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Year Three

Maths

For maths this week we will be finding out about place value. Place value is the value of each digit depending on its position in the number. We will be focusing on 3 digit numbers which have hundreds, tens and ones.

Maths – Lesson 1

Today we are going to compose numbers to 100.

We will begin by recalling all number bonds to and within 10 and using them to calculate numbers to and within 20

https://www.youtube.com/watch?v=GyK8iEO5-GI

The video above shows number bonds to ten and include part-whole models. We will be using our bonds to 10 while working on bonds to 20 and 100.

First practicing counting in tens.

Counting in Tens

| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

What comes after 100?   What comes after 200?   Can you count backwards in 10s?   What do you notice about counting in tens?

Match the pairs of numbers below which add up to make 100 eg. 20 and 80

10	90
20	80
30	70
40	60
50	50

Now complete the calculations below to show bonds to 10 and 20

Bonds to 10	Bonds to 20
0+____=10	0+____=20
1+____=10	1+____=20
2+____=10	2+____=20
3+____=10	3+____=20
4+____=10	4+____=20
5+____=10	5+____=20
6+____=10	6+____=20
7+____=10	7+____=20
8+____=10	8+____=20
9+____=10	9+____=20
10+____=10	10+____=2

•I know that 7 = 3 = 10 so I also know that 17 +3 = 20

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Complete the number square below.

1	2		4			7	8		10
11		13		15		17		19	20
	22			25	26			29	
31			34			37		39	40
	42		44	45		47		49	
51	52		54	55		57	58		60
61		63	64		66		68	69	
71	72			75		77	78		80
	82	83	84		86		88		90
91	92		94	95		97	98		100

What patterns can you notice?

e.g I noticed that all of the numbers in the first row are single digit numbers apart from the last one because 10 and 10 is a 2 digit number.

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How many ways can you make **100**?

e.g 21 + 79 =100   20+30+50 = 100

Reflection: What is it that you found most interesting today?

Maths – Lesson 2

Today we are practising counting in 100s

We will begin by practising counting in 2s 5s and 10s. Follow the link below to practise or use the table with the showing the 2s, 5s and 10s to 100.

https://www.youtube.com/watch?v=O-cARYvdtB4

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Count by 2s									
2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50	52	54	56	58	60
62	64	66	68	70	72	74	76	78	80
82	84	86	88	90	92	94	96	98	100

Count by 5s									
5	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100

Count by 10s									
10	20	30	40	50	60	70	80	90	100

What patterns can you notice for the 2s, 5s and 10s?

Follow the link below to watch the activity for finding patterns with the 2s, 5s and 10s

https://www.youtube.com/watch?v=7AnoVea8UCM

Complete the number tracks below to practise counting in 10s and 100s

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10	20	30												
100	200	300												

What do you notice?

Challenge:

Count in 100's as far as you can. What number do you get to?

Complete the sequences for counting forwards and backwards in 100s

a) 100 200   300 _ _ _ _ _ 500   _ _ _ _ _

b) 700   600 _ _ _ _ _   400 _ _ _ _ _   200

c) _ _ _ _ _ 900 1000 1100 _ _ _ _ _   1300

d) 1100   _ _ _ _ _ _ _ _ _ _   800 700 600

e) 900   _ _ _ _ _ 1100 1200 _ _ _ _ _   1400

Today in your task you will come across the mathematical signs for 'greater than', 'less than' and 'the same as'

Click on the link to watch the video which explains the signs. Watch the video as many times as you need to to understand the signs as we will be using these signs for our maths work all year.
https://www.youtube.com/watch?v=tFNoEHnxPvM

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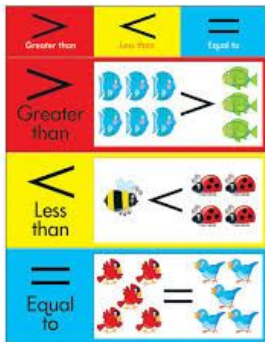
Now use the signs to compare the place value grids. Draw a < > or = sign in the circle which is in between the left and the right place value grid.

Use <, > or = to compare the place value grids.

a)

Hundreds	Tens	Ones
● ●		

◯

Hundreds	Tens	Ones
● ● ● ●		

b)

Hundreds	Tens	Ones
● ● ● ● ● ● ● ● ●		

◯

Hundreds	Tens	Ones
● ● ● ● ● ● ● ●		

c)

Hundreds	Tens	Ones
● ● ●	● ● ● ● ●	

◯

Hundreds	Tens	Ones
● ● ●		

Now complete the challenges below.

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LI: To count on in 100s in numerals and words

☐ **Use** knowledge of counting in hundreds
☐ **Count** forwards or backwards
☐ **Write** in numbers or words
☐ **Know** if a number is more than or less than its value

COUNTING BEYOND 100

Write the number represented by each image.

A.

H	T	O
●		
●		
●		

_____

B.

10 10 10 10 10
10 10 10 10 10

_____

If you count backwards in hundreds, what number will you say after the one represented in the image below?
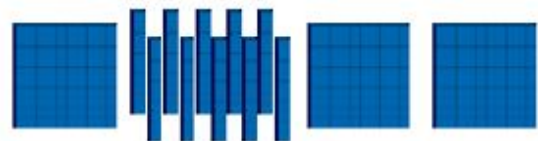
True or false? The image below represents 400.

100 10 10 10 10 10
10 10 10 10 100 10
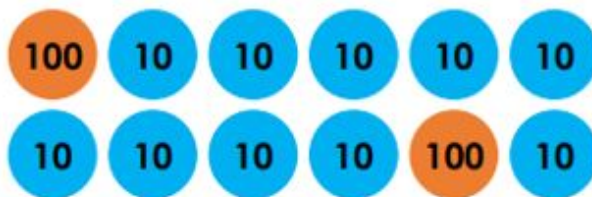
Circle the correct statement below.

A.

H	T	O
●	●	●
●	●	●
●	●	●
●		●
●		

<

B.

100 100 100
100 100 100

>

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6a. Claire and her friends play a football match.

⚽ = 10 goals 👟 = 1 goal

Steve	⚽ 👟 👟 👟 👟 👟 👟	61
Sarah	⚽ ⚽ ⚽ 👟	31
Seb	⚽ ⚽ ⚽ ⚽ ⚽ ⚽ ⚽	70
Sam	⚽ ⚽ 👟 👟 👟 👟	42

Find and explain the errors in Claire's pictogram.

ERROR SPOTTER

EXPLAIN IT!

Explain your answer.

Maths – Lesson 3

Today we are going to begin by refreshing our knowledge of odd and even numbers. When reasoning about numbers we often have to identify if a number is odd or even.

Follow the link below to watch the video on odd and even numbers.

https://www.youtube.com/watch?v=uuD5JlrMnAk

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Odds and Evens 100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Now follow the link to check your knowledge of odd and even numbers

https://uk.ixl.com/math/year-3/identify-numbers-as-even-or-odd
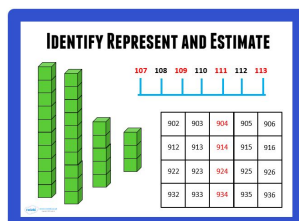
Today we will be identifying, estimating and representing 3 digit numbers.

How many ways can you think of to show different numbers?
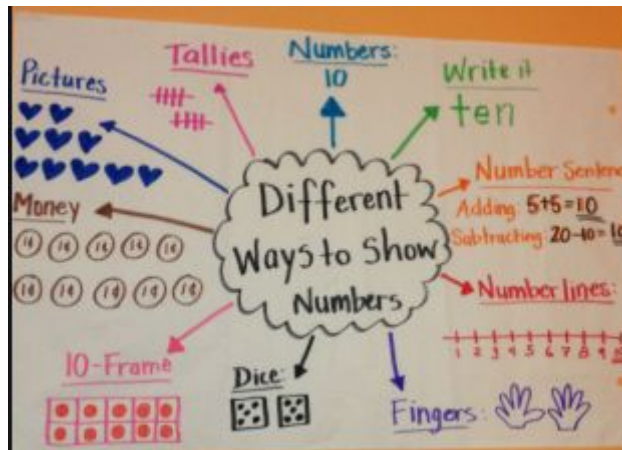
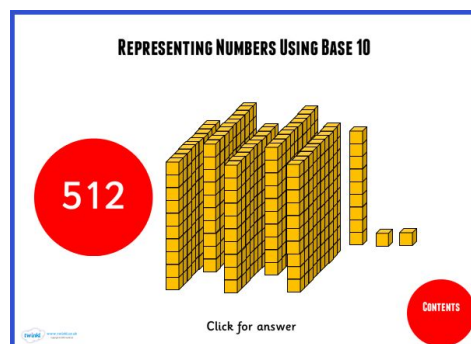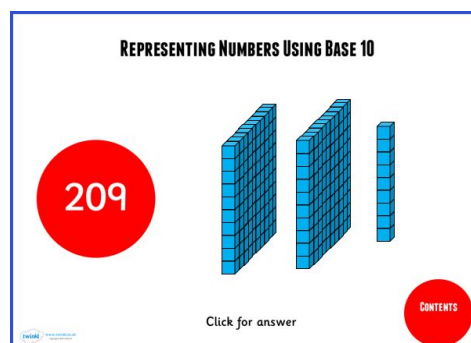3 digit numbers can be shown using base 10 equipment. Can you identify how many hundreds tens and ones have been used in each representation? The first one has been done for you.

eg The number 512 has been represented using 5 hundreds, 1 ten and 2 ones.

Number 209 has been represented using...

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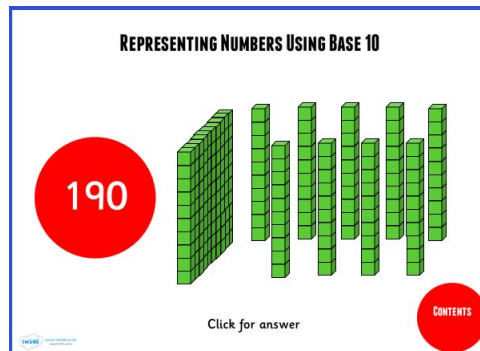
Number 190 has been represented using…

Now draw Dienes to represent the numbers shown below, the first one has been done for you.

243	☐ ☐ ‖‖‖...	699	
562		840	
785		709	
391		112	
669		590	
402		519	
513		101	

How many other ways can you represent the numbers? Examples could be; a part-whole model, writing the number in words, place value arrows, place value counters, place value grid...

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Maths – Lesson 4

Today we are going to identify and represent 3 digit numbers in numbers and words

What can you tell me about the number which has been represented by the arrow cards below?

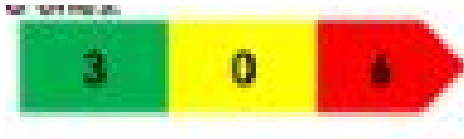eg The number is made up of 6 hundreds, 9 tens and 4 ones

600 + 90 + 4

The number 694 is even, I know this because there are 4 ones and 4 is an even number.

Now its your turn. What can you tell me about the number below?

The number is made up of…

Now complete the challenges below

LI: To identify and represent 3 digit numbers in numbers and words

☐ **Identify** the represented digits
☐ **Know** different values of 3 digit numbers
☐ **Write** digits in numbers or words

Hundreds	Tens	Ones

The number shown is 251.

Hundreds	Tens	Ones

Partition the number into hundreds, tens and ones.

| 1 | 3 | 7 |

True or false?

The place value chart needs to show the number 348. How many tens are missing?

Hundreds	Tens	Ones

What is the value of the underlined digit?

74<u>9</u>

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Maths – Lesson 5

Today we are going to identify and understand the place value of 3 digit numbers

Place value counters have been used to represent the number below on a place value grid. Write the value of each number, the first one has been done for you.

Hundreds	Tens	Ones
100 100 100	10	1 1

eg. The three digit number is 312 three hundred and twelve

Hundreds	Tens	Ones
100 100 100 100 100	10 10 10	1 1 1 1

The three digit number is...

Hundreds	Tens	Ones
100 100 100 100	10 10	1 1 1

The three digit number is...

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Now complete the challenges below to reason about number.

LI: To identify and understand the place value of 3 digit numbers

- **Identify** the represented digits
- **Know** different values of 3 digit numbers
- **Reason** your understanding of place value

Freya wants to work out what Layla's 3-digit number is.

Layla gives Freya the following clues:

- The digit in the 10s column is odd
- The digits in the 100s and 1s columns are both even numbers
- The digit in the 10s column is the largest digit in the number

What could Layla's number be?
Is there more than one possible answer?

Explain the steps you took

Zach and Niamh are discussing 3-digit numbers.

Zach: If you add 200 to this number, the answer will be 443.

Niamh: If you add 200 to this number, it will show 434.

Who do you agree with? Explain why.

? Explain how you got your answer.

EXPLAIN IT!

3a. Fill in the empty digit cards to make 2 three-digit numbers. Each 3-digit number must have more ones than hundreds. You can only use the digits 1-4 once.

[ ] [7] [ ]

[ ] [ ] [5]

5 + [?] = 10

EMPTY BOX PROBLEM

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English

Monday - Lesson 1

To explore the concept of positive thinking

For this lesson, you will need a glass of water or juice and it will need to be full. We will give you instructions on what you need to do next via our zoom session. Once we have completed our activity and discussions you will need to have a look at the resources you need to complete (If you don't have access to a printer, don't worry - you can still write down your reflections on a piece of lined paper.) There is an example below:

Eg: The glass has clear, fresh water in it and it is half full.

I would describe the glass as half full because I know that things will get better.

After this, there is a short video for you to watch about the suffixes er and est:

https://classroom.thenational.academy/lessons/to-investigate-suffixes-er-and-est-suffixes-ccw32d/activities/1

Tuesday - Lesson 2

To generate predictions using visual stimuli

Today, we will be looking at the front cover of the book we will be sharing. Together we will **make predictions** about the book examining the cover
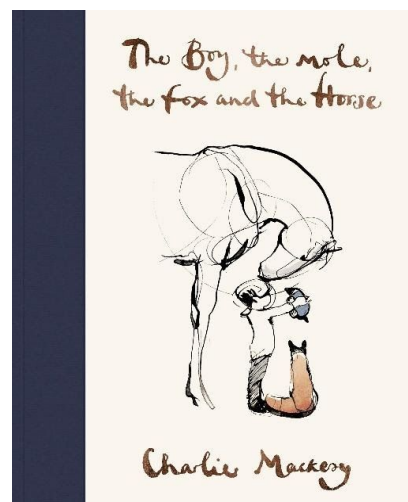
carefully. But before we do this, consider the following questions:

What is a front cover? What is its purpose? What does it mean to predict?

Eg: A front cover is the first thing we see when we pick up a book and it has a title and the name of the author.
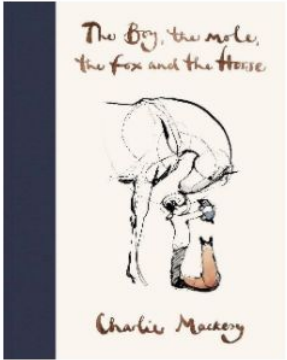
Time to make our predictions about the book. Have a think about each of these questions:

- **What do you think the story is about?**
- **Who do you predict the main character is?**
- **What do you think will happen?**

We will discuss our ideas during our zoom session.

There is a learning template for you to complete with your predictions which include sentence stems for you to use.

Eg: I predict that this story will be about a young boy and his adventures with his friends.

LI: To generate predictions using visual stimuli

- Analyse the front cover
- Discuss what you predict the story is about
- Generate predictions and support with evidence from the image

PREDICT

Using the images of the front cover, generate a prediction about the core text using the sentence openers.

I predict that…
I imagine that…
I wonder if…
I bet that…
…because…

The Boy, the mole, the fox and the Horse

Charlie Mackesy

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Wednesday - Lesson 3

To generate a prediction

Today, we will be continuing to **generate predictions** about our new core text but today we will be analyzing text as well as images.

First we will recap what a prediction is and what makes a successful prediction.

Then we will look carefully at the images below:

Then you will complete the learning intention for this lesson:

LI: To generate a prediction

- Carefully read and analyse the extracts given
- Generate predictions
- Justify with evidence from the text

Today in our learning, we read a variety of extracts from our new core text. We generated predictions using these extracts.

Reflection: what do you predict is going to happen in the story?

I predict that...
I wonder if...
I imagine that...
I bet...
   ...because in the text is says

Eg: I predict that the young boy will overcome his fears because the text says "Sometimes I feel lost"but then his friends remind him that he is loved.

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Thursday - Lesson 4
To explore and make connections

We will be exploring more of our new core text today, choosing our favourite parts of the text and whether those parts have links to our own lives. There are quite a few images to look at so take a little time to make your choice. Here are some of them:
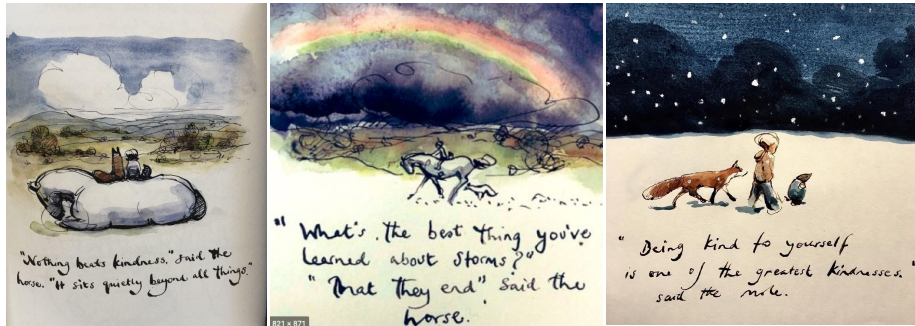
Once you have selected your favourite picture(s), think about the following questions and write down your answers:

- Which page is your favourite and why?
- How does this link to your own life?
- What is the meaning?
- Which one would you choose to share with a friend/family member? Why?

Explore the meaning of the words in the text and make connections to your own lives. Then complete the following reflection:
"Sometimes I feel...I can remind myself that..."

LI: To explore and make connections
- Explore a variety of extracts from a text
- Work collaboratively to discuss these extracts
- Evaluate the extracts
- Make connections with your own life

Today in our learning, we explored a variety of extracts from our new core text 'The Boy, the mole, the fox and the horse'. We evaluated the extracts to identify which our favourite was and why We then began to make connections to our lives.

Reflection: What connections can you make to your own life?

"Sometimes I feel...I can remind myself that..."

Eg; Sometimes I feel lonely but then I remind myself that I'm never alone because I have the love of my friends and family.

Friday - Lesson 5
To infer from an image

Today we will be using our inference skills to infer how a character is feeling. Inference is reading between the lines e.g. finding information that the author hasn't directly told you.

Examining the images, what emotions do you think the characters are feeling? Take a close look at their body language and (where you can) their faces - how do they feel?

Below are the inference stems you will use to give your responses:

Inference Stems
I infer that... because...
Because ..., I assume that...
I foresee that there will be lots of... because ...
It stands to reason that there will not be very much...
I envision... because ...
In the text it says that "..." For this reason I believe that...
From the clues "..." , I believe that...
I would even hazard a guess that there may be... because ...
It would be fair to anticipate plenty of... because ...

Here is the LI you need to complete:

Eg: I infer that the horse is feeling calm and thoughtful because I can see he is sitting in the green grass with his head down, thinking deeply.

LI: To infer from an image
- Analyse a variety of images
- Infer the emotions of a character
- Justify inference with evidence
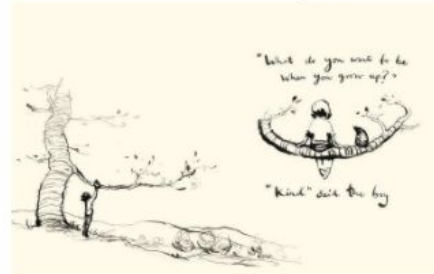
Choose two images, what can you infer about how the characters are feeling?

I infer that the character is feeling...because I can see...

Reading

This week we're going to be reading the book *Happiness is a Watermelon on Your Head*, it's such a fun book to read and we hope you enjoy it! Our learning behaviour is to **discuss and explain your ideas** and our reading strategy is **prediction**.
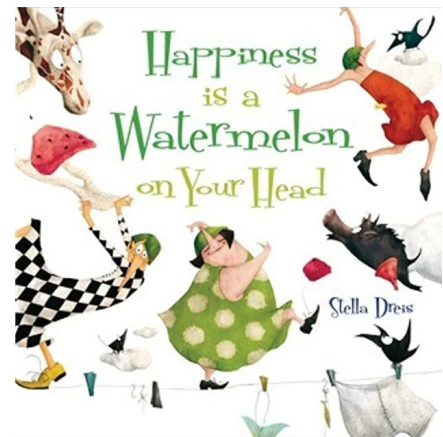
Monday

Watch our very first reading lesson and follow along with the teacher. If you have any questions, write them down.

Tuesday

Today we are doing our first selfie! Watch today's reading lesson and complete the selfie at the end.

Predicting Task - Day 2

How do you think the hats made Miss Grouch, Miss Stern and Miss Whimper feel? Circle one.

joyful   depressed   surprised   confused

Why do you think they felt this way?

Wednesday

Watch today's reading lesson video and at the end of the lesson complete the selfie.

Predicting Task - Day 3

What do you think Miss Grouch, Miss Whimper and Miss Stern will try next?

Do you think it will make them happy?

Thursday

No selfie today, just watch the reading lesson video and enjoy!

Friday

Today we are completing our big picture task. There isn't a video to watch for this one, but you can always look back at the week's videos to help you...oh and ask your teacher if you're not sure.

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"Attaaaaaack!" cried Miss J, and she showered them with fruit
As she raced through the town (with her boar in pursuit).
Soon the battle had spread to stupendous excess,
And the whole of the town was a pink, sticky mess.

1. What do you think Miss Stern, Miss Whimper and Miss Grouch will think of this?
2. What do you think they will learn from Miss Jolly?
3. What do you think will happen next?
4. What words could we use instead of stupendous?

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Art

We're going to be practising different techniques while out on a walk today, either in your garden or in a park. Have a quick look at the art lesson powerpoint to see which techniques you need to practice today on your walk.

Just make sure you remember the following:

- Take a ==grey HB pencil== and a **few** pieces of paper and make a sketch of a tree.
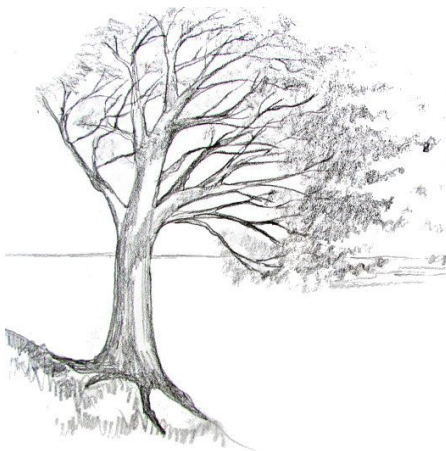
- Also make sure to take some ==colour pencils== with you and make rubbings of leaves and trees by placing your page on top of the leaf or tree bark and gently colouring in with your pencil over the leaf/tree bark.

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Science

We are going to be geologists this term. Do you know what a geologist does? Let's have a look!

- We've made a video (or powerpoint if you prefer) for you to follow along with and at the end, we'll be making our own delicious chocolate rock formations.
- If you are not able to make your own rocks, not to worry! Have a look at this video of someone doing a similar experiment: https://www.youtube.com/watch?v=Yr_AW-9zebl (it's a bit different to our experiment but has the same outcomes).
- Whether you make the rocks at home or follow along on the video, remember to complete the worksheet below. Use our handy rock information sheet to help you.

If you want to know a bit more about the different types of rocks, you can also watch these videos:
https://www.youtube.com/watch?v=CeuYx-AbZdo

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LI: To identify different types of rocks and how they are formed

Follow the steps in the powerpoint to do the chocolate rock experiment or watch the video. When you are done, draw each rock formation and label the different parts of each rock.

When you are done with your drawings, can you describe how the different rocks are made in nature?

Sedimentary rock:	How is it made?
Metamorphic rock:	How is it made?

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Igneous rock:	How is it made?

PE

We can show emotion through movement and with our bodies. Think about what kind of movements we can make to show the following emotions:
- anger
- sadness
- disappointment
- excitement
- fear
- loneliness

Could you maybe think of a song that brings up one of these emotions for you and make a dance that conveys this emotion?

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Wellbeing

Can you complete the post lock down back to school sheet below?

You can write about your feelings, worries, any questions you have, what you're looking forward to, any targets you would like to achieve this year, as well as any positive lock down memories or experiences.

BACK TO SCHOOL

Feelings and Worries

Name: _____

Questions
1) _____
_____
2) _____
_____

I'm looking forward to...
_____
_____
_____

In lockdown, I've learnt...
_____
_____
_____

Favourite lockdown memory

Memories

Funniest lockdown memory

My Targets:
1) _____
2) _____

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Useful websites

SPAG: www.spag.com

Maths Reasoning Activities: https://nrich.maths.org/6499

Times Tables Rockstars: www.ttrockstars.com/login

Foxfield Maths Organiser:

http://upload.reactcdn.co.uk/foxfield/uploads/asset_file/3_692_ks2-ultimate-3-in-1-organiser-2017-maths-sats2.pdf

Spelling Frame: https://spellingframe.co.uk/spelling-rule/5/Year-5-and-6

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