







Key Stage 2 Weekly Learning

Year 3, Hazel and Sycamore		Theme: The Arctic Science: Investigations	Week beginning: 6/7/2020
Daily Activities Have a look at this site for lots of daily activities some of which are listed in our home learning but others you may want explore too! https://blog.kidadl.com/articles/lockdown-lessons-led-by-celebs			
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance.		
Reading - 10- 20 mins	Continue to enjoy reading book from home, school or online. The work this week is the The Bluest of Blues by Fiona Robinson You do not need the book - all the tasks are within the sheets provided. This week focus on Task 3, 4 and 5.		
Maths- 20- 30 mins	This week we are looking at written methods addition and subtraction and solving word problems. If you are looking for an extra challenge have a look at this NRICH challenge: https://nrich.maths.org/6777 https://nrich.maths.org/2790		
BREAK	Eat a healthy snack, exercise or relax with some mindfulness.		
Tues and Thurs @11 Story time with your favourite author	Spend some time each week listening to your favourite author reading to you. Here is the link to David Walliams that we thought you would enjoy. https://www.worldofdavidwalliams.com/elevenses/		
Times Tables- 10 - 15 mins	Log on to Time Tables Rock Stars or a similar Maths website to practise your tables.		
Spelling- 5 - 10 mins	Choose 10 Common Exception Words to practise this week.		
Handwriting- 5 - 10 mins	Use your handwriting book to practise your 10 spellings.		
Writing- 15 - 20 mins	This week, use the website https://www.pobble365.com/ . There is a new picture everyday and a story starter to go with it. Can you continue the story? Think about what type of story it might be e.g. adventure or mystery. Remember to include our key writing skills that we have looked at this year. If you would like you can also look at pictures from previous days.		
Our School Value		This term our value is Cooperation . Help to cook a meal at home. How did working together make you feel? How did it change the task? Was it quicker working together?	

These are the Key Skills that we are teaching in Year 3. They are the skills we work with across the school year. To support your understanding of home learning tasks we have highlighted the skills that we are focussing on each week. The other skills you will notice are also relevant to work your child is doing at this time and will provide support for them to succeed.

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> Count in 2's, 3's, 4's, 5's and 10's $\times 2$, $\times 3$, $\times 4$, $\times 5$, $\times 8$ $\times 10$ Order numbers to 1000 Order fractions Solve addition and subtraction questions up to 3 digits Add and subtract fractions Identify equivalent fractions Write \times and \div statements Double and halve 2 and 3 digit numbers Estimate, read and compare time Tell analogue and digital times 	<ul style="list-style-type: none"> Use phonics to decode new words. Summarise what has been read Predicting what will come next Sharing opinions using the text Retrieving facts Making inferences (e.g. I think she is feeling sad because she was sitting by herself) Identify the meaning of new words 	<ul style="list-style-type: none"> Capital letters at the start of a sentence and for proper nouns Neat, joined handwriting Conjunctions to join ideas (and/but/so/because/which) Adjectives to describe Using past or present tense Using 1st person (I) or 3rd person (he/she/they) Inverted commas for speech "" Adverbs (then/next/after) Prepositions (below/in front of/under)

<ul style="list-style-type: none"> • Add and subtract amounts of money using £ and giving change • Identify 2-D and 3-D shapes and describe their properties • Check my answers 		
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Weekly Activities		
<p>Geography and Art</p> <p>Who lives in Arctic areas? Research the Inuit people. Use the table below to compare what living in the UK is like to living in an Arctic region. Explore the similarities and differences.</p> <p>Some ideas to think about:</p> <ul style="list-style-type: none"> -climate (temperature, rainfall etc) -landscape -daylight -clothing <p>https://www.dkfindout.com/uk/history/native-americans/inuit/</p> <p>This year we have revised the colour wheel with primary, secondary and tertiary colours. Can you create a colour wheel to show the different tones of colours you could use to make an Arctic landscape? Look at the example below to show a colour wheel for a colour wheel you could use to draw a hot environment:</p> 	<p>Science</p> <p>In Science this term we are going to set you a series of investigations. All great scientists love to investigate. We have seen some wonderful examples of investigations you have been carrying out at home so we feel sure you will enjoy the investigations we have in store for you over the coming weeks.</p> <p>Investigation of the Week!</p> <p>This year we have learnt about friction and how it can change the speed of an object. Use this experiment to remind yourself how friction can have an impact on objects.</p> <p>https://www.bbc.co.uk/bitesize/clips/z79rkqt</p> <p>How fast or slow can you make an object by changing the surface it is on? Choose an object from around your home that has rollers or wheels etc. Measure a set distance e.g. 1m across the floor in your house. Use a timer and see how long it takes to travel this distance. How does this change on a different surface e.g. carpet to hard wood floors or the pavement outside?</p> <p>Design a pair of shoes for walking in the snow. What would these shoes need to be like? Why?</p>	
<p>Jigsaw</p> <p>This week we are thinking about positivity. When we look forward to something it can help us feel positive. We can feel excited and hopeful and this can help us in difficult times. Often practising a skill, like being positive, means we get better at. Think about the ways that you can practise being positive. Some examples are below.</p> <ul style="list-style-type: none"> -Say well done to yourself when you have done something that you are proud of. -Write or draw one thing that makes you smile everyday. -Remind yourself of something you are looking forward to and why. -Look at both sides of a situation e.g. you might be disappointed if something wasn't as you expected but it may have still been fun in a different way. <p>How can we make the most of our learning even if it feels difficult? E.g. listening carefully, asking for help, persevering, encouraging ourselves. Write your ideas down and decorate with your own illustrations or colouring.</p>	<p>Computing</p> <p>Use Purple Mash to create a quiz about the Arctic. Think about everything that you have researched and learnt about the Arctic over the last few weeks,</p> <p>https://www.purplemash.com/sch/cherry-wd24</p> <p>After logging on click on 'Computing' and '2Quiz'. You can choose from different question types including multiple choice and test your family! Select to add a new question.</p>  <p>Choose your question type</p>  <p>Then write in your answers. Remember to click the play button to start your quiz. Example questions:</p> <ul style="list-style-type: none"> -What is the Arctic? -Which animals live in the Arctic? -When can you see the Northern Lights? -Who lives in the Arctic? 	

Written methods – addition to 999, no exchanging

Using a written method to add is very similar to this version of the split strategy:

$$\begin{aligned} 42 + 31 &= (4 \text{ tens} + 3 \text{ tens}) + (2 \text{ ones} + 1 \text{ one}) \\ &= 7 \text{ tens} + 3 \text{ ones} \\ &= 73 \end{aligned}$$

The difference is that we set the numbers up in place value columns and add the ones first.

	tens	ones
	4	2
+	3	1
	7	3

1 For each addition, complete it with the split strategy and then use the written method.

a $55 + 23 = (\begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array}) + (\begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array})$

$$= \begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array}$$

$$= \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

	tens	ones
	5	5
+	2	3

b $42 + 35 = (\begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array}) + (\begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array})$

$$= \begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array}$$

$$= \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

	tens	ones
+		

c $61 + 18 = (\begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array}) + (\begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array})$

$$= \begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array}$$

$$= \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

	tens	ones
+		

d $65 + 32 = (\begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array}) + (\begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array})$

$$= \begin{array}{|c|} \hline \square \\ \hline \text{tens} \end{array} + \begin{array}{|c|} \hline \square \\ \hline \text{ones} \end{array}$$

$$= \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

	tens	ones
+		

Written methods – addition to 999, no exchanging

- 2** Add these using the written method. Add the ones, then the tens. Write your answer neatly in line with the place value columns.

a

	tens	ones
	4	3
+	3	2

b

	tens	ones
	1	0
+	4	9

c

	tens	ones
	3	6
+	5	2

d

	tens	ones
	6	4
+		5

e

	tens	ones
	3	3
+	1	4

f

	tens	ones
	9	2
+		6

- 3** Now try adding three 2-digit numbers using the written method:

a

	tens	ones
	3	0
	2	1
+	2	6

b

	tens	ones
	3	4
	4	1
+	2	3

c

	tens	ones
	2	3
	3	5
+	3	0

- 4** Write the missing digits in these problems:

a

	tens	ones
	2	<input type="text"/>
	<input type="text"/>	2
+	4	1
	9	6

b

	tens	ones
	<input type="text"/>	3
	2	<input type="text"/>
+	1	2
	7	8

c

	tens	ones
	2	<input type="text"/>
	3	2
+	<input type="text"/>	5
	9	8

Written methods – addition to 999, no exchanging

5 Now try adding 2- and 3-digit numbers to a 3-digit number.

a

	hundreds	tens	ones
	1	4	2
+		3	6

b

	hundreds	tens	ones
	2	0	7
+		8	2

c

	hundreds	tens	ones
	7	1	6
+		7	3

d

	hundreds	tens	ones
	5	5	5
+		4	1

e

	hundreds	tens	ones
	1	4	7
+	1	5	2

f

	hundreds	tens	ones
	4	3	8
+			

6 Write the missing digits in these problems:

a

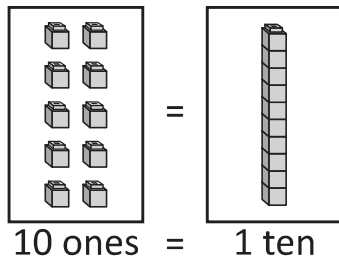
	hundreds	tens	ones
	2	<input type="text"/>	4
+	<input type="text"/>	5	<input type="text"/>
	3	6	7

b

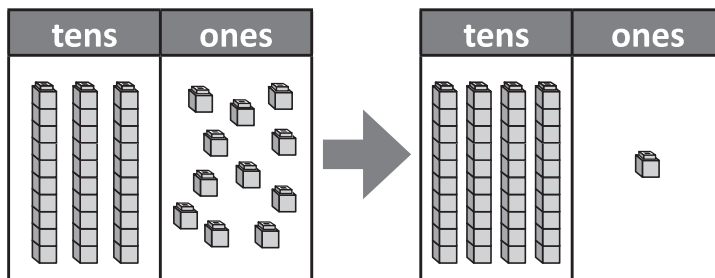
	hundreds	tens	ones
	3	<input type="text"/>	<input type="text"/>
+	<input type="text"/>	6	1
	8	7	5

Written methods – addition to 999 with exchanging

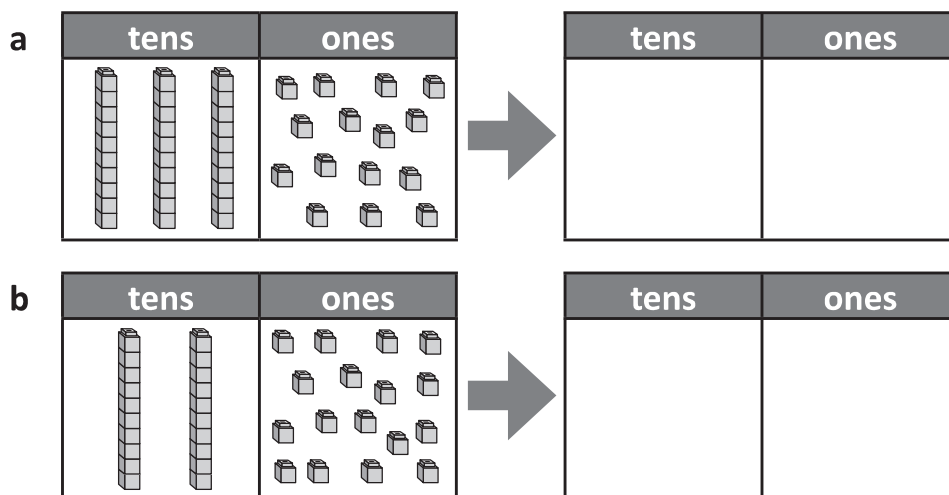
Here is a place value board that shows how exchanging works. If we have 10 ones, we should exchange them for a ten.



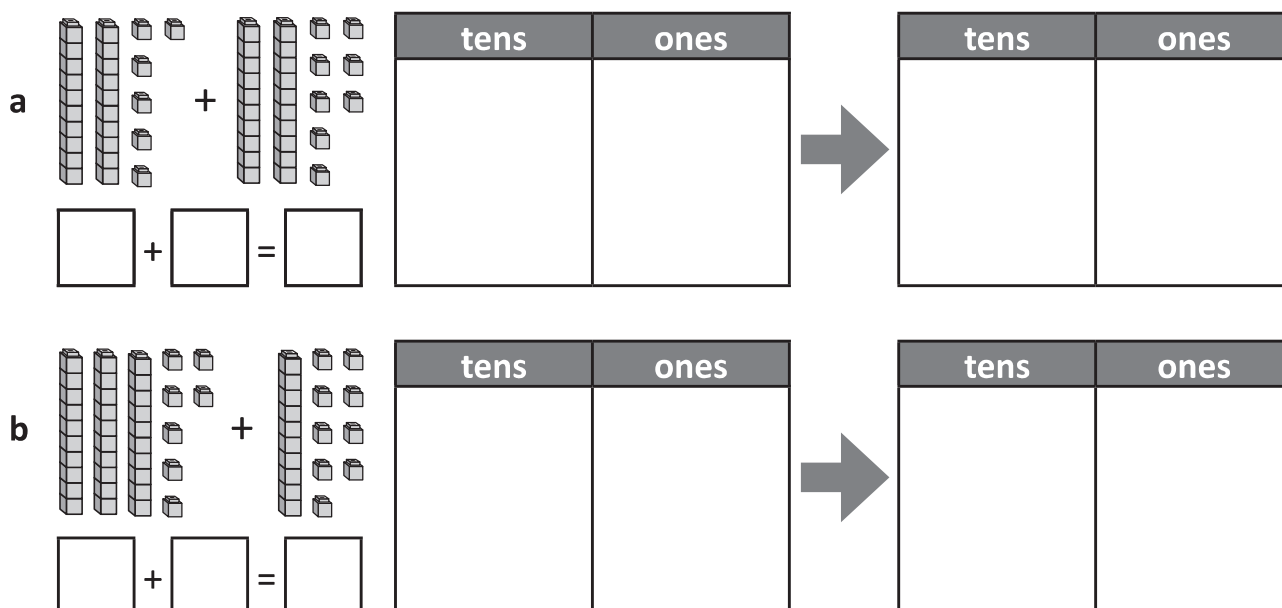
On the first place value board we can see that there are 3 tens and 11 ones. If we exchange 10 ones for 1 ten and we get 4 tens and 1 one.



- 1** For each set of place value boards, exchange the ones and show the exchanged amount on the next board. Just use straight lines for tens (longs) and squares for ones (shorts).



- 2** Add the numbers shown in longs and shorts. Use the first place value board to show the longs and shorts combined and exchange them on the second board. Record the addition problem in the squares:



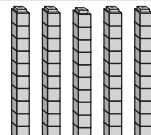



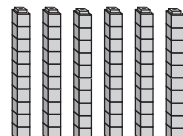

Written methods – addition to 999 with exchanging

Now that you have practised exchanging on place value boards, we are going to apply this to a written strategy of addition where you have to regroup.

Let's look at $53 + 19$. If we use longs and shorts in columns, it looks like this.

Then, we exchange and regroup the tens and ones to get the answer 72.

Now look at the written method for addition when:

	tens	ones
		
+		
		

e: 70

	tens	ones
	5	3
+	1	9
	7	2
	1	

First, estimate the answer:

$50 + 20 = 70$. You estimate by rounding to the nearest 10.

Add the ones: $3 + 9 = 12$

Think of this as 1 ten and 2 ones.

Write the 2 in the ones column and put the 1 in the tens column.

Now add the tens and write 7 in the tens column. Is our answer reasonable? Yes, because it is close to our estimate.

- 3 Try adding these 2-digit numbers using the written method. Start by writing your estimate:

a

e:

	tens	ones
	3	8
+	2	9

b

e:

	tens	ones
	4	9
+	2	7

c

e:

	tens	ones
	2	9
+	4	9

Continued on page 36.

Written methods – addition to 999 with exchanging

Continued from page 35.

- 3** Try adding these 2-digit numbers using the written method. Start by writing your estimate:

d

e:		
	tens	ones
	4	4
+	1	7

e

e:		
	tens	ones
	4	9
+	4	3

f

e:		
	tens	ones
	1	9
+	6	2

g

e:		
	tens	ones
	4	8
+	1	8

h

e:		
	tens	ones
	3	8
+	2	9

i

e:		
	tens	ones
	1	9
+	5	9

- 4** Solve these word problems using the written method:

- a** I drove 39 km on Thursday and 58 km on Friday. How far did I drive altogether?

e:		
	tens	ones
	3	9
+	5	8

- b** Our class sold 19 raffle tickets during the first week of sales and 59 raffle tickets during the second week. How many were sold altogether?

e:		
	tens	ones
	1	9
+	5	9

Written methods – addition to 999 with exchanging

5 Add these 2- and 3-digit numbers to a 3-digit number. Estimate first:

a

e:			
	hundreds	tens	ones
	1	4	6
+		3	5

b

e:			
	hundreds	tens	ones
	2	3	7
+		5	5

c

e:			
	hundreds	tens	ones
	4	7	5
+		4	8

d

e:			
	hundreds	tens	ones
	7	9	2
+		2	9

e

e:			
	hundreds	tens	ones
	3	8	3
+	2	4	7

f

e:			
	hundreds	tens	ones
	5	1	4
+	2	9	9

g

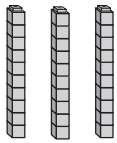



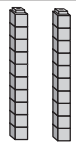

e:				
	thousands	hundreds	tens	ones
		6	7	5
		3	4	3
+			6	6

h

e:				
	thousands	hundreds	tens	ones
		7	5	8
		4	7	6
+			4	9

Written methods – subtraction to 999, no exchanging

Here is the written method for subtraction. The longs and shorts show you the place value. But you actually use digits.

	tens	ones
		
–		
		

	tens	ones
	3	8
–	1	5
	2	3

- 1 Subtract these using the written method. Subtract the ones then the tens. Write your answer neatly in line with the place value columns:

a

	tens	ones
	6	3
–	3	2

b

	tens	ones
	8	7
–	4	3

c

	tens	ones
	7	7
–	5	3

d

	tens	ones
	5	8
–	4	2

e

	tens	ones
	7	8
–	3	2

f

	tens	ones
	6	8
–	3	5

g

	hundreds	tens	ones
	1	5	2
–		4	1

h

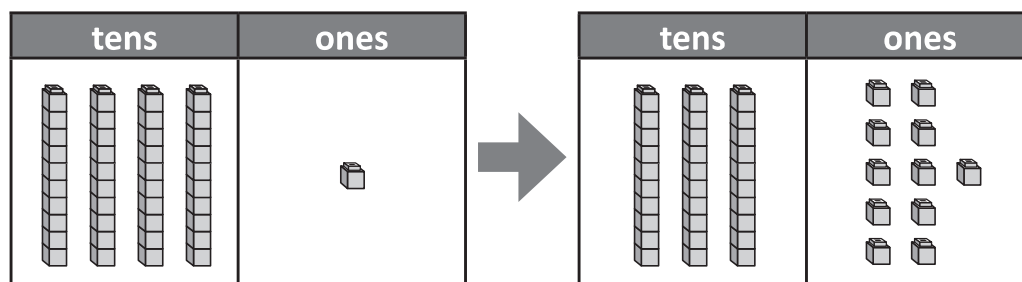
	hundreds	tens	ones
	3	7	6
–		3	4

i

	hundreds	tens	ones
	7	9	8
–	2	5	7

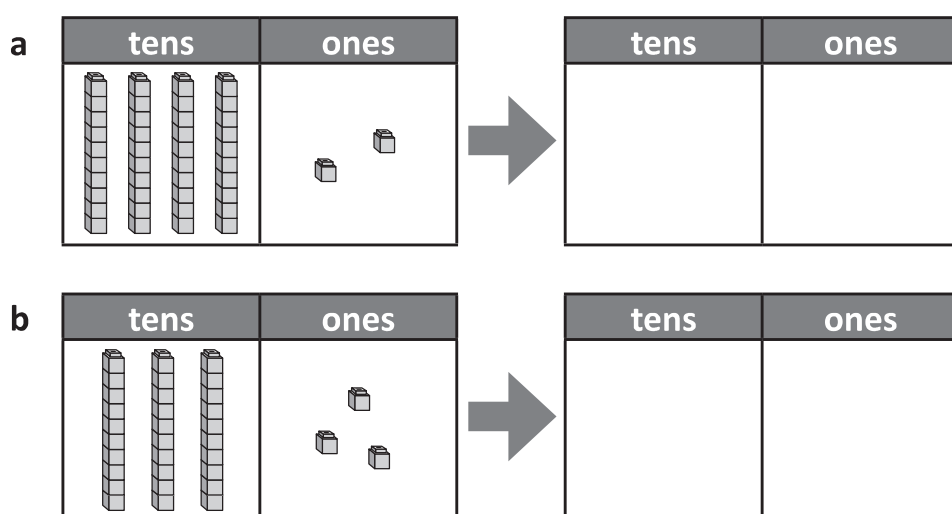
Written methods – subtraction to 999 with exchanging

These place value boards show how we can exchange a ten for ones.

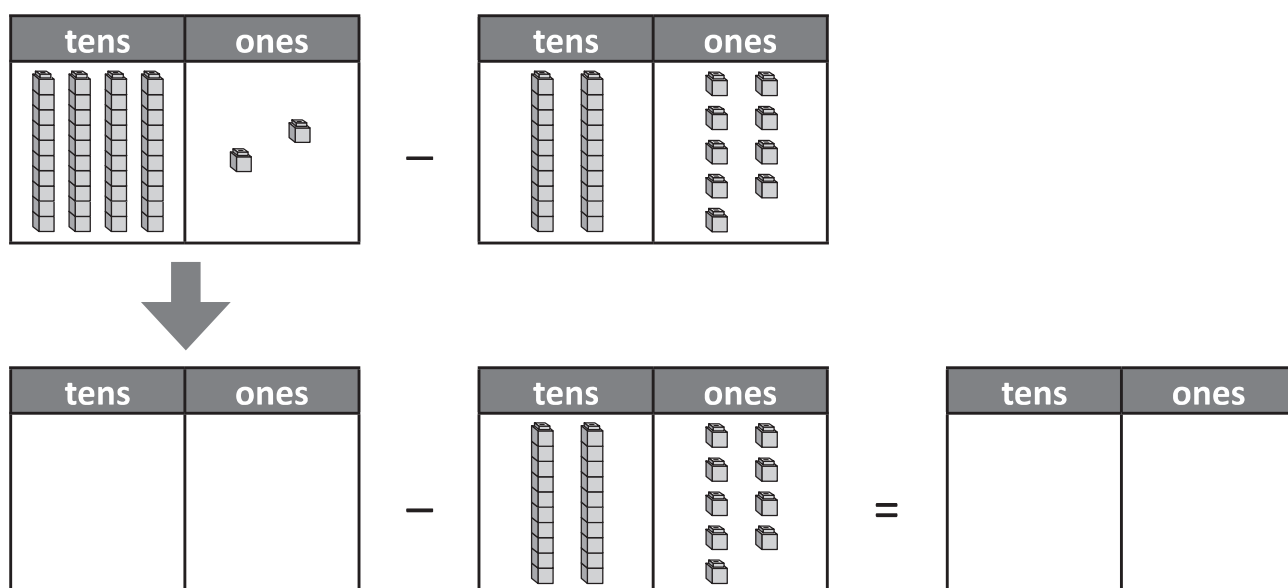


4 tens and 1 one is now 3 tens and 11 ones.

- For each set of place value boards, exchange a ten for ones and show the new amount on the next board. Just use straight lines for tens and squares for ones.



- Complete this subtraction problem shown in longs and shorts. Exchange a ten for ones and then subtract. Show your answer in longs and shorts:

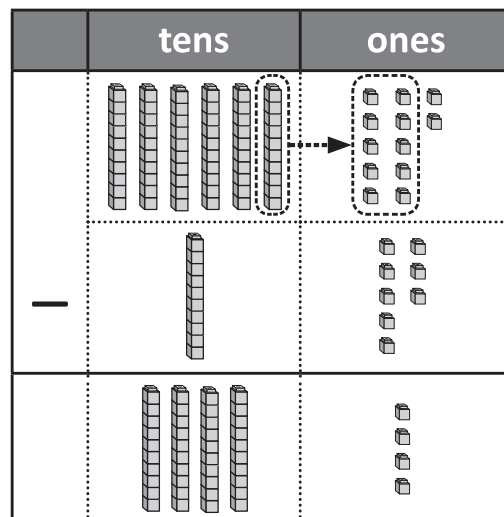


Written methods – subtraction to 999 with exchanging

Now that you can exchange a ten on the place value board, we can look at written subtraction with exchanging.

Here is $62 - 18$ shown in longs and shorts. If we exchange a ten into ones, we can now subtract the ones.

Now look at the written method for subtraction when exchanging.



e: 40

	tens	ones
	5	12
-	1	8
	4	4

First, estimate the answer:

$60 - 20 = 40$. You estimate by rounding to the nearest 10.

Look at the ones. We can't subtract 8 from 2, so we exchange a ten for 10 ones.

We now have 12 ones. 12 subtract 8 is 4, so we write 4 in the ones column. Now subtract the tens. 5 tens subtract 1 ten is 4 tens. Write 4 in the tens column.

Is our answer reasonable? Yes, because it is close to our estimate.

3 Complete these written subtraction problems with exchanging. Start by writing your estimate:

a

e:

	tens	ones
	7	2
-	2	8

b

e:

	tens	ones
	5	2
-	4	3

c

e:

	tens	ones
	6	1
-	3	4

Continued on page 41.

Written methods – subtraction to 999 with exchanging

Continued from page 40.

- 3** Complete these written subtraction problems with exchanging. Start by writing your estimate:

d

e:		
	tens	ones
	5	6
–	1	8

e

e:		
	tens	ones
	6	2
–	3	3

f

e:		
	tens	ones
	9	6
–	2	8

g

e:		
	tens	ones
	4	1
–	2	4

h

e:		
	tens	ones
	7	6
–	3	9

i

e:		
	tens	ones
	9	7
–	6	8

- 4** What is the digit behind the star?

a

	tens	ones
	7	2
–	5	★
	1	6

★ =

b

	tens	ones
	8	★
–	5	9
	2	5

★ =

c

	tens	ones
	7	9
–	5	★
	2	4

★ =

Written methods – subtraction to 999 with exchanging

- 5 Complete these written subtraction problems with exchanging. Start by writing your estimate:

a

e:

	hundreds	tens	ones
	1	7	4
–		3	5

b

e:

	hundreds	tens	ones
	4	8	6
–		9	4

c

e:

	hundreds	tens	ones
	2	3	2
–		6	7

d

e:

	hundreds	tens	ones
	3	4	5
–	1	6	8

e

e:

	hundreds	tens	ones
	6	5	3
–	5	7	7

f

e:

	hundreds	tens	ones
	9	2	0
–	6	2	9

- 6 Fill in the missing digit to these subtraction problems:

a

	hundreds	tens	ones
	1	2	6
+		1	
	1	0	9

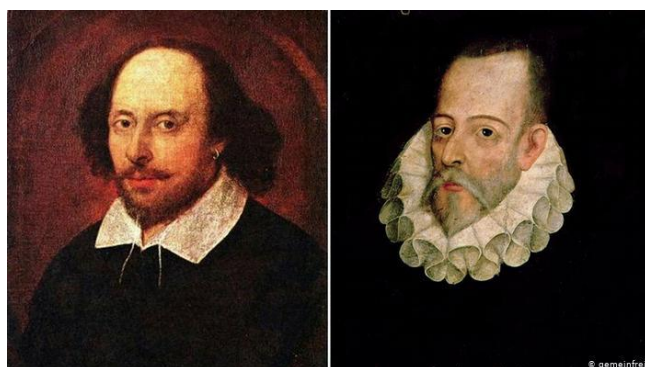
b

	hundreds	tens	ones
	3		5
+	1	4	3
	1	8	2

Had we all been at school Year 5 would have been performing a play called Don Quixote to the rest of the school.

The story was written by a man called Miguel Cervantes who lived in Spain at the same time as Shakespeare lived in England. It is recorded that the two men died on the same day 23rd April 1616 but that is probably not true, but it led to rumours that the two men were in fact the same man.

However, we now know that the Spanish Cervantes was actually 17 years older.



Who is who? Can you tell me which of these men is Shakespeare and which is Cervantes? - You may have to use google and do some research.

Here is the short cartoon version in Spanish. - watch it (6mins) and see if you can work out the story.

https://www.youtube.com/watch?v=fFbAwG1O9_8&fbclid=IwAR1YySRGm3EGbtZNHLL83nWllvOsyGfjkkVA97M7J-jcB6QK9SjqGPW3Y6o

If you want to watch another version in English I think this film is really funny. It is a PG Certificate - so ask an adult to watch with you.

<https://www.youtube.com/watch?v=VzYkHuEOOPA>