



W.C. 15th June

Use these worksheets to work from **and not on**. All you need is a piece of paper, pencil and a ruler. s83year3@st-annes.solihull.sch.uk

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

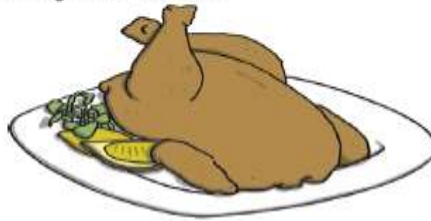
Maths

Deeper Learning – You may wish to deepen your learning by looking at time!

Time :

Time Word Problem Challenge Cards

1. Mum puts the chicken in the oven at 4:25 p.m. She let it bake covered for 10 minutes, then uncovered for 35 minutes more. What time will the chicken come out of the oven?



Time Word Problem Challenge Cards

2. Your sister practised her dance routine for 45 minutes. She stopped practising at 4:50 p.m. What time did she start practising?

3. You worked on your homework from 4:00 p.m. to 5:10 p.m. How long did you spend doing your homework?



We also have Maths activities on Purple Mash for you!

Monday

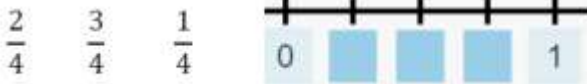
<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

<https://whiterosemaths.com/homelearning/year-3/>

Ordering fractions

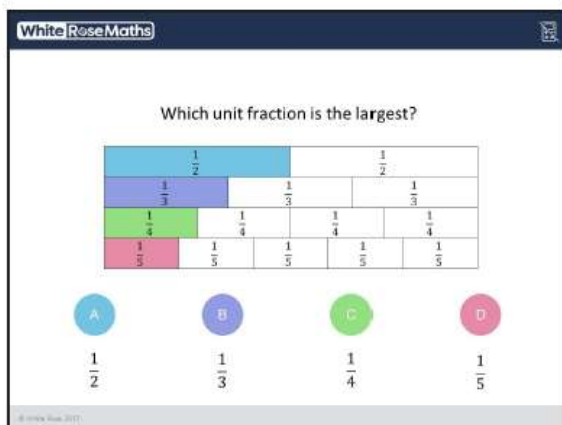
Mild

Place the fractions on the number line.



Order the fractions in descending order.

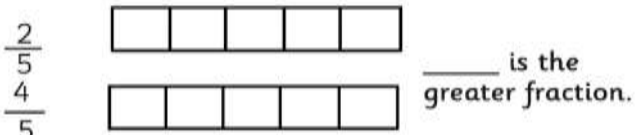
$\frac{3}{8}$ $\frac{5}{8}$ $\frac{1}{8}$ $\frac{8}{8}$ $\frac{7}{8}$



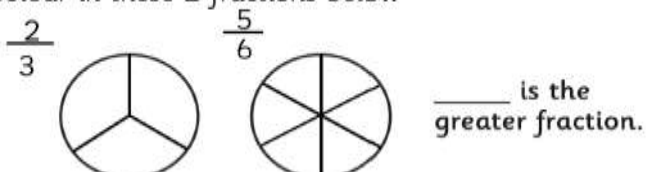
Order these fractions from the biggest.

$\frac{4}{6}$ $\frac{6}{6}$ $\frac{3}{6}$ $\frac{1}{6}$ $\frac{5}{6}$

Colour the boxes according to its fraction. Which fraction is greater?



Colour in these 2 fractions below



You could draw these out first if you are working from

paper.

Medium

WhiteRoseMaths

Which answer is correct?

A $\frac{1}{4} > \frac{1}{2}$ B $\frac{1}{3} > \frac{1}{4}$ C $\frac{1}{5} > \frac{1}{2}$ D A, B and C

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Order these fractions from the smallest.

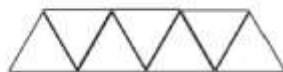
$$\frac{3}{6} \quad \frac{1}{6} \quad \frac{5}{6} \quad \frac{2}{6} \quad \frac{4}{6}$$

Order these fractions from the biggest.

$$\frac{4}{12} \quad \frac{6}{12} \quad \frac{8}{12} \quad \frac{10}{12} \quad \frac{11}{12}$$

Colour the boxes according to its fraction. Which fraction is greater?

$$\frac{3}{7}$$



_____ is the greater fraction.

$$\frac{6}{7}$$



$$\frac{5}{8}$$



$$\frac{3}{4}$$



_____ is the greater fraction.

Order these fractions from the smallest.

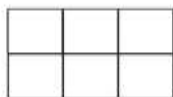
$$\frac{7}{9} \quad \frac{3}{9} \quad \frac{9}{9} \quad \frac{1}{9} \quad \frac{4}{9}$$

Order these fractions from the biggest.

$$\frac{4}{4} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{2}{4}$$

Colour the boxes according to its fraction. Which fraction is smallest?

$$\frac{6}{6}$$



_____ is the smallest fraction.

$$\frac{4}{6}$$



$$\frac{2}{7}$$



$$\frac{5}{7}$$

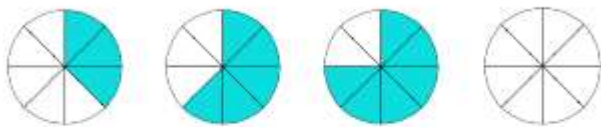


_____ is the smallest fraction.

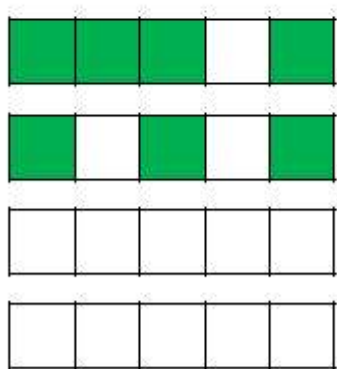
Spicy

Shade the blank diagrams so the fractions are ordered correctly.

Fractions in ascending order



Fractions in descending order



When the denominators are the same, the larger the numerator, the smaller the fraction.

Is Jack correct?
Prove it.

White Rose Maths

Which option would make this sentence correct?

$$\frac{1}{2} > \boxed{} > \frac{1}{6}$$

A $\frac{1}{4}$ B $\frac{1}{3}$ C $\frac{1}{5}$ D A, B and C

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Q1.

Annie ate $\frac{1}{8}$ of the pizza.

Grace ate $\frac{2}{8}$ of the pizza.

Tom ate the rest.

Who ate the most pizza?

Order these fractions from the smallest.

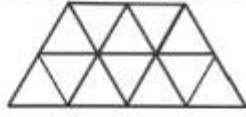
$$\frac{9}{18} \quad \frac{1}{9} \quad \frac{5}{9} \quad \frac{1}{3} \quad \frac{8}{9}$$

Order these fractions from the biggest.

$$\frac{4}{15} \quad \frac{9}{15} \quad \frac{1}{5} \quad \frac{4}{5} \quad \frac{11}{15}$$

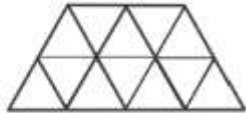
Colour the boxes according to its fraction. Which fraction is greater?

$$\frac{7}{12}$$

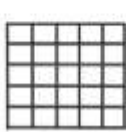


_____ is the greater fraction.

$$\frac{3}{4}$$



$$\frac{17}{25}$$



$$\frac{4}{5}$$



_____ is the greater fraction.

Tuesday

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

<https://whiterosemaths.com/homelearning/year-3/>

Adding fractions with the same denominator

Adding Fractions

To find the amount of coloured boxes, we add both of these fractions together.

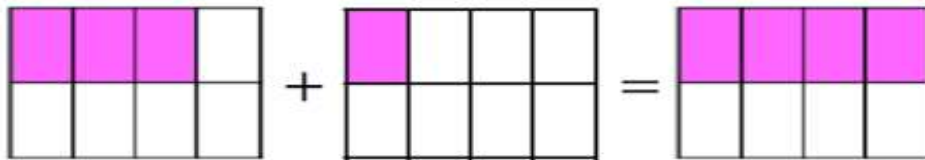
$$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$$

The denominators are both the same number so we leave them as they are, they don't get added together (this is very important).

We simply add the two numerators together!

Mild

2



We can use this model to calculate $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$

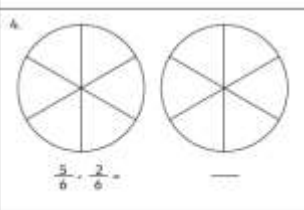
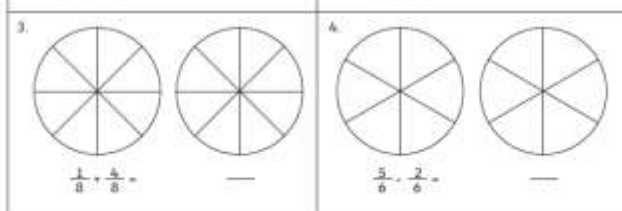
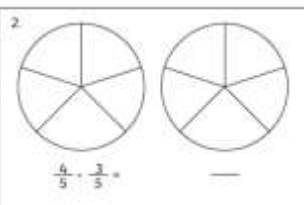
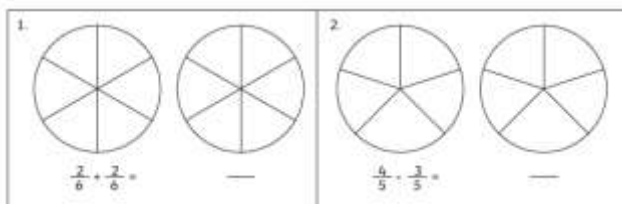
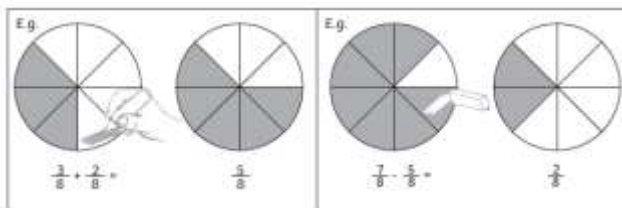
Draw your own models to calculate

$$\frac{1}{5} + \frac{2}{5} = \frac{\square}{5}$$

$$\frac{2}{7} + \frac{3}{7} + \frac{1}{7} = \frac{\square}{\square}$$

$$\frac{7}{10} + \frac{\square}{\square} = \frac{9}{10}$$

Click on the Windows icon to activate Windows



You could draw these out and shade the fraction in to help you.

a) $\frac{1}{4} + \frac{3}{4} = \frac{4}{4}$

Red Blue



b) $\frac{1}{4} + \frac{2}{4} = \frac{\quad}{4}$

Red Blue

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c) $\frac{2}{5} + \frac{1}{5} = \frac{\quad}{5}$

Red Blue

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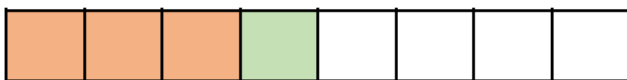
d) $\frac{1}{3} + \frac{2}{3} = \frac{\quad}{3}$

Red Blue

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Draw and colour on paper.

Medium



We can use this model to calculate $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$

Draw your own models to calculate

$\frac{1}{5} + \frac{2}{5} = \frac{\square}{5}$ $\frac{2}{7} + \frac{3}{7} + \frac{1}{7} = \frac{\square}{\square}$ $\frac{7}{10} + \frac{\square}{\square} = \frac{9}{10}$

1) $\frac{3}{7} + \frac{2}{7} =$ 2) $\frac{2}{5} + \frac{2}{5} =$ 3) $\frac{1}{5} + \frac{3}{5} =$

4) $\frac{2}{6} + \frac{3}{6} =$ 5) $\frac{4}{8} + \frac{2}{8} =$ 6) $\frac{4}{7} + \frac{3}{7} =$

7) $\frac{6}{9} + \frac{2}{9} =$ 8) $\frac{5}{8} + \frac{2}{8} =$ 9) $\frac{7}{10} + \frac{2}{10} =$

10) $\frac{5}{12} + \frac{6}{12} =$ 11) $\frac{4}{11} + \frac{5}{11} =$ 12) $\frac{5}{15} + \frac{8}{15} =$

Use the fraction numberline to find the answer to the fraction sums.

e) $\frac{1}{5} + \frac{3}{5} =$



f) $\frac{1}{5} + \frac{4}{5} =$

g) $\frac{2}{6} + \frac{3}{6} =$



h) $\frac{1}{6} + \frac{4}{6} =$

3) A shape has been part shaded.



- a) What 2 fractions could have been added together to create this shape? Find 2 possibilities.
- b) What 3 fractions could have been added together to create this shape? Find 2 possibilities.

Spicy

Explain your answer!

3a. True or false?

$$\frac{1}{4} + \frac{3}{4} = \frac{4}{8}$$



VF

3b. True or false?

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$$



VF

Mo and Teddy share these chocolates.



They both eat an odd number of chocolates.

Complete this number sentence to show what fraction of the chocolates they each could have eaten.

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{12}{12}$$

Rosie and Whitney are solving:

$$\frac{4}{7} + \frac{2}{7}$$

Rosie says,



The answer is $\frac{6}{7}$

Whitney says,



The answer is $\frac{6}{14}$

Who do you agree with?

Explain why.

How else could you represent this answer?

- 2) 2 children are given tennis balls during sports practice. Each child is given an odd number of balls.

How many number sentences can you think of that show the number of tennis balls that each child was given?



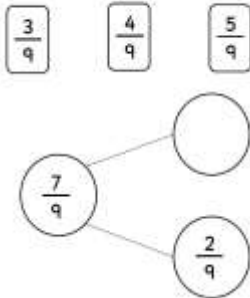
$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{12}{12}$$

Wednesday

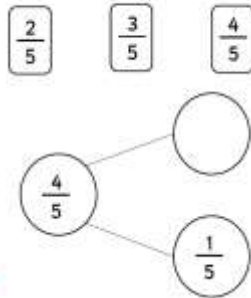
Subtracting fractions with the same denominator

Mild

3a. Choose a fraction to make the part whole model correct.



3b. Choose a fraction to make the part whole model correct.



$$\frac{3}{5} + \frac{1}{5} = \boxed{}$$

$$\frac{4}{4} - \frac{2}{4} = \boxed{}$$

$$\frac{6}{7} - \frac{5}{7} = \boxed{}$$

$$\frac{2}{8} + \frac{4}{8} = \boxed{}$$

$$\frac{5}{8} + \frac{2}{8} = \boxed{}$$

$$\frac{5}{8} - \frac{2}{8} = \boxed{}$$

$$\frac{3}{4} - \frac{2}{4} = \boxed{}$$

$$\frac{2}{4} + \frac{1}{4} = \boxed{}$$

$$\frac{1}{3} + \frac{1}{3} = \boxed{}$$

$$\frac{5}{5} - \frac{4}{5} = \boxed{}$$

$$\frac{7}{8} - \frac{3}{8} = \boxed{}$$

$$\frac{2}{7} + \frac{4}{7} = \boxed{}$$

$$\frac{3}{8} + \frac{3}{8} = \boxed{}$$

$$\frac{4}{7} - \frac{1}{7} = \boxed{}$$

1a. Subtract the fraction.

$$\frac{8}{9} - \frac{6}{9} = \frac{\boxed{}}{\boxed{}}$$



1b. Subtract the fraction.

$$\frac{4}{7} - \frac{2}{7} = \frac{\boxed{}}{\boxed{}}$$



2a. Fill in the missing numerator.

$$\frac{7}{10} - \frac{\boxed{}}{10} = \frac{2}{10}$$



2b. Fill in the missing numerator.

$$\frac{3}{5} - \frac{\boxed{}}{5} = \frac{1}{5}$$



3a. Write a statement to match the images.



VF



VF

3b. Write a statement to match the images.



4a. Draw an image to match the statement.

$$\frac{3}{5} - \frac{1}{5} = \frac{2}{5}$$

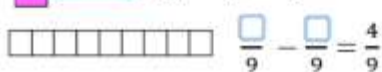
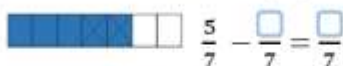
4b. Draw an image to match the statement.

$$\frac{4}{4} - \frac{2}{4} = \frac{2}{4}$$

Medium



Use the models to help you subtract the fractions.



6a. Subtract the fractions.

$$\frac{10}{12} - \frac{6}{12} - \frac{1}{12} = \frac{\square}{\square}$$



VF



VF

6b. Subtract the fractions.

$$\frac{9}{10} - \frac{5}{10} - \frac{2}{10} = \frac{\square}{\square}$$

7a. Fill in the missing numerator.

$$\frac{12}{14} - \frac{7}{14} - \frac{\square}{14} = \frac{2}{14}$$



VF



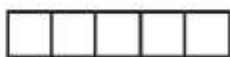
VF

7b. Fill in the missing numerator.

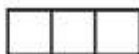
$$\frac{11}{15} - \frac{\square}{15} - \frac{2}{15} = \frac{4}{15}$$

For each pair of fractions shade the larger fraction of the shape and cross out the smaller fraction to find the answer.

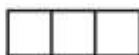
1. $\frac{2}{5} - \frac{1}{5} = \underline{\quad}$



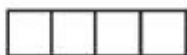
2. $\frac{2}{3} - \frac{1}{3} = \underline{\quad}$



3. $\frac{1}{3} - \frac{1}{3} = \underline{\quad}$



4. $\frac{2}{4} - \frac{1}{4} = \underline{\quad}$



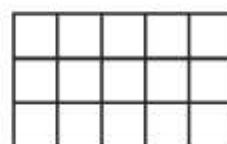
5. $\frac{3}{5} - \frac{2}{5} = \underline{\quad}$



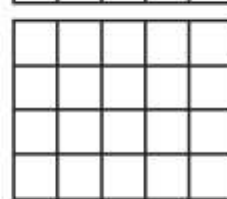
6. $\frac{3}{5} - \frac{1}{5} = \underline{\quad}$



18. $\frac{8}{15} - \frac{2}{15} = \underline{\quad}$



19. $\frac{9}{20} - \frac{3}{20} = \underline{\quad}$



20. $\frac{5}{11} - \frac{2}{11} = \underline{\quad}$

1. $\underline{\quad} - \underline{\quad} = \frac{2}{3}$

2. $\underline{\quad} - \underline{\quad} = \frac{3}{4}$

3. $\underline{\quad} - \underline{\quad} = \frac{5}{6}$

4. $\underline{\quad} - \underline{\quad} = \frac{3}{7}$

5. $\underline{\quad} - \underline{\quad} = \frac{5}{8}$

6. $\underline{\quad} - \underline{\quad} = \frac{7}{9}$

7. $\underline{\quad} - \underline{\quad} = \frac{9}{10}$

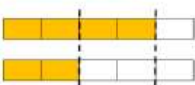
8. $\underline{\quad} - \underline{\quad} = \frac{7}{12}$

Can you think of a number sentence.

Spicy

Jack and Annie are solving $\frac{4}{5} - \frac{2}{5}$

Jack's method: 

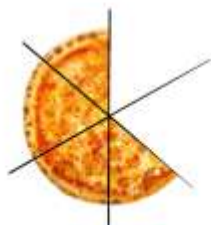
Annie's method: 

They both say the answer is two fifths.
Can you explain how they have found their answers?

1a. Joe has $\frac{4}{6}$ of a pizza.

He gives Niall one-sixth of the pizza.

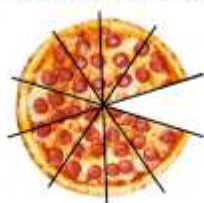
How many sixths does he have left?



1b. Katie has $\frac{9}{10}$ of a pizza.

She gives Callum five-tenths of the pizza.

How many tenths does she have left?



PS

4a. Simon has $\frac{12}{15}$ of a cake.

He gives Toby two-fifteenths of the cake.

He gives Leigh three-fifteenths of the cake.

How many fifteenths does he have left?



4b. Leo has $\frac{19}{19}$ of a chocolate bar.

He gives Lottie 6-nineteenths of the bar.

He gives Shae 2-nineteenths of the bar.

How many nineteenths does he have left?



PS

8a.



Georgie

I subtract $\frac{9}{12}$ and $\frac{2}{12}$ from $\frac{18}{12}$.
Atlanta has $\frac{8}{12}$.
I have more than Atlanta.

Is Georgie correct?
Explain why.



8b.



Anton

I subtract $\frac{11}{20}$ and $\frac{7}{20}$ from $\frac{22}{20}$.
Harrian has $\frac{3}{20}$.
I have less than Harrian.

Is Anton correct?
Explain why.



PS

Thursday

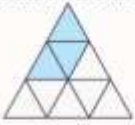
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<https://whiterosemaths.com/homelearning/year-3/>

Problem-solving with addition and subtracting fractions

Mild

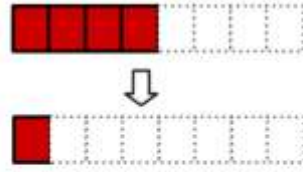
Select the fractions that will complete the calculation below.



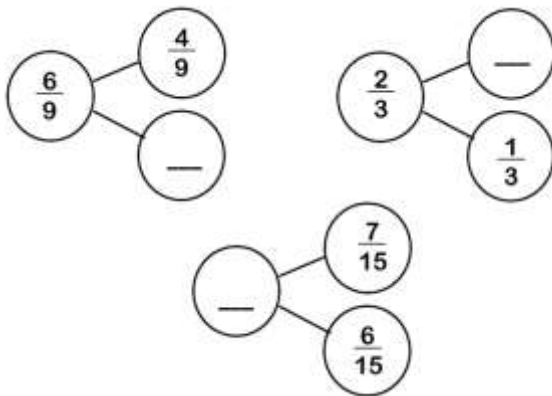
$$\frac{4}{9} + \frac{1}{9} + \frac{\square}{\square} = \frac{8}{9}$$

- ☐ Four ninths
- ☐ Four ninths plus one ninth
- ☐ Double two ninths
- ☐ Five ninths

What do you think the missing numbers are?



$$\frac{4}{8} - \frac{?}{?} = \frac{?}{?}$$



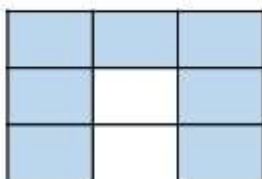
- 1 Take a paper circle. Fold your circle to split it into 4 equal parts. Colour one part red and two parts blue. Use your model to complete the sentences.

_____ quarter is red.
 _____ quarters are blue.
 _____ quarters are coloured in.

Show this as a number sentence. $\frac{\square}{4} + \frac{\square}{4} = \frac{\square}{4}$

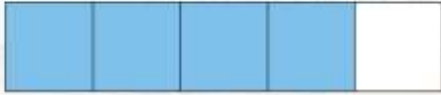
Medium

How many fraction addition and subtractions can you make from this model?



Adding Fractions

Ruby has drawn a representation of a fraction.



What pairs of fractions can be added together to make this fraction?



Find the missing fractions:

$$\frac{7}{7} - \frac{3}{7} = \frac{2}{7} + \boxed{}$$

$$\boxed{} - \frac{5}{9} = \frac{4}{9} - \frac{2}{9}$$

TALKING TIME:

This diagram shows what happens when Tinaya eats part of a cereal bar.

ACTIVITY 1:

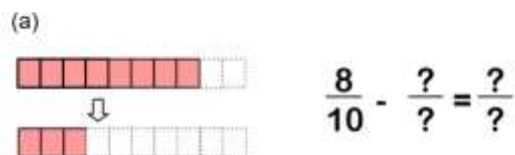
Write each subtraction as a number sentence.



Spicy:

ACTIVITY 2:

Complete the subtractions.



(b) $\frac{?}{?} - \frac{?}{?} = \frac{4}{7}$

ACTIVITY 4:

Krishna says,

"9 take away 2 is 7 and 10 take away 10 is 0.

So, $\frac{9}{10}$ take away $\frac{2}{10}$ must equal $\frac{7}{0}$ "

Explain the mistake that Krishna has made.

Use maths equipment or sketches to prove to a partner what the correct answer is.

EVALUATION:

True or False?

- a) Kyle has a pizza that is cut into fifths. He eats two of the pieces and writes down a subtraction to describe what he has done. His answer will have a denominator of 5.
- b) $\frac{11}{12} - \frac{3}{12} = \frac{8}{0}$
- c) $\frac{2}{6} - \frac{1}{6} = \frac{3}{6}$
- d) When subtracting four tenths from nine tenths, take away the denominators and keep the numerators the same.
- e) 13 hundredths take away 3 hundredths equals 10 hundredths.

Friday

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!



Quiz: Fractions..

1. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

a) Complete the missing boxes in this sequence:

				$\frac{4}{10}$	$\frac{3}{10}$	$\frac{2}{10}$
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b) Ring $\frac{8}{10}$ of these apples.

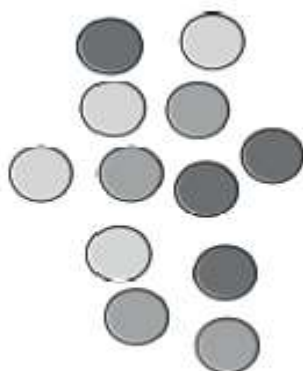


c) Write the answer to this calculation as a fraction.

$4 \div 10 =$

2. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

There are 12 counters on the table. Calculate:



$\frac{1}{2}$ of 12 =

$\frac{1}{4}$ of 12 =

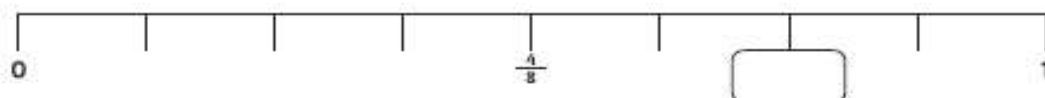
$\frac{3}{4}$ of 12 =

$\frac{1}{6}$ of 12 =

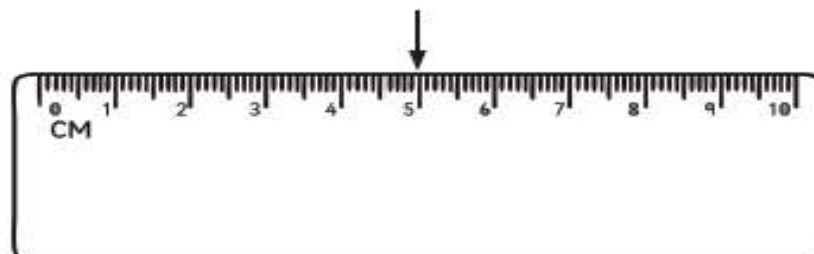
$\frac{2}{3}$ of 12 =

3. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

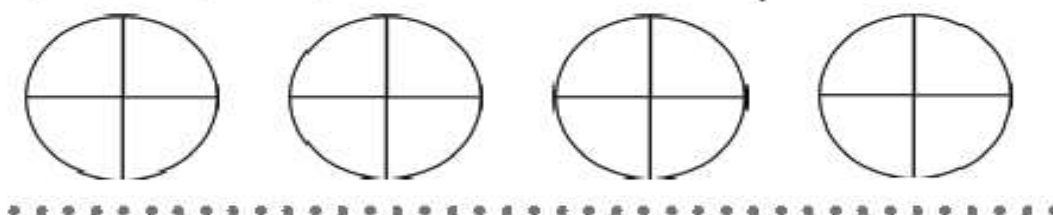
a) Write the missing fraction in the box on the number line.



b) The arrow on the ruler shows 5cm. Draw an arrow to show $8\frac{1}{2}$ cm.



c) Shade $2\frac{3}{4}$ of these shapes.



4. Recognise and show, using diagrams, equivalent fractions with small denominators.

a) Ring the fractions that are equivalent to $\frac{1}{2}$.

$$\frac{3}{6}$$

$$\frac{5}{8}$$

$$\frac{2}{4}$$

$$\frac{3}{7}$$

$$\frac{6}{12}$$

b) Shade the same fraction of these 2 shapes.

