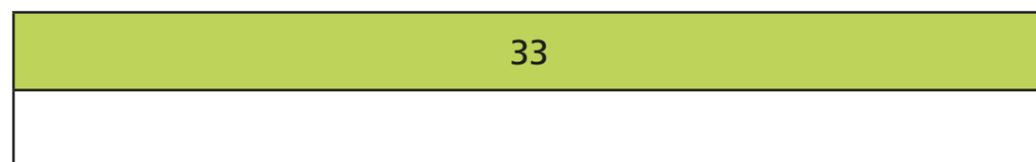
How many boxes of 3 cakes can be filled?

Use the number line to help you.



boxes of 3 cakes can be filled.

5 Complete the bar model for the division  $33 \div 3 = 11$



Is there more than one way to do this?

6 Complete the division statements for each problem.

a) Esther has 21 balloons.

She puts them into 3 party bags.

How many balloons are in each party bag?

$$\square \div \square = \square$$

b) Nijah has 36 apples.

In each box there are 3 apples.

How many boxes are there?

$$\square \div \square = \square$$

c) 24 children stand in groups of 3

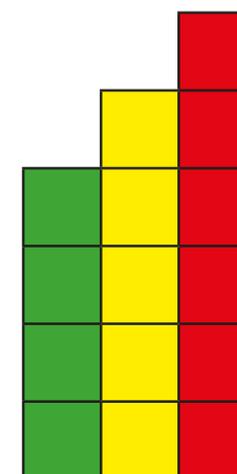
How many groups are there?

$$\square \div \square = \square$$

7 Numbers that follow each other when you count are called consecutive numbers.

Three consecutive numbers can form a staircase.

Here is 4, 5 and 6



When you add three consecutive numbers, the total can always be divided equally by 3

Is this statement correct?

Talk about it with a partner.

