Year 3 - Summer Week 10 – week beginning 29/06/20

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.

Please see the information about creating a 'Rock Snake' for School in the Help create our rock snake.pdf

Weekly Class Zoom meeting details:

Robins on Tuesday @ 10am
ID: 949 6146 5533
Password: 7vrdg7
Robins ~ theme – general catch up.

Wrens on Wednesday @ 10am
ID: 746 4528 8217
Password: Wrens1
Wrens ~ theme – general catch up.

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

We have included the following in this week's shared Google Drive folder:

Maths – in the Maths sub-folder.

Theme: Coordinates and Compass Directions:

Maths for both groups has been combined again this week. This is because the theme is one that children tend to pick up quite quickly and is not necessarily directly related to their ability to do pure mathematics – (+, -, x or ÷).

Maths weekly skills sheet 11 & answers to Weekly Skills Sheet 10.

DO NOT forget Times Tables Rock Stars!

Literacy – Literacy for this week is the second WOW write of the term. Please see # WOW Write Week.pdf in the Literacy sub-folder.

Spellings – commonly confused words.

Dictation – commonly confused words.

Comprehension - in the Comprehension sub-folder:

There are two comprehensions this week:

'Emma's Puppy Problem.pdf' and 'Layers of the Rainforest.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 sub-folder - is Light and shadow week 3.

P.E. - See separate sheet P.E. Summer week 10.

Please follow the link below to find out about this year's Summer Reading Challenge.

https://virtual-library.culturalservices.net/webingres/bedfordshire/vlib/0.children_teenagers/src_mainpage.htm

Tasks this week for Wrens & Robins - Summer Week 10 - Week beginning 29/06/20

Subject Area	Activity	Location	Save, or send in.	Completed
Maths	Weekly Skills sheet test 11	Google drive	email score in	Yes / No
	Maths #BOTH groups activities	Google drive	Answer in book	Yes / No
	Maths #BOTH Groups challenges	Google drive	Answer in book	Yes / No
Literacy	# Wow Write	Google drive	email in story	Yes / No
Spellings	Spelling Sentences to practise spellings	Google drive	email in score	Yes / No
	Spellings - commonly confused words	Google drive	Answer in book	Yes / No
	Dictation – commonly confused words	Google drive	Answer in book	Yes / No
Comprehension	Emma's Puppy Problem	Google drive	Answer in book	Yes / No
	Layers of the Rainforest	Google drive	Answer in book	Yes / No
French	Un petit peu de francais 3.10	Google drive	n/a	Yes / No
Science	Light and shadow week 3	Google drive	Answer in book	Yes / No
P.E.	P.E. Summer week 10 sheet	Google drive	n/a	ongoing
Art	rock snakes - see Help create our rock snake.pdf	Google drive	n/a	Yes / No
Sports Day	Sports day 2020 teams list	Google drive	n/a	n/a

Sports Day 2020 teams

YEAR 3			
BLUE	GREEN	RED	YELLOW
Freya H	**Charlie**	**George**	**Andrej**
Niamh	Nelly	Dorothy	**Lucy**
Adam	**Euan M**	**Lindiwe**	**Chloe**
Rory	Olivia R	Esme	Kaila M
Kaeghla	Helena	Dylan	Brody
Poppy	Mabel	Leah	Jake M
Daisy	Gabriel H	Arjun	Zahra R
Philamena	Theo	William	Jake S
Tristan	Sam	Lily	Tyler
Logan	Freya D	Aaron	Florence H
Dimitri	Joshua	Savannah	Harrison
Milo	Alex	Florence S	Rosie
	Olivia N		

Help create our rock snake!

After seeing the idea used in our village and in other villages around the country we would like to see how long we could make a rock snake at St Georges. If everyone joins in it will be a very long snake and it will look amazing!

- Each year group has a theme to paint on a stone (see the list below)
- Any stone will do, but it is easiest if it is a bigger stone
- Then you leave them in the bucket outside St George's gate (just by the walkway to the entrance) and watch our website for updates, or come on a socially distanced walk to see the snake take shape at the bottom of our field on Leighton Road.
- Your friends who are in school will be painting a stone in class to add too.
- Please paint your name on the bottom of the stone.

The bucket will be outside the office gate from **Monday the 29th June to Friday 3rd July** for you to leave your stone. Unfortunately, we will not be able to return stones after they have been donated.

Nursery	**Food theme**
Reception	**Animal skin patterns**
Year 1	**Transport theme**
Year 2	**Mini-beast theme**
Year 3	**Your endangered animal**
Year 4	**Egyptian theme**

Happy painting!

Un petit peu de francais 3.10 week beginning 29/06/20

Year 3 - Bonjour!

Well done on all the French you've been learning so far - Felicitations!
This week we're going to look back at some of the French we have learned during Year 3 by watching a few videos of two children learning French together. It is from a collection of videos called High Five French.

The first of the clips is to remind us how to ask someone's name in French. I'm sure you remember how to say it, but it is always good to practise and especially to listen to French people talking.
Listen out for other French phrases the girls use that might be useful too.

https://www.youtube.com/watch?v=L6ycq_IRUY8
High Five French - Comment t'appelles tu ? - What is your name?

In this next clip the girls are practising asking how old you are.

https://www.youtube.com/watch?v=IoShCY3B-1I
High Five French - Quel age as tu? - How old are you?

To go with this...a little song! It's so repetitive you just have to sing along!!!
It will help you practise your numbers and introduce "and a half" in French.

https://www.youtube.com/watch?v=4WksvcV6vU0
Quel age as tu song

And finally this week - a visit to the supermarket...

https://www.youtube.com/watch?v=kC_-7EImiks
High Five French - Buying Fruit

And just because I love it so much and it's always good to practise ...a song you've heard before

Fruit (J'aime les fruits by Alain le Lait)
https://www.youtube.com/watch?v=nJ03KjwilVM

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

Red & Yellow Groups.

Commonly confused words – these are words that are easy to mix up when you are writing.
This week make sure you really do know what they mean as well as how to spell them!

to – too – two
their – there – they're
pair – pear
are – our
bye – buy – by
weak - week
angel – angle
right – write
its – it's (note the apostrophe!)
threw – through
Red group only - lose – loose
Red group only - waist – waste

Blue Group.

Commonly confused words – these are words that are easy to mix up when you are writing.
This week make sure you really do know what they mean as well as how to spell them!

to – too – two
their – there – they're
pair – pear
are – our
bye – buy - by
weak - week

Green Group.

know
name
said
too
was

Rainbow Group.

often
outside
own
paper
place

As usual if there is more than one word e.g. pair - pear, choose one of these when testing their spellings to keep their scores out of 12, 10 or 6, respectively.
The words this week are not that hard to spell, the important bit is that your child knows how to use each version of the word. We have covered homonyms earlier in the year, so they should already be familiar with many of the words already.

Dictation - commonly confused words.

Red and Yellow Groups

"I have to buy some pears," Nan told Sam.

The boy threw the waste paper right by the door.

"It's going to be hot all week," said the teacher.

The alien ate two pairs of socks and all of their cat food!

If you don't get the angle just right our house will be too small.

Blue Group.

There are too many leaves to count.

"One pair of socks is two, two pairs is four," said the teacher.

They went off to buy some pears.

"In one week we are going on our holiday," Mum told Dad.

The girls are on the field, they're playing games.

Rainbow Group.

"I often leave the light on," said Mum.

Dan lost his sweets and some money outside.

"I might get a puppy," Sam said.

Three is a number lower than ten.

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. ☺

Layers of the Rainforest

Tropical rainforests are made up of distinct layers.

The forest floor is very hot and humid and little grows there. This part of the rainforest gets less than 2% of the sun's light. It is covered in a thin layer of fallen leaves which rot away quickly.

Next are the shrub layer and the understory – a dark place, where lots of insects, frogs and snakes can be found amongst the few plants which don't need much sunlight.

Above this is the canopy, where most trees stop growing and where up to 90% of rainforest creatures can be found. This sunny area, rich in fruit and seeds, can be as high as thirty metres off the ground.

Finally, the few giant trees that thrust themselves above the dense canopy layer are called the emergent layer.

Quick Questions

1. In which layer can most rainforest animals be found?

_____

2. *'The few giant trees that thrust themselves above the dense canopy layer...'*
What do you think dense means in this sentence?

_____

_____

3. How is the forest floor different to the canopy? Give two reasons.

_____

_____

4. Why don't animals live on the forest floor?

_____

_____

Layers of the Rainforest

8 Tropical rainforests are made up of distinct layers.

19 The forest floor is very hot and humid and little grows
31 there. This part of the rainforest gets less than 2% of the
43 sun's light. It is covered in a thin layer of fallen leaves
47 which rot away quickly.

57 Next are the shrub layer and the understory – a dark
68 place, where lots of insects, frogs and snakes can be found
77 amongst the few plants which don't need much sunlight.

87 Above this is the canopy, where most trees stop growing
98 and where up to 90% of rainforest creatures can be found.
111 This sunny area, rich in fruit and seeds, can be as high as
116 thirty metres off the ground.

125 Finally, the few giant trees that thrust themselves above
134 the dense canopy layer are called the emergent layer.

Answers

1. In which layer can most rainforest animals be found?
   Accept: (the) Canopy.

2. *'The few giant trees that thrust themselves above the dense canopy layer...'*
   What do you think dense means in this sentence?
   Accept any answer which states that dense is thick, full or tightly packed.

3. How is the forest floor different to the canopy? Give two reasons.
   Accept any two accurate differences as stated in the text, e.g. little grows on the forest floor and lots grow in the canopy.

4. Why don't animals live on the forest floor?
   Accept any explanation regarding it being inhospitable, e.g. 'Animals would have no fruit or seeds to keep them alive because hardly anything grows on the forest floor.'

Emma's Puppy Problem

As soon as she turned eight years old, Emma knew that she was old enough for the responsibility of looking after a puppy. She had even promised to start doing all of the things you would do with a dog to prove to her boring dad that she could. Emma knew she had to go on long walks twice a day, although she did not get out of bed before midday. She watered the plants in the house every day to prove that she could keep something alive, although she watered them a bit too much. Emma also knew one thing for certain: she would not be picking up anything that the dog left in the back garden. Not once. Not ever. That was her dad's job.

Quick Questions

1. Who is stopping Emma from getting a puppy?

2. Why do you think that the author describes dad as 'boring'?

3. What makes you think that Emma is not ready to get a puppy? Use evidence from the text.

4. Summarise the main point of this story in 20 words or less.

Emma's Puppy Problem

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Answers

1. Who is stopping Emma from getting a puppy?
   Dad

2. Why do you think that the author describes dad as 'boring'?
   Accept any reasonable explanation regarding Emma viewing dad as boring because he will not let her get a dog.

3. What makes you think that Emma is not ready to get a puppy? Use evidence from the text.
   Accept answers which quote the text and discuss that Emma does not do the necessary things to look after the dog and she does not even have one yet. She will not be a responsible owner because she refuses to do the jobs of a pet owner.

4. Summarise the main point of this story in 20 words or less.
   Accept any reasonable summary in 20 words or less which states that Emma wants a puppy but cannot have one.

Science – Light and Shadow – week 3 – week beginning 29/06/20.

We've had a couple of weeks off from looking at light and shadow because of Learning Futures so let's start with a recap of what you've learnt so far:

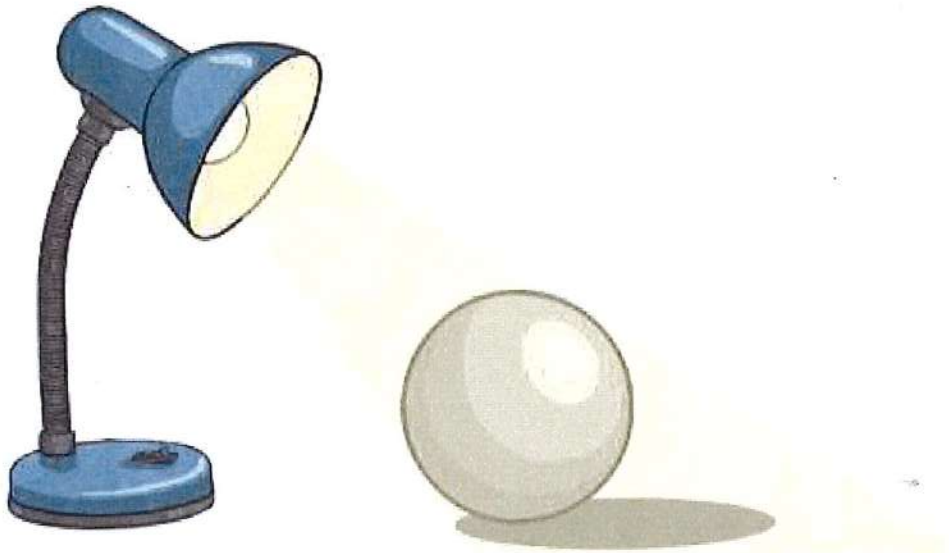
- You've learnt that light comes from a source and that there are natural and artificial sources of light.
- You found out that The Moon is not a light source, it just reflects the light from The Sun.
- Many of you made sundials – a way of telling the time using light from The Sun.
- You learn the difference between transparent, translucent, and opaque and found objects with these properties around you home.
- You found out that light travels in a straight line and when it bounces of something then enters your eye, that's how you see the world around you.
- Many of you then had some fun directing light to dark areas of your garden, or room by using a mirror.
- You then found out how a rainbow is formed (water in the atmosphere scatters The Sun's light) and had a go at making one of your own.

This week you'll find out what shadows are and why we have day and night.

First let's find out what shadows are:

How are shadows made?

A shadow is created when an opaque material or object is placed in front of a light source and prevents the light from passing through. It creates a dark area or shape on a surface as a result.

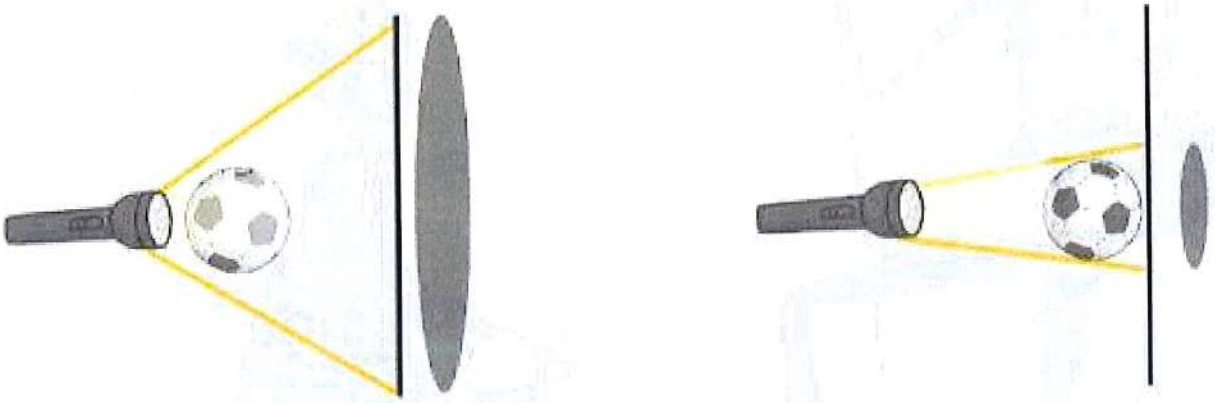


Light can only travel in a straight line.

A shadow is formed when something blocks light.

Why do shadows change shape?

Shadows change shape depending on the position of the light source.



The closer to the light source an object is, the bigger the shadow will be.

This is because the object blocks more of the light.

The further away from the light source an object is, the smaller the shadow will be. This is because the object blocks less of the light.

When the light source moves, the shadow will change.

When the light source is directly above the object, the shadow will be directly underneath.

When the light source is to one side of the object, the shadow will appear on the opposite side. The shadow will also be longer.

You should have noticed this when you made your sundial, each time you went outside to mark the next hour onto your sundial, the shadow had moved.

You might also have noticed that the length of the shadow had changed as well.

Here are some videos to explain this:

This one makes a good link between transparent, translucent, and opaque objects and shadows.

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

This one explains how shadows are formed and how they change shape.

https://www.youtube.com/watch?v=3Mv4qa5c0q8&feature=youtu.be

Activity:

If its dull outside find a torch and a dark place in your home.

You'll also need one of your toys, like a teddy, doll, Lego model or car, nothing too big!

Put the toy on the floor and point the torch at it (make sure it's switched on!).

You should see a shadow behind the toy where the toy is blocking the light from the torch.

Move the torch around to see how the shadow changes.

How can you get the longest shadow?
How can you make the shortest shadow?
Where does the torch need to be to make it look like the shadow has disappeared?
Put the torch down on the floor and slide it closer and further from the toy, how does the shadow change then?

If you still have your sundial, use the torch to see if you can make it say different times.

If it's nice and sunny outside go out into the garden and find a sunny spot.

You should be able to find your shadow very easily.

Without moving your feet:
How can you make your shadow longer?
How can you make your shadow shorter?

How does changing the shape of your body affect the shape of your shadow?

What happens to your shadow if you jump up and down on the spot?

If a cloud starts to block the Sun's light how does your shadow change?

Why do we have day and night?

Daytime is when you can see the sun from where you are, and its light and heat can reach you.

Night-time is when the sun is on the other side of the Earth from you, and its light and heat don't get to you.

We get day and night because the Earth spins (or rotates) on an imaginary line called its axis and different parts of the planet are facing towards the Sun or away from it.

Why do we have day and night links:

https://www.youtube.com/watch?v=Wr-CRKsTYGs

https://www.bbc.co.uk/bitesize/clips/z9fpyrd

https://vimeo.com/161478146

https://www.theschoolrun.com/homework-help/day-and-night

Activity: LO: why we have day and night.

Once you have watched the videos and read the website information draw a diagram in your green book and write a few sentences in your own words to explain why we have day and night.

You could also get the torch and a ball, or a globe if you have one, and try to recreate what the man does in the video below. If you don't have a little Lego figure, use any small figure you have, a blob of Blutac or plasticine will work just as well.

https://www.bbc.co.uk/bitesize/clips/z9fpyrd

Extension - Why do we have seasons?

We have four seasons, Spring, Summer, Autumn and Winter.

Each season has different lengths of day and weather.

WHY?

Here's a couple of videos to get you started.

https://www.youtube.com/watch?v=Em3TIqNOUsk

https://www.youtube.com/watch?v=b25g4nZTHvM

Wrens Maths Group ANSWERS for Summer Week 9 – Fractions.

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

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 answer = 6
2) 99 answer = 9.9
3) 130 answer = 13
4) 145 answer = 14.5
5) 1200 answer = 120
6) 1370 answer = 137
7) 2381 answer = 238.1
8) 405 answer = 40.5
9) 3003 answer = 300.3
10) 4511 answer = 451.1

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.
Each digit would move two columns to the right.
2) Which column would go to the right of the tenths column?
Hundredths

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

Tuesday, activity 1.

Find these fractions:
1) 3/10 of 50 answer = 15
2) 4/10 of 60 answer = 24
3) 6/10 of 70 answer = 42
4) 8/10 of 90 answer = 72
5) 9/10 of 150 answer = 135
6) 7/10 of 130 answer = 91

Tuesday, activity 2.

Find these fractions:
1) 3/10 of 32 answer = 9.6
2) 2/10 of 44 answer = 8.8
3) 3/10 of 45 answer = 13.5
4) 4/10 of 16 answer = 6.4
5) 3/10 of 125 answer = 37.5

Wednesday: LO: Equivalent fractions.

1) 1/3 answer = 2/6, 3/9, 4/12
2) ¼ answer = 2/8, 4/12
3) 2/3 answer = 4/6, 6/9, 9/12
4) 3/5 answer = 6/10
5) 2/5 answer = 4/10

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?
The numerator is half the denominator.
Can you write down some more fractions which are equivalent to one half?
A few are: 7/14, 8/16, 20/40, 50/100
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?
The numerator is one quarter the denominator.
Can you write down some more fractions which are equivalent to one quarter?
A few are: 4/16, 25/100, 50/200

Thursday: LO: types of fractions.

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

Turn these top-heavy fractions into mixed fractions:

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

Thursday, extension:

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?
In the example there are five fifths in a whole one.
There are 3 whole ones or 3 x 5 fifths = 15/5
Add on the 2/5 to get the top-heavy fraction 17/5.

Wrens Maths Group ANSWERS for Summer Week 9 – Fractions.

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

Monday, activity.

Divide these numbers by ten.

1) 10 Answer = 1
2) 30 Answer = 3
3) 40 Answer = 4
4) 50 Answer = 5
5) 60 Answer = 6

Monday, extension.

What would one tenth of 100 be? Answer = 10

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

Tuesday, activity 1.

Find these fractions:

1) 3/10 of 30 Answer = 9
2) 4/10 of 40 Answer = 16
3) 6/10 of 50 Answer = 30
4) 8/10 of 40 Answer = 32
5) 9/10 of 30 Answer = 27
6) 7/10 of 60 Answer = 42

Tuesday, extension.

1) ¼ of 24 Answer = 6
2) 1/5 of 30 Answer = 6
3) ¾ of 36 Answer = 27
4) 2/5 of 30 Answer = 12

Wednesday: LO: Equivalent fractions.

Wednesday activity.

1) 1/3 Answer = 2/6, 3/9, 4/12
2) ¼ Answer = 2/8, 3/12
3) 2/3 Answer = 4/6, 6/9, 8/12
4) 3/5 Answer = 6/10
5) 2/5 Answer = 4/10

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? the numerator (number at the top) is half the denominator (number at the bottom)

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

A few are: 7/14, 8/16, 9/18, 10/20

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? the numerator (number at the top) is a quarter the denominator (number at the bottom)

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

A few are: 4/16, 5/20, 6/24

Thursday: LO: adding and subtracting fractions.

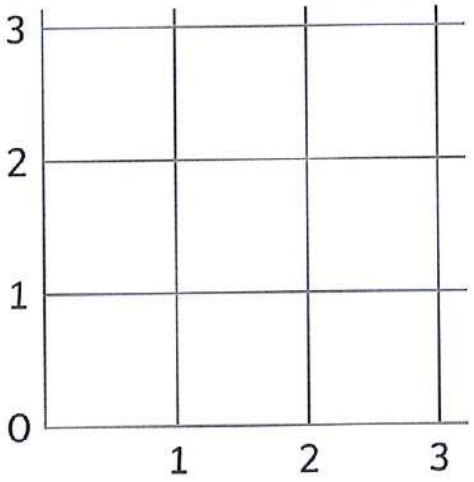
Thursday, activity 1: LO: to add and subtract fractions.

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

4/6	5/8	7/10
5/6	6/8	5/10
2/6	2/8	5/10

Maths Both Groups Challenges for Summer Week 10 – coordinates and compass directions.

Look carefully at the grid below – it's different to the ones you looked at for the activities – how?

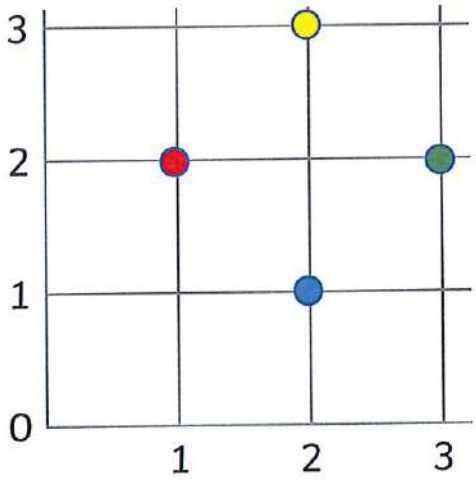


Instead of having letters the columns are numbered just like the rows!

You still read the coordinates in the same way.

However, you need to be careful that you don't get the numbers the wrong way around.

Look at the examples below:



The red dot is at (1,2)

The blue dot is at (2,1)

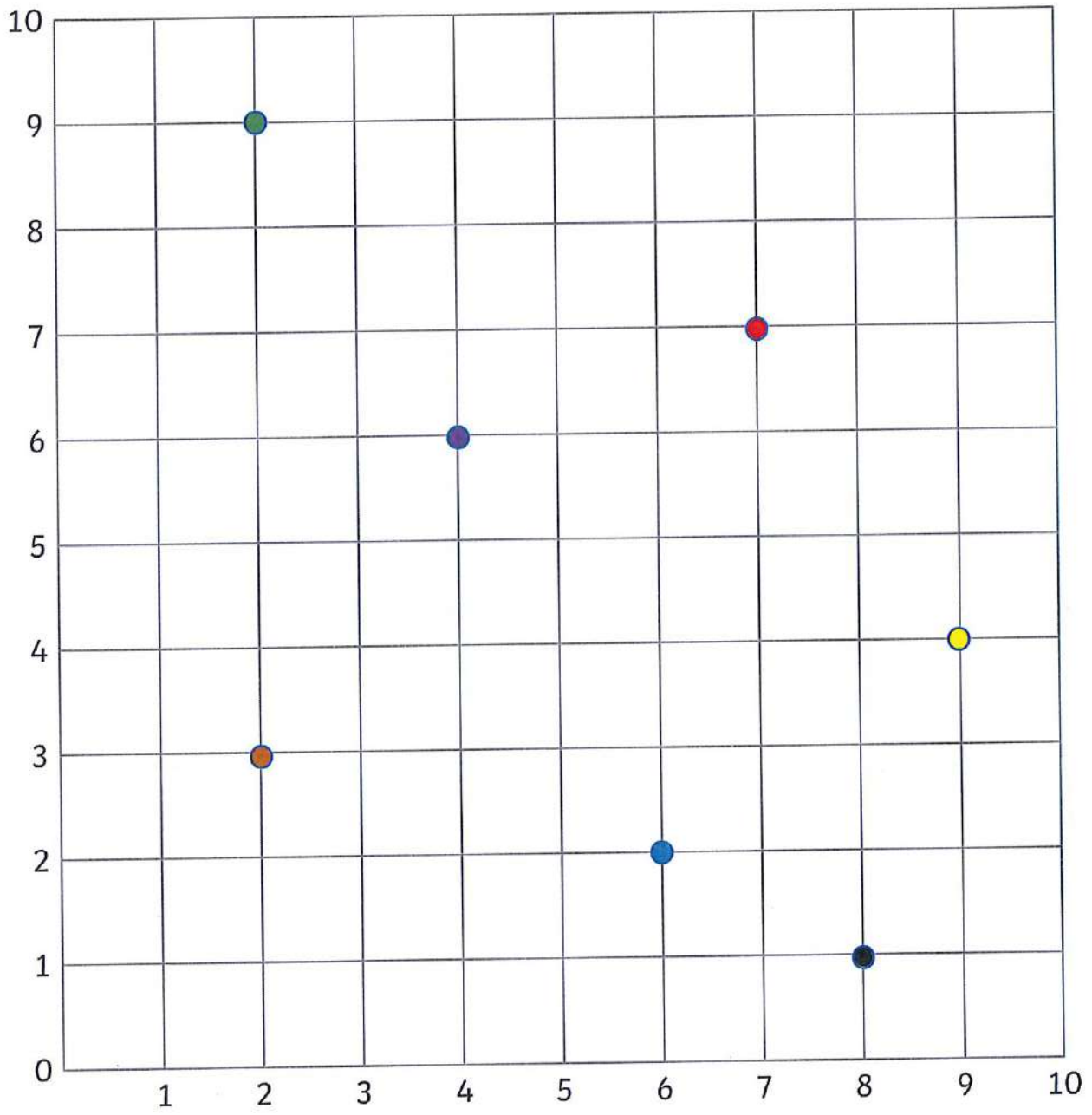
The yellow dot is at (2,3)

The green dot is at (3,2)

Challenge 1:

First: write down the coordinates for the coloured dots.

Then: put the letters A, B, C, D, E, F and G onto the grid at their coordinates.



Dot	Coordinates	Letter	Coordinates
red		A	(3,1)
purple		B	(7,4)
blue		C	(9,9)
green		D	(6,8)
yellow		E	(3,5)
black		F	(1,7)
brown		G	(0,4)

Challenge 2:

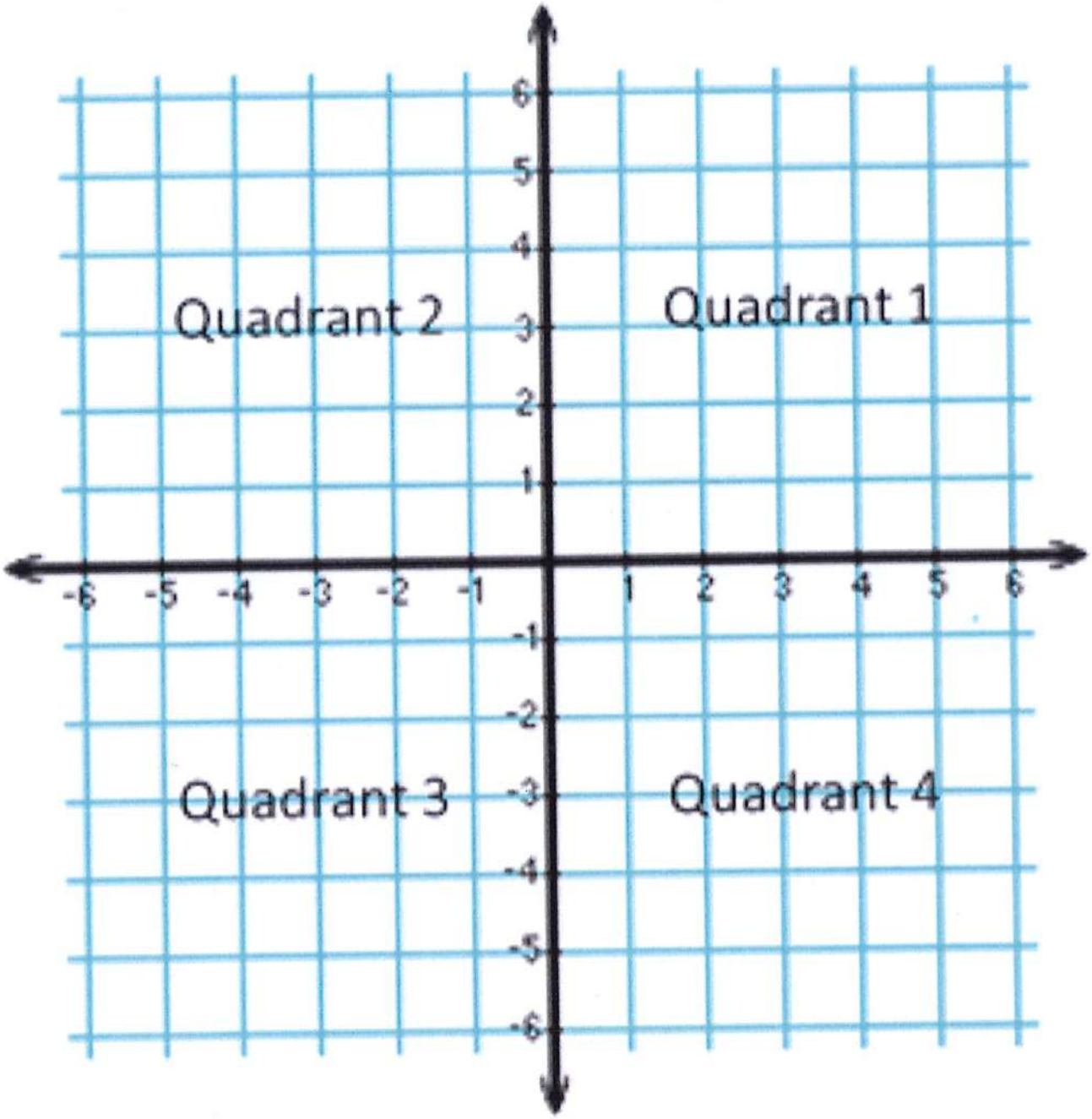
Here's a new word for you – quadrant.

All the coordinate work you have done this week has been done in what people call the first quadrant.

The word quad means 4.

A quad bike has four wheels and a quadrilateral has four straight sides.

Coordinates can be written in one of four quadrants, see the diagram below.



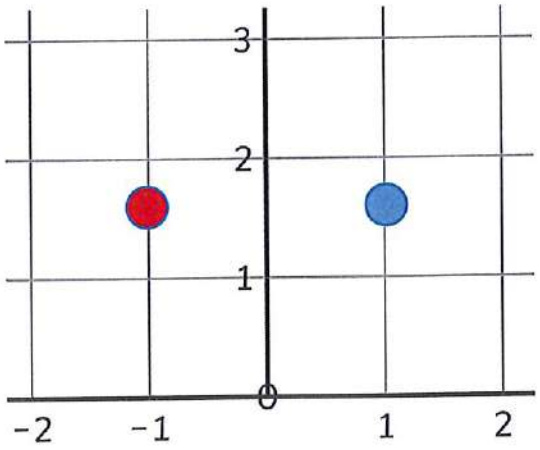
Let's look at quadrant 2, or the second quadrant.

The columns and rows are still numbered, but this time the columns are using negative numbers, numbers with a – next to them.

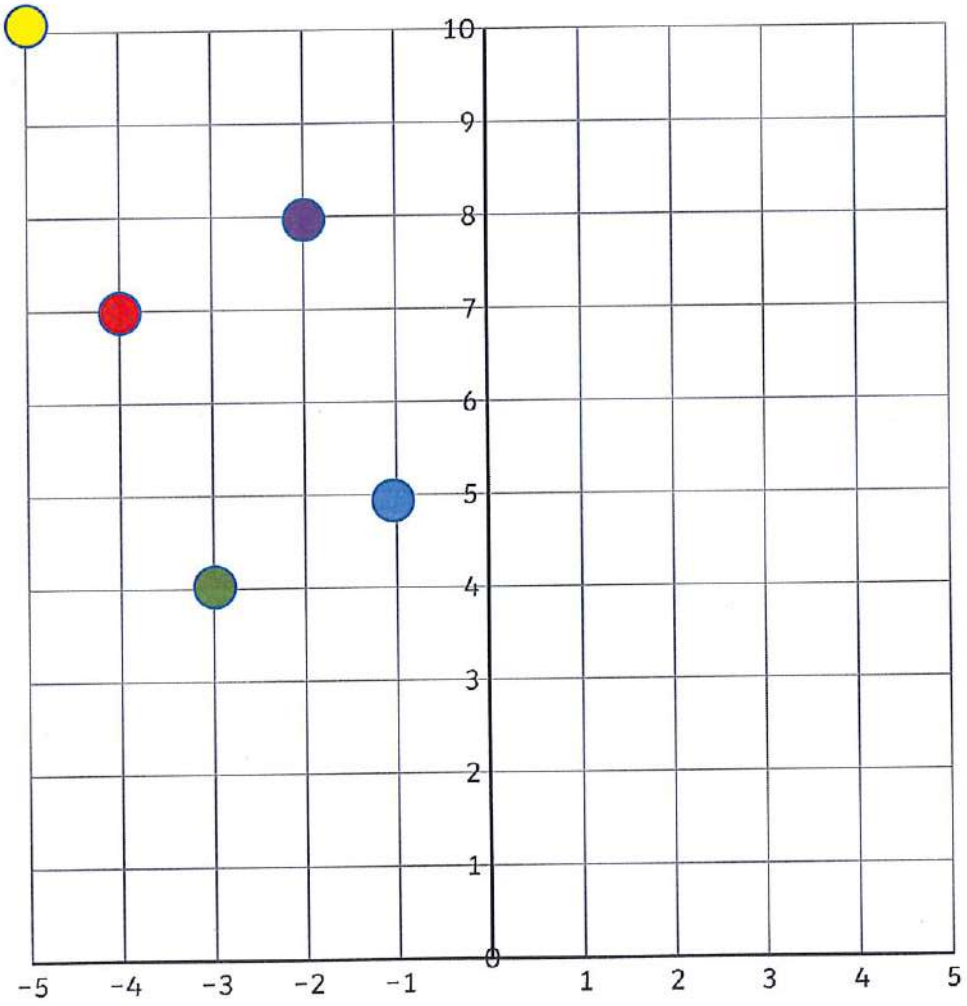
We still write coordinates in the same way.

The blue dot is at (1,2) it is in the first quadrant.

The red dot is at (-1,2) it is in the second quadrant.



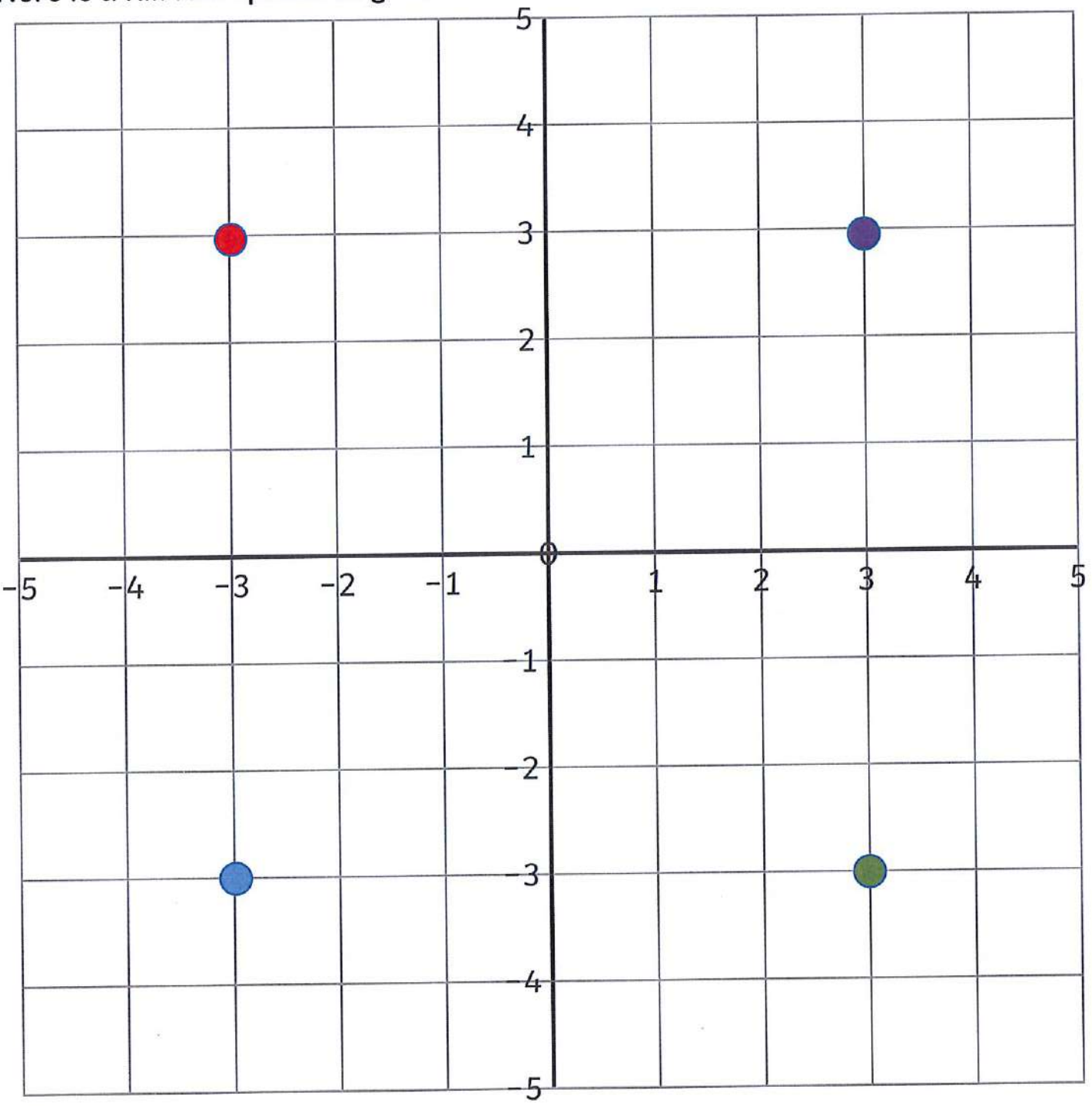
Write down the coordinates of the dots in the second quadrant below:



dot	coordinate
red	
blue	
yellow	
purple	
green	

Challenge 3:

Here is a full four quadrant grid!



First : plot the coordinates of the four dots.

Then: draw some of your own dots and write down their coordinates.

dot	coordinates	dot	coordinates
red			
blue			
purple			
green			

Maths Both Groups Activities for Summer Week 10 – coordinates and compass directions.

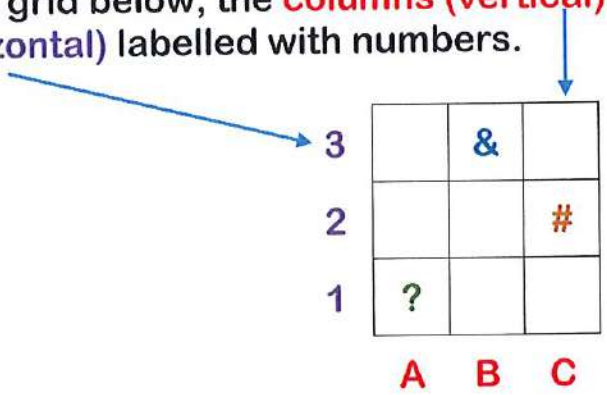
** Most of the answers need to be recorded on the sheets in this planning. **

Coordinates help you work out where things are, they are a bit like postcodes.

At their simplest they are a combination of letters and numbers.

Coordinates are always linked to grids.

In the example grid below, the columns (vertical) are labelled with letters and the rows (horizontal) labelled with numbers.



Each square in the grid now has a coordinate.

To find the coordinate of a square in the grid, you first find the column and then the row the square is in.

The square with the ? in is in column A and row 1.
So, we say the ? is in (A,1).

The # symbol is in column C and row 2, so we say the # is in (C,2).

NOTICE how the column letter and row number are separated with a comma and the coordinates are inside brackets!

So, the & is in (B,3).

When you find out where something is using coordinates you are reading the coordinates, just like reading words in a book!

When we found the coordinates of the ? # & above we read their coordinates.

When you write down the coordinate of something you are writing coordinates.

So even in Maths you are reading and writing ☹! 😊

Download and run Island coordinates.pptx for practical examples.

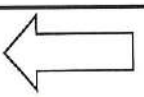
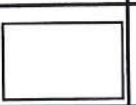
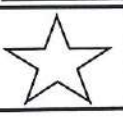
Monday, activity – LO: to read and write coordinates using letters and numbers.

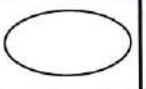
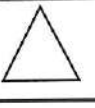
First write down the coordinates for the characters in the left hand column of the key.
Then use to coordinates to draw the 12 shapes in the correct squares of the grid.

10					%					
9		?								
8										
7										
6										
5						#				
4										
3			&						@	
2										
1										
	a	b	c	d	e	f	g	h	i	j

Key:

character	Coordinates
?	
@	
#	
%	
&	

Shape	Coordinates
	(j,1)
	(h,10)
	(f,1)
	(g,8)
	(b,2)
	(f,6)

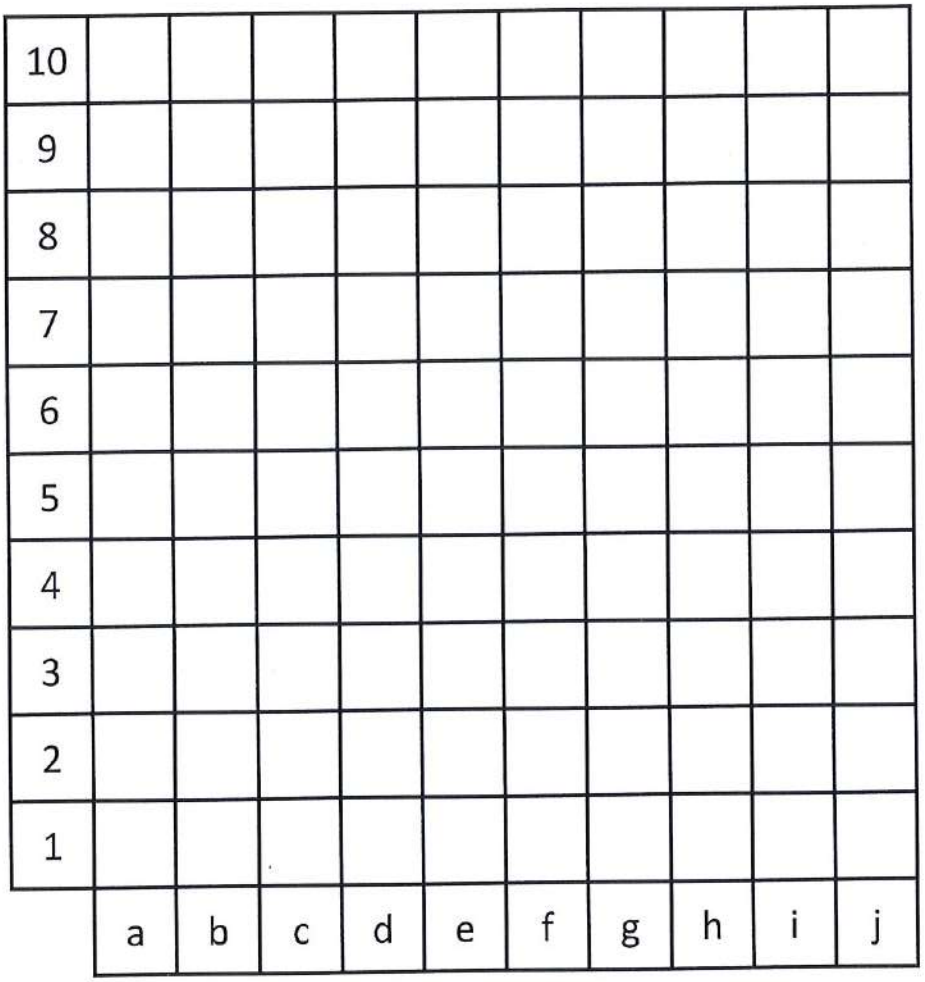
Shape	Coordinates
✓	(h,5)
	(e,3)
	(c,4)
	(d,7)
x	(i,9)
	(a,6)

Monday, extension.

Draw 12 of your own shapes, or patterns in the grid.

Then copy those shapes or patterns into the key and write down their coordinates.

Don't forget the commas and the brackets!



Key:

Shape	Coordinates

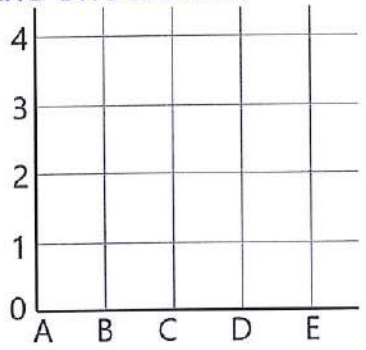
Shape	Coordinates

Shape	Coordinates

Tuesday – LO: to read and write coordinates using letters and numbers on the line.

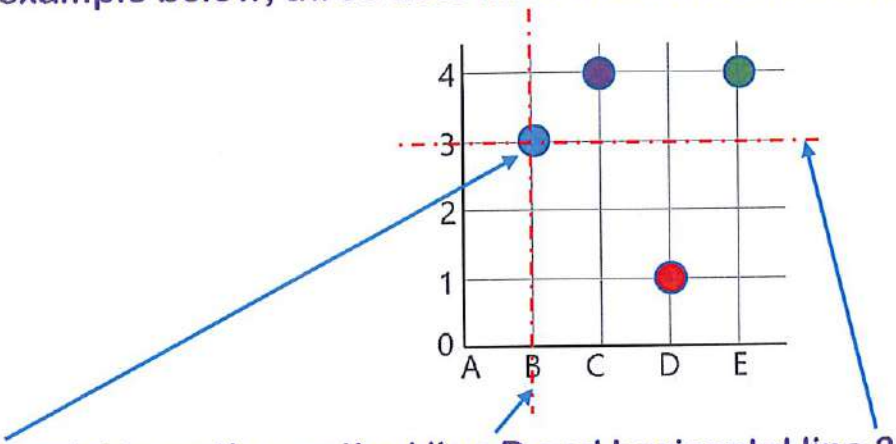
On Monday you were reading and writing coordinates of squares in the grid.

Sometimes you see grids like the one below:



If you look carefully, the letters and numbers are now on the lines!

In the example below, three dots have been added to the grid.



The blue dot is on the vertical line B and horizontal line 3.
The coordinates of the blue dot are (B,3).

The red dot is on the vertical line D and horizontal line 1.
The coordinates of the red dot are (D,1).

The green dot is on the vertical line E and horizontal line 4.
The coordinates of the green dot are (E,4).

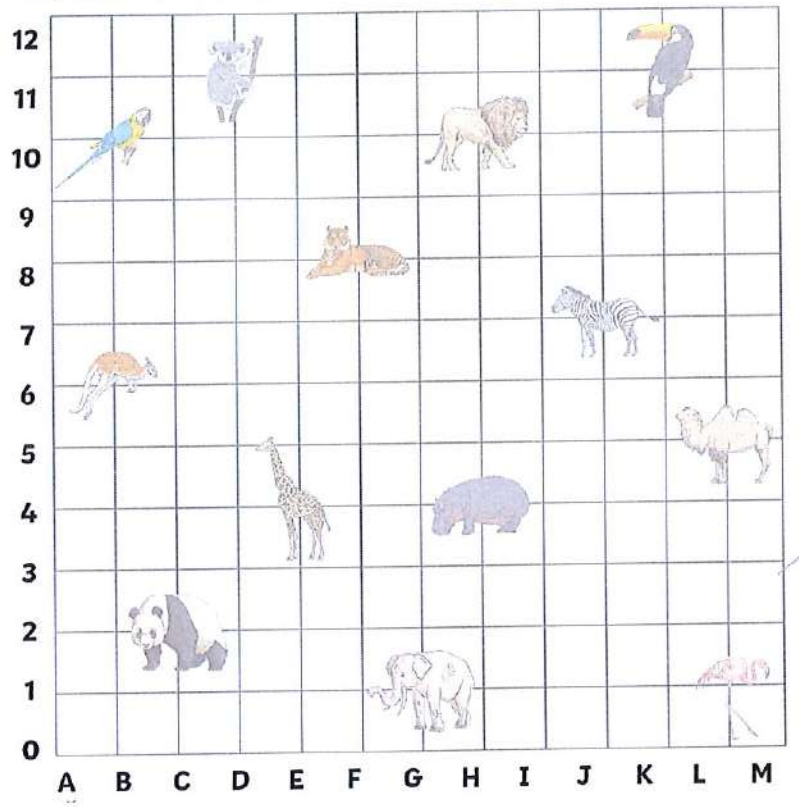
What are the coordinates of the purple dot? (___ , ___)

Tuesday, activity 1.

Write down where the animals are in the Zoo.
You are looking at where the lines meet in the middle of the animals!
So, the animal at (H,11) is the lion.

Tuesday, activity 2.

Write down where the animals are in the Zoo.
You are looking at where the lines meet in the middle of the animals!
So, the koala is at coordinates (D,11).



Write the coordinates for the zoo animals:

 = (,)

 = (,)

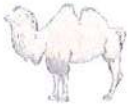
 = (,)

 = (,)

 = (,)

 = (,)

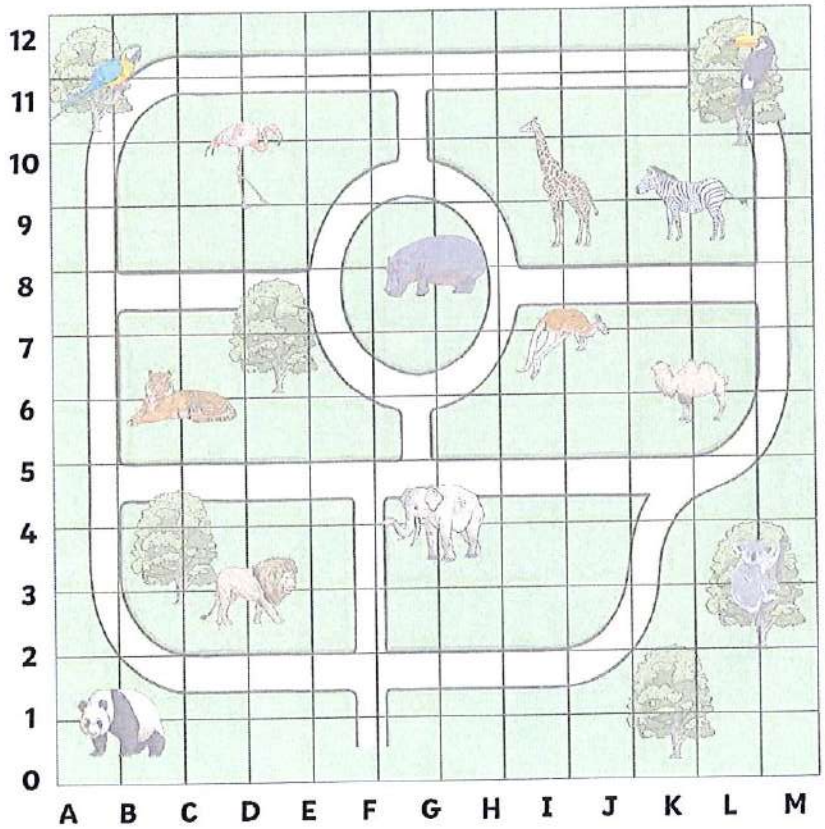
 = (,)

 = (,)

 = (,)

 = (,)

Tuesday, extension.



Which animal is at these coordinates on the zoo map?

(L,11)= _____ (C,6)= _____

(G,8)= _____ (D,10)= _____

(L,3)= _____ (B,1)= _____

Write the coordinates of these animals on the zoo map:

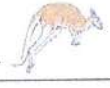
 _____

 _____

 _____

 _____

 _____

 _____

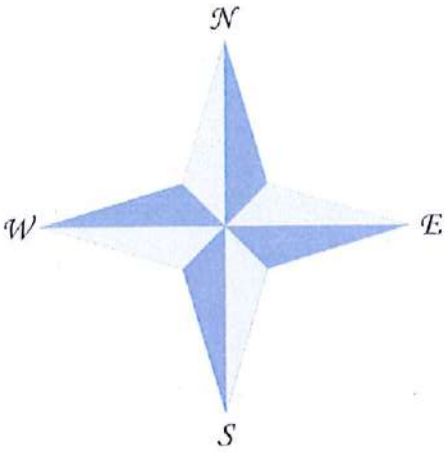
Draw your own zoo animals at these coordinates on the map:

(G,1) **(B,9)** **(H,3)**

(I,3) **(I,6)** **(L,1)**

Wednesday: LO: to learn about compass points and to give directions.

There are four main points on a compass.



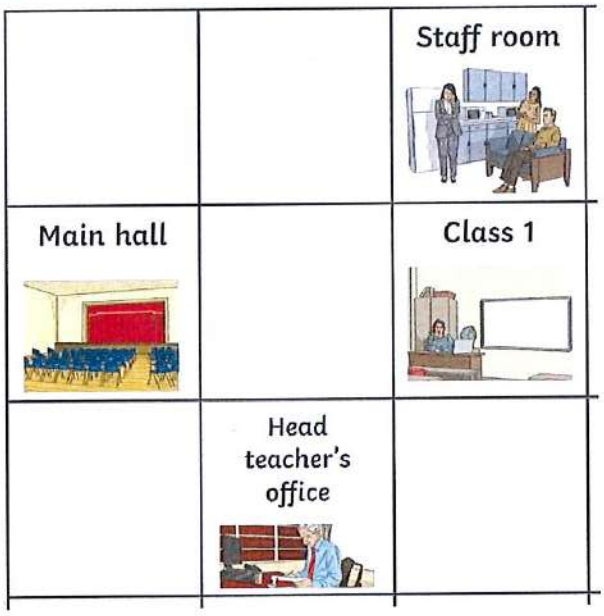
They are:
North
East
South
West

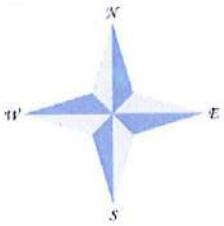
Some people remember them by saying Never Eat Shredded Wheat.

You can use compass points to help give directions.

In the example below we can say that the Main hall is to the west of Class 1.

We could also say that Class 1 is south of the Staff room.



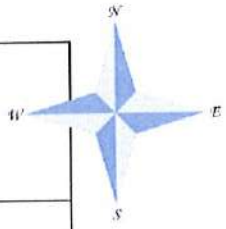


To give directions to someone new to the school to get from the Head Teacher's office to the Staff room we could say:

Start at the Head Teacher's office, go 2 squares north.
Then go one square east to the Staff room.

Wednesday activity.

Use the map of the school and the compass to answer the questions below.

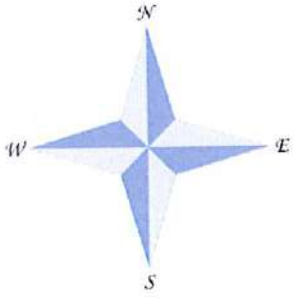


		Staff room 			Dinner hall 	
Main hall 		Class 1 		Bottom playground 		
	Head teacher's office 		Music room 			Library 
Office 		Class 5 		Art room 		
	Field 		Class 3 		Sports hall 	
Class 2 		Printer room 				Class 6 
Top playground 		Deputy head teacher's office 	Start		Class 4 	

1) From the Art room you go _____ squares _____ to get to the Bottom playground.

2) From the Field you go _____ squares _____ to get to the Sports hall.

3) From the Head teacher's office, you go _____ squares _____ to get to the Library, then _____ squares _____ to get to Class 6.



4) From the start go north 2 squares to _____
Then go east 2 squares to _____
Now go south 2 squares to _____
Next head five squares west to _____
Finally head north 5 squares to _____

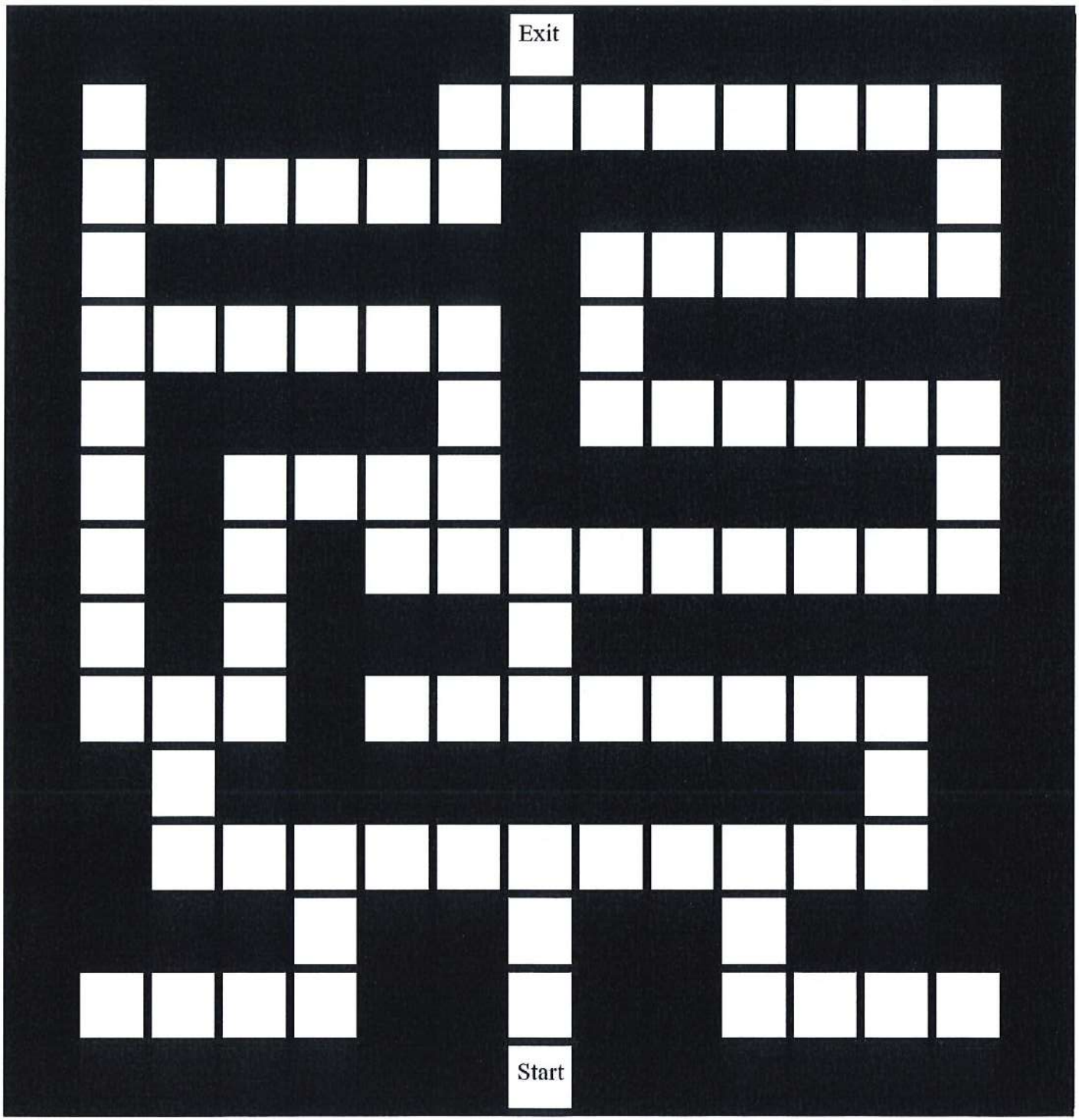
5) A new child is joining Class 4. Plan a journey through the school. Start at start and visit the Top playground, the Dinner hall, and the Library before finishing in Class 4.

Wednesday extension.

Here is a maze.

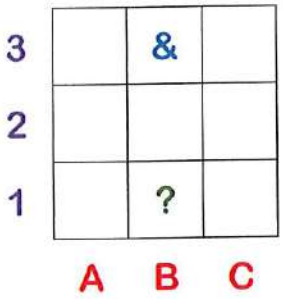
Plan a route through the maze to get from the Start to the Exit.

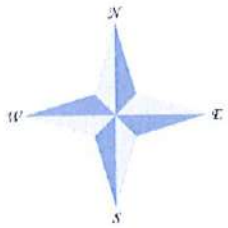
Here is your first direction:
From Start head 3 squares north.



Thursday: LO: putting coordinates and compass points together.

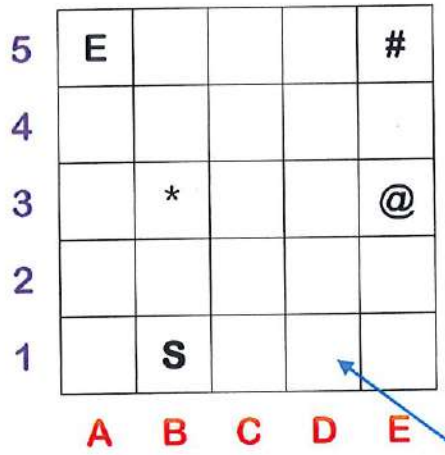
Coordinates and compass points often go together.





In the example above the & is at coordinates (B,3) and the ? is at coordinates (B,1).

I could use the compass to say that the & is two squares North of the ?.



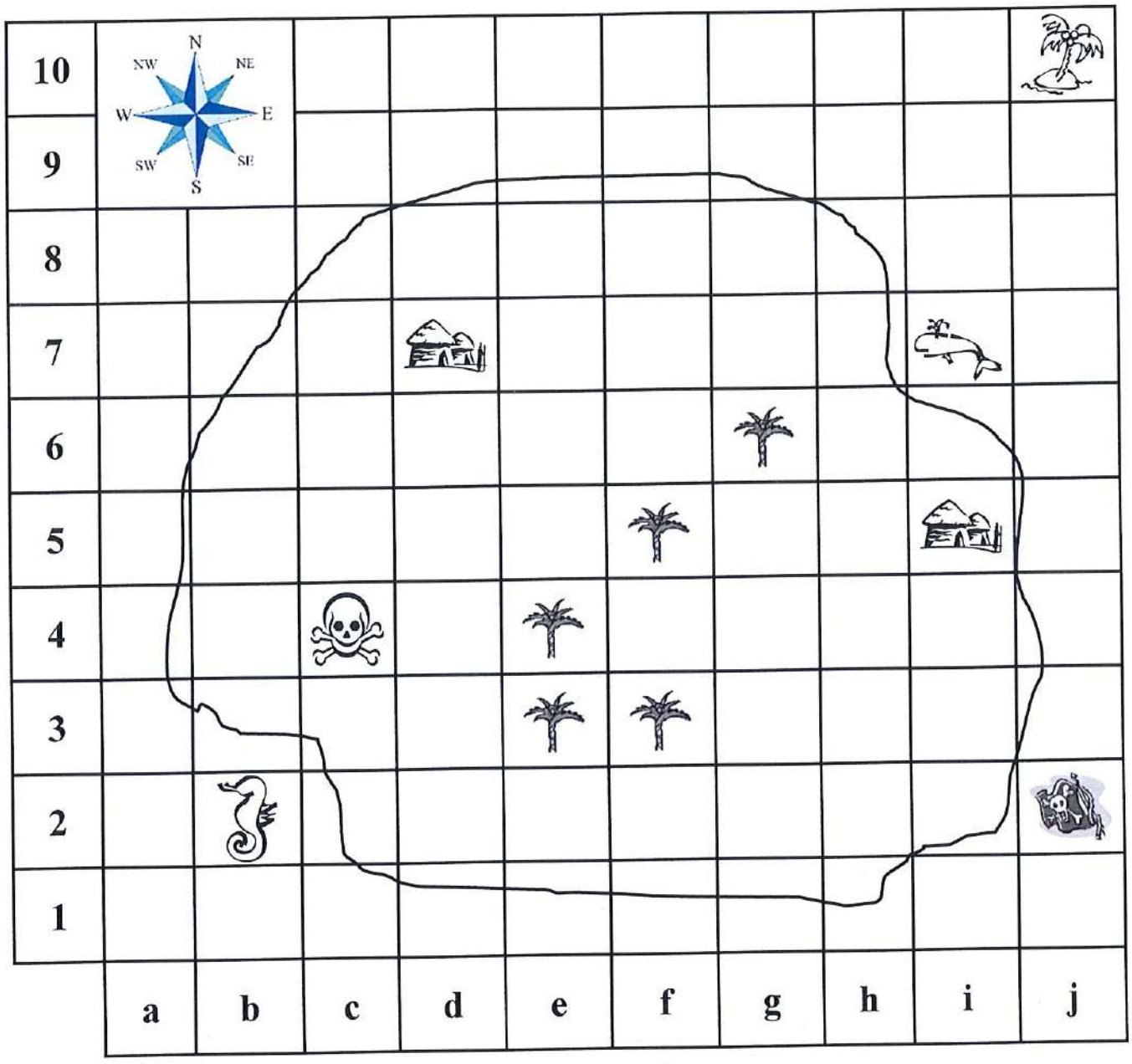
In the example above the * is 3 squares west of the @.
The # is 4 squares east of E.

If I wanted to draw a £ two squares east of S, I would draw it in (D,1)

A good example of where coordinates and compass points come together is on a map.

On a map you use coordinates to find out where places are, and you use compass directions to tell people how to get from one place to another.

Thursday, Activity – Pirate Island map:



Symbol	Place	coordinates
	Skull Mountain	
	Whale Cove	
	Palm Tree Island	
	Native village	
	Seahorse Bay	

Symbol	place	coordinates
	Pirate Bay	
	Jungle	
	Quicksand	(f,8)
	Pirate's Ghost	(d,3)
	Lion's Den	(h,4)

1) Add the coordinates to the key for the seven symbols on the map.

There are five squares with jungle, so there will be five sets of coordinates for jungle in the key!

There are also two native villages!

2) Draw your own symbols in the key for the Quicksand, the Pirate's Ghost and Lion's Den. Then add them to the map.

3) Follow these directions to find the Pirate's treasure. When you find it draw a large **X** on the map.

To find the Pirate's treasure:

Start on Skull Mountain. Coordinates (c , 8)

Go south 1 square. Coordinates (__ , __)

Go east 3 squares. Coordinates (__ , __)

Go north 5 squares. Coordinates (__ , __)

Go west 2 squares. Coordinates (__ , __)

Go south 2 squares. Coordinates (__ , __)

You've found the treasure! Mark the square with an **X**. Well done! 😊

Thursday, extension:

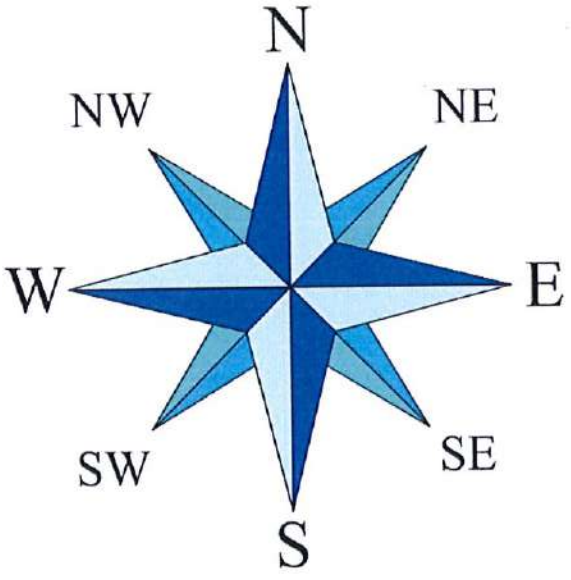
The compass on the left has 4 extra points.

If we look at NW – that stands for north west, when you go north west you are travelling north and west at the same time.

What do you think NE,SE and SW stand for?

Write some directions using these new compass points for the pirate map.

Example:
From Seahorse Bay (b,2) head one square north, then 1 square north east to get to Skull Mountain (c,4)



Friday, LO: to draw your own Pirate Island map.

Use the blank map grid and key to create your own Pirate Island map.

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
	a	b	c	d	e	f	g	h	i	j

Key:

Symbol	Name of place	coordinates

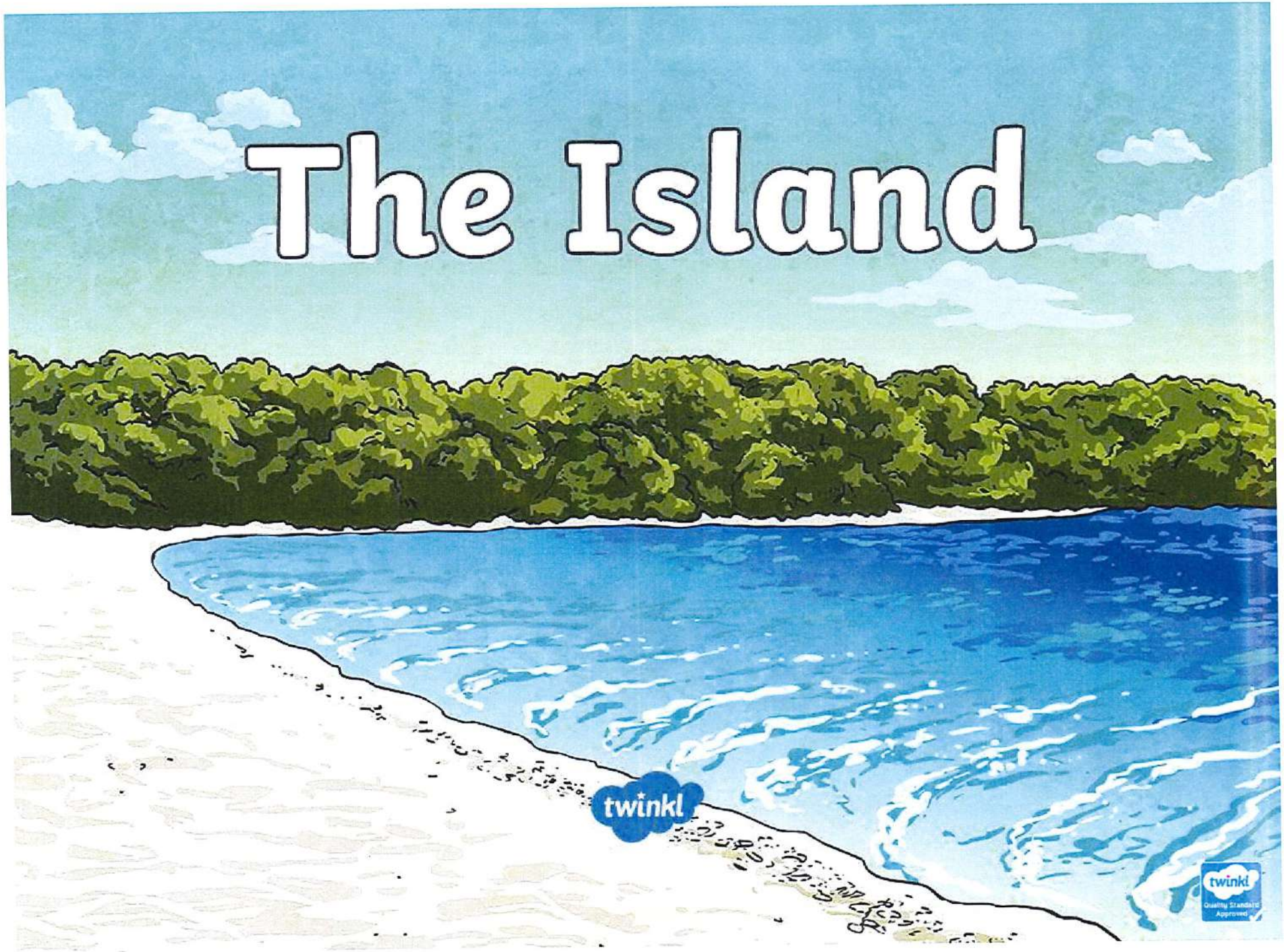
Symbol	Name of place	coordinates

Friday, extension.

1) Give directions from one place on your map to get to another place.

2) Like you did for the school tour earlier in the week for the new child, why not give a visitor to your island a tour of some of the sights by planning a journey around your island – giving compass directions and coordinates.

3) Plot your own route to find treasure on your map like the route you followed in Thursday's activity.


The Island
twinkl
twinkl
Quality Standard
Approved

Learning Objective

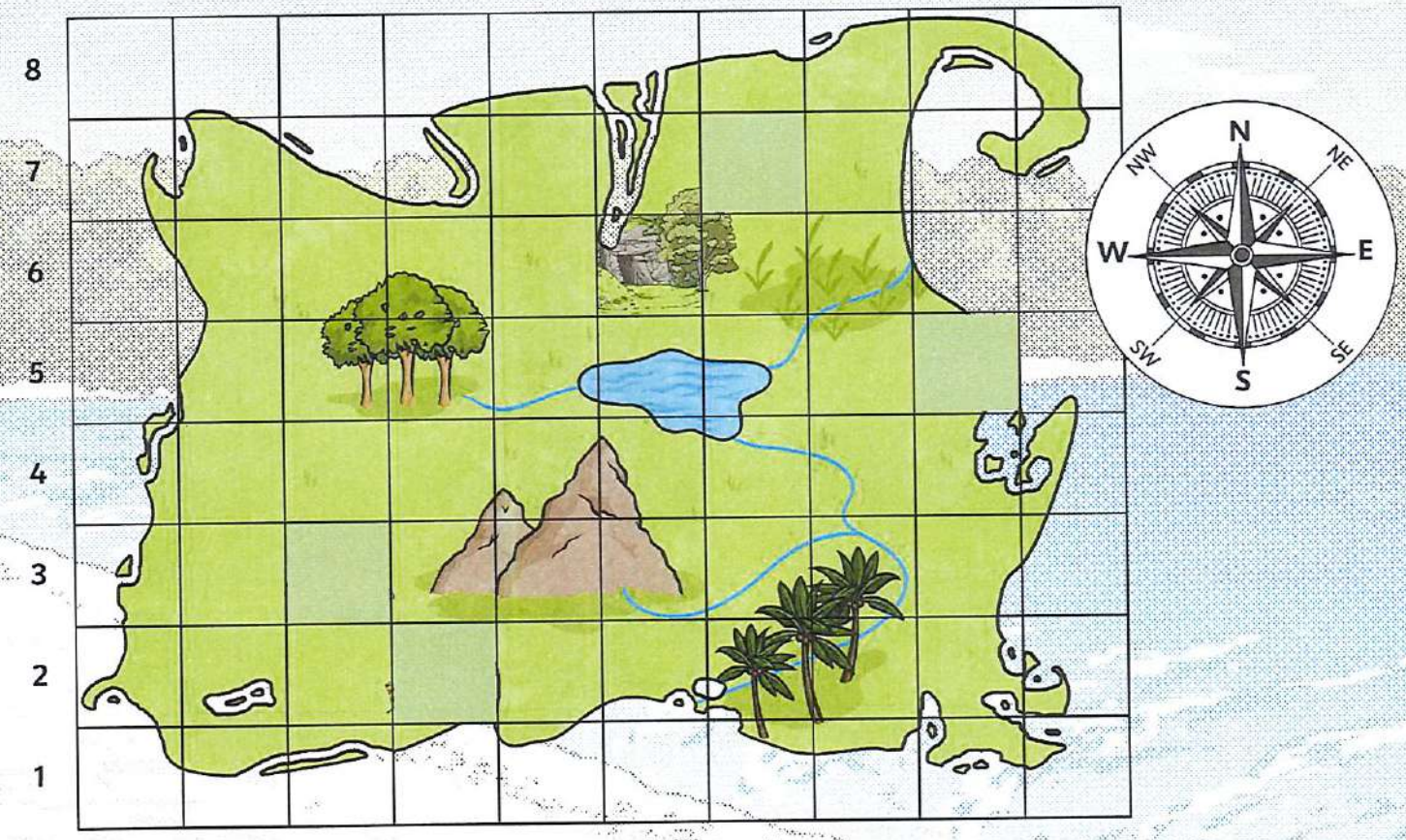
- To learn how to use grid references to find locations on a map.

Success Criteria

- I can use grid references to find places on a map.

Using a Grid Map

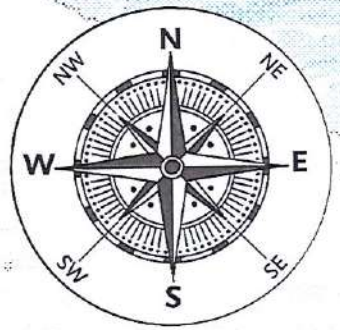
Some maps use grid references to give locations.
The caves are at the grid reference F,6. F is the column and 6 is the row.

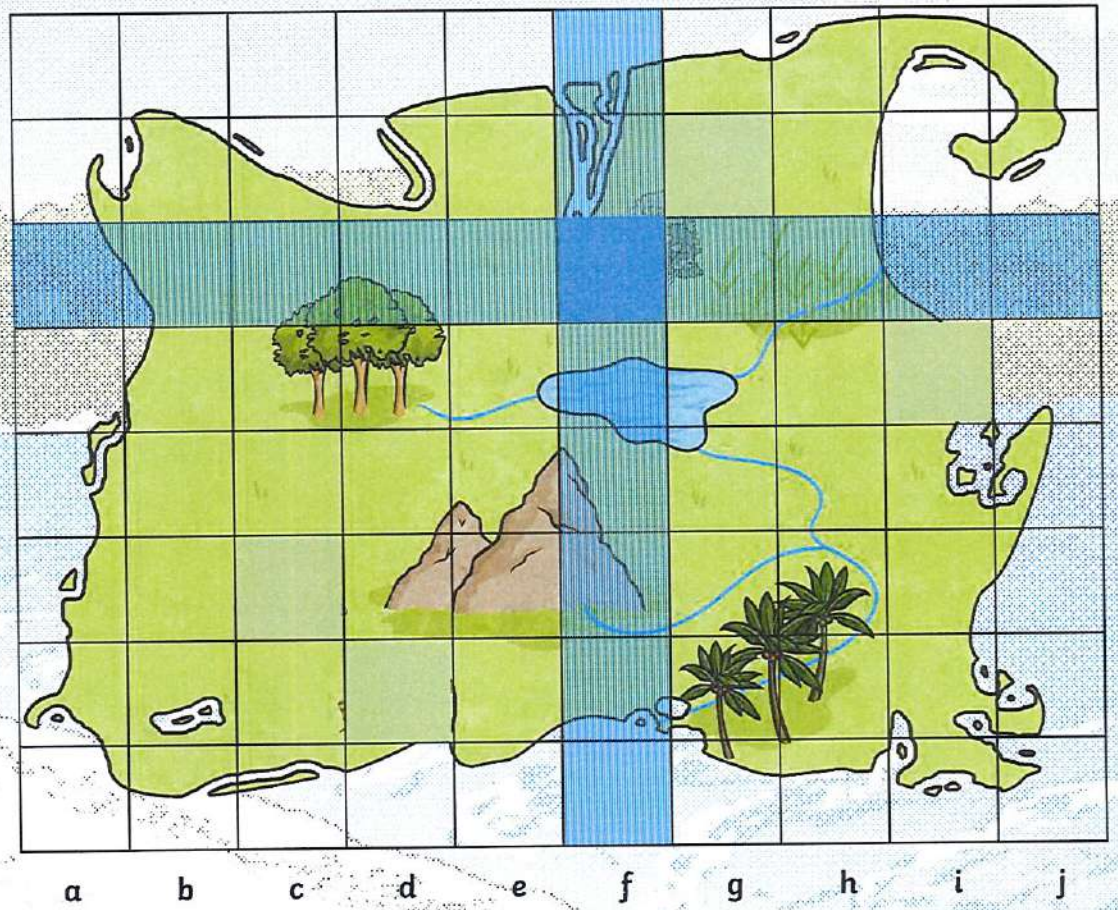


Using a Grid Map

To find the grid reference for the caves click the letter F, then click the number 6.

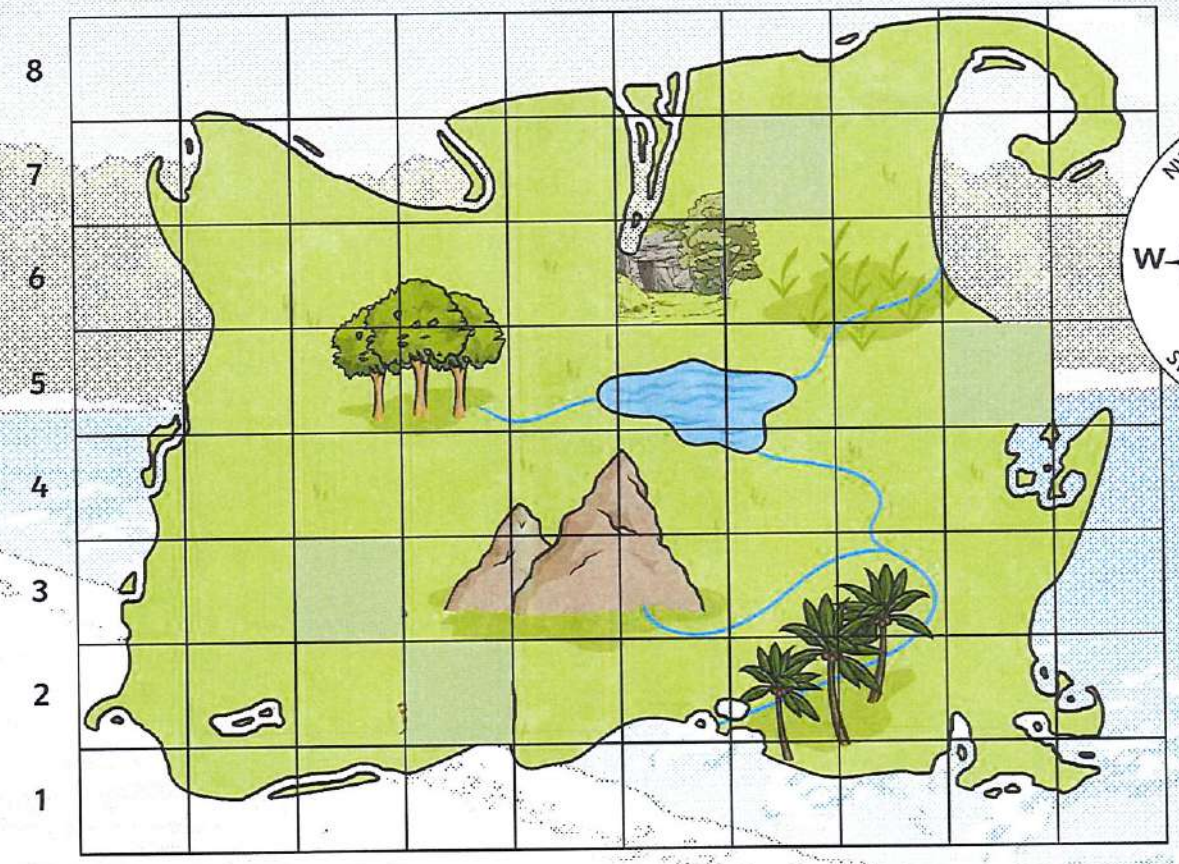
You will find the caves where the column and the row cross, giving the grid reference F,6

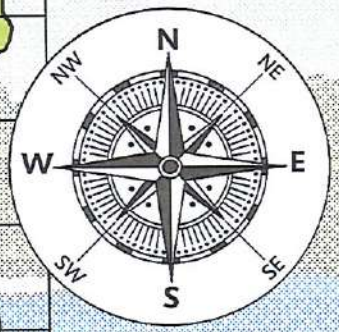




Using a Grid Map

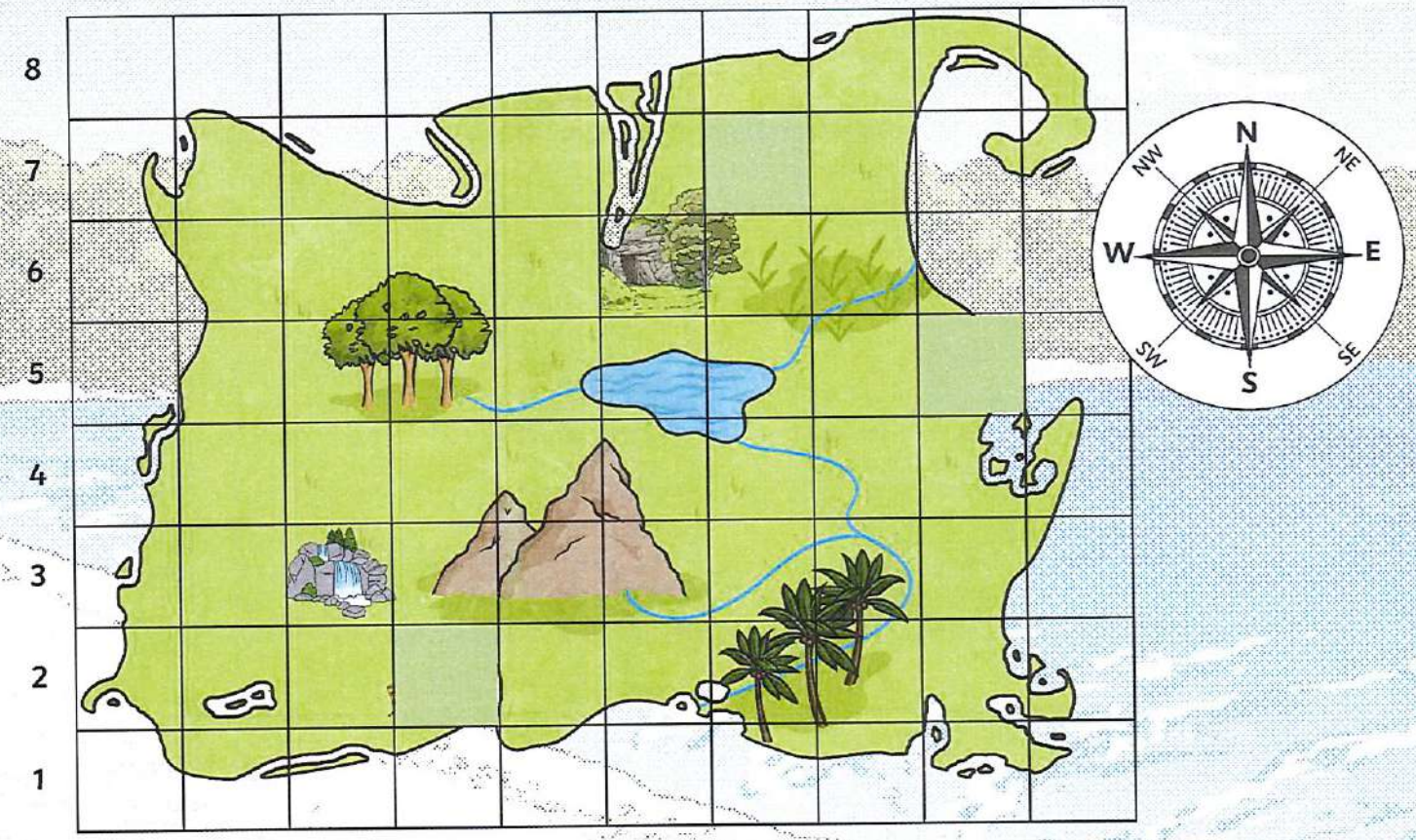
Let's find some other places on our island map.
Find the waterfall at C,3. click on C,3 and the waterfall will appear.





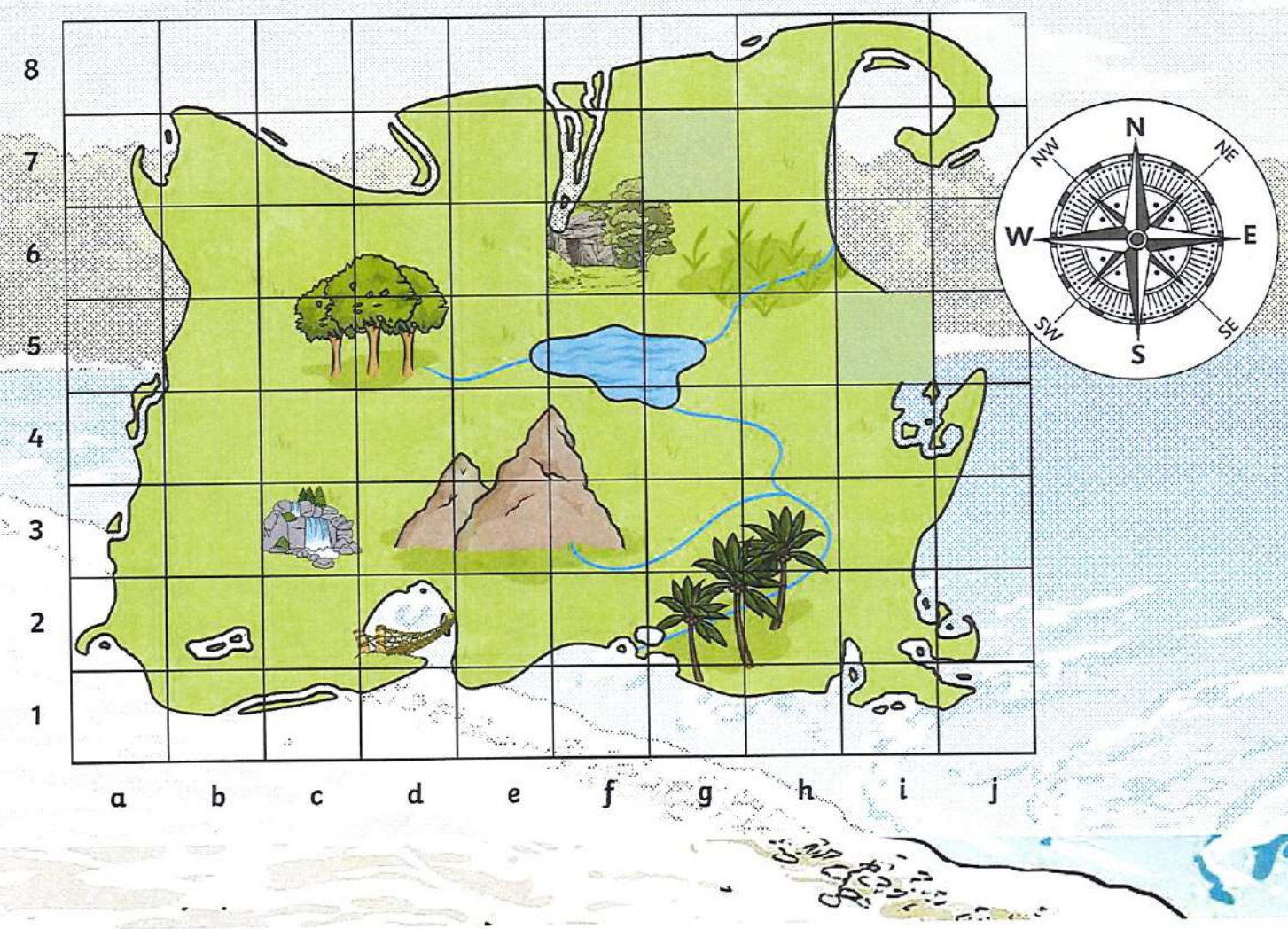
Using a Grid Map

Let's find some other places on our island map.
Find the bridge crossing at D,2. Click on D,2 and the bridge will appear.



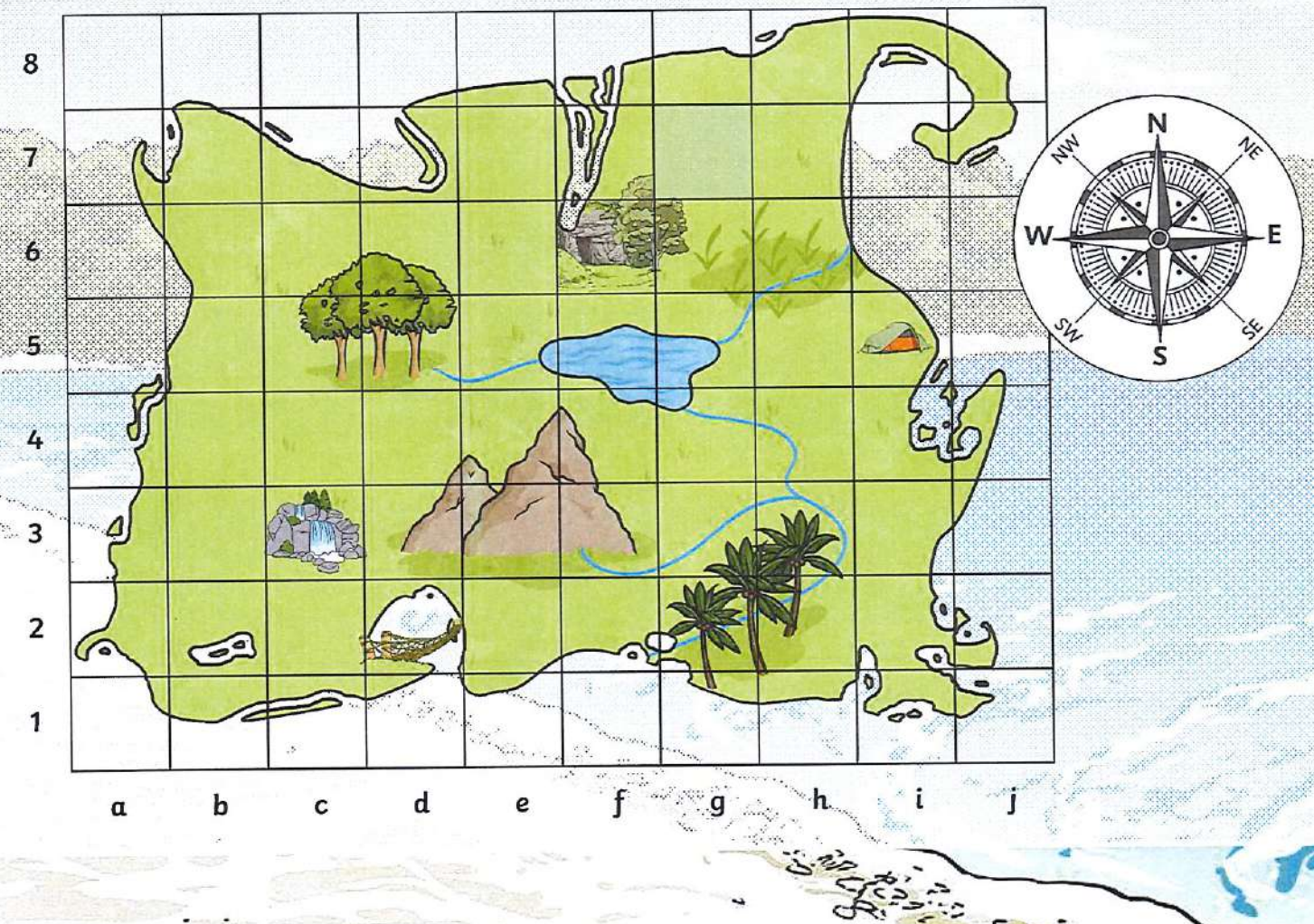
Using a Grid Map

Let's find some other places on our island map.
The camp site is at I,5. Click I,5 and find the camp site.



Using a Grid Map

Let's find some other places on our island map.
There is a bird sanctuary located at G,7. Click G,7 and see!

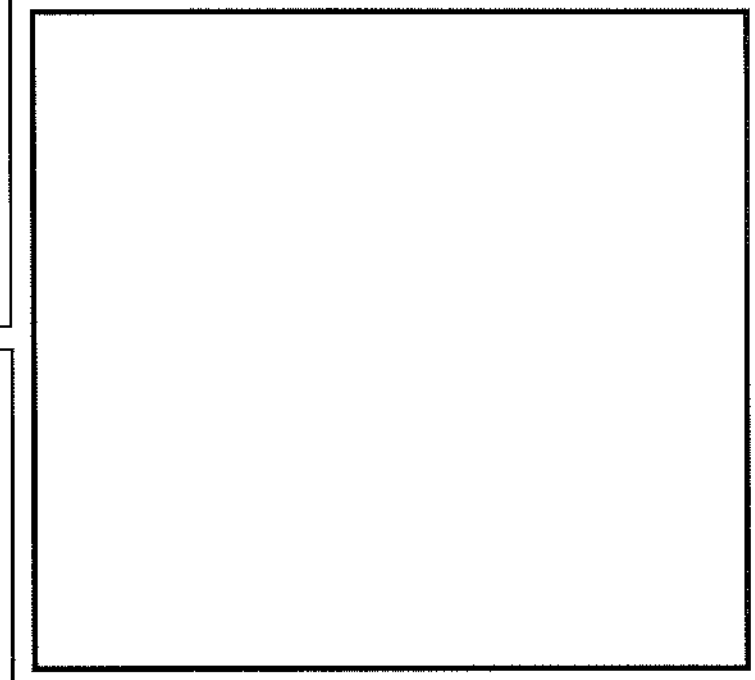



twinkl
twinkl
Quality Standard
Approved

Character Profile

My character looks like...

My character's actions are...



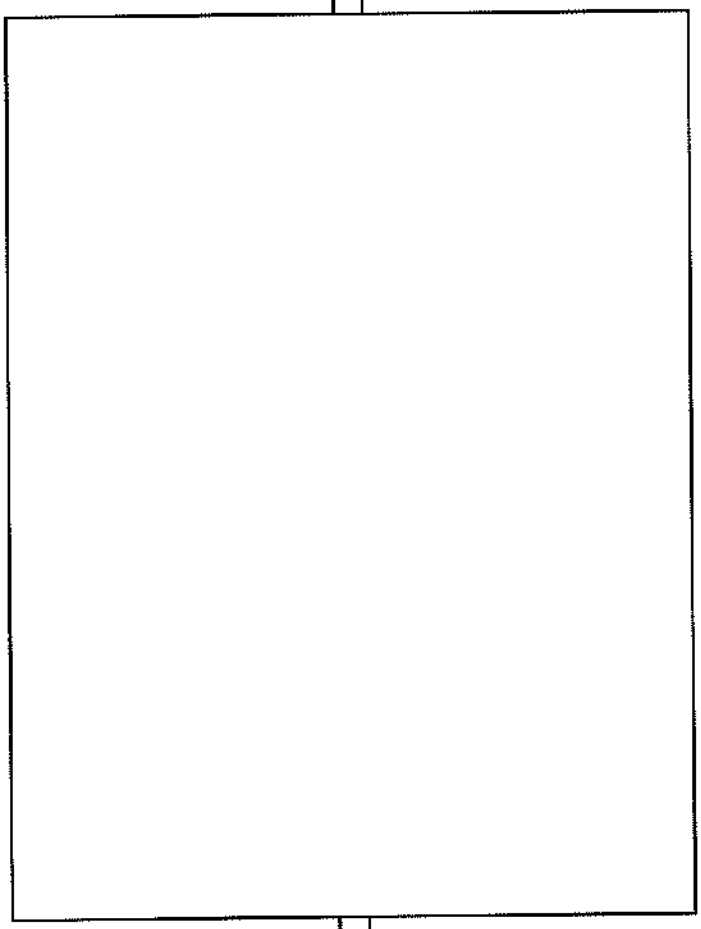
My character's personality is...

My character changes because...

Character Description

External Features
What do you see on the outside?

Internal Features
What are their thoughts and feelings?



List three synonyms for 'said' to show how the character talks:

List three ambitious adjectives to describe the character:

Character Description

Character's Name:

Character's Name:

What do they look like?

Circle the **three** best words to describe the character's personality:

calm	aggressive	daunting	idiotic
wicked	polite	sinister	irresponsible
friendly	ambitious	fiery	cheery
shy	deceptive	anxious	calamitous
grateful	modest	self-assured	awkward
reckless	serious	gentle	honest
thoughtful	lively	lazy	despondent

Describe how these personality traits affect their actions:

WOW write week – week beginning 29/06/20

This half term's WOW write is going to be based on the endangered animal you researched for your Learning Futures campaign.

What we'd like you to do is write an adventure story where the main character is your endangered animal.

You have already written part of an adventure story this term in week 4.

If you read 'I Wish I Was a Fish', you thought of a different animal which Mia could wish to be and have an adventure as that animal.

If you read 'Roman Rescue', you carried the story on from when Charlie Hacker found himself as the centre of attention for a group of unfriendly looking Roman Soldiers.

This time you will be writing the whole story.

For your WOW write you will:

- Give your endangered animal's character a name.
- Develop a character profile for your character.
- Think of some friends, and maybe an enemy, your character could have.
- Plan the adventure your character goes on.
- Draft and write your adventure story.
- Try to include some of the sentence features you have learned about this term in your writing.

Monday – LO: to name and plan your character's profile.

You have spent a long time researching your endangered animal, finding out where it lives (habitat), it's food web (what it eats and what eats it) and lots of other things about it too.

Monday, activity 1 – name your character.

The first important thing to do is to give your character a name!

Either write a few down, or talk some ideas through with an adult, or older brother or sister. Once you're happy with one jot it down in your green book so you don't forget it!

You will also need to decide if your character is a boy or girl!

Monday, activity 2 – character profile.

Now you need to think about your characters personality.

You know what your character looks like because you have seen lots of photos and drawings of it over the last couple of weeks.
However, if you remember, personality is what the character is like inside, whether they are kind, mean, lazy, active, greedy, thoughtful etc etc are all parts of the personality.

There are many ways to get this down on paper.

One way is to draw a small picture of your character in your green book and produce a mind map around it.

We have also included three character description templates for you to look at and adapt. You don't need to print them out, you can just look at them for ideas and copy the sections into your book – see **Character Description – Options 1-3.pdf** in the **Literacy** sub-folder.

Tuesday - LO: to think about your characters friends and enemies!

Tuesday, activity 1 – to think of your character's friends.

Your animal is going to have an adventure, so it would be nice for him/her to have some friends to share the adventure with. Mia had Poppa Joe and Charlie had his older sister Tilda.

Your characters friends could be other animals of its kind, or animals that would live in the same biome/habitat as it does. Think right back to the Tinga Tinga Tales we look at in Autumn term and all the different animals in those.

Don't have too many friends! They will become hard to include your story, and remember, one or two really good friends are better than lot's of ok friends 😊.

One way to think about your character's friends is to draw little pictures of them, and write things around them, like you did for your character's personality.

How you get information about your character's friends down is up to you.

Tuesday, activity 2 – your character's enemy!

Your character might need to have an enemy to make the story exciting! Tidla and Charlie had the Roman Soldiers.

The enemy could be an animal that would eat your character – think of your food web, or it could be the same type of animal as your character, just a baddy!

Again, how you get information about your character's friends down is up to you, a picture and some notes would be a good idea.

Wednesday - LO: to plan your adventure story.

Wednesday, activity.

We have looked at many ways to plan a story in Year 3, here are just three of the ways:

- **Story mountains**
- **Introduction, development, climax and resolution***
- **Story boards.**

*Introduction – set the scene and meet the characters.
Development – the character(s) start their adventure.
Climax – things begin to go wrong, and your characters have problems to solve.
Resolution – the problems get solved and we find out what happens to the baddy.

Today spend time planning your story, the more time you spend planning the better your story will be and you won't have to spend ages worrying about what's going to happen when you start writing your story later in the week!

An adventure story set in a rainforest will be a lot different to one set on a coral reef, or in the Australian Outback.

You also need to think of a title for your story.

The title might come to you straight away, or you might think of it as you are writing the story.

If you can't think of one straight away it doesn't matter, leave a gap and write it in when you think of one you like 😊.

Thursday LO: to begin to write your WOW Write adventure story.

Hopefully, you have spent a lot of time this week thinking about your characters and planning your story.

Today you are going to start writing it.

Before you start though here are some of the things we have learnt this term which you might like to include:

- Direct speech and speech marks – "look out!" Shouted the man.
- Adverbial phrases and fronted adverbials – in the morning, Ben went to School.
- Onomatopoeia – smash, crack, bang!
- Similes – my new torch is as bright as the Sun.
- Compound words – playground, ice-cream, sun hat.
- Pronouns – hers, his, you, me, I, us, them.
- Adjectives – words to add description to nouns.

When you are writing your adventure story, we would also like you to think about:

- Handwriting ~ you will not get your handwriting pen in Year 4 until your handwriting is neat and joined.
- Spellings ~ if you are not sure about a word, look it up or ask. Also make sure that if you are using a word more than once in your work you spell it the same all the way through.

As always, when you are writing, take breaks and re-read what you have written to make sure it makes sense.

Leave spaces for pictures to be drawn to illustrate your story – it's better to draw the pictures later because if you stop writing to draw a picture, you tend to lose the flow of your ideas.

Friday, LO: to finish your WOW Write adventure story.

Spend time before you start reading what you wrote yesterday, there might be things you need to change, or bits you don't like and have had better ideas.

Have you included powerful verbs, interesting adjectives, better words than said?

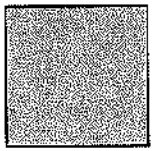
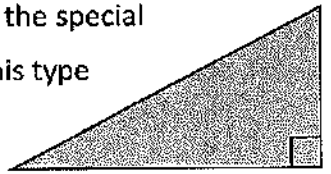
Draw your pictures and colour them in.

Get an adult to take photos and email them in so we can share your story with your friends.

Maths Key Skills

Stage 4: Skill Check 11

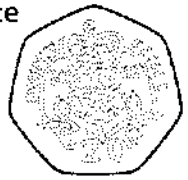
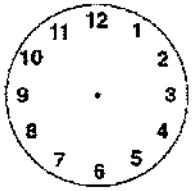
Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 18 27 ☐ 45 54	4:1	11. 36 ÷ 6 =	4:9	21. A plant is 73cm tall. How many more centimetres does it have to grow before it is 1 metre tall?	4:19
2. What is the missing number? 49 56 63 70 ☐	4:1	12. Two factors of 48 add up to 16. What are they?	4:10		
3. What is 1,000 **more** than 1?	4:2	13. 257 x 9 =	4:11	22. Calculate the perimeter of a square that has a side length of 4.5cm.  4.5cm	4:20
4. Round this number to the nearest 10: 7,548	4:2	14. In a class of 25 there are 3 girls for every 2 boys. How many are boys?	4:12		
5. What is 5 – 11?	4:3	15. $\frac{1}{3} = \frac{5}{?}$ 	4:13	23. Here are the heights of three brothers. Who is tallest? Dave 1.3m Andy 145cm Phillip 1.25m	4:21
6. What is the value of the **6** in this number? 6,283	4:4	16. What is the missing number? 5.07 5.08 5.09 ☐	4:14		
7. Write the number 45 in Roman numerals.	4:5	17. $\frac{9}{8} + \frac{2}{8}$	4:15	24. How would 11:08pm be shown on a 24 hour digital clock? 	4:22
8. 2,859 - 1,364 =	4:6	18. Write 0.1 as a fraction.	4:16		
9. Write the sum to check 252 + 125 = 377: 377 - ☐ = ☐	4:7	19. 9 ÷ 100 =	4:17	25. What is the special name for this type of triangle? 	4:23
10. I have £5. I spend £2.65 then 97p. How much do I have left?	4:8	20. Round 5.4 to the nearest whole number.	4:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

Stage 2: Skill Check 11

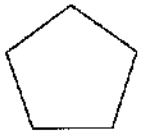
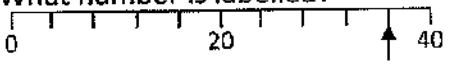
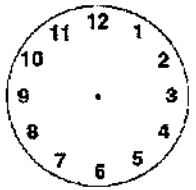
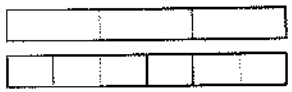
Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 0 2 4 6 8 ☐ 12	2:1	11. 60 ÷ 5 =	2:11	21. **Estimate** the capacity of a glass. Write a, b or c. **a.** about 3 litres **b.** about 30 millilitres **c.** about 300 millilitres 	2:17
2. What is the **value** of the **7** in this number? 73	2:2	12. Which are the odd numbers? 7 14 21 28	2:11		
3. What number is labelled? 	2:3	13. What symbol is missing? 3 ☐ 9 = 27	2:12	22. How many two pence (2p) coins are the same value as a twenty pence (20p) coin? 	2:19
4. Which numbers are **< 12**? 12 10 5 15	2:4	14. What symbol is missing? 21 ÷ 7 ☐ 3	2:12		
5. Write this number in numerals. forty one	2:5	15. Is this true? Write 'yes' or 'no'. 30 ÷ 10 = 10 ÷ 30	2:13	23. Katie has sixty pence (60p). She spends forty-five pence (45p). How much money does she have left?	2:20
6. There are 30 children in a class. 16 are girls. How many are boys?	2:6	16. 3 children share 18 sweets. How many sweets does each child get?	2:14		
7. 20 - 15 =	2:7	17. 8 teams enter a 5-a-side contest. How many players are in the contest?	2:14	24. Which is longest? Write a, b, or c. **a.** half an hour **b.** 40 minutes **c.** three quarters of an hour	2:21
8. 82 - 10 =	2:8	18. Write the fraction **one third** in numerals.	2:15		
9. Is this true? Write 'yes' or 'no'. 25 + 16 = 16 + 25	2:9	19. **One quarter** of a cake is eaten. How many quarters are left?	2:15	25. Draw the hands to show Ten minutes to six. 	2:22
10. Use 14 + 58 = 72 to help find: 72 - 58 = ☐	2:10	20. What is $\frac{1}{2}$ of 28 ?	2:16		
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 11

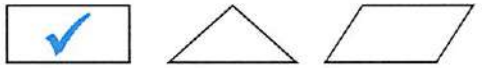
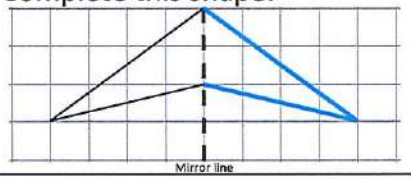
Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Problem Solving	
1. What is the missing number? 0 4 ☐ 12 16	3:1	11. 48 ÷ 4 =	3:10	21. How long is this toy brick to the nearest millimetre? 	3:19
2. What is the **9** worth in this number? 592	3:2	12. 9 x 8 =	3:10		
3. Write this number in numerals. seven hundred and nine	3:3	13. Use 7 x 4 = 28 to solve: 21 x 4 =	3:11	22. The sides of a regular pentagon are 3cm. What is the perimeter of the pentagon? 	3:20
4. What number is labelled? 	3:4	14. What is the missing number? 6 x ☐ = 45 ÷ 21	3:12		
5. Make the largest number possible using the digits 5 7 6.	3:5	15. What is the missing number? 1.2 1.1 1.0 ☐ 0.8	3:13	23. I had 3. I bought a comic and got 1 and 60p change. How much did the comic cost? Give answer in and p. 	3:21
6. 247 + 10 =	3:6	16. Circle $\frac{7}{10}$ of the marbles. 	3:14		
7. 382 - 149 =	3:7	17. What is $\frac{3}{4}$ of 16?	3:15	24. Draw the hands to show twenty minutes to eleven. 	3:22
8. Circle the best **estimate** to 39 + 78: 100 110 120 130	3:8	18. $\frac{4}{6} = \frac{?}{3}$ 	3:16		
9. One orange costs thirteen pence. How much will four oranges cost?	3:9	19. Add the fractions. $\frac{5}{7} + \frac{1}{7}$	3:17	25. How many seconds are in one minute?	3:24
10. What is the missing number? ☐ - 14 = 22	3:9	20. Write the largest fraction. $\frac{1}{6}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{8}$	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 **Answers**

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

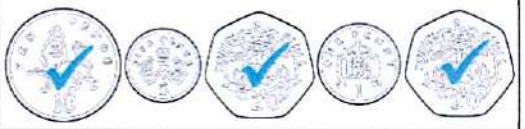
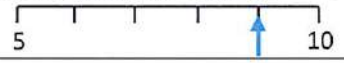
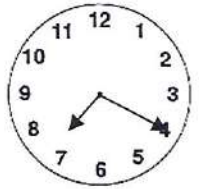
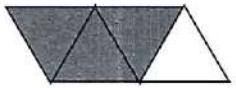
A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 1,000 2,000 3,000 ☐ 5,000	4:1 **4,000**	11. 12 x 6 =	4:9 **72**	21. How many centimetres are there in 4.25 metres?	4:19 **425**
2. What is the missing number? 200 ☐ 250 275 300	4:1 **225**	12. Complete the sum that is equal to 2 x 3 x 12: 12 x ☐	4:10 **6**		
3. Round this number to the nearest 1,000: 5,731	4:2 **6,000**	13. 429 x 3 =	4:11 **1,287**	22. Tick (✓) the shape that has **more than** one line of symmetry. 	4:25 **Recta-ngle**
4. What is 1,000 **more** than 2,960?	4:2 **3,960**	14. To work out 62 x 7 you could do: 60 x ☐ + ☐ x 7	4:12 **7, 2**		
5. If the temperature starts at 4°C, then drops by 12°C, what is it now?	4:3 **-8°C**	15. $\frac{?}{40} = \frac{5}{8}$	4:13 **25**	23. Complete this shape: 	4:26 **Shape drawn**
6. What is the value of the **9** in this number? 3,296	4:4 **90**	16. What is the missing number? 4.00 4.01 4.02 4.03 ☐	4:14 **4.04**		
7. Write the number 38 in Roman numerals.	4:5 **XXXVIII**	17. $\frac{8}{11} + \frac{5}{11}$	4:15 **$\frac{13}{11}$**	24. This table shows how teachers and students own different pets: How many students have cats?	4:29 **23**
8. 3,629 + 5,318 =	4:6 **8,947**	18. Write 0.75 as a fraction.	4:16 **$\frac{3}{4}$**		
9. **Estimate** the answer to: 15,982 – 8,025	4:7 **8,000**	19. 123 ÷ 100 =	4:17 **1.23**		
10. From 750 tickets, pupils buy 205 & parents buy 478. How many are left?	4:8 **67**	20. Using 20 Rob buys a top for 8.90 and a scarf for 5.50. How much left?	4:18 **£5.60**	25. Which pet is the most popular?	4:30 **Cat**
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 2: Skill Check 10 **Answers**

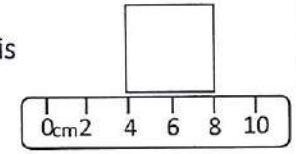
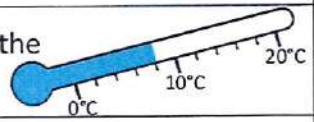
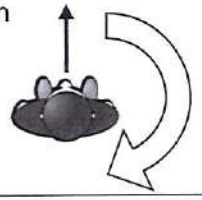
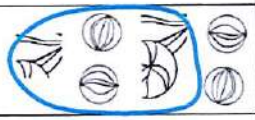
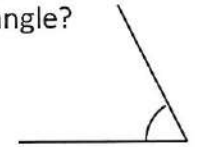
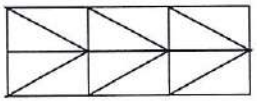
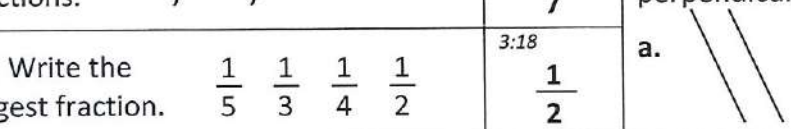
Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 64 54 44 34 24 ☐	*2:1* **14**	11. 100 ÷ 10 =	*2:11* **10**	21. Tim has fifty pence (50p). Tick the coins that have the same value. 	*2:19* **10p + 20p + 20p**
2. What is the **value** of the **9** in this number? 89	*2:2* **9 units**	12. Which are the even numbers? 7 14 21 28	*2:11* **14, 28**		
3. Draw an arrow to label 9. 	*2:3* **Arrow**	13. What symbol is missing? 36 = 4 ☐ 9	*2:12* **x**	22. Sam has ninety pence (90p). He buys a can of pop for fifty pence (50p). How much change does Sam get? 	*2:20* **40p**
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* **72**	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* **Twenty past seven**
6. There are 34 people on a train. 22 get off. How many people now?	*2:6* **12**	16. 7 boys share 21 chocolates. How many chocolates does each boy get?	*2:14* **3**		
7. 20 - ☐ = 8	*2:7* **12**	17. 3 bags each contain 8 apples. How many apples are there in total?	*2:14* **24**	24. 8 pupils were asked if they liked certain snacks: Key: ✓ = Yes, ✗ = No crisps ✓ ✓ ✗ ✓ ✓ ✗ ✓ ✓ nuts ✓ ✗ ✗ ✓ ✓ ✗ ✓ ✗ popcorn ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Which snack was **most popular**?	*2:29* **Popcorn**
8. 48 - 10 =	*2:8* **38**	18. What fraction is shaded? 	*2:15* **3/4**		
9. Is this true? Write 'yes' or 'no'. 52 + 9 = 9 + 52	*2:9* **Yes**	19. How many **halves** are in 1 whole?	*2:15* **2**		
10. Use 61 = 29 + 32 to help find: 61 - 29 = ☐	*2:10* **32**	20. Complete the **equivalent** fractions. 2/4 = 1/☐	*2:16* **2**	25. How many **more** pupils liked crisps than liked nuts?	*2:30* 2
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 10 **Answers**

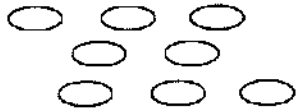
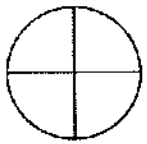
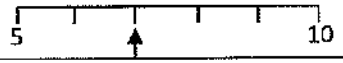
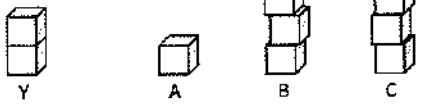
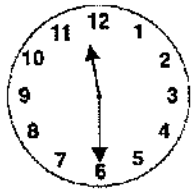
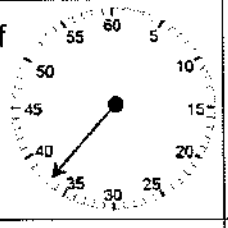
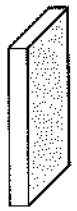
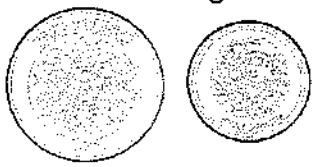
Name: _____ **Date:** _____ **Class/Group:** _____

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 **96**	11. 64 ÷ 8 =	3:10 **8**	23. How many grams are there in 2 and a half kilograms?	3:19 **2500**
2. What is the **6** worth in this number? 962	3:2 **60 (tens)**	12. 6 x 4 =	3:10 **24**		
3. Write < or > to make this correct: 245 ☐ 254	3:3 **<**	13. 32 x 2 =	3:11 **64**	22. What is the perimeter of this square? 	3:20 **16cm**
4. Show 8°C on the thermometer. 	3:4 **Line or arrow**	14. There are 3 girls for every 2 boys. If there are 10 boys, how many girls?	3:12 **15**		
5. Make the largest number possible using the digits **6** **3** and **8**.	3:5 **863**	15. What is one tenth of 12?	3:13 **1.2**	23. Ian turns through half a turn. How many degrees has he turned through? 	3:26 **180**
6. 299 + 1 =	3:6 **300**	16. Circle $\frac{5}{7}$ of the marbles. 	3:14 **5**		
7. 389 - 237 =	3:7 **152**	17. What is $\frac{2}{5}$ of 25?	3:15 **10**	24. Is this angle bigger or smaller than a right angle? 	3:27 **Smaller**
8. Circle the best **estimate** to 119 - 58: (60) 70 80 90	3:8 **60**	18. $\frac{4}{12} = \frac{?}{3}$ 	3:16 **1**		
9. A school has 700 tickets to sell for a play. They sell 537. How many left?	3:9 **163**	19. Add the fractions. $\frac{2}{7} + \frac{4}{7}$	3:17 $\frac{6}{7}$	25. Which pair of lines are perpendicular? **a.**  **b.**	3:28 **b**
10. What is the missing number? 33 + ☐ - 24 = 27	3:9 **18**	20. Write the largest fraction. $\frac{1}{5}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{2}$	3:18 $\frac{1}{2}$		
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 11

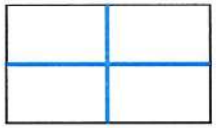
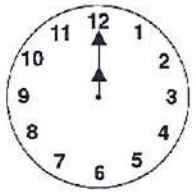
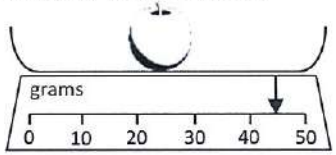
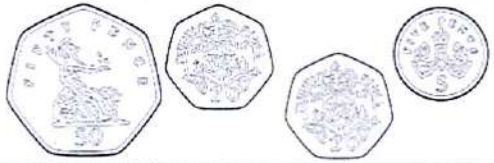
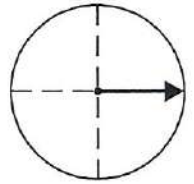
Name: _____ **Date:** _____ **Class/Group:** _____

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1. What is the missing number? 72 73 74 ☐ 76	1:1	11. Colour in ½ of the counters. 	1:11	16. If tomorrow is Monday, then Sunday... a. was yesterday b. is today c. is tomorrow.	1:16
2. What is the missing number? 2 4 6 8 ☐	1:2				
3. What number is one **more** than 38?	1:3	12. Colour in ¼ of the shape. 	1:12	17. What month comes **before** April? a. February b. May c. March	1:17
4. What number is labelled? 	1:4				
5. Write this number in words: 18	1:5	13. Which tower is **half** the height of tower Y? 	1:13	18. What time does this clock show? 	1:18
6. What symbol is missing? 7 ☐ 4 = 11	1:6				
7. What is the missing number? 15 + ☐ = 20	1:7	14. A boy timed himself running a race. How many seconds did he take to finish? 	1:14	19. What is this shape?  a. cuboid b. pyramid c. sphere	1:19
8. 18 - 9 =	1:8				
9. There are 15 people on a bus. 9 get off. How many people are there now?	1:9	15. How much altogether? 	1:15	20. The teddy bear is: a. on the chair. b. behind the chair. c. next to the chair. 	1:20
10. 12 pens are shared by 4 children. How many pens do they get each?	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 1: Skill Check 10 **Answers**

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* **17**	11. Shade **one half** of this shape. 	*1:11* **3 parts**	16. I go swimming _____ I put on my swimming costume. a. before b. after 	*1:16* **b**
2. What is the missing number? ☐ 10 15 20 25	*1:2* **5**				
3. What number is one **less** than 99?	*1:3* **98**	12. Draw **two lines** to split the shape into quarters. 	*1:12* **2 lines**	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* **c**
4. Pat has 12 sweets. Sam has 15. Who has the **least**?	*1:4* **Pat**				
5. Write this number in words: 20	*1:5* **Twenty**	13. Which is **lightest**?  A B	*1:13* **A**	18. What time does this clock show? 	*1:18* **12 o'clock**
6. What symbol is missing? 9 ☐ 6 = 3	*1:6* **-**				
7. What is the missing number? 19 + ☐ = 20	*1:7* **1**	14. How heavy is the apple?  	*1:14* **45g**	19. Draw a triangle on the grid. 	*1:19* **Any triangle**
8. 17 - 4 =	*1:8* **13**				
9. What is the missing number? 16 = ☐ + 8	*1:9* **8**	15. How much altogether? 	*1:15* **95p**	20. The arrow points: a. left b. down c. right 	*1:20* **c**
10. There are 10 sweets in a bag. How many sweets do I get in 2 bags?	*1:10* **20**				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)	Y (8-15)	G (16-20)	