



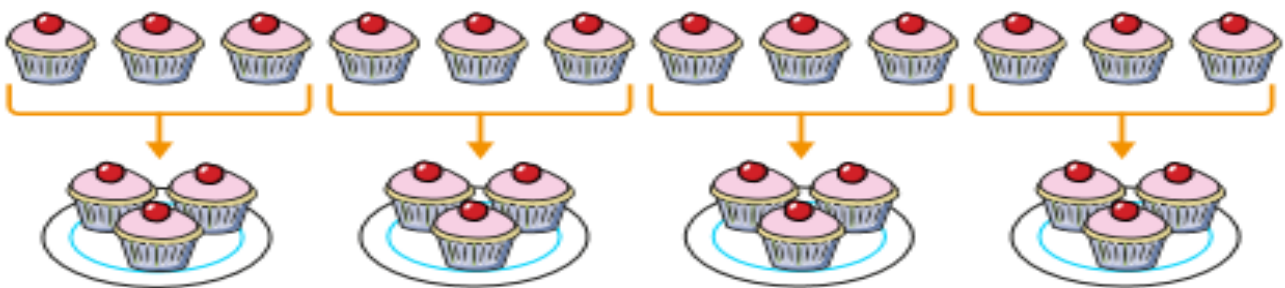
Owls Class (Year 3) Home- Learning- Summer 2-
Week 3



Maths

Monday- Dividing by 4

1 Here are 12 cakes.



Complete the sentences.

There are plates.

Each plate has cakes.

12 shared into equal groups is

2 Circle groups of 4 flowers.



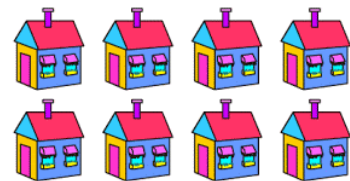
a) How many groups of 4 flowers did you make?

b) Complete the sentence.

There are groups of 4 in 16




Reminder of an array:



arrays



$4 + 4 = 8$ $2 \times 4 = 8$ $4 \times 2 = 8$
 $8 - 4 = 4$ $8 \div 4 = 2$ $8 \div 2 = 4$

Items arranged in rows and columns
to make counting and calculating easier.


 $8 + 4 = 12$


 $12 - 4 = 8$

- 3** Eva makes an array with 32 counters.
- a) How many groups of 4 are in the array?
- b) Use this to work out $32 \div 4$
- 4** A farmer has 24 apples.
- He wants to pack the apples equally into 4 bags.
- How many apples will be in each bag?
- 5** There are 20 muffins.
- 4 muffins fit in 1 box.
- Use a number line to work out how many boxes can be filled.
- 6** Alex is trying to divide 48 by 4



To multiply
by 4, you can double
the number and
double again.

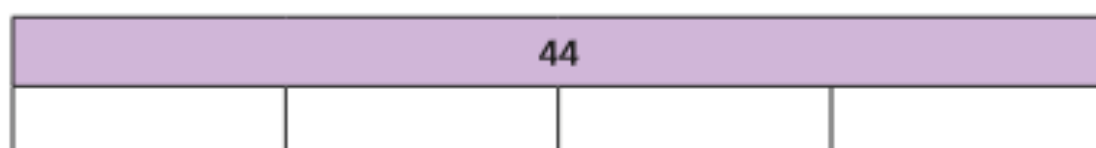
To divide a
number by 4, I think you
can halve the number and
halve it again.

Use an array to show that Alex's method works.

Does Alex's method always work?

Optional extension activity

- 7 Complete the bar model.



Complete the division statement to match the bar model.

$$44 \div \boxed{} = \boxed{}$$

- 8 Mo is working out whether numbers divide equally by both 2 and 4

Complete the table and continue the pattern.

The first one has been done for you.

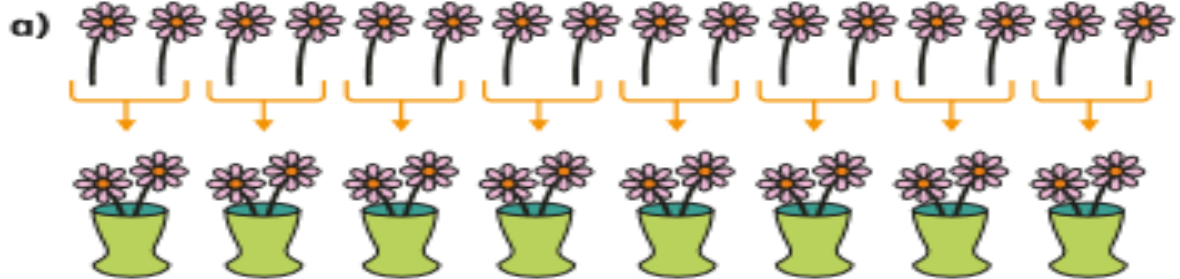
Number	Divided equally by 2 is . . .	Divided equally by 4 is . . .
2	1	does not divide equally
4		
6		
8		
10		
12		

What do you notice?

Tuesday- Dividing by 8

I

Complete the sentences.

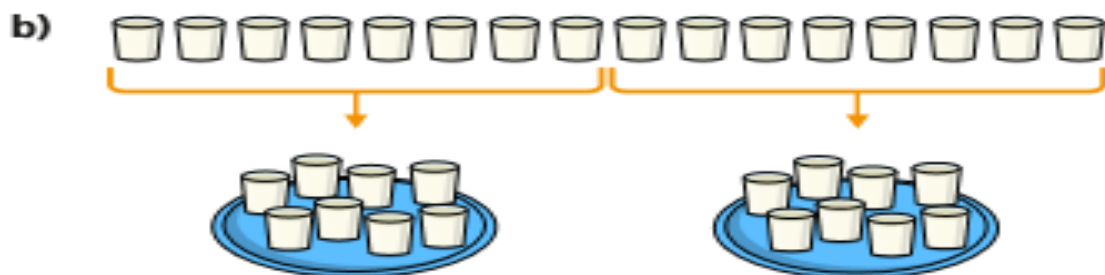


There are flowers.

There are vases.

Each vase has flowers.

16 shared into equal groups is



There are 16 glasses of milk.

There are glasses of milk on each tray.

There are trays.

16 shared into equal groups is

- 2 Make an array using 40 counters.

Use the array to help you complete the divisions.

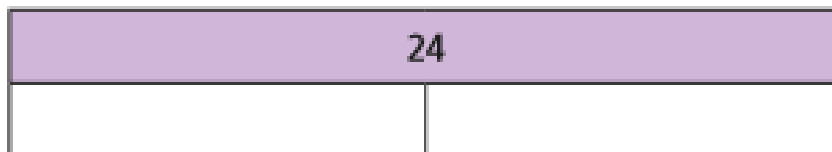
a) $40 \div 8 = \square$ b) $40 \div 5 = \square$

- 3 32 coins are shared between 8 people.

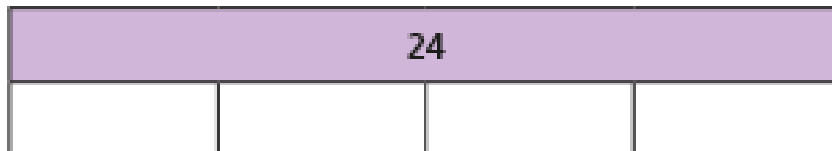
How many coins does each person get?

- 4 Complete the bar models and write a division statement for each.

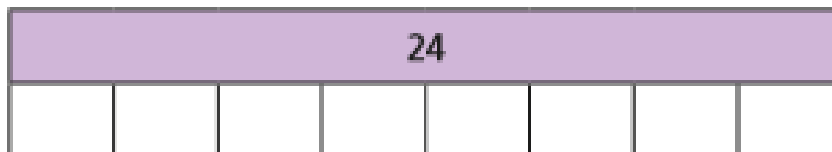
a)



b)



c)



What do you notice?

- 5 40 kg of potatoes are packed into 8 kg bags.

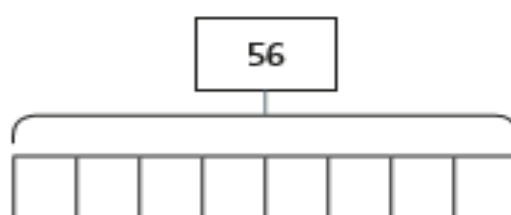
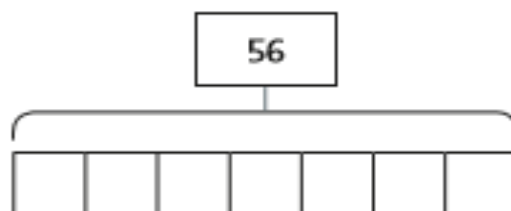
How many 8 kg bags can be filled?

Optional extension activity

- 6 a) Match the number story to the bar model.

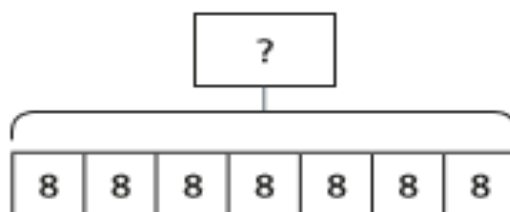
56 sweets are shared equally between 8 party bags.

56 sweets are put into party bags. There are 8 sweets in each bag.



- b) Complete the bar models.

- c) Think of a number story to match this bar model.



- 7 Which numbers divide by 8 exactly?

23

28

32

64

65

How did you work this out?

Wednesday: Multiplying and Dividing

1 Complete the number sentences to describe the pictures.

a)



$4 \times 5 = \square$

$20 \div 5 = \square$

b)



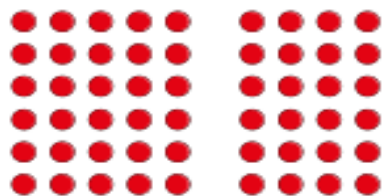
$5 \times 4 = \square$

$20 \div 4 = \square$

What is the same and what is different in parts a) and b)?

2 Write $<$, $>$ or $=$ to compare the arrays.

a)

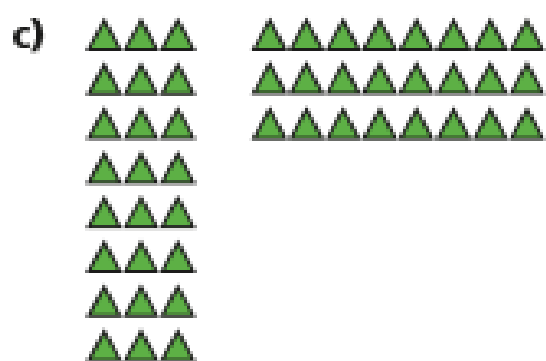


$5 \times 6 \bigcirc 6 \times 4$

b)



$3 \times 6 \bigcirc 6 \times 3$



$$8 \times 3 \quad \bigcirc \quad 3 \times 8$$

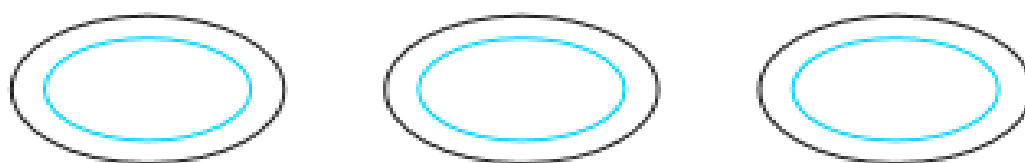
3 Rosie and Tommy each have 12 slices of melon.

a) Rosie shares her slices between 4 bowls.



How many slices are in each bowl?

b) Tommy shares his slices between 3 plates.



How many slices are on each plate?

c) Are there more slices of melon in a bowl or on a plate?

Explain your answer.

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

a) 4×3 \bigcirc 2×6

c) 5×3 \bigcirc 3×4

b) 8×3 \bigcirc 4×6

d) 3×4 \bigcirc 4×5

Thursday: Multiplying and Dividing

e) $20 \div 4$ $20 \div 5$ g) $30 \div 10$ $30 \div 6$

f) $24 \div 2$ $36 \div 3$ h) $18 \div 2$ $18 \div 3$

How did you work this out? Talk about it with a partner.

5 Here are some calculation cards.

$30 \div 6$

4×6

$27 \div 3$

4×8

8×3

12×2

5×6

$18 \div 3$

Write each calculation in the table.

Less than 6×4	Equal to 6×4	Greater than 6×4

Write one more calculation in each column.

Did you have to work out all the calculations?

6 Complete the statements.

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

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

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

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

How many different ways can you complete the statements?

Scott uses base 10 to make two related calculations.

Use the base 10 to complete Scott's calculations.



$$6 \times 3 = \boxed{}$$

$$6 \times 30 = \boxed{}$$

How does the answer to the first calculation help you work out the second calculation?

Use base 10 to complete the divisions.

$$14 \div 2 = \boxed{}$$

$$140 \div 2 = \boxed{}$$



I know
 $5 \times 7 = 35$

Use Dora's fact to complete the calculations.

a) 5×70

c) 50×7

e) $350 \div 5$

b) 7×5

d) $35 \div 5$

f) $350 \div 7$

Optional extension activity for Wednesday and Thursday (challenging- adult support)

Mr Jones buys 12 large jugs.

The total cost of the jugs is £240

How much does each jug cost?

How did you work this out?

Complete the number sentences.

a) $3 \times \boxed{} = 210$

c) $4 \times 90 = \boxed{}$

b) $240 \div 6 = \boxed{}$

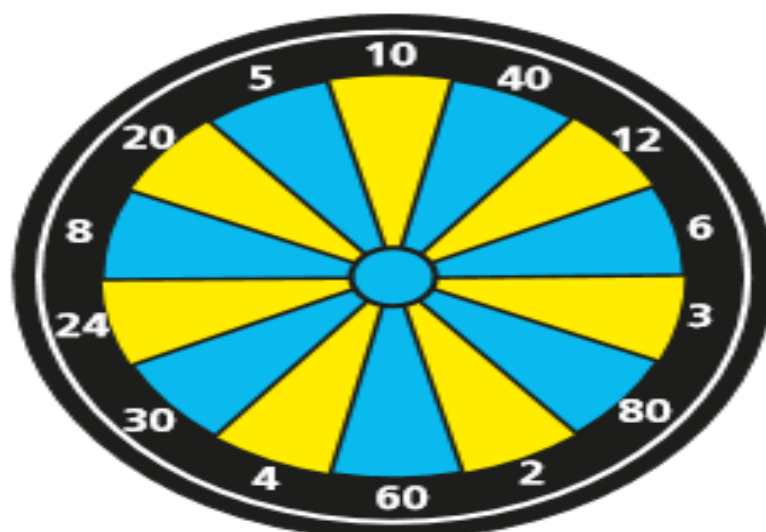
d) $120 \div \boxed{} = 2$

Huan throws two darts at the dartboard.

He multiplies the numbers he hits together.

Huan's score is 240

What two numbers could the darts have landed in?



How many different answers can you find?

Friday: Dividing- problem solving and function machines

Show us how you could answer the questions using. Could you use words, pictures, numbers, objects?

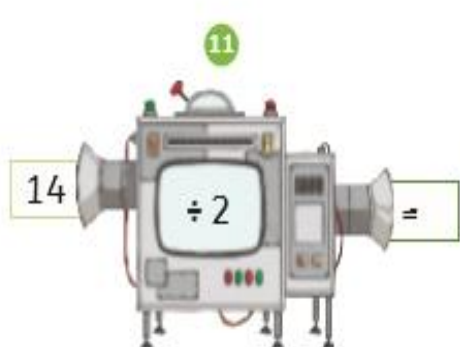
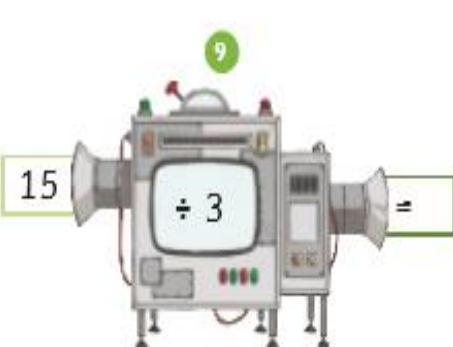
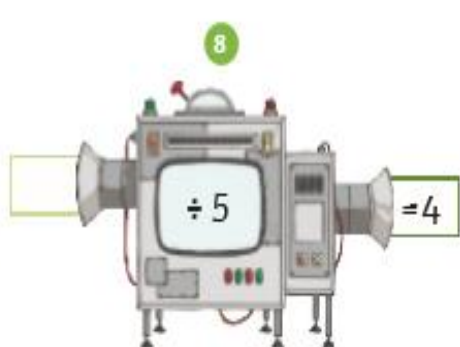
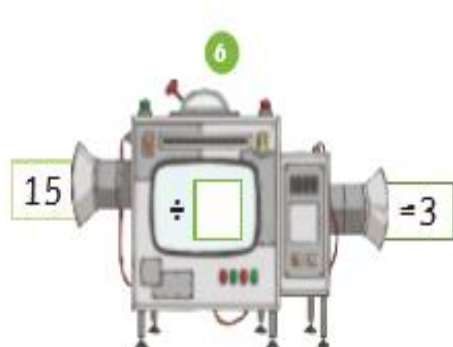
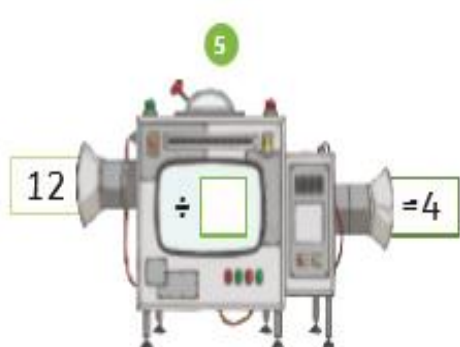
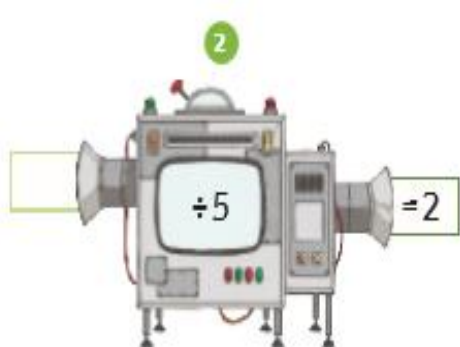


It is Jola's birthday and she is having a party. She has 24 cup cakes to share equally between 3 plates for the party. How many cakes will go on each plate?

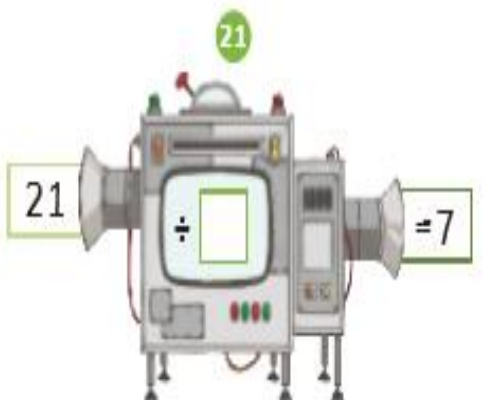
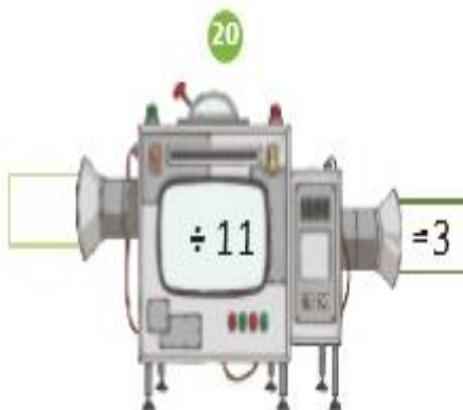
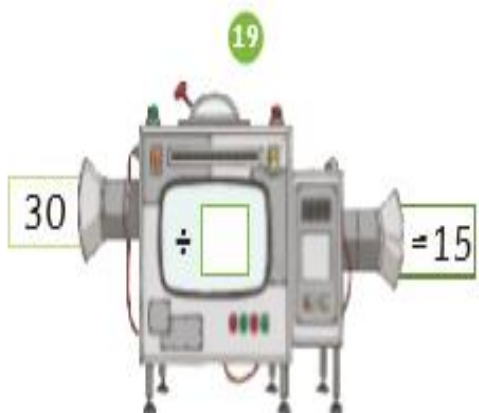
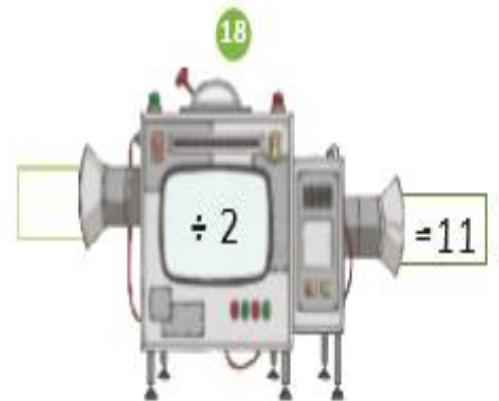
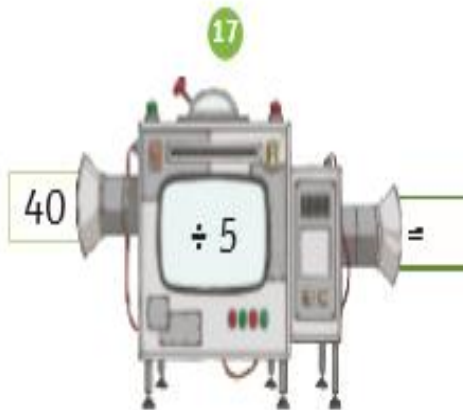
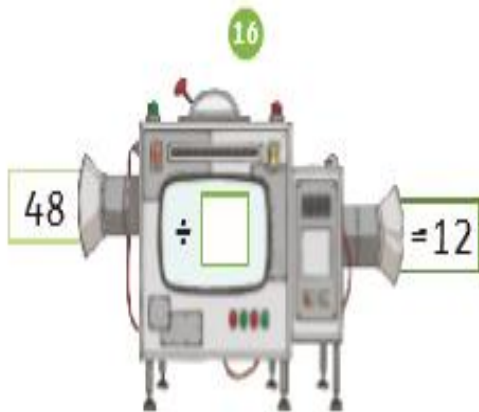
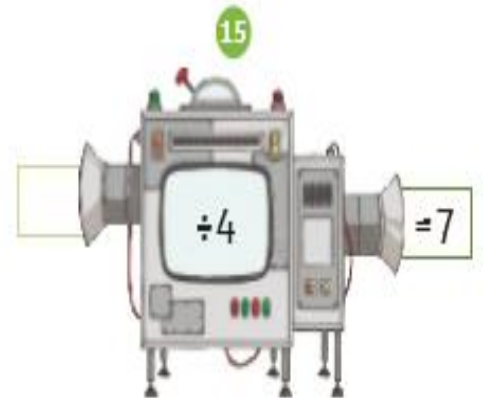
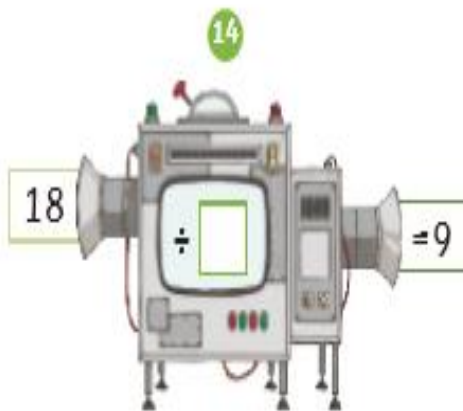
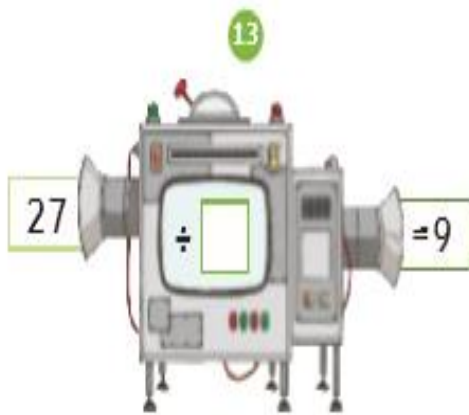
There are 8 children coming to the party. They are all going to the cinema. How many cars will they need to take them there? Each car will hold 4 children and they will each need a driver too.



Jola is going to give everyone some chocolate eggs to take home at the end of the party. They fit into egg boxes which hold 6 eggs each. Will 50 eggs be enough for each of the 8 visitors to have a box to take home?



Optional extension activity:



English

Monday: Using a question mark, exclamation mark or a full stop accurately.

Fill in the box with a question mark, exclamation mark or full stop in the box to finish off the sentence correctly.

a) "Watch out_" cried Elly, "Are you ok_"



b) What time is it



c) I'm so angry



d) This is the best present ever



e) Dad is cooking dinner tonight



f) Jack walked over to Lucas_
"How are you_" asked Jack.



g) The teacher was reading an interesting book

☐

h) Would you like to watch a movie

☐

i) Congratulations on winning the cup

☐

j) Everyone was walking towards the big tent_ "Roll up, roll up_" yelled the Ringmaster.

☐☐

k) Katie was wearing her favourite dress

☐

l) What is your favourite flavour of ice cream

☐

Optional Extension Activity

2. Now write your own question for this picture.



3. Now write your own sentence for this picture.



4. Now use an exclamation mark in your sentence for this picture.



Tuesday and Wednesday: This activity may take two days to gather ideas, plan the letter and write the letter neatly.

Starter:

With your family, discuss the book Flat Stanley.

- ✚ What can you remember about the plot in the story?
- ✚ Who are the characters?
- ✚ What happens to the characters?
- ✚ What is your favourite part of the story?
- ✚ How could the story be improved?

If you would like to, you could listen to the story again with your family's permission. Using this link https://www.youtube.com/watch?v=OkO_qyas7a0

For the next two lessons, we will be focussing on the very first part of the story.



Activity: I would like you to write a letter to Doctor Dan from Mrs Lambchop. You need to pretend to be Mrs Lambchop and you are writing a letter before they all go to the doctors. This will help Doctor Dan know exactly what has happened to Stanley before he sees him.

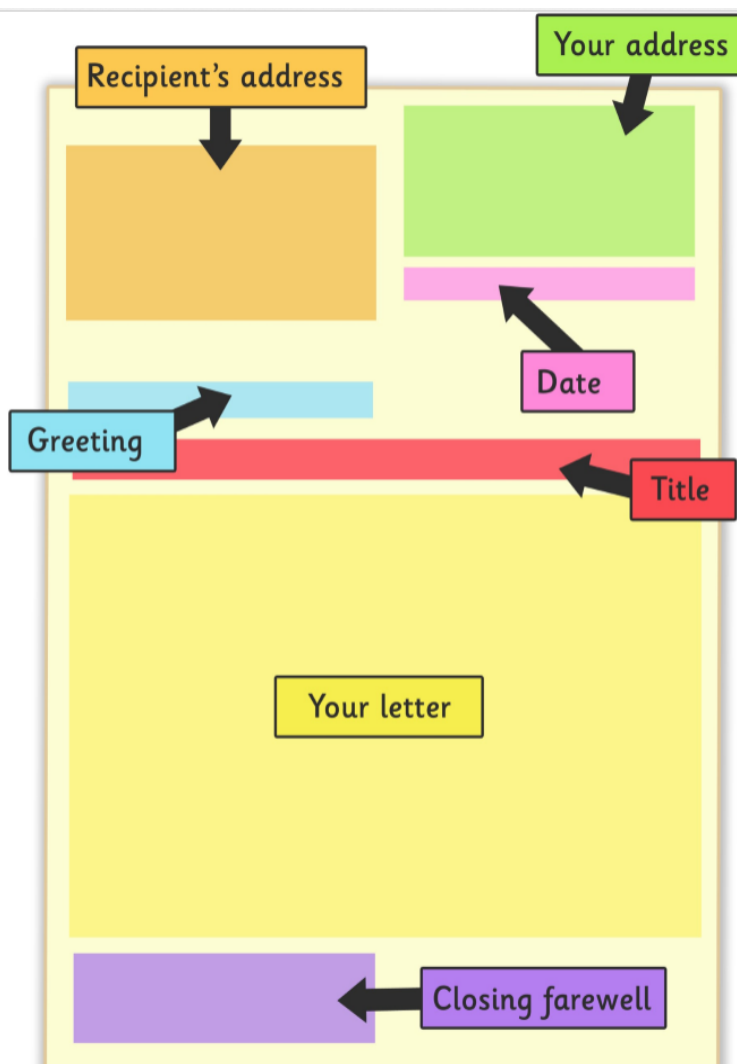
I would like you to include:

- + What has happened to Stanley?
- + How it happened to Stanley?
- + How Stanley and his family were feeling?
- + And how you would like the doctor to help Stanley.



The best thing to do is talk through your ideas with your family first and plan what you want to write. When you are happy; then you can start writing.

The information below will help you organise your letter to the doctor. You can make up the addresses, as this is from a fictional book.



Beginning your letter

When you are writing to a specific person and you know their name, the polite way to address them is using Mr, Mrs or Ms and their surname:

Dear Mr Smith,

Closing your letter

When you begin your letter in this way, sign the letter using:

*Yours sincerely,
[Your Full Name]*



Thursday:



Look at the picture above, as you can see Stanley is still flat, even after his doctor's appointment. Can you make a list of the positives and negatives of Stanley being flat? Use your imagination, maybe Stanley could have a lot of fun! Like he did when he was posted to California. Please write in full sentences using the correct punctuation- use Monday's lesson to help you.

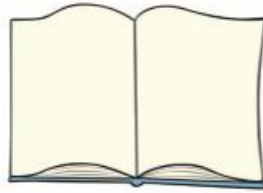
<u>Positives of Stanley being flat</u>	<u>Negatives of Stanley being flat</u>

Friday:

Starter Activity:



Word Challenge



List synonyms

Words that have a similar meaning.

Today's word is...

Valuable

Definition

Write it in a sentence

Stanley had a fine time in California.



Thomas's family returned him in a beautiful white envelope they had made themselves. They marked it airmail and wrote VALUABLE and THIS END UP on both sides.

Discussion time:

Thomas' family returned Stanley in a beautiful white envelope they had made themselves. They marked it airmail and wrote 'VALUABLE' on the envelope.

- ✚ Why do you think they put 'valuable' on the envelope?
- ✚ Can you tell your family what is valuable to you and why?

Main Activity:

Stanley is unbelievably valuable to his friends and family. Today, I would like you to think and write about the most valuable thing to you and why?

You can write about this in lots of different ways, below are some examples. However, this is completely up to you and how you want to present something that is so special to you. You may also want to draw a picture to go with it, to make it even more special.

- ✚ On a postcard
- ✚ In a letter
- ✚ In a diary entry

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

Foundation Subjects- One lesson per day (in any order)

Lesson 1- Science and Music

Learn even more about bones; through learning this song. It would be great if you could sing along and even perform this song to a family member or friend.

https://www.youtube.com/watch?v=2gerXkG_8ME

Well they're holding up our body
and they're crucial to our moving
protecting inner organs
When we're dancin' and we're groovin'



After you have learnt the song, I would like you to create a poster or leaflet including all the new facts you have learnt about bones.

Have fun, it is a very catchy song!

Lesson 2- PE

Space Adventure

Home Physical Education

How to play:

- Select some music that makes you think of space, astronauts and aliens.
- Create an action that represents the following movements.
- 1: Taking off in a space ship.
- 2: Landing a spaceship on a planet.
- 3: Exploring your new plant.
- 4: Making an exciting discovery.
- Add your 4 movements to create a sequence. Perform your sequence to someone else. What do they think?



Can you try quicker and slower music? Which is harder?

Can you be creative and try different movements to represent each stage of the journey?

Top Tips

Use big movements!
Imagine you are an astronaut! What would they wear? How would they move? Make your movements big and clear.
This is your adventure so be creative!

Let's Reflect

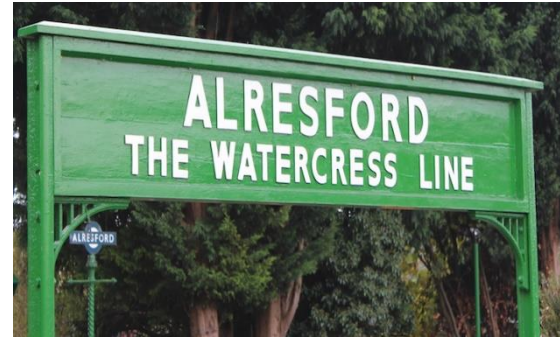
Did you remain in character through all of the movements?

Why did you choose the moves that you did?

Lesson 3- Topic

The Watercress line, Alresford

For this week's topic lesson, I want you to think about how the Watercress line in Alresford has impacted the local community in the past and what impact it has now on the community.



How did the Watercress line impact the local community in the past?	How does the Watercress line impact the local community today?

Lesson 4- Art

Optional as you will need equipment and adults support

Want to make some marbled paper?



INSPIRATION



Gerhard Richter

Abstract Painting (726) 1990

Tate

© Gerhard Richter

German artist Gerhard Richter is well-known for his abstract works. In these paintings, he scraped paint across the canvas. Underneath this top layer of paint, Richter sometimes paints a detailed composition, which sometimes peeks through.

In this activity, we will scrape the foam off the paper to reveal our artwork!

LET'S GET STARTED!

You will need:

- Shaving foam
- A baking tray or dish
- Cocktail sticks or wooden skewers
- Washable inks, paint, or food dye
- White paper
- A spatula
- A plastic ruler



1. Fill your tray with foam



2. *Smooth the foam with a spatula*



3. *Drop ink onto the foam*

4. *Swirl the inks together using a stick*





6. Place paper on top of the foam. Push it down with your fingers. Leave for 1 min.

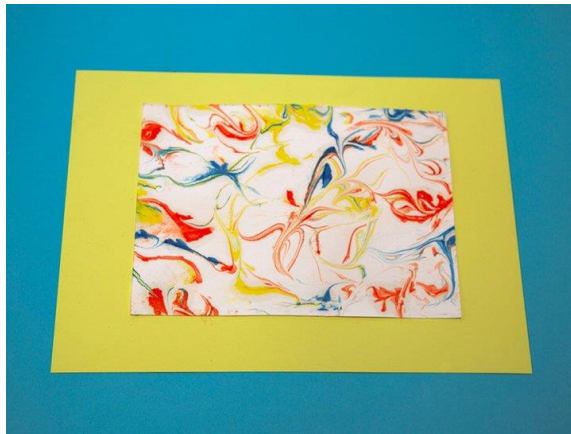


7. Slowly peel back the paper



8. Scrape off the foam!

YOUR MARBLED PAPER!



THINGS TO DO WITH YOUR MARBLED PAPER ...



You could make some bunting...



or a decoration to hang up!

Lesson 5- RE

What Do These Special Places Have in Common?

Look at some photographs of some special places.
What do these special places have in common?



What do these special places have in common?

These photos all show places of worship.



What do you know already about what happens in a place of worship?

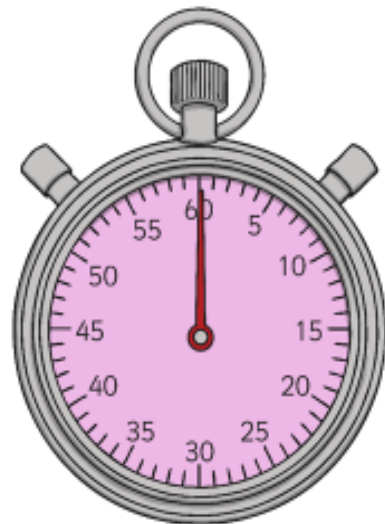
Can you think of other things that might happen in a building where people gather to worship?

What Qualities Might a Place of Worship Have?



Think about places of worship and how they are special to people.

You have two minutes to list the qualities that places of worship might have. Jot down your ideas and discuss with your family.



What Are My Best Qualities?

Each one of us is different.

You are a very special, unique person with many special, positive qualities.

Can you list as many of these as you can below?

There are a few examples to get you started. If you are struggling, ask the adult you are with. Try your best to do this on your own though.

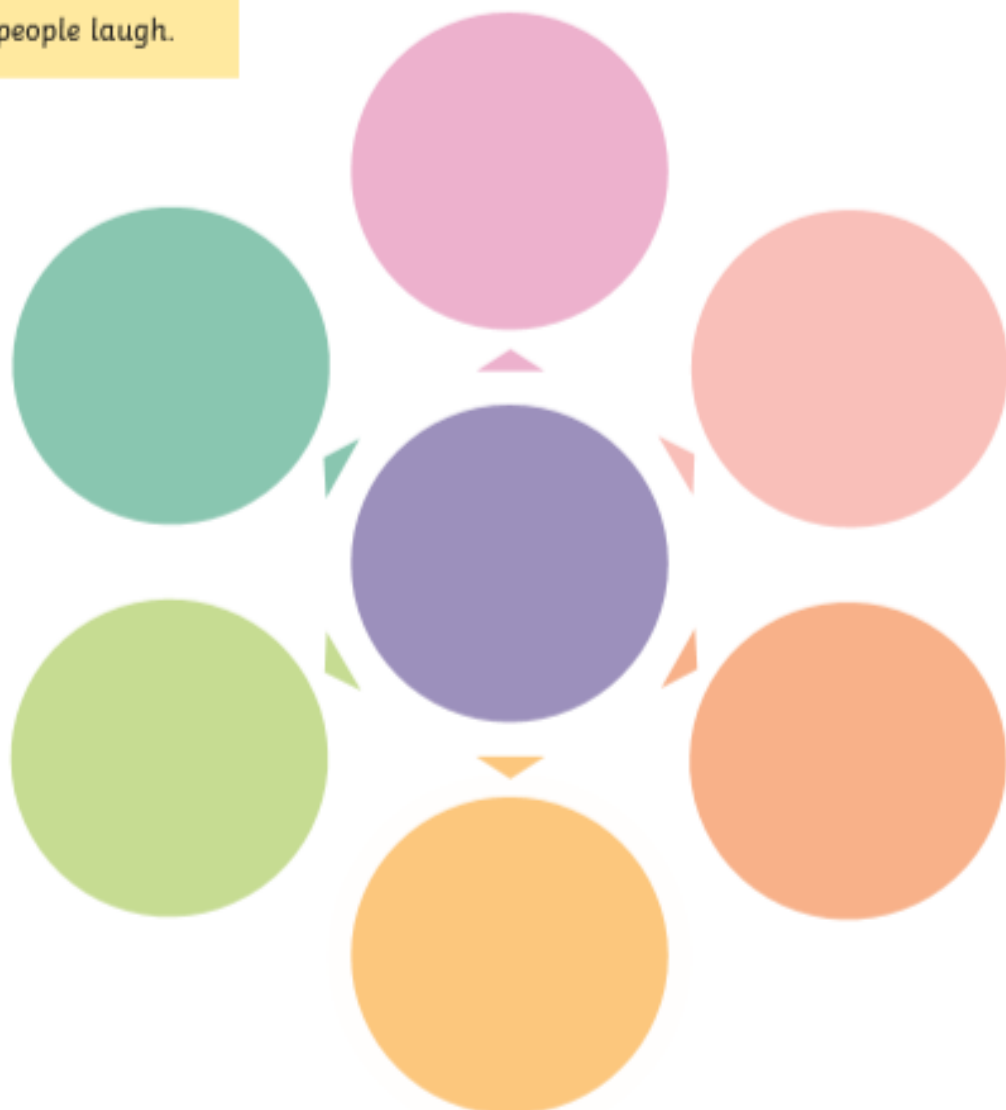
Write all those wonderful qualities down and be proud of who you are!

Examples:

I am honest.

I am brave.

I make people laugh.



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 do not 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>