Year 3 - Summer Week 9 – week beginning 22/06/20

Guidance can be obtained @ year.3@toddstg.co.uk

More of you are returning to work, and therefore there are more children of keyworkers attending school on selected days, so we have had to amend the learning pack to reflect this. To enable progression of learning for all pupils, at home and in school, the **Maths and Literacy** has been planned as daily learning. This means that if your child is learning at home some days and in school on others their learning can continue. It is therefore important that you follow the daily learning plan. All other learning areas are unaffected by these changes.

Below are a couple of links to websites where some famous people are reading children's books.
Please spend time browsing through the stories with your child and allow them to listen to the ones they think they will enjoy. ☺
https://www.storylineonline.net/

https://www.romper.com/p/famous-people-reading-childrens-books-is-one-good-thing-during-the-coronavirus-shut-in-22621288

We are presently getting lots of work sent in with these common mistakes, can you please look for these as you check your child's work as we the teachers would when go around the classroom helping the children.
First: your child should be joining their writing on a regular basis; in Year 4 they will only get their handwriting pens when their work is neatly joined and presented. See Letter shapes.pdf for how letters should be formed.
Second: we are getting lots of spelling errors of words that are given either on the page or have been given as previous spellings. Sometimes the same word is being spelt differently several times in the same piece of writing!

Weekly Class Zoom meeting details:
Mr Harrowing sends his apologies for the last minute cancellation of Wren's Zoom last week, some of you might not have got the message in time and tried to join ☹.

Robins on Tuesday @ 10am
ID: 949 6146 5533
Password: 7vrdg7
Robins ~ talk about your Learning Futures campaign.

Wrens on Wednesday @ 10am
ID: 746 4528 8217
Password: Wrens1
Wrens ~ talk about your Learning Futures campaign.

As always, have one piece of work ready to show and talk about ☺.

Please spend some time looking at a selection of work which has been sent in that otherwise would not be included on the School website.
We have included the following in this week's shared Google Drive folder:

Maths – in the Maths sub-folder.

Theme: Fractions:

If your child is in Wrens Maths Group and finding the work a little tricky, look at the work for Robins Maths Group to give them a confidence boost first. The reverse applies too, if you feel your child in Robins Group does well, look for a challenge in the Wrens Group activities.

There are no Maths challenges this week, we find that most children like to spend more time working on Learning Futures, so the extra time will allow your child to put more effort into that is they so wish.

Maths weekly skills sheet 10 & answers to Weekly Skills Sheet 9.

DO NOT forget Times Tables Rock Stars!

Literacy – Literacy for this week will be included in the work for Learning Futures.

Learning Futures – please read # Learning Futures Overview week 2.pdf before starting the work outlined in # Learning Futures week 2 of 2.pdf in the Learning Futures sub-folder.

Spellings – words containing 'ch'.

Dictation – words containing 'ch'.

Comprehension - in the Comprehension sub-folder:

There are two comprehensions this week:

'Amazing facts about the human body.pdf' and
'Incredible invertebrates!.pdf'.

One star questions are for the children who can find reading a little tricky.
Two star questions are for the average Year 3 reader.
Three star questions are for those children with fluent reading and comprehension skills.

French – in the French sub-folder. As mentioned in the French planning, the PowerPoint needs to be downloaded for it to present properly.

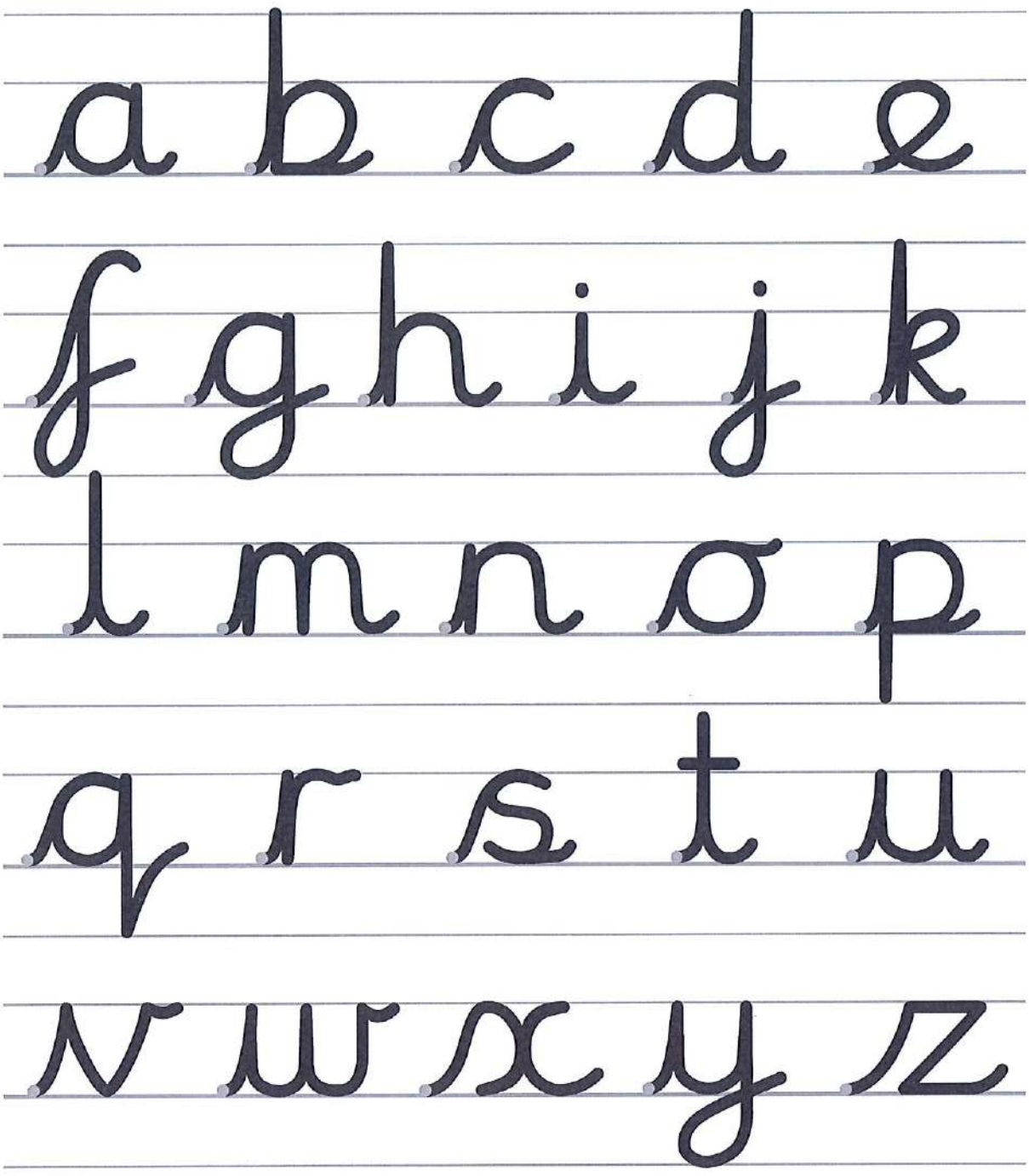
Science & Theme – in the Science & Theme sub-folder - is habitats and links with the Learning Futures work.

P.E. - See separate sheet P.E. Summer week 9.

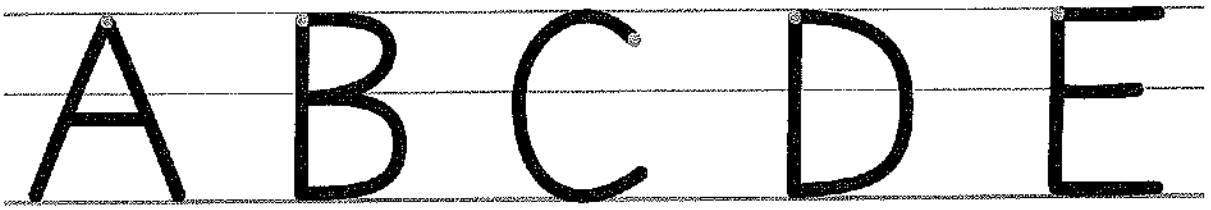
Tasks this week for Wrens & Robins - Summer Week 4 - Week beginning 11/05/20

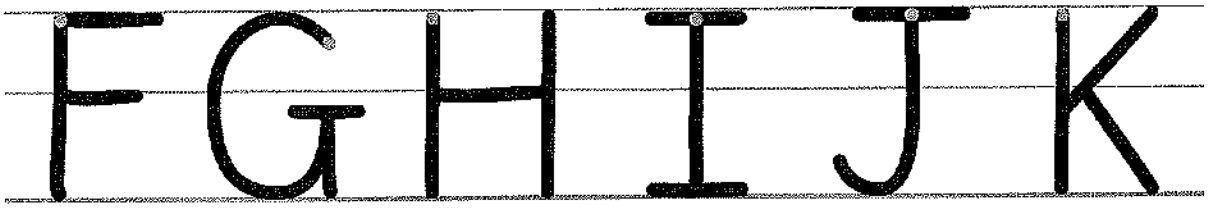
Subject Area	Activity	Location	Save, or send in.	Completed
Maths	Weekly Skills sheet test 10	Google drive	email score in	Yes / No
	Maths Robins group activities	Google drive	Answer in book	Yes / No
	Maths Wrens Group activities	Google drive	Answer in book	Yes / No
Learning Futures	# Learning futures week 2 of 2	Google drive	Campaign sent in	Yes / No
Spellings	Spelling Sentences to practise spellings	Google drive	email in score	Yes / No
	Spellings - words containing 'ch'	Google drive	Answer in book	Yes / No
	Dictation – words containing 'ch'	Google drive	Answer in book	Yes / No
Comprehension	Amazing facts about the human body	Google drive	Answer in book	Yes / No
	incredible invertebrates!	Google drive	Answer in book	Yes / No
French	Un petit peu de francais 3.9	Google drive	n/a	Yes / No
Science & Theme	Habitats - links to Learning Futures	Google drive	part of LF	Yes / No
P.E.	P.E. Summer week 9 sheet	Google drive	n/a	ongoing
Selection of children's work	sub-folder of children's work to celebrate	Google drive	n/a	n/a

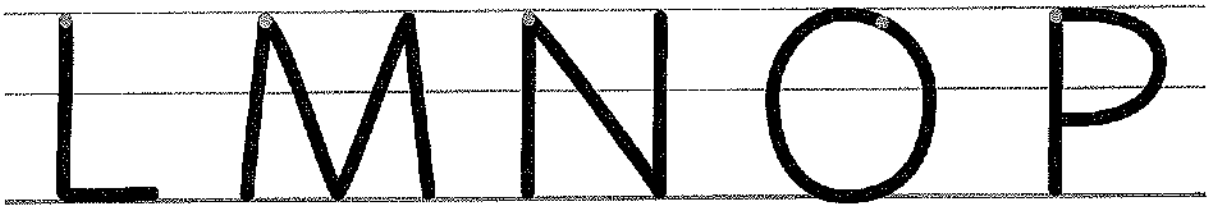
Cursive Lower Case Letters

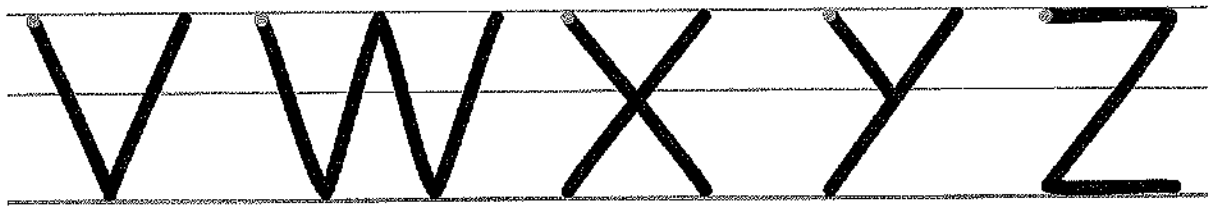


Capital Letters









Multi-skills

AGILITY / COORDINATION / SPEED All activities are perfect preparation for our Sportsday. If you would like to take part in two local competitions read the next page.

Equipment: small + larger ball, target (bucket / box or marker on the floor

Monday - Foot Tap Challenge: Stand with the ball near your feet. Tap the ball with each foot alternately whilst circling around it. Scoring: How many taps can you achieve in 20 seconds? H: smaller ball E: larger ball	
Tuesday - Wall Catch Challenge: Stand a short distance from the wall. Throw the ball against the wall and catch it again. Repeat for 20 seconds. Scoring: How many successful catches can you achieve in 20 seconds? H: smaller ball; stand further away; use only one hand E: larger ball; stand closer; use both hands	
Wednesday - Target Throw Challenge: Place the container on the ground and stand 5 steps away. Using an underarm throw, try to throw your bean-bag/rolled up sock into the container. Run and collect it, return to your marker and throw again. Repeat as many times as you can in 20 seconds. Scoring: How many times did you successfully throw the bean-bag/rolled up sock into the container in 20 seconds? H: place your marker further away; use an overarm throw E: place your marker closer	
Thursday - Mountain Climbers Challenge: Task: Start in the front support position (press-up position/plank). Bring 1 knee to your chest and return it to the starting position; then bring the other knee up to your chest and return. Repeat as quickly as you can for 20 seconds.	
Friday – Round the world Pass the ball from hand to hand around your waist as quickly as you can. Repeat for 20 seconds. If you drop the ball just pick it up and keep going. Scoring: How many times can you pass the ball around your body in 20 seconds? H: a larger ball is more difficult to hold in your hand E: a smaller ball is easier to hold in your hand	

Competition 1

Beds School Games Pentathlon Challenge

Complete all the activities ad record your score each day.

Return your scores to your class teacher. Mrs Julians will then send your scores to our local Sports Partership.

All participants receive a certificate.

Scores in by Friday 26th July

Competition 2

These challenges require more thought and more planning. Record your scores as above. Again all participants will receive a certificate. Scores in by 3rd July

Redborne School Sports Partnership Virtual Quad Kids Challenge

Year Group	Run	Sprint	Throw	Jump
R/Y1/Y2	300m	50m	Bean bag / Tennis ball	Standing Long Jump
Y3/Y4	400m	50m	Tennis ball	Standing Long Jump

Dictation - words containing ch.

Red and Yellow Groups

The repairman fixed the machinery before he got an ache in his stomach.

"Tell the chef to prepare the food for the feast," the manager told her staff.

The captain said," Drop anchor and we'll look for treasure here."

The parachutes opened and the people floated gently to the ground.

All the children sang the chorus while everyone else clapped.

Blue Group.

"I have a stomach ache," moaned the little girl.

The echo took ages to die down.

The chef cooked a really nice meal for the party.

"The machine is broken," Nan said.

I saw a parachute in the sky yesterday.

Rainbow Group.

The cat began to follow me home.

"I was in the garden," said Nan.

"Who goes there?" asked the guard.

Sam walked down the road with his head held high.

1) Use a pinkish pencil crayon to underline all your capital letters, full stops and speech marks that are in the right place.
2) Use a green pencil crayon to underline all the missing capital letters, full stops and speech marks.
3) Use a green pencil crayon to underline three spelling mistakes and re-write them in pencil five times.
4) Draw your Punctuation Pirate Pete.
5) Re-write one of the sentences with green underlining and put back what you missed out the first time to make it better. ☺

Red & Yellow Groups.

Words containing 'ch' than makes a 'sh' sound when spoken aloud.

chef
machine - machinery
chute - parachute
brochure
red group only - chalet
red group only - Charlotte

Words containing 'ch' that makes a short 'k' sound when spoken aloud.

ache
echo
stomach
anchor
chorus
character

Blue Group.

Words containing 'ch' than makes a 'sh' sound when spoken aloud.

chef
machine - machinery
chute - parachute

Words containing 'ch' that makes a short 'k' sound when spoken aloud.

ache
echo
stomach

Green group.

had
he
know
made
six

Rainbow Group.

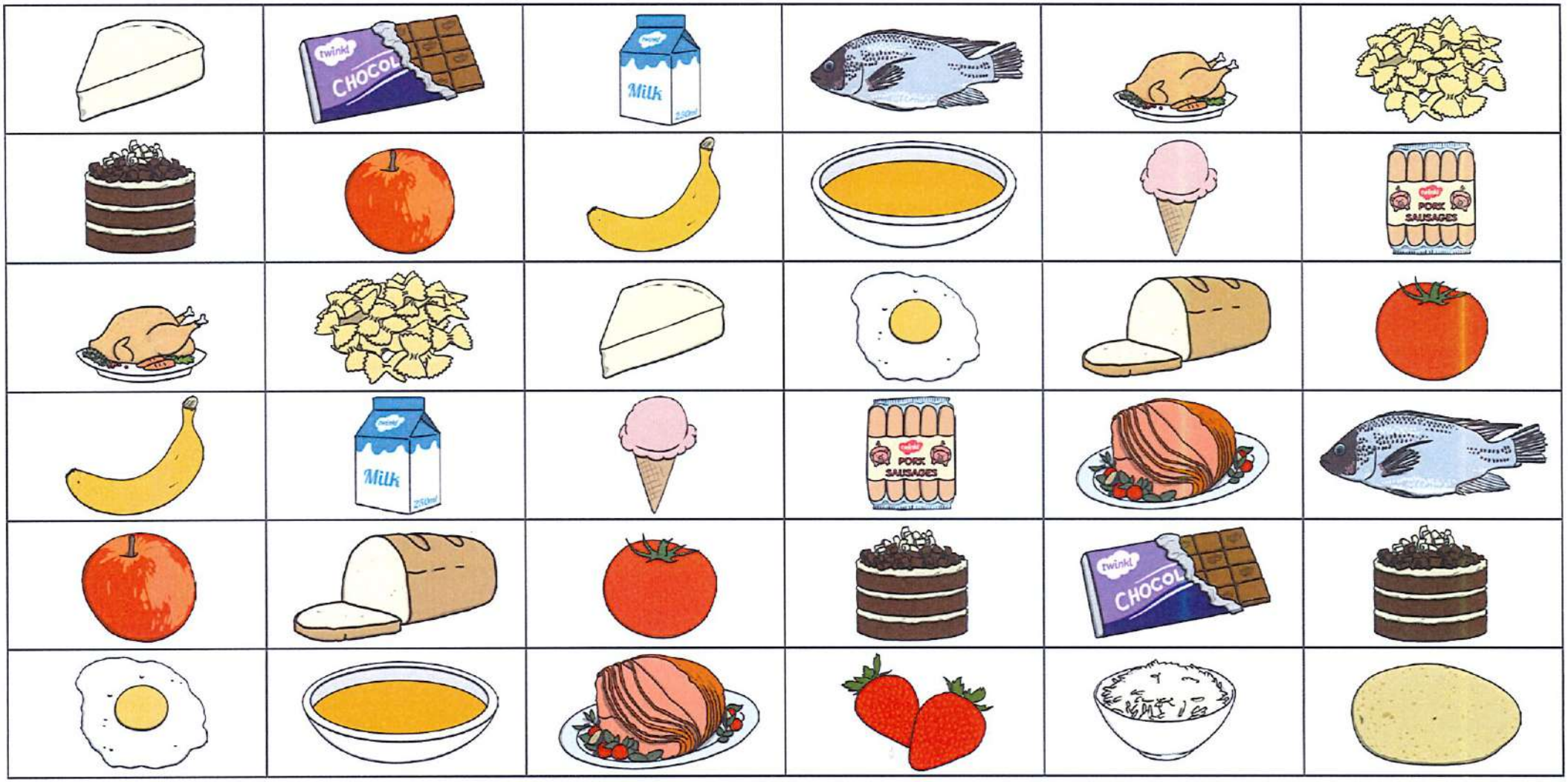
follow
garden
goes
head
high

As usual if there is more than one word e.g. chute – parachute, choose one of these when testing their spellings to keep their scores out of 12, 10 or 6 respectively.

Food Connect Four

Instructions

Play this game in pairs. Players take a set of coloured counters each. Player one chooses a space, names that picture using the correct French word and covers it with their counter. Player two does the same. Play continues until one player has four counters in a row.

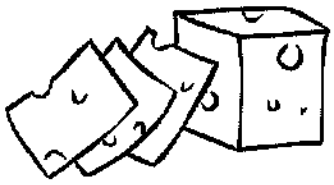


French Food Matching Worksheet

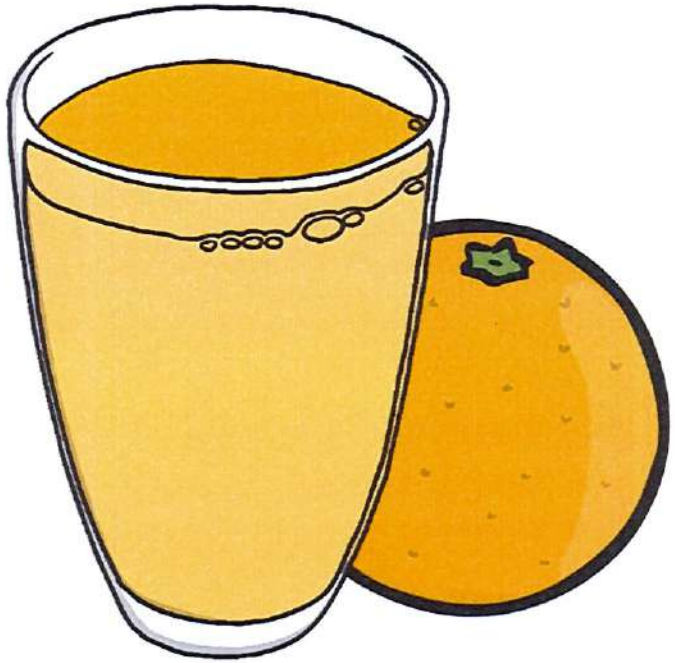
Name: ..... **Date:** .....

Draw lines to match the French food words to the English words:

le lait	chicken
le fromage	orange juice
le poulet	pasta
la glace	cheese
le yaourt	ice-cream
le pain	fish
le chocolat	milk
les pâtes	yoghurt
le jus d'orange	ham
le jambon	cake
le poisson	chocolate
le gâteau	bread

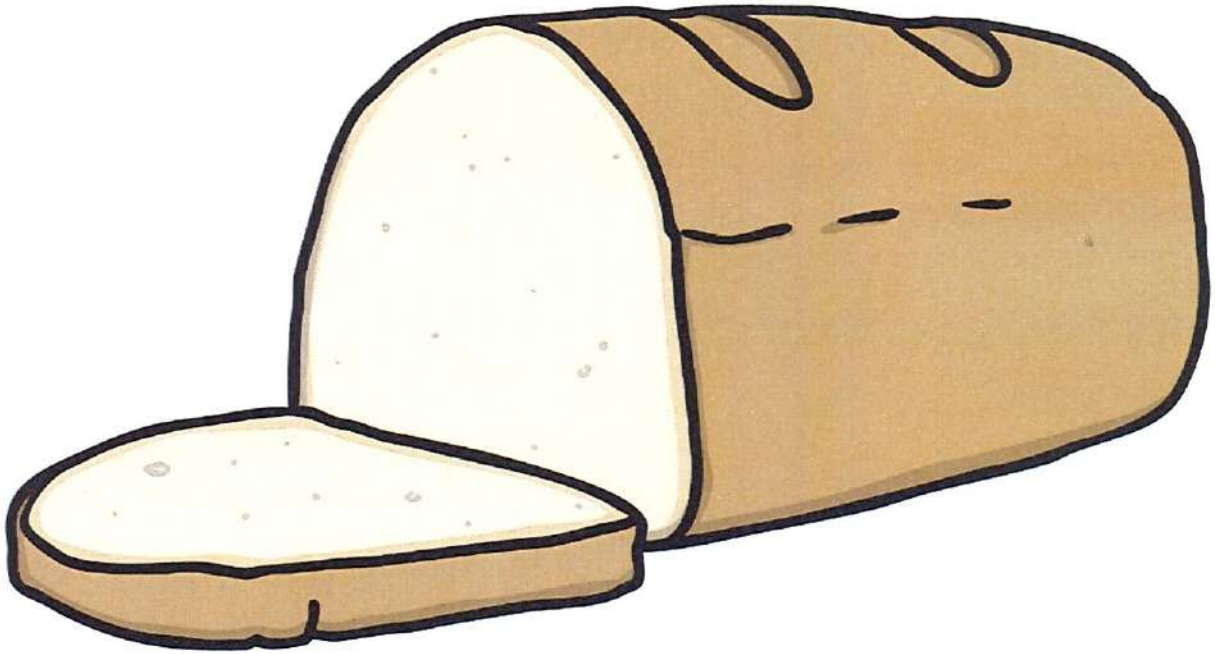


French
Food and Drink

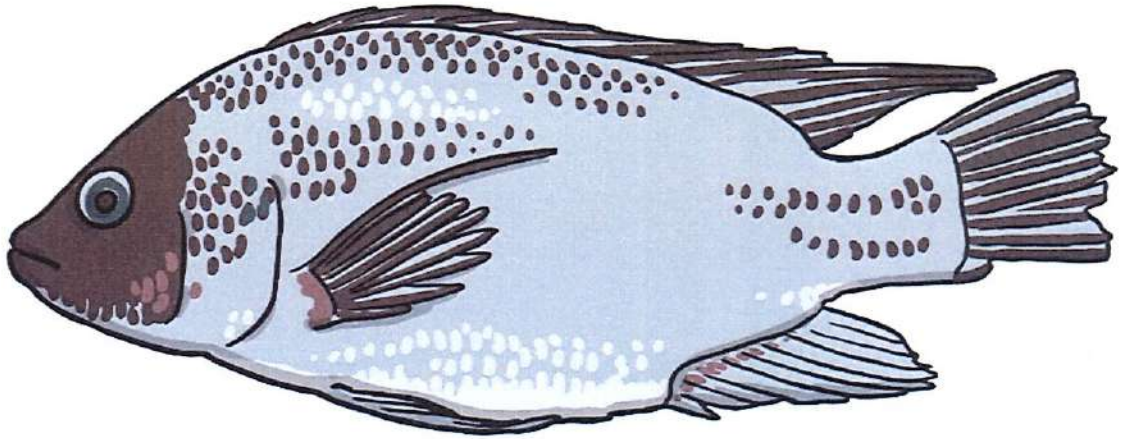


le jus d'orang

le pain



le poisson



les saucisses

Un petit peu de francais 3.9

Year 3 - Bonjour! More food this week!

First some more food vocabulary from another PowerPoint document.

"Regardez, ecouter et repeter" (Watch, listen and repeat)

Watch the attached PowerPoint **French - food - Powerpoint.pptx**

Like last week, it needs to be downloaded to present properly.

Remember to click slowly through the PowerPoint clicking on the loudspeaker symbols **to listen to** and **repeat** the French words.

Remember it is very important in French to learn if the word is le, la or les so make sure you learn that at the same time.

You should recognise some from lessons in class and from last week.

To help you practise recognising the French words try playing **The Connect Four Food Game** if you can with a brother, sister, parent, or friend. Why not try asking for the different foods in turn and see if you can get four in a row before the other person. Remember to be polite and use "... s'il vous plait"

"Le jus d'orange s'il vous plait", "la glace s'il vous plait" or "les saucisses s'il vous plait".

"Lisez et ecrivez" (Read and write)

When you are confident that you know the words in French, try the **Food Matching game** to practise reading and writing in French.

If you'd like to draw more pictures on the sheet it will help you remember them better.

There is also a **Food wordsearch** for you. A little tricky because the English words are under the grid, but you must search for the French equivalents in the grid.

If you are want a really tricky challenge, "un defi"...
Think back to last week where you used du, de la and des (all words which mean **some** in French) Try and work out which French word for "some" you would use with each new word you have learned this week.

Use the phrase
"Je voudrais d... s'il vous plait"- "I would like (some...) please"

For example:
Le jus d'orange would be "Je voudrais **du** jus d'orange, s'il vous plait",
La glace would be " Je voudrais **de la** glace s'il vous plait" and
Les saucisses would be "Je voudrais **des** sausicces s'il vous plait"

Bonne Chance! And remember... repetition, repetition, repetition.

French Food Wordsearch

Name: ..... Date: .....

F	P	O	M	M	E	T	P	K	F
R	D	J	G	L	A	C	E	P	I
O	E	Y	A	N	B	R	U	O	E
M	G	A	R	M	G	I	R	I	N
A	L	O	Q	A	B	R	P	S	T
G	A	U	D	T	N	O	R	S	E
E	C	R	R	W	C	G	N	O	L
B	E	T	P	O	I	R	E	N	U
F	V	T	O	E	U	F	I	R	O
N	I	A	P	U	O	R	X	M	P

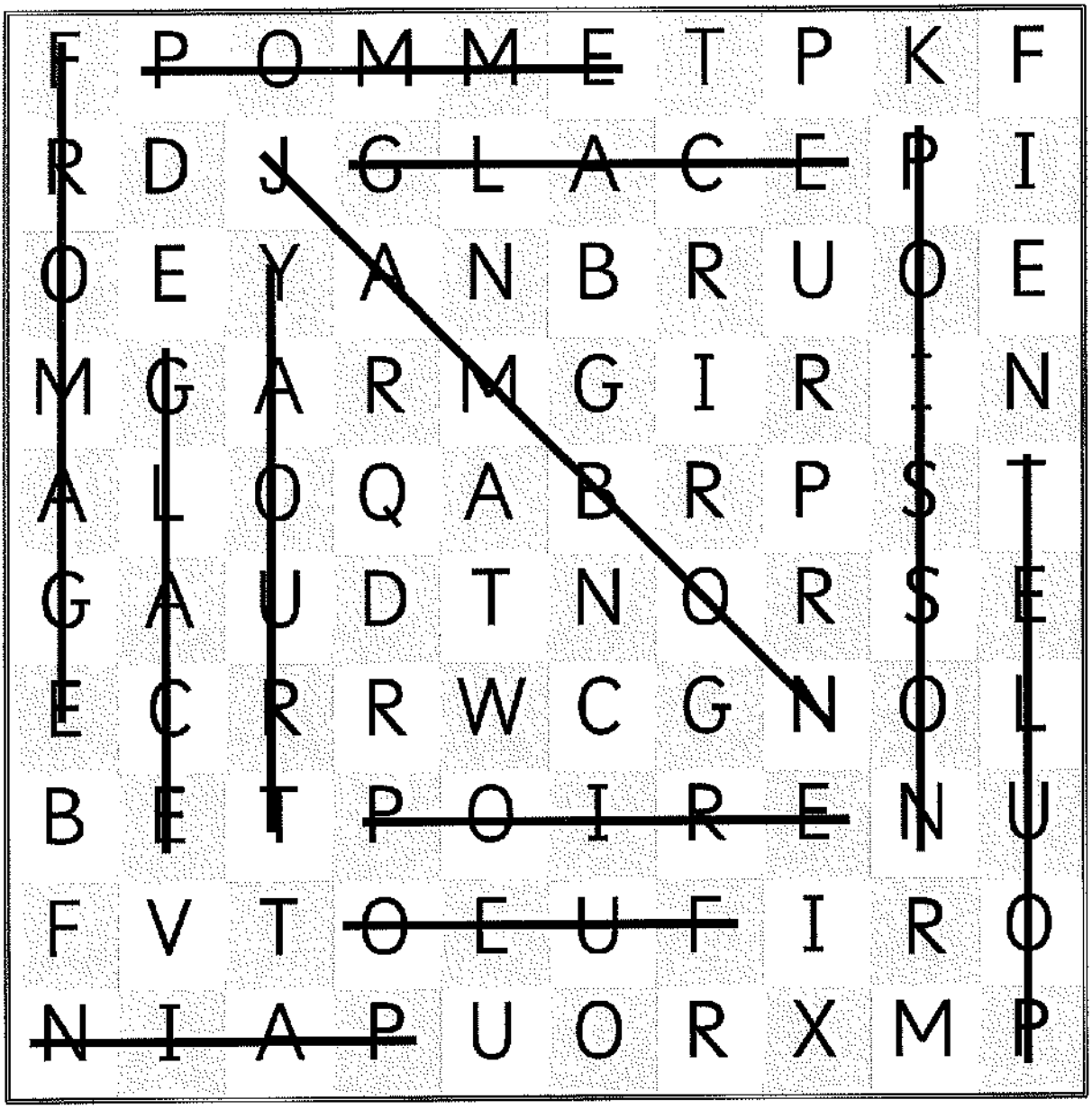
cheese ☐ egg ☐ chicken ☐ yogurt ☐

bread ☐ apple ☐ pear ☐ ice-cream ☐

ham ☐ fish ☐

French Food Wordsearch

Name: ..... Date: .....



cheese ☐ egg ☐ chicken ☐ yogurt ☐

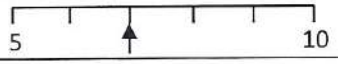
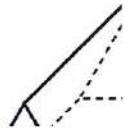
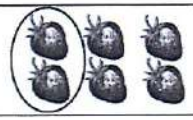
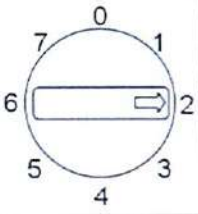
bread ☐ apple ☐ pear ☐ ice-cream ☐

ham ☐ fish ☐

Maths Key Skills

Stage 2: Skill Check 9 **Answers**

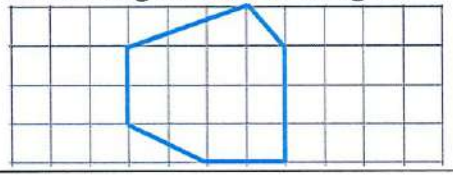
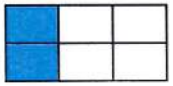
Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 36 46 56 66 76 ☐	2:1 **86**	11. 7 x 5 =	2:11 **35**	21. Which of these has the **smallest capacity**? **a.** a bath **b.** a bucket **c.** a cup 	2:18 **c**
2. Circle the **3s** that have a value of **30.** 13 (38) 43 (31)	2:2 **38, 31**	12. Which are the odd numbers? 7 14 21 28	2:11 **7, 21**		
3. What number is labelled? 	2:3 **7**	13. What symbol is missing? 6 x 3 ☐ 18	2:12 **=**	22. How many **hours** are there in **1 day**? **a.** 12 **b.** 24 **c.** 60 	2:21 **b**
4. Put these in order, smallest first. 65 6 5 56	2:4 **5, 6, 56, 65**	14. What symbol is missing? 20 ☐ 5 = 4	2:12 **÷**		
5. Write this number in words. 84	2:5 **Eighty Four**	15. Is this true? Write 'yes' or 'no'. 18 ÷ 6 = 6 ÷ 18	2:13 **No**	23. Which of these shapes has **3 sides**? **a.** triangle **b.** circle **c.** square	2:23 **a**
6. A garden has 8 trees. 6 more are planted. How many trees now?	2:6 **14**	16. 6 flowers each have 4 petals. How many petals are there in total?	2:14 **24**		
7. Use 8 + 12 = 20 to answer: 24 + ☐ = 60	2:7 **36**	17. I have 24 eggs. If they come in boxes of 6, how many boxes do I have?	2:14 **4**	24. Complete the sentence: A **triangular prism** has 5 **a.** vertices **b.** edges **c.** faces 	2:24 **c**
8. 4 + 8 + 7 =	2:8 **19**	18. What fraction of the strawberries is circled? 	2:15 **1/3**		
9. Tick (✓) if true: 62 + 9 = 9 + 62 ✓ 42 - 9 = 9 - 42 ☐	2:9 **✓ ✗**	19. Write the fraction **two thirds** in numerals.	2:15 **2/3**	25. This dial is pointing at 2. What number will it point to after being turned **clockwise** through **1 right angle**? 	2:28 **4**
10. Use 46 - 13 = 33 to help find: 33 + 13 = ☐	2:10 **46**	20. What is $\frac{1}{4}$ of 16 ?	2:16 **4**		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

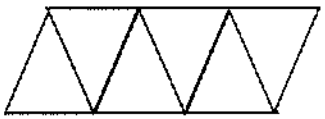
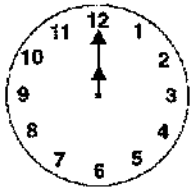
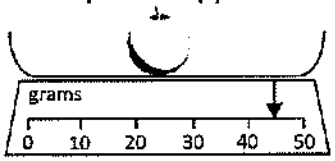
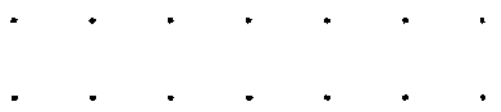
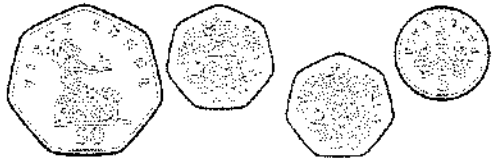
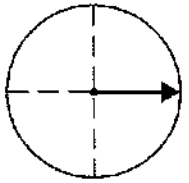
Stage 3: Skill Check 9 **Answers**

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 0 100 200 300 400 ☐	3:1 **500**	11. 36 ÷ 4 =	3:10 **9**	21. David says the time is "8 o'clock in the morning". Which of these means the same thing? **a.** 8 noon **b.** 8 am **c.** 8 pm	3:23 **b**
2. What is the **8** worth in this number? 847	3:2 **800** **(hundreds)**	12. 4 x 3 =	3:10 **12**		
3. Put these in order, largest first. 847 478 874 784	3:3 **874, 847, 784, 478**	13. Use 24 ÷ 8 = 3 to solve: 240 ÷ 8 =	3:11 **30**	22. How many days are in a year? **a.** 52 **b.** 365 **c.** 366	3:24 **b**
4. Draw an arrow to estimate 70. 0 50 100	3:4 **Arrow**	14. What is the missing number? 80 ÷ ☐ = 2 x 4	3:12 **10**		
5. Tom counts up in 100s starting from 300. What will his 4th number be?	3:5 **600**	15. What is the missing fraction? $\frac{5}{10}$, $\frac{6}{10}$, ☐	3:13 $\frac{7}{10}$	23. On the grid draw a hexagon. 	3:25 **Any 6 sided shape**
6. 714 - 100 =	3:6 **614**	16. Shade $\frac{1}{4}$ of the counters. 	3:14 **3**		
7. 293 + 49 =	3:7 **342**	17. What fraction is labelled? 0 1	3:15 $\frac{2}{3}$	24. No. of tyres sold one weekend: Key: ○ means 4 tyres Saturday ○○○○◔ Sunday ○○○◢	3:29 **12 and a quarter circles**
8. Write a sum to check 89 - 65 = 24. Check: 24 ☐ 65 ☐ 89	3:9 **+, =**	18. This shape is in sixths. Shade in $\frac{1}{3}$. 	3:16 **2**		
9. After spending 56p, Sue still has 44p left. How much did she start with?	3:8 **£1**	19. Subtract the fractions. $\frac{4}{11} - \frac{2}{11}$	3:17 $\frac{2}{11}$	13 tyres were sold on Sunday. Show this.	
10. What is the missing number? ☐ + 412 = 724	3:9 **312**	20. Write the smallest fraction. $\frac{2}{8}$ $\frac{7}{8}$ $\frac{3}{8}$ $\frac{5}{8}$	3:18 $\frac{2}{8}$	25. How many tyres were sold on Saturday?	3:30 **19**
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

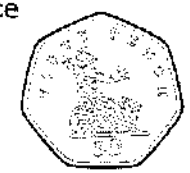
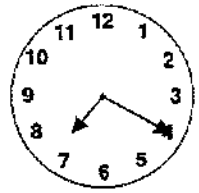
Maths Key Skills Stage 1: Skill Check 10

Name: _____ **Date:** _____ **Class/Group:** _____

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1. What is the missing number? 13 14 15 16 ☐	1:1	11. Shade **one half** of this shape. 	1:11	16. I go swimming _____ I put on my swimming costume. a. before b. after 	1:16
2. What is the missing number? ☐ 10 15 20 25	1:2				
3. What number is one **less** than 99?	1:3	12. Draw **two lines** to split the shape into quarters. 	1:12	17. If Monday is the 1st day of the week, what day is the 7th day of the week? a. Friday b. Saturday c. Sunday	1:17
4. Pat has 12 sweets. Sam has 15. Who has the **least**?	1:4				
5. Write this number in words: 20	1:5	13. Which is **lightest**?  A B	1:13	18. What time does this clock show? 	1:18
6. What symbol is missing? 9 ☐ 6 = 3	1:6				
7. What is the missing number? 19 + ☐ = 20	1:7	14. How heavy is the apple?  	1:14	19. Draw a triangle on the grid. 	1:19
8. 17 - 4 =	1:8				
9. What is the missing number? 16 = ☐ + 8	1:9	15. How much altogether? 	1:15	20. The arrow points: a. left b. down c. right 	1:20
10. There are 10 sweets in a bags. How many sweets do I get in 2 bags?	1:10				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)	Y (8-15)	G (16-20)	

Maths Key Skills Stage 2: Skill Check 10

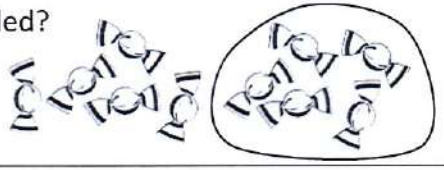
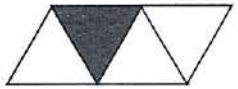
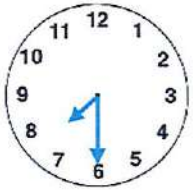
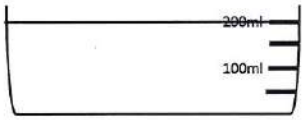
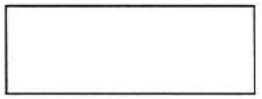
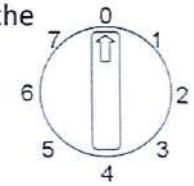
Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 64 54 44 34 24 ☐	2:1	11. 100 ÷ 10 =	2:11	21. Tim has fifty pence (50p). Tick the coins that have the same value. 	2:19
2. What is the **value** of the **9** in this number? 89	2:2	12. Which are the even numbers? 7 14 21 28	2:11		
3. Draw an arrow to label 9. 5 10	2:3	13. What symbol is missing? 36 = 4 ☐ 9	2:12	22. Sam has ninety pence (90p). He buys a can of pop for fifty pence (50p). How much change does Sam get? 	2:20
4. Use <, > or = to make this correct: 3 x 2 ☐ 2 + 4	2:4	14. What symbol is missing? 8 = 48 ☐ 6	2:12		
5. Write this number in numerals. seventy two	2:5	15. Tick (✓) if true: 5 x 9 = 9 x 5 ☐ 12 ÷ 3 = 3 ÷ 12 ☐	2:13	23. What time does this clock show? 	2:22
6. There are 34 people on a train. 22 get off. How many people now?	2:6	16. 7 boys share 21 chocolates. How many chocolates does each boy get?	2:14		
7. 20 - ☐ = 8	2:7	17. 3 bags each contain 8 apples. How many apples are there in total?	2:14	24. 8 pupils were asked if they liked certain snacks: Key: ✓ = Yes, × = No crisps ✓ ✓ × ✓ ✓ × ✓ ✓ nuts ✓ × × ✓ ✓ × ✓ × popcorn ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Which snack was **most popular**?	2:29
8. 48 - 10 =	2:8	18. What fraction is shaded? 	2:15		
9. Is this true? Write 'yes' or 'no'. 52 + 9 = 9 + 52	2:9	19. How many **halves** are in 1 whole?	2:15		
10. Use 61 = 29 + 32 to help find: 61 - 29 = ☐	2:10	20. Complete the **equivalent** fractions. $\frac{2}{4} = \frac{1}{\square}$	2:16	25. How many **more** pupils liked crisps **than** liked nuts?	2:30
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

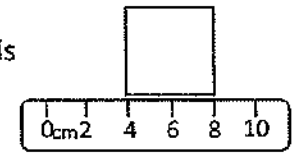
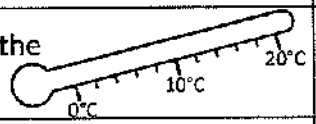
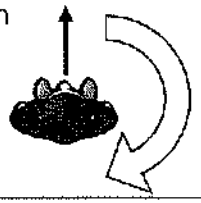
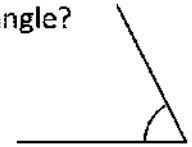
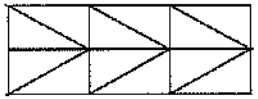
Stage 1: Skill Check 9 **Answers**

Name: _____ **Date:** _____ **Class/Group:** _____

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1. How many counters? 	1:1 **16**	11. What **fraction** of the sweets is circled? 	1:11 **$\frac{1}{2}$**	16. If today is Tuesday, tomorrow is: a. Monday b. Wednesday c. Tuesday	1:16 **b**
2. What is the missing number? 10 20 30 ☐ 50	1:2 **40**				
3. What number is one **more** than 49?	1:3 **50**	12. What fraction of this shape is coloured in? 	1:12 **$\frac{1}{4}$**	17. What month is the sixth month of the year? a. March b. June c. August	1:17 **b**
4. Write a number that is **more than** 12.	1:4 **Any>12**				
5. Write this number in numerals: thirteen	1:5 **13**	13. Circle the animal that is the **slowest**? 	1:13 **Snail**	18. Draw the hands to show: Half past seven. 	1:18 **Hands as shown**
6. What symbol is missing? 14 ☐ 7 = 7	1:6 **-**				
7. What is the missing number? 6 + ☐ = 20	1:7 **14**	14. How much water is in the bowl? 	1:14 **200ml**	19. What is this shape? a. square b. triangle c. rectangle 	1:19 **c**
8. 13 + 6 =	1:8 **19**				
9. Mike has 17 sweets. He eats 6 of them. How many does he have left?	1:9 **11**	15. How much altogether? 	1:15 **60p**	20. What number will the dial be pointing to after a three quarter turn clockwise? 	1:20 **6**
10. 3 cakes come in a box. If you buy 4 boxes, how many cakes do you have?	1:10 **12**				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)	Y (8-15)	G (16-20)	

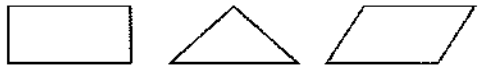
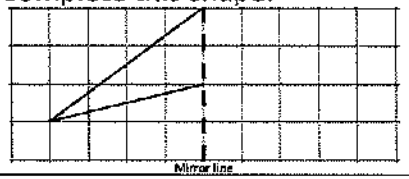
Maths Key Skills Stage 3: Skill Check 10

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is 10 less than this number? 106	3:1	11. 64 ÷ 8 =	3:10	21. How many grams are there in 2 and a half kilograms?	3:19
2. What is the **6** worth in this number? 962	3:2	12. 6 x 4 =	3:10		
3. Write **<** or **>** to make this correct: 245 ☐ 254	3:3	13. 32 x 2 =	3:11	22. What is the perimeter of this square? 	3:20
4. Show 8°C on the thermometer. 	3:4	14. There are 3 girls for every 2 boys. If there are 10 boys, how many girls?	3:12		
5. Make the largest number possible using the digits **6** **3** and **8**.	3:5	15. What is one tenth of 12?	3:13	23. Ian turns through half a turn. How many degrees has he turned through? 	3:26
6. 299 + 1 =	3:6	16. Circle $\frac{5}{7}$ of the marbles. 	3:14		
7. 389 - 237 =	3:7	17. What is $\frac{2}{5}$ of 25?	3:15	24. Is this angle bigger or smaller than a right angle? 	3:27
8. Circle the best **estimate** to 119 - 58: 60 70 80 90	3:8	18. $\frac{4}{12} = \frac{?}{3}$ 	3:16		
9. A school has 700 tickets to sell for a play. They sell 537. How many left?	3:9	19. Add the fractions. $\frac{2}{7} + \frac{4}{7}$	3:17	25. Which pair of lines are perpendicular? **a.**  **b.** 	3:28
10. What is the missing number? 33 + ☐ - 24 = 27	3:9	20. Write the largest fraction. $\frac{1}{5}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{2}$	3:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills Stage 4: Skill Check 10

Name: _____ **Date:** _____ **Class/Group:** _____

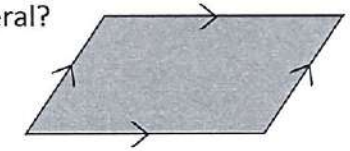
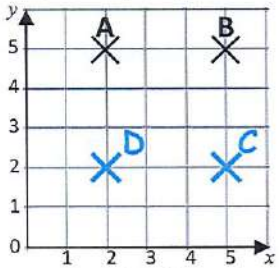
A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 1,000 2,000 3,000 ☐ 5,000	*4:1*	11. 12 x 6 =	*4:9*	21. How many centimetres are there in 4.25 metres?	*4:19*
2. What is the missing number? 200 ☐ 250 275 300	*4:1*	12. Complete the sum that is equal to 2 x 3 x 12: 12 x ☐	*4:10*		
3. Round this number to the nearest 1,000: 5,731	*4:2*	13. 429 x 3 =	*4:11*	22. Tick (✓) the shape that has **more than** one line of symmetry. 	*4:25*
4. What is 1,000 **more** than 2,960?	*4:2*	14. To work out 62 x 7 you could do: 60 x ☐ + ☐ x 7	*4:12*		
5. If the temperature starts at 4°C, then drops by 12°C, what is it now?	*4:3*	15. $\frac{?}{40} = \frac{5}{8}$	*4:13*	23. Complete this shape: 	*4:26*
6. What is the value of the **9** in this number? 3,296	*4:4*	16. What is the missing number? 4.00 4.01 4.02 4.03 ☐	*4:14*		
7. Write the number 38 in Roman numerals.	*4:5*	17. $\frac{8}{11} + \frac{5}{11}$	*4:15*	24. This table shows how teachers and students own different pets: See table below	*4:29*
8. 3,629 + 5,318 =	*4:6*	18. Write 0.75 as a fraction.	*4:16*		
9. **Estimate** the answer to: 15,982 – 8,025	*4:7*	19. 123 ÷ 100 =	*4:17*	How many students have cats?	
10. From 750 tickets, pupils buy 205 & parents buy 478. How many are left?	*4:8*	20. Using 20 Rob buys a top for 8.90 and a scarf for 5.50. How much left?	*4:18*	25. Which pet is the most popular?	*4:30*
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

	Dog	Cat	Rabbit	Mouse
Teacher	13	19	9	5
Student	28	23	14	8

Maths Key Skills

Stage 4: Skill Check 9 **Answers**

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 50 75 100 ☐ 150	*4:1* **125**	11. 84 ÷ 12 =	*4:9* **7**	21. Which of these is the best **estimate** for the weight of a packet of crisps? **a.** 2 grams **b.** 20 grams **c.** 200 grams	*4:21* **b**
2. What is the missing number? 54 ☐ 72 81 90	*4:1* **63**	12. Use 3 x 7 x 11 = 231 to answer: 21 x 11	*4:10* **231**		
3. What is 1,000 **less** than 2,934?	*4:2* **1,934**	13. 64 x 8 =	*4:11* **512**	22. Draw the hands to show: 19:05 	*4:22* **Hands drawn**
4. Round this number to the nearest 1,000: 3,275	*4:2* **3,000**	14. Shop A sells 6 pens for 3.60. Shop B sells 2 pens for 1. Which is cheaper?	*4:12* **B**		
5. Put these numbers in order, smallest first: -1 -5 -3	*4:3* **-5,-3,-1**	15. $\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$	*4:13* **2, 9**	23. What is the name of this quadrilateral? 	*4:23* **Paralle-logram**
6. Put these in order, smallest first: 2,395 2,593 2,359	*4:4* **2359, 2395, 2593**	16. I have $\frac{1}{100}$ of a cake. How many hundredths do I need to make $\frac{1}{10}$?	*4:14* **10**		
7. What number does this Roman Numeral represent? **LXXV**	*4:5* **75**	17. $\frac{9}{5} - \frac{2}{5}$	*4:15* $\frac{7}{5}$	24. Plot the point (5, 2). Label it C. 	*4:28* **Point plotted**
8. 3,473 - 1,230 =	*4:6* **2,243**	18. Write $\frac{36}{100}$ as a decimal number.	*4:16* **0.36**		
9. Write the sum to check 392 - 98 = 294: 98 + ☐ = ☐	*4:7* **294, 392**	19. What is the **value** of the 1 in: 3.91	*4:17* $\frac{1}{100}$		
10. Pencils weigh 55g. Pens weigh 73g. How heavy are 2 pencils and 1 pen?	*4:8* **183g**	20. Round 3.6 to the nearest whole number.	*4:18* **4**	25. Points A, B and C form 3 corners of a square. Plot the fourth corner of the square and label it D.	*4:28* **Point plotted**
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Science & Theme – Habitats.

Introduction:

This week's Science & Theme based activity links nicely to Learning Futures and can be incorporated into your child's campaign on an endangered animal.

So far in Theme, you have looked and climate and biomes and in Science you have looked at light and food webs.

These all link together to form an animal's habitat.

An animal's habitat is the place where it can find food, shelter, protection, and others of its kind so that it can have babies.

Habitats and biomes can often be the same, some animals do live in deciduous forests or on the tundra.

Elephants for example, live on the Savannah* grasslands of Africa which is a very large area.

However, habitats can also be very small, a single bush for a caterpillar, a clump of moss for a beetle or even the body of another creature if the animal in question is a parasite like a flea on a dog.

Habitats don't just include the plants found there, they also include how much light there is, how wet or dry it is, what the soil is like and even if it is mountainous (lots of mountains), hilly or flat.

Changes to an animal's habitat can be one reason for it to become threatened or endangered.

Science & Theme – activity.

Research the habitat of your endangered animal, write a short piece about it and draw a detailed picture of it to be included in your campaign presentation.

*Savannah is a British English spelling; many other countries spell the word as Savanna without the 'h'.

Wrens Maths Group activities for Summer Week 9 – Fractions.

** All the answers can be recorded in your green exercise book. **

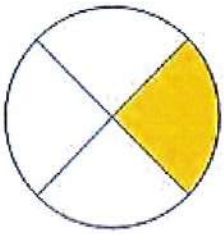
A fraction is a part of something. It can be part of one thing, like half a cake, or a chocolate bar, or it can be part of a group of things, like a quarter of a packet of biscuits, or a quarter of a box of pencil crayons.

When a fraction is written like this ¼ each part has a name (see below) and the – or / line tells you to divide.

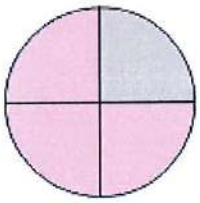
$\frac{1}{4}$

The NUMERATOR is on the top. It tells how many pieces you have from the whole. (Notice 1 piece is orange)

The DENOMINATOR is on the bottom. It tells how many total pieces are in the whole. (The circle is cut into 4 pieces)



Remember that when the numerator and denominator are the same then you have a whole one, in the first example below ¾ + ¼ = 4/4 or 1.



$\frac{3}{4}$ of the circle is pink.

$\frac{1}{4}$ of the circle is grey.

$\frac{4}{5}$ of the stars are yellow.

$\frac{1}{5}$ of the stars are purple.

$\frac{1}{2}$ of the heart is red.

$\frac{1}{2}$ of the heart is black.

Monday – LO: how to find one tenth of a number.

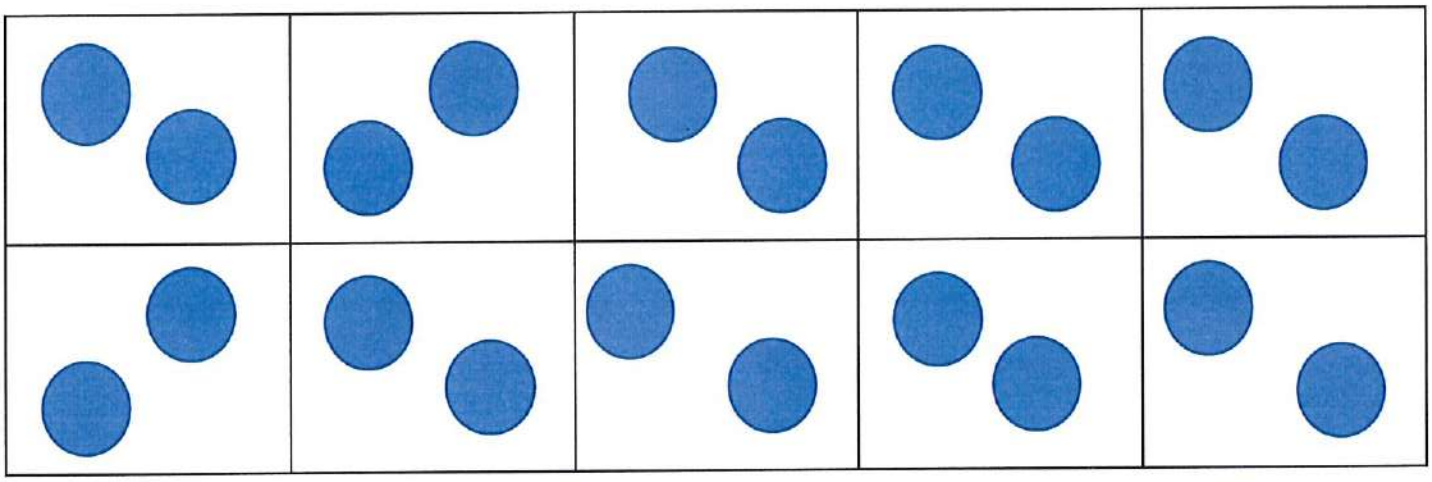
To find a tenth of something you are dividing (sharing) by ten.

One tenth is also written like this 1/10.

So, if I want to find 1/10 of 20, I am really working out 20 ÷ 10!

In the example below I'm using coloured counters, but for the activity you can use pencil crayons, pasta shells, house bricks, elephants or whatever you have at hand ☺.

I've drawn ten boxes to count my counters into, you could do something similar on a sheet of scrap paper, or just count out into piles (if you do this make sure you have ten piles).



I've shared my 20 counters equally between the ten boxes.

Each box is one tenth (1/10) of 20.

There are two counters in each box so 1/10 of 20 is 2.

Monday, activity.

Divide these numbers by ten.

1) 10
2) 30
3) 40
4) 50
5) 60

Monday, extension.

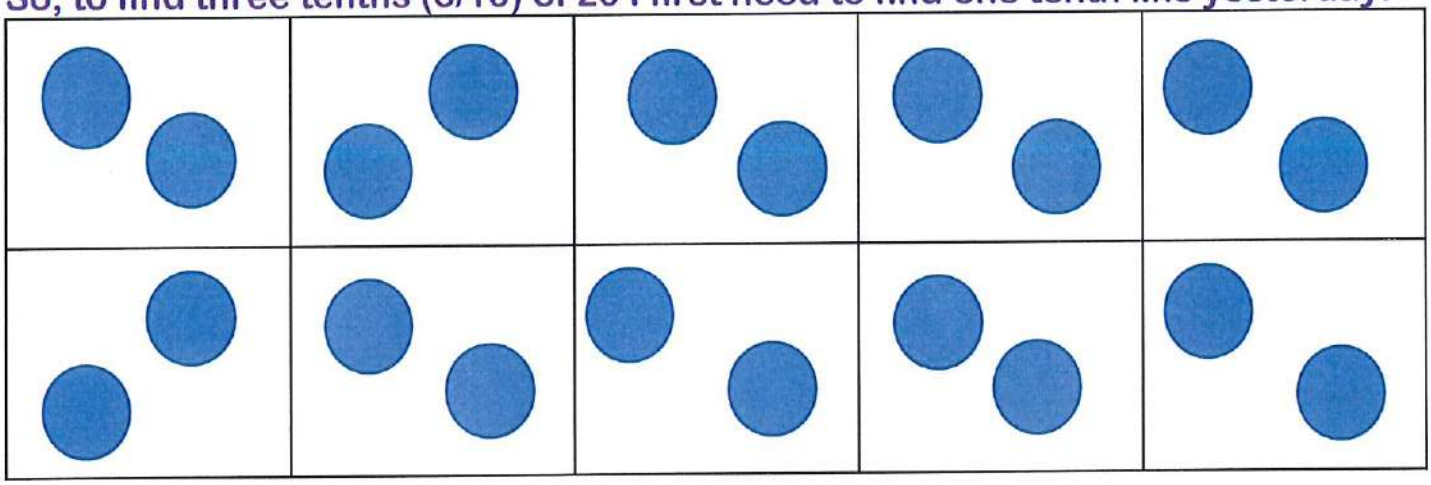
What would one tenth of 100 be?

Tuesday – LO: to find multiple tenths of a number.

Sometimes you don't want to know one tenth of a number, you might want to know two tenths (2/10) or three tenths (3/10).

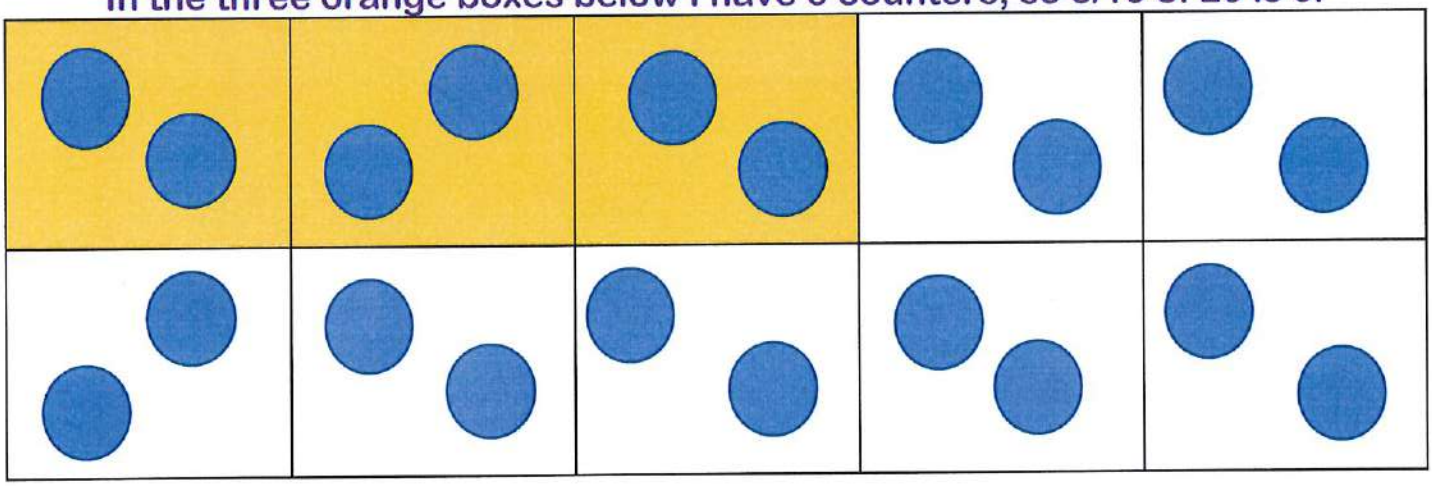
To do this you first have to do what you did yesterday and find 1/10 of the number.

So, to find three tenths (3/10) of 20 I first need to find one tenth like yesterday.

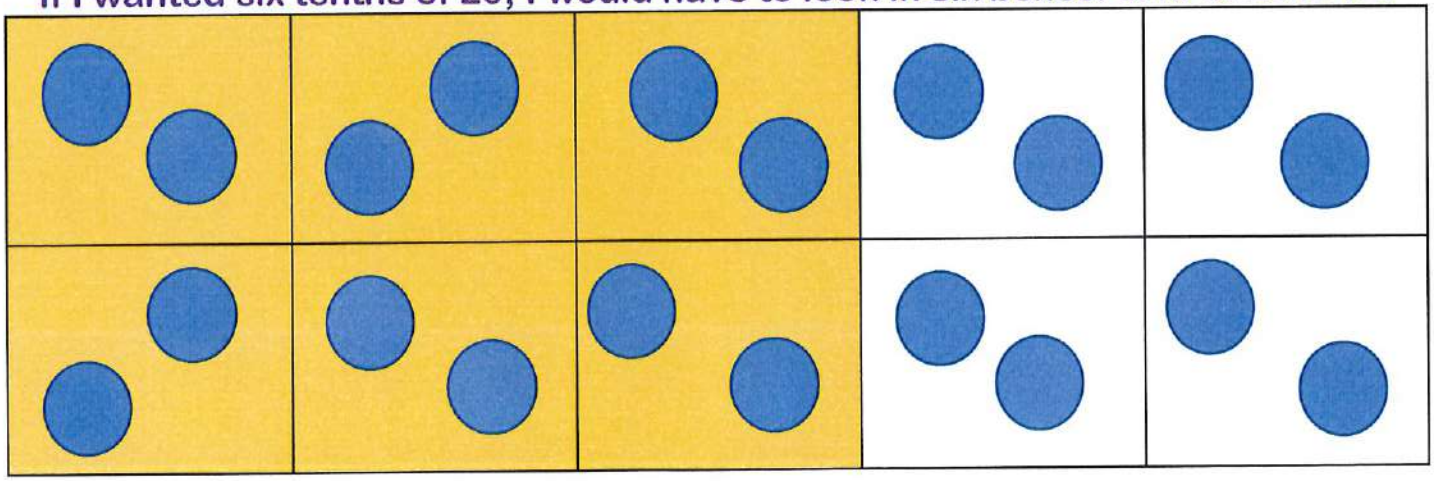


Because I want three tenths of 20, I need to find out how many counters I have in three boxes.

In the three orange boxes below I have 6 counters, so 3/10 of 20 is 6.



If I wanted six tenths of 20, I would have to look in six boxes. 6/10 of 20 is 12.



Tuesday, activity 1.

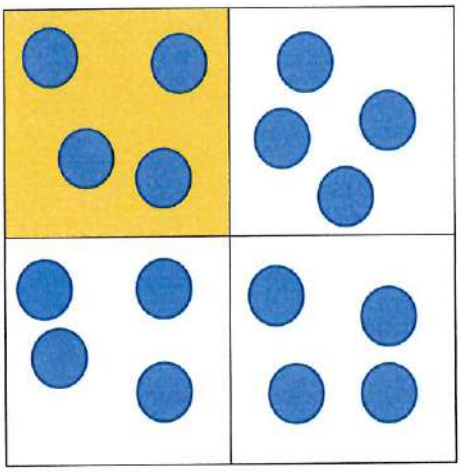
Find these fractions:

1) 3/10 of 30
2) 4/10 of 40
3) 6/10 of 50
4) 8/10 of 40
5) 9/10 of 30
6) 7/10 of 60

Tuesday, extension.

So now we can find 1/10, or 2/10 of something, what about ¼ or 1/5 of something, or even ¾ or 2/5!

Easy! If I want quarters, (1/4) I would draw four boxes and share my counters into those.
¼ of 16 – share my 16 counters into the four boxes, one quarter is 4.



If I want fifths (1/5), I will draw five boxes and share my counters into those.

Try working these out:

1) ¼ of 24
2) 1/5 of 30
3) ¾ of 36
4) 2/5 of 30

Wednesday: LO: Equivalent fractions.

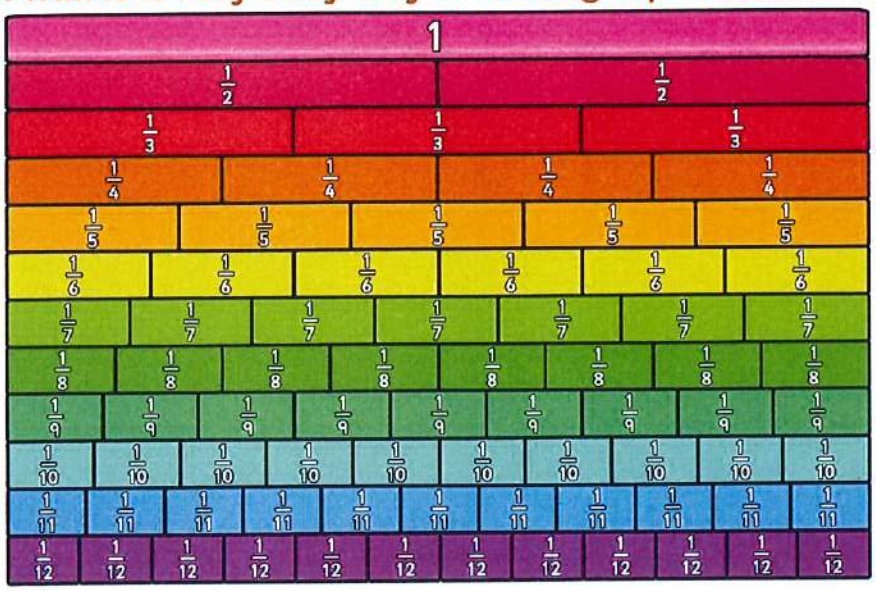
If something is equivalent it is the same as something else.

Think about money, if you have four 5pence pieces that is equivalent to having one 20pence piece because 4 x 5p = 20p.

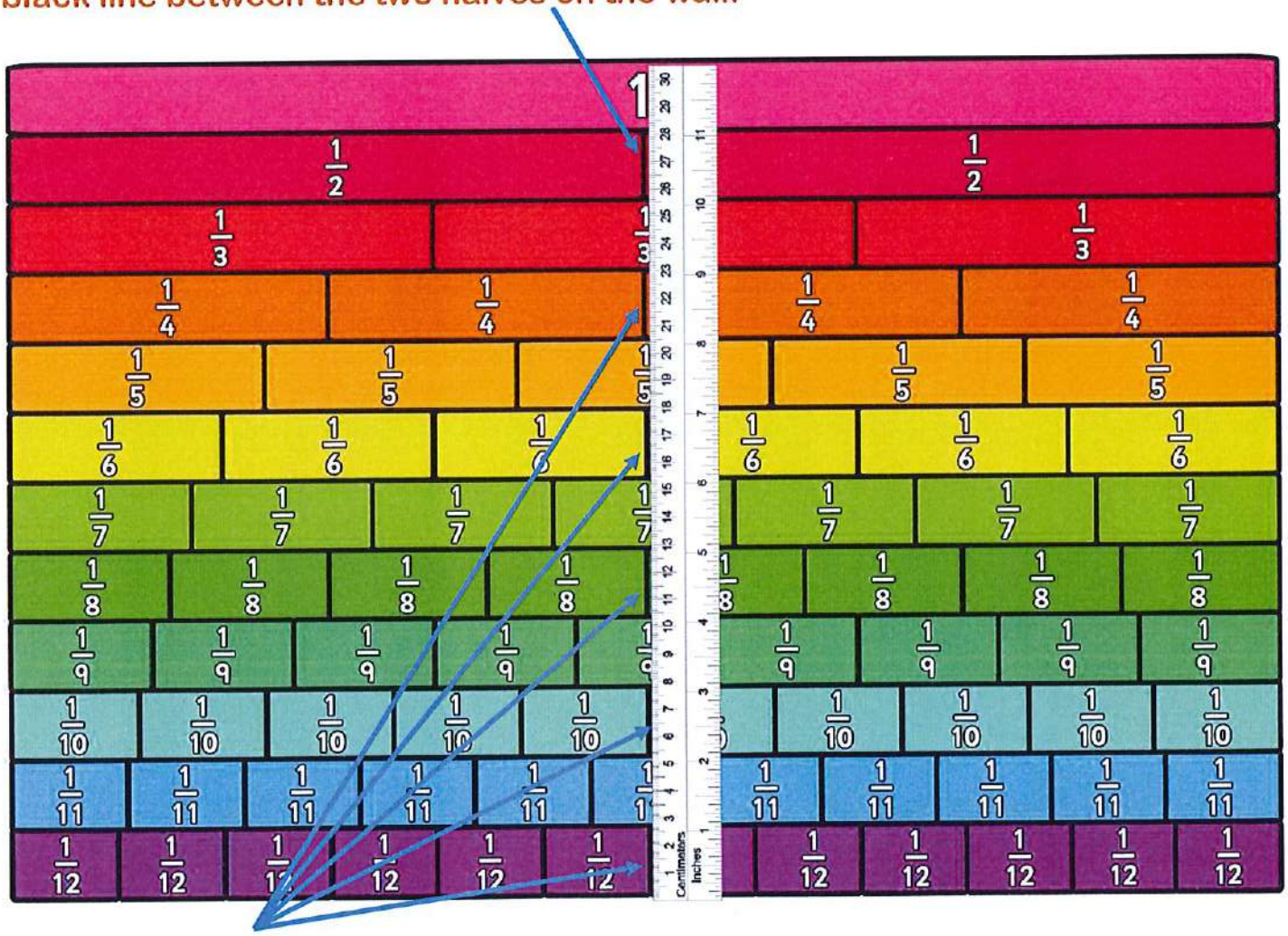
In the same way you can have fractions which are equivalent.

One pair of equivalent fractions you should know is ½ and 2/4, having half a cake is the same as having 2/4 of the same cake.

Below is something we call a fraction wall.
Using a fraction wall is a very easy way of finding equivalent fractions.



Here is an example of how to use a ruler, to find other fractions which are equivalent to ½.
First the ruler has been placed on the fraction wall so that it lines up with the black line between the two halves on the wall.



Then all you need to do is follow the line of the ruler down and look for the other black lines which line up with the ruler.

The arrows point to all the ones which do.

These are all fractions equivalent to ½.

So, on the wall above these are the fractions which are equivalent to ½.
½ = 2/4 = 3/6 = 4/8 = 5/10 = 6/12.

Wednesday activity.

If you have a printer you can print out a copy of the **Fraction Wall.pdf** in the Maths folder.

If not open **Fraction Wall.pdf** on your computer screen and use it from there.

You'll also need a ruler, or something else with a straight edge you can use like a ruler.

PLEASE NOTE – cats do not like being used as rulers! 😊

Use the fraction wall to find equivalent fractions to these fractions, some might have lots, others might only have one.

1) 1/3
2) ¼
3) 2/3
4) 3/5
5) 2/5

Wednesday extension.

Here are the fractions equivalent to one half.

1/2 = 2/4 = 3/6 = 4/8 = 5/10 = 6/12

Look closely at the numerator and denominator of each one. What do you notice?

Can you write down some more fractions which are equivalent to one half?

Here are some equivalent fractions to one quarter.

1/4 = 2/8 = 3/12

Look closely at the numerator and denominator of each one. What do you notice?

Can you write down some more fractions which are equivalent to one quarter?

Thursday: LO: adding and subtracting fractions.

In Year 3 adding and subtracting fractions is easy.

If I were adding 1 + 2 I would get 3, 1 + 2 = 3.

It's the same with adding fractions, let's look at the examples below:

Example 1

$$\frac{1}{4} + \frac{2}{4} = \frac{3}{4} \quad \text{same}$$

Example 2

$$\frac{2}{5} + \frac{2}{5} = \frac{4}{5} \quad \text{same}$$

In **example 1**, I am adding quarters, the number at the bottom stays the same, I just added the numbers at the top.

In example 2 I did the same, I added the numbers at the top together and left the number the same at the bottom.

If I were taking 2 away from 3, I would get 1, 3 – 2 = 1.

It's the same with subtracting fractions, let's look at the examples below:

Example 3

$$\frac{3}{4} - \frac{2}{4} = \frac{1}{4} \quad \text{same}$$

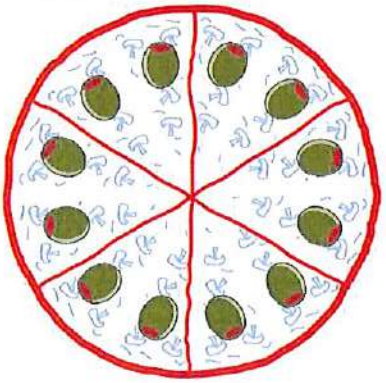
Example 4

$$\frac{4}{5} - \frac{2}{5} = \frac{2}{5} \quad \text{same}$$

In example 3, I am taking away quarters, the number at the bottom stays the same, I just subtract the numbers at the top.

In example 4 I did the same, I subtracted the numbers at the top and left the number the same at the bottom.

Think of it like bits of pizza. This pizza is cut into 6 bits, each piece is 1/6 of the whole pizza.

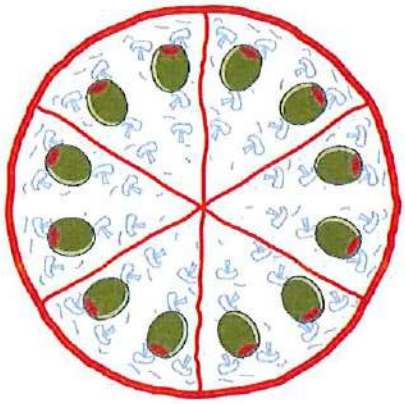


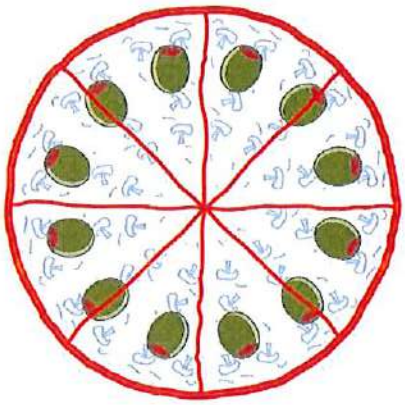
If I take 3/6 of the pizza and you take 2/6 of the pizza, then 3/6 + 2/6 = 5/6.

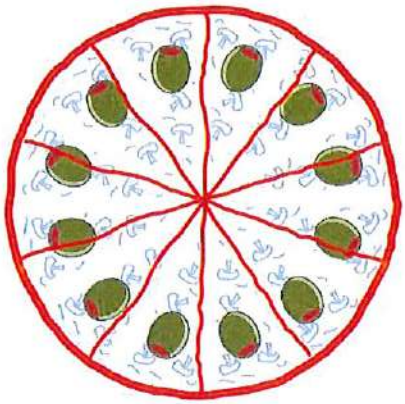
$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6} \quad \text{same}$$

Thursday, activity 1: LO: to add and subtract fractions.

Use these pizzas to help work out the answers to the number problems below each one.







$^{2}/_{6} + {}^{2}/_{6} =$ ☐

$^{4}/_{6} + {}^{1}/_{6} =$ ☐

$^{5}/_{6} - {}^{3}/_{6} =$ ☐

$^{3}/_{8} + {}^{2}/_{8} =$ ☐

$^{7}/_{8} - {}^{1}/_{8} =$ ☐

$^{5}/_{8} - {}^{3}/_{8} =$ ☐

$^{4}/_{10} + {}^{3}/_{10} =$ ☐

$^{3}/_{10} + {}^{2}/_{10} =$ ☐

$^{7}/_{10} - {}^{2}/_{10} =$ ☐

Thursday, extension:

Make up some fraction additions to give you the answer of 5/6 and 7/8.

For example: 1/6 + 4/6 = 5/6 and 1/8 + 6/8 = 7/8

Make up some fraction subtractions to give you the answer of 1/5 and 2/8.

For example: 4/5 – 3/5 = 1/5 and 7/8 – 4/8 = 2/6.

Friday, LO: fraction flags.

You've spent all week working out fractions so let's use them to do some colouring and design some flags.

Fraction flags are easy to do here are two examples:

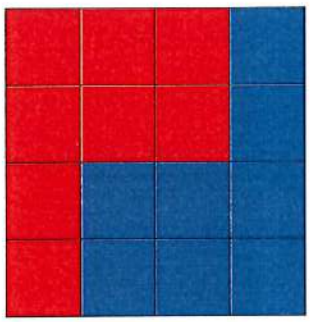
Both flags below have 16 squares.

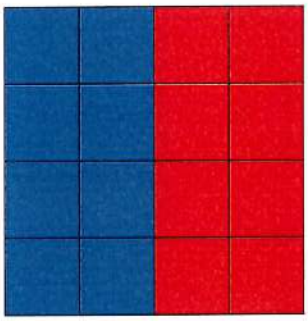
If I wanted to colour half the flag red and the other blue, I would first work out what half of 16 is, 16 ÷ 2 = 8.

16 counters shared into two equal piles is 8.

So, eights squares would be red and the other eight blue.

Both flags have eight red squares and eight blue squares, it doesn't matter which squares are which colour as long as you have eight of each.





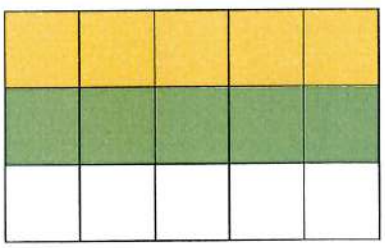
In this example I want to colour one third of the rectangle green, one third orange and leave the other third white.

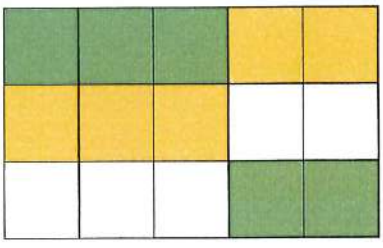
There are 15 squares in the rectangle, so 1/3 of 15 is 5.

15 counters shared into three equal piles is 5.

Here are two ways of colouring the rectangles.

They both have five squares of each colour.





Friday, activity.

If you have a printer print out the next page, if not just copy the blank flags into your green book using a ruler to draw the lines!

For each flag work out how many squares you need to colour in for each colour.

Example:
Flag 1 has 16 squares.
You need to colour half of them red.
16 counters counted into two equal piles is 8, so you colour 8 squares red.

Flags 3, 4 and 5 have an easy set of fractions to work out and a harder set to work out, choose which set you'd like to work out.

Flag 1 – 16 squares:
Colour half red, a quarter blue, and the rest yellow.

Flag 2 – 30 squares:
1/3 green, 1/10 yellow and the rest blue.

Flag 3 – 36 squares:
EASY – ¼ red, ¼ orange and ½ blue.

HARDER - ¼ red, 1/6 orange, 1/3 blue and the rest white.

Flag 4 – 40 squares:
EASY – 1/5 blue, 1/5, green, 1/5 purple, 1/5 yellow and 1/5 orange.

HARDER - 1/10 blue, 1/10 green, 2/10 purple, 3/10 yellow and the rest orange.

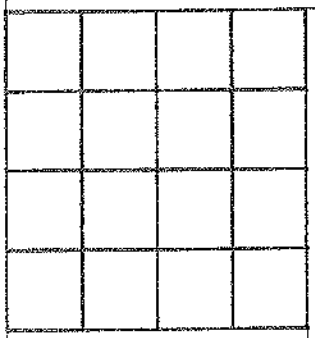
Flag 5 – 30 squares:
EASY – 1/3 green, 1/3 red and 1/3 blue.

HARDER - 1/5 green, 1/6 red, 1/3 blue the rest white.

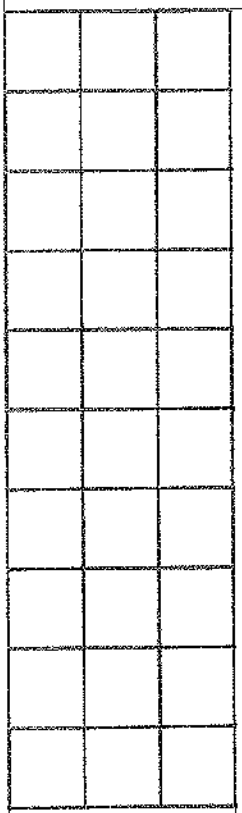
Friday, extension.

Draw and colour some of your own fraction flags, writing down what fraction of the flag each colour you use is.

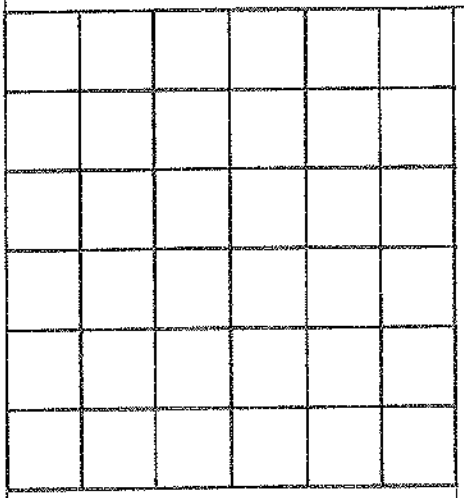
Flag 1 - 16 squares



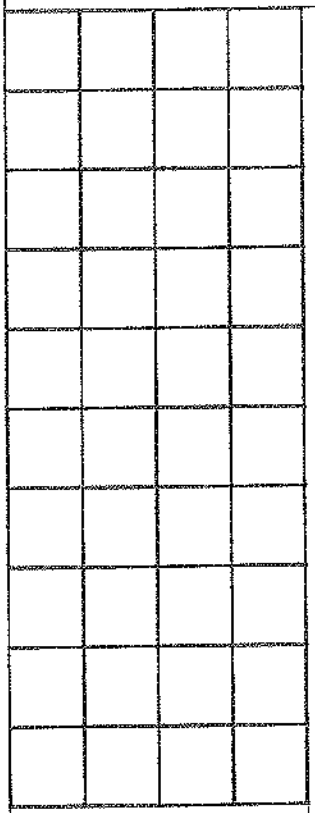
Flag 2 - 30 squares



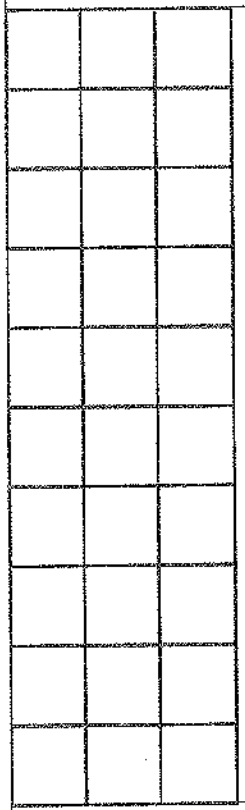
Flag 3 - 36 squares



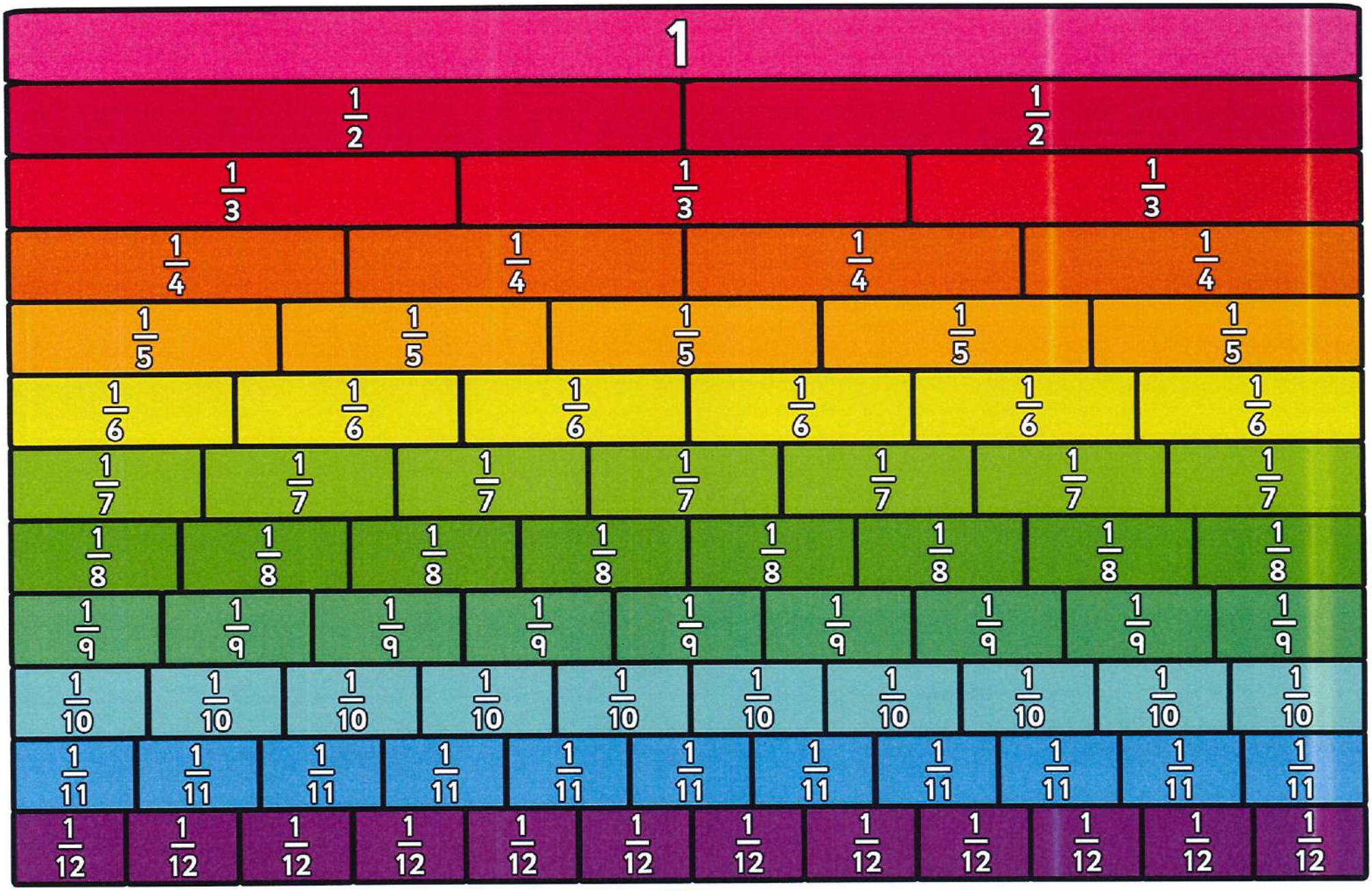
Flag 4 - 40 squares



Flag 5 - 30 squares



Fractions Wall



Wrens Maths Group activities for Summer Week 9 – Fractions.

** All the answers can be recorded in your green exercise book. **

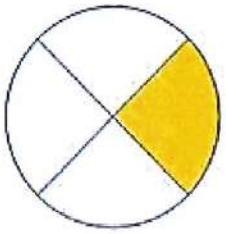
A fraction is a part of something. It can be part of one thing, like half a cake, or a chocolate bar, or it can be part of a group of things, like a quarter of a packet of biscuits, or a quarter of a box of pencil crayons.

When a fraction is written like this ¼ each part has a name (see below) and the – or / line tells you to divide.

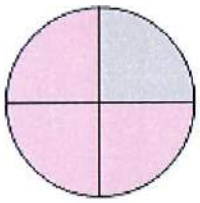
$\frac{1}{4}$

The NUMERATOR is on the top. It tells how many pieces you have from the whole. (Notice 1 piece is orange)

The DENOMINATOR is on the bottom. It tells how many total pieces are in the whole. (The circle is cut into 4 pieces)



Remember that when the numerator and denominator are the same then you have a whole one, in the first example below ¾ + ¼ = 4/4 or 1.



$\frac{3}{4}$ of the circle is pink.

$\frac{1}{4}$ of the circle is grey.

$\frac{4}{5}$ of the stars are yellow.

$\frac{1}{5}$ of the stars are purple.

$\frac{1}{2}$ of the heart is red.

$\frac{1}{2}$ of the heart is black.

Monday – LO: how to find one tenth of a number.

There are several ways to find one tenth or 1/10 of a number.
The first way is how we have found fractions since September in Year 3.

Example: 1/10 of 30 =
You know the / means divide and the denominator 10 tells you to divide by 10.

So, 1/10 of 30 becomes 30 ÷ 10 = 3 so 1/10 of 30 = 3.

That's ok if you've got numbers ending in 0 which divide nicely by ten without having any remainders, but what about a number like 31?

1/10 of 31 would be 31 ÷ 10 =.

31 doesn't end in 0 so it's not divisible by 10 without having a remainder.

DON'T PANIC!

Think about place value.

H	T	O
3	3	3

In the example above the 3 in the tens column is ten times the value of the 3 in the ones and the 3 in the hundreds column is ten times bigger than the one in the tens.

Another way to think of this is that the 3 in the tens column is ten times smaller than the 3 in the hundreds and the 3 in the ones is ten times smaller than the 3 in the tens column.

In other words, move a digit one column to the left and it gets ten times bigger (x10). Move it one column to the right and it gets ten times smaller (÷10).

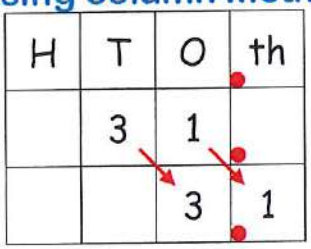
So, our first example 30 ÷ 10 would look like this:

H	T	O
	3	0
		3

The digit 3 in the tens column moves into the ones. The 0 also moves, but it is still worth 0 so we don't count it.

What about 31 ÷ 10?

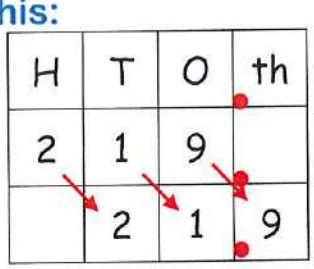
For this we need to add another column to the right of the ones. This is called the tenths column. The red dot is the decimal place you learnt about when we added and subtracted money using column method.



For 31 ÷ 10 the digit 3 in the tens column moves into the ones and the digit 1 in the ones column moves into the tenths column.

Therefore 31 ÷ 10 = 3.1

For 219 ÷ 10 it would look like this:



219 ÷ 10 = 21.9

Monday, activity.

Divide these numbers by ten. Some of the numbers do not end in 0 so they might need a decimal point and tenths!

1) 60
2) 99
3) 130
4) 145
5) 1200
6) 1370
7) 2381
8) 405
9) 3003
10) 4511

Monday, extension.

1) To divide by ten each digit moves one column to the right.
How would you have to change the method above to divide by 100?
Try and write it down in your book using arrows and decimal places.

2) Which column would go to the right of the tenths column?

Tuesday – LO: to find multiple parts of something divided by ten.

From your previous work on fractions you know that if you must work out a fraction with a numerator larger than one, you have to do two steps.

For example:

4/10 of 30

First you must find 1/10 of 30 or 30 ÷ 10 = 3

Then you need to multiply this answer by the numerator, in this case 4 x 3 = 12

4/10 of 30 = 12

Another example is 7/10 of 40

1/10 of 40 is 40 ÷ 10 = 4

7/10 of 40 = 7 x 4 = 28

This method works well for numbers which are divisible by ten without a remainder.

Tuesday, activity 1.

Find these fractions:

1) 3/10 of 50
2) 4/10 of 60
3) 6/10 of 70
4) 8/10 of 90
5) 9/10 of 150
6) 7/10 of 130

Tuesday, activity 2.

That's ok for numbers which divide nicely by ten, but what about numbers that don't. Example: 2/10 of 31

From Monday you know how to work out 1/10 of 31 it's 3.1.
2/10 is 2 lots of 3.1 or 3.1 + 3.1 = 6.2 (think back to when you added money)

T	O	th	
	3	1	
	3	1	+
	6	2	

Yes, you could do 3.1 x 2, but we don't multiply this sort of number in Year 3!

Find these fractions:
1) 3/10 of 32
2) 2/10 of 44
3) 3/10 of 45
4) 4/10 of 16
5) 3/10 of 125

Wednesday: LO: Equivalent fractions.

If something is equivalent it is the same as something else.

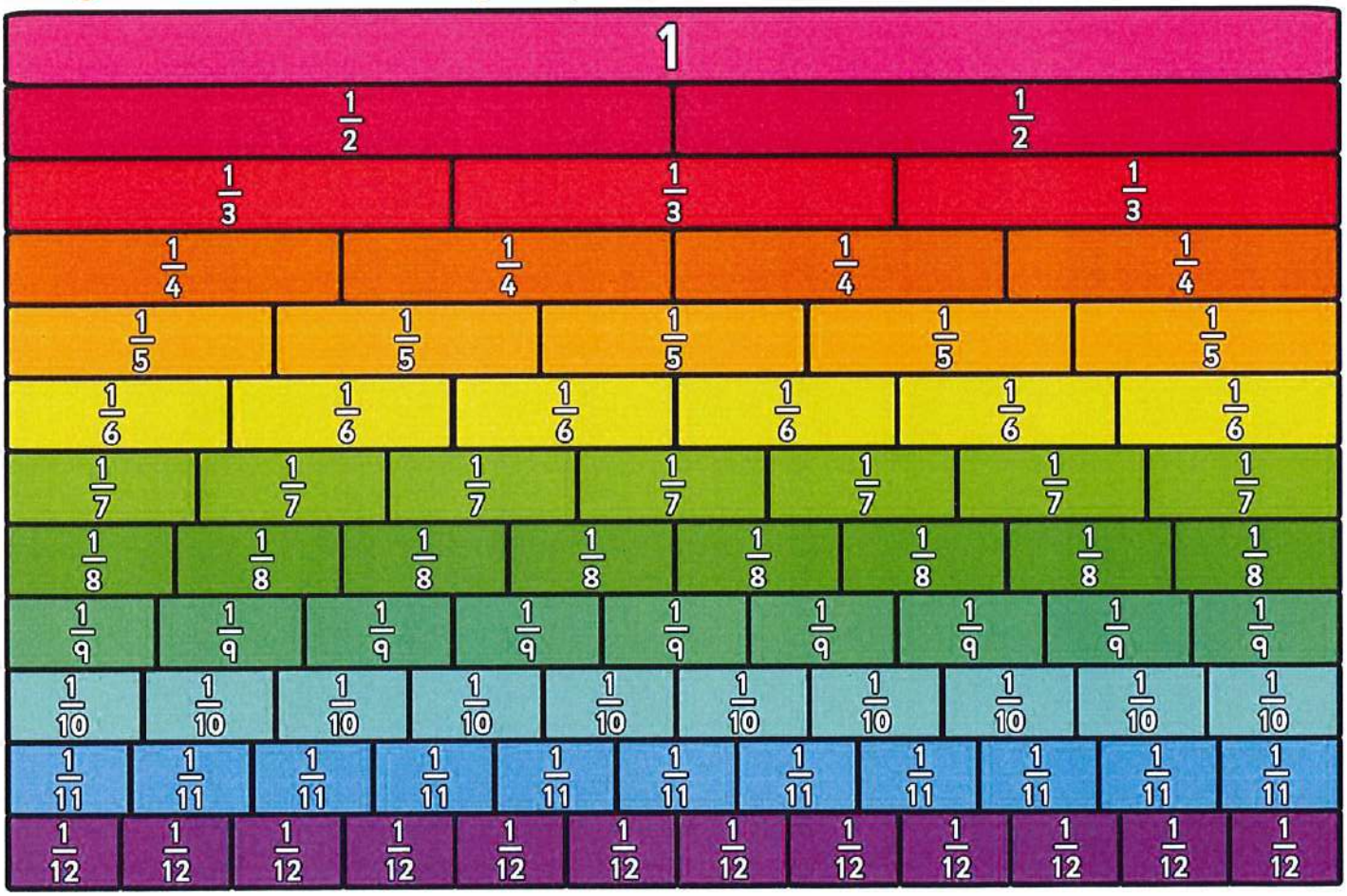
Think about money, if you have four 5pence pieces that is equivalent to having one 20pence piece because 4 x 5p = 20p.

In the same way you can have fractions which are equivalent.

One pair of equivalent fractions you should know is ½ and 2/4, having half a cake is the same as having 2/4 of the same cake.

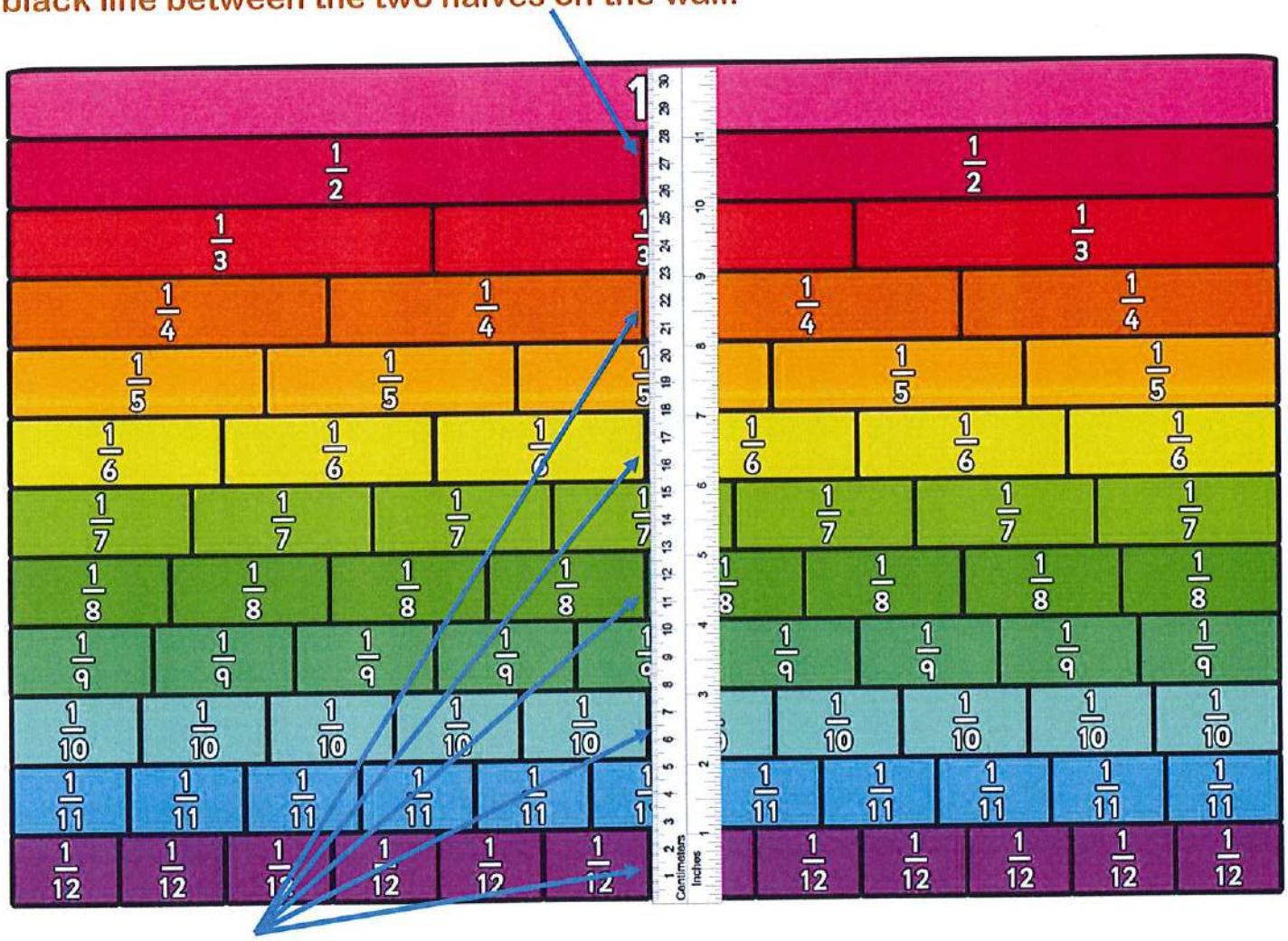
Below is something we call a fraction wall.

Using a fraction wall is a very easy way of finding equivalent fractions.



On the next page is an example of how to use a ruler, to find other fractions which are equivalent to ½.

First the ruler has been placed on the fraction wall so that it lines up with the black line between the two halves on the wall.



Then all you need to do is follow the line of the ruler down and look for the other black lines which line up with the ruler.

The arrows point to all the ones which do.

These are all fractions equivalent to ½.

So, on the wall above these are the fractions which are equivalent to ½.
½ = 2/4 = 3/6 = 4/8 = 5/10 = 6/12.

Wednesday activity.

If you have a printer you can print out a copy of the **Fraction Wall.pdf** in the Maths folder.

If not open **Fraction Wall.pdf** on your computer screen and use it from there.

You'll also need a ruler, or something else with a straight edge you can use like a ruler.

PLEASE NOTE – cats do not like being used as rulers! 😊

Use the fraction wall to find equivalent fractions to these fractions, some might have lots, others might only have one.

1) 1/3
2) ¼
3) 2/3
4) 3/5
5) 2/5

Wednesday extension.

Here are the fractions equivalent to one half.

$$1/2 = 2/4 = 3/6 = 4/8 = 5/10 = 6/12$$

Look closely at the numerator and denominator of each one. What do you notice?

Can you write down some more fractions which are equivalent to one half?

Here are some equivalent fractions to one quarter.

$$1/4 = 2/8 = 3/12$$

Look closely at the numerator and denominator of each one. What do you notice?

Can you write down some more fractions which are equivalent to one quarter?

Thursday: LO: types of fractions.

There are three types of fraction.

You are most familiar with fractions where the numerator is smaller than the denominator – these are called proper fractions.

If the numerator is larger than the denominator then it is called a top-heavy fraction, sometimes they are called improper fractions.

The last type of fraction is called a mixed fraction. Mixed fractions are a mixture of whole numbers and proper fractions.

See the examples on the next page.

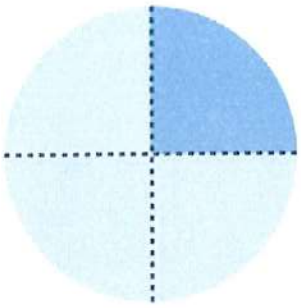
Types of fractions

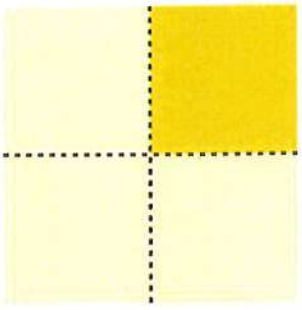
Proper fraction

Numerator

Denominator

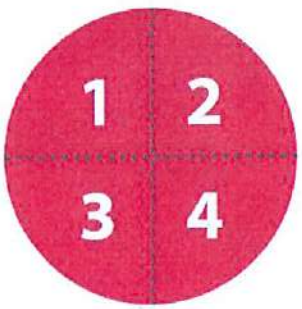
$\frac{1}{4}$

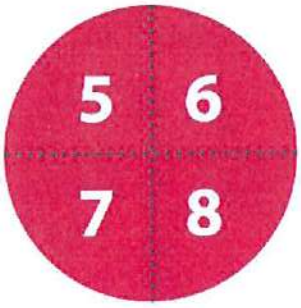


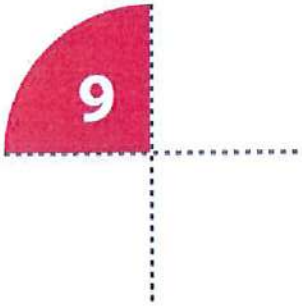


Top-heavy fraction

$\frac{9}{4}$



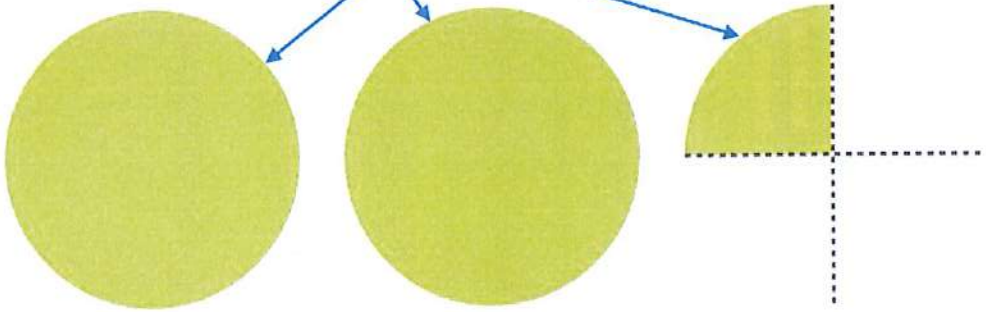




Mixed fraction

$2\frac{1}{4}$

$9 \div 4 = 2\ \frac{1}{4}$



From the examples above you will see that top-heavy fractions and mixed fractions are linked.

The top-heavy fraction 9/4 is equivalent to the mixed fraction 2 ¼.

Think about when you were working out division with remainders.
9/4 is the same as saying 9 ÷ 4 = 2 r1

In this case the remainder 1 means ¼, so the top-heavy fraction 9/4 becomes 2 ¼.

To turn the top-heavy fraction 7/3 into a mixed fraction.
First do the division 7 ÷ 3 to give 2 r1 (the remainder being one third)
So as a mixed fraction it would be 2 1/3.

Another example:
The top-heavy fraction 11/3.
11 ÷ 3 = 3 r2 (remainder two thirds)
So as a mixed fraction 11/3 would be 3 2/3.

Thursday, activity 1: LO: to turn top heavy fractions into mixed fractions.

Turn these top-heavy fractions into mixed fractions:

1) 5/4
2) 7/4
3) 17/3
4) 23/6
5) 23/5
6) 18/4
7) 43/8
8) 38/6

Thursday, extension:

You've learnt how to turn top-heavy fractions into mixed fractions, but what about the other way around?

How would you turn a mixed fraction into a top-heavy fraction?

Think about how you would turn 3 2/5 into a top-heavy fraction, can you explain it to an adult?

Friday, LO: fraction flags.

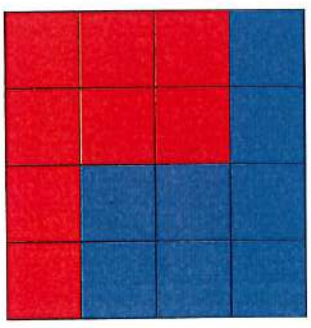
You've spent all week working out fractions so let's use them to do some colouring and design some flags.

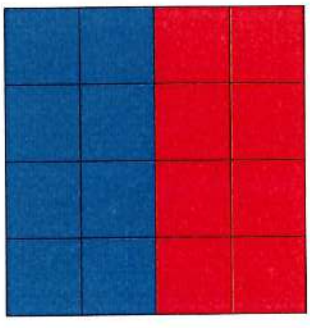
Fraction flags are really easy to do here are two examples:

Both flags below have 16 squares.

If I wanted to colour half the flag red and the other blue, I would first work out what half of 16 is, 16 ÷ 2 = 8

So, eights squares would be red and the other eight blue.

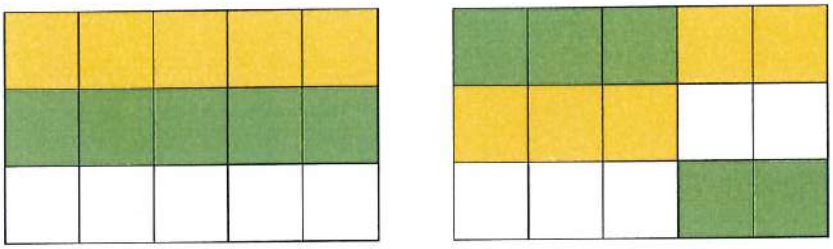




In this example I want to colour one third of the rectangle green, one third orange and leave the other third white.

There are 15 squares in the rectangle, so 1/3 of 15 is 5.

Here are two ways of colouring the rectangles.



Friday, activity.

If you have a printer print out the next page, if not just copy the blank flags into your green book using a ruler to draw the lines!

Then for flag 1:
Colour half red, a quarter blue, and the rest yellow.

Flag 2:
1/3 green, 1/3 yellow, 1/3 blue.

Flag 3:
1/5 orange, 1/5 purple, 1/10 red, 1/10 black, 1/5 blue, leave the rest white.

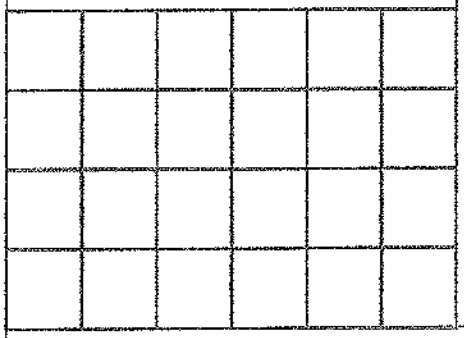
Flag 4:
1/6 green, 1/8, blue, 3/6 red, 1/12 orange, leave the rest white.

Flag 5:
3/12 green, ¼ red, 1/6 blue and 1/3 yellow.

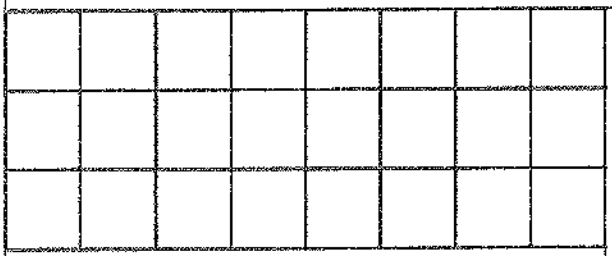
Friday, extension.

Draw and colour some of your own fraction flags, writing down what fraction of the flag each colour you use is.

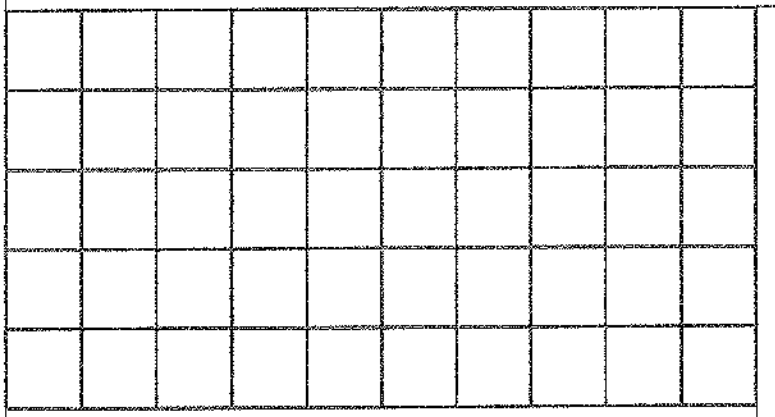
Flag 1 (5 by 4)



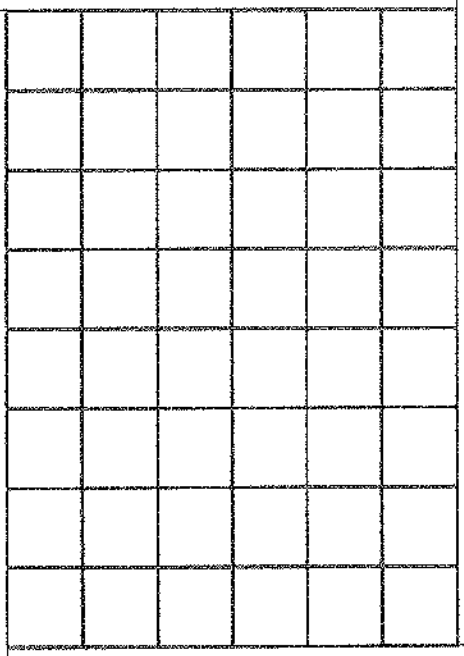
Flag 2 (8 by 3)



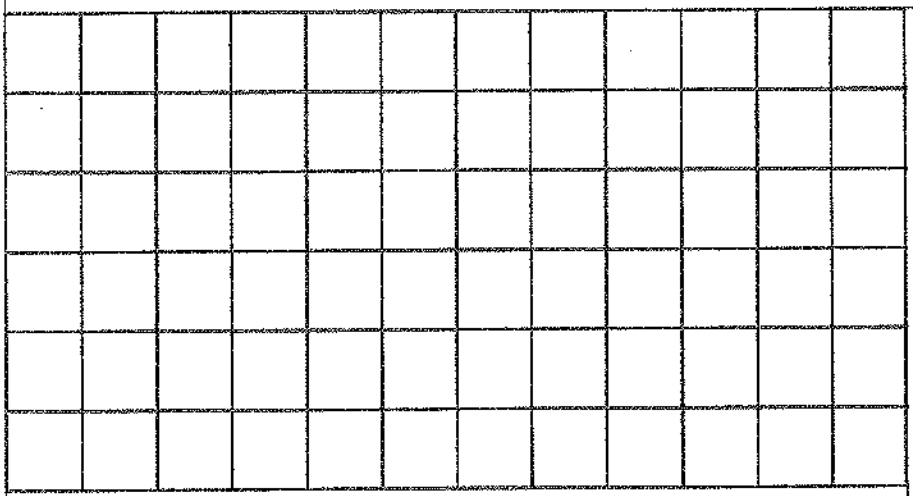
Flag 3 (10 by 5)



Flag 4 (6 by 8)



Flag 5 (12 by 6)



Incredible Invertebrates!

Invertebrates are a species of animal that do not have a back bone. Mammals, amphibians, reptiles, fish and birds do not fit into this category because they all have vertebrae (spinal bones), but these animals make up less than 4% of all the animal species on Earth. This means that around 96% of animal species alive are invertebrates. These include marine invertebrates and molluscs, such as sponges, jellyfish and oysters, as well as crustaceans and insects, such as crabs, shrimp and butterflies.

The largest invertebrate ever recorded was a giant squid that measured 13m long. The smallest invertebrates are so tiny that they cannot be seen by the naked eye.

Quick Questions

1. Write a short definition of the word 'invertebrate'.

_____

_____

2. What percentage of animals on Earth actually have spinal bones?

_____

3. Who do you think this information is for?

_____

_____

4. Write two questions that you could find the answers to in this text.

a. _____

b. _____

Incredible Invertebrates!

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The largest invertebrate ever recorded was a giant squid that measured 13m long. The smallest invertebrates are so tiny that they cannot be seen by the naked eye.

Answers

1. Write a short definition of the word 'invertebrate'.
   Accept any definition that states that invertebrates are creatures without spinal bones.

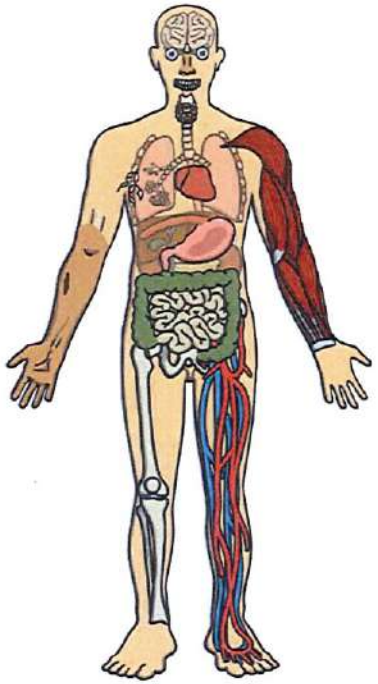
2. What percentage of animals on Earth actually have spinal bones?
   4%

3. Who do you think this information is for?
   Accept an answer which states for children / those who do not know about invertebrates / people interested in the animal species.

4. Write two questions that you could find the answers to in this text.
   Accept any questions that are correctly punctuated and whose answers can be directly retrieved from the text.

Amazing Facts about the Human Body

- Your heart beats around one hundred thousand times per day. This means that in one year it has pumped around three million litres of blood around your body.
- Your nose can tell the difference between one trillion different smells.
- The acid inside your stomach that helps you to digest food can actually dissolve metal.
- The smallest bone in the human body can be found inside the ear. It is called the stapes (or stirrup) bone and it is only around three millimetres long.
- Your nose and ears continue growing throughout your entire life.
- As well as having unique finger prints, all humans also have unique tongue prints!



Quick Questions

1. What do you think the word 'unique' means?

2. What are the two names for the smallest bone in the human body?

3. Give one reason why the author may have chosen to use bullet points to present this information.

4. Why do you think the author chose these particular facts?

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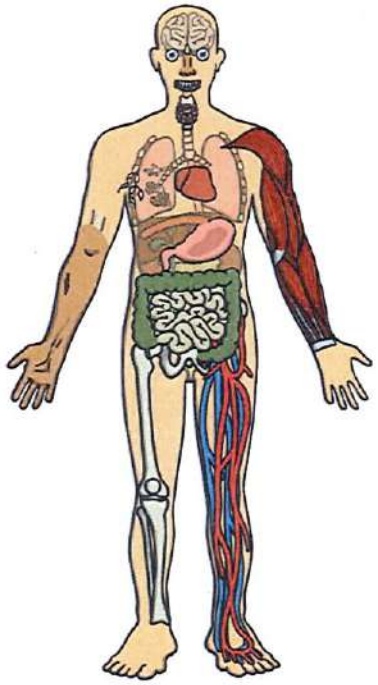

Answers

1. What do you think the word 'unique' means?
   Accept a definition that states that something is special or individual with nothing being the same as it.

2. What are the two names for the smallest bone in the human body?
   Accept: 'stapes' and 'stirrup'.

3. Give one reason why the author may have chosen to use bullet points to present this information.
   Accept an answer that discusses clear presentation, easy to read, short and snappy facts or separating different facts clearly.

4. Why do you think the author chose these particular facts?
   Accept answers which relate to the facts being particularly interesting, shocking or surprising, and that the author thought that they would be exciting for the reader to read.

Learning Futures – week 2 of 2.

Last week you concentrated on choosing, researching, and collecting data about an endangered animal.

This week you will:

- Create a charity to make other people aware of your endangered animal
- Design a logo for your charity
- Think about how you could raise money to help save your endangered animal
- Create a poster advertising your charity
- Decide how you will present your campaign
- Get your campaign ready to be sent in for other children to view
- Make a short video introducing your campaign (only if you wish too)

Monday – LO: create a charity to bring awareness to your animal.

Knowing that an animal is endangered is one thing, however, unless something is done about it, that animal may very well soon become extinct.

The most common way in which this is done is through a charity. A charity has two main purposes. The first is to make people aware of the animal and the problems that animal faces. The second is to raise money so that things can be done to protect it.

Over the next couple of days, you will be doing something similar to what you did for Learning Futures in Autumn term when you made pizzas and advertised them.

When selling your pizzas, you had to come up with a company name and logo.

In the same way a charity needs a good name and eye catching logo to draw people's attention to it.

Monday, activity 1 – create a charity.

First you need to come up with a charity name.

It should be quite short, because you will need to write it on a poster and people really don't like spending ages reading long complicated names!

The best way to do this is to think about the name of your animal and try to include that somewhere in your charity name.

Get a few ideas for names down in your book then try them out by reading them to an adult. Which ones do they like the sound of?

If you get a little stuck and can't think of any good ones, have a look online for names of charities that already exist, maybe you can take one of these and change it a little.

Monday, activity 2 – design a logo for your charity.

As you know from Autumn term, a logo is a simple picture, with a little writing on it that represents something.

Here are some famous logos, some have letters and words, but others don't.

I bet you can name all the companies really quickly!

Here are some for animal charities.

Paws 2 Rescue

Things to remember when designing your logo:

- **Your logo should include a simple picture of your animal.**
- **It should include your charity name, or at least the initials for it. In the example above WWF stands for World Wide Fund for Nature.**
- **It needs to be simple – you will need to copy it onto a poster and maybe other places in your campaign too.**
- **Keep the colours simple too, many of the above logos only have two or three colours.**

Tuesday: LO: to think of ways your charity could raise money.

There are two main reasons to set up a charity. One is to raise awareness of something so people are aware of it. The second is to raise money so that things can be done to help.

Today you will need to think of ways you can raise money for your charity and then think about how that money can be spent protecting it.

Tuesday, activity 1 – raising money for your charity.

Charities raise money in lots of ways.

Think of the things we have done in school to raise money and think of how the charities you have seen on TV have asked you to raise money.

Come up with two or three different things people could do to raise money for your charity.

Some people like to be sponsored to do something like a sponsored walk or sponsored spell. Some charities set up shops where people take old things they don't want anymore for others to buy. These are just two ways charities raise money, there are lots more.

Tuesday, activity 2 – how to spend the money to protect your animal.

Now you have money, you now need to think of sensible ways it can be spent to help protect your animal.

How the money is spent will largely be based on why your animal is endangered.

For example, if one reason your animal is endangered is because the forest it lives in is being cut down to make way for farm land then one way you could spend your money is to buy land and plant new forests for it to live in.

The better your ideas for spending money the more likely it will be for people to give you the money in the first place.

It's also a good idea to draw and label pictures of how your money can be spent as this will help you later in the week when you put your campaign together.

Wednesday - LO: to design a poster to advertise your charity.

It's all very well setting up a charity to help protect an endangered animal, but unless people know about the charity then you won't get any money coming in to help protect your animal.

Therefore, today you need to design a poster to make people aware of your charity and the animal you are trying to protect.

Wednesday, activity.

Design a poster to advertise your charity and the ways that people can raise money to help protect your animal.

Your poster should be at least one page of your green book, but there is no reason why it could not take up a double page so you can get more information on it.

Here's a list of things which should be included in your poster:

- It needs to be bright and colourful.
- Any writing on the poster needs to be large so that people can read it from a long way off.
- Any information you give needs to be true and not made up!
- You will need your charity name and logo on the poster.
- A drawing of your endangered animal along with its name.
- A few reasons why it is endangered helps get people interested.
- What people can do to raise money.

Thursday & Friday LO: to put your campaign together.

You have worked hard over the last week and a half gathering information from websites, drawing pictures, making notes, writing non-chronological reports and designing logos and posters etc..

Over the next two days you will put together your campaign and think about how you wish to present it for the other children in Year 3 to look at.

Spend some time looking through what you have done so far, make sure pictures are coloured in, spellings are correct and anything you have written is neat and you have the right information.

If you need to add something, re-write something, or re-draw it then now is the time to do so.

There are two ways you can present your campaign and the way you choose will depend on what you like doing best.

Whichever way you choose, please be as creative and inventive as you can, your campaign needs to standout from all the others which are being sent in!

One way is to do it all on paper:

Step 1: Look at everything you have done over the last week and a half and think about what order you would show your friends this. Make a note of the order so you don't forget it!

Step 2: When you have an idea about the order you would show things, write a short introduction to your campaign, this should include reasons why you chose to campaign for your chosen animal.

Step 3: Write one or two sentences which link the things you want to show together.

Step 4: If you drew pictures of how money will be spent to protect your animal, then you might need to do a short piece of writing to explain what's happening in them.

Step 5: Once you are happy with everything, get an adult to take photos of your work in the order you wish to show it, don't forget to include the introduction and pieces of writing linking what you are showing.

Step 6: Once you are happy with the photos get an adult to email them to us so we can put them together in a pdf file and put them into a Google drive folder to be shared with your friends in week 11, that's the week beginning the 6th July.

The other way is to present your campaign as a PowerPoint or Word document:

You will need to follow steps 1 to 4 above then:

Step 5: Posters and other written work you have produced can be included in your PowerPoint. Ask an adult to take photos of the work you wish to include, they can be downloaded to the computer and added to your presentation.

Step 6: Once you are happy with your presentation get an adult to email it into us.

AS AN EXTRA:

Some of you have sent in lovely videos of yourselves reciting poems you have written or reading extracts from books for the Read-a-thon.

If you wish to you could get someone to take a video of you reading your introduction to your campaign which can be emailed in and included with your other work.

Maybe you could find a few props or have some big drawings of your animal to hold while you are being recorded.

We can't wait to see your campaigns and share them with your friends 😊.

Learning Futures – Overview of week 2.

As mentioned last week, most of the work for the campaign will be done in the green books.

Science & Theme are combined this week and link to Learning Futures.

This week, as you will see in the planning, part of your child's work will be to decide how to present their campaign to the other children.

All the children's campaigns will be shared in a Google drive folder in week 11 (week beginning 06/07/20). This gives your child a week to get things ready and time will be given in week 10's planning to allow for this.

As you will see in the planning, how the campaign is finally presented is flexible.

If your child would like to present the campaign electronically, we suggest that whether you use PowerPoint, Word, or Google equivalents that it still contains photos of their drawings, or written work as well as just lots of typing and downloaded photos. It makes it more personal and better reflects the time and effort which has been put into it.

If your child chooses to produce an electronic campaign, can you please use this format to name the file you send in:

'Child's first name' – campaign.pptx or docx etc 😊

Similarly, if your child wishes to include a short video about their campaign – see the planning for more details - please use a similar naming convention for the video file you email in.

If your child chooses to present their work on paper, then photos of their work can be sent in and collated into one PDF file our end to be placed into the folder. If you child chooses to do it in this way, please ensure that photos are sent sequentially so they are collated into the PDF file in the correct order.

Please now see # Learning Futures week 2 of 2.pdf for details of this week's work.