



Owls Class (Year 3) Home- Learning- Summer 2-
Week 4



Maths

Monday: Measuring Mass

Maths Starter:

Section 1

Write the next numbers in the sequence:

53	63	73	83				
----	----	----	----	--	--	--	--

Section 2

Circle the largest numbers in these pairs:

256 or 265

734 or 744

312 or 321

Section 6

A pizza is cut into 12 slices. If half of it is eaten, how many slices are left?



Section 3

Use partitioning to add these numbers together.

$75 + 82 =$

$97 + 13 =$

Section 4

Double these numbers.

24 →

35 →

18 →

Section 5

What do you need to add to these numbers to make 100?

80 +

70 +

40 +

Section 7

Total the coins.



Section 8

How many minutes in an hour?

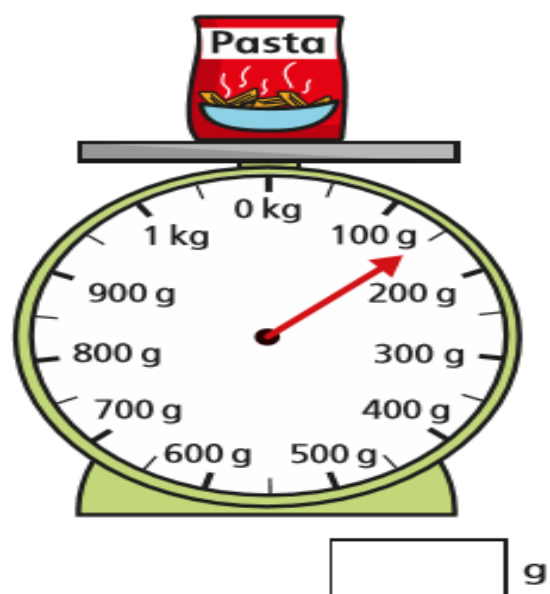


I What is the mass of each object?

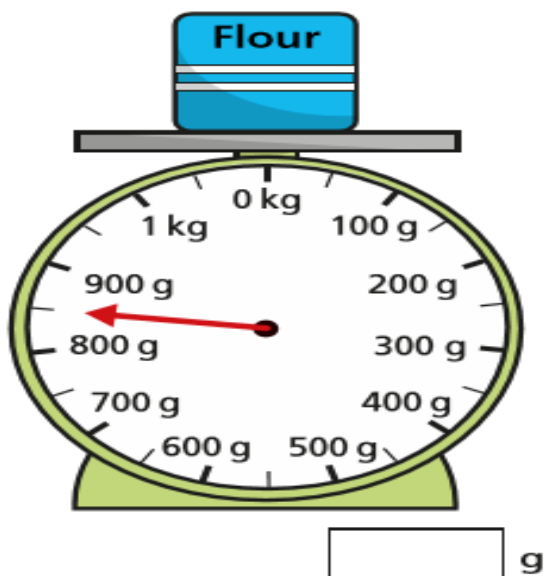
a)



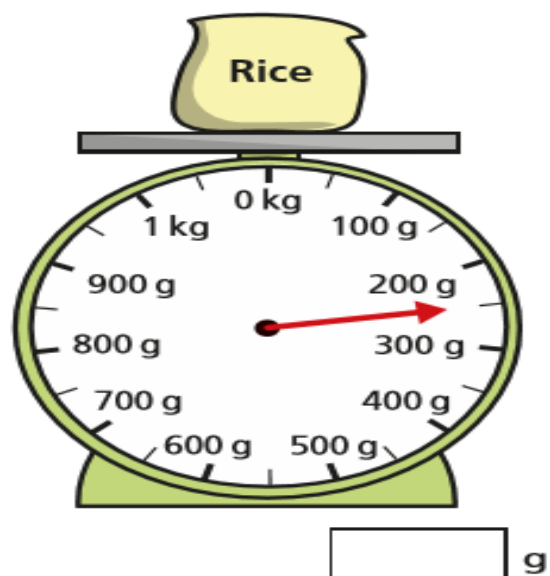
c)



b)



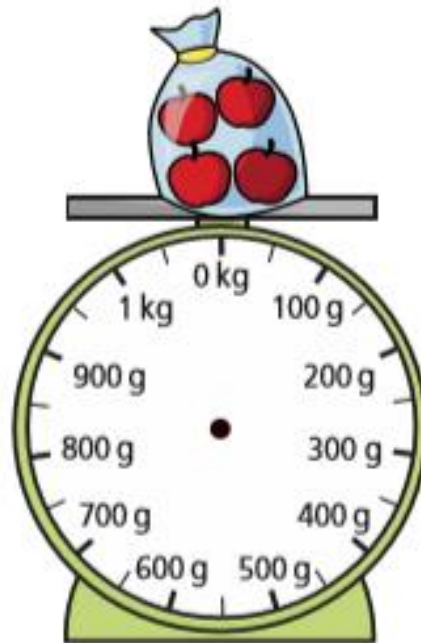
d)



- 2 Tom weighs some apples.

The apples weigh 650 g in total.

Draw an arrow on the scales to show the weight of the apples.



- 3 What is the mass of each bag?

a)



kg

b)



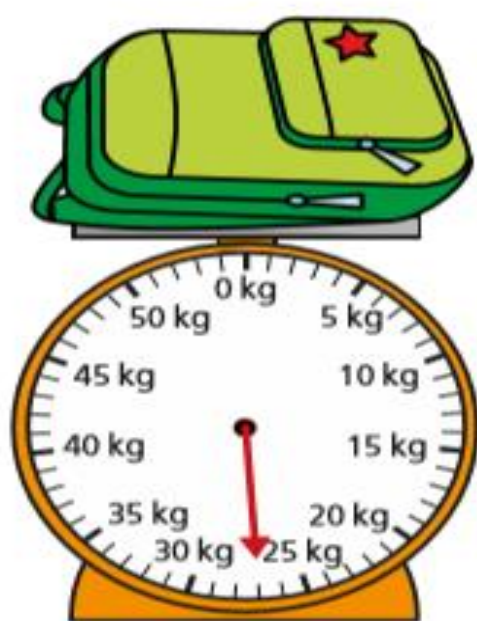
kg

c)



kg

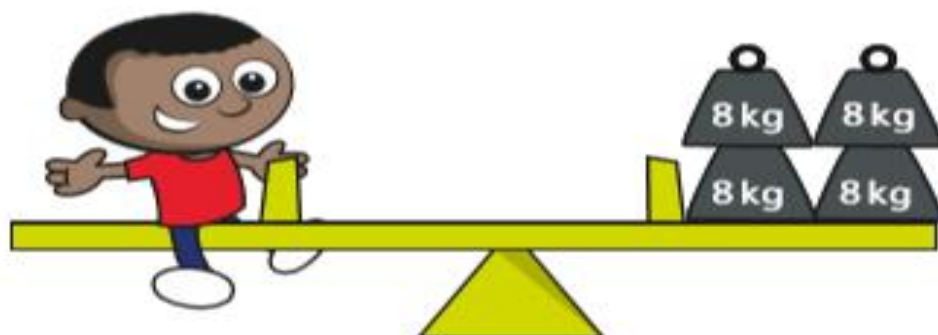
d)



kg

4

How many kilograms does Mo weigh?

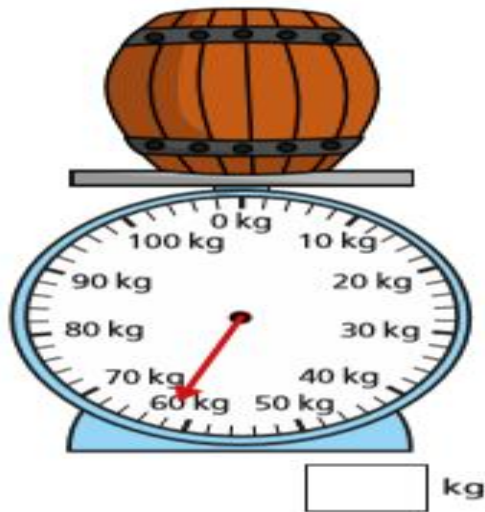


kg

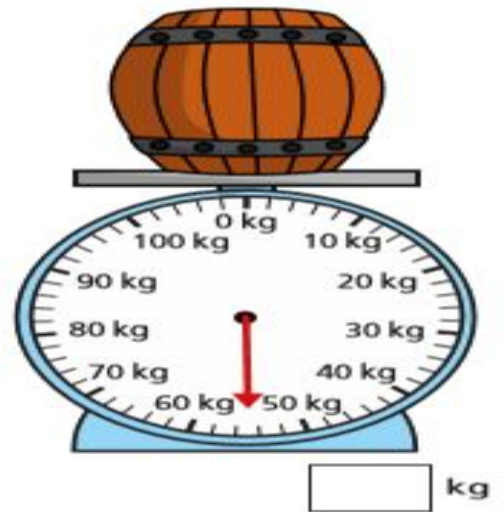
Monday: Extension

5 What is the mass of each barrel?

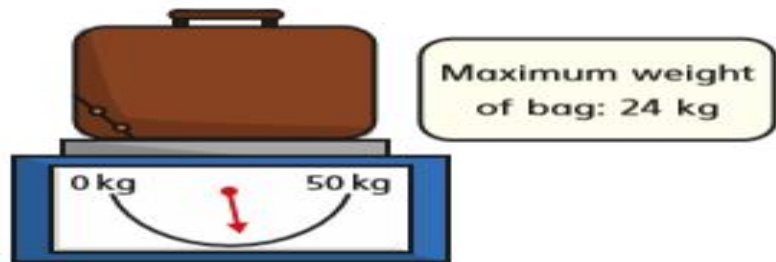
a)



b)



6 The Khan family is going on holiday.
Their luggage is weighed at the airport.

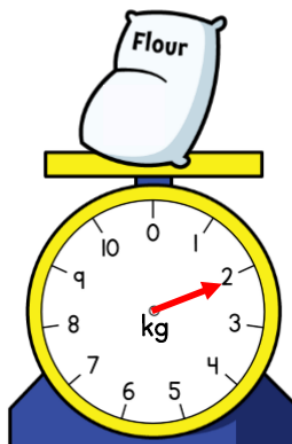


Can the family take this suitcase with them? _____

Why do you think this?

True or False?

The bag of flour weighs 2 grams.

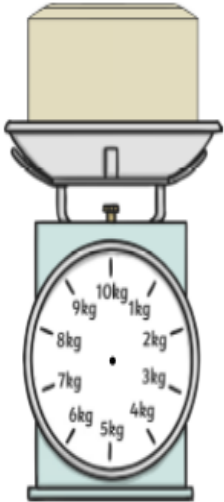


Tuesday: Measuring Mass

Maths Starter

Section 1

Draw an arrow pointing to 5kg 250g.



Section 3

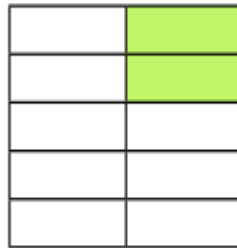
One pencil costs 28p. What do 3 pencils cost?

Section 6

$140 + 20 + 20 =$

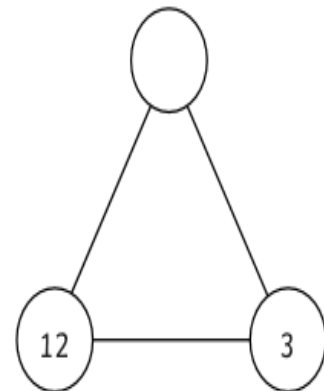
Section 4

What fraction is coloured in?



Section 7

Multiply the two bottom numbers to find the missing number.



Section 2

Complete this calculation:

$$\begin{array}{r} 89 \\ \times 2 \\ \hline \\ \hline \end{array}$$

Section 5

Measure this with your ruler. How long is it in mm?



Section 8

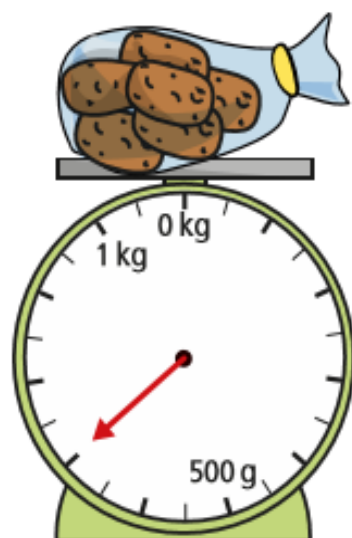
Start at 126.

Count on 30.

What is your answer?

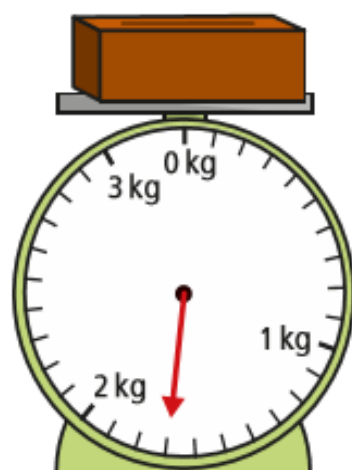
I What is the mass of each object?

a)



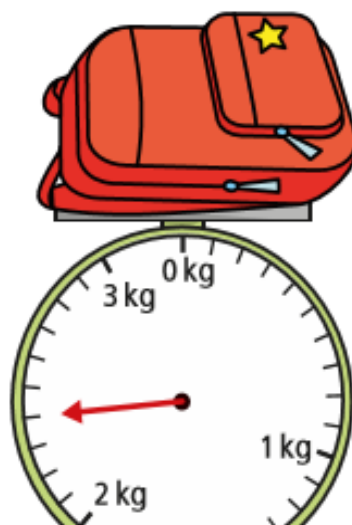
g

b)



kg and g

c)



kg and g

2

The mass of each object is shown on the label.

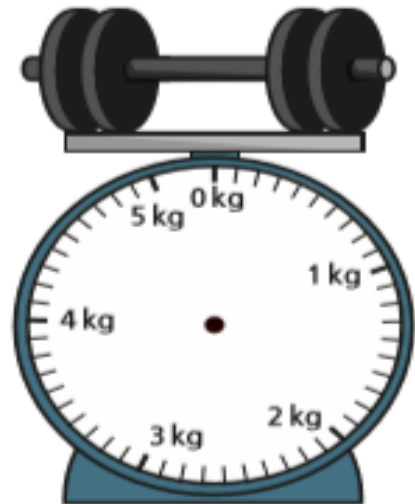


Draw on the scales to show the mass of each object.

a)



b)



c)



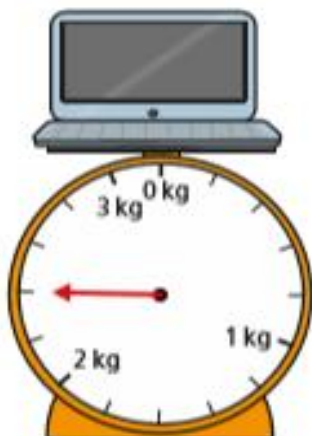
3 What is the mass of each object?

a)



g

b)



kg and g

c)

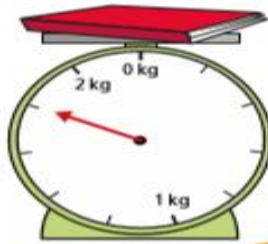


kg and g

How did you work out what each interval on the scales represents?

Tuesday: Extension

- 4 Whitney is weighing some objects.



The book weighs more than the toy bricks because the arrow goes further round.

Do you agree with Whitney? _____
Why?

- 5 Amir and Annie each have a present.

They are working out the mass of their presents using weights.



Our presents weigh the same.

Amir



No they do not. Mine is heavier because it weighs more than one kilogram.

Annie

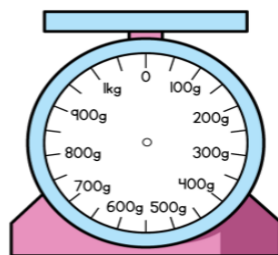


Who is correct? _____
How do you know?

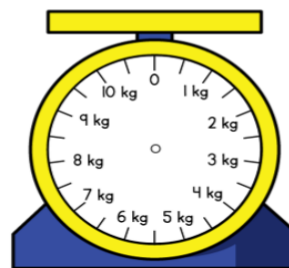
True or False?

Measure Mass (2)

The apple has a mass of about 200 g. Scale A is better for finding the exact mass.



A



B

Wednesday: Compare Mass

Maths Starter:

Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!



1 Write **heavier** or **lighter** to complete the sentences.

a)



The apple is _____ than the orange.

The orange is _____ than the apple.

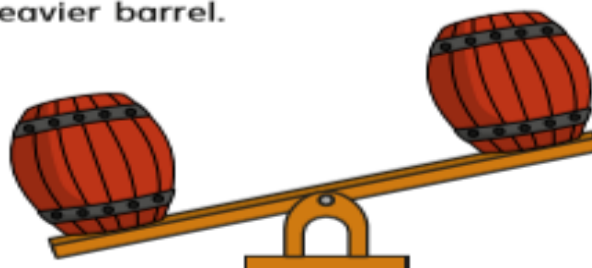
b)



The ball is _____ than the bat.

The bat is _____ than the ball.

2 a) Tick the heavier barrel.



b) Tick the lighter crate.



c) What can you say about the mass of the two crates?



3 The mass of a tin and a book is shown.



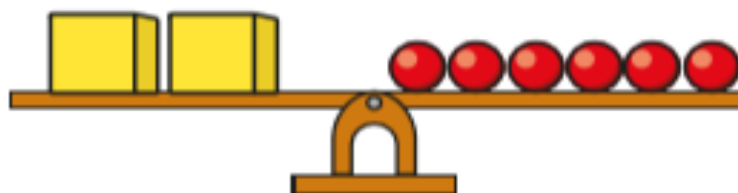
Scott puts the tin and book on the scales.

One side of the scales goes down.

Draw the book and the tin on the scales to show this.



- 4 The scales show that 2 cubes balance 6 spheres.



Tommy is removing shapes to see what happens to the scales.
Tick the correct image in each part.

a)



b)



c)



Talk about your answers with a partner.

Wednesday: Extension

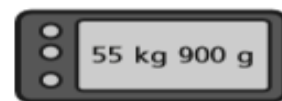
- 5 Circle the greater mass in each pair.

a)  and 

b)  and 

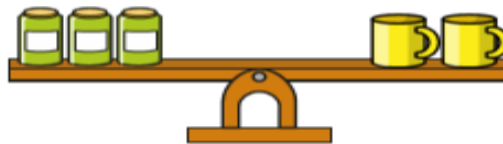
c)  and 

- 6 Three weights are shown on the scales.



Write the weights in order, starting with the lightest.

7



Is a jar or a mug heavier?

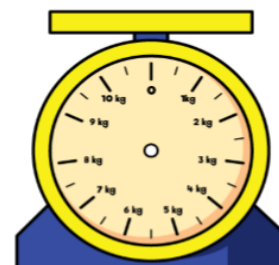
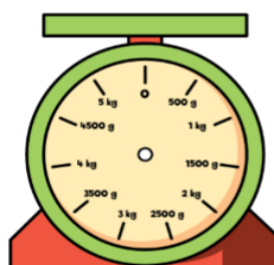
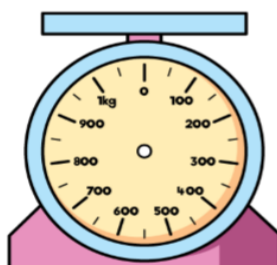
How do you know?

Talk about it with a partner.

True or False?

Compare Mass

It is important to check the scale and intervals when comparing masses.



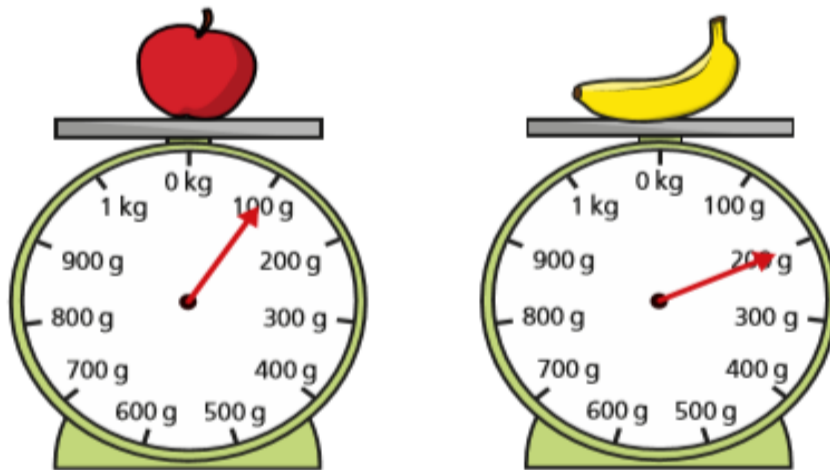
Thursday: Add and subtract mass

Maths starter:

<https://www.splashlearn.com/time-games> go onto this website with an adult's permission and play the time games. Tell time to quarter hours, would be a good game to play but it is your choice.

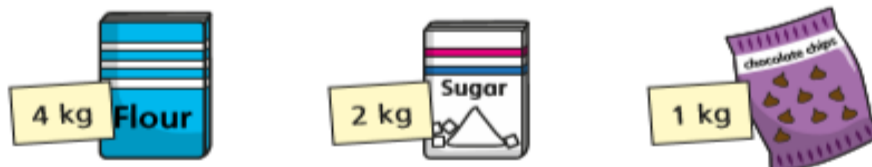


- 1 Teddy is measuring the weight of some fruit.



- a) What is the weight of the apple? g
- b) What is the weight of the banana? g
- c) Teddy puts both pieces of fruit on the same scale.
What is the total weight of the apple and the banana? g

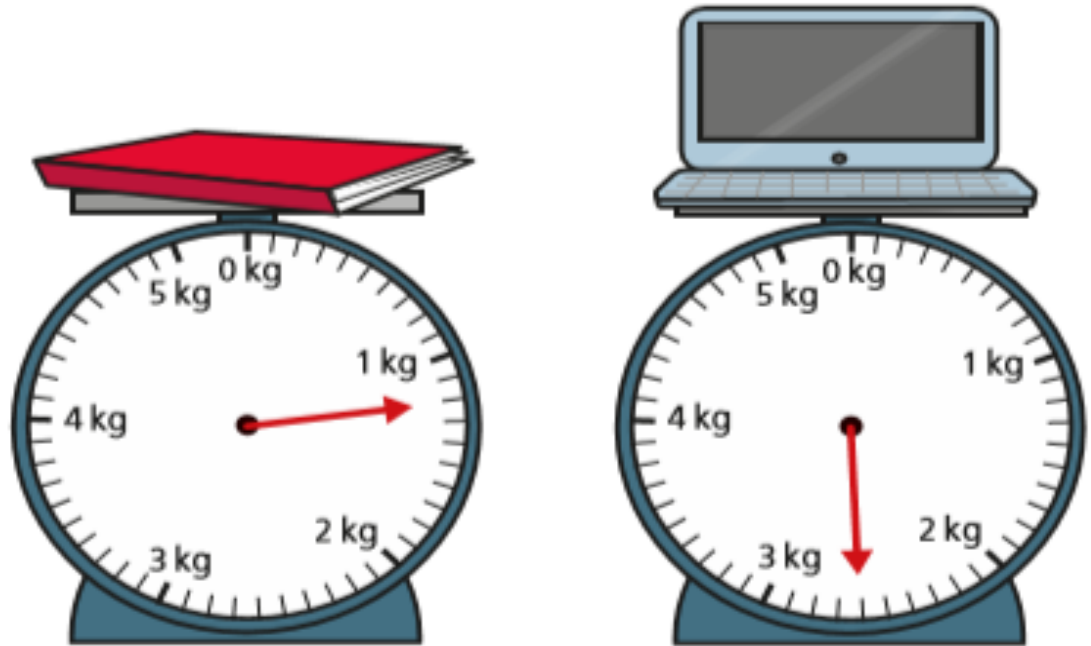
- 2 Alex is measuring the weight of some ingredients.



What is the total weight of the ingredients?

kg

- 3 Ron is measuring the mass of some objects in the classroom.



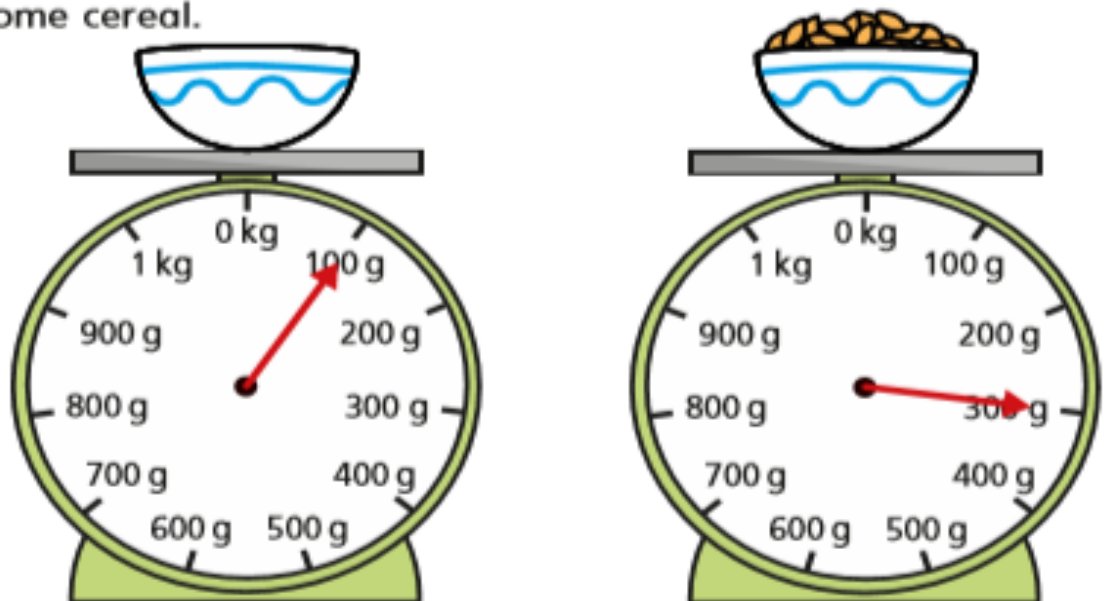
Ron puts both objects on the same scale.

What is the total mass of the objects?

kg and g

- 4 Aisha is weighing out some cereal.

First she puts the bowl on the scales. Then she pours out some cereal.



What is the weight of the cereal in the bowl?

g

- 5 A dog weighs 8 kg and 200 g when it is 8 weeks old.
The same dog weighs 12 kg and 900 g when it is 12 weeks old.

What is the difference in the dog's weight between 8 and 12 weeks?

kg and g

- 6 The mass of a tin is 450 g.
The mass of a book is 300 g.



Draw books on the scales to balance the tins.



Thursday: Extension

7 Complete the number sentences.

a) $1 \text{ kg } 250 \text{ g} + 5 \text{ kg } 300 \text{ g} = \boxed{} \text{ kg } \boxed{} \text{ g}$

b) $3 \text{ kg } 450 \text{ g} + 8 \text{ kg } 120 \text{ g} = \boxed{} \text{ kg } \boxed{} \text{ g}$

c) $15 \text{ kg } 960 \text{ g} - 11 \text{ kg } 270 \text{ g} = \boxed{} \text{ kg } \boxed{} \text{ g}$

d) $36 \text{ kg } 317 \text{ g} - 21 \text{ kg } 199 \text{ g} = \boxed{} \text{ kg } \boxed{} \text{ g}$

e) $1 \text{ kg} - \boxed{} \text{ g} = 200 \text{ g}$

8 Tommy and Rosie are working out the total weight of the box and the suitcase.



The total weight is 5 kg and 1,200 g.

Tommy

The total weight is 6 kg and 200 g.



Rosie

Who is correct? _____

Talk about it with a partner.

True or False?

Add and subtract Mass

1 pineapple weighs the same as 10 strawberries and 5 bananas.



50 g



1 kg



100 g

Friday: Measuring capacity

Maths Starter:

Section 1

Complete this calculation:

$$103 - 27 = \boxed{}$$

Section 2

What is 7 more than 68?

Section 4

$$\boxed{} \times 4 = 24$$

$$\boxed{} \div 4 = 9$$

Section 3

There are 217 houses on one side of the road and 194 on the other side. How many houses are there altogether?



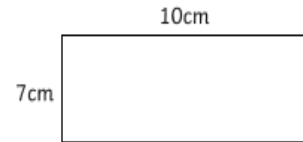
Section 5

It is now 12:35. What time will it be in half an hour?



Section 6

What is the perimeter of this rectangle?



Section 7

A bacon sandwich costs £2.15.

How much do 2 bacon sandwiches cost?

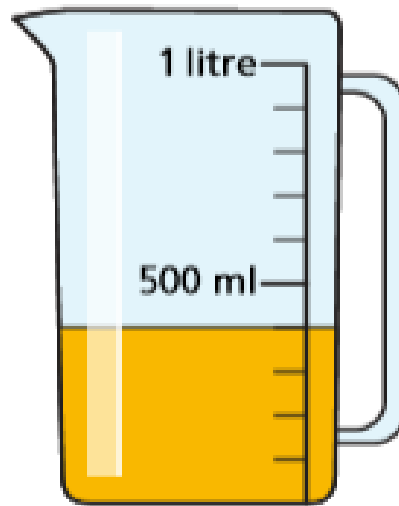
Section 8

What is 534 subtract 200?



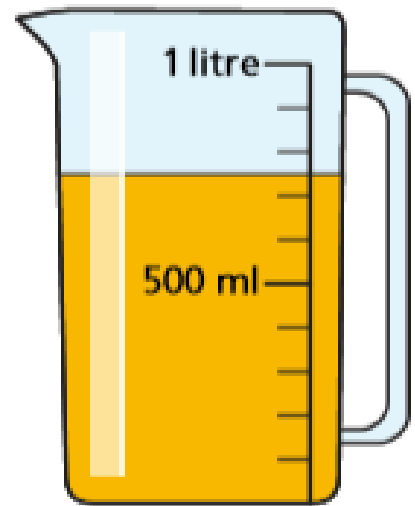
What is the volume of juice in each jug?

a)



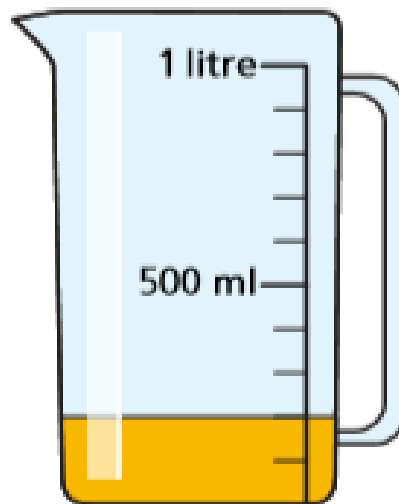
ml

c)



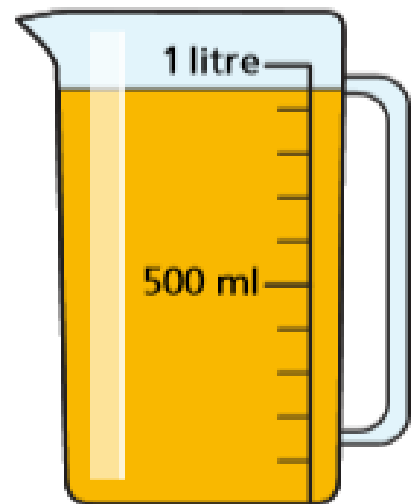
ml

b)



ml

d)



ml

- 2** Shade the jugs to show where the juice will reach.

a) 700 ml of juice

b) 250 ml of juice



- 3** Esther has a carton of apple juice.

She pours 600 ml into jug A and the rest into jug B.

Shade each jug to show where the juice will reach.



Jug A

Jug B



How did you work out the volume of juice in jug B?

4

What is the volume of water in each bucket?

a)


 l

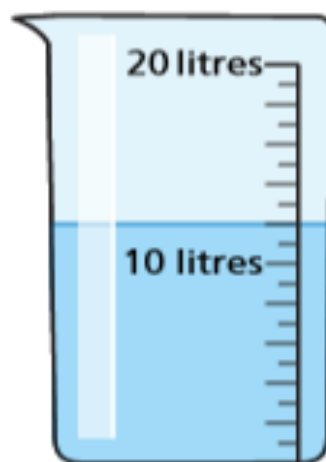
b)


 l

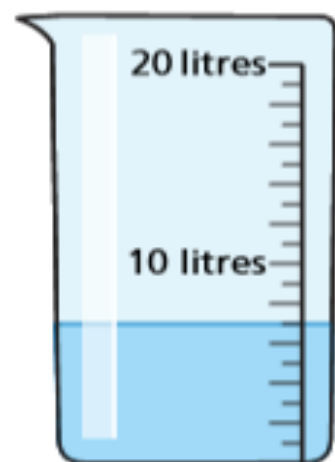
5

How much water is there in each beaker?

a)

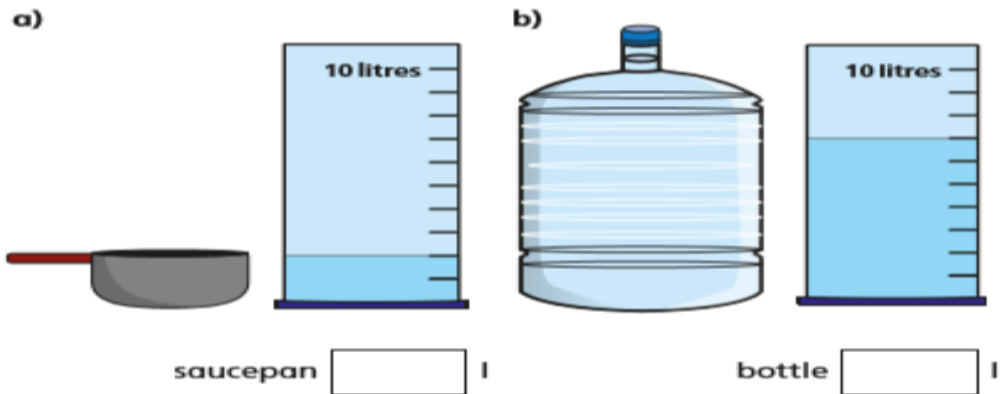

 l

b)


 l

Friday Extension:

- 6** Filip fills the saucepan and the bottle with water. He pours the water into some measuring cylinders. What is the capacity of each container?



- 7** a) Huan fills a fish tank with water. Estimate the amount of water in the tank. Circle your answer.



10 l 100 ml 1 l 10 ml

- b) Tom has a can of pop. Estimate the amount of drink in the can. Circle your answer.



5 ml 50 ml 500 ml 500 l



Measure capacity (1)

The volume of liquid in the jug
is 100 ml.



The capacity of the jug is 1 litre.

Optional Practical DT and Maths lesson- Need adults support.

Ask your child to help you make flapjacks. Ask them if they can help you to weigh out the ingredients for a flapjack recipe where the amounts are multiples of 100 g. Explain that grams are often used to weigh food. Count in steps of 100 g along the scale.

Children weigh other food items using 100 g weight in balances, recording the results in a table below. After each item discuss whether children think the next item will be heavier and how many 100 g weights might balance it.

Flapjack recipe

Flapjacks

Ingredients

200 g butter
200 g Demerara sugar
5 tablespoons golden syrup
400 g oats



Method

1. Melt the butter, sugar and syrup in a saucepan.
2. Add the oats and mix together.
3. Spoon the mixture into a 20 cm baking tray.
4. Bake in a medium oven for 15–20 minutes.



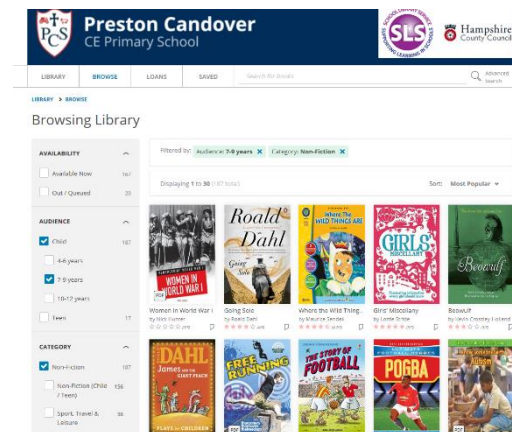
Food weights

[illegible]

English

Monday:

Today I would like you to log on to the SLS platform (with the help of an adult). Choose an e- book you would like to read at the right level for you. Please read this book with an adult. When you have finished reading all or part of the book, can you write a book review using the template below.



My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

Draw your favourite scene from the book.

Tuesday

An adult's help will be needed for this lesson. Firstly find the animation through following this link.-

<https://vimeo.com/23805703>



Then follow instructions below, ask the questions below at the correct time to the video. Your child can either discuss the answers with you verbally or they can write their answers down.

Once in a Lifetime

Before watching the film discuss the title 'Once in a Lifetime.'
Asking what does it mean? What type of things happen once in a lifetime?

Show the opening scene. Image of the airship in the sky.

What colour is the sky?

What mood or feeling does this give us?

Can we describe the clouds?

What is strange about this ship?

Pause the film after 12 seconds when the man has his hand on his face.

What happened?

What do we call the object that fell off his boat?

How is the man feeling?

Can we describe someone who is sad, only describing their actions?

Pause the film as the man looks through his telescope.

What do you think was making that noise?

What is he looking through?

How do we spell telescope?

Pause as the turtle flies over his head

How is the man feeling?

What words can we think of to describe the turtle?

Pause at 58 seconds as the man lassoes the turtle.

Ask the children to think about parts of a turtle.

Which parts of a turtle can we name? Discuss that these are nouns. Think of two adjectives for each of these nouns. E.g. huge, round eye

Pause the film at 1min 8 secs – when the turtle is towing the ship.

How do you think the man is feeling now?

Where do you think the turtle is taking the man?

Pause the film just after the rope snaps.

How is the man feeling now? -

What will happen next?

Watch the film until the end

Where do you think the turtle will take him?

What type of story do you think this is?

If you were telling the story which creature might you choose instead of a turtle? Why?

What might the sky explorer experience while standing on the deck of his boat in the sky?

See	Hear	Smell	Touch	Taste

Please make sure you add adjectives and similes to your writing.

Wednesday and Thursday:

Over the next two days, I would like you to plan, write and edit a setting description explaining what the sky explorer can see, hear, smell, touch and taste when he is high in the sky.

The checklist below might help you.

I would really love to see that you have included at least one simile in your writing.

Setting Description Checklist

Did I...

Child

say what can be seen?

☐

say what can be heard?

☐

include details about the weather?

☐

include details about the time of day?

☐

use adjectives (describing words) to describe each noun?

☐

When you have finished planning, writing, and editing, I have provided you with some special paper to write your best copy up in neat.

I have given you two pieces of paper just in case or you can design your own paper and draw your own pictures and borders.

I cannot wait to read your very own setting descriptions when we are back in school!























A series of horizontal lines for writing, consisting of 10 sets of three lines each (top, middle, and bottom lines), providing a guide for letter height and placement.



Friday:

Front Cover

Imagine that the clip you watched was part of a story book. Create a front cover for the book to show what the book is about.



Choice of English Activities for Friday:



This is the end of the video.... What do you think could happen next...?

1. Write a story telling us what happens next. Use your imagination but please include the sky explorer and the turtles.
2. Create a comic strip of pictures and writing explaining what happens next to the sky explorer and the turtles- use the format or you can create your own.
3. Create a poem about the animation. It would be amazing if you could make your poem rhyme.

Once in a Lifetime



Create a comic strip of the story

The Literacy Shed © 2020

Foundation Subjects- choose one lesson per day (in any order)

Lesson 1- Science

Activity 1:

Firstly, I would like you to watch the video clip below (with permission from an adult). If you would like to, you could take some notes on the video of facts you find interesting, you may need to use these later.



<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-do-muscles-and-bones-work/zfgtscw>

Activity 2:

I would like you to now create a poster, leaflet, or presentation (either handwritten or on the computer).

I would like this piece of learning to include a list of animals with an exoskeleton (a skeleton on the outside of their bodies) and a list of other animals that have their skeletons on the inside of their body. It would be great to add some pictures of these animals on to your learning.



Extension:

Can you write the advantages and disadvantages of having your skeleton on the outside of your body?

Lesson 2-Topic

The Watercress Line stations names are in a muddle!

Can you unscramble the letters in the station names and put them on the right station signs? You can look at our *Learning on the Line* web page if you need help.

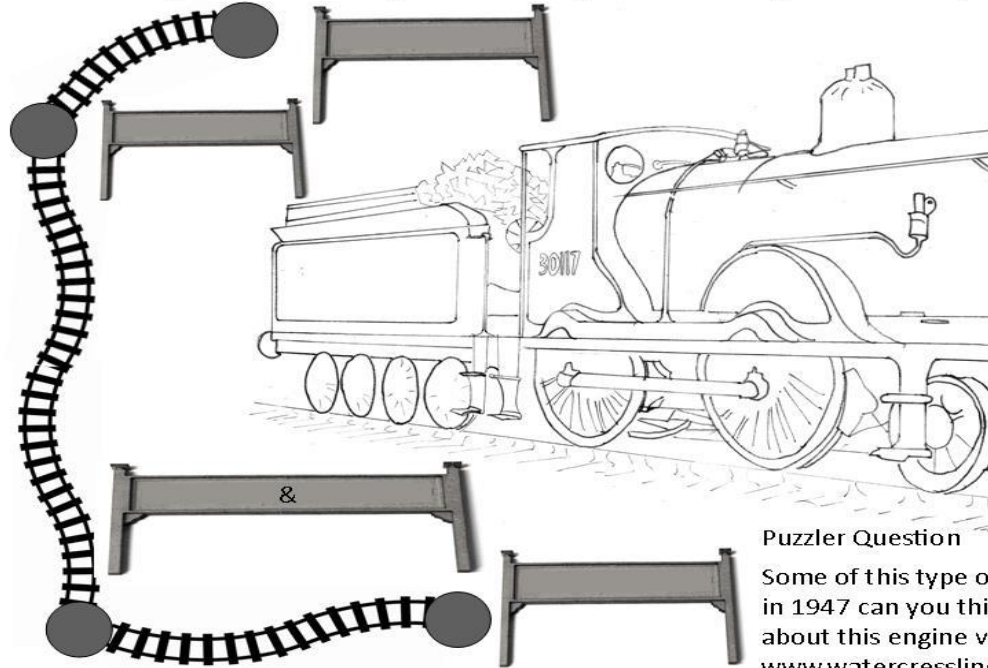
LO ANT

MURK SO FAR

LOP RYE

SAFER LORD

MEET ADDS



Locomotive 30117 was built in 1899 for the London and South Coast Railway. It was withdrawn from service in 1961



Puzzler Question

Some of this type of engine were converted to oil burning in 1947 can you think why that might have been? For more about this engine visit the Learning on the Line page at www.watercressline.co.uk

<https://www.watercressline.co.uk/article.php/1360/activity-sheet-no-1>

Lesson 3-Music

Listen to <https://www.youtube.com/watch?v=CJTTmSYIcyU>

Sing along and dance using the beat of the music to help you.



Answer these questions, it is up to you if you write your thoughts down or discuss them with your family.

Question 1:

Do you like the song? If you do, tell us why? If you don't, tell us why?

Question 2:

What instruments can you hear?

Question 3:

What is the style of this music?

Save the Treasure

Home Physical Education

Can you play by the rules and if you touch the floor start again?

How to play:

- Agree a starting point. Spread treasure across the floor. Use toys and socks as treasure.
- Using two objects can you move without touching the floor, picking up the treasure and returning it to your starting point.
- If you touch the floor you must drop the treasure and start again.
- Create a scoring system so that shoe = 1 point and socks = 2 points. How many points can you score?



Can you keep trying to think of the best ways to use the objects to move?

Top Tips

Do not carry too much treasure in one go!

If you carry too much treasure then you risk falling and losing your treasure.

Let's Reflect

What tactic did you use for collecting treasure?

How did you use your two objects to move around safely and efficiently?

Lesson 5- RE

Last week you created a list of words you think of when you think of a place of worship or a special place. This week you are going to create your own word cloud using the words you have come up with the describe places of worship.

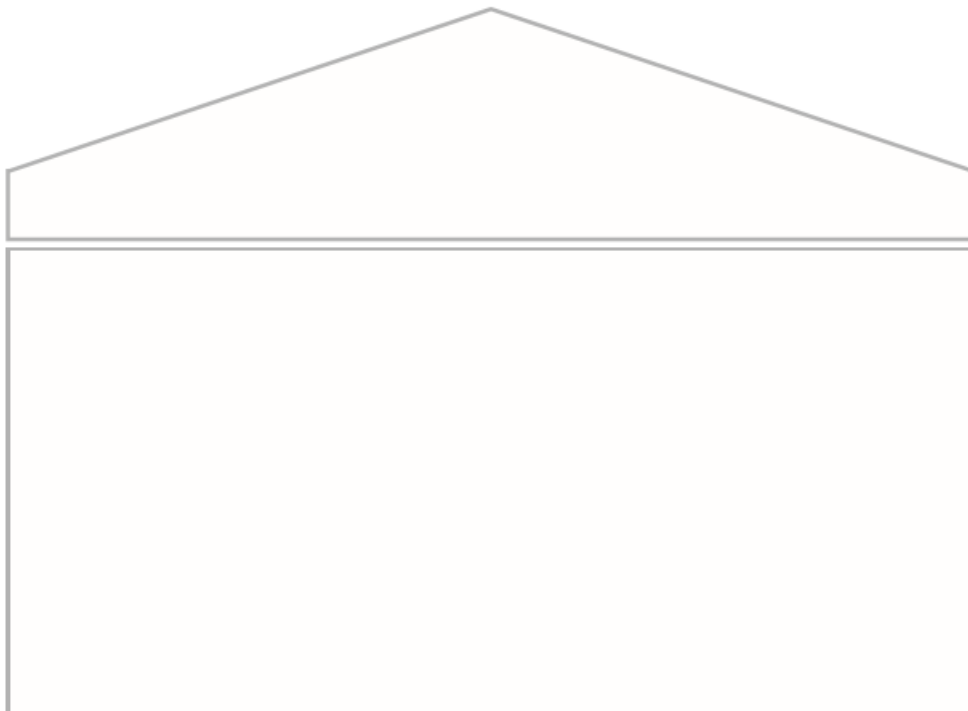
You are going to write the words so that they form the shape of a building. You can choose the shape of the building; it doesn't have to be like any particular place of worship you have seen.

Make your own word cloud on the **Making a Word Cloud Activity Sheet**.



Make your word cloud in the space below.

Make the shape of a place of worship by positioning words to describe the qualities that a place of worship might have.



Words you might include:

peaceful	joyful	holy	togetherness	happy
special	beautiful	belonging	relaxed	quiet
busy	welcoming	friendly	old	new
big	small	full of music	helpful	

Lesson 6- PSHE and computing

Things to keep safe

Write 3 things you would keep safe in a treasure chest



1

2

3

Write 3 things you would keep safe on your computer

1

2

3



Computing

Please log on to Purple Mash to see the 2do's set for the week (Please do at least one 2do- Make sure you press the 'hand in' button so that I am able to give you feedback). Also, remember to log onto My Maths weekly and practise

times tables on Times tables Rockstars

Just to let you know that I have planned a lot of activities but please don't feel pressured to do them all. Do what is right for you and your family. I would

rather you have too much than too little but it doesn't mean you have to complete everything or you can save it for when you feel like doing something to keep you occupied. Please get outside in the fresh air if you can, in a safe way and be helpful to your family. Remember you can use the National Oak Academy lessons if you wish to, using this website:

<https://www.thenational.academy/online-classroom/schedule>