



Year 3T Home Learning week beginning 30/03/20

Please see below the tasks we would like your child to work on this week. If you have any problems, please remember that you can email me on tbrown@wtwschool.co.uk during school hours.

Please note that any links to internet sites and YouTube videos need to be supervised by an adult, and they may contain adverts. You do not need to pay for any of the sites we are suggesting.

If you need any additional pencils, paper or other stationery, please contact the school and we can arrange that for you to collect.

Maths

Learn:

This week we will be focusing on count in tenths, tenths in decimals, fractions on a number line, and fractions of a set of objects.

Remember a fraction is an equal part of a whole object or an equal part of a set of objects.

A fraction has a numerator and a denominator. The top number is the numerator it is the number of parts you have and the bottom number is the denominator, it is the number of parts the whole is divided into (total parts).

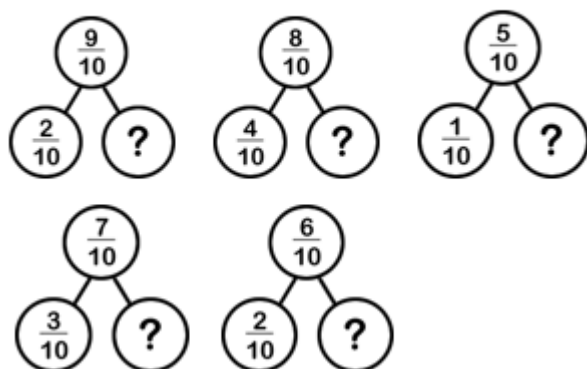
Lesson 1: Count in tenths

LI: To count up and down in tenths.

Children to be able to count in tenths and also explore what happens when counting past $\frac{10}{10}$.

STARTER:

Which one is different?



Mathematical Talk

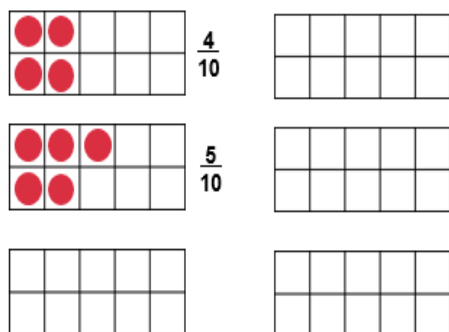
Let's count in tenths. What comes next? Explain how you know.

If I start at ___ tenths, what will be next?

When we get to $\frac{10}{10}$ what else can we say? What happens next?

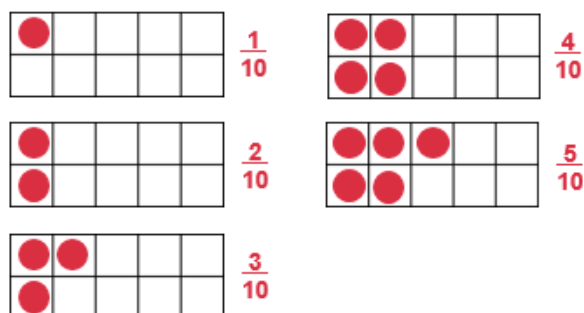
**Start with $\frac{1}{10}$ and count forwards four tenths.
What would the fraction look like?**

Continue the pattern...



Start with $\frac{1}{10}$ and count forwards four tenths.

What would each fraction look like?

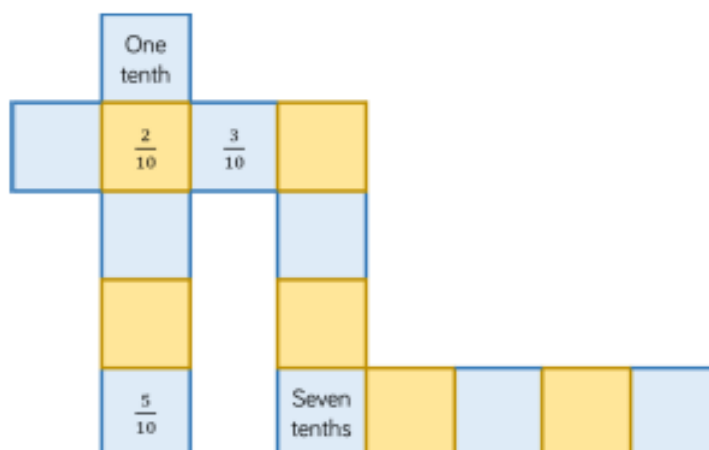


Continue the pattern in the table.

- What comes between $\frac{4}{10}$ and $\frac{6}{10}$?
- What is one more than $\frac{10}{10}$?
- If I start at $\frac{8}{10}$ and count back $\frac{4}{10}$, where will I stop?

Representation	Words	Fraction
	One tenth	$\frac{1}{10}$

Complete the sequences.



Challenge:

True or False?

Five tenths is $\frac{2}{10}$ smaller than 7 tenths.

Five tenths is $\frac{2}{10}$ larger than three tenths.

Do you agree?

Explain why.

Teddy is counting in tenths.



Seven tenths, eight tenths, nine tenths, ten tenths, one eleventh, two elevenths, three elevenths...

Can you spot his mistake?

Lesson 2: Tenths in a decimal

LI: To identify and represent tenths as decimals.

Mathematical Talk

What is a tenth?

How many different ways can we write a tenth?

What does equivalent mean?

What is the same and what is different about decimals and fractions?

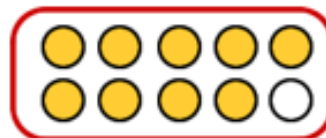
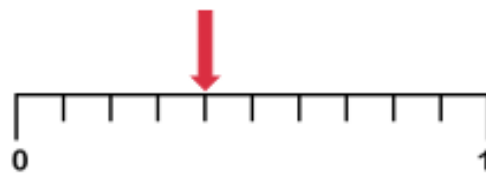
Children are introduced to tenths as decimals for the first time. They will need to compare fractions and decimals written as words in fraction form and as decimals and also link them to pictorial representations. Children to learn that number systems extend to the right of the decimal point into the tenths column.

Write these values as fractions and as decimals.



This decimal has been written using a place-value grid.


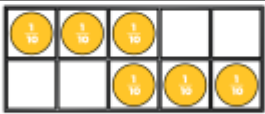
Ones	•	Tenths
0	•	7



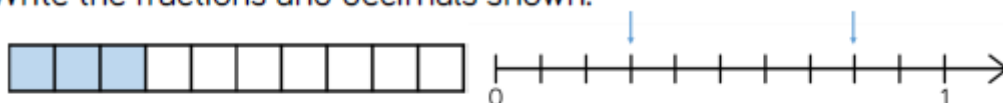
How would you write it as a fraction?

How could you represent it pictorially?

Complete the table.

Image	Words	Fraction	Decimal
	One tenth	$\frac{1}{10}$	0.1
			
	Nine tenths		

Write the fractions and decimals shown.



Here is a decimal written in a place value grid.

Ones	Tenths
0	8

Can you represent this decimal pictorially?

Can you write the decimal as a fraction?

Lesson 3: Fractions on a number line

LI: To use a number line to represent fractions greater than 1.

Mathematical Talk

How many equal parts has the number line been divided into?

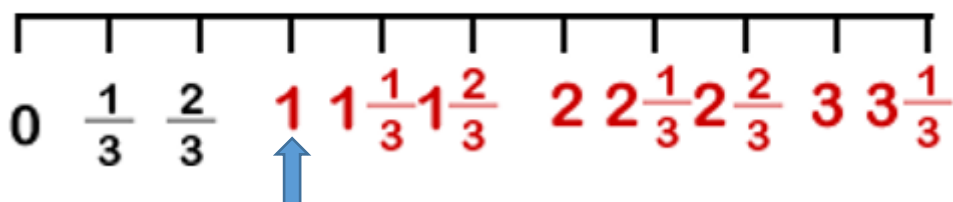
What does each interval represent?

How are the bar model and the number line the same? How are they different?

How do we know where to place $\frac{1}{5}$ on the number line?

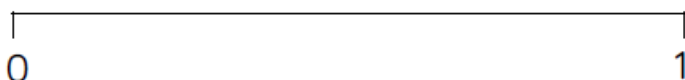
How do we label fractions larger than one.

Children need to know how to divide a number line into specific fractions. When dividing into quarters, children need to ensure that the number line is divided into four equal parts.

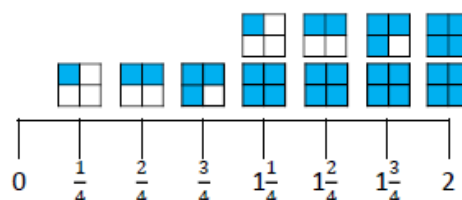


$\frac{3}{3} = \text{A whole}$ - will need to explain to children when the numerator is the same as the denominator that makes a whole and when the numerator is more than the denominator they will have a whole and part fraction.

Divide the number line into eighths.
Can you continue the number line up to 2?



Eva has drawn a number line.



ACTIVITY 3:

Draw five lines 12 cm long.
Each one is a number line from 0 to 1.

Divide the first line to show halves. How long will each part be?

Divide the second line to show thirds. How long will each part be?

Divide the third line to show quarters. How long will each part be?

Divide the fourth line to show sixths. How long will each part be?

Divide the last line to show twelfths. How long will each part be?

Tommy says it is incorrect.

Do you agree with Tommy?

Explain why.

Can you draw the next three fractions?

Lesson 4: Fractions of a set of objects.

LI: To find a unit fraction of an amount.

Children find a unit fraction of an amount by dividing an amount into equal groups.

Mathematical Talk

Which operation do we use to find a fraction of an amount?

How many equal groups do we need?

Which part of the fraction tells us this?

How does the bar model help us?

Find $\frac{1}{5}$ of Eva's marbles.



I have divided the marbles into equal groups.

There are marbles in each group.

$\frac{1}{5}$ of Eva's marbles is marbles.

You have 48 counters.

You can divide them into equal groups of any size, as long as all the groups are equal.

How many different ways of doing this are there?



Dexter has used a bar model and counters to find $\frac{1}{4}$ of 12



Use Dexter's method to calculate:

$\frac{1}{6}$ of 12

$\frac{1}{3}$ of 12

$\frac{1}{3}$ of 18

$\frac{1}{9}$ of 18

Class 3 are calculating fractions of amounts.

They work out these division calculations.

What fractions are they working out?

$$48 \div 4$$

$$60 \div 5$$

$$54 \div 2$$

$$18 \div 6$$

$$18 \div 3$$

$$40 \div 10$$

Please go to the following site/ link to see a further explanation:

https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro_en.html

<https://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamountsv3>

Lesson 1 activities: <https://whiterosemaths.com/wp-content/uploads/2020/homelearning/year-3/Y3-Spring-Block-5-WO4-Count-in-tenths-2019.pdf>

Lesson 2 activities: <https://whiterosemaths.com/wp-content/uploads/2020/homelearning/year-3/Y3-Spring-Block-5-WO5-Tenths-as-decimals-2019.pdf>

Do:

IXL tasks include;

1. **W.8**

Fractions of number lines: unit fractions

2. **W.9**

Fractions of number lines

3. **W.10**

Identify unit fractions on number lines

4. **W.11**

Identify fractions on number lines

5. **W.15**

Fractions of a group

Reminder:

You can also spend some time each day on Hit the button or Time Tables Rock Stars. Your username and password are in your Home Learning pack.

Reading

Please continue reading the text linked to your writing tasks in your home learning pack and continue to read for pleasure at home.

If you like reading the news, you could read the online copy of First News (the link was in the letter sent from Andrew).

Writing

In your learning packs you were given either Lion, the Witch and the Wardrobe or The Sheep Pig please complete tasks 6 -10 of your text.

Lion, the Witch and the Wardrobe

Task 6

Read chapter 4.

You are the White Witch trying to track down Daughters of Eve or Sons of Adam. Design a wanted poster to spread the word across Narnia.

- Who are they?
- Why do you wanted them to be handed over to you?
- What should anyone do if they see them?
- Is there a reward? Or will you punish anyone who doesn't turn them in?

Key words to think about:

Daughter	Son	Eve	Adam	human	children
capture	punished	reward	Narnia	Queen	report
immediately	betray	statue	stone	white	snow

Task 7

LI: To write a letter using a range of conjunctions.

Read pg. 51-53

Write a letter from the perspective of Edmund explaining why he lied about Narnia and didn't tell the truth like Lucy.

- Do you feel guilty?
- Why didn't you tell the truth?
- Are you afraid or excited or both?

Task 8

LI: To use inverted commas to write direct speech accurately.

Read pg. 54 - 58

What is the conversation between the Professor and Lucy's siblings?

You can decide whether you agree with the Professor (Lucy could be telling the truth) or you could side with Susan or Peter.

After you've done this task complete chapter 5.

Task 9

Read chapter 6

The children all discover Narnia!

LI: To use fronted adverbials to describe

Describe the children's adventure through the wardrobe into Narnia.

Example sentence starters: After a while, All of a sudden, Rarely Over there, In the distance, Without a sound, Almost unbelievably.

Task 10

LI: To use inference to write the next part of the story.

Re- read chapter 6 (particularly the part where the children meet the robin who is guided them somewhere.)

You are going to write the next part of the story.

- Use what you know about the story so far
- Think about the characters you have already been introduced to
- Where is the robin leading the children?

Once you have done this you can read on in the book and see if you were right about some elements of the next part of the story.

The Sheep Pig

Task 6: singular and plural words **The Sheep-Pig Ch. 6**

Plural means more than one. Some words will not change, some just need an 's' and some have spelling changes. Create a chart in your book like this and sort these words. Then think of some more words to add to your list. How long can you make your list?

sheep	pig	puppy	turkey	chicken
calf	fish	woman	man	mouse

Copy this table into your book, putting as many words in as you can.

Singular Nouns	Plural Nouns

Task 7: diary entry The Sheep-Pig: ch.8

Pretend you are either Ma, Babe or Farmer Hogget. What are some emotive words you could use to describe their feelings? Write a diary entry as if you were one of these characters explaining how you are feeling. Focus on using some really interesting vocabulary.

Task 8: write your own story The Sheep-Pig: ch.10

Create a new farm character and setting for this story. Draw a picture of your setting and character. Now write a short story using your new farm character and setting.

Task 9: Writing a dialogue The Sheep-Pig: ch.11

Read to the end of Chapter 11.

Write a conversation between Babe and the sheep at the Trials. What do you think he might say? Don't forget to use inverted commas (speech marks) and a new line for a new speaker.

Task 10: Book review The Sheep-Pig: ch.12

Complete reading the book and write a book review. Here are some questions to help you...

1. What the story about? (Think about the main themes, setting - where and when it was set)
2. Summarise the plot (what happens in the story)
3. Describe the main characters.
4. What was the best part of the story? How did it make you feel?
5. Would you recommend the book to a friend?

Grammar

Learn:

This week we will be focusing on the different types of sentences:

Commands
Statements
Questions
Exclamations

Study the four types of sentences!



- Statement .** Ends with a full stop. Makes sense of its own.
- Question ?** Ends with a question mark. Asks something.
- Command . !** Ends with a full stop or an exclamation mark. Orders someone to do something.
- Exclamation !** Ends with an exclamation mark. Shows strong feelings or emotions.

Watch: https://www.youtube.com/watch?v=n_foMADqjSc

Do:

Types of Sentences

Statements - Statements are sentences which tell you something. They end with a full stop.

Questions - Questions are sentences that ask you something. They usually end with a question mark.

Commands - Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.

Exclamations - Exclamations are sentences that state something with strong feeling or emotion. They begin with 'what' or 'how', are full sentences, include a verb or a noun and end with an exclamation mark.

Look at the text below and underline each type of sentence in a different colour.

One warm, sunny day Jessica and Lilly went to play at the park.

When they arrived there were lots of people at the park.

"What a lot of people there are today " cried Jessica.

"None of the swings are free for me to go on " said Lilly, sounding upset.

"Would you like to go on the slide instead " asked Jessica.

The girls made their way over to the slide.

"You go down the slide first " Lilly told Jessica.

After quite a few slides Jessica noticed the swings were empty.

"Do you want to go to the swings now " she asked Lilly.

"Yes. Let's go over now " replied Lilly.

"How exciting to be at the park with my best friend " exclaimed Jessica as she whizzed down the slide.

The girls ran over and Jessica jumped on a swing.

"Can you push me please " she asked.

Lilly nodded and pushed Jessica on the swing.



1

Use only the words in the box below to write a **statement**.

green grass is the

Remember to use the correct punctuation.

2

Use only the words in the box below to write a **command**.

on socks your put

Remember to use the correct punctuation.

3

Use only the words in the box below to write a **question**.

name what your is

Remember to use the correct punctuation.

4

Use only the words in the box below to write a **exclamation**.

warm is it how

Remember to use the correct punctuation.

5

Use only the words in the box below
to write a **statement**.

friend you are my

Remember to use the correct punctuation.

6

Use only the words in the box below
to write a **command**.

off light turn the

Remember to use the correct punctuation.

7

Use only the words in the box below
to write a **question**.

old how you are

Remember to use the correct punctuation.

8

Use only the words in the box below
to write a **exclamation**.

fast she how runs

Remember to use the correct punctuation.

English IXL tasks:
Sentence structure

1. **K.1**

Is the sentence a statement, question, command or exclamation?

Continue exploring and consolidating your child's learning on forces and magnets.
Here are some activities:

Can you give **two** examples of actions that require a **pushing** force, and **two** examples of actions that require a **pulling** force?



Match these descriptions of magnetic poles to show whether they would attract or repel.

north and north	attract
north and south	attract
south and north	repel
south and south	repel

Can you name **two** surfaces that produce a **lot** of friction and **two** surfaces that produce only a **small** amount of friction?



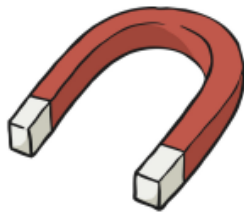
Are these statements **true** or **false**?

- Magnets attract all metals.
- Friction is a type of force that slows down moving objects.
- Forces are pushes and pulls.
- Magnets produce an invisible force all around them.
- Compasses all point south.

Can you rearrange the letters in this anagram to make a word about magnets?

tinatotrac

What does it mean?



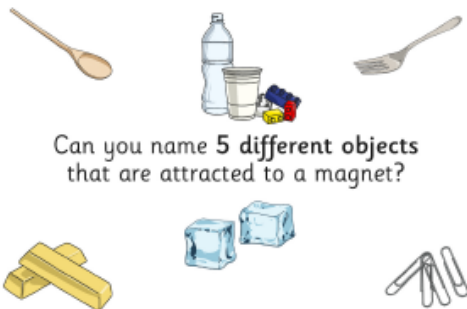
Can you rearrange the letters in this anagram to make a word about forces?

torifinc

What does it mean?



Can you name **5** different objects that are attracted to a magnet?



Can you create an A-Z of forces and magnets?

- A = attract
- B = bar magnet
- C = compass
- D = different poles repel



Art

Sketch a picture of your favourite Roman God or Goddess.

PE/ Yoga

Joe Wicks is providing free PE lessons live at 9am each day via his YouTube channel. This is a great way to start the day and is suitable for all ages. Either google 'Joe Wicks PE lesson' or go to the link below:

<https://www.thebodycoach.com/blog/pe-with-joe-1254.html>

We will also be providing an online yoga lesson from Kamlyn who used to teach the yoga club at Walnut Tree Walk. This is a session exclusively for children at Walnut Tree Walk and is free for you! The time and details will be sent later.