

Hello everyone in Year 3, yes it is us again. We are missing you all so much and await news from the Government on Sunday as to the next steps we may be able to take. You will be getting phone calls from us again this week to say "Hi" and we do enjoy you telling us what you have been up to. Mabel read an amazing poem she had written and I heard all about a skeleton Filip had made and hung by his front door! Martha and Jake have been sharing work too. They drew amazing skeletons and labelled and described all the bones using conjunctions. We also had some work posted on Twitter by Simeon and Jorgia. This week, Mrs Marks was proud of actually baking some cookies and not burning them – they were still gooey in the middle! Yum! Keep up with the learning but most importantly keep safe and look after yourselves. Speak soon.

Mr Mills Mrs Marks Miss Davenport

EVERY DAY

Daily Maths lessons - <https://whiterosemaths.com/homelearning/>. Watch the video and then try the questions linked to it. This is 30-40 minutes work. **This week it is multiplication and division. That times table practice on Hit the Button will be a big help.**

Hit the Button – 15-20 - <https://www.topmarks.co.uk/maths-games/hit-the-button> and use Mathletics to support the learning on White Rose- questions will be set linked to these videos.

Read for at least 15 minutes and complete an English task.

Additional tasks for this week (11/05/20)

English and Science	Topic
<p><u>The Body</u> <u>Monday</u> Explore the different food groups that we can eat. What types of food make up each group? https://www.youtube.com/watch?v=L9ymkJK2QCU Use the table provided or your own version to explain what each food group is for and the types of food that make up the group.</p> <p><u>Tuesday</u> Write a set of instructions to make a healthy meal or type of food. It could be a sandwich, a pasta-based meal, a roast dinner or any other meal that you can think of. You could have a go at making the meal once you have written the instructions for it or try making it and then write the instructions. It is up to you. It would be great to see some of your creations posted on Twitter. Can you do a better job than these children? https://www.youtube.com/watch?v=vUXUrg6dHFM</p> <p><u>Wednesday</u> Complete the reading comprehension attached to this document. Find out a little bit more about different food types and answer some questions about what you have read.</p> <p><u>Thursday/Friday</u> Imagine that you are running your very own posh restaurant. Make a menu for the restaurant. Think about the food that you would eat and try to be as healthy as possible. You could make the meals sound more appealing by being descriptive (remember expanded noun phrases and conjunctions). This video gives an idea of what children think of a posher type of restaurant. Would you serve the same food? https://www.youtube.com/watch?v=ATf00LgHs0k</p>	<p>During the week, please complete at least one of the following activities-</p> <p><u>Art and DT</u> Create your own food wheel. You can design it, draw it or even create a real-life version with the food from your house.</p> <p><u>General Knowledge</u> Take some time to watch the live cameras at Edinburgh Zoo. Can you spot what the animals are eating? How is their food different to the food we eat? https://www.edinburghzoo.org.uk/webcams/panda-cam/. Look out for the Rockhopper Penguins. They are nesting at the moment.</p> <p><u>GEOGRAPHY</u> Find 10 different items of food from around your house and discover where they have come from. No, we do not mean Sainsburys! The country they originate in. Now find that country on a world map.</p> <p><u>French</u> Learn different food types in French. Using Education City, go to French in subjects and find Year 3(changed from Monkeys). Explore the ThinkIts section and find the French Menu and the Fruit Salad activities. See what you can learn.</p> <p>Keep getting creative with your own inventions or ideas and post them to Twitter@oldburypark.</p>

Food Groups

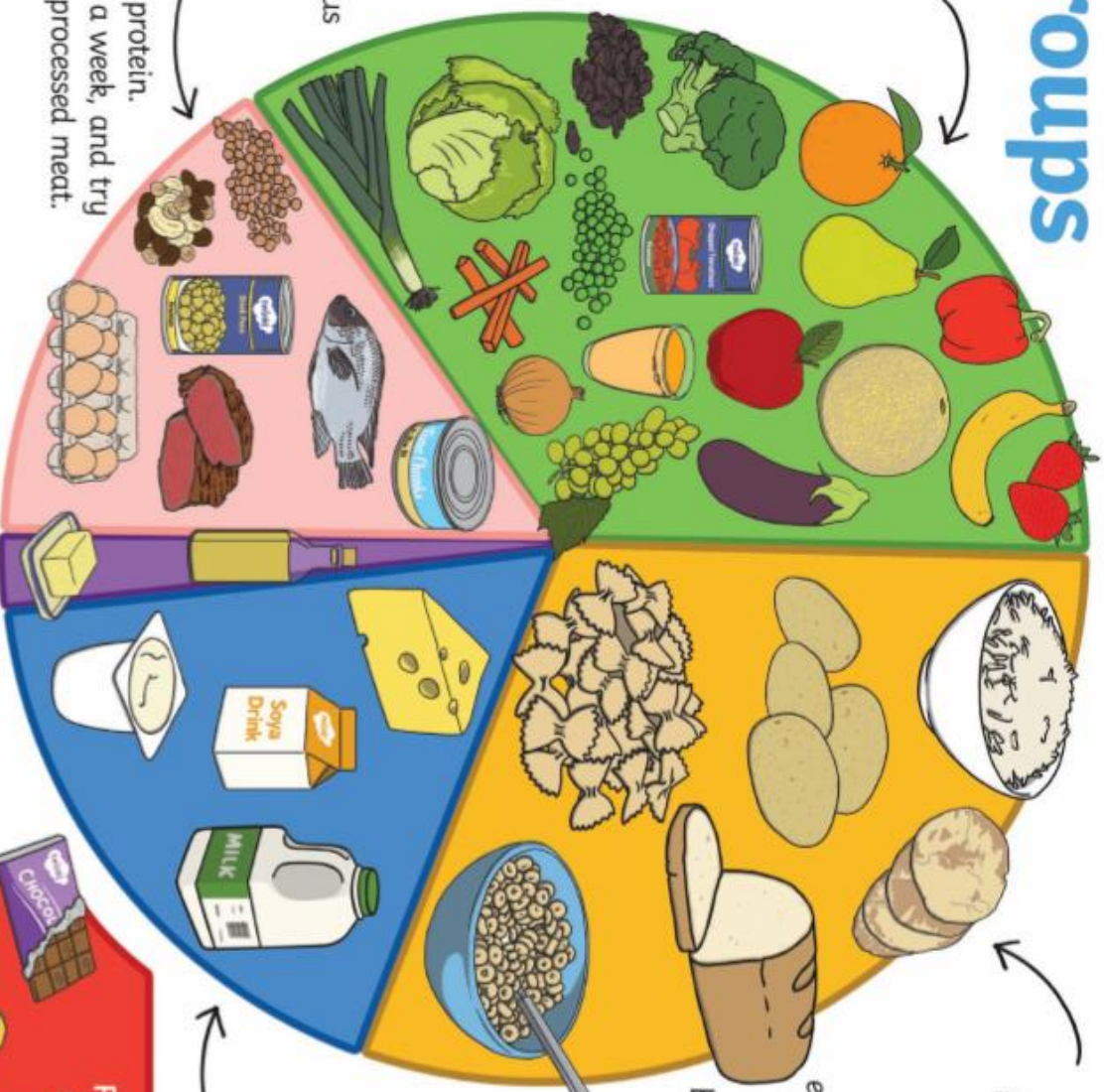
Fruit and Vegetables

These are good sources of vitamins and minerals and fibre. Aim to eat 5 portions a day! Choose from fresh, frozen, tinned, dried or juiced. Fruit juice and/or smoothies should be limited to no more than a combined total of 150ml per day.

Proteins

Proteins such as beans, pulses, fish, eggs, meat are very important for helping us grow and build muscles. Beans and pulses are a good alternative to meat as they contain less fat and are higher in fibre and protein. Try to eat 2 portions of fish a week, and try to reduce intake of red and processed meat.

Oil and Spreads Choose unsaturated oils and spreads and use in small amounts. Eat sparingly.



Carbohydrates

Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat. These are important for giving us energy. Choose higher-fibre, wholegrain varieties, such as wholewheat pasta and brown rice, or simply leave skins on potatoes.

Dairy and Alternatives

These are a source of calcium which is important for strong teeth and bones. Choose lower fat and sugar options.

Food and Drinks High in Fat and / or Sugar
Eat less often and in small amounts.

<u>Type of Food Group</u>	<u>What does it do for us?</u>	<u>Examples of food</u>
<u>Carbohydrates</u>		
<u>Protein</u>		
<u>Vitamins & Minerals</u>		
<u>Fats and Oils</u>		
<u>Fibre</u>		
<u>Water</u>		

How To Make Guacamole

What Do You Need?

Equipment:

- a bowl,
- a sharp knife,
- a chopping board,
- and a fork.

Ingredients:

- 1 ripe avocado
- 1/2 a lime or lemon
- salt
- fresh coriander (optional)
- 1 chilli pepper (optional)
- 1 small, raw tomato (optional)

Did You Know?

“Guacamole” comes from the Aztec words “āhuacatl” and “moli”, meaning avocado sauce.



Method:

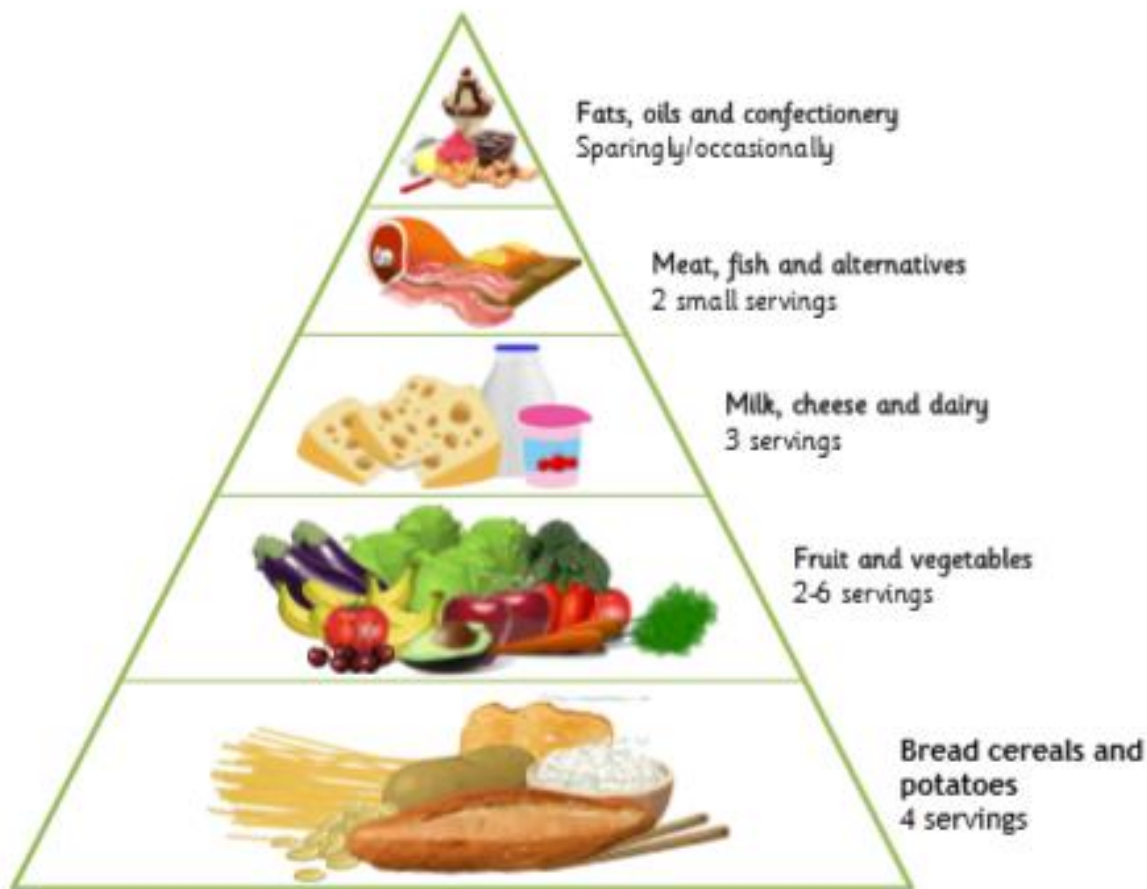
1. First, use a sharp knife to cut the avocado in half, around the stone. (Ask an adult to help you!)
2. Remove the stone, then scrape out the flesh into the bowl.
3. Use the fork to mash the avocado until it is smooth.
4. Next, squeeze in the juice of 1/2 a lime or lemon and add a pinch of salt.
5. If desired, add chopped coriander, chopped chilli pepper, and/or chopped tomato.
6. Finally, mix all ingredients with the fork.
7. Serve with tortilla chips.

Top Tip!

Keep your avocado stone to use later.

If you want to save your guacamole for another day, put the stone into the guacamole and cover the bowl with cling film, so that the plastic is touching the top of the sauce. This will help the dip stay fresh.

Healthy Eating – version one



It is important that you eat the right amount of food. Too little and you don't have enough energy and don't grow. Too much and you could become unhealthy.

The type of food that you eat is also important. You should eat at least five portions of fruit and vegetables a day. A portion is around a handful. Potatoes do not count in this total as they are carbohydrates.

You should also eat plenty of carbohydrates as they give you energy. It is best to choose brown or wholegrain versions such as granary rolls and brown pasta and rice as these have more fibre.

Dairy products such as milk, cheese and butter are important because they give you calcium which helps you to grow strong bones. Although you don't need an enormous amount of protein it is important to eat protein every day. You find protein in fish, beans, lentils, tofu, meat and quorn.

Your body does not need any sweets or chocolate but you can still eat them. Just make sure that they are an occasional treat.

The food pyramid is useful because it shows you how much of each food group you need to have a balanced diet. Do you eat a balanced diet?

Healthy eating comprehension

Name:

Date:

1. Why do you need to eat enough food?

You need to eat enough food because

.....
.....
.....

2. How many portions of fruit and vegetables do you need each day?

You need portions of fruit and vegetables every day.

3. Name three carbohydrates

Three carbohydrates are

.....
.....
.....

4. Why do you need calcium?

You need calcium to

.....
.....
.....

5. Why is the food pyramid helpful?

The food pyramid is helpful because

.....
.....
.....

Answers: Healthy eating – version one

1. Why do you need to eat enough food?

You need to eat enough food because otherwise you won't have enough energy and you won't grow. You may also become ill and can starve if you don't have enough food.

2. How many portions of fruit and vegetables do you need each day?

You need five portions of fruit and vegetables every day.

3. Name three carbohydrates

Three carbohydrates are granary rolls, brown pasta and brown rice.

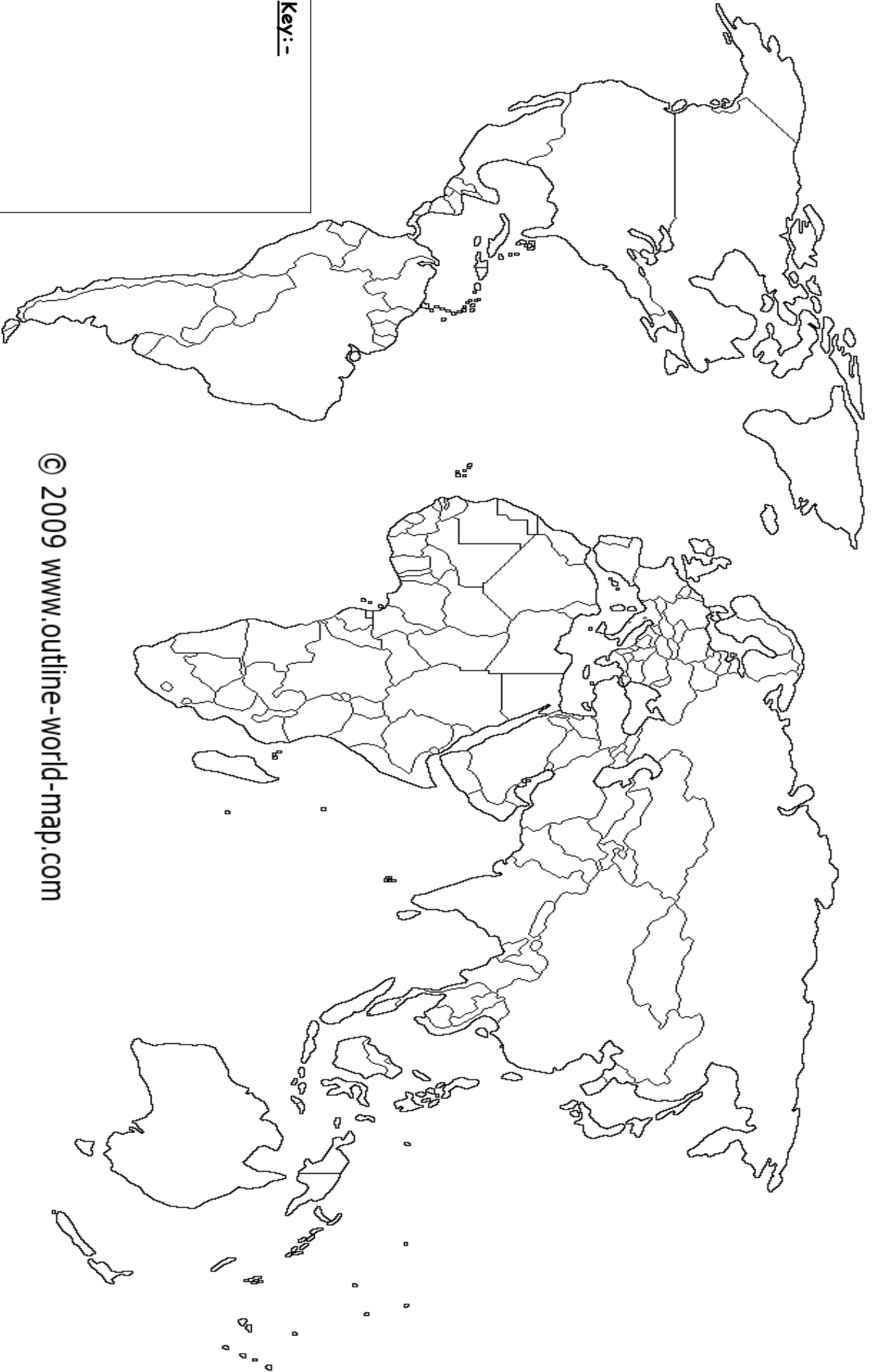
4. Why do you need calcium?

You need calcium to help you grow strong bones.

5. Why is the food pyramid helpful?

The food pyramid is helpful because it shows you how much of each food group you need in order to eat a balanced diet.

Key:-



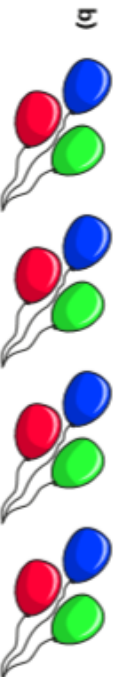
The 4 times-table



1 Complete the multiplication.



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



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

2 Complete the number sentences.

a) $6 \times 4 = \square$

g) $24 \div 4 = \square$

b) $4 \times 3 = \square$

h) $8 \div 4 = \square$

c) $\square = 7 \times 4$

i) $0 \div 4 = \square$

d) $4 \times \square = 48$

j) $\square \div 11 = 4$

e) $0 \times 4 = \square$

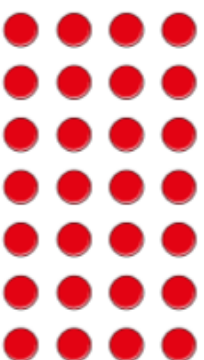
k) $\square \div 4 = 5$

f) $4 \times 9 = \square$

l) $1 \times 4 = \square$

3 What multiplication and division statements does the array represent?

Complete the statements.



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

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

$$\square \div \square = \square$$

$$\square \div \square = \square$$

4 Complete the number sentences.

a) $2 \times 4 = \square$

c) $3 \times 4 = \square$

$4 \times 4 = \square$

$3 \times 8 = \square$

$8 \times 4 = \square$

$3 \times 12 = \square$

b) $8 = 4 \times \square$

$16 = 4 \times \square$

$32 = 4 \times \square$

What patterns do you notice?



5 Write $<$, $>$ or $=$ to compare the statements.

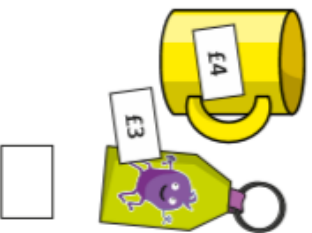
- a) $48 \div 12$ 4 d) $4 \div 4$ 4×4
 b) 36 $40 \div 4$ e) 1×4 4×1
 c) $16 \div 4$ 4×4 f) 4×2 $32 \div 4$

6 A paper clip is 4 cm long.



How long are 6 of these paper clips?

7 Dexter buys 10 mugs and 4 key rings.
How much money does he spend in total?



8 The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

Animal	Pictogram	Number of animals
cat		
dog		28
bird		
mouse		

= 4 animals

9

Teddy: Some of the numbers in the 4 times-table are even, but not all of them.

Eva: All numbers in the 4 times-table are even.

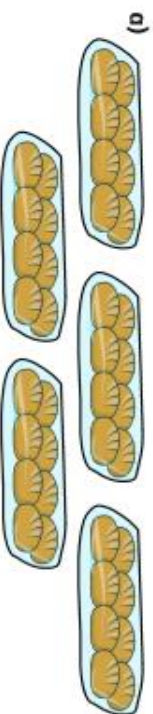
Who is correct? _____

How do you know? Talk about it with a partner.

The 8 times-table

1 How many are there in total?

Complete the multiplications.



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



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

2 Complete the number tracks.

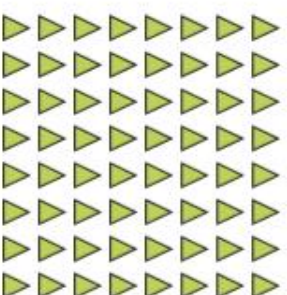
a)

0	8	16	24				
---	---	----	----	--	--	--	--

b)

96	88	80					
----	----	----	--	--	--	--	--

3 Here is an array made up of triangles.



a) What multiplication sentence can you see?

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

b) What division sentence can you see?

$$\square \div \square = \square$$

4 Complete the calculations.

Try to do the calculations in your head.

a) $6 \times 8 = \square$ e) $72 \div 8 = \square$

b) $8 \times \square = 56$ f) $\square \div 11 = 8$

c) $10 \times 8 = \square$ g) $\square \div 8 = 5$

d) $\square = 8 \times 4$ h) $8 \times 1 = \square$

- 5 What multiplication can you see?



- 6 Complete the multiplications.

a) $2 \times 8 = \square$

b) $8 = 8 \times \square$

$4 \times 8 = \square$

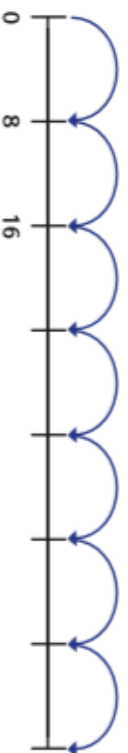
$16 = 8 \times \square$

$8 \times 8 = \square$

$32 = 8 \times \square$

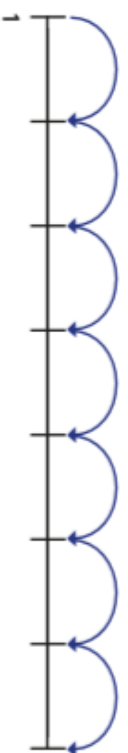
What patterns do you notice?

- 7 a) Amir draws 7 jumps of 8 on a number line.



What number does Amir end on?
 Explain how you worked it out.

- b) This time, Amir makes 7 jumps of 8, but starts from 1



What number does Amir end on this time?
 Explain how you know.

- 8 Boats can be hired on a lake.

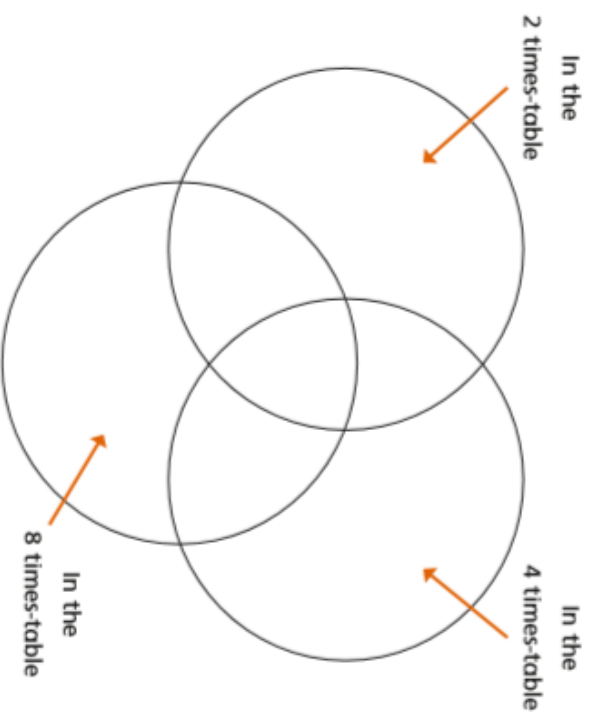
There are 5 large boats and 8 small boats on the lake. Each boat is full.

How many people are on the lake?



- 9 Put the numbers into the sorting diagram.

2 4 16 32 48 36 12 6



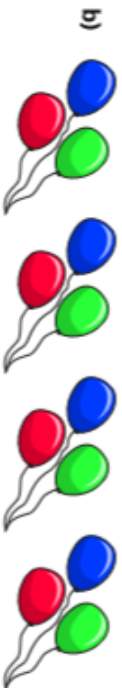
Are any of the parts empty? Why?
 Talk about it with a partner.

The 4 times-table

1 Complete the multiplication.



$$\boxed{8} \times \boxed{4} = \boxed{32}$$



$$\boxed{4} \times \boxed{3} = \boxed{12}$$

2 Complete the number sentences.

a) $6 \times 4 = \boxed{24}$

g) $24 \div 4 = \boxed{6}$

b) $4 \times 3 = \boxed{12}$

h) $8 \div 4 = \boxed{2}$

c) $\boxed{28} = 7 \times 4$

i) $0 \div 4 = \boxed{0}$

d) $4 \times \boxed{12} = 48$

j) $\boxed{44} \div 11 = 4$

e) $0 \times 4 = \boxed{0}$

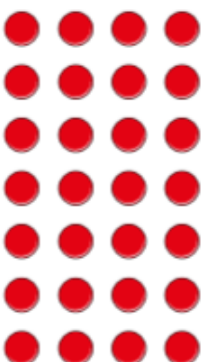
k) $\boxed{20} \div 4 = 5$

f) $4 \times 9 = \boxed{36}$

l) $1 \times 4 = \boxed{4}$

3 What multiplication and division statements does the array represent?

Complete the statements.



$$\boxed{4} \times \boxed{7} = \boxed{28}$$

$$\boxed{7} \times \boxed{4} = \boxed{28}$$

$$\boxed{28} \div \boxed{7} = \boxed{4}$$

$$\boxed{28} \div \boxed{4} = \boxed{7}$$

4 Complete the number sentences.

a) $2 \times 4 = \boxed{8}$

c) $3 \times 4 = \boxed{12}$

$4 \times 4 = \boxed{16}$

$3 \times 8 = \boxed{24}$

$8 \times 4 = \boxed{32}$

$3 \times 12 = \boxed{36}$

b) $8 = 4 \times \boxed{2}$

$16 = 4 \times \boxed{4}$

$32 = 4 \times \boxed{8}$

What patterns do you notice?



5 Write $<$, $>$ or $=$ to compare the statements.

a) $48 \div 12 = 4$

d) $4 \div 4 < 4 \times 4$

b) $36 > 40 \div 4$

e) $1 \times 4 = 4 \times 1$

c) $16 \div 4 < 4 \times 4$

f) $4 \times 2 = 32 \div 4$

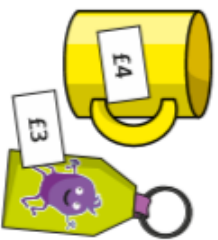
6 A paper clip is 4 cm long.



How long are 6 of these paper clips?

24cm

7 Dexter buys 10 mugs and 4 key rings.
How much money does he spend in total?



£52

8 The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

Animal	Pictogram	Number of animals
cat		16
dog		28
bird		20
mouse		4

= 4 animals

9

Some of the numbers in the 4 times-table are even, but not all of them.

All numbers in the 4 times-table are even.

Teddy

Eva

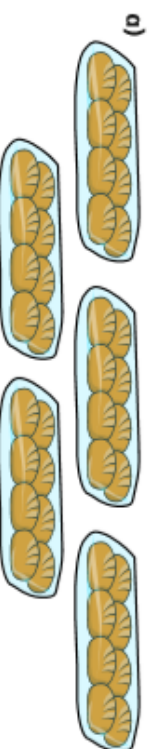
Who is correct? Eva

How do you know? Talk about it with a partner.

The 8 times-table

- 1 How many are there in total?

Complete the multiplications.



$$\boxed{5} \times \boxed{8} = \boxed{40}$$



$$\boxed{4} \times \boxed{8} = \boxed{32}$$

- 2 Complete the number tracks.

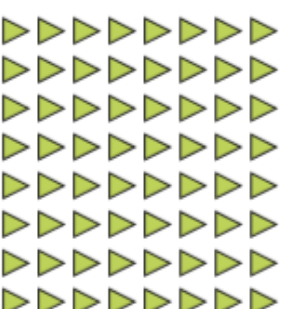
a)

0	8	16	24	32	40	48	56
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b)

96	88	80	72	64	56	48	40
----	----	----	----	----	----	----	----

- 3 Here is an array made up of triangles.



a) What multiplication sentence can you see?

$$\boxed{8} \times \boxed{8} = \boxed{64}$$

b) What division sentence can you see?

$$\boxed{64} \div \boxed{8} = \boxed{8}$$

- 4 Complete the calculations.

Try to do the calculations in your head.

a) $6 \times 8 = \boxed{48}$ e) $72 \div 8 = \boxed{9}$

b) $8 \times \boxed{7} = 56$ f) $\boxed{88} \div 11 = 8$

c) $10 \times 8 = \boxed{80}$ g) $\boxed{40} \div 8 = 5$

d) $\boxed{32} = 8 \times 4$ h) $8 \times 1 = \boxed{8}$

- 5 What multiplication can you see?



- 6 Complete the multiplications.

a) $2 \times 8 = 16$

b) $8 = 8 \times 1$

$4 \times 8 = 32$

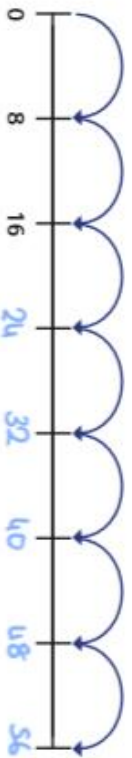
$16 = 8 \times 2$

$8 \times 8 = 64$

$32 = 8 \times 4$

What patterns do you notice?

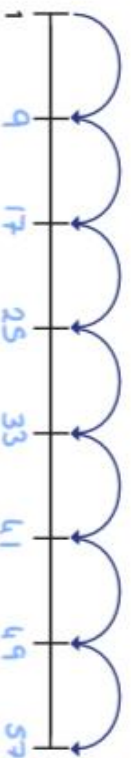
- 7 a) Amir draws 7 jumps of 8 on a number line.



What number does Amir end on?

Explain how you worked it out.

- b) This time, Amir makes 7 jumps of 8, but starts from 1



What number does Amir end on this time?

Explain how you know.

- 8 Boats can be hired on a lake.

There are 5 large boats and 8 small boats on the lake.

Each boat is full.

How many people are on the lake?



- Put the numbers into the sorting diagram.

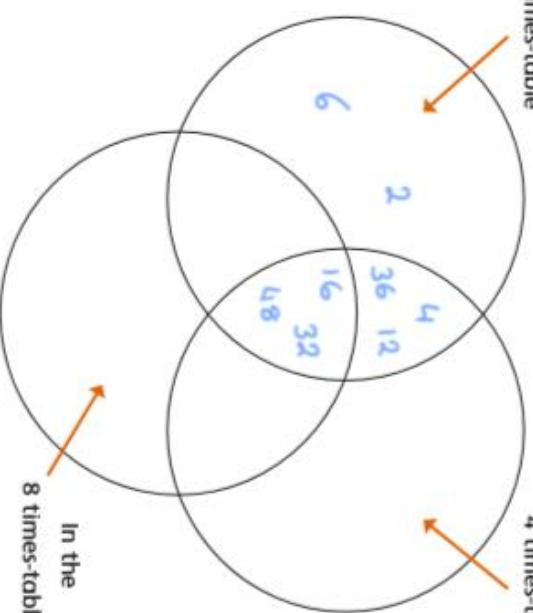
2 4 16 32 48 36 12 6

In the

2 times-table

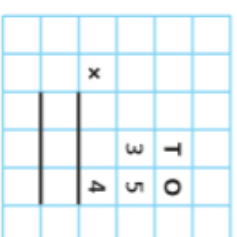
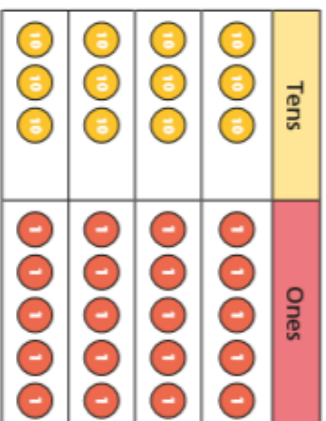
In the

4 times-table



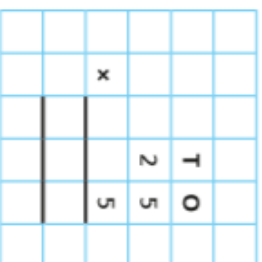
Are any of the parts empty? Why?

Talk about it with a partner.

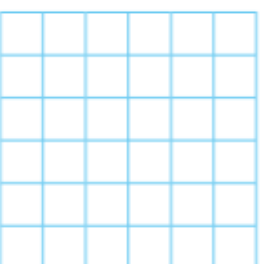


5 Work out the multiplications.

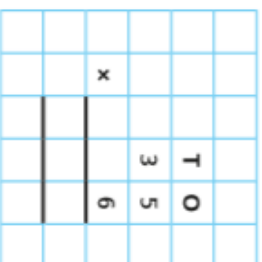
a) 25×5



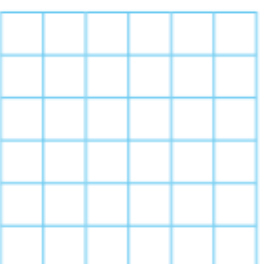
c) 5×26



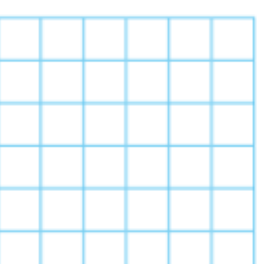
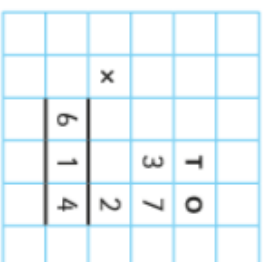
b) 35×6



d) 4×36

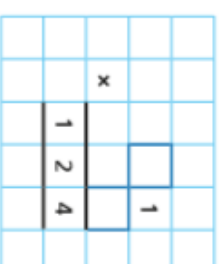
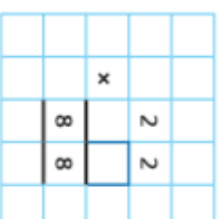


6 Tommy works out 37×2



What mistake has Tommy made? Work out the correct answer.

7 Find the missing numbers.



8 Here are some digit cards.

- 1 2 3 4 5 8

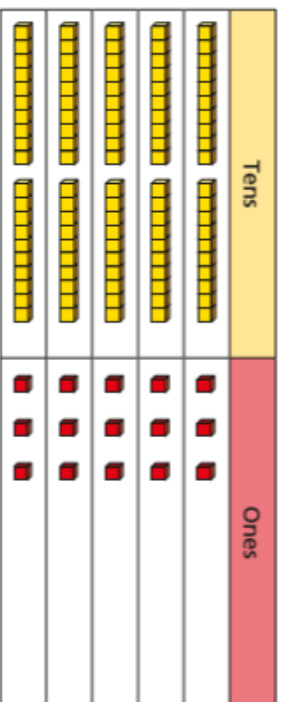
a) Use the digit cards to create a multiplication and work out the answer.

\times =

b) Work with a partner to find calculations that have:

- an odd product
- an even product
- an exchange in the ones column
- an exchange in the ones and tens columns.

Multiply 2-digits by 1-digit (2)



How many marbles are there in total?

$$5 \times 3 \text{ ones} = 15$$

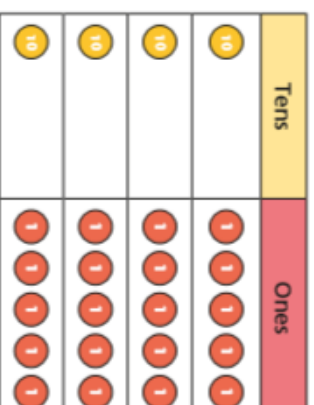
$$5 \times 2 \text{ tens} = 100$$

$$15 + 100 = 115$$

$$5 \times 23 = 115$$

There are 115 marbles in total.

2 Work out 4×15



$$4 \times 5 = 20$$

$$4 \times 10 = 40$$

$$4 \times 15 = 60$$

3 Complete the multiplications.

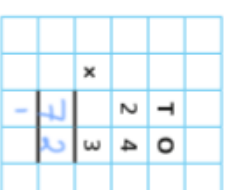
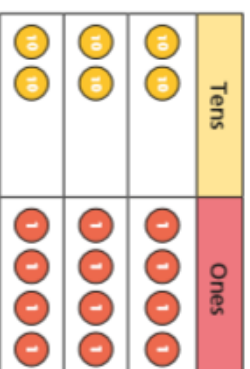
a) $4 \times 24 = 96$

b) $3 \times 17 = 51$

c) $3 \times 25 = 75$

d) $34 \times 4 = 136$

4 Complete the column multiplications.



Divide 2-digits by 1-digit (2)

1 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?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$72 \div 3 =$





4 Use base 10 or counters to work out the divisions.

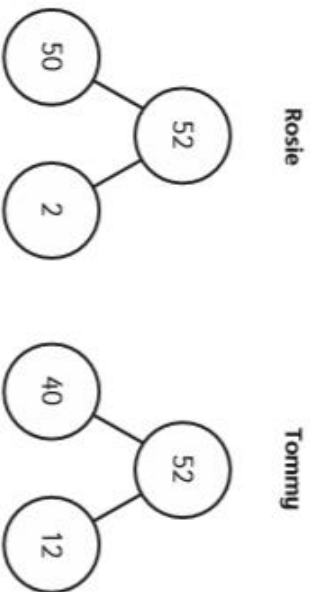
a) $45 \div 3 =$

b) $57 \div 3 =$

c) $92 \div 4 =$

5 Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.



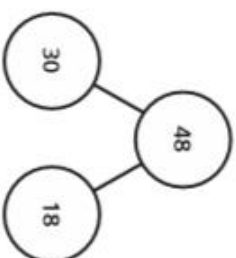
a) Whose part-whole model will help them with the division?

How do you know?

b) Use a part-whole model to work out $52 \div 4$

6 Use the part-whole models to complete the divisions.

a) $48 \div 3 =$

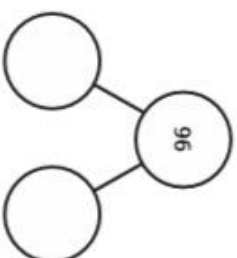


$30 \div 3 =$

$18 \div 3 =$

$48 \div 3 =$

b) $96 \div 4 =$



c) $65 \div 5 =$

d) $75 \div 3 =$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 =$

$96 \div 4 =$

$96 \div 2 =$

c) What do you notice? Talk about it with a partner.



Divide 2-digits by 1-digit (2)

1 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?

14

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

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

b) How much money does each person get?

£14

3 Divide 72 by 3



Tens	Ones
(10) (10)	(1) (1) (1) (1)
(10) (10)	(1) (1) (1) (1)
(10) (10)	(1) (1) (1) (1)

Use the place value counters to help you.

$72 \div 3 = 24$



Lesson 3 Answers

- 4 Use base 10 or counters to work out the divisions.

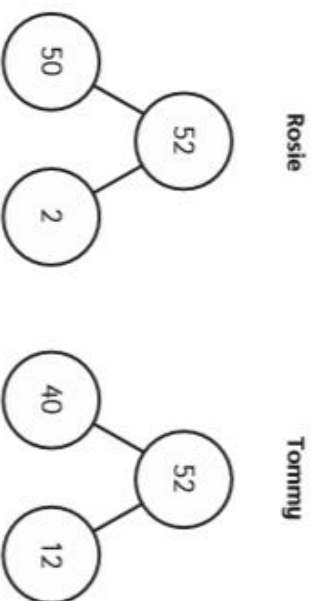
a) $45 \div 3 =$

b) $57 \div 3 =$

c) $92 \div 4 =$

- 5 Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.



- a) Whose part-whole model will help them with the division?

Tommy

How do you know?

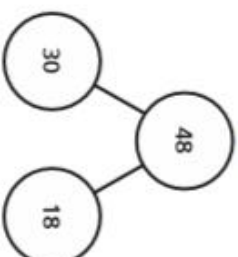
40 and 12 are both divisible by 4.

- b) Use a part-whole model to work out $52 \div 4$



- 6 Use the part-whole models to complete the divisions.

a) $48 \div 3 =$

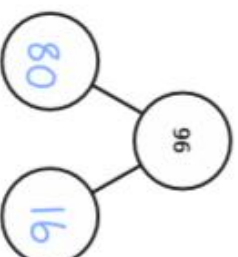


$30 \div 3 =$

$18 \div 3 =$

$48 \div 3 =$

b) $96 \div 4 =$



c) $65 \div 5 =$

d) $75 \div 3 =$

- 7 Here are 3 divisions.

\div 8

\div 4

\div 2

- a) What is the same about the questions? What is different?

- b) Complete the divisions.

$96 \div 8 =$

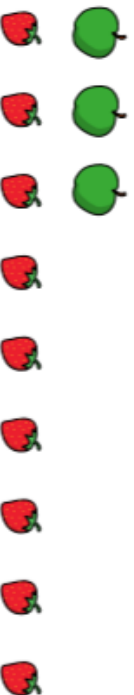
$96 \div 4 =$

$96 \div 2 =$

- c) What do you notice? Talk about it with a partner.

Scaling

- 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.



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.



There are 4 times as many boys as girls.



There are 3 times as many boys as girls.

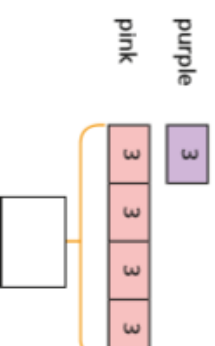


boys

- 4 There are 3 purple balloons.

There are 4 times as many pink balloons.

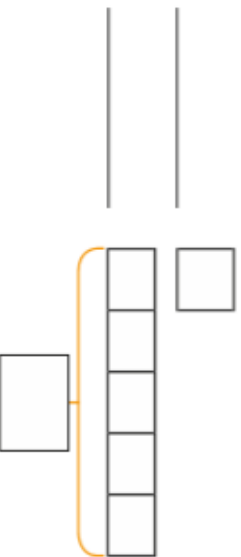
Complete the bar model to show how many pink balloons there are.



5 The red rope is 8 m long.

The blue rope is 5 times as long.

a) Label and complete the bar model.



b) How long is the blue rope?

The blue rope is m long.

6 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.



7 Complete the sentences.

45 is times greater than 5

\times 5 = 45

5 is times smaller than 45

45 \div 5 =



8 The children are weighing out flour.



Use the clues to work out which child used which scales.

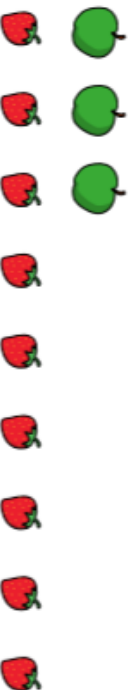
- Eva has twice as much as Alex.
- Dexter has 9 times as much as Alex.
- Annie has 3 times as much as Eva.
- Tommy has twice as much as Eva and 4 times as much as Alex.

Scales	Alex	Eva	Dexter	Annie	Tommy



Scaling

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Complete the sentences to describe the fruit.

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There are strawberries.

There are times as many strawberries as apples.

- 2 Huan is comparing 2 pieces of ribbon.



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.



There are 4 times as many boys as girls.



There are 3 times as many boys as girls.

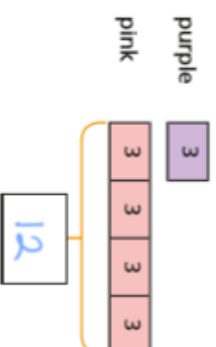


There are 5 times as many boys as girls.

- 4 There are 3 purple balloons.

There are 4 times as many pink balloons.

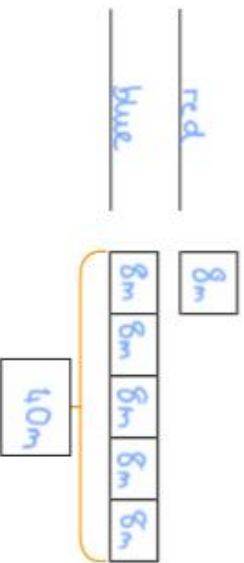
Complete the bar model to show how many pink balloons there are.



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The blue rope is 5 times as long.

a) Label and complete the bar model.



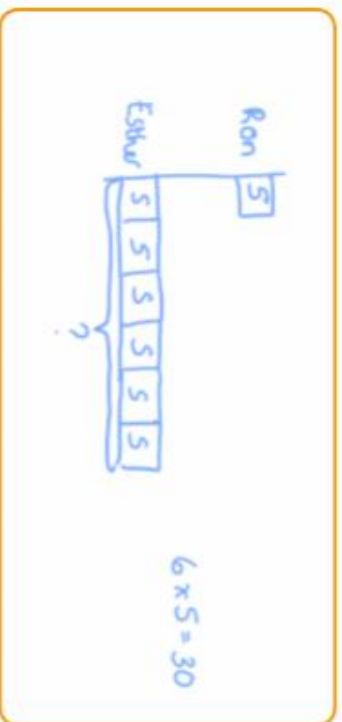
b) How long is the blue rope?

The blue rope is m long.

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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.

- 7 Complete the sentences.

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\times 5 = 45

5 is times smaller than 45

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- 8 The children are weighing out flour.



Use the clues to work out which child used which scales.

- Eva has twice as much as Alex.
- Dexter has 9 times as much as Alex.
- Annie has 3 times as much as Eva.
- Tommy has twice as much as Eva and 4 times as much as Alex.

	Alex	Eva	Dexter	Annie	Tommy
Scales	D	E	B	A	C