

Poulton Lancelyn



Work Pack 3

Monday 6th - Friday 24th May

3-week pack

Year 3

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Reading

Cracking Comprehension

Please read 'Vikings in Britain' information text and answer the related questions.

Reading books

Make sure you are reading regularly to keep your reading fluency up. Use your school reading book and read a couple of pages each day.

Why not try and complete the 'Reading Bingo'?

Non-fiction reading

Make sure you are visiting different websites to read some non-fiction text to develop your non-fiction knowledge.

Free choice reading

Keep reading your own books and writing them down in your reading journal. Remember, reading is a skill needed in all areas on life. We know from last week's character descriptions that you enjoy reading a wide variety of books. Keep reading and see how many new weird and wonderful characters you meet!



Writing

Letters

Over the next couple of weeks, we would like you to practise your letter writing skills. We have written letters in school before and we have learned that some letters are more formal than others.

1. Have a look at the attached PowerPoint to remind yourself of what formal/informal language is and some examples of each.
2. Look at the worksheet with two copies of the same letter. On the left side circle all of the underlined words that are informal, and on the right side all of the underlined words that are formal.
3. Write an informal letter to a friend or family member that you are looking forward to spending more time with after lockdown. Since this will be someone that you know well, your letter should be **informal**. You could tell your friend or family member what you have been doing to keep busy during lockdown, what you are looking forward to after lockdown finishes and how you have been getting on with home learning. You could also ask them some questions about their time at home.
4. Write a formal letter to Captain Tom Moore. Click this link https://www.bbc.co.uk/news/uk-england-beds-bucks-herts-52333127?intlink_from_url=https://www.bbc.co.uk/news/topics/ckr483q4dwgt/captain-tom-moore&link_location=live-reporting-story to find out more about what Captain Tom has achieved. Since this will be a letter to someone we do not know, it will be slightly more formal than your letter to a family member. Think carefully about your vocabulary and punctuation when you are writing it. You could tell Captain Tom how much you admire his achievements and explain what your time in lockdown has been like. You could also include questions about what inspired him to begin fundraising and how he feels about the result.

This is quite a challenge but we are really looking forward to seeing what you come up with! You did such an amazing job last time with character descriptions, we would love to see some more finished pieces!

Why not email a copy to your teacher or tweet it to us, we would love to read them!

Email us at:

helpmeswift@poultonlancelyn.wirral.sch.uk
helpmemarsden@poultonlancelyn.wirral.sch.uk

Tweet us at:

@poultonlancelyn

Spelling

See the school website for spelling rules for Summer 1.

The first spelling rule we are working on over the next few weeks is to add a suffix 'ly' to words (usually changing an adjective to an adverb such as neat becoming 'neatly'). Use these websites to have a go at some games involving this rule.

https://www.spellzone.com/word_lists/games-365569.htm

<https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zqghtyc>

As usual, we would also like you to learn five Year 3 and 4 common exception words each week. These are listed on the Spelling overview (see below). All words highlighted in yellow are available for practise on Spelling Frame.

<https://spellingframe.co.uk/spelling-rule/13/8-The-suffix-ly>

<https://spellingframe.co.uk/spelling-rule/48/30-Word-list-years-3-and-4---i-to-ma->

Week 3	Week 4	Week 5
Suffix - ly 'ly' can be simply added to root words that end with 'e' (but not to those ending 'le').	Suffix - ly If the root word ends with 'le', the 'le' is dropped before 'ly' is added	Suffix - ly In multi syllabic root words which end in 'y' after a consonant, the 'y' changes to 'i' before 'ly'.
SF Rule: 8	SF Rule: 8	SF Rule: 8
complete	gentle	happy
completely	gently	happily
extreme	simple	angry
extremely	simply	angrily
polite	humble	merry
politely	humbly	merrily
rude	noble	noisy
rudely	nobly	noisily
Spellingframe CEW 30	Spellingframe CEW 30	Spellingframe CEW 30
important	island	learn
interest	know	length
interested	known	library
interesting	knowledge	material

Grammar

Formal and informal language

We have talked in school about when to use formal language and when to use informal. This link:

<https://www.bbc.co.uk/bitesize/topics/zvgg4qt/articles/zp42rwx>

and the PowerPoint attached will help to remind you of what this means and when to use formal and informal language. Use more informal language choices in your letter to a family member and slightly more formal vocabulary choices in your letter to Captain Tom.

Apostrophes

We use apostrophes for possession (to show that something belongs to somebody) and for contraction (when a word is shortened). In more informal writing pieces, apostrophes for contraction are a good way of demonstrating informality. Use the links below to BBC Bitesize. There are videos to watch and activities to complete.

Possessive apostrophes:

<https://www.bbc.co.uk/bitesize/articles/zmq9kmn>

Apostrophes for contraction:

<https://www.bbc.co.uk/bitesize/articles/z4p2mfr>

Quizizz:

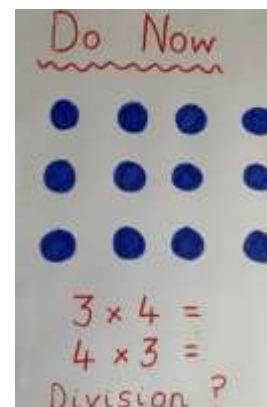
<https://quizizz.com/join?gc=731401>

Week 3 of Summer 1 - Multiplication and Division

In Maths this week, we will be developing our learning of multiplication and division. These are really important skills to learn and they will make you into super mathematicians.

Multiplication

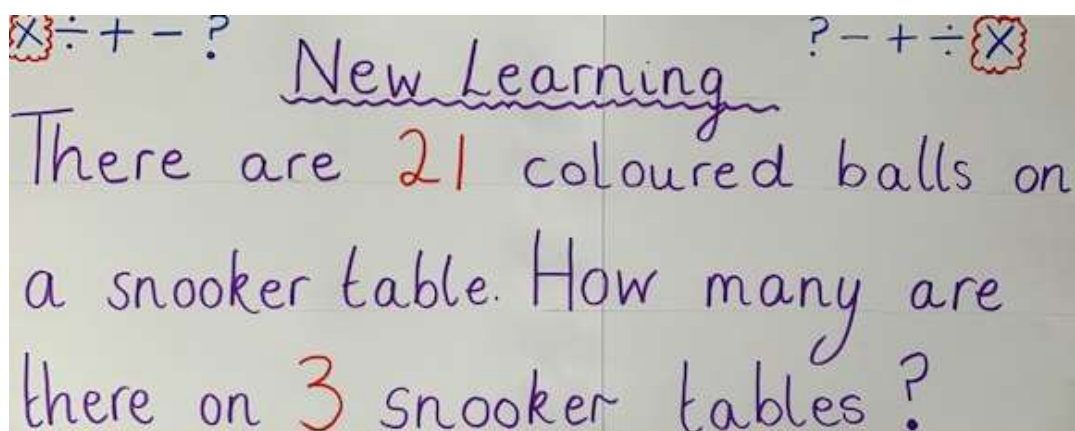
To get your maths brains warmed up, have a look at the array below. Which facts can you recall? Do you know any multiplication ones (I have given you a clue)? Perhaps you can write some facts for division? Can you remember which number you start with when you are dividing - is it the biggest or the smallest number?



Here are the answers below for you. Give yourselves a big tick for each correct one ☺

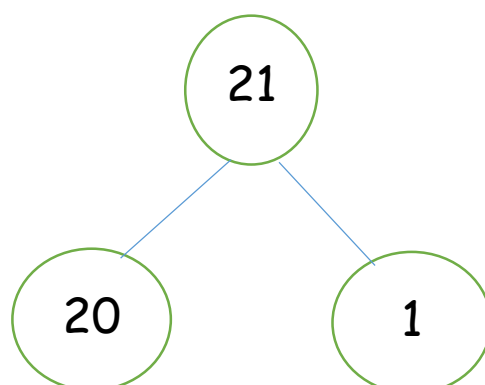
$$\begin{array}{l} 3 \times 4 = 12 \\ 4 \times 3 = 12 \\ 12 \div 4 = 3 \\ 12 \div 3 = 4 \end{array}$$

Next up, we are going to have a look at a word problem. Have a read and try and work out which operation you would use to answer the question. Is it addition, subtraction, division and multiplication? Can you justify your answer?

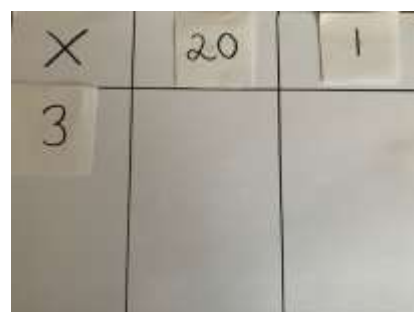


Yes, you guessed it - it's a multiplication question because we want to find out the **total** number of snooker balls on 3 tables. We need to work out 21×3 .

1. First of all, we have to partition the number 21 - You know how to do this.



2. Once we have partitioned 21 (into 2 tens and 1 one), we can then draw our grid ready to complete for multiplication. We set it out like this, using a ruler of course:



3. Now we have to work out 20×3 and 1×3 . I will show you how we can do this with dienes. We have to make 21 three times like this:

Once we have made 21 three times, we can then add up the tens column and the ones column (60 and 3) and then add the total together = 63. So we now know $21 \times 3 = 63$



4. This is how we do the grid method using pictures and using numbers.
What we **MUST** remember is that 20×3 is easy to do: We can do $3 \times 2 = 6$ and then do $6 \times 10 = 60$.

\times	20	1
3	11 11 11 60	• • • 3

\times	20	1
3	60 ↑ $3 \times 2 = 6$ $6 \times 10 = 60$	3

So, there is a step by step guide to solving word problem multiplication questions. If you don't have dienes at home, just use the pictures that are shown above and then move onto an abstract way of writing it down (see above).

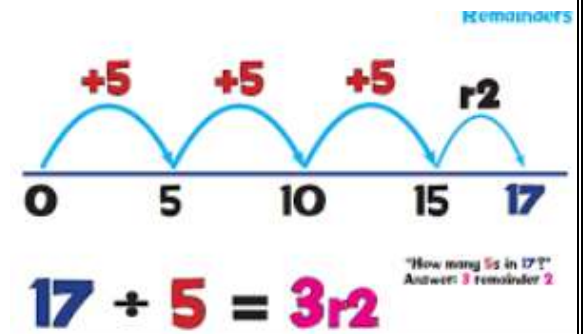
Activities

1. Write your own step by step instructions to help someone else learn about the grid method.
2. Now go to the Year 3 School Closure page and find the resources for Week 3 Multiplication and Division. There are problem solving activities, prove me wrong questions and much more. Don't forget to send us some pictures of all the work you are doing. Maybe you find something exciting to represent 10s or 1s at home (straws for 10s or beads for 1s). Let us know!

Division

Now we are going to move onto division using the short division method. We have focussed on both grouping and short division, using the 'bus stop'. Try both and decide which you prefer. Why do you prefer one over the other?

Grouping on a number line: Here, we have the question 17 divided by 5. We have to draw a number line (starting at 0) and jump in groups of 5 until we get closer to 17. When we get to 15, we know it's only 2 more jumps to 17 so the answer is 3 full jumps, remainder 2.



Bus Stop: Take a look at the video and decide which method you prefer.

<https://www.youtube.com/watch?v=4EcMON3F1yE> This video shows how to use concrete resources to understand the short division method.

Activities throughout the week

1. Write down which division method you prefer and why. Can you write a step by step guide for a friend?

2. Now go to the Year 3 School Closure page and find the resources for Week 3 Multiplication and Division.

There are problem solving activities, prove me wrong questions and much more. Don't forget to send us some pictures of all the work you are doing. Maybe you find something exciting to represent 10s or 1s at home (straws for 10s or beads for 1s). Let us know!

Week 4 - Fractions

Hi Year 3 and welcome to Week 4 of Maths this term! This week, we are looking at fractions. The reason we are doing fractions after a week of multiplication and division is because they go hand in hand! Can you remember what a unit or non-unit fraction is?

Use the following website to find five lessons about fractions

<https://www.thenational.academy/online-classroom/year-3/maths#subjects>

Monday - Lesson 5 - To describe unit and non-unit fractions

Tuesday - Lesson 7 - Finding non unit fractions of quantities

Wednesday - Lesson 8 - Consolidating finding non-unit fractions

Thursday - Lesson 9 - Comparing fractions with the same denominator

Friday - Lesson 10 - Compare and order unit fractions

Each lesson includes a quiz at the beginning, followed by a video and then another quiz to consolidate learning. **Don't stress Year 3.** Try and complete **one** lesson a day with the quizzes that are provided on the website.



Bake it! #MathsEveryoneCanAtHome

When we are using recipes, sometimes we want to adapt the recipe to make more buns or fewer buns.

Can you adapt our recipe to make 5, 15 or 20 chocolate crispy buns?
Can you estimate how many individual rice krispies/cornflakes you've used?

Use sweets to decorate your buns. Work out what fraction of each colour of sweet you have used e.g. $\frac{7}{20}$ pink sweets
Don't forget to share your photos!

White Rose Maths

Activities throughout the week:

1. How many ways can you represent fractions around your house?

Can you cut a pizza into eighths?

Can you cut a wrap into sevenths and give two sevenths to a sibling?

Can you look at a recipe for four people and work out how much of each ingredient you would need for say... 2 people, 8 people?

Look at fruit packets... raspberries etc. How much of the packet is one of your 5 a day? How much would you need to eat to achieve 2 of your 5 a day?

Make it as practical as possible ☺ Send us your fraction pictures!

Week 5 - Time

We have learned about time in school, but I don't think there is any harm in practising some more.

Watch and listen the song to remind you about telling the time:

How can you make time fly?
Throw the clock out the window!



<https://www.youtube.com/watch?v=h6RNkQ7IU8Y>

Activities throughout the week:

1. Can you make a clock out of cardboard and use some straws for the hands or something else inventive? Move the hands around the clock and tell the time practically.
2. Ask your parents what time you are having breakfast, lunch, dinner, a snack etc. and work out how many minutes it is, or even how many hours you have to wait! OR, challenge yourself to work out how many seconds you have to wait...
3. Now go to the Year 3 School Closure page and find the resources for Week 5 Time. There are problem solving activities, prove me wrong questions and much more. Don't forget to send us some pictures of all the work you are doing.

Why did the girl sit on a clock?
(To be on time!)



Don't forget to use all the Maths websites that have been recommended to you on our school website.

Rapid Reasoning/Fluent in Five/Quick maths

See the attached calculation sheets. Remember, the calculation policy is available on the school website if you need to look at it to show your parents the written methods that we use in school. Try and do either one Rapid Reasoning or one day to keep your

What do you call someone wearing
a belt with a watch attached to it?



A waist of time.

Fluent in Five each
calculations up to

speed. Remember to also practise your times tables regularly. How quickly can you recite them? Can you say them backwards?

Mathletics

You have been assigned activities on Mathletics and will get new activities for the next three weeks. If you are unsure of your login, please let school know and we can provide it. Make sure you go on Mathletics for at least ten minutes a day to continue practising the fundamental maths skills.

Science

We are continuing our topic on from the last few weeks - Forces and Magnets.

In the last pack, you should have learned a little bit about Forces and Magnets so far. We would like you to use BBC Bitesize to help you make a revision poster about both topics making key information bold and big so everyone can read it. Don't forget to tweet or email us.

Over the next three weeks, we would like you to take part in any of the following experiments and record your results as you would in an ordinary Science lesson at school. We have also included the experiments from the last pack, in case you didn't manage to do them all.



If we were at school, we would set up our investigation as follows:

- a) Question e.g. How does the X affect Y?
- b) Prediction e.g. What do you think will happen and why?
- c) Method e.g. What will you do during your experiment?
- d) Equipment e.g. What will you need?
- e) Recording your data e.g. Will you use a table?
- f) Conclusion e.g. What happened and why do you think this?

Some investigations

1. Test how a toy car moves down a ramp made of different surfaces or covered in different materials. You could use felt, bubble wrap, paper, cushions etc. and test how far your toy car can travel. Don't forget to measure the distance it travels accurately and always measure it from the same place each time e.g. from the back of the car to where the car was released. This links to Friction!
2. Do you have any magnets around the house? What are they used for? Can you investigate different uses for magnets?

Investigations from the last pack

1. Make a mini-parachute for a teddy. What shape or size is most effective? Again, you can use the criteria above to help you set up your experiment.
2. Make a simple pinball machine using a cardboard box and ice lolly sticks and explore the science of forces and motion.
3. Use [this website](#) to explore magnets. Find out all you can and create an information leaflet to tell your family:

a) What is a magnet?

Key words:



North pole	Attract	Force
South pole	Repel	

- b) Where do we use magnets in real life?
- c) Which metals are magnetic?

Alternative Work

Don't forget, you have your CGP books at home to practise your maths, reading and grammar. Use these regularly to reinforce the skills you have learned at school. You can also email us using the 'helpme' email address at the bottom of our year 3 page. You are all working so hard and we are very proud of you. Keep sending pictures of what you have been doing to our school Twitter!

Stay safe and keep smiling!