Thorplands
Year 3
Home learning activities

1st – 5th of June

Day	Morning activities REMEMBER: The answers to all of these questions will be uploaded in the afternoon for you!	English	Maths	Wider Curriculum
Monday	Complete: 5 Fluency Questions 5 maths problems Spelling challenge What's the time Mr Hemmings? (worksheet has been included for you)	Read the text and find out the truth about trolls. Then complete the meaning of words activity. You can listen to a recording of the story of The Truth about Trolls text below here: https://soundcloud.com/talkforwriting/trolls/s-7815f2MesfN	Addition mental jump strategies worksheets (answers on separate sheet) Revision: Complete your Rapid Reasoning tasks for this week – Day 1 worksheet in pack (answers on separate sheet)	Spanish: saying how you feel Watch the video here: https://www.thenational.academy/year-3/foundation/saying-how-you-feel-in-spanish-year-3-wk5-2
Tuesday	Complete: 5 Fluency Questions 5 maths problems Spelling challenge What's the time Mr Hemmings? (worksheet has been included for you)	Re-read the Truth About Trolls from Monday and then complete the adjective activity. Further Information on Earthquakes from BBC Bitesize https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39 Further Information on Volcanoes from BBC Bitesize https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc	Word problem worksheet (answers on separate sheet) Subtraction mental strategies worksheets (answers on separate sheet) Revision: Complete your Rapid Reasoning tasks for this week – Day 2 worksheet in pack (answers on separate sheet)	Geography: Mountains. Watch the video here: https://www.bbc.co.uk/bitesize/articles/zbqsvk7 Have a go at the online activities and the worksheet in the pack.
Wednesday	Complete: 5 Fluency Questions 5 maths problems Spelling challenge What's the time Mr Hemmings? (worksheet has been included for you)	Play the add on adjective games!	Subtraction bridging to ten worksheets (answers on separate sheet) Revision: Complete your Rapid Reasoning tasks for this week – Day 3 worksheet in pack (answers on separate sheet)	Science: Friction Watch the video here: https://www.bbc.co.uk/bitesize/articles/zvp8jhv Have a go at the online activities. Can you carry out your own practical experiment – use toy cars and different surfaces to test how friction works.

Day	Morning activities REMEMBER: The answers to all of these questions will be uploaded in the afternoon for you!	English	Maths	Wider Curriculum
Thursday	Complete: 5 Fluency Questions 5 maths problems Spelling challenge What's the time Mr Hemmings? (worksheet has been included for you)	Complete the activity about how to add information into your texts. Then complete a plan of your own text about trolls.	Subtraction counting on strategies (answers on separate sheet) Revision: Complete your Rapid Reasoning tasks for this week – Day 4 worksheet in pack (answers on separate sheet)	Computing: Hour of Code - https://hourofcode.com/uk/learn
Friday	Complete: 5 Fluency Questions 5 maths problems Spelling challenge What's the time Mr Hemmings? (worksheet has been included for you)	Writing: Write your own information text, use your plan from Thursday. Remember you can re-read the text from Monday if you need more ideas.	Subtraction jump strategies worksheets (answers on separate sheet) Revision: Complete your Rapid Reasoning tasks for this week – Day 5 worksheet in pack (answers on separate sheet)	Art: Drawing, how to draw an optical illusion. Watch the video here and follow along at home: https://www.thenational.academy/year-3/foundation/optical-illusions-and-using-shading-to-show-form-year-3-wk6-5#slide-2

Year 3 Monday morning activities

5 Fluency Questions

100 ÷ 10 =

900 - ? = 450

80 + 65 =

8 x 8 =

24 ÷ 2 =

5 Maths Problems

What is the missing numbers?

22 24 ? 28 30 ?

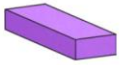
What is the missing number?

150 145 140 ? 130 125 ?

Match up the 3D shapes to their names:

cube

cuboid

sphere 

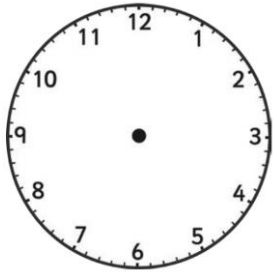
Spelling Challenge

The spelling mistakes in these sentences have been underlined. Write the correct spelling for each underlined word.

1. The dog had been very norty.
2. In a minit, the film will start.
3. The dentist asked me a questshun while he looked at my teeth.
4. The wimen were sitting at the bus stop chatting.
5. I was out of breaf after running up that hill.

What's the time Mr Hemmings?

Help Mr Hemmings to find the time by drawing in the hands on the clock



2 o'clock

The Truth about Trolls

Introduction

There are many stories that have trolls in them. Trolls, like dragons, giants and unicorns, have been talked and written about for hundreds of years. One very well-known story, I am sure you will know, is about a very angry troll that tried to stop goats going over a bridge to feed on the rich, green grass.

But is this what all trolls are really like?

The information that follows has been written by Professor Folklore, an expert on Trolls from the University of Myth and Legend.

He provides some basic information on these strange, often misunderstood mythical creatures. You can decide what you think maybe true and what needs more research to establish the truth.

Professor Folklore needs other experts to write more about trolls so that the 'truth' can be shared across the world. He wondered whether you could also become an expert on trolls. Can you dream up some of your own interesting and amazing information to set the record straight and not let trolls just be known as nasty, mean creatures?

You can listen to a recording of the story of The Truth about Trolls text below here: https://soundcloud.com/talkforwriting/trolls/s-7815f2MesfN

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The Truth about Trolls

Many people believe trolls are angry, **mean** beasts that **terrify** goats and people. However, this is not true. Here is the truth about trolls.

What do trolls look like?

Like the **ogre**, trolls are huge. They look **fierce** and ugly but to another troll they are kind and beautiful. The adult troll has small, beady eyes, a **bulbous**, **warty** nose and sharp, yellow teeth. Most trolls have long, curly horns on their heads similar to a goat. Interestingly, a few trolls do not have any horns at all. No one knows why.

Where do trolls live?

Trolls are usually found in very cold countries like Iceland. They make their homes in caves near volcanoes which provide both warmth and **shelter**. They live **peacefully** in small family groups, hidden away from people. One troll, who was very grumpy, lived alone under a wooden bridge. Because he **bullied** the local goats, he gave all trolls a very bad name.

Photo by Michael Behrens on Unsplash

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What do trolls eat?

Trolls enjoy eating all types of seafood. Trolls fish in total darkness so that they are not seen by anyone. They mostly eat their food **raw**. Sometimes, when the volcanoes have erupted, they cook their food on the hot rocks. In addition, they **gather** large mushrooms and dig up juicy roots that grow in the forest. Surprisingly, goats are not on the menu!

Did you know?

Amazingly, trolls like to have fun. They love singing and dancing. When they sing, it sounds like a rumble of thunder. When they dance, it feels like an earthquake. Sadly, because of the troll that upset the goats, all trolls now hide away from view.

They can still be seen, though, if you look really hard and believe. The rocks here are actually just sleeping trolls!

Professor Folklore
'Friend of the Troll'

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Glossary

Here's some help with the tricky technical vocabulary:

***earthquake**: Sudden shaking of the ground when the Earth 's surface moves. Can cause terrible destruction.*

***volcano**: a hole in the Earth, usually a mountain, where very hot, molten rock (magma) and hot gas from the centre of the Earth erupts – can cause terrible destruction*

***erupt**: the action that happens when a volcano spits out hot molten rock (magma) and gas – can cause terrible destruction*

***cave**: Hole or space in rock big enough for a person to go into.*

Further Information on Earthquakes from BBC Bitesize
https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39
Further Information on Volcanoes from BBC Bitesize
https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc

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What do the words mean?

★ **Read the information on trolls again. All of the words below are in bold. See if you can work out what they mean and jot down your ideas here.**

★ **If you are stuck, there is a list of similar words below to help you. If you are still stuck, you could ask someone else in your home to tell you, use a dictionary or the internet.**

Target Word	Definition that fits with the information text
mean	
terrify	
ogre	
fierce	
bulbous	
warty	
shelter	
peacefully	
bullied	
raw	
gather	

Similar Words Help Box

scare uncooked collect quietly (not at war) nasty home

big and swollen lumpy angry giant frightened

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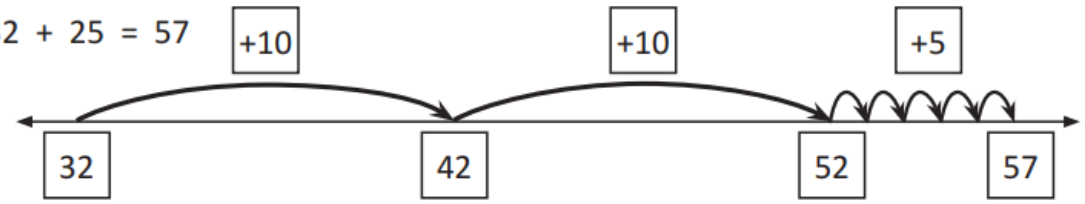
Addition mental strategies – jump strategy

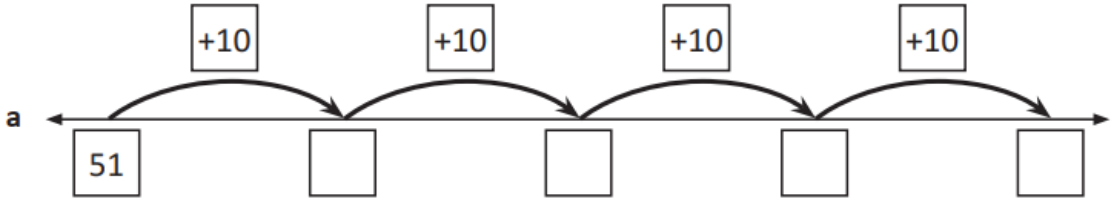
The jump strategy is when you use a number line to jump in tens and then ones.

32 + 25 = 57

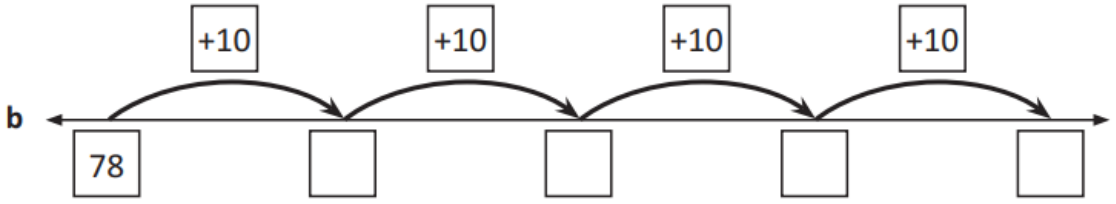


1 **Practise jumping along the number line in tens:**

a



b



2 **Add these using the jump strategy. Show your working on each number line:**

a 57 + 35 = ☐

b 54 + 28 = ☐

c 162 + 35 = ☐

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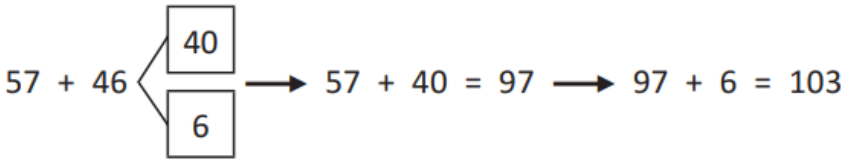
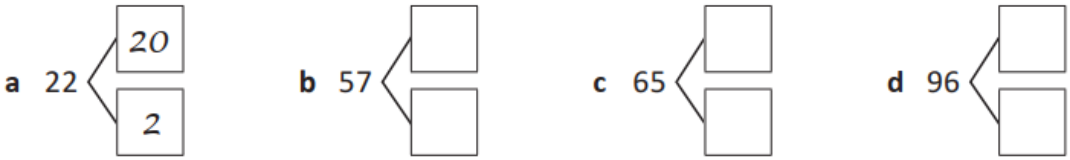
Addition mental strategies – split strategy version 1

When adding large numbers in our heads, it can be easier to split one of the numbers into parts and add each part separately.



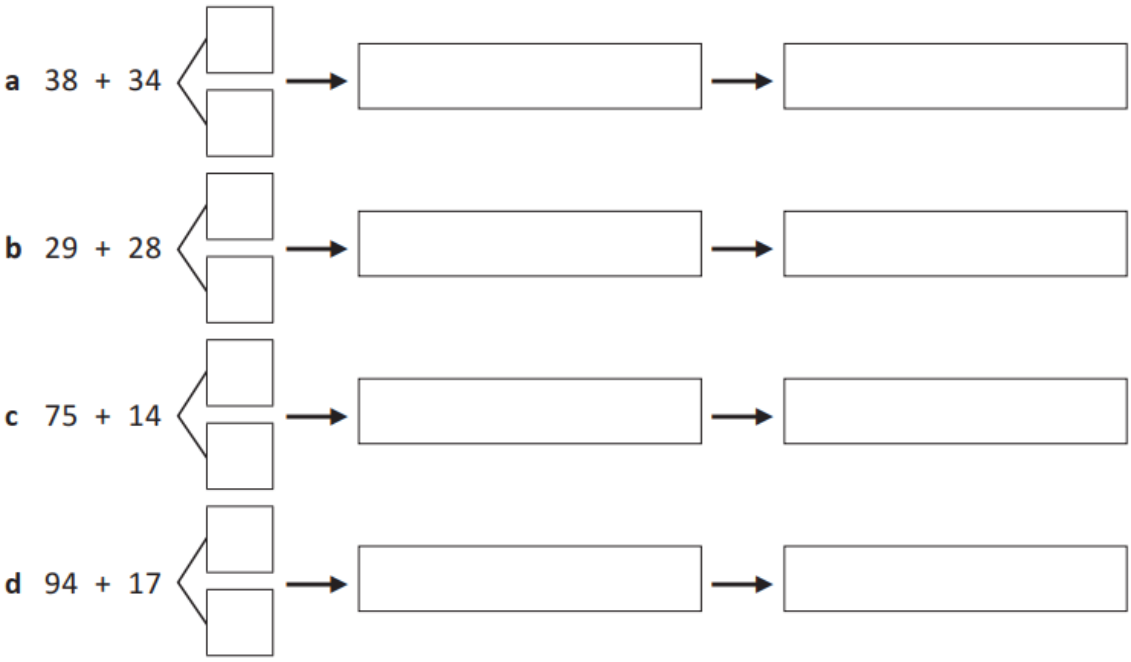
1 **Practise separating these numbers into tens and ones. The first one has been done for you.**



2 **Practise adding tens to these numbers:**

+	10	50	20	30	60
21					
48					

3 **Use the split strategy with these problems:**



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Addition mental strategies – split strategy version 2

Here is another way to use the split strategy.

42 + 32 = (4 tens + 3 tens) + (2 ones + 2 ones)

= 7 tens + 4 ones

= 74

1 **Use this way to add these:**

a 53 + 56 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

b 35 + 24 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

c 78 + 11 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

d 45 + 24 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

2 **Use either version of the split strategy to complete this table:**

+	65	85	36	23	41
12					
34					

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Q1 Kieran has these coins.

He wants to buy a sticker for 15p.

Write two ways Kieran could make 15p using his coins.

_____

_____

2 marks

Q2

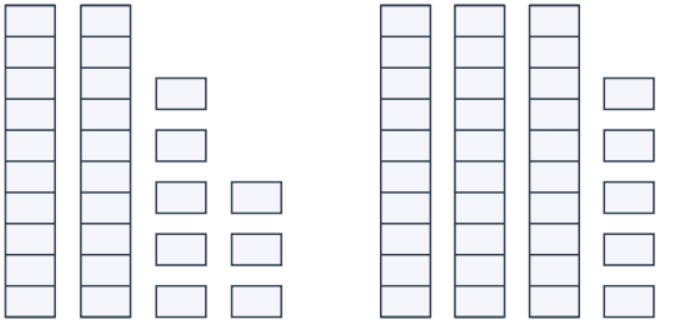
124	490	502
one hundred and twenty-four	four hundred and nineteen	five hundred and two

One of these numbers has been labelled wrongly using words. Which number is it?

1 mark

Q3

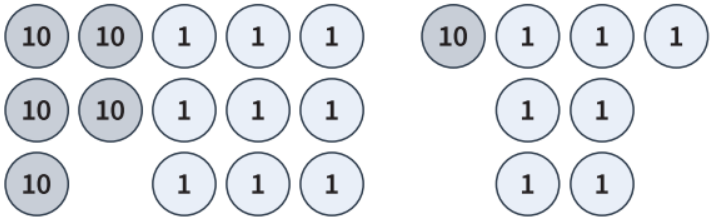
a



What is 28 + 35?

1 mark

b



What is 59 + 17?

1 mark

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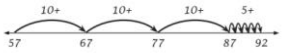
Maths answers

Page 8

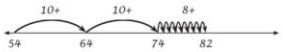
1a 61; 71; 81; 91

b 88; 98; 108; 118

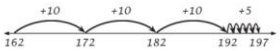
2a 92;



b 82;



c 197;



Page 9

1b 57 = 50 + 7

c 65 = 60 + 5

d 96 = 90 + 6

2

+	10	50	20	30	60
21	31	71	41	51	81
48	58	98	68	78	108

3a 38 + 34 → 30 + 4 → 38 + 30 = 68 → 68 + 4 = 72

b 29 + 28 → 20 + 8 → 29 + 20 = 49 → 49 + 8 = 57

c 75 + 14 → 10 + 4 → 75 + 10 = 85 → 85 + 4 = 89

d 94 + 17 → 10 + 7 → 94 + 10 = 104 → 104 + 7 = 111

Page 10

1a 43 + 56 = (4 tens + 5 tens) + (3 ones + 6 ones)
= 9 tens + 9 ones
= 99

b 35 + 24 = (3 tens + 2 tens) + (5 ones + 4 ones)
= 5 tens + 9 ones
= 59

c 78 + 11 = (7 tens + 1 tens) + (8 ones + 1 ones)
= 8 tens + 9 ones
= 89

d 45 + 24 = (4 tens + 2 tens) + (5 ones + 4 ones)
= 6 tens + 9 ones
= 69

2

+	65	55	36	23	41
12	77	67	48	35	53
34	99	89	70	57	75

Q1 Kieran has these coins.

He wants to buy a sticker for 15p.

Write two ways Kieran could make 15p using his coins.

See mark scheme for examples

2 marks

Q2

124	490	502
one hundred and twenty-four	four hundred and nineteen	five hundred and two

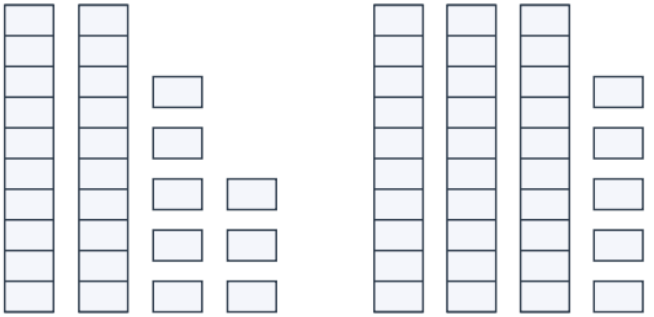
One of these numbers has been labelled wrongly using words. Which number is it?

490

1 mark

Q3

a

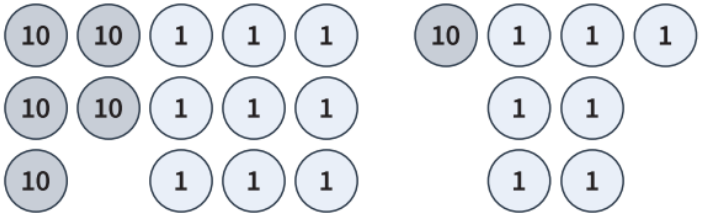


What is 28 + 35?

63

1 mark

b



What is 59 + 17?

76

1 mark

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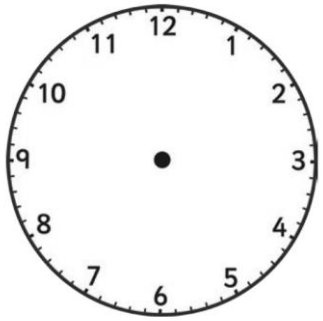
Year 3 Tuesday morning activities

5 Fluency Questions	5 Maths Problems	Spelling Challenge	What's the time Mr Hemmings?
4 x 4 = **260 + ? = 500** **60 - 30 =** **5 x 4 =** **20 ÷ 4 =**	**If one pencil costs 28p, how much do three pencils cost?** **120 + 20 + 20 =** **Start with the number 126, count on 30, what is your answer?** **What is 7 more than 28?** **There are 217 houses on one side of the road and 194 on the other side of the road. How many are there all together ?**	The spelling mistakes in these sentences have been underlined. Write the correct spelling for each circled word in the box. 1. It was an amazing experynce! 2. Do you beleeve there is really a Loch Ness Monster? 3. Billy's favourite type of froot is grapes. 4. "What did you lern at school today?" asked Mum. 5. The football went straaght into the goal!	Help Mr Hemmings to find the time by drawing in the hands on the clock  half past 11

Grammar Games

★ **Let's investigate some of the words and phrases that help you to write interesting information text.**

The Adjective Game:

Adjectives are used describe a noun. For example:

The tired, old man wandered over the busy road.

To make information writing interesting for the reader you can add adjectives to describe different nouns. In 'The Truth about Trolls', the writer, Professor Folklore, has decided to describe the eyes, nose and teeth of the trolls using two adjectives.

These have been separated using a comma as this is a list.

small, beady eyes _____ , _____ eyes

bulbous, warty nose _____ , _____ nose

sharp, yellow teeth _____ , _____ teeth

Try and think of some interesting adjectives to describe different bits of a troll. Try to make your troll seem friendly or unfriendly.

The troll has:

_____ , _____ horns

_____ , _____ hair

_____ , _____ ears

_____ , _____ hands

Challenge 1: Choose some other parts of a troll to describe using two adjectives.

_____ , _____ _____

_____ , _____ _____

_____ , _____ _____

_____ , _____ _____

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Challenge 2: Could you use two adjectives that start with the same sound – this repetition is called alliteration?

For example,

bright, bulbous eyes
huge, hairy ears

Writing Tip – "Has every word earned its place?"

Make sure both adjectives you have used to describe your troll are telling the reader something different. For example, large, big nose doesn't work because large and big are really saying the same thing.

Sentence of 3 game

You can see that 3 features have been used to help describe the troll:

The troll has beady eyes, a bulbous nose and yellow teeth.

Now use your nouns and adjectives from above to write new sentences of three to describe your troll.

The troll has _____ , _____ and _____ .

You need a comma after the first of the three things. Then use and after the second of the three things you are describing.

The troll has wicked eyes, a hooked nose and terrible breath.

Creative challenge: Use your ideas to draw your troll – label the different features.

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Addition mental strategies – word problems

1 **Solve these word problems using either the jump or the split strategies. Show all your working.**

a Mitch and Anna held a lemonade stall over the weekend. They sold 25 cups on Saturday and 18 cups on Sunday. How many cups did they sell altogether?

b I practised my guitar for 48 minutes before school and 34 minutes after school. How many minutes did I practise altogether?

c Charlotte received £15 for her birthday from her grandmother. She added this to her savings account which has £53. How much does Charlotte have now?

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Subtraction mental strategies – related facts

Knowing one addition fact means you also know two related subtraction facts.
Because **7 + 3 = 10** you also know that **10 – 7 = 3** and **10 – 3 = 7**

1 **Show the related addition and subtraction facts for each set of digits. The first one is partially completed for you.**

a

8		4		12
8	+	4	=	
4	+	8	=	
12	–	4	=	
12	–	8	=	

b

7		9		16
	+		=	
	+		=	
	–		=	
	–		=	

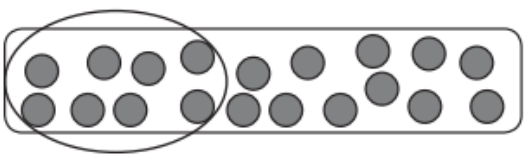
c

13		7		20
	+		=	
	+		=	
	–		=	
	–		=	

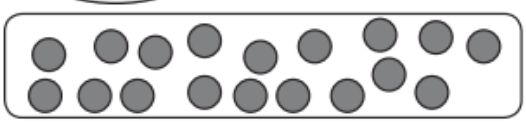
d

10		8		18
	+		=	
	+		=	
	–		=	
	–		=	

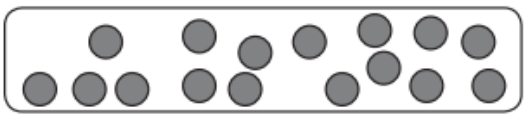
2 **Ring a section of the dots in each box and write a related number sentence for each. The first one is partially done for you.**

a 

8 + ☐ = 19

b 

☐ + ☐ = 18

c 

☐ + ☐ = 16

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Subtraction mental strategies – identify patterns

Recognising patterns in subtraction is useful in extending known facts.
Can you see the pattern in this set of facts?

17 − 3 = 14 37 − 3 = 34 27 − 3 = 24 47 − 3 = 44

1 **Extend each set of subtraction patterns in the sets below and then shade the answers on this grid:**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

a Set 1

8 − 2 = ☐
18 − 2 = ☐
28 − 2 = ☐
38 − 2 = ☐
48 − 2 = ☐
58 − 2 = ☐
68 − 2 = ☐
78 − 2 = ☐

b Set 2

25 − 4 = ☐
35 − 4 = ☐
45 − 4 = ☐
55 − 4 = ☐
65 − 4 = ☐
75 − 4 = ☐
85 − 4 = ☐
95 − 4 = ☐

c Set 3

19 − 6 = ☐
29 − 6 = ☐
39 − 6 = ☐
49 − 6 = ☐
59 − 6 = ☐
69 − 6 = ☐
79 − 6 = ☐
89 − 6 = ☐

2 **Extend this subtraction pattern beyond the hundred grid:**

a 88 − 7 = ☐ **b** 98 − 7 = ☐ **c** 108 − 7 = ☐

d 118 − 7 = ☐ **e** 128 − 7 = ☐ **f** 138 − 7 = ☐

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Q1 Write the symbols >, < or = to make these statements correct.

527 ☐ 521

362 ☐ 300 + 60 + 2

902 ☐ 920

1 mark

Q2 Jessica is 14 years old.

Her cousin is 7 years older than Jessica.

How old is Jessica's cousin?

☐ years old

1 mark

Q3 There are 7 girls and 5 boys in a class.

Half of the children in the class have school dinners.

How many children have school dinners?

☐ children

1 mark

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Mountains

Colour in the mountains where they belong on the map.

- Rocky Mountains
- Atlas Mountains
- Himalayas
- Great Dividing Range
- Alps
- Andes Mountains

Name:
Date:

All images and information from Britannica® School

Maths answers

Page 11

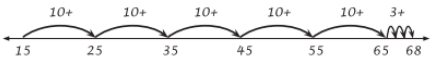
1a

25 + 18 = 43 cups

b

48 + 34 = 82 minutes

c



£15 + £53 = £68

Page 15

1a

8		4		12
8	+	4	=	12
4	+	8	=	12
12	−	4	=	8
12	−	8	=	4

b

7		9		16
7	+	9	=	16
9	+	7	=	16
16	−	7	=	9
16	−	9	=	7

Page 15

1d

13		7		20
13	+	7	=	20
7	+	13	=	20
20	−	13	=	7
20	−	7	=	13

e

10		8		18
10	+	8	=	18
8	+	10	=	18
18	−	10	=	8
18	−	8	=	10

2 Answers will vary.

Page 16

1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

a Set 1	b Set 2	c Set 3
6	21	13
16	31	23
26	41	33
36	51	43
46	61	53
56	71	63
66	81	73
76	91	83

2a 81

b 91

c 101

d 111

e 121

f 131

Q1 Write the symbols >, < or = to make these statements correct.

527 [>] 521

362 [=] 300 + 60 + 2

902 [<] 920

1 mark

Q2 Jessica is 14 years old.

Her cousin is 7 years older than Jessica.

How old is Jessica's cousin?

21 years old

1 mark

Q3 There are 7 girls and 5 boys in a class.

Half of the children in the class have school dinners.

How many children have school dinners?

6 children

1 mark

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Britannica Digital Learning

Mountains

Colour in the mountains where they belong on the map.

Name:
Date:

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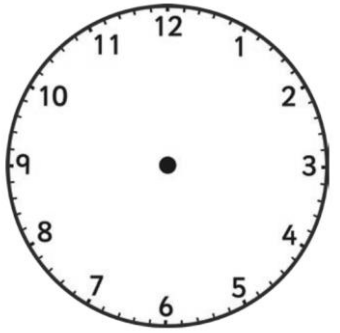
Year 3 Wednesday morning activities

5 Fluency Questions	5 Maths Problems	Spelling Challenge	What's the time Mr Hemmings?
44 ÷ 4 = **45 + ? = 75** **380 - 110 =** **4 x 6 =** **82 ÷ 2 =**	**If a sandwich costs £2.15, how much do two cost?** **What is twenty more than 47?** **What is the value of the underlined digit?** **8<u>8</u>8** **What is the missing number?** **57 63 ? 75 81 87** **What is the missing number?** **16 21 ? 31 36 ?**	Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box. 1. I'm not surtain of the way. I think we're lost! 2. Can you rememmber what our homework is this week? 3. The cat jumped throogh the window. 4. What pozition do you play in netball? 5. Jack had a reglar burger and chips.	Help Mr Hemmings to find the time by drawing in the hands on the clock  quarter to 3

★ **Adverbs are roving reporters because they can move around sentences describing action or whole clauses. They tell you more about the how, where, when and why of everything. Let's see some of the things that they can do.**

Add-On Adverbs Game

Information texts have lots of 'facts' about a topic. It is helpful to have words that 'add on' facts for the reader and not just use and … and … and … .

For example, in the 'Truth about Trolls', '**In addition**' has been used as a sentence starter to 'add on' other things that trolls like to eat:

In addition, they gather large mushrooms and dig up juicy roots that grow in the forest.

You need to use a comma after *In addition* when it is at the start of the sentence.

Read the sentence above again out loud and change *In addition* to **Additionally, Also** or **Furthermore.** These are other adverbs that help you add on information.

What else do you think trolls might like to eat?
Write out a list of food here. Try thinking about food you really like or dislike.

Challenge: Now tell me a range of food that trolls like to eat – making it seem really tasty or disgusting! Remember, you can be creative and make things up as you are now the expert on trolls!

© Talk for Writing

Now use the 'add on' adverbs below to write some new sentences.
Use these sentences to help you.

In addition, they enjoy eating large mushrooms and juicy roots.
Also, they enjoy eating poisonous mushrooms and rotting roots.

In addition,
Also,
Additionally,
Furthermore,

Tip – Say your sentence aloud first before you write it down. Does it sound right?

Remember to use a capital letter to start, a comma after the 'add on' adverb and a full stop at the end of your sentence.

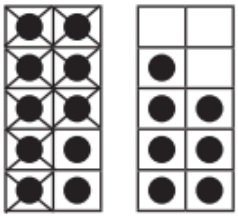
© Talk for Writing

Subtraction mental strategies – bridge to ten

A ten frame is useful to show the bridge to ten strategy when subtracting.

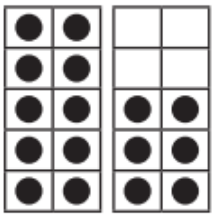
Here are 17 counters in 2 tens frames.

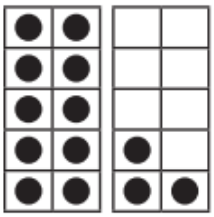
When you see 17 – 8 = ?, cross out 8 from the first ten frame then add what is left.

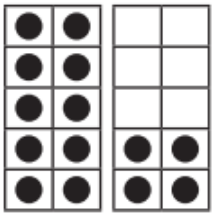


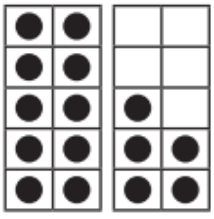
17 – 8 = 9

1 **Use each ten frame to subtract using bridge to ten. Cross out the number of counters that are subtracted from the first ten frame:**

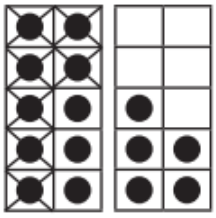
a  16 – 9 = ☐

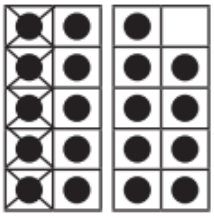
b  13 – 7 = ☐

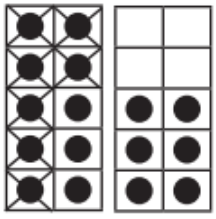
c  14 – 9 = ☐

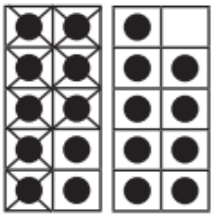
d  15 – 8 = ☐

2 **Write a subtraction fact that matches each ten frame:**

a  ☐ – ☐ = ☐

b  ☐ – ☐ = ☐

c  ☐ – ☐ = ☐

d  ☐ – ☐ = ☐

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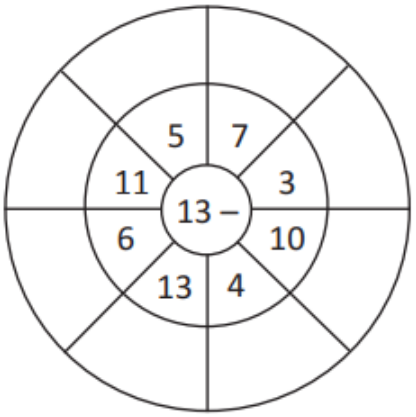
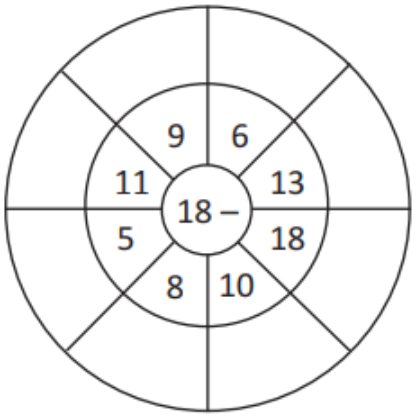
Subtraction mental strategies – bridge to ten

3 **Complete the subtraction wheels. Use a ten frame in your mind.**

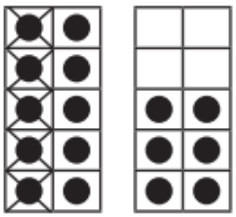
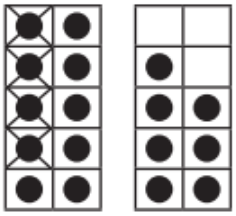
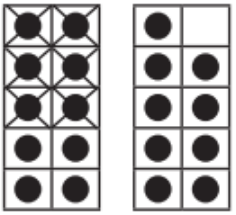
a



b



4 **Find the mystery number. Use the clues to write a matching subtraction fact. Add the answers for a to c, and then subtract from 50. This is the mystery number.**

a ☐ – ☐ = ☐ 	**b** ☐ – ☐ = ☐ 	**c** ☐ – ☐ = ☐ 
Show your working here:		
The mystery number is:		

5 **Complete these subtraction squares. Subtract the rows and columns as shown by the arrows:**

a

–			
	15	5	10
	8	3	
			5

b

–			
		18	12
	15	9	
	15		6

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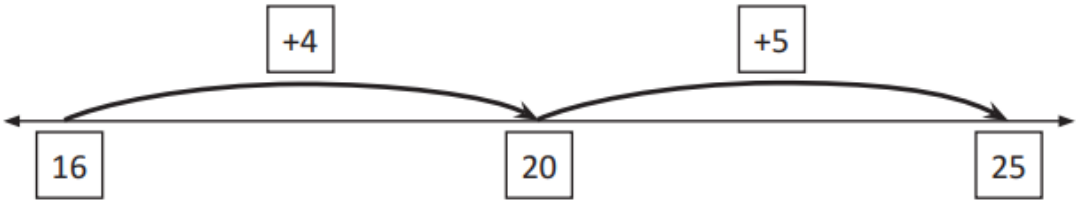
Subtraction mental strategies – bridge to ten

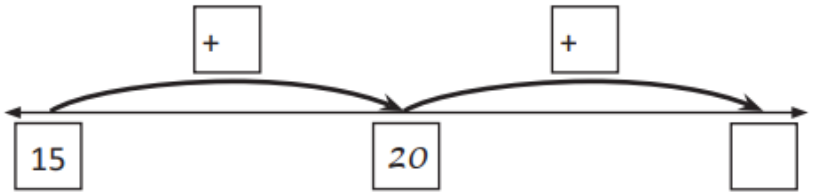
Bridge to the next ten and then count on what is left.

25 – 16 = 9

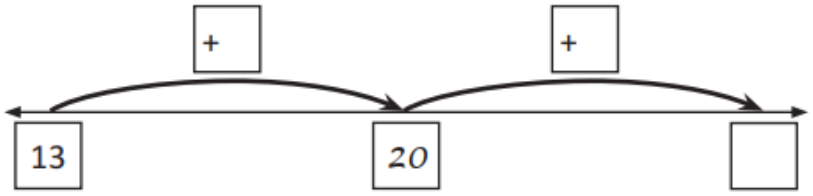


6 **Use the number lines to bridge to ten:**

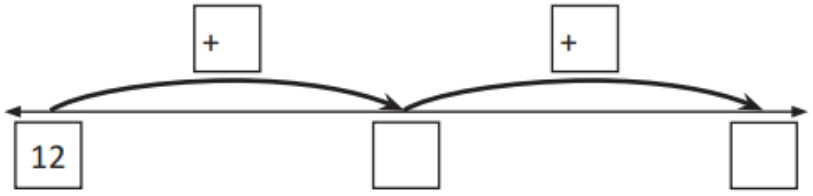
a 52 – 15 = ☐



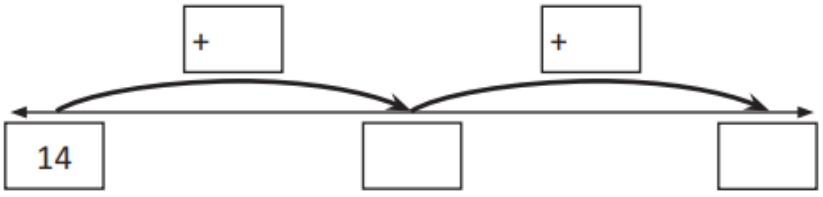
b 62 – 13 = ☐



c 75 – 12 = ☐



d 192 – 14 = ☐



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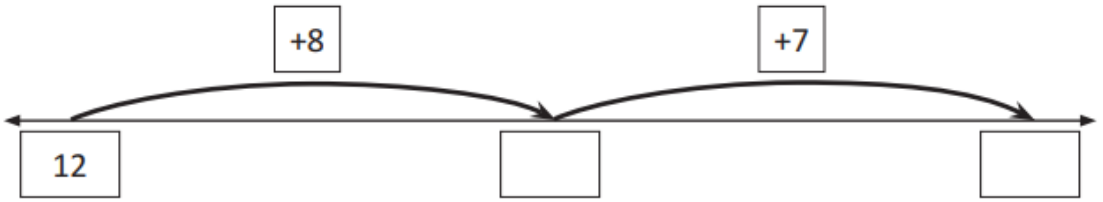
Subtraction mental strategies – bridge to ten

7 **Complete the subtraction frame to match this number line:**

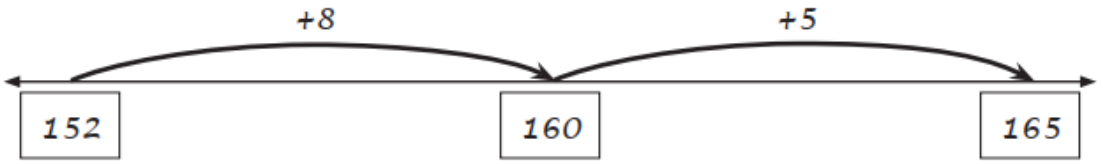
☐ – ☐ = ☐



8 **Here is a jar of 165 shells. Three kids guessed how many shells were in the jar. Use bridge to ten on the number lines to show how close each guess was. The first one is done for you.**

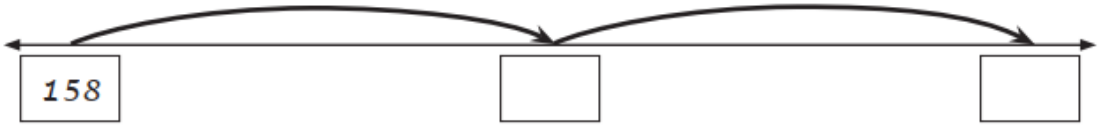
a Jo's guess: 152

165 – 152 = 13



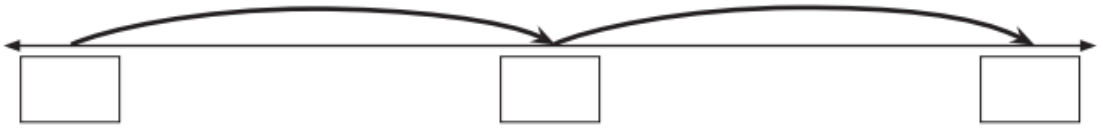
b Liam's guess: 158

☐ – ☐ = ☐



c Joel's guess: 154

☐ – ☐ = ☐



d Whose guess was the closest? _____

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Q1 Which one of these calculations is the odd one out?

A) $\square - 35 = 21$

B) $43 + \square = 78$

C) $11 + 47 = \square$

D) $\square - 19 = 15$

Think about what you need to do to find each answer.

Calculation $\square$ is the odd one out because _____

_____

_____

1 mark

Q2 Harry thinks of a number and adds 100 to it.

Joe thinks of a number and subtracts 10 from it.

Both children end up with the number 491.

Which numbers did Harry and Joe start with?

Harry's number = $\square$

Joe's number = $\square$

1 mark

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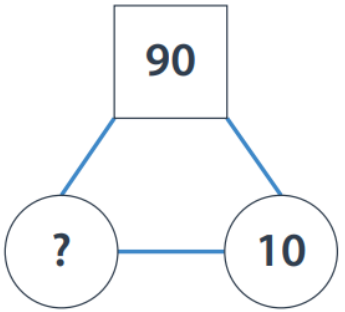
Q3 This is a multiplication fact triangle.

The two numbers in circles multiply together to make the number in the square.



a What is the missing number?

1 mark

b Use the fact triangle to write a multiplication number sentence and a division number sentence.

□ × □ = □

□ ÷ □ = □

1 mark

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Maths answers

Pages 17–20

1a 7

b 6

c 5

d 7

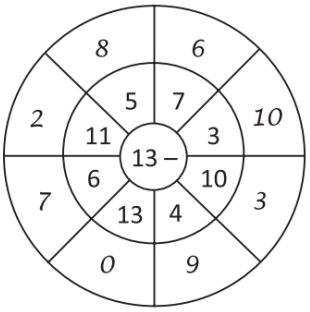
2a 15 – 7 = 8

b 19 – 5 = 14

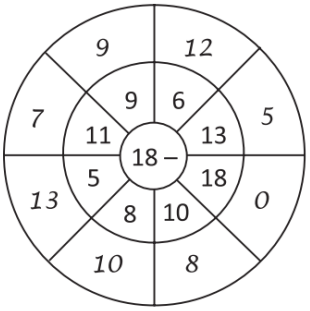
c 16 – 7 = 9

d 19 – 8 = 11

3a



b



4a 16 – 5 = 11

b 17 – 4 = 13

c 19 – 6 = 13

11 + 13 + 13 = 37

50 – 37 = 13

The mystery number is: 13

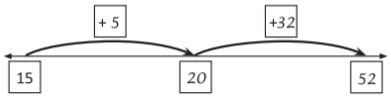
5a

–			
	15	5	10
	8	3	5
	7	2	5

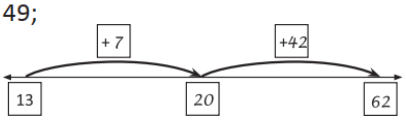
b

–			
	30	18	12
	15	9	6
	15	9	6

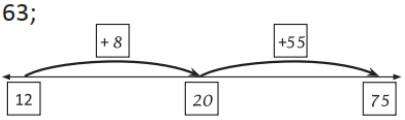
6a 37;



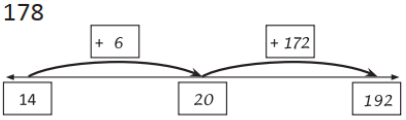
b 49;



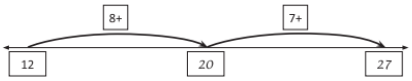
c 63;



d 178



7 27 – 12 = 15;



8b 65 – 58 = 7;

c 65 – 54 = 11;

d Liam's

Q1 Which one of these calculations is the odd one out?

A) [56] − 35 = 21

B) 43 + [35] = 78

C) 11 + 47 = [58]

D) [34] − 19 = 15

Think about what you need to do to find each answer.

Calculation [ ] is the odd one out

because _____

Various answers possible. For the mark, one calculation should be given, together with an appropriate reason for why it is the odd one out.

The aim of this question is to get children looking at the different inverse operations needed to solve the missing number problems. All calculations can be solved by **adding** the two known numbers apart from calculation B, where the smaller number needs to be **subtracted** from the larger number instead.

Q2 Harry thinks of a number and adds 100 to it.

Joe thinks of a number and subtracts 10 from it.

Both children end up with the number 491.

Which numbers did Harry and Joe start with?

Harry's number = [391]

Joe's number = [501]

1 mark

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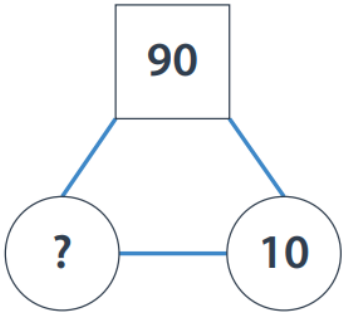
Q3 This is a multiplication fact triangle.

The two numbers in circles multiply together to make the number in the square.



a What is the missing number?

9

1 mark

b Use the fact triangle to write a multiplication number sentence and a division number sentence.

10 × 9 = 90

90 ÷ 10 = 9

1 mark

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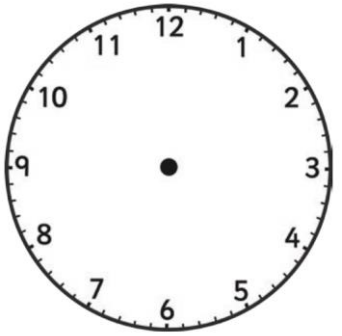
Year 3 Thursday morning activities

5 Fluency Questions	5 Maths Problems	Spelling Challenge	What's the time Mr Hemmings?
104 + ? = 200 **88 ÷ 8 =** **231 + 426 =** **3 x 6 =** **64 ÷ 4 =**	**If you double 233, what is the answer?** **Write 132 in words.** **What is ten less than 190?** **Cathy is 16, her sister is half her age. How old is the sister?** **If a chocolate bar costs 80p, how much money do I need to buy three bars?**	Each sentence below has one word underlined that is incorrect. Write the correct spelling of the word. 1. Put the date on the calindar or you might forget. 2. We are going swimming in cwarter of an hour. 3. The professor has a lot of knowlege about the planets and the universe. 4. I herd you had won the Under-12s League yesterday. 5. The bowler caurt the ball.	Help Mr Hemmings to find the time by drawing in the hands on the clock  quarter past 8

Drop-in Game

Have a go at dropping extra information into a sentence using a relative clause that starts with *who*. In 'The Truth about Trolls', Professor Folklore first wrote:

One troll lived alone under a bridge.

Then he added in another bit of information using who.

One troll, **who was very grumpy**, lived alone under a wooden bridge.

What else could you 'drop-in' to tell the reader something else about the troll?

One troll, who _____ , lived under a bridge.

Use this sentence to drop-in extra information for the reader starting with **who**.

Remember to use a comma before and after the dropped in information.
Tip – use a different coloured pen for your drop-in information.

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Now, let's think about writing some new information about trolls.

In 'The truth About Trolls', Professor Folklore used questions as sub-headings to help organise his writing and make it easier for the reader.

Here is the underlying structure of the professor's information text about trolls.

Underlying Structure
Heading: The Truth About Trolls Introduction to get reader interested in topic
What do trolls look like?
Where do trolls live?
What do trolls eat?
Did you know? *Keep your best facts for the end!*

★ Challenge: What other sections could you add?

- What is troll school like?
- What jobs do trolls do?
- How do trolls look after their babies?
- What do trolls do on holiday?
- What is in a troll's cave?
- ??????????????????????

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★ **Use the planner below to jot down some ideas for your information on trolls.**

★ **You can use the ideas from the word and sentence games. Remember you are the new expert!**

Underlying structure	New Ideas
• Heading • Introduction to get reader interested in trolls	
What do trolls look like?	
Where do trolls live?	
What do trolls eat?	
Did you know? Keep your best facts for the end!	

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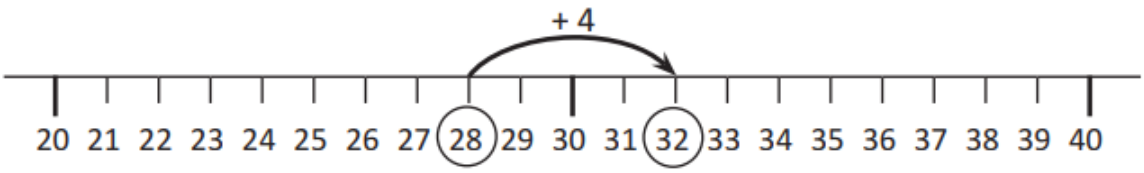
Subtraction mental strategies – counting on

If there is only a small difference between the numbers, use counting on to find the difference. See: 32 – 28 = ?

Think: What can you add to 28 to get 32? Count on by 4.



1 **Find the difference between these by counting on.**

a 32 – 29 = ☐ **b** 33 – 28 = ☐ **c** 34 – 27 = ☐

d 71 – 68 = ☐ **e** 82 – 76 = ☐ **f** 73 – 69 = ☐

g 83 – 77 = ☐ **h** 112 – 109 = ☐ **i** 201 – 196 = ☐

2 **Use counting on to complete these function machines.**

a

In	Rule	Out
41	– 37	
44		
42		
45		

b

In	Rule	Out
71	– 68	
73		
75		
72		

c

In	Rule	Out
122	– 119	
125		
124		
123		

d

In	Rule	Out
101	– 98	
105		
107		
103		

e

In	Rule	Out
96	– 89	
93		
92		
94		

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Subtraction mental strategies – counting on

3 **Complete each table of subtraction facts by counting on.**

a **Table 1**

21 – 19 =	
33 – 29 =	
48 – 39 =	
64 – 59 =	

b **Table 2**

33 – 28 =	
42 – 38 =	
51 – 48 =	
95 – 88 =	

c **Table 3**

20 – 17 =	
101 – 97 =	
33 – 27 =	
52 – 47 =	

4 **Complete each table of subtraction facts. Can you still use counting on?**

a **Table 1**

	– 38 = 4
	– 19 = 4
	– 47 = 4
	– 29 = 4

b **Table 2**

	– 18 = 3
	– 69 = 4
	– 98 = 4
	– 77 = 4

c **Table 3**

	– 79 = 6
	– 48 = 6
	– 39 = 6
	– 19 = 6

5 **Roll a die and write this number in the triangle, then complete the subtraction:**

a 156 – ☐ = △

b 76 – ☐ = △

c 283 – ☐ = △

d 91 – ☐ = △

e 292 – ☐ = △

f 100 – ☐ = △

g 48 – ☐ = △

h 90 – ☐ = △

i 93 – ☐ = △

j 200 – ☐ = △

k 86 – ☐ = △

l 94 – ☐ = △

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Q1 In which calculation will the most digits change? Explain your answer.

A) 390 + 100

B) 735 + 10

C) 641 – 100

D) 203 – 10

Most digits will change in calculation ☐

because _____

_____

1 mark

Q2 Georgia rolls a six-sided dice three times.

She adds the three numbers together.

Georgia's total is **odd** and is **more than 13.**

Which numbers could Georgia have rolled?

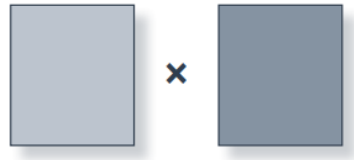
Give two possible answers.

☐ , ☐ and ☐

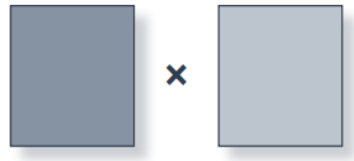
☐ , ☐ and ☐

1 mark

Q3 Abdul takes two different digit cards and multiplies them together.



Abdul swaps the cards around and says, "It makes the same answer!"



Is Abdul right? Explain your answer.

Yes ☐ No ☐

1 mark

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Maths answers

Pages 21–22

1a 3

b 5

c 7

d 3

e 6

f 4

g 6

h 3

i 5

2a Out: 4; 7; 5; 8

b Out: 3; 5; 7; 4

c Out: 3; 6; 5; 4

d Out: 3; 7; 9; 5

e Out: 7; 4; 3; 5

Pages 21–22

3a 2; 4; 9; 5

b 5; 4; 3; 7

c 3; 4; 6; 5

4a 42; 23; 51; 33

b 21; 73; 92; 81

c 85; 54; 45; 25

5a–l Answers will vary.

Q1 In which calculation will the most digits change? Explain your answer.

A) 390 + 100 C) 641 – 100

B) 735 + 10 D) 203 – 10

Most digits will change in calculation **D**

be

Explanation should refer to the fact that calculation D crosses a tens (and hundreds) boundary and so two digits will change. None of the other calculations cross a tens or hundreds boundary and only one digit changes in these.

Also accept explanations through numbers, for example 203 – 10 = 193, so two digits have changed.

1 mark

Q2 Georgia rolls a six-sided dice three times.

She adds the three numbers together.

Georgia's total is **odd** and is **more than 13.**

Which numbers could Georgia have rolled?

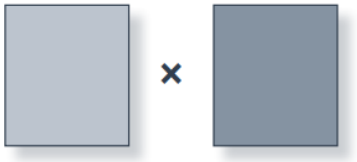
Give two possible answers.

6, **6** and **3**

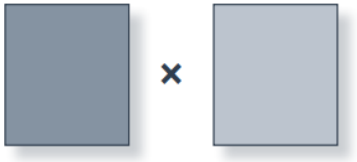
6, **5** and **4**

1 mark

Q3 Abdul takes two different digit cards and multiplies them together.



Abdul swaps the cards around and says, "It makes the same answer!"



Is Abdul right? Explain your answer.

Yes ✓ No ☐

Appropriate explanation to be given, making mention of the fact that multiplications can be calculated in different orders and still give the same amount (commutative law) and/or give an example (e.g. 5 × 3 = 3 × 5).

Do **NOT** award a mark for just yes or no answer.

1 mark

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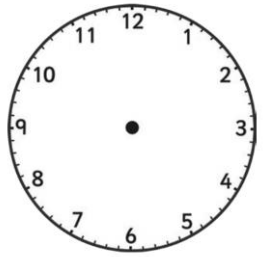
Year 3 Friday morning activities

5 Fluency Questions	5 Maths Problems	Spelling Challenge	What's the time Mr Hemmings?
64 + ? = 100 **100 ÷ 2 =** **525 + ? = 1000** **3 x 3 =** **36 ÷ 3 =**	**Jack has read 47 pages of his book, there are 162 still to go, how many pages are there in the book?** **What is the missing number?** **210 205 ? 195 ? 185** **What is ten more than 140?** **What is ten less than 145?** **What is the value of the underlined digit?** **3<u>4</u>7**	**Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.** **1. It was achually my turn next.** **2. That milk had a peckuliar taste.** **3. Queen Victoria's raign lasted 64 years.** **4. The horse would not go fourwards, only backwards!** **5. That materyal feels so soft and silky.**	Help Mr Hemmings to find the time by drawing in the hands on the clock  10:20

★ **Use the model text and your plan to draft and edit your new information on trolls.**

Challenges:

Remember to:

- give the reader a picture in their head by using adjectives to describe the features of your troll;
- build up a picture for the reader using a sentence of 3 to describe your troll;
- link your ideas by using adverbs at the start of your sentences to tell the reader you are adding on information – see poster A;
- engage your reader by using adverbs of emotion at the start of a sentence – see poster B.
- drop-in extra information for the reader by using a relative clause starting with who.

Poster A **Add-on Adverbs**
Additionally, Also, In Addition, Furthermore, Remember to use a comma when you use these words to start a sentence.

Poster B **Engaging Adverbs**
Interestingly, Surprisingly, Amazingly, Remember to use a comma when you use these words to start a sentence.

★ **Read your work through and check that it flows and makes sense**

★ **Remember to check the spelling and punctuation and illustrate your text with pictures or drawings.**

★ **Now decide how you are going to publish your information.**

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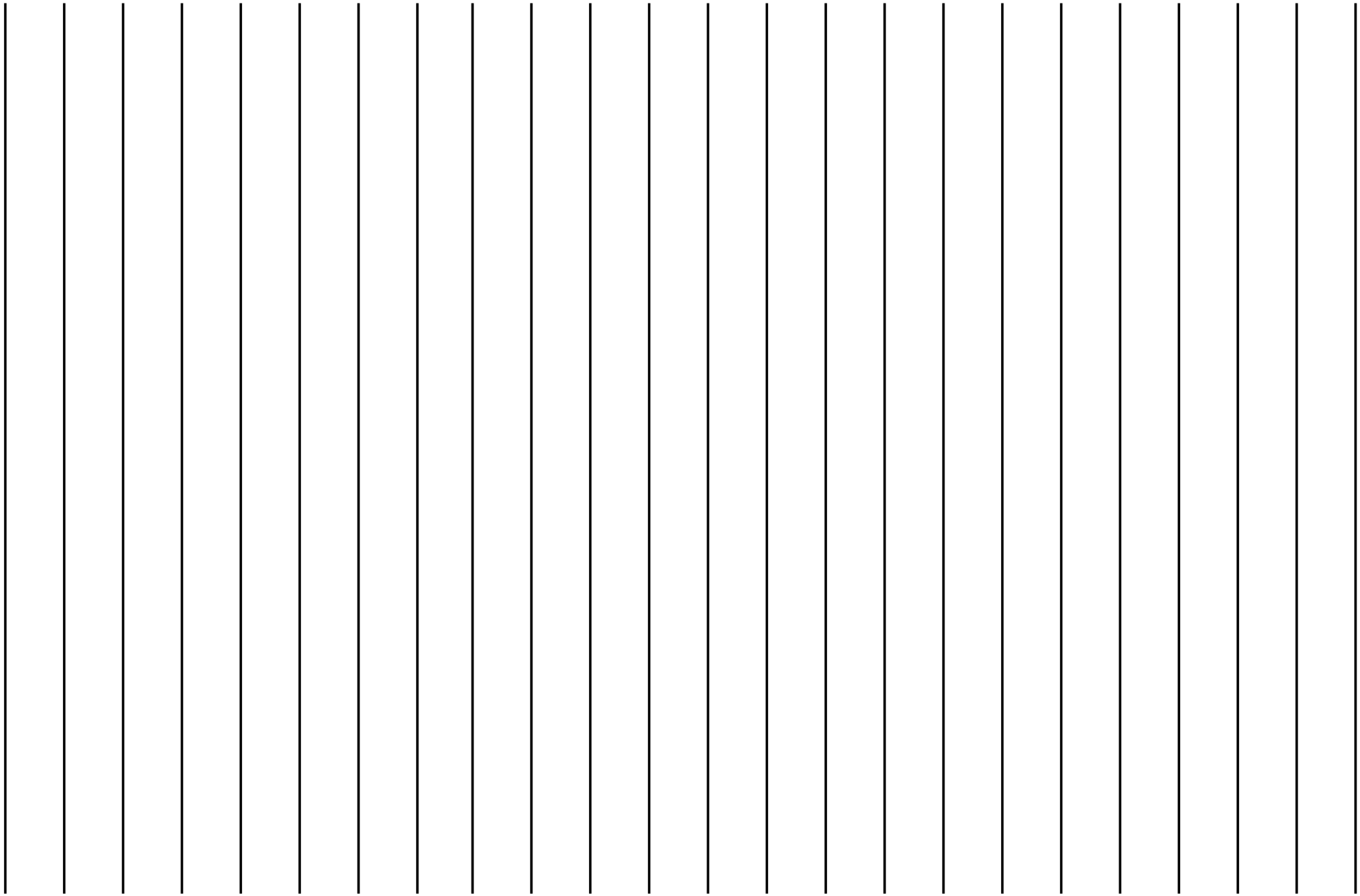
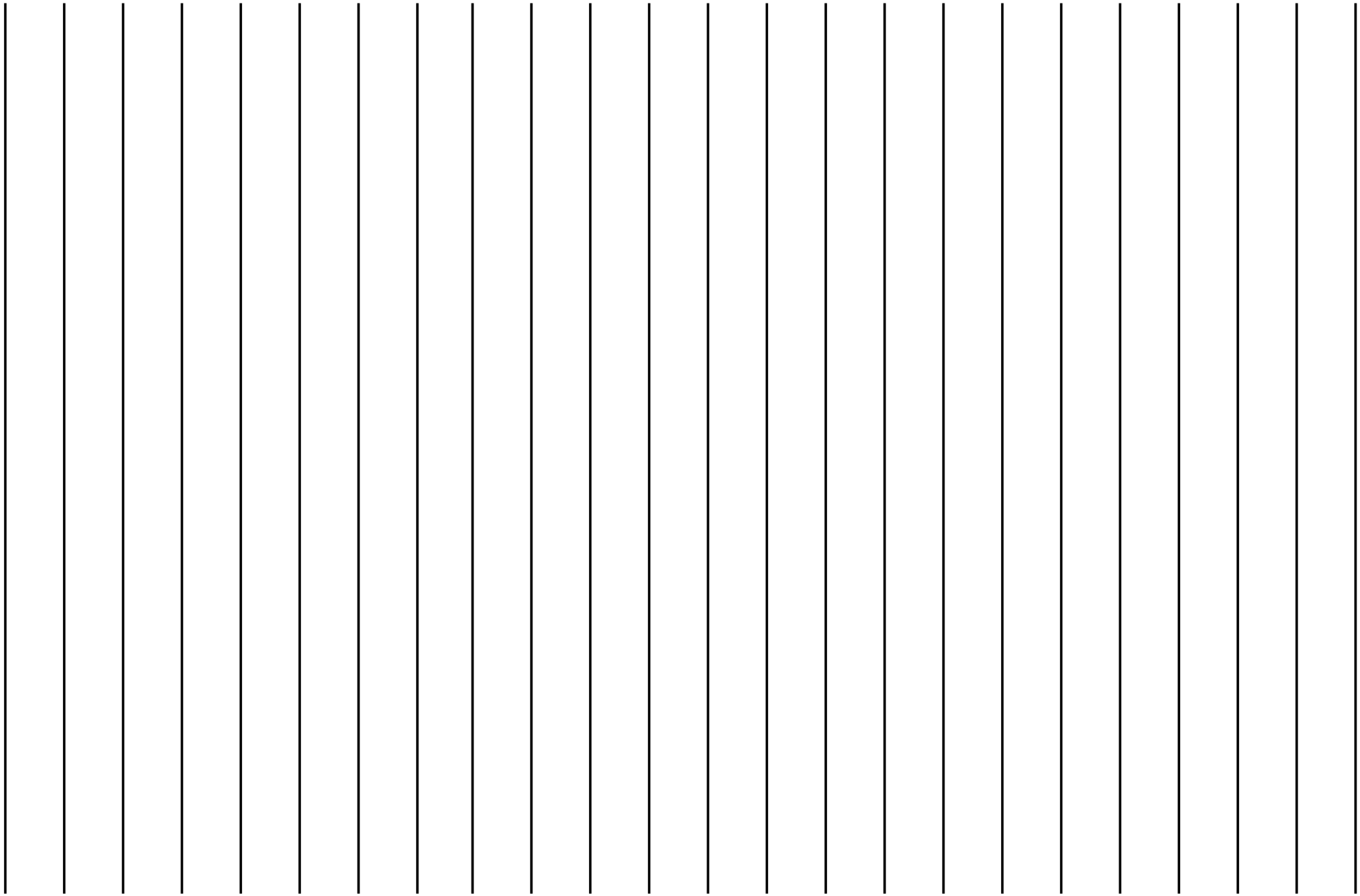
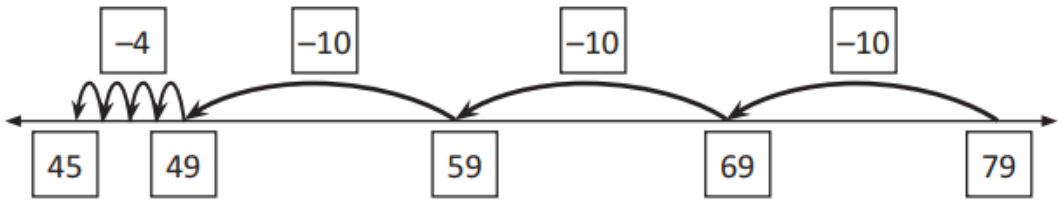




Subtraction mental strategies – jump strategy

The jump strategy is when you use a number line to jump in tens and then ones.
Look at 79 – 34. First we jump back in tens and then ones. So, 79 – 34 = 45.



1 **Subtract these using the jump strategy:**

a 78 – 25 = ☐

b 93 – 31 = ☐

c 84 – 21 = ☐

d 79 – 36 = ☐

e 195 – 42 = ☐

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Subtraction mental strategies – jump strategy

2 **Use the jump strategy to calculate how much more each person needs to purchase a family pass.**

a The Darnley family has saved £56.

They need another: ☐

b The Sommers family has saved £34.

They need another: ☐

c The Griffiths family has saved £49.

They need another: ☐

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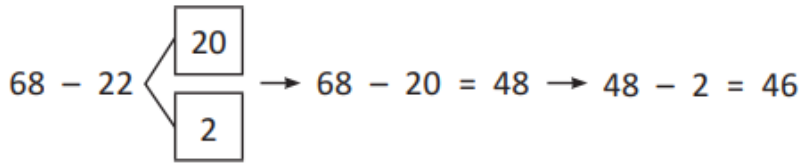
Subtraction mental strategies – split strategy

The split strategy is where we make the subtraction easy by splitting the second number into tens and ones. We then subtract each part separately.



1 **Practise subtracting tens from these numbers:**

–	10	30	20	30	50
96					
71					

2 **Use the split strategy with these problems:**

a 73 – 34

b 96 – 65

c 81 – 24

d 69 – 23

e 106 – 43

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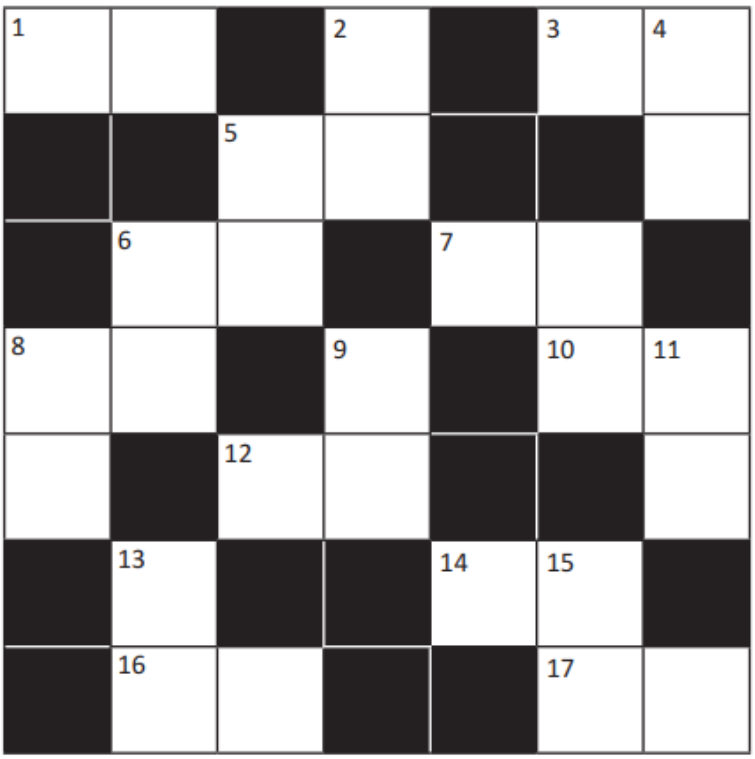
Subtraction mental strategies – split strategy

3 **Use the split strategy to solve this cross number puzzle:**



Across

1 50 – 18 = ☐

3 100 – 43 = ☐

5 135 – 45 = ☐

6 70 – 12 = ☐

7 87 – 23 = ☐

8 86 – 33 = ☐

10 78 – 53 = ☐

12 64 – 16 = ☐

14 72 – 36 = ☐

16 105 – 43 = ☐

17 160 – 117 = ☐

Down

2 88 – 68 = ☐

4 128 – 56 = ☐

5 200 – 102 = ☐

6 89 – 36 = ☐

8 88 – 32 = ☐

9 150 – 112 = ☐

11 160 – 101 = ☐

13 133 – 57 = ☐

15 99 – 35 = ☐

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Q1 Both of these numbers are made from the same three digits.

What are the two numbers?

A = ☐

B = ☐

1 mark

Q2 Two of these numbers are **not** in the two times table.

14 17 8 21 24

Which numbers are they?

☐ and ☐

1 mark

Q3 45 children attend after-school football club.

The whole group is split into equal teams of five.

How many teams are there?

☐ teams

1 mark

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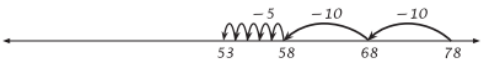
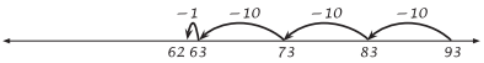
Maths answers

Pages 25–26

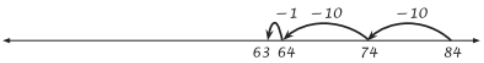
1a 53;



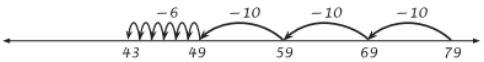
b 62;



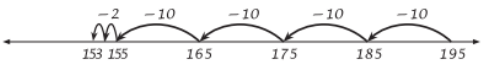
c 63;



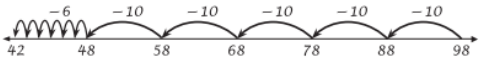
d 43;



e 153;

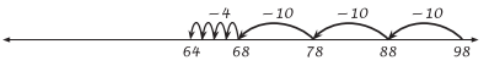


2a



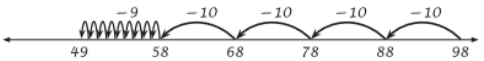
£42

b



£64

c



£49

Pages 27–28

1

–	10	30	20	30	50
96	86	66	76	66	46
71	61	41	51	41	21

2a 73 − 34 → (30, 4) → 73 − 30 = 43 → 43 − 4 = 39

b 96 − 65 → (60, 5) → 96 − 60 = 36 → 36 − 5 = 31

c 81 − 24 → (20, 4) → 81 − 20 = 61 → 61 − 4 = 57

d 69 − 23 → (20, 3) → 69 − 20 = 49 → 49 − 3 = 46

e 96 − 43 → (40, 3) → 96 − 40 = 56 → 56 − 3 = 53

3

1 3	2	■	2 2	■	3 5	4 7
■	■	5 8	1	■	■	2
■	6 5	2	■	7 6	4	■
8 5	3	■	9 3	■	10 2	11 5
6	■	12 4	8	■	■	9
■	13 3	■	■	14 3	15 6	■
■	16 5	2	■	■	17 4	3

Across

1 32
3 57
5 81
6 52
7 64
8 53
10 25
12 48
14 36
16 52
17 43

Down

2 21
4 72
5 82
6 53
8 56
9 38
11 59
13 35
15 64

Q1 Both of these numbers are made from the same three digits.

What are the two numbers?

A = 627

B = 762

1 mark

Q2 Two of these numbers are **not** in the two times table.

14 17 8 21 24

Which numbers are they?

17 and 21

1 mark

Q3 45 children attend after-school football club.

The whole group is split into equal teams of five.

How many teams are there?

9 teams

1 mark

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