

Home Learning Year 3					
	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:45					
9am					
9:15					
9:30		Reading Book (Independent)	Reading Book (Independent)	Reading Book (Independent)	Reading Book (Independent)
9:45					
10am					
10:15		Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)
10:30					
10:45					
11am		Break 11-11:15am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am
11:15		TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)
11:30					
11:45		Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)
12pm					
12:15					
12:30					
12:45		Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm
1pm					
1:15					
1:30					
1:45		Curriculum Booklet (Independent)	Curriculum Booklet (Independent)	Curriculum Booklet (Independent)	PE Years 1,2,3 (Zoom)
2pm					
2:15					
2.30					
2:45		Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)
3pm					
3:15					
3:30					

Home Learning Year 3					
	<u>Monday 11.01.21</u>	<u>Tuesday 12.01.21</u>	<u>Wednesday 13.01.21</u>	<u>Thursday 14.01.21</u>	<u>Friday 15.01.21</u>
8:45					
9am	Reading Book (Independent)	Reading Book (Independent)	Reading Book (Independent)	Reading Book (Independent)	Reading Book (Independent)
9.15					
9:30					
9:45					
10am	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)
10.15					
10.30					
10.45					
11am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am
11:15	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)
11:30	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)
11:45					
12pm					
12:15					
12:30	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm
12:45					
1pm					
1:15					
1:30	Curriculum Booklet (Independent)	Curriculum Booklet (Independent)	Curriculum Booklet (Independent)	Curriculum Booklet (Independent)	PE Years 1,2,3 (Zoom)
1:45					
2pm					
2:15					
2.30	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)
2:45					
3pm					
3:15					
3:30					



Gainsborough Primary School

Excellence in learning, always striving.

Name _____

Subject Spring Term Home Learning Booklet

Year and Class Year 3 Doves

To do my best I must:

- Follow the suggested timetable as best as I can
- Try my best as my work will be marked at the end of lockdown
- Make the most of the time I am able to use devices to access TT Rockstars, Mathletics, Reading Plus or Bug Club
- Not worry if I cannot do my learning, and ask my teacher for help at the end of my writing zoom lesson
- Check my Carrot Point log in for Carrot Points
- Remember this is for a short time and even though learning at home is hard it gives us other new skills

'The onus is on us through hard work, honesty and integrity, to reach for the stars.' Nelson Mandela



Complete a reading book on Bug Club or read for 20 minutes from your home reader. Once you have finished reading complete the table for each day. In the table you need to write down:

- Book Read – write the title of the book you read that day and the number of pages (if appropriate)
- Clarify 3 words – select 3 words from the text that you did not know the meaning of. Find out the meaning of each word and record them in the table
- Summarise – record 3 key points that summarise what happened in the book

Example:

Date	Book Read	Clarify 3 words	Summarise
5.1.21	Bog Baby p. 9-16	• Damp – slightly wet	• The two girls put the Bog Baby in a jam jar and hid him in the shed
		• Drooped – bend or hang down	• They fed him cake crumbs and took him to school
		• Sneaked – to creep up on someone or something without being discovered	• The Bog Baby got sick

Date	Book Read	Clarify 3 words	Summarise
5.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
6.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
7.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
8.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
11.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
12.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
13.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
14.1.21		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
15.1.21		•	•
		•	•
		•	•



Tuesday 5th January 2021


Zoom link Each day 10am	https://zoom.us/j/99492501353?pwd=b25FTlA5bW95cXJuZkJamx5WTRoZz09 Meeting ID: 994 9250 1353 Passcode: 6gyd84
Literacy shed video link if you can't join the zoom	https://www.literacyshed.com/something-fishy.html

Lesson 1

Something Fishy

<https://www.literacyshed.com/something-fishy.html>

Watch the video 'something fishy' using the link where a little girl uses a washing machine as a trigger by putting her head in the machine and journeys into an underwater world.

LI: to build ideas and plan a narrative using an everyday objects triggers 	Assessment		
	Pupil	Parent	Teacher
SC: I can retell the story using the pictures			
SC: I can use time conjunctions and adjectives in my retell. - Time conjunctions: one afternoon, after a while, suddenly, not long after, eventually, finally			
SC: I can plan a different object for my story			

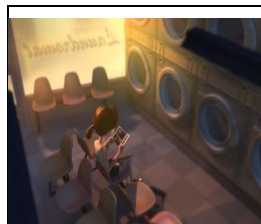
Task:

- Watch the video and write the key events in the beginning, middle and end. You may use the pictures to help.
- Choose an object in your house that you will use in your story to transport you to a different work. For example: **TV, Mirror, Wardrobe, Toy box, iPad, Computer or microwave**. Where will you travel to?

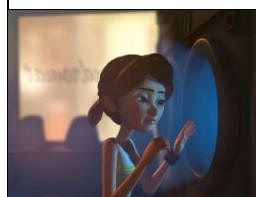
Writing Lessons



My Object will be _____. It will transport me to _____.



Where is she?
What is she doing?
What could she see, hear, touch, smell?



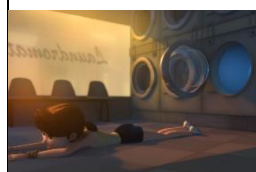
What did she notice?



What could she see, hear, touch, smell?



How did she feel?
What could she see, hear, touch, smell?





Wednesday 6th January 2021

Lesson 2

Something Fishy

<https://www.literacyshed.com/something-fishy.html>

Using your retell from yesterday, we'll start writing our narrative using a different objects in your house as a trigger. E.g. TV, **Mirror**, **Wardrobe**, **Toy box**, **IPad**, **Computer** or **microwave**.

LI: to write opening of narrative using object as triggers	Assessment		
	Pupil	Parent	Teacher
SC: I can use a different object as a trigger			
SC: I can include time conjunctions to write the events in order			
SC: I can use adjectives to describe what I saw			
SC: I can include similes			

Task:

Write opening paragraph using a different object as a trigger. Remember to sequence the events in the correct order and use adjective and similes to describe the things you saw on your journey. Here's an example to help you.

*One **afternoon**, Rita was quietly sitting in her **cold, dark** kitchen waiting for her food in the microwave. **Suddenly**, a **light as bright as the sun** lit up the room. Rita was*

[illegible]


Thursday 7th January 2021

Lesson 3

Something Fishy

<https://www.literacyshed.com/something-fishy.html>

Today we are going to continue the story from where the character entered into the object and started their adventure.

LI: to write a narrative using object as triggers 	Assessment		
	Pupil	Parent	Teacher
SC: I can use a different object as a trigger			
SC: I can include time conjunctions to write the events in order			
SC: I can use adjectives to describe what I saw			
SC: I can include similes			

Task:

Using your retell to help you write the rest of your story. Remember to include adjectives!

Writing Lessons

People	Objects	Comfortable feelings	Uncomfortable feelings	Size
adorable adventurous aggressive annoying beautiful caring confident clumsy confident considerate excitable	bright clear distinct drab elegant filthy gleaming grotesque long magnificent precious	brave calm cheerful comfortable courageous determined eager elated encouraged energetic excited	angry annoyed anxious ashamed awful bewildered bored confused defeated defiant depressed	big colossal enormous gigantic great huge immense large little long mammoth

Writing Lessons


Friday 8th January 2021

Lesson 4

Something Fishy

<https://www.literacyshed.com/something-fishy.html>

Today we are going to edit our work and then publish our final piece.

LI: to edit and publish my narrative. 	Assessment		
	Pupil	Parent	Teacher
SC: I can up-level my work using adjectives and adverbs			
SC: I can check my spellings using my high frequency word mat			
SC: I can write on the line			
SC: I can use capital letters, finger spaces and full stops			

Task:

Read through your work and check your spellings using the word mat and publish.

the	his	be	do	into	house
and	but	like	me	back	old
a	that	some	down	from	too
to	with	so	dad	children	by
said	all	not	big	him	day
in	we	then	when	Mr	made
he	can	were	it's	get	time
I	are	go	see	just	I'm
of	up	little	looked	now	if
it	had	as	very	came	help
was	my	no	look	oh	Mrs
you	her	mum	don't	about	called
they	what	one	come	got	here
on	there	them	will	their	off
she	out			people	asked
is	this			your	saw
for	have			put	make
at	went			could	an

Writing Lessons



Monday 11th January 2021


Zoom link Each day 10am	
Literacy shed video link if you can't join the zoom	https://www.literacyshed.com/montythepenguin.html

Lesson 1

Monty the Penguin

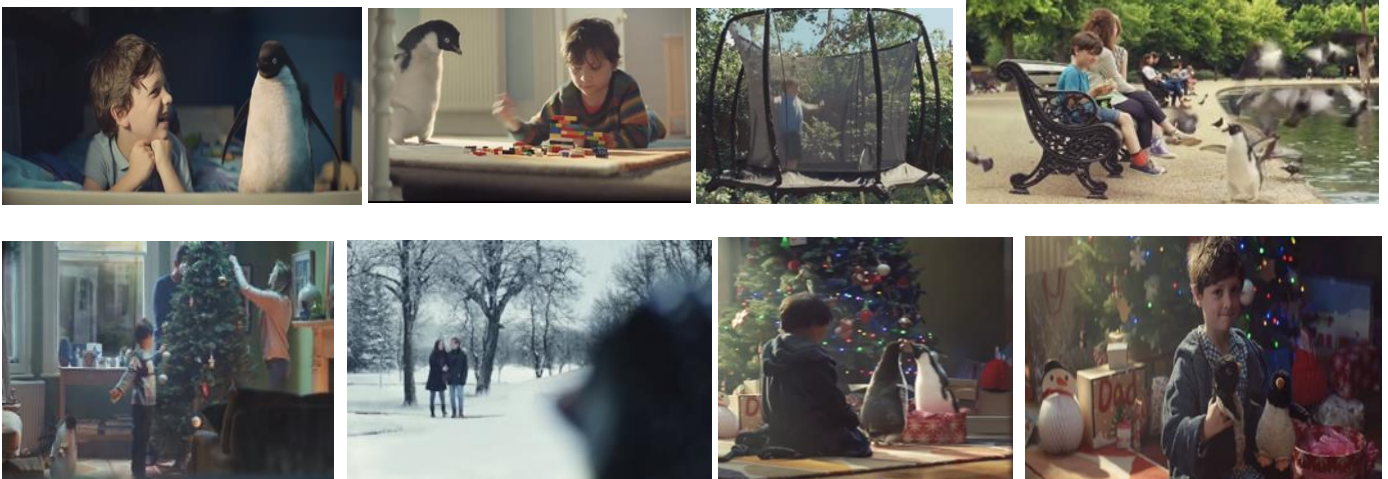
<https://www.literacyshed.com/montythepenguin.html>

Watch the clip of John Lewis' Christmas advert, along with the heart wrenching plot and chilled musical cover version where a small boy and his 'pet' penguin do everything together, But we soon see that the penguin has a yearning for something more.

LI: to retell the story using a story board 	Assessment		
	Pupil	Parent	Teacher
SC: I can identify the events, settings and characters.			
SC: I can draw the main events in the correct order.			
SC: I can write a caption or label for each event.			

Task:

- Watch the video and retell the story of Monty the Penguin using the story board.
- Write a caption or label each event in the story.



Writing Lessons


Tuesday 12th January 2021

Lesson 2

Monty the Penguin

<https://www.literacyshed.com/montythepenguin.html>

Watch the video and retell the story of Monty the Penguin but this time use a different animal.

LI: to retell and plan a story with a different character 	Assessment		
	Pupil	Parent	Teacher
SC: I can choose a different animal e.g. fish, polar bear or turtle.			
SC: I can write a sentence for each event in my story.			
SC: I can use adjectives to express feelings.			
SC: I can include capital letters, finger spaces and full stops.			

Task:

- Draw your character and come up with a title for your story.
- Use the story board to plan your story Monty the _____. Remember to use a different animal and think about the different things your character might do together.

Monty the _____

Writing Lessons

Writing Lessons


Wednesday 13th January 2021

Lesson 3

Monty the Penguin

<https://www.literacyshed.com/montythepenguin.html>

Rewrite the story Monty and the Penguin using your character.

LI: to rewrite a story using a different character 	Assessment		
	Pupil	Parent	Teacher
SC: I can organise my work clearly (beginning, middle end)			
SC: I can include the main events in the story.			
SC: I can use expanded noun phrases to express feelings.			
SC: I can use a range of punctuation (? ! ""')			

Task:

Using your retell to help you write your story. Remember to include expanded noun phrases!

Expanded Noun Phrases

A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use adjectives within your expanded noun phrase to describe and specify details about the noun.

Noun Phrase	Colour		Size		Condition		Age	
my mum	red	orange	small	huge	tatty	new	ancient	young
the lady	blue	purple	tiny	massive	dirty	shabby	newborn	old
the house	green	white	teeny	gigantic	clean	rusty	prehistoric	
a boy	yellow	black	little	enormous	dusty	spotless	middle-aged	
a dress	pink	brown	medium-sized		pristine	tidy	six-year-old	
two dogs	Personality		Texture		Feeling		Appearance	
an elephant								
my friend								
the spider								
our car								
the witch								
my bedroom								
	helpful							
	loving	kind	shiny	soft	worried	sad	muscly	cute
	healthy	nasty	smooth	silky	confused	happy	skinny	ugly
	grumpy	cheeky	rough	fluffy	cheerful	tired	petite	fat
	generous	mean	wrinkly	hard	terrified	excited	beautiful	tall
	mischievous		prickly	bumpy	miserable	angry	handsome	
							blue-eyed	


Thursday 14th January 2021

Lesson 4

Monty the Penguin

<https://www.literacyshed.com/montythepenguin.html>

Rewrite the story Monty and the Penguin using your character.

LI: to rewrite a story using a different character 	Assessment		
	Pupil	Parent	Teacher
SC: I can organise my work clearly (beginning, middle end)			
SC: I can include the main events in the story.			
SC: I can use expanded noun phrases to express feelings.			
SC: I can use a range of punctuation (? ! ""')			

Task:

Using your retell to help you write your story. Remember to include a range of sentences and punctuation!



Friday 15th January 2021

Lesson 5

Monty the Penguin

<https://www.literacyshed.com/montythepenguin.html>

Today we are going to edit our work and then publish our final piece.

LI: to edit and publish my narrative.	Assessment		
	Pupil	Parent	Teacher
SC: I can up-level my work using adverbs			
SC: I can check my spellings using my high frequency word mat			
SC: I can write on the line			
SC: I can use capital letters, finger spaces and full stops			

Task:

Read through your work and see where you can add adverbs in your work.

Movement	Feelings	Sound
energetically gracefully rapidly quickly slowly slothfully jerkily	cautiously viciously kindly nastily carelessly wilfully sorrowfully	loudly silently quietly noisily musically discordantly softly

Tuesday 5th January 2021

LI: to identify multiplication facts for the 2, 4 and 8 times table	Assessment		
	Pupil	Parent	Teacher
SC: I can identify arrays representing multiplication facts for the 2, 4 and 8 times tables			
SC: I can complete multiplication number sentences			
SC: I can use multiplication facts to work out missing numbers			

White Rose Home Learning Video:


<https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/>


Information: An example of the appropriate calculation or further guidance on task.


Task:

How many legs are there altogether?

Complete the multiplications

a)  $\square \times \square = \square$

b)  $\square \times \square = \square$

c)  $\square \times \square = \square$

Maths Lessons

Complete the multiplications.

a) $6 \times 4 = \square$

b) $2 \times 10 = \square$

c) $7 \times 8 = \square$

d) $12 \times 2 = \square$

Work out the missing numbers.

a) $\square \times 8 = 16$

d) $8 \times \square = 0$

b) $4 \times \square = 20$

e) $2 \times 4 \times \square = 64$


c) $24 = \square \times 2$


f) $40 = \square \times 5 \times \square$


Work out the value of each shape.


 $= 16$

 \times  $= 32$

 $\times 1 =$  \times  \times 

 $= \square$

 $= \square$

 $= \square$



Wednesday 6th January 2021

LI: to compare multiplication and division facts		Assessment		
I	P G A	Pupil	Partner	Teacher
SC: I can complete multiplication and division facts				
SC: I can compare multiplication and division facts				
SC: I understand what the symbols < > = mean				

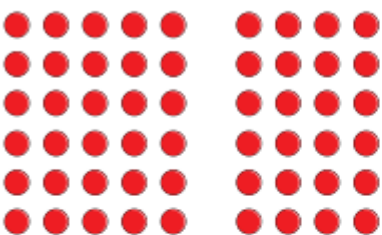
White Rose Home Learning Video:


<https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/>

Watch video and complete tasks.

Task:

Write <, > or = to compare the arrays.

a)  5×6 6×4

b)  3×6 6×3

Show your working out for each comparison before inserting symbol

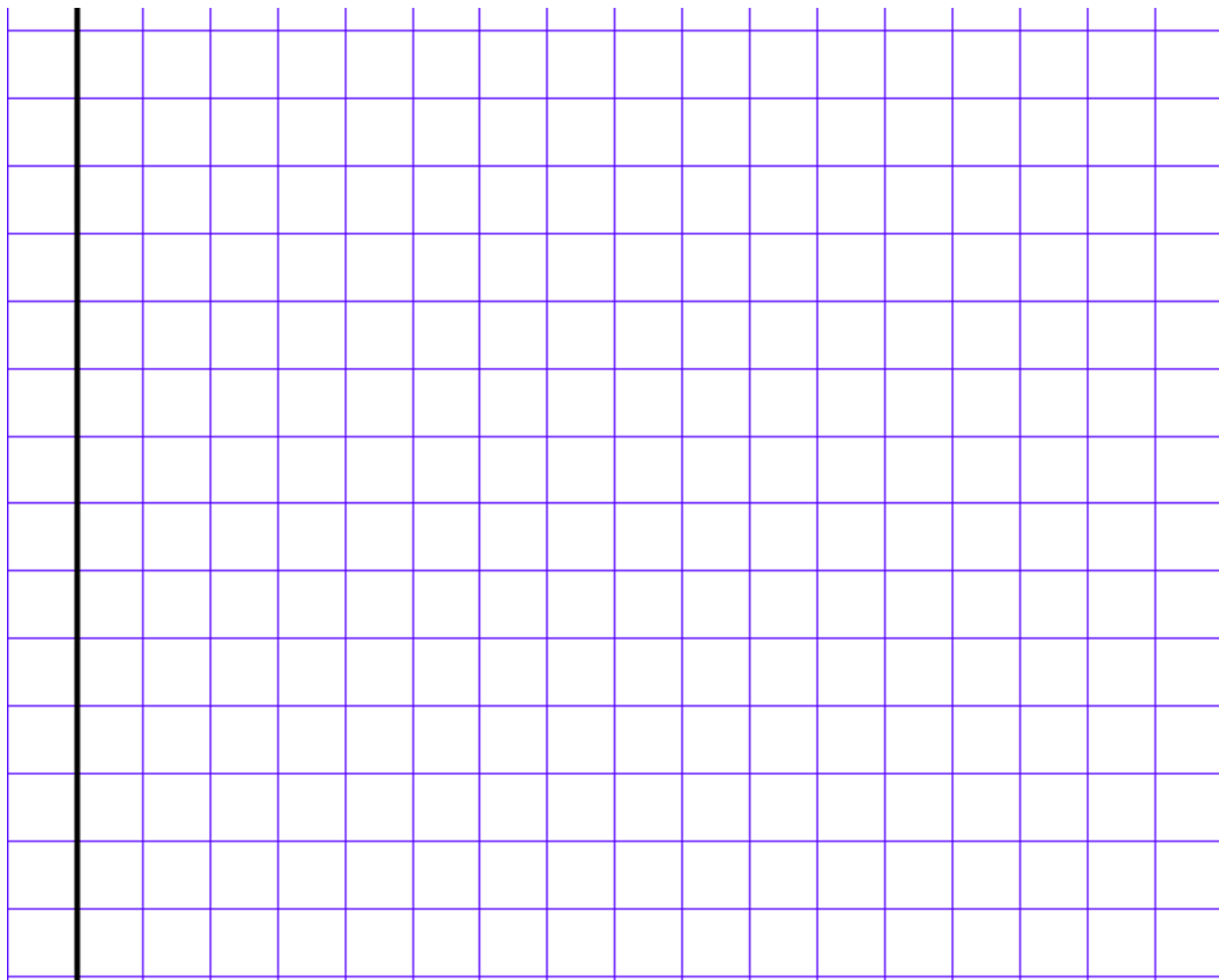
Write $<$, $>$ or $=$ to compare the calculations.

$$4 \times 3 \quad \bigcirc \quad 2 \times 6$$

$$8 \times 3 \quad \bigcirc \quad 4 \times 6$$

$$20 \div 4 \quad \bigcirc \quad 20 \div 5$$

$$24 \div 2 \quad \bigcirc \quad 36 \div 3$$



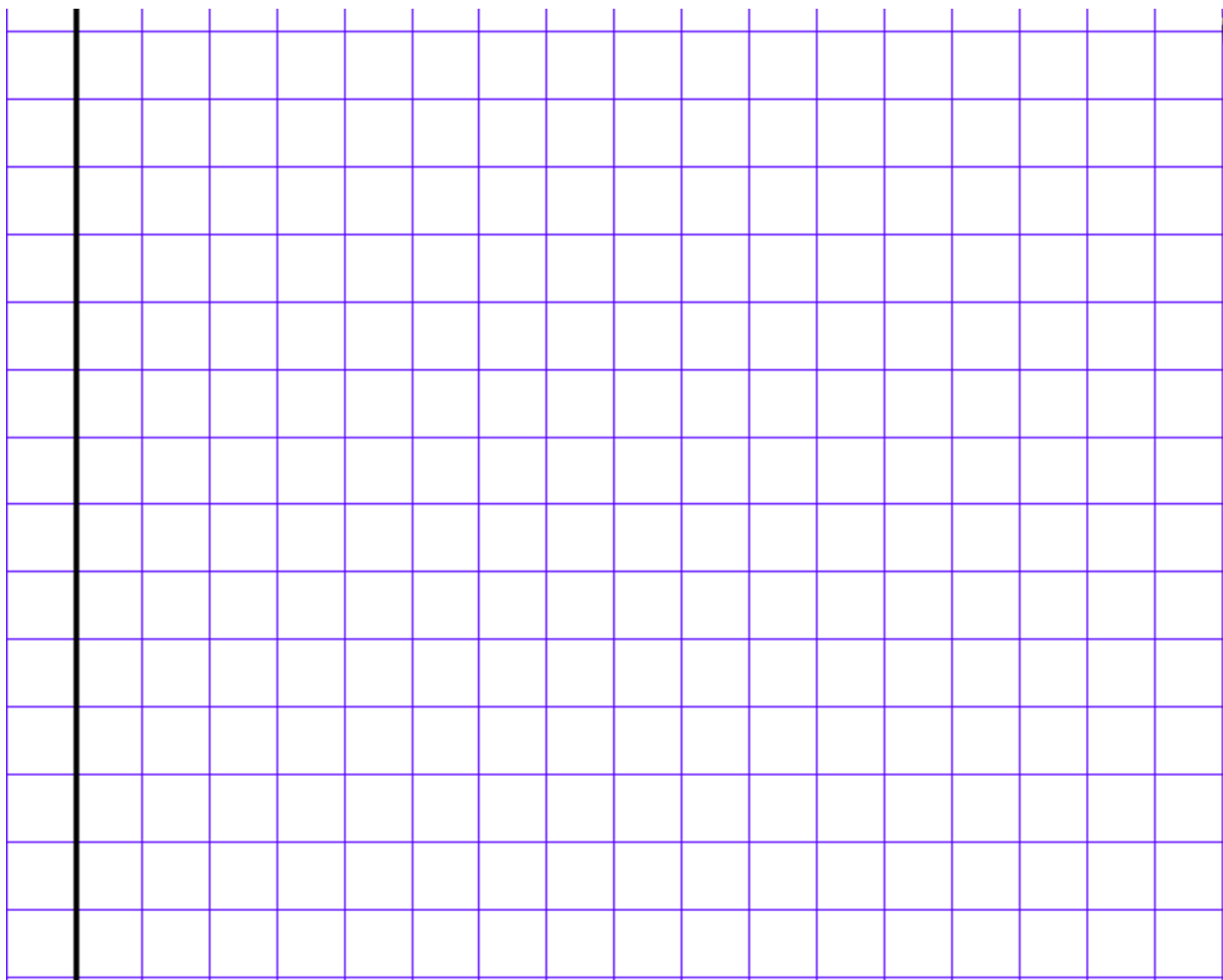
Complete the statements.

a) $7 \times 3 > \square \times 3$

c) $30 \div \square = \square \times 5$

b) $24 \div \square < 2 \times 2$

d) $12 \times \square > 12 \div \square$



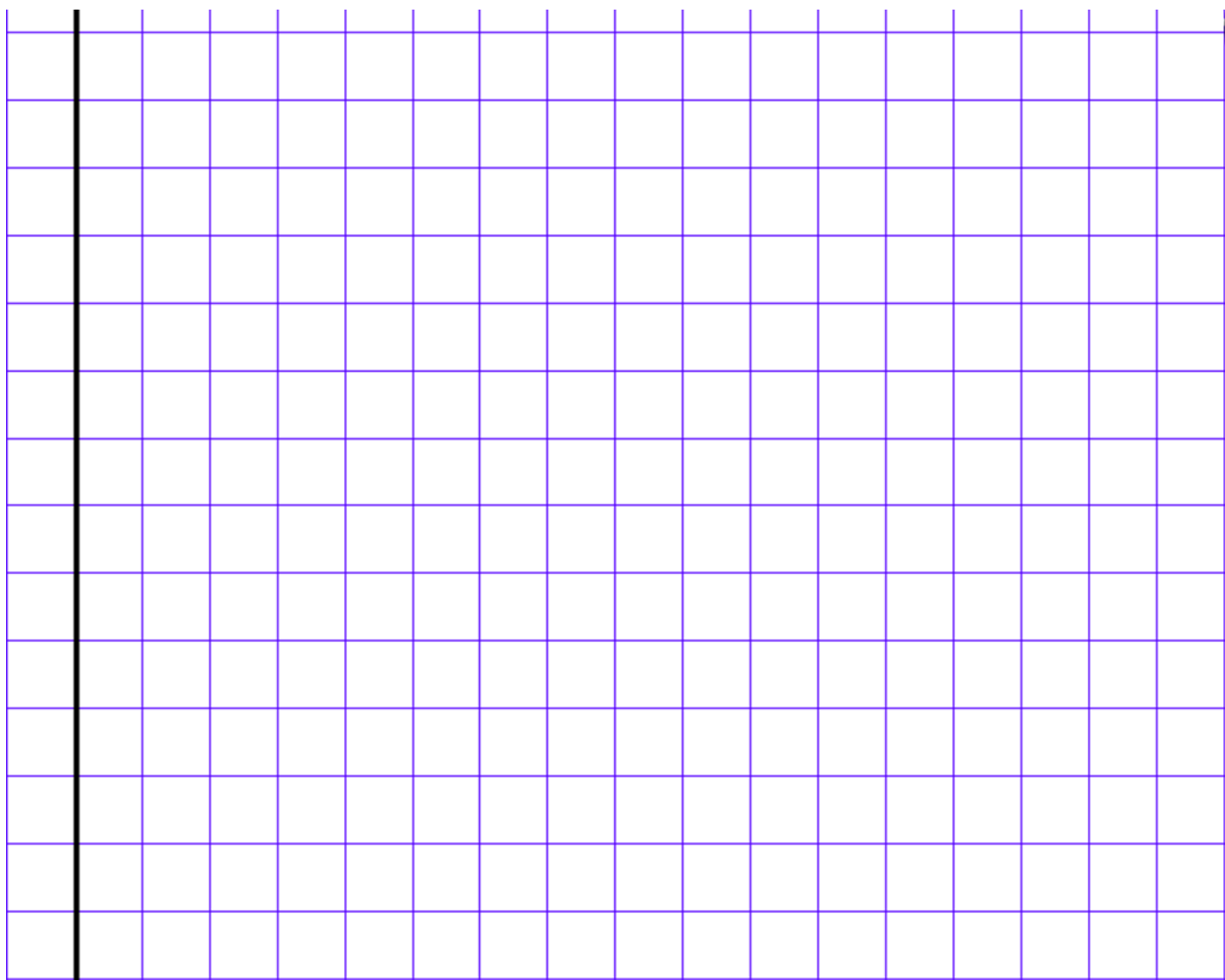
Whitney says,



8×8 is greater
than two lots of
 4×8

Do you agree?

Can you prove your answer?



Thursday 7th January 2021

LI: to understand the relationship between multiplication facts I P G A	Assessment		
	Pupil	Partner	Teacher
SC: I can represent multiplication facts			
SC: I understand that if one of the numbers in the calculation is 10 times bigger, then the answer will also be 10 times bigger			
SC: I can complete fact families			

White Rose Home Learning Video:

<https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/>

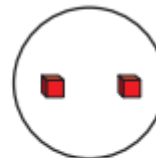
Watch video and complete tasks.

Task:

1 Complete the number sentences.



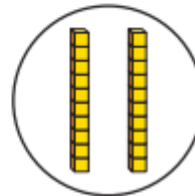
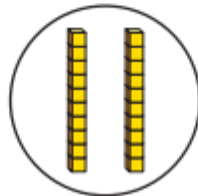
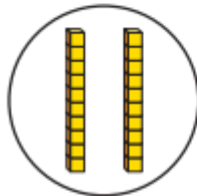
a)



$$3 \times 2 \text{ ones} = \square \text{ ones}$$

$$3 \times 2 = \square$$

b)



$$3 \times 2 \text{ tens} = \square \text{ tens}$$

$$3 \times 20 = \square$$

2 Use base 10 to represent the multiplications.



Complete the calculations.

a) 2×4

b) 5×3

c) 5×2

d) 2×8

2×40

5×30

5×20

80×2



Use Dora's fact to complete the calculations.

a) 5×70

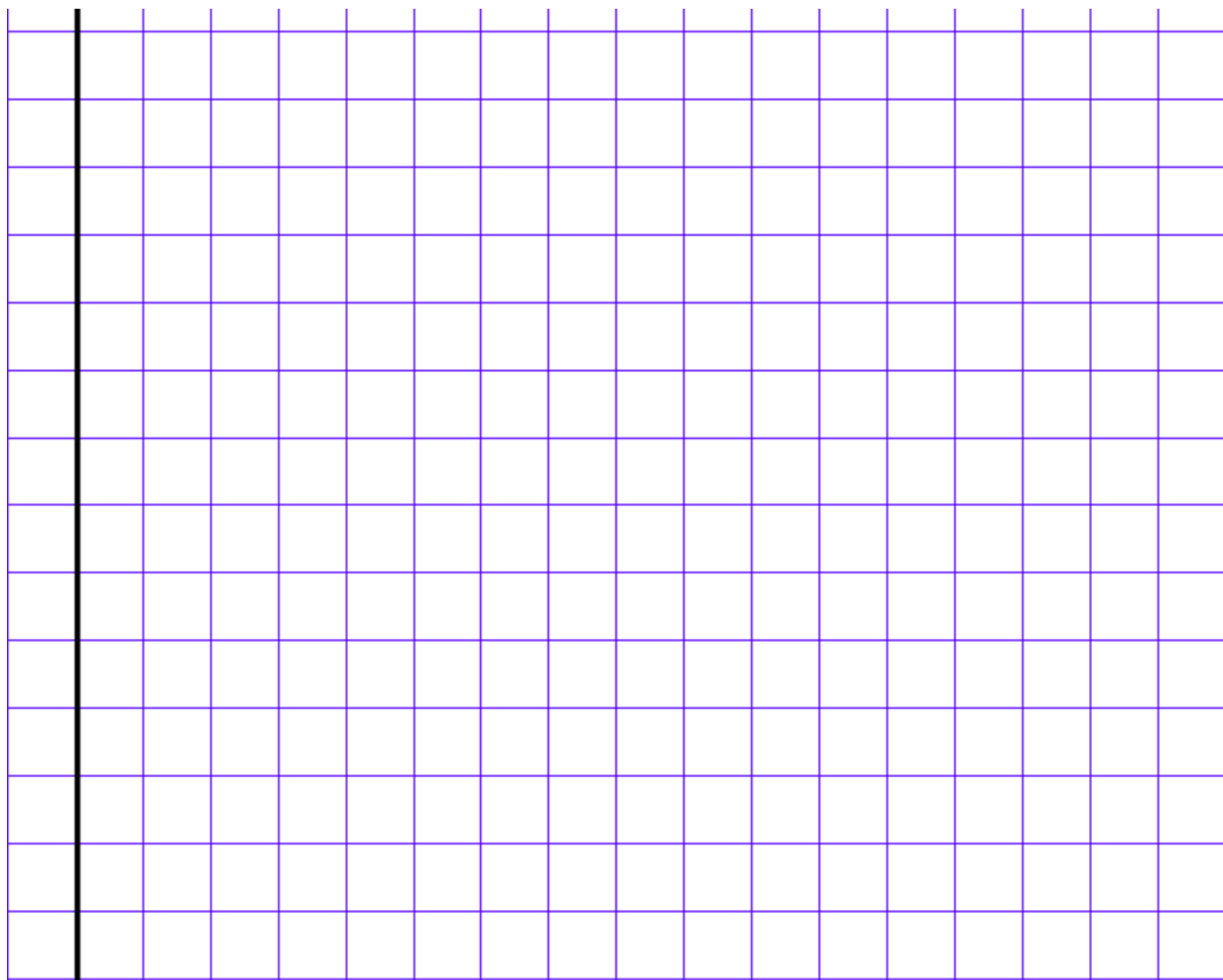
c) 50×7

e) $350 \div 5$

b) 7×5

d) $35 \div 5$

f) $350 \div 7$



Is Mo correct?
Explain your answer.

[illegible]

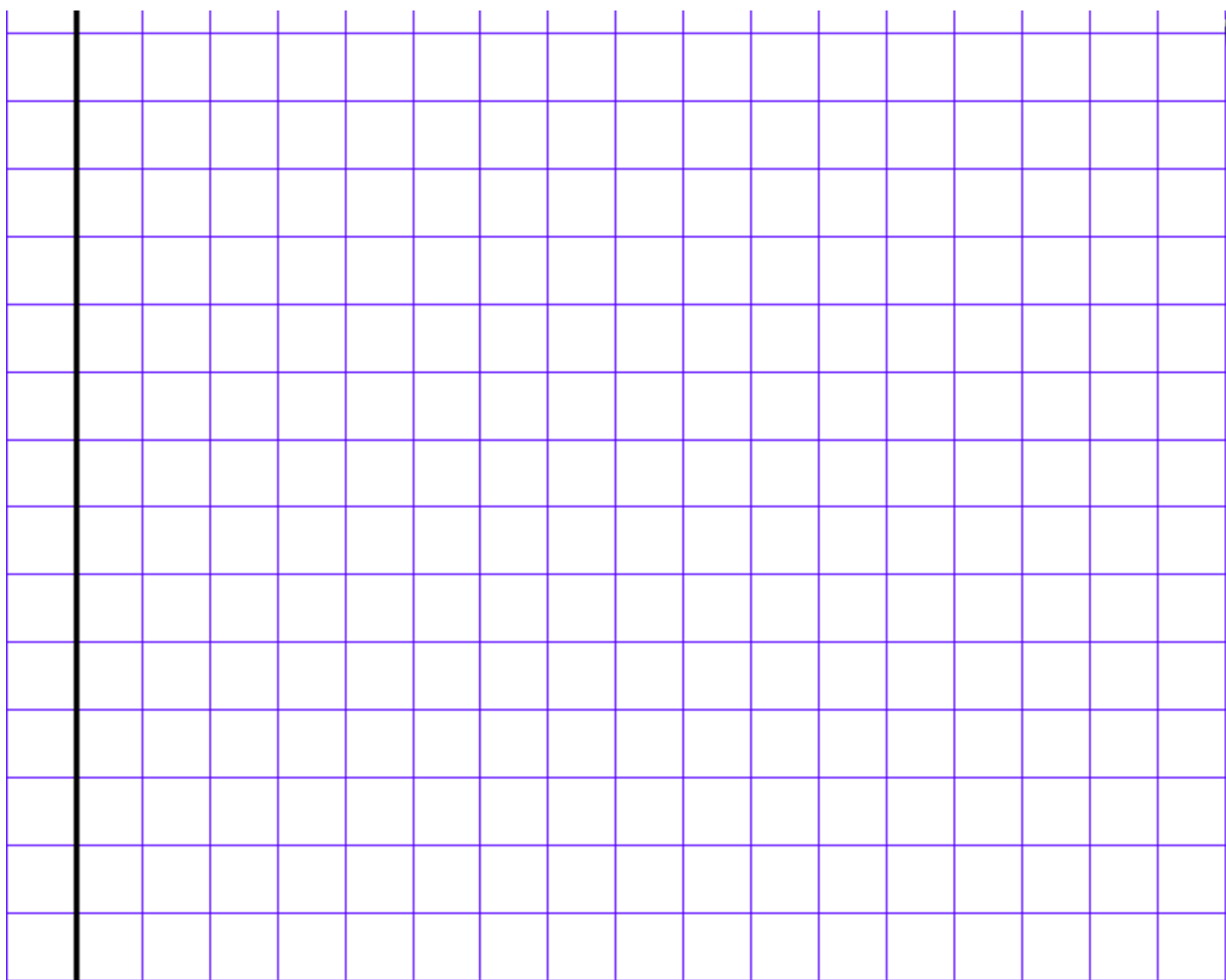
Whitney says,



8×8 is greater
than two lots of
 4×8

Do you agree?

Can you prove your answer?





Friday 8th January 2021

LI: to multiply 2-digit number by a 1-digit number	Assessment		
	Pupil	Partner	Teacher
I P G A			
SC: I can represent a 2-digit number			
SC: I can use repeated addition to work out a multiplication number sentence			
SC: I can use column method to multiply a 2-digit method			
SC: I can use partitioning to solve calculations			

White Rose Home Learning Video:

<https://vimeo.com/486513593>

Watch video and complete tasks.

Task:

I Ron, Eva and Mo each have 23 marbles.

Tens	Ones

How many marbles are there in total?

$$3 \times 3 \text{ ones} = \square$$

$$3 \times 2 \text{ tens} = \square$$





$$\square + \square = \square$$

$$3 \times 23 = \square$$

There are \square marbles in total.

2 Use the place value chart to work out 2×24

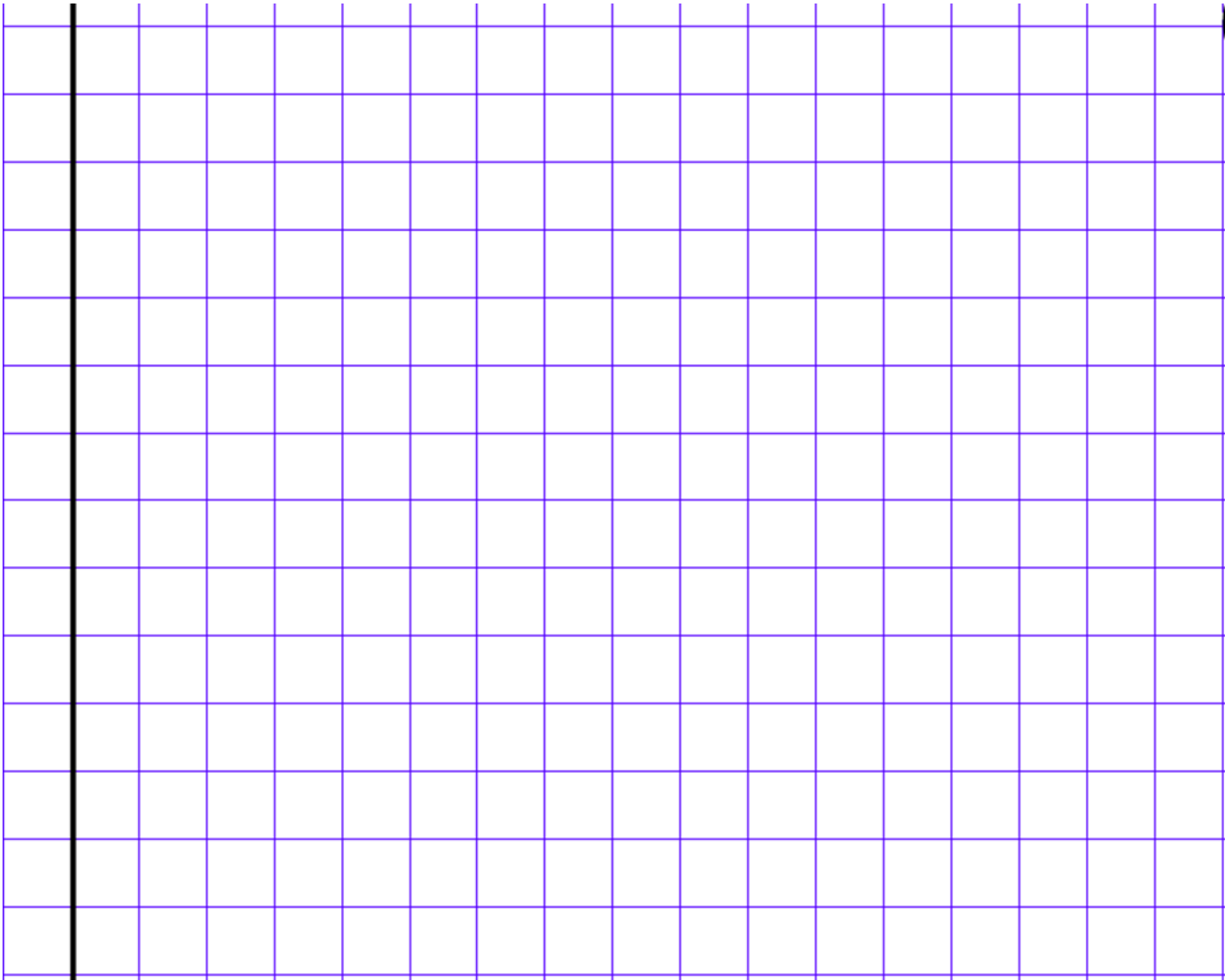
Complete the multiplication sentences.

Tens	Ones
	
	

$2 \times 4 =$

$2 \times 20 =$

$2 \times 24 =$



	T	O
	4	3
×		2
8	0	6

[illegible]

Whitney has multiplied a 2-digit number by a 1-digit number.



I had to do
 $30 + 9 = 39$ to get
my answer.

What numbers is Whitney multiplying?

Fill in the missing digits.

	x			
		3	9	

[illegible]

Monday 11th January 2021

LI: to multiply 2-digit number by a 1-digit number (with regrouping)	Assessment		
	Pupil	Partner	Teacher
I P G A			
SC: I can represent a 2-digit number			
SC: I can use repeated addition to work out a multiplication number sentence			
SC: I can use column method to multiply a 2-digit method			
SC: I can use partitioning to solve calculations			

White Rose Home Learning Video:











<https://vimeo.com/489850121>

Watch video and complete tasks.

Task:

- I** There are 23 marbles in a jar.
There are 5 jars.



Tens	Ones
	
	
	
	
	

How many marbles are there in total?

$$5 \times 3 \text{ ones} = \square$$

$$5 \times 2 \text{ tens} = \square$$

$$\square + \square = \square$$

$$5 \times 23 = \square$$

There are \square marbles in total.

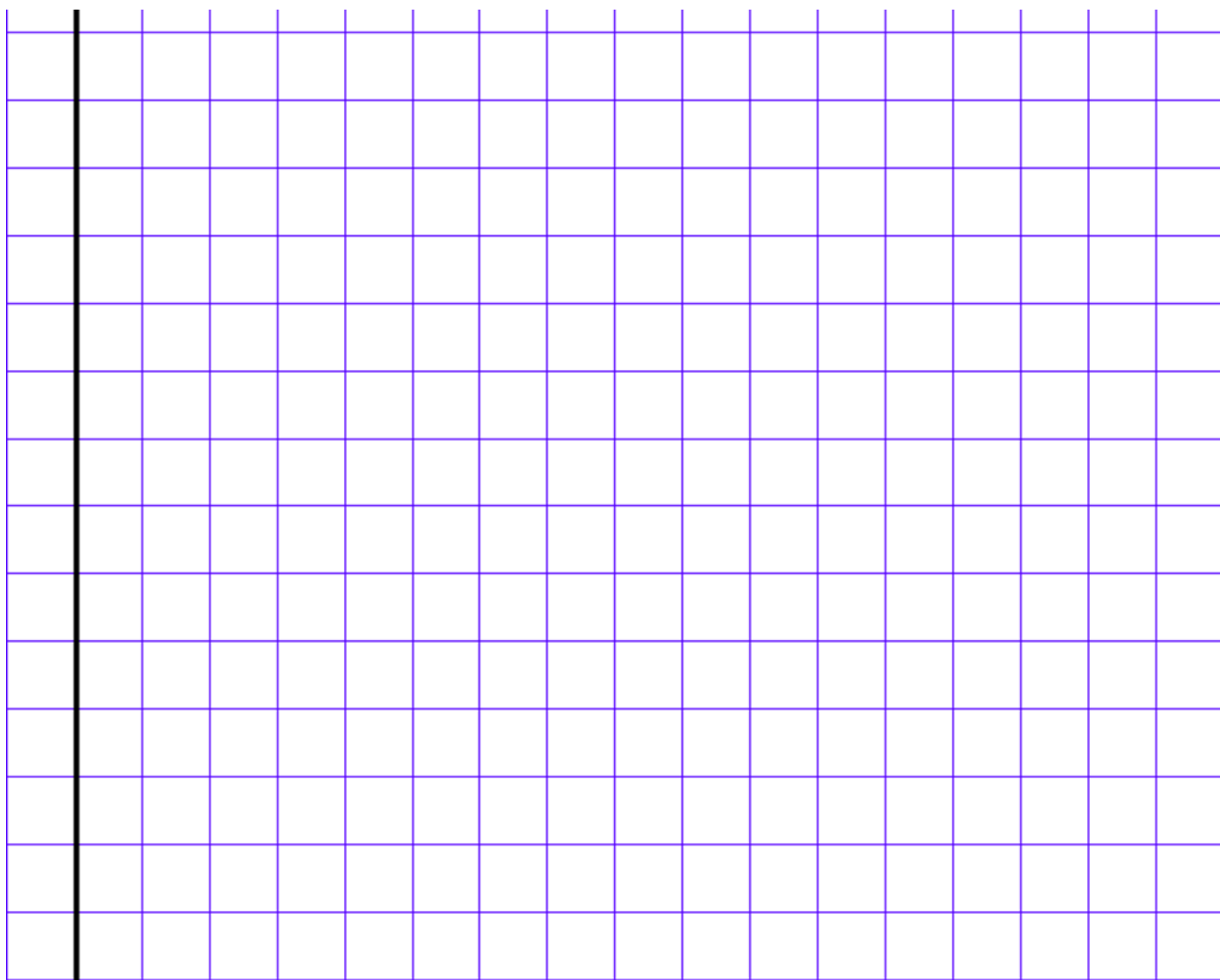
2

Tens	Ones
10	1 1 1 1 1
10	1 1 1 1 1
10	1 1 1 1 1
10	1 1 1 1 1

$4 \times 5 = \boxed{}$

$4 \times 10 = \boxed{}$

$4 \times 15 = \boxed{}$



Work out the multiplications.

a) 25×5

			T	O	
			2	5	
	x			5	

c) 5×26

A blank 6x6 grid of squares, consisting of 6 rows and 6 columns, totaling 36 squares. The grid is composed of thin black lines on a white background.

b) 35×6

			T	O	
			3	5	
	x			6	

d) 4×36

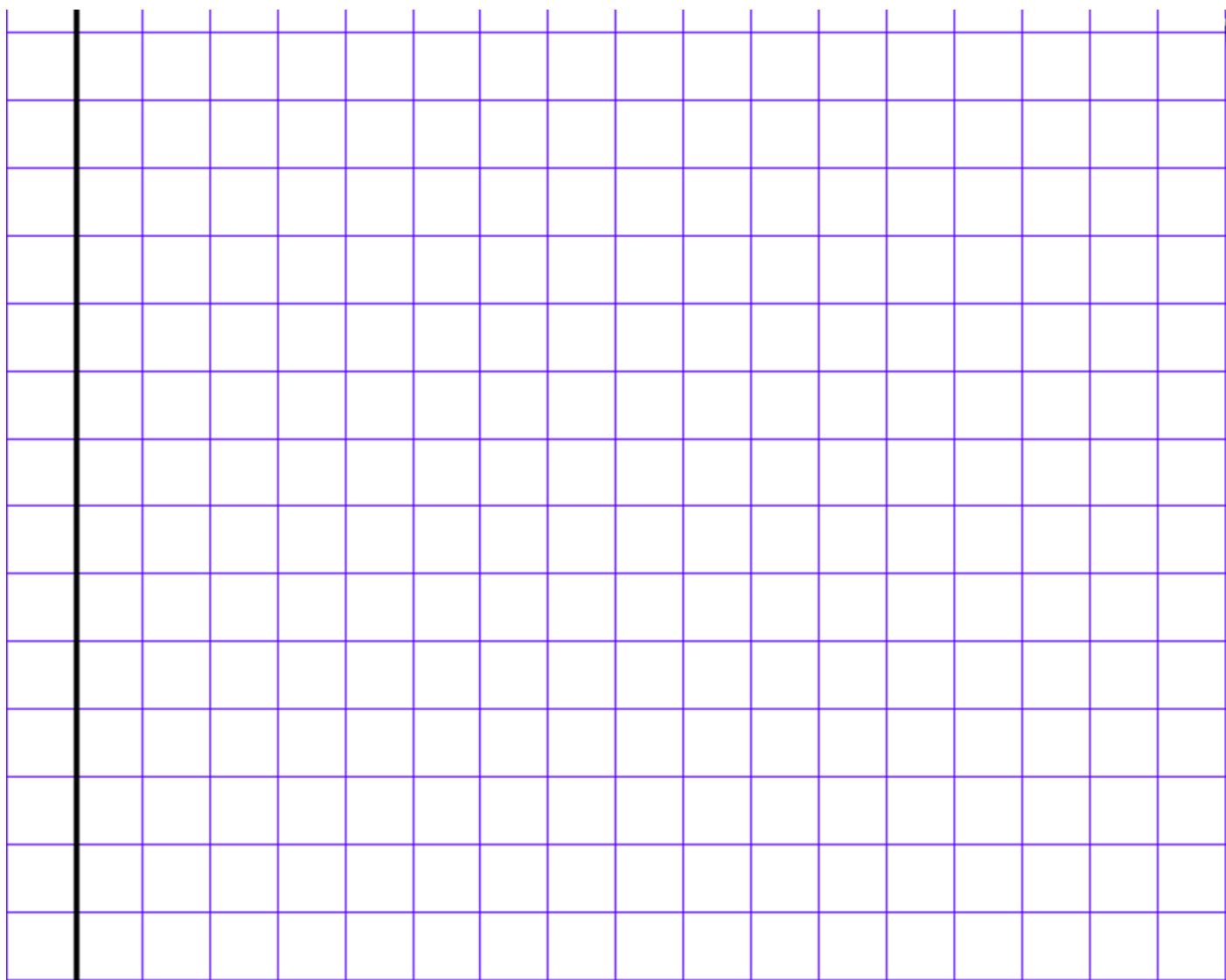
A blank 6x6 grid of squares, intended for drawing a picture.

Here are some digit cards.



a) Use the digit cards to create a multiplication and work out the answer.

$$\square \square \times \square = \square$$





Tuesday 12th January 2021

LI: to divide 2-digit numbers by a 1-digit number	Assessment		
	Pupil	Partner	Teacher
I P G A			
SC: I can represent a 2-digit number			
SC: I can partition a number into tens and ones			
SC: I can share the tens first and then the ones into equal groups			

White Rose Home Learning Video:

<https://vimeo.com/489844871>

Watch video and complete tasks.

Task: **I** There are 84 pencils to be shared equally into 4 pots.



a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones

b) Complete the number sentences.

$$8 \text{ tens} \div 4 = \boxed{} \text{ tens}$$

$$4 \text{ ones} \div 4 = \boxed{} \text{ one}$$

$$84 \div 4 = \boxed{}$$

c) How many pencils are in each pot?





2 Use a place value chart to work out the calculations.

a) $39 \div 3 =$

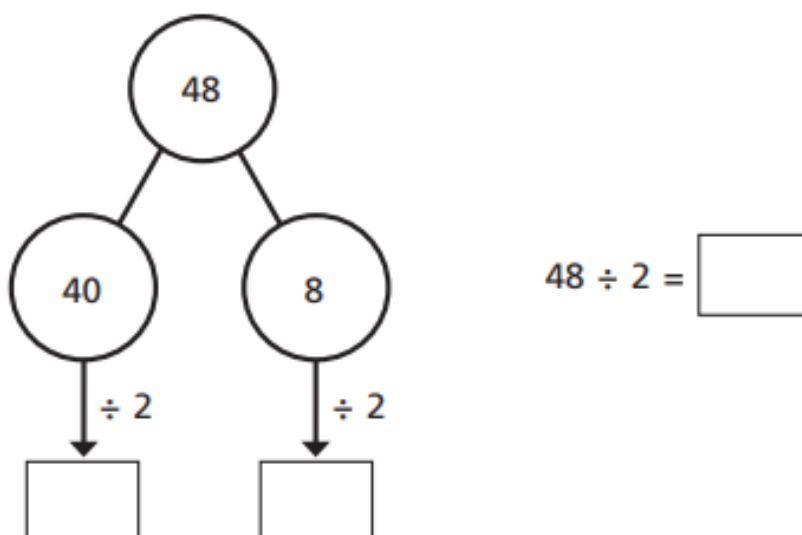
b) $68 \div 2 =$

Tens	Ones



3 Amir solves $48 \div 2$ on a place value chart.

Tens	Ones
	
	

Complete the part-whole model to show what Amir has done.





Tens	Ones
 	 
 	 

Is he correct?
Explain your reasoning.

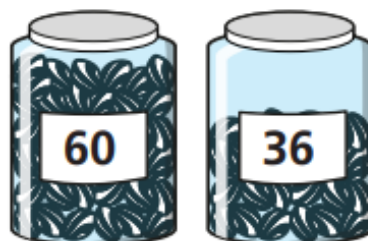
[illegible]

Maths Lessons

Esther has 2 jars of mints.

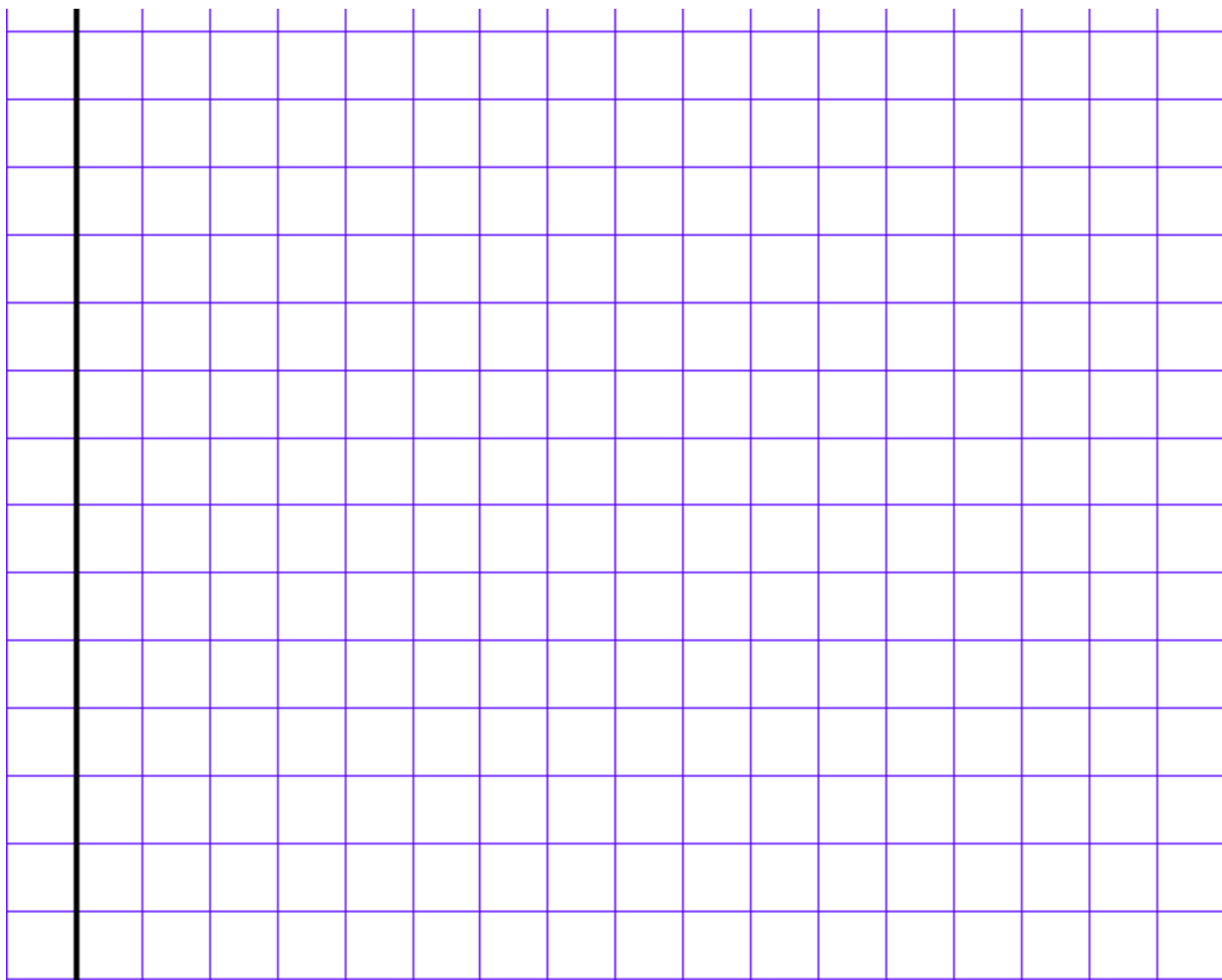
Esther shares the mints equally
between 3 bowls.

How many mints are in each bowl?




There are mints in each bowl.

How many different ways can you work out the answer?





Thursday 14th January 2021

<p>LI: to divide 100 into 2,4,5 and 10 equal parts</p> <p>I P G A</p>		Assessment		
		Pupil	Partner	Teacher

White Rose Home Learning Video:

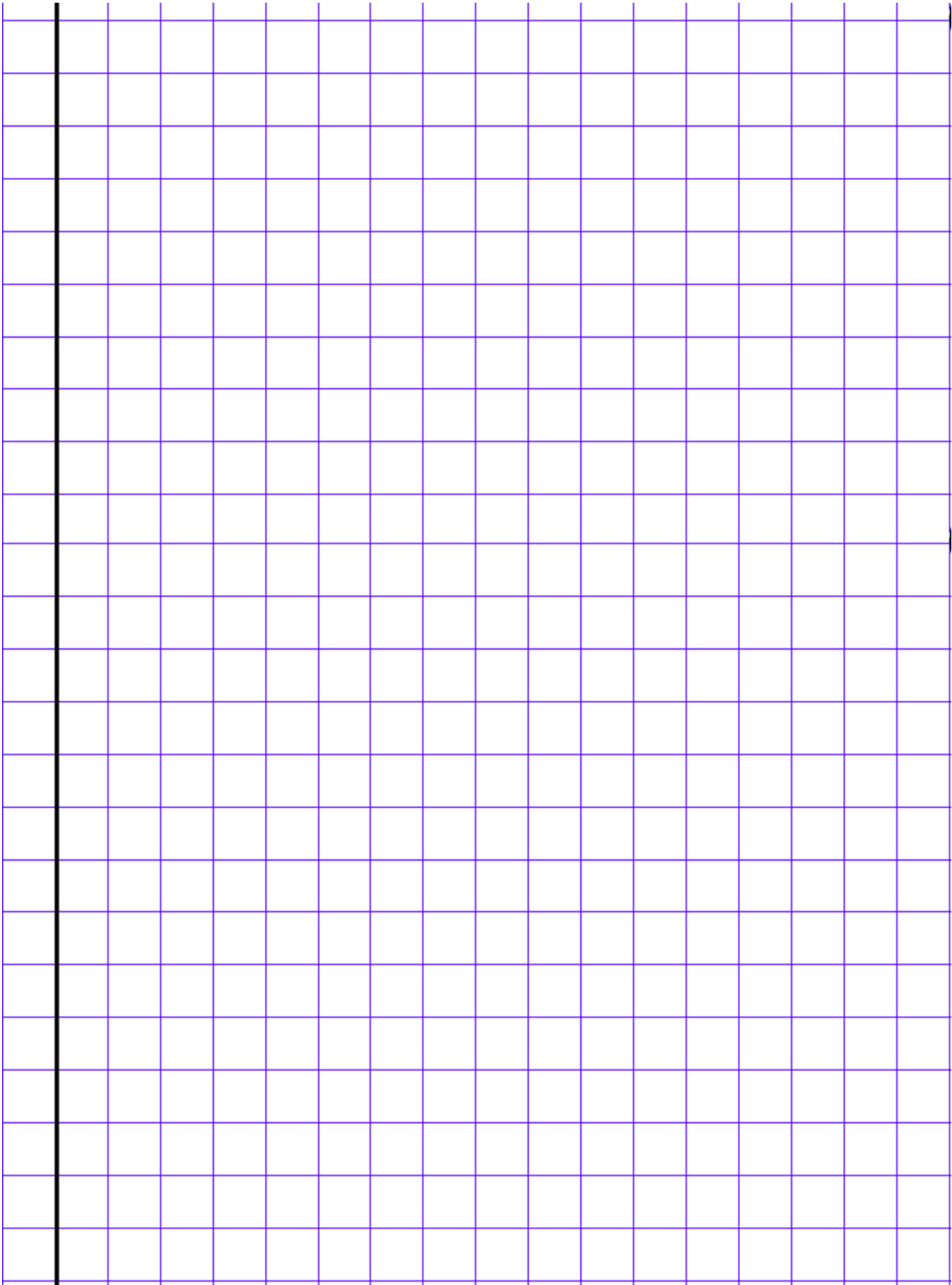
<https://vimeo.com/489848691>

Watch video and complete tasks. Pause the video when asked to and attempt activity before resuming the video.

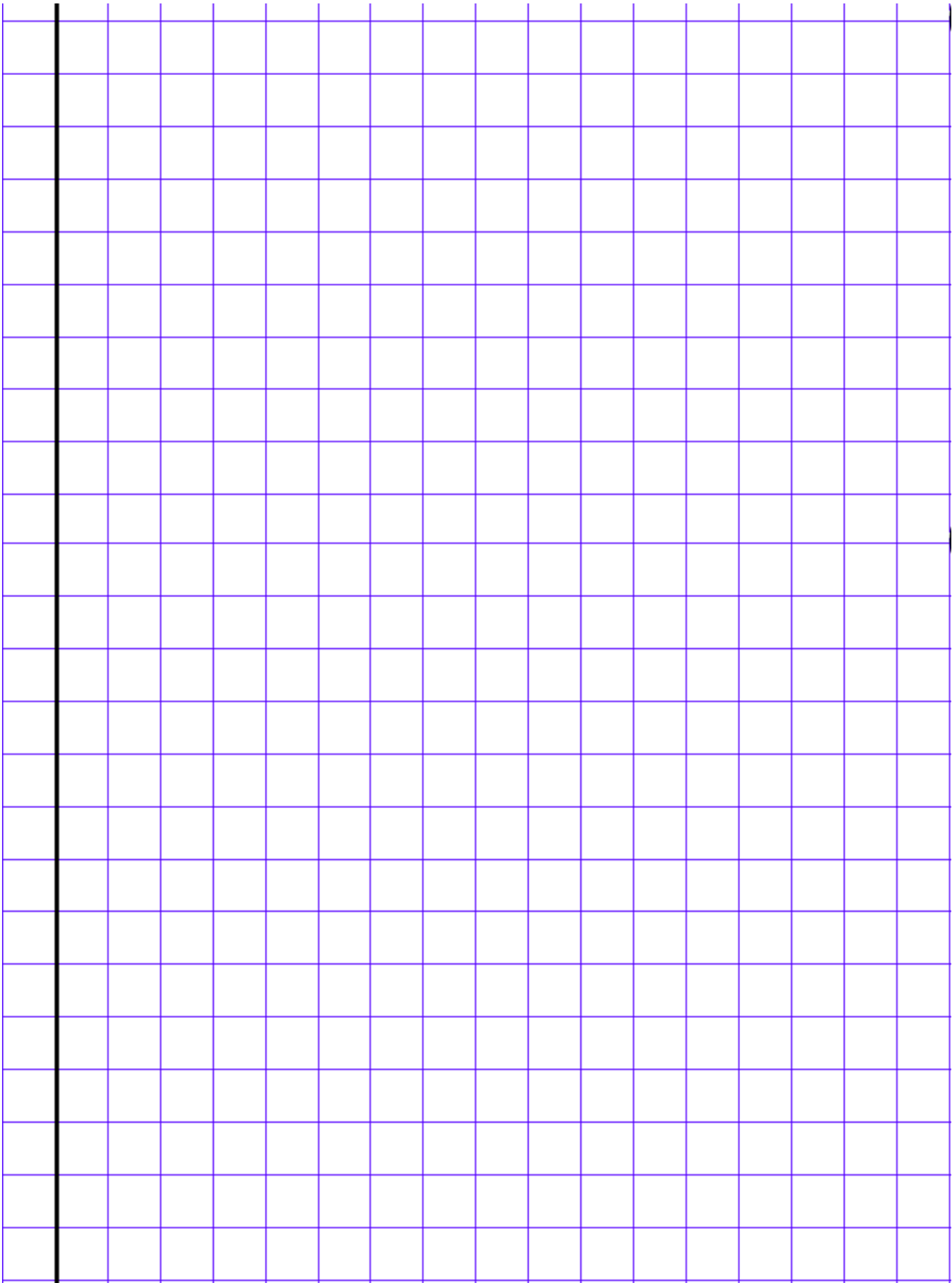
Task:

[illegible]

Maths Lessons



Maths Lessons





Wednesday 13th January 2021

LI: to divide 2-digit numbers by a 1-digit number (with regrouping)	Assessment		
	Pupil	Partner	Teacher
I P G A			
SC: I can represent a 2-digit number			
SC: I can regroup tens into ones			
SC: I can partition a number into tens and ones			
SC: I can share the tens first and then the ones into equal groups			
SC: I can use my times-tables to partition the number into multiples of the divisor			

White Rose Home Learning Video:

<https://vimeo.com/489845622>

Watch video and complete tasks.

Task:



Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?

Maths Lessons

Use base 10 or counters to work out the divisions.

a) $45 \div 3 =$

b) $57 \div 3 =$

c) $92 \div 4 =$

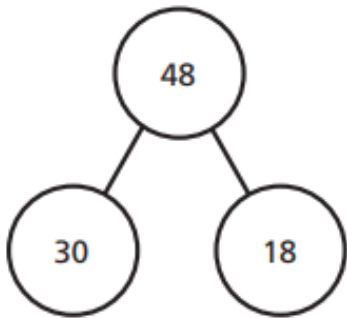
Tens	Ones

Tens	Ones

Tens	Ones

Use the part-whole models to complete the divisions.

a) $48 \div 3 =$

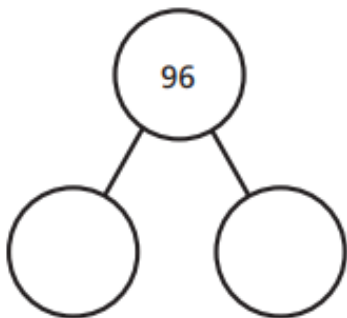


$30 \div 3 =$

$18 \div 3 =$

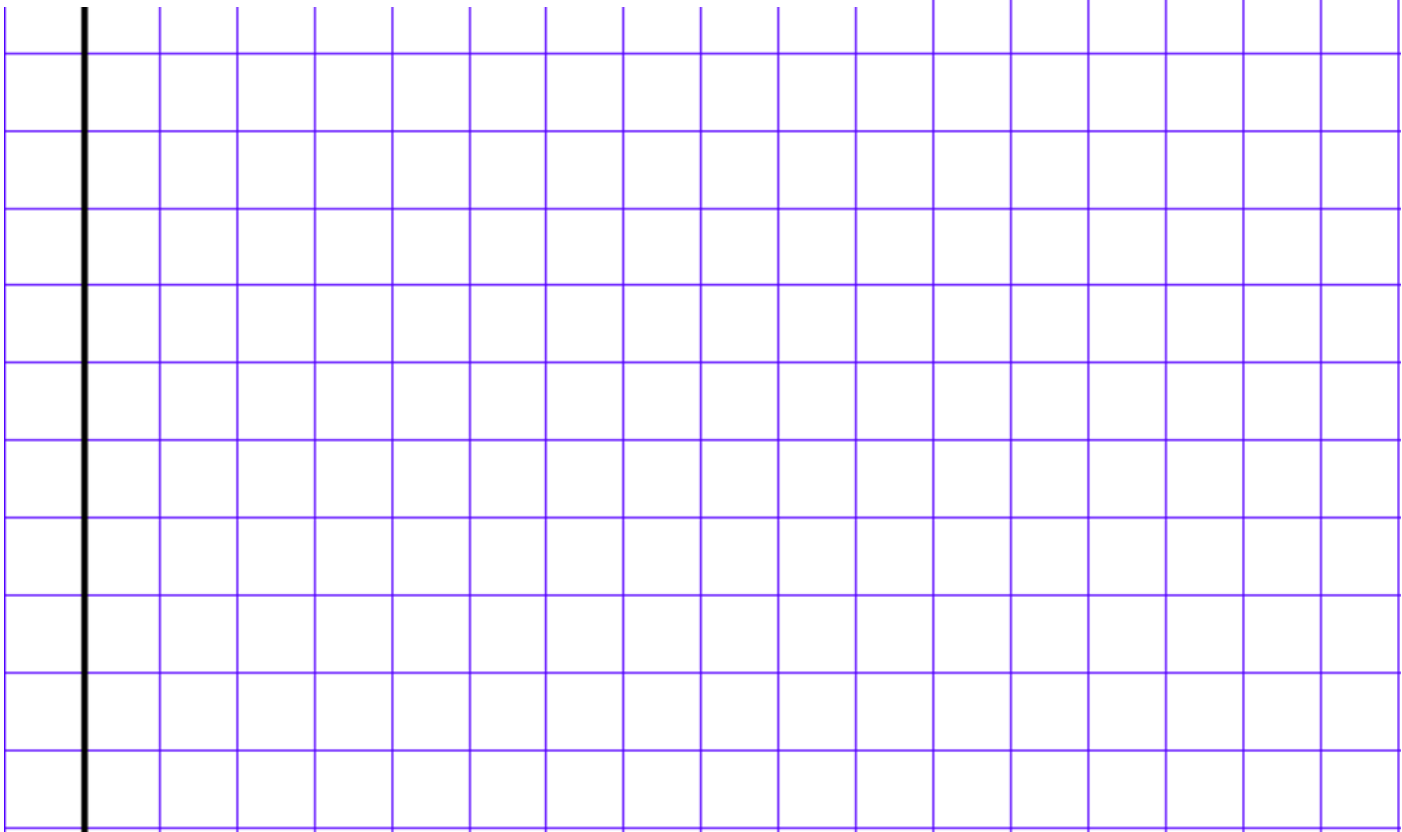
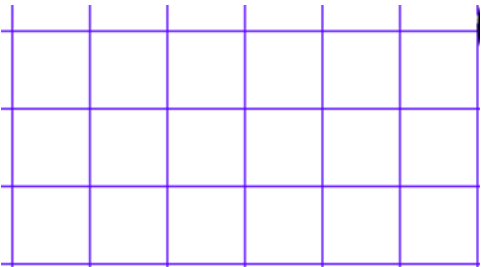
$48 \div 3 =$

b) $96 \div 4 =$



c) $65 \div 5 =$

d) $75 \div 3 =$



Maths Lessons

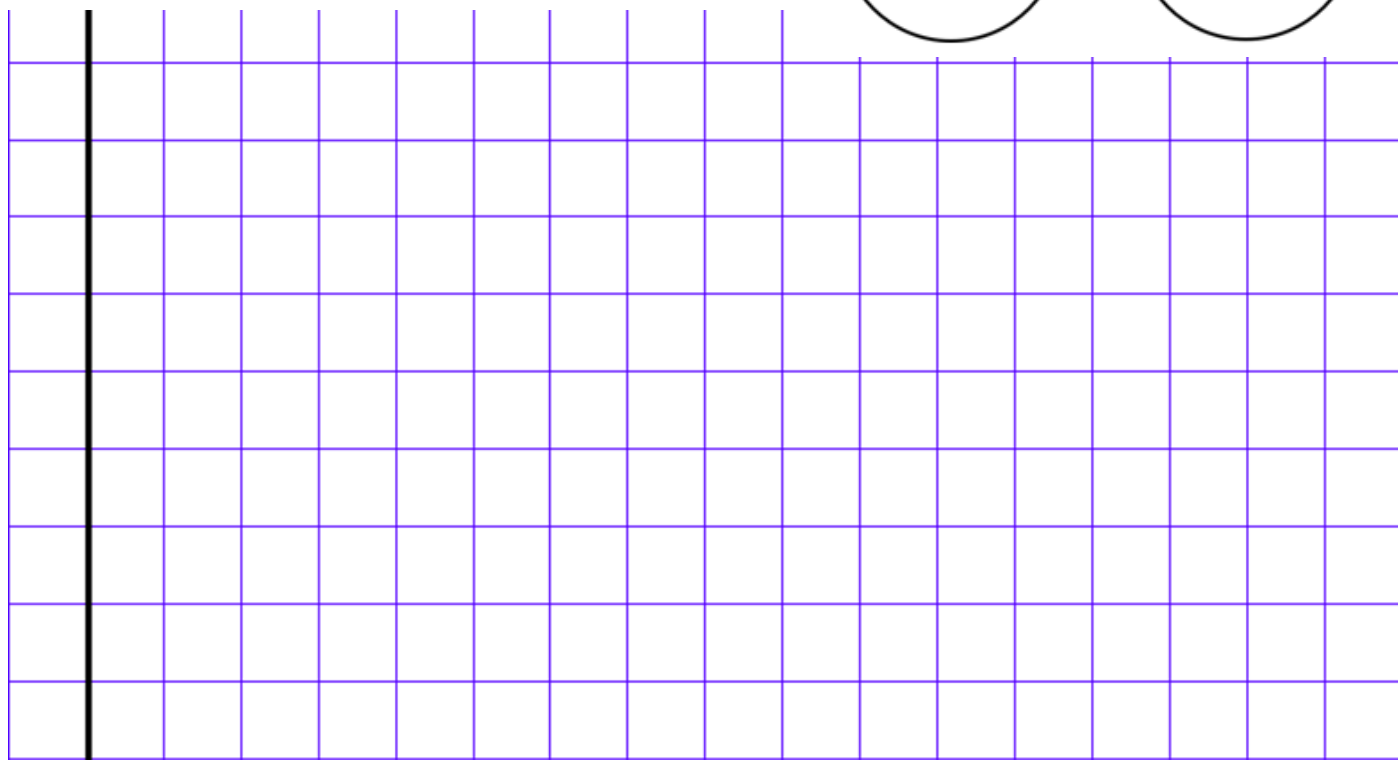
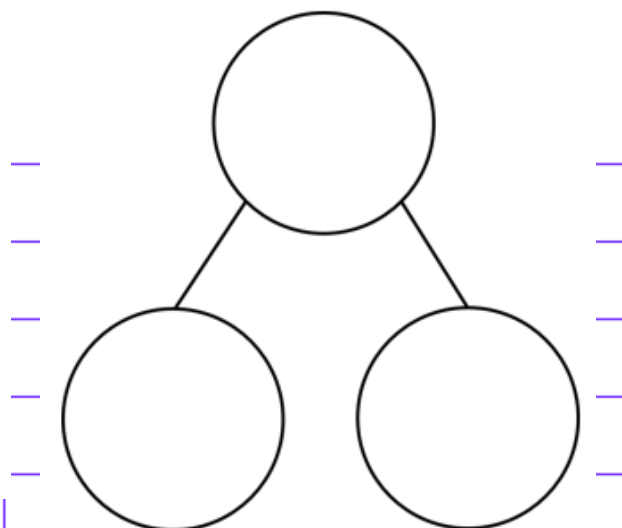
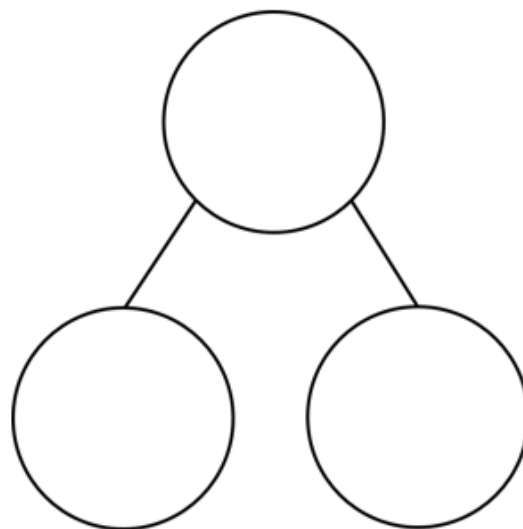
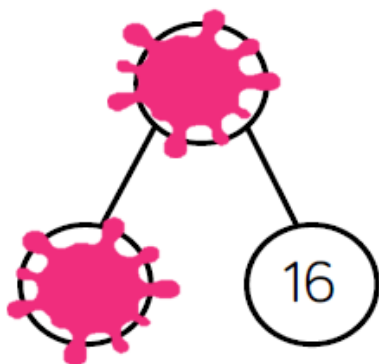
Amir partitioned a number to help him divide by 8

Some of his working out has been covered with paint.

What number could Amir have started with?



$$\text{[Painted Circle]} \div 8$$



Thursday 14th January 2021

LI: to divide 2-digit numbers by a 1-digit number (with a remainder)	Assessment		
	Pupil	Partner	Teacher
I P G A			
SC: I understand the link between division and repeated subtraction			
SC: I can identify the number of equal groups and how many remainders			
SC: I can use a number line to solve a division number sentence			

White Rose Home Learning Video:

<https://vimeo.com/494126561>

Watch video and complete tasks.

Task:



Mo has these lolly sticks.



He uses them to make squares.

How many squares can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 4There is lolly stick remaining. $17 \div 4 =$ remainder Mo can make squares.

- 2 Mo now uses the lolly sticks to make triangles.

How many triangles can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 3

There are lolly sticks remaining.

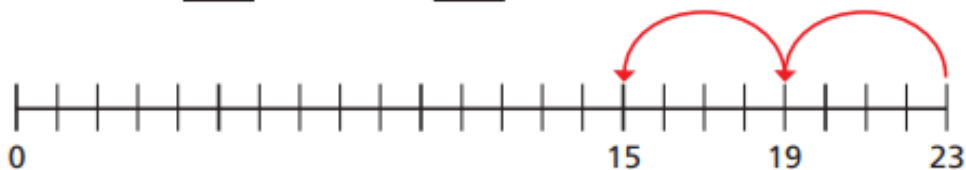
$17 \div 3 =$ remainder

Mo can make triangles.

Use repeated subtraction to complete the divisions.

Use the number lines to help you.

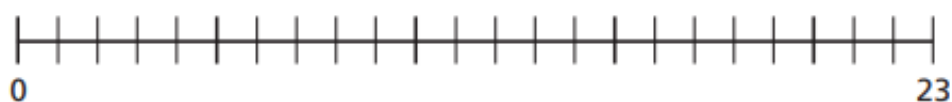
a) $23 \div 4 =$ remainder



b) $23 \div 5 =$ remainder



c) $23 \div 3 =$ remainder



Maths Lessons

Use place value counters and a place value chart to work out the divisions.

a) $87 \div 4 =$ remainder

b) $77 \div 3 =$ remainder

c) $74 \div 5 =$ remainder

Tens	Ones

Tens	Ones

Tens	Ones




He sorts his stickers into equal groups but has some stickers remaining.
How many stickers could be in each group and how many stickers would be remaining?

[illegible]



Friday 15th January 2021

LI: to understand what scaling is I P G A		Assessment		
		Pupil	Partner	Teacher
SC: I understand what 'times as many' means				
SC: I can use bar models to represent values				
SC: I can work out the total amount				

White Rose Home Learning Video:

<https://vimeo.com/494127943>

Watch video and complete tasks.

Task:

- 1 Aisha has some fruit.



Complete the sentences to describe the fruit.

There are apples.

There are strawberries.

There are times as many strawberries as apples.

- 2 Huan is comparing 2 pieces of ribbon.



4 cm



16 cm

Complete the sentences to describe the ribbon.

The spotty ribbon measures

The plain ribbon measures

The plain ribbon is times as long as the spotty ribbon.

3

Match the bar models to the statements.

Write the missing statement.

girls boys 

There are 4 times as
many boys as girls.

girls boys 


There are 3 times as
many boys as girls.

girls boys 

Ron has 5 bananas.

Esther has 6 times as many bananas as Ron.

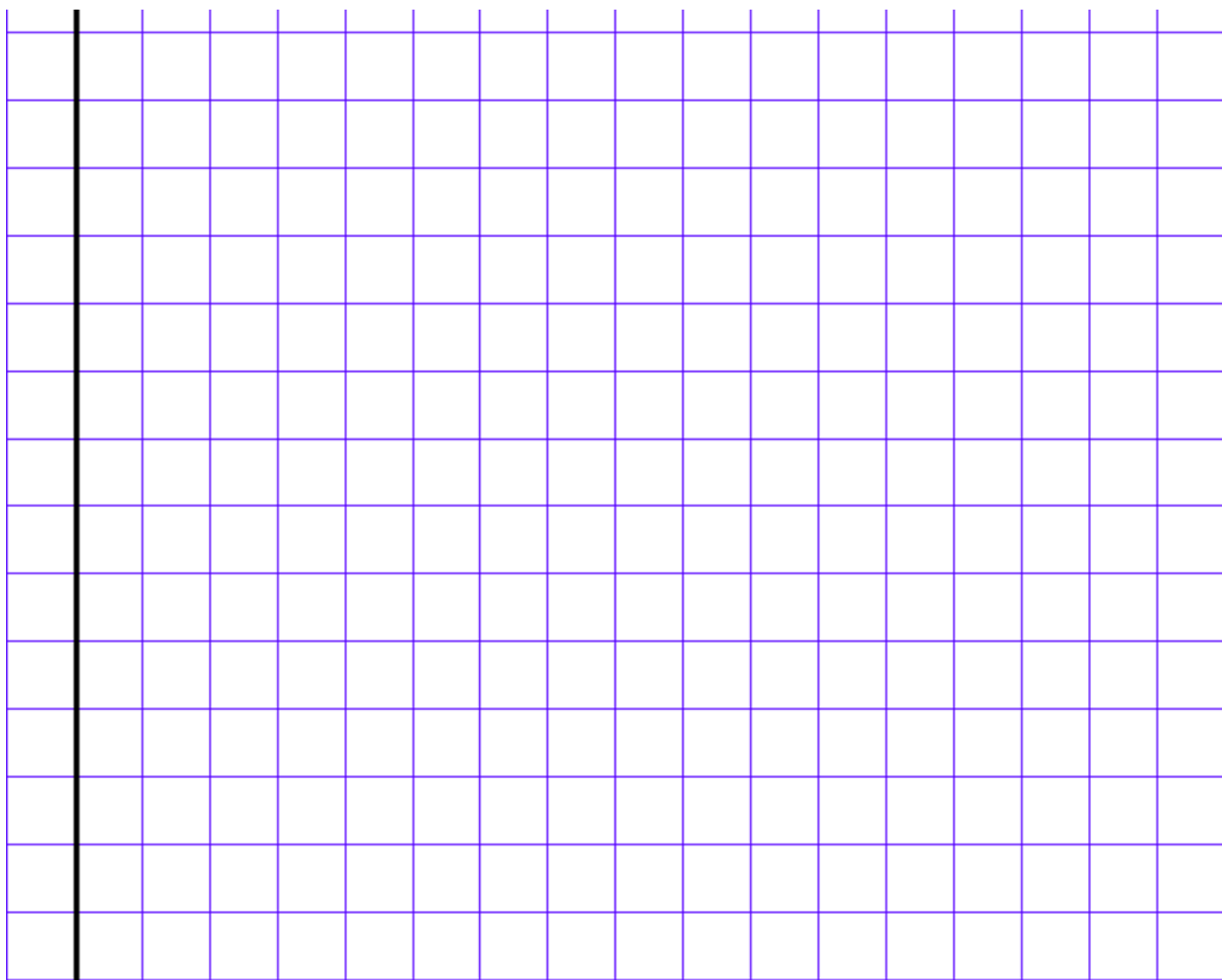
Draw a bar model to work out how many bananas Esther has got.



Esther has got bananas.

Maths Lessons

In a playground there are 3 times as many girls as boys.
There are 30 girls.
Label and complete the bar model to help you work out how many boys there are in the playground.





Tuesday 5th January 2021

LI: to know how we learn about the past	Assessment		
	Pupil	Parent	Teacher
SC: I know what history is			
SC: I know what historians and archaeologists are			
SC: I can represent life today with an object			

When we learn about history we learn about what happened in the past and why those things happened.

Task: Read **pg.2** – **History and Prehistory** and complete the following tasks

1. What are historians and archaeologists? What evidence did they find to work out what life was like in the past?
2. Draw and tell me about 1 thing a historian could find in 100 years to tell them what life was like today.

1. _____

2.

Wednesday 6th January 2021

LI: to find out who were the first people in Britain	Assessment		
	Pupil	Parent	Teacher
SC: I know where they found evidence of the earliest signs of life			
SC: I know why that period of time was called the Stone Age			
SC: I can predict how they survived			

Evidence found of the first people in Britain, is nearly a million years old. The time period gets its name from how historians believed these people lived.

Task: Read **pg.6-7** – **The First People in Britain** and complete the following tasks

1. What was the name of the place where stone tools, animal bones and other early evidence of people were found?
2. What was this time period called? Why?
3. How do you think they might have found food to eat?

1. _____

2. _____

3.



Thursday 7th January 2021

LI: to know what happened during the Mesolithic	Assessment		
	Pupil	Parent	Teacher
SC: I know when the Mesolithic was			
SC: I know how they lived during the Mesolithic time period			
SC: I know what kind of food Mesolithic people ate			

Over thousands of years after the glaciers (see glossary) came and went, when the weather was warmer small numbers of people moved around Stone Age Britain. After the last glacial period, that time period is called the 'Mesolithic'.

Task: Read **pg.12-15** – **The Mesolithic/Life in the Mesolithic** and complete the following tasks

1. When was the Mesolithic time period? How long ago was this?
2. What did people live in at the time?
3. What foods did they eat?
4. Draw and compare what they lived in then and what we live in now.

1. _____

2. _____

3. _____

4.



Monday 11th January 2021

LI: to know what time period came after Mesolithic	Assessment		
	Pupil	Parent	Teacher
SC: I know Neolithic time period started outside of Britain			
SC: I know the differences between Neolithic and Mesolithic life			
SC: I know when Britain started changing to Neolithic way of life			

Outside of Britain during Mesolithic time period, a new way of life had developed. This time period is known as the Neolithic.

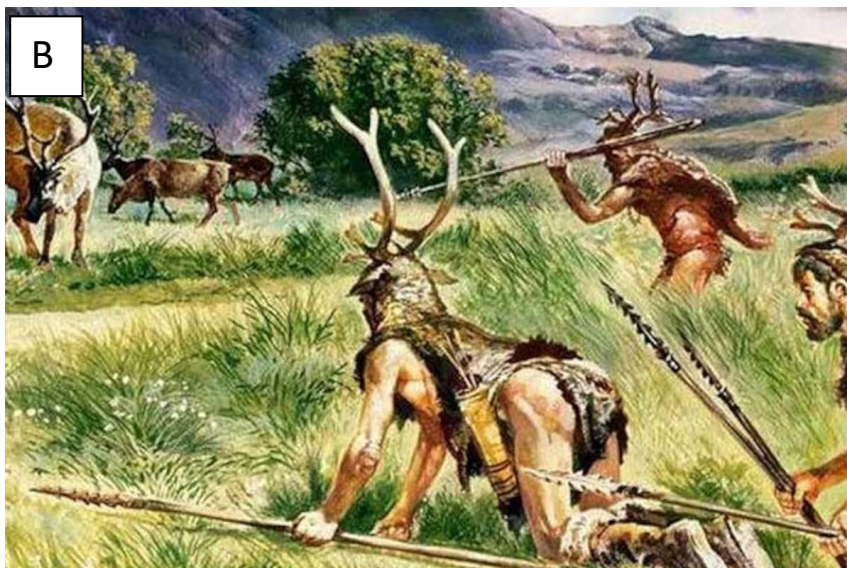
Task: Read **pg.18-19** – **The Neolithic** and complete the following tasks

1. What was different about how people were living during this time period?
2. What evidence was found to suggest that there was fighting during this period? Why do you think they might have been fighting?
3. Which of the images do you think represents Mesolithic or Neolithic life and why?

1. _____

2. _____

3.





Tuesday 12th January 2021

LI: to learn about Neolithic homes	Assessment		
	Pupil	Parent	Teacher
SC: I know the importance of Skara Brae			
SC: I know the differences between Neolithic and Mesolithic life			
SC: I can label the contents of a Skara Brae house			

Eventually, Britain moved from Mesolithic to Neolithic life.

Task: Read **pg.20-21** – **Neolithic Village Life** and complete the following tasks

1. Where is Skara Brae located and what was found there?
2. What was so special about the houses and what did that suggest? (pg.21)
3. Label the contents of a Skara Brae house. (There's some clues on pg.21)
What are some of the differences with how we live today?

1. _____

2. _____

3.





Wednesday 13th January 2021

LI: to learn about stone circles	Assessment		
	Pupil	Parent	Teacher
SC: I know why stone circles were built			
SC: I know what the summer solstice indicated and why it was important <i>summer growing harvesting season grow crop</i>			
SC: I can draw my own stone circle			

In Neolithic Britain special landmarks were built for special reasons.

Task: Read **pg.22-23** – **Neolithic Stone Circles** and complete the following tasks

1. Why were stone circles built?
2. Fill in the blanks and complete the statement
3. Draw and colour in your own stone circle

1. _____

2. The _____ solstice indicated that _____ was

over and _____ was beginning. This was

important because _____

3.



Thursday 14th January 2021

LI: to find out about how tools improved	Assessment		
	Pupil	Parent	Teacher
SC: I know what flint is			
SC: I know what materials the new tools were made from in the Neolithic			
SC: I know that bronze was a better material than copper			

In Neolithic Britain their means of survival improved because of the

Task: Read **pg.24-25** – **Flint, Copper and Bronze** and complete the following tasks

1. What is flint and where was it found?
2. How were people in Europe making their tools and weapons?
3. Why was bronze a better material than copper?
4. Draw a timeline to show the different materials used for tools up until the start of the Bronze Age.

1. _____

2. _____

3. _____

4.



stone







Mesolithic



Tuesday 5th January 2021

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
island	island	
important	important	
<u>skilfully</u>	<u>skilfully</u>	
continually	continually	
correctly	correctly	
finally	finally	
superhuman	superhuman	
rethink	rethink	
rewrite	rewrite	
reappear	reappear	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 – compose a short paragraph using as many of the spelling words as possible.



Wednesday 6th January 2021

Activity 1 – write 5 sentences using any 5 of the spelling words

Spelling Lessons

Activity 2 – find 4 of your spelling words in this word search



Activity 3 – underline the mistake and correct the spelling and write out 3 times

reape <u>a</u> r	reappear reappear reappear
finaly	
continualey	
inportant	
skillfuly	
corecktlly	



Thursday 7th January 2021

Activity 1 – ask another person at home to test you on any 5 of the spelling words.

Attempt	Correct spelling x2

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Spelling Lessons

Activity 3 – how many of your spelling words can you find in this word search? I can see 8...

c	o	n	t	i	n	u	a	l	l	y
r	e	a	p	p	e	a	r	i	s	g
e	t	s	e	a	h	t	e	s	i	o
w	c	o	r	r	e	c	t	l	y	m
r	s	u	p	e	h	r	h	a	h	n
i	i	m	p	o	r	t	a	n	t	u
t	o	u	c	u	l	k	s	d	e	r
e	s	u	p	e	r	h	u	m	a	n
t	f	a	h	r	e	t	h	i	n	k



Friday 8th January 2021

Activity 1 – pick 5 words and test another person at home, can they spell your spelling words.

Spelling words

Activity 2 – write a short poem using 3 of the spelling words.

[illegible]



Monday 11th January 2021

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
material	material	
learn	learn	
miserably	miserably	
heavily	heavily	
terribly	terribly	
terrible	terrible	
gently	gently	
gentle	gentle	
happily	happily	
happy	happy	

Spelling Lessons

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 – compose a short paragraph using as many of the spelling words as possible.



Tuesday 12th January 2021

Activity 1 – write 5 sentences using any 5 of the spelling words

Spelling Lessons

Activity 2 – find 6 of your spelling words in this word search

h	k	h	g	c	h	i
e	g	l	a	f	a	f
a	e	e	r	p	p	p
v	n	a	n	h	p	o
i	t	r	m	t	i	y
l	l	n	o	a	l	k
y	e	c	t	m	y	y

Activity 3 – underline the mistake and correct the spelling and write out 3 times

mat <u>ir</u> ial	material material material
lern	
genteley	
happly	
miserabally	
terribel	



Wednesday 13th January 2021

Activity 1 – ask another person at home to test you on any 5 of the spelling words.

Attempt	Correct spelling x2

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Spelling Lessons

Activity 3 – how many of your spelling words can you find in this word search? I can see all 10

m	t	e	r	r	i	b	l	e	m	h
h	a	g	e	n	t	l	y	h	i	a
e	g	t	h	a	p	d	o	a	s	p
h	i	s	e	r	a	h	t	p	e	p
e	h	t	a	r	t	h	r	p	r	i
t	h	e	a	v	i	l	y	y	a	l
o	p	h	y	l	e	a	r	n	b	y
d	t	e	r	r	i	b	l	y	l	i
g	e	n	t	l	e	f	k	a	y	s



Spelling Lessons

Thursday 14th January 2021

Activity 1 – pick 5 words and test another person at home, can they spell your spelling words.

Spelling words

Activity 2 – write a short poem using 3 of the spelling words.

[illegible]