



# HILL WEST *Primary*

FOUR OAKS

**Home Learning Pack**

**Year 3**

**Week beginning 26.04.2021**



## **Home Learning Links**

### **World Book Online**

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%3D%3D>

### **Read Works.org**

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

### **Beanstalk**

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

### **Twinkl**

Twinkl literally have 10s of thousands of quality resources for all areas of the curriculum. What's better is they are offering a month's free access (with no subscription) for all families. Just search for a topic, e-book, spellings, arithmetic, science – the possibilities are endless.

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

### **Tutortastic**

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

### **Education Quizzes**

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

### **Top Marks**

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

### **Classroom Secrets**

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

### **National Geographic**

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Key Question Week 2: How can I change my shadow?
Key Text for Linked Learning: The Lighthouse – The literacy Shed
Linked Learning: : Science , Computing and English
This week in Science, the children will continue to explore shadows. They will plan, conduct and evaluate an investigation focusing on how shadows can change in relation to the position of the sun/light source. The children will mark, cut out and combine materials to achieve this. In English this week, the children will be writing a character description about the characters from the Lighthouse, using their inferred knowledge of the characters from last week. They will build up to writing their own imaginative dialogue for a shadow puppet film, using their knowledge of what the characters are likely to say to each other. In computing, children will use the puppet pals app to recreate the Lighthouse story using their scripts from English lessons to support.
Maths: Children will continue to mentally add and subtract 1 digit numbers. They will add two 3-digit numbers, using expanded and compact addition methods and make two 3-digit numbers using dice. They will add the numbers using compact addition. Children will think mathematically to use chosen digits to make two (or three) 3-digit numbers with a total as close as possible to 600 (or 1000). They will use compact addition and estimate the total of two 3-digit numbers; finding the exact total using compact addition. They will progress throughout the week to four digit numbers. Children will also Investigate patterns when adding three or four 2-digit numbers that have a difference of 11.
Science: See above
History: The children will research facts about the Iron Age.
Geography: Children will look at the school on an aerial map, labelling features and using the 8 compass directions to describe these in relation to the school.
Computing: See above
Music: Children will identify how the composer Schoenberg uses inter-related dimensions of music to reflect emotions. ( to be taught at a later date)
Art: Children will explore more artists from the Cubist movement and begin to describe their work and movement features.
Design Technology: Children will combine and join materials to build a puppet. ( to be taught at a later date)
PDW / R.E: Children will continue to learn about Ramadan. ( to be taught at a later date)
P.E: The children will continue their golf coaching this week by learning how to control the length a ball travels.
<b>MFL:</b> Children will learn and practise recognising, saying and remembering the following French phonemes: a / à; an/en/on; q/qu/c/k
<b>Vocabulary: “The Lion, The Witch and The Wardrobe” ( from chap 8)</b> Paused, shuddered , prophecy, hatchet , betrayed, treacherous, dam, turret , gloating , harness

# English

ActivInspire - Studio

File Edit View Insert Tools Help

spelling and spag Reading and writing

Page 1 of 8 Best Fit

## Monday 26th April

### Spelling

weekly practise and test

Y3 Half Term 4
address
busy
business
heart
fruit
strange
complete
extreme
forwards
know

t2-e-2316-year-3-autumn-term-1-spag-activity-mats-1.pdf - Microsoft Edge

15:14 21/04/2021

ActivInspire - Studio

File Edit View Insert Tools Help

spelling and spag Reading and writing \*

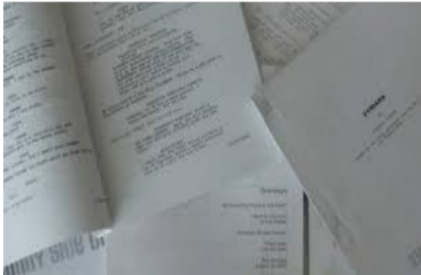
Page 3 of 21 Best Fit

## What is a play script?

## Who uses them?

## Why are they useful?

## Can you name any features?



15:14 21/04/2021

ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag Reading and writing \* Page 4 of 21 Best Fit

# Lesson 2

In pairs you are going to identify the features of a play script, then together we will act out some parts.

Narrator	Stage directions	Scene number	Present tense in stage directions
Theatre words	Brackets/parenthesis	Description of setting	Character names on the left

**Scene 1 – Mother's Kitchen**

*Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.*

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

*Lights up on a cottage on the outskirts of a great forest. It is a spring day.*

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

15:15 21/04/2021

# Recognising Features of a Play Script

Read the following extract from the Little Red Riding Hood play script. Use coloured pencils to find examples of the following features in the text:

Narrator	Stage directions	Scene number	Present tense in stage directions
Theatre words	Brackets/parenthesis	Description of setting	Character names on the left

## Scene 1 – Mother's Kitchen

*Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.*

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

*Lights up on a cottage on the outskirts of a great forest. It is a spring day.*

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

*Mother takes a batch of fresh cupcakes from the oven and places them on the table.*

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

Red: *(offstage)* Coming, Mother!

*Mother looks up at the clock (it's noon) and taps her foot angrily. Red enters the kitchen in a red cape. Seeing the cupcakes, she reaches out to take one, but her hand stops as Mother turns to glare.*

Red: These smell delicious. *(backing away)* You've been busy, Mother. Who are they for?

Mother: They're for Granny, so keep your mucky fingers off. I didn't raise you to steal from little old ladies. Why, your poor granny lives alone in the forest, surrounded by fearsome creatures. The least I can do is bake her a cupcake or two every now and then.

Red: *(rubbing her tummy)* I wouldn't dream of touching Granny's cupcakes.

*Mother piles the cupcakes into a wicker basket, then puts her hands on her hips.*

Mother: *(huffing)* Now, you're to take this basket straight to Granny's. No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

Red: *(sighing)* Yes, Mother.

*Red takes the basket and hurries from the kitchen.*

Big Rabbit: And with that, Little Red Riding Hood hurried from the kitchen into the glorious spring sunshine.


*Lights down.*



ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag Reading and writing \* Untitled \* Page 6 of 21 Best Fit

# Lesson 3

In groups of 5 you are going to follow a play script and act it out.

Cast List	Scene List	
The Wolf	Farm house	
Bill	House made of straw	
Ben	House made of sticks	
Bert	House made of bricks	
Mother Pig		

**Narrator:** One day, Mother Pig told her sons that they had to find a house of their own.

**Mother Pig:** Sons, I want you to find a house of your own. You are too big to live here.

**Bill:** OK Mum. I will build my own house.

**Ben:** So will I.

Windows taskbar: 15:17 21/04/2021

## The Three Little Pigs

### Cast List

The Wolf

Bill

Ben

Bert

Mother Pig

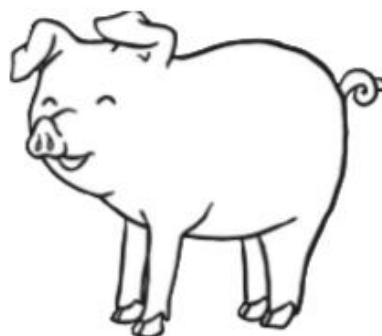
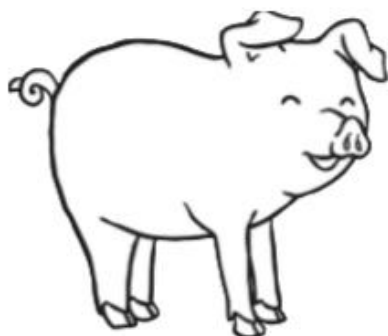
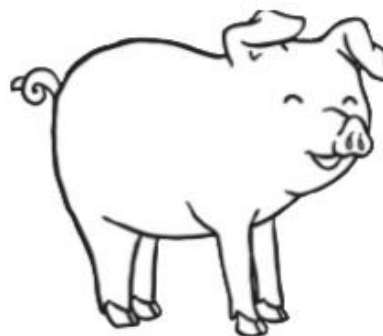
### Scene List

Farm house

House made of straw

House made of sticks

House made of bricks





## Scene 1 - The Farm House

*Enter Mother Pig, Bill, Ben and Bert.*

**Narrator:** One day, Mother Pig told her sons that they had to find a house of their own.

**Mother Pig:** Sons, I want you to find a house of your own. You are too big to live here.

**Bill:** OK Mum. I will build my own house.

**Ben:** So will I.

---

**Bert:** So will I.

**Narrator:** So the three brothers went off to find a good spot to build their houses.

*The three pigs walk away looking for a place to build their houses, scratching their heads.*

**Bill:** I am going to build my house using straw!

**Ben:** I am going to build my house using wood!

**Bert:** I am going to build my house using bricks!

**Narrator:** The three brothers set to work, hammering, banging and building. Soon the straw house was built. Bill was very proud!

*Bill stands beside his house looking very proud of himself.*



## Scene 2 - The Straw House

**Narrator:** A wolf came to the town where the brothers lived.  
He was very hungry.

*Enter wolf licking his lips*

**Narrator:** He knocked at the door of the straw house.

**Wolf:** Little pig, little pig, let me come in!

**Bill:** No! No! Not by the hair on my chinny chin chin, I won't let you in!

**Wolf: (grinning)** Then I'll huff! And I'll puff! And I'll blow your house down!

*The wolf begins to huff and puff.*

**Narrator:** So the wolf huffed and he puffed and he blew the house down.

**Bill:** Oh no! I'm going to run to my brother's house!

*Bill runs to the house made of sticks.*

**Wolf:** I'll find you little pig!

*Bill knocks on the door of the house made of sticks. Ben comes to the door and lets him in, looking outside quickly before shutting the door.*

### Scene 3 - The House Made of Sticks

**Bill:** Oh my goodness, that mean old wolf just tried to eat me for his supper! He blew my house made of straw down!

**Ben:** Well we'll be safe here. He can't blow my house made of sticks down!

*Wolf appears, rubbing his hands together and licking his lips.*

**Wolf:** *(whispers)* Yum, yum, two little pigs eh? That means even more sausage and bacon for supper.

**Wolf:** *(speaks loudly)* Little pigs, little pigs, let me come in!

**Bill and Ben:** No! No! Not by the hair of our chinny, chin, chin, we won't let you in!

**Wolf:** *(grinning)* Then I'll huff! And I'll puff! And I'll blow your house down!

*The wolf begins to huff and puff.*

**Narrator:** So the wolf huffed and he puffed and he blew the house down.

**Bill:** *(looks at Ben)* Uh oh! I thought you said he couldn't blow your house of sticks down.

**Ben:** Hmm, looks like I was wrong. RUN!

**Narrator:** So Bill and Ben ran all the way to their brother's house made of bricks.

## Scene 4 - The Brick House

**Narrator:** They knocked on the door.

*Bert opens the door.*

**Bill:** Oh my goodness, that mean old wolf just tried to eat us for his supper! He blew my house made of straw down!

**Ben:** And he blew my house made of sticks down too!

**Bert:** Don't worry. You'll be safe here. He can't blow my house of bricks down.

**Bill:** Hmm, that's what Ben said about his house of sticks!

**Bert:** No, really we will be safe.

**Narrator:** The Wolf appeared around the corner, licking his lips and thinking of roasted ham for his supper.

*Enter the Wolf licking his lips. He knocks on the door.*

**Wolf:** Little pigs, little pigs. Let me come in.

**Bill, Ben and Bert:** No! No! Not by the hair on our chinny, chin, chin, we'll not let you in!

**Wolf:** Then I'll huff! And I'll puff! And I'll blow your house down!

**Narrator:** So the wolf huffed and puffed! And puffed and huffed! He tried as hard as he could but he could not blow that house down!

*Wolf looks exhausted, scratching his head looking around. He sees a ladder.*

*Wolf looks exhausted, scratching his head looking around. He sees a ladder.*

**Wolf:** *(whispers)* Ah ha! I have an idea. I shall climb up onto the roof and go down the chimney. Then I shall eat all three of the pigs for my supper!

*Wolf begins to lean the ladder against the house.*

*The three pigs huddle together.*

**Bill:** Oh no! What shall we do? He has the ladder and is going to climb down the chimney!

**Bert:** Don't worry. I have a plan.

*Bert fills a large pot of water on the fire below the chimney. The water starts to boil.*

**Wolf:** Ha ha! Little pigs I am going to eat you for my supper! Yum! Yum!

**Bert:** *(shouts)* Oh really? We'll see about that!

**Narrator:** Suddenly, the Wolf appeared down the chimney and plopped into the pot of boiling water. He gave out a terrible wail, and leapt out of the pot, holding his bottom!

*Wolf runs out of the open door yelling and shouting.*

**Narrator:** The Three Little Pigs never saw the Wolf ever again! And they all lived happily ever after.

*The three pigs dance a jig in the house.*

# Tuesday 27th April

## Revision

### Section 1

Mr Whoops has made TWO clumsy spelling mistakes in his sentence. Can you underline them and correct them?

During my literacy lesson, I wrote a sentence that ended with a question mark.

\_\_\_\_\_



### Section 3

Underline all the verbs in this sentence:

Rebecca sat down on the chair and folded her arms.



### Section 5

Can you think of a compound noun to match each definition?

An event that happens once a year to celebrate when you were born:

\_\_\_\_\_

A witch might ride on one of these:

\_\_\_\_\_

### Section 2

Can you add an adjective to this sentence?

The \_\_\_\_\_ swimmer glided through the water.



### Section 4

Tick the sentence that is a command.

Have you been at school today?

I won an award at the gymnastics competition.

Get to bed straight away.



### Section 6

Choose a vowel. Write the name of an animal beginning with your chosen letter.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Section 1

if after because

Choose the best conjunction to fill the gap in each sentence:

- a. Mrs French will not be a happy teacher  
\_\_\_\_\_ Class 10 are badly behaved again today.
- b. Josie will be allowed to play outside  
\_\_\_\_\_ she has finished her homework.
- c. The boys received a bravery award  
\_\_\_\_\_ they saved the man from drowning.

### Section 4

Look at the picture. Can you write a past tense sentence about it?



### Section 2

Mr Whoops has accidentally jumbled up an adverb. Can you help him to unjumble it?

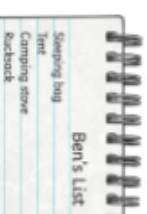
yafesl \_\_\_\_\_



### Section 5

Add commas to this list sentence:

Ben filled the car boot with a sleeping bag a tent a camping stove and his rucksack.



### Section 3

Add -er and -est suffixes to these root words:

safe \_\_\_\_\_  
early \_\_\_\_\_

### Section 6

Can you up-level this sentence by adding an expanded noun phrase?  
The boy lay under his duvet.





### Section 1

Write a sentence that contains an apostrophe about the dog and his bowl. Try and also include a conjunction.

---

---

---

### Section 4

Can you think of an adjective, adverb and a preposition beginning with...

	adjective	adverb	preposition
the letter b			
the letter n			

Now use all the words from one of the rows in a sentence. \_\_\_\_\_

---

---

---

### Section 2

Oops! Mr Whoops has accidentally replaced some of the words within his sentences with his favourite toys! What type of word needs to replace each one?



Happily, George celebrated **go-go** he had scored the winning goal and his friends **skateboard** him. He was feeling **scooter**.

---

---

---

### Section 5

Can you rewrite this text message so it is written in grammatically-correct Standard English?

You done well! You could of won the game. You are a gr8 basketball player.

---

---

---

### Section 3

Draw lines to join-up the root words with the correct prefixes:

un	heard
mis	appear
dis	friendly
in	correct

Now, use one of the new words in a sentence with a conjunction.

---

---

---

---

### Section 6

Can you unjumble these Y3 spelling words?

nomaw \_\_\_\_\_  
yarel \_\_\_\_\_  
nftoe \_\_\_\_\_

### Section 1

Rewrite the sentence in present perfect form:

This morning, we were writing a story.

---

---

---

---



### Section 2

Add the prefixes 'in-' or 'im-' to each root word to create a new word.

\_\_\_\_\_sane  
\_\_\_\_\_possible  
\_\_\_\_\_patient  
\_\_\_\_\_formal

### Section 3

Write a sentence about this boy that includes an adjective, an adverb and a conjunction. Underline them.

---

---

---

---

---



### Section 4

Could you add ALL the missing punctuation to this sentence?

Would you like garlic mushrooms baked cod lamb chops or squid rings asked the waitress



### Section 5

Rewrite this sentence with an added subordinate clause that contains a conjunction.

Nathan had been given lots of money for his birthday.

---

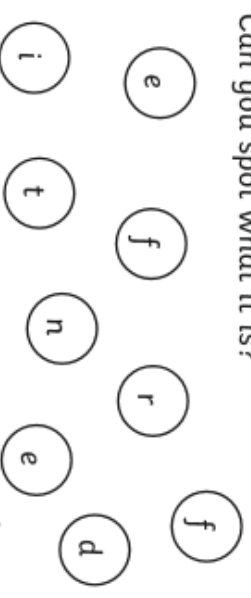
---

---

---

### Section 6

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?



\_\_\_\_\_



ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag Reading and writing \* Untitled \* Page 8 of 21 Best Fit

## lesson 2

features of a playscript

What is a scene?


Windows taskbar: 15:25 21/04/2021

ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag Reading and writing \* Untitled \* Page 9 of 21 Best Fit

You are going to be writing your own playscript for your own version of the 'lighthouse'.

**Characters:**  
Lighthouse keeper Bill  
Lighthouse assistant Kate  
Villager Tom  
Villager Mary



We will practise the first part together then you are on your own!  
Once complete you will be acting it out and recording it using puppet Pals.

Windows taskbar: 15:25 21/04/2021

Link to Lighthouse video : <https://www.literacyshed.com/the-lighthouse.html>

Puppet pals app : <https://apps.apple.com/gb/app/puppet-pals-hd/id342076546>

ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag Reading and writing \* Untitled \* Page 10 of 21 Best Fit

**Play Script Checklist**

**Did I...**

**Child**

**reminder**

- include a cast list of characters? ☐
- give a short description of each scene's setting? ☐
- use a narrator to briefly set the scene for the audience? ☐
- write the speaker's name on the left? ☐
- use a colon after the speaker's name? ☐
- write dialogue (speech) without inverted commas? ☐
- put stage directions in brackets? ☐
- use the present tense? ☐

Windows taskbar: 15:38 21/04/2021

ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag Reading and writing \* Untitled \* Page 11 of 21 Best Fit

**My Play Script**

**The characters in this scene are:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The setting is:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Windows taskbar: 15:38 21/04/2021

Character name	What is said

twinkl.com

# Wednesday 28th April

## Spelling



What could these  
picture clues mean?

How would we spell  
those words?

Lesson	Year 3, block 2, lesson 9
Lesson type	Touch
Lesson focus	The /j/ sound spell 'y'
Resources needed	Supporting Resource 3.14 (Y pictures) Show the images from the Supporting Resource. Identify the words as a class and write them up. They are gym, myth, pyramid, mystery, cygnet, Egypt.
Teaching activity	Ask pupils to sound out the word and write it on a piece of paper so that they can read it. What do they notice about all the words? Remove the words and then say what each image is and pupils write the word in their journals.



ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag \* Reading and writing \* Untitled \*

Page 4 of 8 Best Fit

myth  
cygnet  
mystery  
Egypt  
gym  
Pyramid

Match them up now!



What spelling pattern do you notice? Copy each one 5 times.

Windows taskbar: 15:39 21/04/2021

ActivInspire - Studio


File Edit View Insert Tools Help spelling and spag \* Reading and writing \* Untitled \*

Page 14 of 21 Best Fit

Lesson 2

Zone of Relevance

1 minute - tell the person next to you everything you can about the Lighthouse keeper ( Bill)



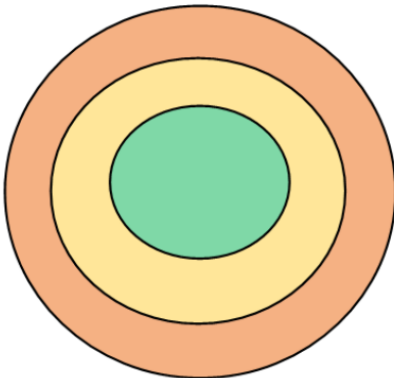
Windows taskbar: 15:39 21/04/2021

ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag \* Reading and writing \* Untitled \*

Page 15 of 21 Best Fit

Cold task: without class discussion work in pairs to place the words on the next slide on your ZOR for Bill.



Be prepared to explain your reasons for each one

Windows taskbar: 15:40 21/04/2021

ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag \* Reading and writing \* Untitled \*

Page 16 of 21 Best Fit

content healthy sad lathargic  
young  
wise  
friendly anxious  
smart  
dumb brave respected  
happy  
genius old unwell jealous likeable  
busy studios clever  
lonely grumpy isolated

Windows taskbar: 15:40 21/04/2021



ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag \* Reading and writing \* Untitled \*

Page 17 of 21 Best Fit

# Lesson 3

We are going to choose the top 5 words that best describe Bill and use them in a descriptive sentence about him.

Challenge: include an embedded clause.

*Write on wipeboards share ideas and share write.*

Windows taskbar: 15:40 21/04/2021

ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag \* Reading and writing \* Untitled \*

Page 18 of 21 Best Fit

## *5 words to describe Bill ( character traits)*

- 1
- 2
- 3
- 4
- 5

Windows taskbar: 15:41 21/04/2021

Etymology:

Prefix:

Root word:

Suffix:

Word:

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC




ActivInspire - Studio

File Edit View Insert Tools Help spelling and spag \* Reading and writing \* Untitled \*

Page 21 of 21

## Lesson 2

Bill



Describe—show not tell if you can!


trait

When you have completed your trait info, add it to the class collection.

Windows taskbar: 15:42 21/04/2021

Link to video: [https://www.youtube.com/watch?v=SHhi\\_oOe8fM](https://www.youtube.com/watch?v=SHhi_oOe8fM)


Bill



Describe—show not tell if you can!

trait

Bill



Describe—show not tell if you can!

trait

Bill



*Describe—show not tell if you can!*

trait

Bill



*Describe—show not tell if you can!*

trait

Bill



*Describe—show not tell if you can!*

trait

# Maths

Monday maths [Protected View] - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do... Sign in Share

PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. Enable Editing

Day 1: Revise using expanded and compact addition to add any pair of 3-digit numbers.

Let's compare workings. What do you like about each layout?

The place value is exposed in the first which helps us to make sense of the numbers we are using, but the second takes up less space and is quicker to write down.

$$\begin{array}{r} 600 \ 50 \ 4 \\ + \ 500 \ 60 \ 7 \\ \hline 1200 \ 20 \ 1 \end{array}$$
$$\begin{array}{r} 654 \\ + \ 567 \\ \hline 1221 \end{array}$$

$1200 + 20 + 1 = 1221$

But importantly, both give us the correct answer!

Slide 5 of 9

Notes Comments

08:01 22/04/2021

## Adding two 3-digit numbers

### Sheet 1

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. $478 + 308$ | 7. $478 + 284$  | 13. $876 + 572$ |
| 2. $540 + 427$ | 8. $363 + 249$  | 14. $738 + 427$ |
| 3. $447 + 236$ | 9. $558 + 375$  | 15. $886 + 485$ |
| 4. $683 + 234$ | 10. $608 + 297$ | 16. $945 + 478$ |
| 5. $761 + 152$ | 11. $546 + 374$ | 17. $846 + 354$ |
| 6. $572 + 334$ | 12. $379 + 426$ | 18. $675 + 486$ |

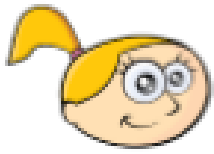
Jack is calculating  $506 + 243$

Here is his working out.

		5	6
+	2	4	3
	2	9	9

Can you spot Jack's mistake?

Work out the correct answer.



Eva

$$265 + 27 = 282$$

Here is her working out:

	2	6	5
+		2	7
	2	8	2

Is she correct? Explain why.

Tuesday maths powerpoint - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do... Sign in Share

Paste Copy Cut Format Painter Clipboard New Slide Layout Reset Section Slides Font Paragraph Drawing Shape Fill Shape Outline Shape Effects Find Replace Select Editing

Day 2: Use compact addition to add pairs of 3-digit numbers; Estimate totals.

426 + 217 = ? 742 + 276 = ? 587 + 278 = ?

Let's check those...

Let's split into 3 groups and each try one of those on our whiteboards using **compact addition**...

Who can talk us through 426 + 217?

Our **estimate** was 650!

426  
+ 217  
1  
643

H © hamilton-trust.org.uk 3 Year 3

Click to add notes

Slide 3 of 7 96%

08:03 22/04/2021



## Adding numbers to reach a target

### Sheet 1

Using your estimation skills select two of the numbers below that you think will add up to make a number close to the target numbers. Calculate the answers to check!

Choose two from these numbers:

283

521

349

378

452

217

146

354

Try to make these target numbers:



Tommy

I estimate  $143 - 95$  will be 50 because I will subtract 100 from 150

Is this a good estimate? Why?

Wednesday maths [Protected View] - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View

PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. Enable Editing

1  
2  
3  
4  
5  
6  
7

**Day 3: Add 3 or four 2-digit numbers using expanded or compact addition.**

Let's try both methods with four 2-digit numbers!

$$45 + 28 + 63 + 38$$

40	5
20	8
60	3
+ 30	8
20	
170	4

$$170 + 4 = 174$$

45
28
63
+ 38
2
174

Which do you prefer?

$5 + 8 + 3 + 8 = ?$

$40 + 20 + 60 + 30 + 20 = ?$

© [hamilton-trust.org.uk](http://hamilton-trust.org.uk) 5 Year 3

Children can now go on to do differentiated GROUP ACTIVITIES. You can find Hamilton's group activities in this unit's TEACHING AND GROUP ACTIVITIES download.  
WT/ARE/GD: Add three or four 2-digit numbers, using expanded and compact addition methods OR Estimate the total when adding three or four 2-digit numbers, then find the answer using compact addition.

Slide 5 of 7

Comments

102%

8804  
22/04/2021

## Adding three and four 2-digit numbers

### Sheet 1

1.  $42 + 30 + 25$

2.  $53 + 32 + 43$

3.  $34 + 25 + 32$

4.  $63 + 42 + 34$

5.  $52 + 27 + 36$

6.  $48 + 24 + 32$

7.  $36 + 28 + 19$

8.  $43 + 27 + 26$

9.  $28 + 39 + 27$

10.  $56 + 37 + 48$

11.  $74 + 56 + 36$

12.  $85 + 47 + 38$

13.  $42 + 34 + 14 + 35$

14.  $37 + 25 + 18 + 23$

15.  $45 + 24 + 50 + 34$

16.  $72 + 84 + 51 + 92$

17.  $78 + 89 + 58 + 67$

18.  $84 + 47 + 65 + 36$

19.  $58 + 73 + 87 + 45$

20.  $88 + 77 + 66 + 55$

Thursday maths [Protected View] - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do... Sign in Share

PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. Enable Editing

1 2 3 4 5 6

**Day 4: Add 3 or four 2-digit numbers using compact addition; Estimate answers.**

43 86 27 36 18 54 72 67

Now look for 4 numbers that might have a total close to 150.

Add them using **compact addition**. Let's see who gets the closest!

Let's try with 43, 27, 54 and 18.

Did anyone get closer?

$$\begin{array}{r} 43 \\ 27 \\ 54 \\ + 18 \\ \hline 2 \\ \hline 142 \end{array}$$

© hamilton-trust.org.uk 5 Year 3

Children can now go on to do differentiated GROUP ACTIVITIES. You can find Hamilton's group activities in this unit's TEACHING AND GROUP ACTIVITIES download.  
WT/ARE/GD: Look for 3 or 4 numbers that children estimate will have a total near given multiples of 10 OR Play 'missing digits'. Children work out the missing 1s digit in addition calculations.

Slide 5 of 6

Comments 102%

8805 22/04/2021

### Estimating totals

Sheet 1

21

48

42

26

45

82

38

14

24

#### Play in pairs.

Each choose three numbers which you think will have a total near to 80.

Find the exact total. The closest person wins a point. Repeat.

Each choose three numbers which you think will have a total near to 100.

Find the exact total. The closest person wins a point. Repeat.

Do the same trying to get answers near 120 then 150.

Add up your points!

27

93

61

33

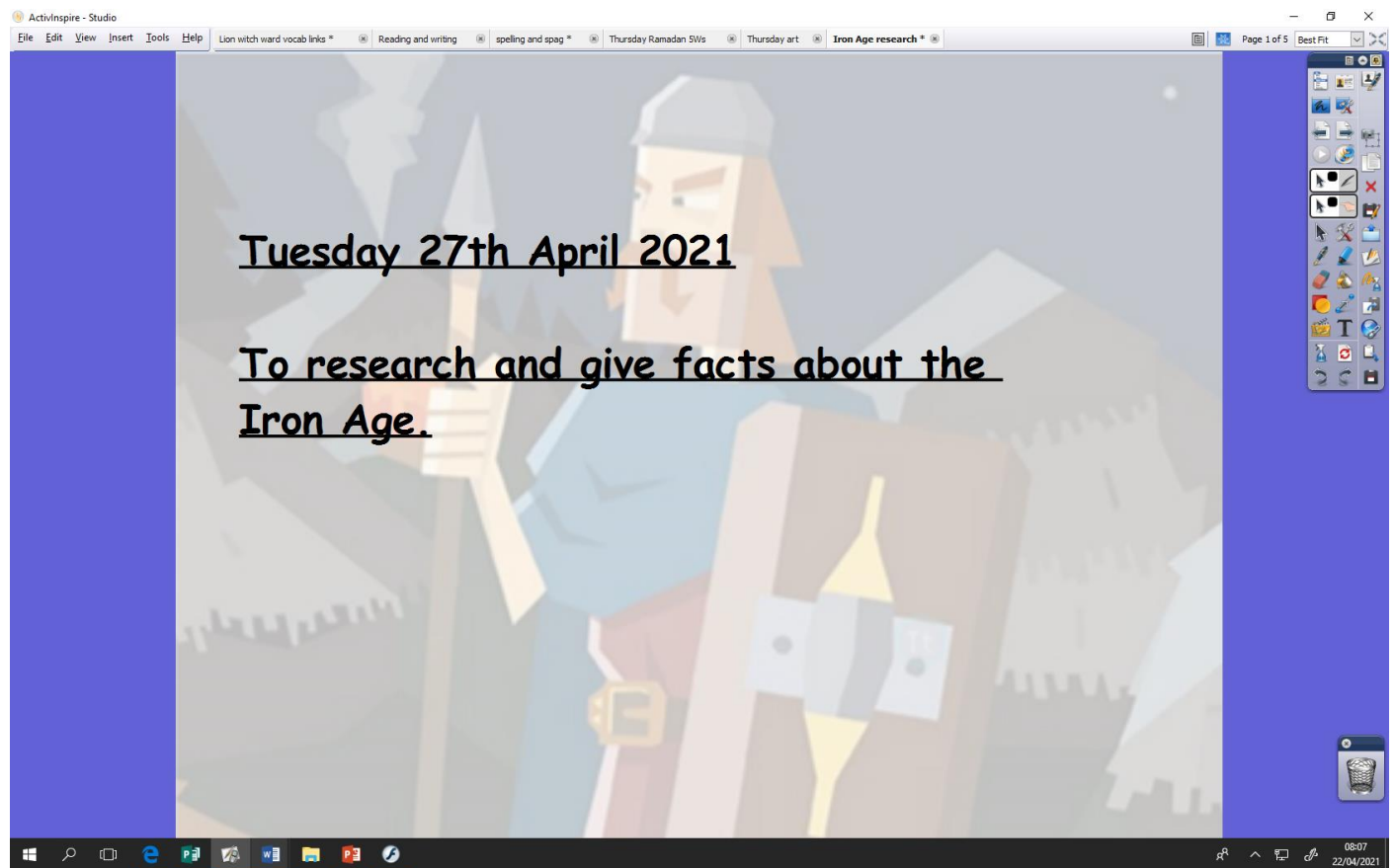
17

73

## Science

**Investigation:** In the morning, using chalk, draw around the shadow of an object (or ask somebody to draw and yours) outside. Repeat this again in the late afternoon. What has happened to the size and the location of the shadow? Why has this happened? Why?

## History



Tuesday 27th April 2021

To research and give facts about the Iron Age.

ActivInspire - Studio

File Edit View Insert Tools Help Lion witch ward vocab links \* Reading and writing spelling and spag \* Thursday Ramadan SWs Thursday art Iron Age research \* Page 3 of 5 Best Fit

**Your task:**

Use the QR codes to help you research the Iron Age and answer questions.

08:07 22/04/2021

ActivInspire - Studio

File Edit View Insert Tools Help Lion witch ward vocab links \* Reading and writing spelling and spag \* Thursday Ramadan SWs Thursday art Iron Age research \* Page 4 of 5 Best Fit

When did the Iron Age begin and end in Britain?

Name three objects iron was used to make.

How was iron manipulated (changed) to create objects?

What was the most common occupation (job)?

What were hill forts used for?

What was the name of the houses that were lived in?

What materials were used to create houses?

Name three festivals that were celebrated during the Iron Age.

08:07 22/04/2021



**Geography**



ActivInspire - Studio


File Edit View Insert Tools Help Lion witch ward vocab links \* Reading and writing spelling and spag \* Thursday Ramadan SWs Thursday art Monday compass points \* Page 2 of 6 Best Fit

# The Four Cardinal Points of a Compass

We use compass points to describe position and direction.

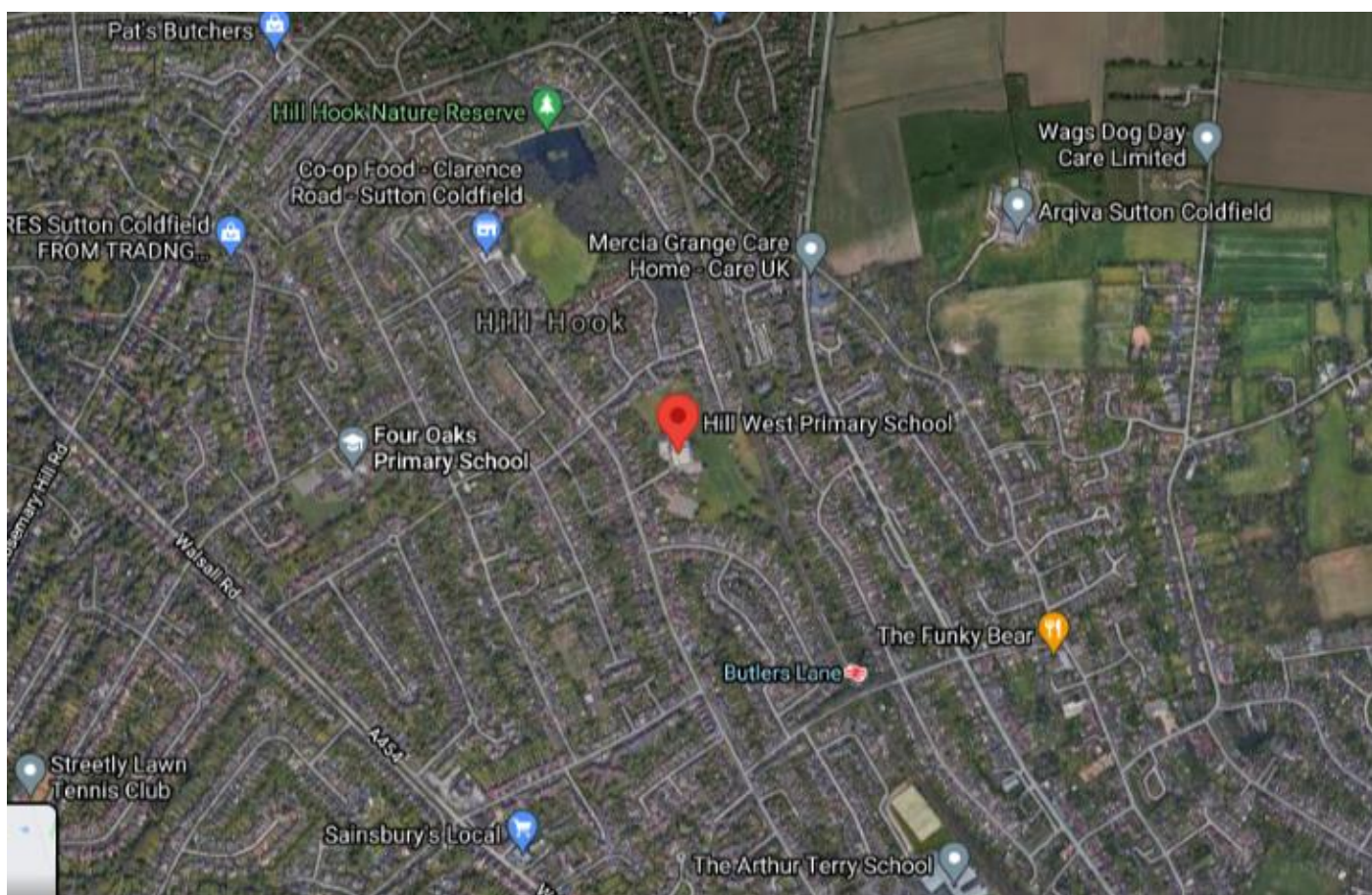
There are four main (cardinal) points of the compass:

north, south, east and west.



How do you remember the order of the compass points?

Windows taskbar: 08:00 22/04/2021



ActivInspire - Studio

File Edit View Insert Tools Help Lion witch ward vocab links \* Reading and writing spelling and spag \* Thursday Ramadan SWs Thursday art Monday compass points \* Page 5 of 6 Best Fit

1. If you travelled west, where would you find yourself first?
2. True or false: Hill Hook nature reserve is north of Hill West.
3. In which direction are there no marked points on the map?
4. Name one location on the map that is north-east of Hill West.
5. True or false: Streetly Tennis Club is south-east of Hill West.
6. Write down the name of the shop you might visit if you travelled north-west.
7. True or false: Sainsbury's and Coop are in the same direction.
8. Write your own question for a friend to answer.

08:09 22/04/2021

## Art

ActivInspire - Studio

File Edit View Insert Tools Help Lion witch ward vocab links \* Reading and writing spelling and spag \* Thursday Ramadan SWs Thursday art Thursday comparing artists \* Page 1 of 7 Best Fit

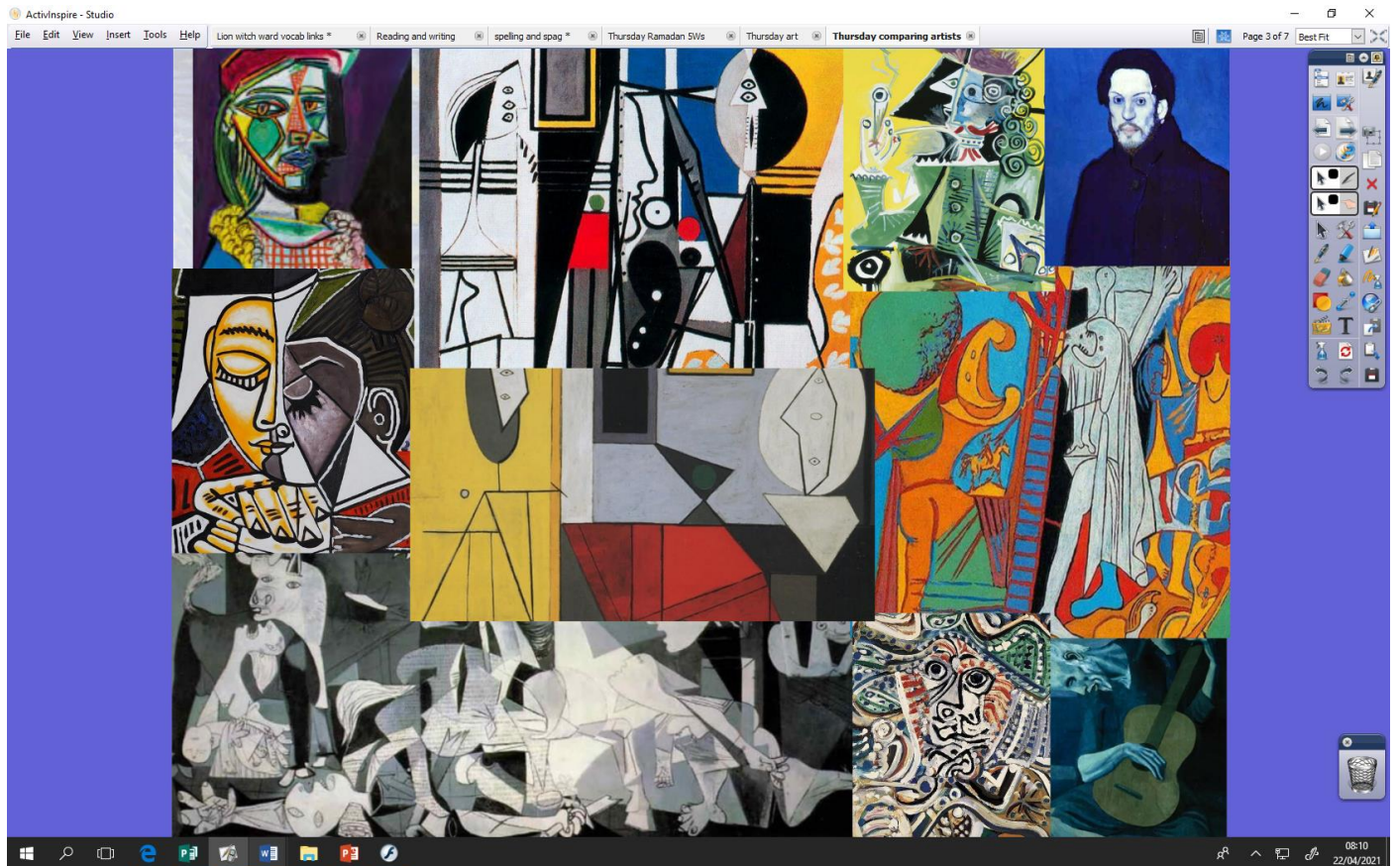
Thursday 29th April 2021

Comparing artists.

Desktop Annotate

08:10 22/04/2021







ActivInspire - Studio

File Edit View Insert Tools Help

Lion witch ward vocab links \* Reading and writing spelling and spag \* Thursday Ramadan SWs Thursday art Thursday comparing artists \* Page 5 of 7 Best Fit

Part of the cubism movement.

Picasso

Van Gogh

Paintings consisted of many block shapes.

Part of the post-impressionist movement.

Often included nature in paintings.

Paintings mainly featured people.

Painted mainly portraits.

Painted portraits.

08:11 22/04/2021