



W.C. 20th April

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-lessons/1>

Maths

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.



Depper Learning - You may wish to deepen your learning by looking at fractions and time!

Fractions - use this resource to see what fractions you remember from year 2!

<https://www.mathsisfun.com/numbers/fractions-match-frac-pizza.html>

Time - could you make your own timetable for your home learning?

<https://www.splashlearn.com/time-games> Here are some fun games to practice telling the time.

Monday

Writing three digit numbers <https://www.bbc.co.uk/bitesize/articles/zdgdwtv>

Place value

We use place value headings like 10, 100, 1000. These help us do sums and see which numbers are bigger than others.

A number is made of one or more digits. The number 6379, for example, is made of the digits 6, 3, 7 and 9.

6 thousands, 3 hundreds, 7 tens and 9 ones.



Mild

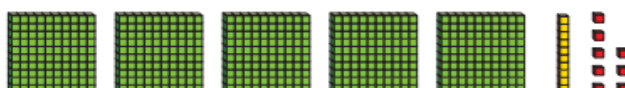


What numbers are represented?

a)



b)



d)

Hundreds	Tens	Ones

Medium

Complete the sentences.

- a) 348 is equal to 3 hundreds, tens and ones.
- b) 673 is equal to hundreds, tens and ones.
- c) 792 is equal to hundreds, 9 _____ and 2 _____.
- d) 308 is equal to 3 _____ and 8 _____.
- e) is equal to 7 hundreds, 5 tens and 1 one.
- f) is equal to 8 hundreds and 2 ones.

Spicy

Ron is thinking of a number.



My number has
an even number of tens.
There are 2 more hundreds
than there are ones.
One of the digits is a 6

Circle the numbers that Ron could be thinking of.

286

462

385

614

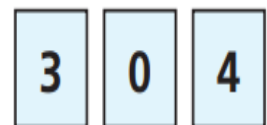
604

328

Complete the number sentences.

- a) $432 = 400 + 30 + \boxed{}$
- $435 = 400 + \boxed{} + \boxed{}$
- $437 = \boxed{} + \boxed{} + \boxed{}$
- b) $520 = 500 + \boxed{}$
- $502 = 500 + \boxed{}$
- c) $392 = 300 + 90 + \boxed{}$
- $392 = 92 + \boxed{}$
- $392 = 2 + \boxed{}$

b) Aisha has some different digit cards.



Aisha makes a 3-digit number.

Write all the numbers that Aisha could make.

Tuesday

Recognising Place Value <https://www.bbc.co.uk/bitesize/articles/zmdpnrnd>

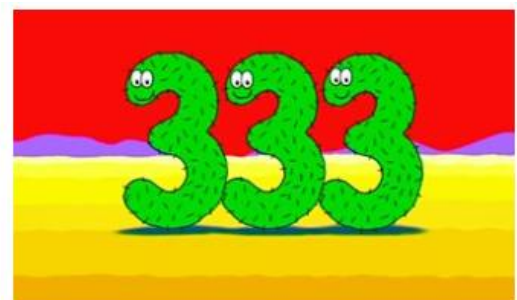
Place value

Place value helps us work out the value of a digit depending on its place or position in a number.

Place value can be expressed in terms of hundreds, tens and ones.

For example the number **333** can be represented like this:

Hundreds	Tens	Ones
3	3	3



Mild

1 How many sweets are there?

Hundreds	Tens	Ones
		

There are sweets.

2 Match the place value charts.

H	T	O
		

H	T	O
		

H	T	O
		

H	T	O
		

H	T	O
		

H	T	O
		

Medium

Teddy is making numbers using 10 counters.

Hundreds	Tens	Ones

a) Draw 10 counters on the place value chart to show that Teddy can make the number 217

b) Write two more numbers Teddy can make.

c) What is the biggest number Teddy can make?

Whitney is thinking of a number.

The number Whitney is thinking of is 538

Is this true or false?

Explain how you know.

My number has 5 hundreds, 3 ones and 8 tens.



Spicy

The number has 3 digits.

The ones digit is 21 less than 25.

The hundreds digit is an odd number which is bigger than 1 but smaller than 4.

The tens digit is the same as $2 + 3$.

What is the number?

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The number has 3 digits.

The tens digit is the number of fingers on 1 hand.

The hundreds digit is half the number of months in a year.

The ones digit is $8 - 1$.

What is the number?

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Wednesday

Comparing 3-Digit Numbers <https://www.bbc.co.uk/bitesize/articles/zhpg7nb>

Comparing Numbers

We can compare the amount of gold coins using mathematical symbols.

> means greater than

more than bigger than larger than

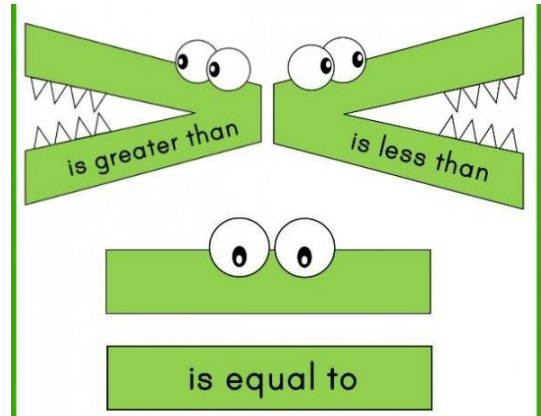
< means less than

smaller than

'Greater than' and 'less than' are known as **inequalities**.

= means equal to or the same as

This is known as an **equality**.



Mild, Medium and Spicy

Activity 1 - Dice Dilemma

If you do not own a dice, write the numbers 1-6 on paper and put them in a box/hat to pull out.

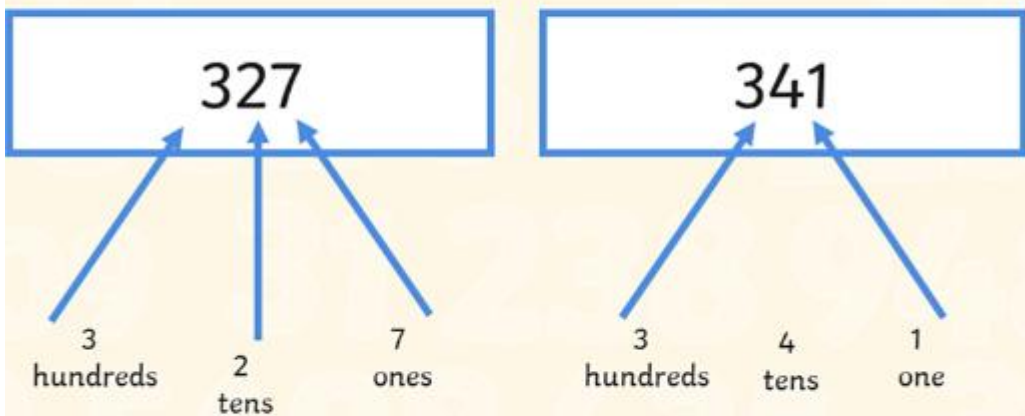
Activity 2 - Comparing 3 digit numbers

Thursday

Ordering numbers up to 1,000

Ordering Numbers

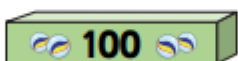
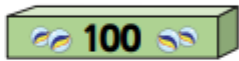
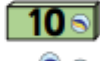
We can partition the numbers to help us explain our ideas.



Both numbers have 3 hundreds. However, 327 has just 2 tens, while 341 has 4 tens. 341 is the largest number.

Mild

Who has the greatest number of marbles?

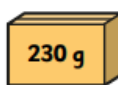
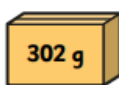
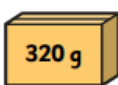
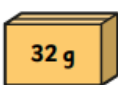
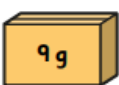
Mo	Tommy	Dora
   	 	  

Which is the greatest number in each list?

- a) 250 400 130 290
 b) 315 390 326 305
 c) 718 712 710 719 716
 d) 435 348 438 84

Medium

a) Write the weights of the boxes in order. Start with the lightest box.

				
A	B	C	D	E

Here are the prices of 4 bikes.

			
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b) These are the heights of the people in one family.

John	Gemma	Brett	Kim	Dani
185 cm	126 cm	175 cm	53 cm	170 cm

Write the prices in order. Start with the most expensive.

Who is the 3rd tallest person?

Spicy

Write the numbers in order to reveal the answer to the joke.

1. What do you give a sick lemon? _____

Number								
Letter								

smallest

largest

310	291	283	301	347	383	374	471
O	E	L	M	N	I	A	D

2. What kind of nuts always seem to have a cold? _____

Number							
Letter							

largest

smallest

413	767	784	754	431	752	401
W	A	C	S	E	H	S

Friday

Quiz and Times Table Rockstars

Mild

1. What is the missing number?

104 94 84 74 64

2. What is the **value** of the **5** in this number? 95

3. Draw an arrow to label 7.



4. Use $<$, $>$ or $=$ to make this correct:

3×5 $10 + 4$

5. Write this number in numerals.

sixty eight

6. There are 28 people on a train. 12 more get on. How many people now?

7. $20 - \text{$ $= 3$

8. $92 - 10 =$

Medium & Spicy

1. What is the missing number?

0 8 12 16

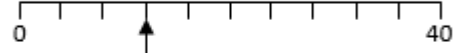
2. What is the **8** worth in this number?

183

3. Write this number in numerals.

two hundred and fifty

4. What number is labelled?



5. Make the largest number possible using the digits 2 7 5.

6. $890 + 10 =$

7. $436 - 123 =$

8. Circle the best **estimate** to $59 + 39$:

80 90 100 110

9. One orange costs nineteen pence. How much will three oranges cost?

Times Table Rockstars

Have a go at your times tables on TTRockstars this week. Maybe you could battle with one of your friends? We can't wait to see how much your times tables have improved!



English

English

Use the following website and try your best to complete a lesson each day. There are different levels of work to try! You might feel like trying the spicy option and challenging yourself!

Bitesize: <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-lessons/1>

The daily lessons will then appear!

Monday 20.4 Identifying nouns

There are two types of nouns to focus on, Common nouns and proper nouns. There are examples of these on the website.

Mild:

Have a go at activity one.

Activity 1

Check how well you understood the videos by completing these **two** short activities.

1. Highlight all the **common nouns** that are used in the sentences.

Remember: Common nouns are names of **things**.

▶ Highlight the common nouns.

Leroy is a monster and he loves to scare people in the village.

All the villagers hide in their homes when he's around.

Medium:

Complete the nouns quiz and create your own table to complete the activity 3 below.

Activity 3

Complete the **Recognising Nouns** activity sheet below. You will need three different coloured pens.

If you can't print out a copy of the work sheet, you could create three columns and write a list of all the place nouns, thing nouns and name nouns down on paper.

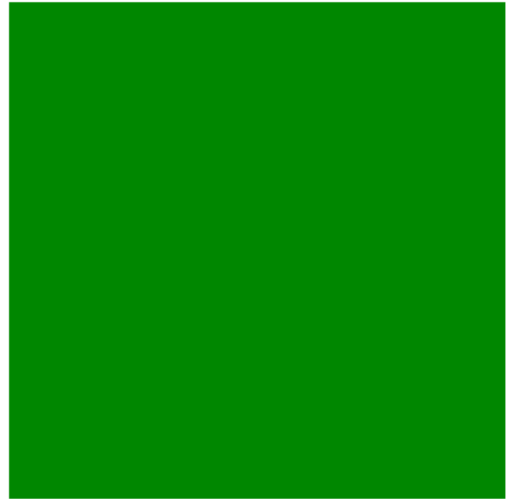
Spicy:

Activity 4

Write **five sentences** all about Leroy the Lizard Monster from the video clip you watched at the start of the session.

Once you have written each sentence, **underline all the nouns** that you have used.

If you are feeling super confident, underline all the **proper nouns** you used in one colour and all the **common nouns** you used in another colour.



Tuesday 21.4 Identifying pronouns

Pronouns replace nouns. If we didn't have pronouns, we'd have to keep repeating our nouns and that would make our sentences awkward and repetitive.

Pronouns are short words like **it, she, he, you, we, they, us** and **them**.

Mild: Complete these sentences on some paper at home.

This is Ben.  This is _____ ball. 	This is Bill.  This is _____ ipad. 
This is Tom.  This is _____ book. 	These children are playing.  These are _____ toys. 
These dogs are playing.  This is _____ ball. 	This is a snowman.  This is _____ scarf. 

Medium:

Activity 2

Complete the 'two star' **Pronouns** activity sheet.

If you can't print the activity sheet, write one list of all the nouns and another list of all the pronouns instead.

Top tip!

A noun will always be said first and then replaced with a pronoun afterwards. This is so the reader knows what the writer is talking about.

For example: Lucy walked into the room and **she** sat on the bed.

Spicy:

Activity 3

Write five of your own sentences that each use one of the pronouns below.

he, she, them, they, her

Your sentences can be about anything you want.

For example: **Jim had some pocket money so he bought a new book.**

Wednesday 22.4 Identifying adjectives

An adjective is a word that describes a noun (the name of a thing or a place).

For example: **It was a terrible book.**

The word 'terrible' is an adjective. It tells us what the book (the noun) was like.

Adjectives can come before or after a noun.

- **The book she read on holiday was terrible**
- **She read a terrible book on holiday**

Try putting adjectives in different places in your sentences to make your writing more interesting.

If you want to describe a noun in detail, you can use more than one adjective.

For example: **She had a mouldy, smelly, overpriced sandwich.**

When you have a list of adjectives like this, separate them with commas.

Mild:

Activity 1

Check how well you understood the videos by completing these **two** short activities.

1. Highlight all the **adjectives** that are used in the sentences.

Remember: Adjectives describe a noun. If you find the noun first, it's easier to find the adjective.

▶ Highlight the adjectives in this text.

The scary, smelly Yeti is frightening the townspeople. She keeps taking the roof of their homes.

However, the little people want revenge. They superglue the roofs to their tiny

Medium:

Finding Adjectives

1. The cat had pretty eyes.
2. Mark has long legs.
3. She cut her hand on the rough log.
4. The shiny diamond sparkled in the bright sun.
5. The calm penguin looked around the pebbly beach.
6. The huge elephant drank from the murky waterhole.
7. The small dog has fluffy, brown fur.

Read the sentences and circle the adjectives in each of them.



Now, choose five of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

Example: *The cat had attractive eyes.*

Spicy:

Powerful Adjectives

Add a powerful adjective into each gap to describe the noun.

Use the word bank below to help you.

1. The _____ earthquake shook the ground.
2. The people were _____ when the buildings shook.
3. The _____ island lay in the middle of the ocean.
4. The crowd were _____ after watching the film.
5. "I'm _____ by what I've done," admitted Cathy.
6. The _____ winner jumped for joy at the news.
7. The monster's attempts at hiding were _____.
8. Our new neighbours are _____.



Word Bank

terrified	flabbergasted	appalled	abysmal
menacing	exquisite	distraught	eccentric
shaken	marvellous	pathetic	delightful
astonished	magnificent	absurd	

Thursday 23.4 Identifying verbs

A verb is a word used to describe an action, state or occurrence.

Verbs can be used to describe an **action** (doing something).

For example, the word 'jumping' in this sentence:

The rabbit was jumping in the field.

They can also be used to describe a **state of being** (feeling something).

For example, the word 'likes' here:

The monster likes rollercoasters.

Or a verb can be used to describe an **occurrence** (something happening).

For example, the word 'became' in this sentence:

The caterpillar became a butterfly.

When writing, make sure every sentence includes a verb.

Mild:

Activity 1

Check how well you understood the videos with these **two** short activities.

1. Highlight all the **verbs** in the sentences.

Remember: Verbs can describe an action, state or occurrence.

☐ Highlight the verb in each sentence.

The gorilla monster roared from the roof.
The building shook.
The workers want some peace and quiet.

Medium:

Finding Verbs

1. Daniel ran in the race.
2. Lilly danced for her exam.
3. Jessica read her favourite books.
4. The rabbit hopped away quickly when the car came past.
5. The sun shone brightly.
6. Guinea pigs eat fresh vegetables.
7. Fish swim in deep and shallow waters.

Read the sentences
and circle the verb
in each of them.



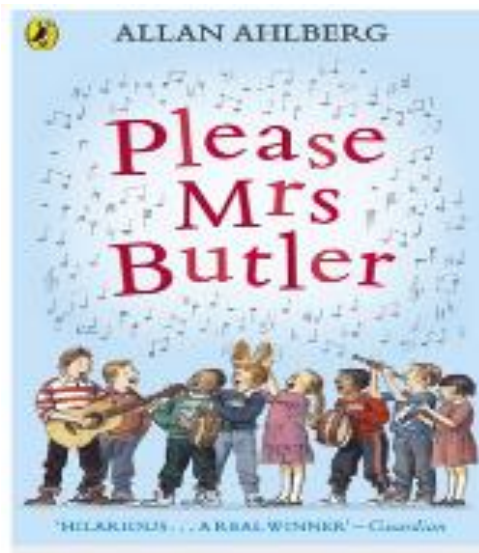
Now choose 5 of the sentences above and rewrite them below, changing the verbs to make them more exciting.

Example: Daniel sprinted in the race.

Spicy: Write a short story using exciting verbs!

Friday 24.4 Reading lesson – Please Mrs Butler/ The Poem 'Excuses'.

There will be a video, teaching tools, practice questions and activities to support you each day.



Mild: Read the above poem with an adult. Practice your expression when reading the poem. Write a few sentences saying what you think of the poem?

For example: Did you like it? Why/Why not?

Medium:

Excuses

I've writ on the wrong page, Miss.

My pencil went all blunt.

My book was upside-down, Miss.

My book was back to front.

My margin's gone all crooked, Miss.

I've smudged mine with my scarf.

I've rubbed a hole in the paper, Miss.

My ruler's broke in half.

My work's blew out the window, Miss.

My work's fell in the bin.

The leg's dropped off my chair, Miss.

The ceiling's coming in.

I've ate a poison apple, Miss.

I've held a poison pen!

I think I'm being kidnapped, Miss!

So . . . can we start again?

1. This poem is full of excuses, but which one is the best excuse?

Draw a horizontal line and write 'best' on the left hand side and 'worst' on the right hand side. This is your scale.

Now position the excuses on your scale to show your opinion about which are the best and which are the worst excuses.

Can you create a better excuse?

Spicy:

Activity 3

If you can, find someone to read the poems aloud with you.

You are going to focus on changing your **voice, facial expression** and **body language** for each poem.

Please Mrs Butler

- One person reads the teacher and the other reads the child. If you can't find anyone to read with you, have a go at doing both voices yourself.
- Your body language and actions should reflect your character's mood when you perform.
- How do you think the child would react to Mrs Butler's suggestion such as 'swallow your rubber', 'sit in the sink' and 'run away to sea!'

Excuses

- Imagine you are the teacher in the poem.
- How do you imagine the teacher's face changes as she hears each excuse?
- What will your facial expression be after one excuse, four excuses, eight excuses, fifteen excuses?

Write a poem of your own focusing on the excuses you would make in class.

As well as this, please remember to access:

- Oxford Owl Reading Buddies - children have their own login for this
- Study ladder to practice **comprehension** <https://www.studyladder.co.uk/>