Year 3 Owls

Don’t forget we are still using Purple Mash and MyMaths for extra activities

Mental Maths

Day 1

1. 55 - 6 = ____

2. 19 + 2 = ____

3. 90 + 89 = ____

4. 92 ÷ 2 = _____

5. 98 ÷ 2 = _____

6. Write the number showing 1 tens and 4 ones.
_____

7. Complete this counting pattern:
83, 86, 89, 92, _____, _____, _____

8. What is the sum of 50 and 73? ____

9. Share 26 pieces of watermelon between 2 children. _____

10. 50 pence + 10 pence + £1.00 = _____

11. Colour in a third of these stars.

12. Colour in an eighth of these triangles.

13. 1 day = _____ hours

14. What is the name of this 3D object? _____

15. Which circle has the lowest chance of being selected? Black or white? _____

Day 2

1. 59 - 2 = ____

2. 23 + 98 = ____

3. 97 + 53 = ____

4. 40 ÷ 2 = _____

5. 15 ÷ 3 = _____

6. 545 = _____ hundreds, _____ tens, _____ ones.

7. Complete this counting pattern:
64, 66, 68, 70, _____, _____, _____

8. Add 64 and 22 together: ____

9. Share 10 bananas between 10 children.
_____

10. 50 pence + £2.00 + 20 pence = _____

11. Colour in a third of these stars.

12. Colour in an eighth of these circles.

13. What digital time does the clock show? _____

14. How many faces does a rectangular prism have? _____

15. Which circle has the lowest chance of being selected? Black or white? _____

Day 1

1. 49

2. 21

3. 179

4. 46

5. 49

6. 14

7. 83, 86, 89, 92, 95, 98, 101

8. 123

9. 13 pieces of watermelon each.

10. £1.60

11. A third of the stars are coloured in.

12. An eighth of the triangles are coloured in.

13. 24 hours

14. Triangle-based pyramid

15. White

Day 2

1. 57

2. 121

3. 150

4. 20

5. 5

6. 5 hundreds, 4 tens, 5 ones.

7. 64, 66, 68, 70, 72, 74, 76

8. 86

9. 1 bananas each.

10. £2.70

11. A third of the stars are coloured in.

12. An eighth of the circles are coloured in.

13. The clock shows: 7:54

14. 6 faces

15. White

Mental Maths

Day 4

1. 48 + 77 = ____

2. 58 - 5 = ____

3. 69 + 41 = ____

4. 56 ÷ 2 = _____

5. 80 ÷ 2 = _____

6. 889 = _____ hundreds, _____ tens, _____ ones.

7. Complete this counting pattern:
41, 44, 47, 50, _____, _____, _____

8. Take 32 away from 59: ____

9. Share £80 between 10 children. _____

10. 5 pence + £1.00 + 50 pence = _____

11. Colour in a third of these circles.

12. Colour in a quarter of this shape:

13. How many days in a week? _____

14. A square-based pyramid has _____ corners.

15. Which star has the highest chance of being selected? Black or white? _____

Day 5

1. 51 + 15 = ____

2. 23 - 5 = ____

3. 89 - 7 = ____

4. 20 ÷ 10 = _____

5. 84 ÷ 2 = _____

6. Write the numeral for six thousand, nine hundred and ninety-two: _____

7. Complete this counting pattern:
100, 105, 110, 115, _____, _____, _____

8. Take 18 away from 73: ____

9. Share £90 between 2 children. _____

10. 20 pence + £2.00 + 5 pence = _____

11. Colour in a quarter of these stars.

12. Colour in an eighth of these triangles.

13. What digital time does the clock show? _____

14. What is the name of this 3D object? _____

15. Which star has the highest chance of being selected? Black or white? _____

Day 4

1. 125

2. 53

3. 110

4. 28

5. 40

6. 8 hundreds, 8 tens, 9 ones.

7. 41, 44, 47, 50, 53, 56, 59

8. 27

9. £8 each.

10. £1.55

11. A third of the circles are coloured in.

12. A quarter of the oval should be coloured in.

13. 7 days

14. 5 corners

15. Black

Day 5

1. 66

2. 18

3. 82

4. 2

5. 42

6. 6992

7. 100, 105, 110, 115, 120, 125, 130

8. 55

9. £45 each.

10. £2.25

11. A quarter of the stars are coloured in.

12. An eighth of the triangles are coloured in.

13. The clock shows: 3:55

14. Cylinder

15. White

Problem solving

PROBLEM SOLVING

Molly is moving around the furniture in her bedroom.

The bed must be placed under the window, but away from the door.

The desk must be against the wall, but away from the window.

The lamp must be next to the desk, but away from the bed.

Draw a plan of what Molly's bedroom could look like.

Open-ended Maths Task Cards

PROBLEM SOLVING 123

Choose four different digits between 1 and 9.

How many possible numbers can you make using these digits?

Write your numbers in ascending and descending order.

What is the difference between the largest and smallest numbers?

Write a word problem involving some of your numbers.

Open-ended Maths Task Cards

PROBLEM SOLVING

Katie's class are going on a school outing. There are 32 students in her class.

The students must be placed in small groups during the outing.

There must be no less than 2 and no more than 12 students in each group.

How many groups could there be? How many students would be in each group?

List some possibilities.

PROBLEM SOLVING

Dan has some 2-D shapes. He wants to use them to draw a creative picture.

Dan has 2 circles, 4 rectangles, 2 triangles and 1 square.

Sometimes, Dan uses all of the 2-D shapes in his drawing.

Other times, he chooses only some of the shapes to use.

Draw some creative pictures using Dan's shapes.

PROBLEM SOLVING

Mei is playing a lucky numbers game. She must pick three numbers out of a bag.

The numbers in the bag are: 12, 8, 15, 2, 11 and 9.

Mei will win a prize if the three numbers add up to a number less than 20; if the three numbers add up to a multiple of five; or if the three numbers add up to a number greater than 30.

List some winning combinations of numbers.

Open-ended Maths Task Cards

PROBLEM SOLVING

Henry is at the toy store. He has £10 to spend on a gift for his little brother.

Toy trains cost £5.00. Balls cost £2.50. Building blocks cost £4.50.

List some different gift combinations that Henry could buy.

Calculate the total amount Henry would pay for each combination, as well as any change he might receive.

Open-ended Maths Task Cards

PROBLEM SOLVING

Pedro's grandmother has made 32 cookies for Pedro to share equally with some friends.

How many friends could Pedro share his cookies with?

How many cookies would each friend receive?

List some possibilities.

Make sure every friend receives the same number of cookies.

PROBLEM SOLVING

Alexia is having a dinner party. She has invited 24 friends.

Alexia must organise the tables and chairs.

There must be no less than 2 people and no more than 6 people at each table.

Draw some possible table plans for Alexia's dinner party.

There does not need to be the same number of people at each table.

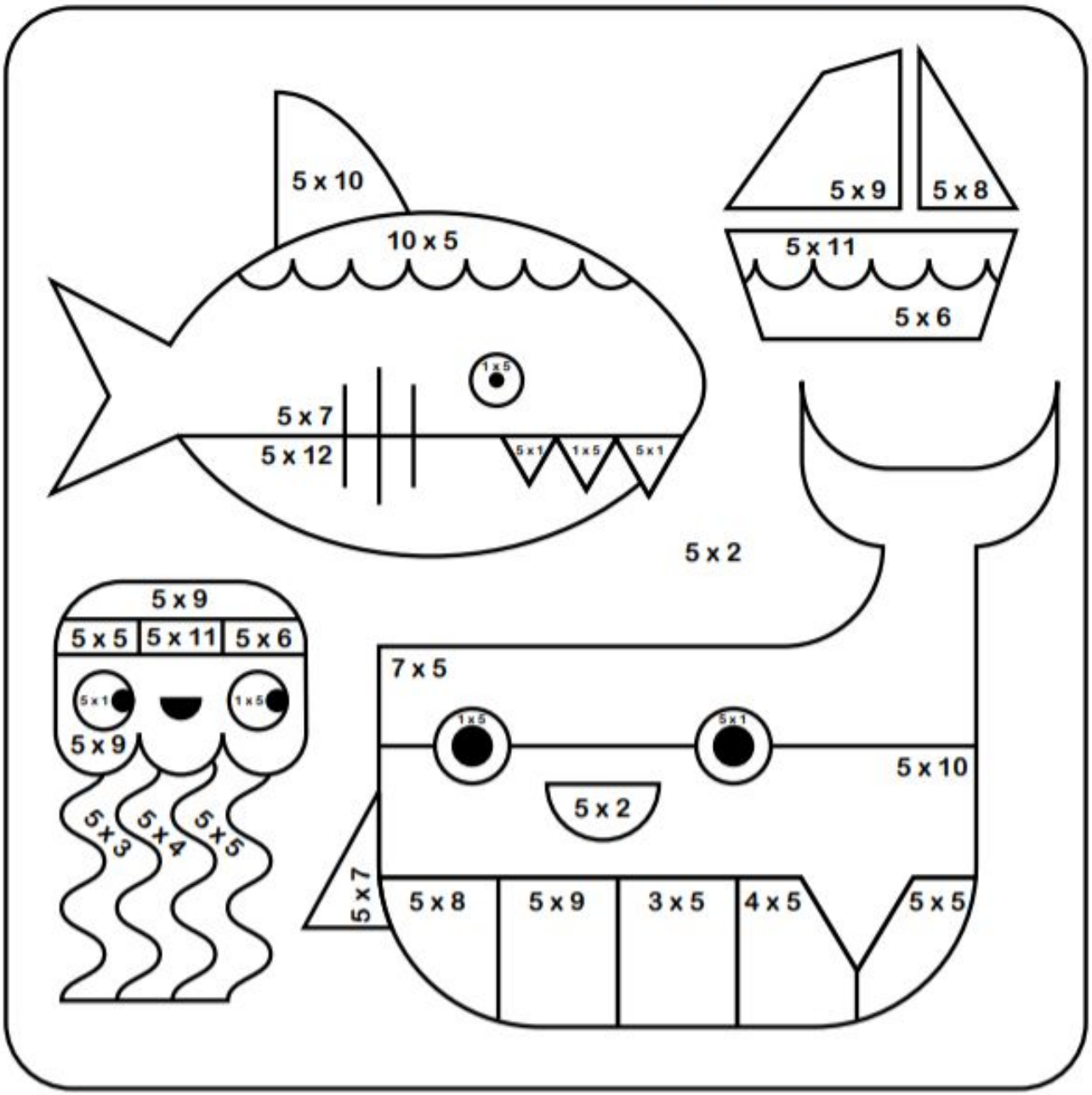
These are open ended questions, so please only allow the children to work for 30 mins at a time on any one problem.

5 x 4

5 x Colour Fun!

5 x 3

Find the answer to the multiplication number sentence and then colour that section the corresponding colour.



5	white	25	yellow	45	pink
10	black	30	dark green	50	light blue
15	red	35	dark blue	55	light green
20	orange	40	purple	60	grey

11 x 5

6 x 5

MAX'S ONE-MAN BAND

Max let the wind slam the front door shut behind him as he carelessly dropped his schoolbag in the hallway. Like a flash of lightning, he shot up the stairs to his bedroom. It had been a disastrous day at school! Max only got three out of ten in his spelling test and had felt totally confused in maths. He had tripped and fallen flat on his face during sport. To make it worse, the caterpillar he had captured for his science investigation had escaped.

Max was a kid just like you. Every morning, he got out of bed, did all the things a schoolkid needs to do to get ready, and trudged to school. Max tried his best every day, but he was starting to think he was not good at anything. He wasn't a fast runner or a good speller. What's more, he found most subjects difficult or boring.

When people asked Max what he liked to do, he stared at the ground, searching for an answer. The only activities he really enjoyed were making things and making music. But what use was that?

Still, after his disastrous day, the first thing Max had done was race home to continue planning, designing and building his very own one-man band.

It had all started when Mrs McCreedy asked the class to design a musical instrument. Since then, Max had collected old instruments, wire, string and cardboard boxes. Finally, his creation was complete.

Max heaved the large bass drum (made from a cardboard box) onto his back. He adjusted the wires so that his harmonica was just below his mouth, and he picked up his guitar. Max was ready to take his one-man band for a test run. There was just one thing left to do...

"Mum, could you please help me attach these balloons?" he asked.

Max took his first step. The drum beater, connected to the foot pedal, beat the drum loudly! Max took a slow, deep breath. He blew softly into his harmonica. Next, he strummed his guitar. Before long, all parts of the one-man band were working together in perfect harmony.

Max's one-man band filled the streets with cheerful music. The neighbours whistled and clapped as he passed by. His bright balloons swayed in the breeze, and Max felt like a superhero.

The next day at school, all the kids had heard about Max's one-man band. Mrs McCreedy gave Max a certificate for being a curious and creative learner.

From that time on, when anyone asked Max what he enjoyed doing, he replied confidently, "I like making things and making music."

Comprehension questions

Max's One-Man Band

Literal Comprehension

1. At the beginning of the story, what did Max do when people asked what he liked to do?
2. What two things did Max discover he really enjoyed?
3. What three instruments are included in Max's one-man band?

Inferential Comprehension

4. Who is Mrs McCreedy? How do you know this?
5. Why do you think Max tied balloons on to his creation?

Evaluative Comprehension

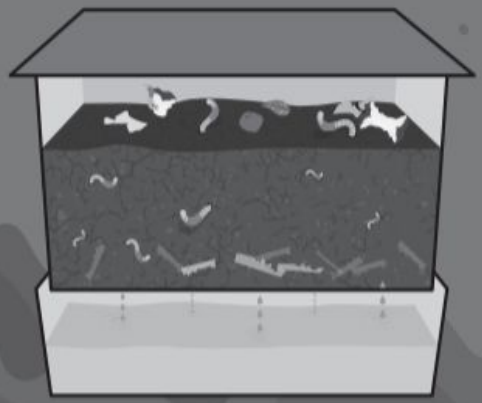
6. The most exciting part of a narrative is called the 'climax'. What do you think is the climax of this narrative? Why do you think this?

Rotate to read if viewing on a PDF by clicking

How to Build a WORM FARM

Why Use a Worm Farm?

Worm farming helps us to recycle our food scraps and to reduce the amount of waste we put in our bins. This reduces how much rubbish gets sent to landfill and, in turn, reduces the pollution that destroys our streams and oceans. Building a worm farm is also lots of fun!

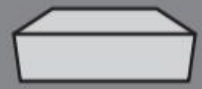


Materials

- Two boxes (one with a lid)
- Shredded paper
- Compost
- Compost worms
- Watering can
- Water

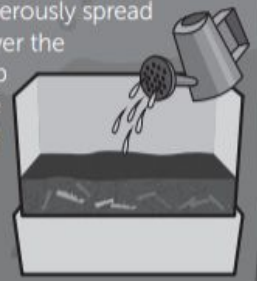
Procedure

1. Gently place one of the boxes on the ground. Choose a shady location to prevent your worms from overheating.

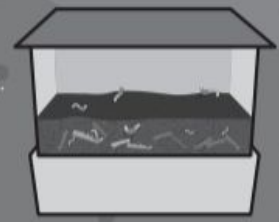


2. Carefully poke some small holes in the base of the second box. Place this box on top of the first box.

3. Mix the shredded paper with the compost. Generously spread this mixture over the base of the top box. Water the mixture until it is moist.

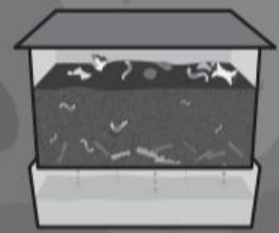


4. Delicately pour the worms over the top of the paper-and-compost mixture. Position the lid on the top box.



5. Once the worms are settled, feed them food scraps such as fruit and vegetable peels.

6. Every few weeks, collect the liquid in the bottom box. Add some water, and then pour the liquid onto your plants.



How to Build a Worm Farm

Literal Comprehension

1. What items do you need to build a worm farm?
2. What sort of location should you choose for your worm farm?
3. What can you put in the worm farm to feed the worms?

Inferential Comprehension

4. Where do you think you could get compost worms from?
5. Why do you think it is important to *delicately* pour the worms into the worm farm?
6. Why do you think step 6 tells you to *pour the liquid onto your plants*?

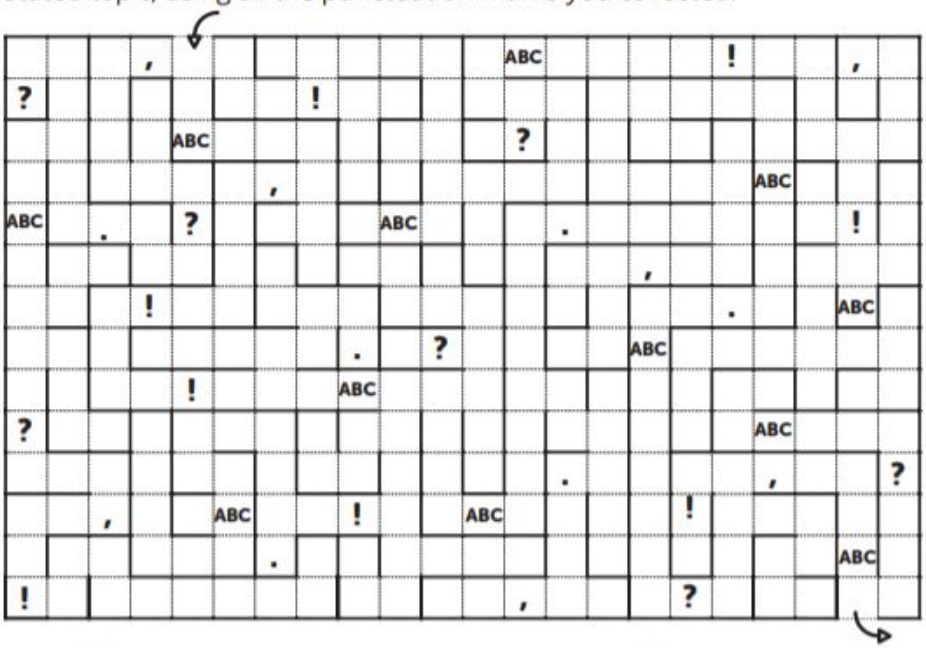
Evaluative Comprehension

7. Why do you think worms are important for a healthy environment? What would happen if there were no worms?

Name: _____ Date: _____

Punctuation Maze – The Terrifying Town

Solve the maze and tally up how many punctuation marks your path took you past. Then write a passage about the stated topic, using all the punctuation marks you collected.



Topic: The Terrifying Town

ABC	.	,	?	!

Name: _____ Date: _____

Contraction Codes

Words that can be made into contractions are hidden in the grid below. Carefully cut out the decoder to help you find the words.

T	S	I	■	U	B	H	W	E	I	W	K
S	A	N	N	O	C	M	G	O	L	U	D
I	E	S	I	■	F	S	X	N	L	K	O
V	C	W	R	T	H	T	A	W	■	B	N
H	H	O	A	E	R	A	E	U	■	N	T
H	E	V	■	M	W	B	K	O	J	Y	Z
W	S	H	D	W	L	D	■	L	R	V	E

1. Using the decoder, line up the first cut-out with a dotted square.

2. In order, note down the three letters in the spaces.

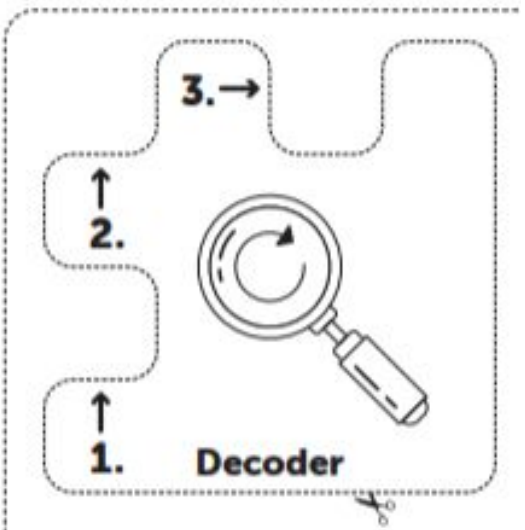
3. Rotate the decoder clockwise 90 degrees.

4. Continue until you uncover a black space.

5. Write the contraction for the words you uncovered.

Contractions

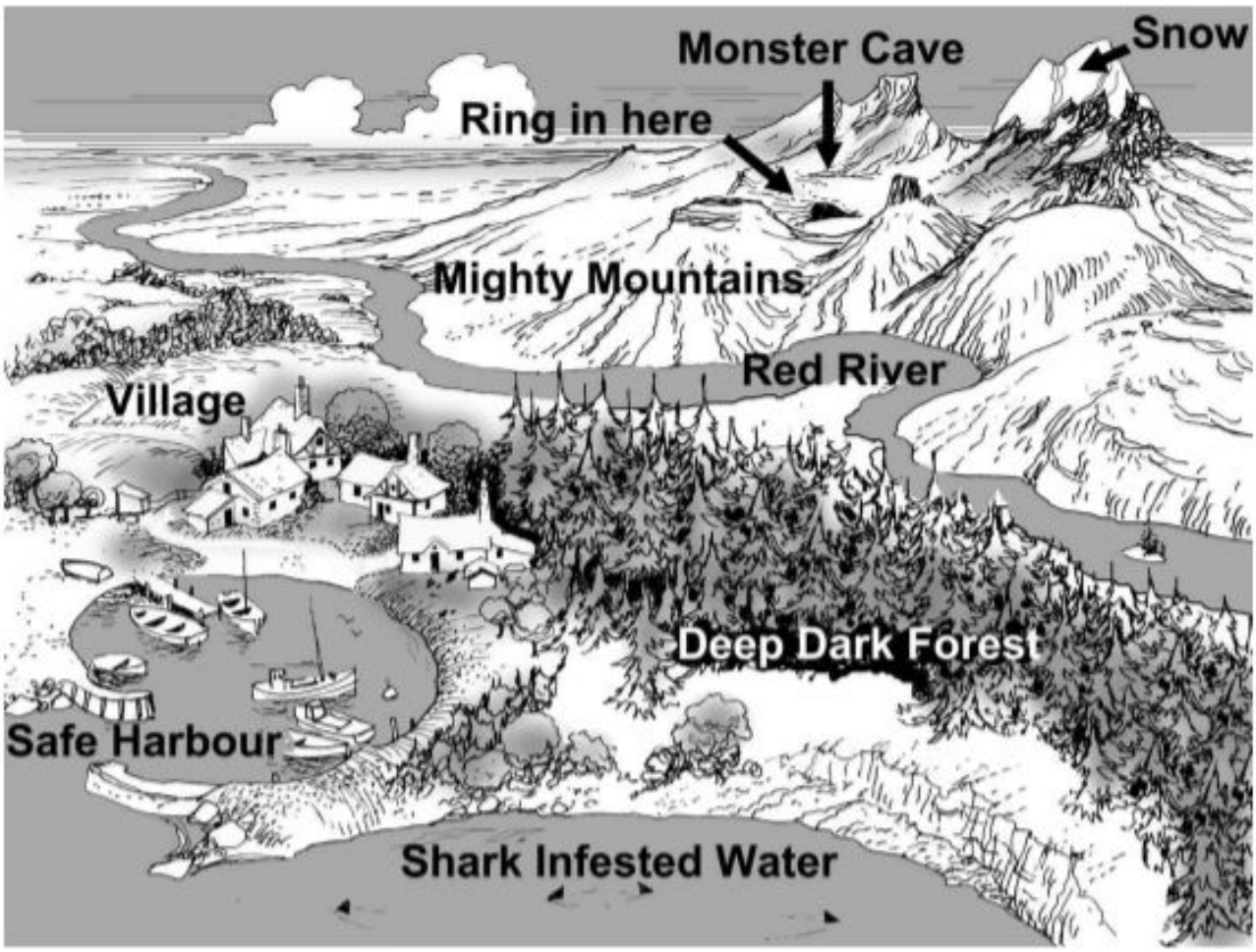
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Writing

In Search of the Magic Ring

The magic ring has wonderful powers. You and your friends have been given a simple map, which shows where it can be found.



Task

Your task is to write the story of the journey from landing at Safe Harbour to finding the magic ring.

Name _____ Date _____

In Search of the Magic Ring

How the story begins:

Your journey to find the magic ring and what happens to you on the way:

How the story ends:

In Search of the Magic Ring

Make an Eggshell Disappear

Science topic: Chemistry

Let's Talk About It!

- Eggshells contain something called 'calcium carbonate'. This is what makes them hard.
- Vinegar is an acid known as 'acetic acid'.
- When calcium carbonate (the eggshell) and acetic acid (the vinegar) combine, **a chemical reaction** takes place and carbon dioxide (a gas) is released. This is what the bubbles are made of.
- By leaving the egg in the vinegar for a day, a chemical reaction occurs. This continues until all of the carbon in the eggshell is used up.
- When the egg is taken out of the vinegar, it is soft. This is because all of the carbon has floated out of the egg as bubbles.

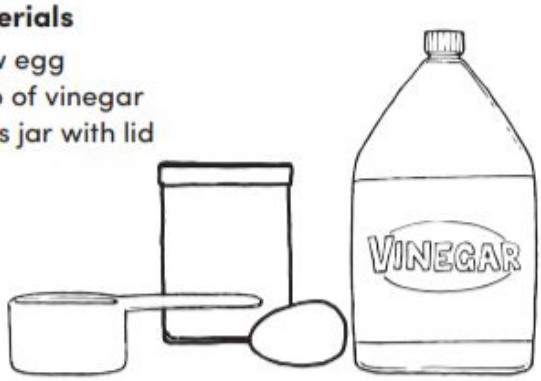
Observations

In the box below, draw and label a diagram of what you observed during the experiment.

Let's Experiment!

Materials

1 raw egg
1 cup of vinegar
Glass jar with lid



Method

1. Pour 1 cup of vinegar into a glass jar.

2. Carefully place the egg inside the jar of vinegar. You should notice tiny bubbles of carbon dioxide gas appear on the eggshell. This is one part of the chemical reaction.

3. Put the lid on the jar and leave it overnight (or longer if you can).

4. After a day or so, carefully remove the egg from the vinegar (don't throw away the vinegar yet). Gently rub off any remaining eggshell. If the eggshell isn't coming off easily, you may need to soak it for another day in the vinegar.

Take it Further

1.If you leave the translucent egg out of the vinegar overnight, what do you think will happen?

2. What do you think would happen if you used a cooked egg still in its shell?

3. Research some of the early chemists and the reactions they discovered.

Berzelius 1779 - 1848

Crazy Hair Line Drawing

Task

Create a portrait of someone with crazy hair by experimenting with different types of lines.

Materials

a lead pencil, white card, a black marker, oil pastels or crayons

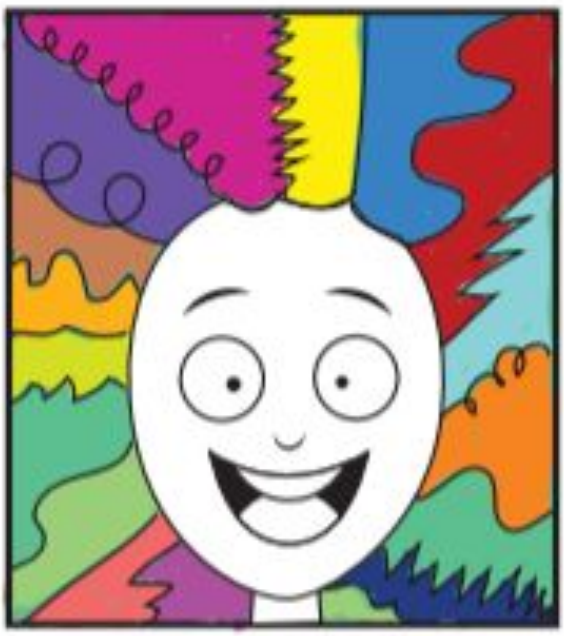
Directions

1. Draw a person's face with a lead pencil on the bottom half of the white card.

2. Draw a variety of different lines (curly, straight, wavy) from the person's head to the top and side edges of the page.

3. Once you are happy with your design, trace over the lead pencil with a black marker.

4. Add colour to the crazy hair.



Patterned Hand Art

Task

Create an abstract artwork by tracing your hand and experimenting with line.

Materials

a lead pencil, coloured card, a black marker

Directions

1. Trace your hand onto the coloured card with a lead pencil.

2.Make sure you have some of your wrist on the page.

3. Draw 6 wavy lines horizontally, vertically and diagonally across the page.

4. In each section on your hand, experiment with different line patterns.

5. Once you are happy with your design, use a black marker to trace over your patterns.