



## Year 3 Maths and English Home Learning Menu Spring A 2021 - WB 01.02.21

### MATHS- Sequence 1

#### Statistics ~ Tally charts.

**Tally charts** are used to collect data quickly and efficiently. Filling in a **chart** with marks representing numbers is faster than writing out words or figures and the data is collected into sub-groups immediately, making it easy to read, for example;

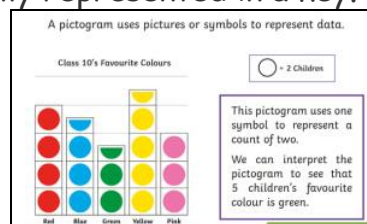
Title: How Do We Get to School?		
Categories	Tallies	Total
Walk		7
Bike		3
Car		4
Bus		12

Can you see what happens when we get to 5 tally marks? The 5<sup>th</sup> tally makes a line across the other 4, making it even easier to count them.

Find a book and turn to any page. Can you create a tally chart showing how many times certain words appear? See the grid below.

#### Statistics ~ Pictograms.

A pictogram is a chart or graph which uses pictures to represent data. Pictograms in maths are set out the same way as a bar chart, but the main difference is that they use pictures instead of bars. Each picture could represent one or more items, and half or part-pictures represent fractions of a number. This information is usually represented in a key.



Can you create your own pictogram using the data you collected on your tally chart? Think about what symbol you will use - they all need to have the same symbol and make it clear what each symbol is worth. Use the graph below to help you.

#### Statistics ~ Pictograms.

Now, choose something that you would like to present in a pictogram. It could be how many star jumps each member of your family could do in a minute? It could be the favourite fruit? (You could ask family members). It could be how many of each colour are in a bag of smarties? Once you've decided, create your own pictogram - use the example below to help you set it out.

Decide what each symbol will be worth (1, 2, 5, 10?)

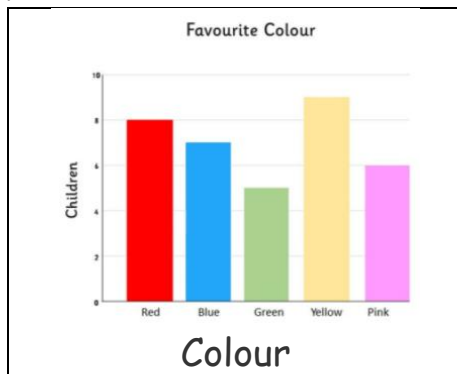
Draw your pictogram. Don't forget to give it a title.

#### Statistics ~ Pictograms.

Have a look at the 'Interpreting Pictograms' activities below and answer the questions. Look carefully at the key and what each symbol is worth.

### Statistics ~ Bar Graphs.

A bar chart (or graph) organises information into a graphic using bars of different lengths. The length of these bars is proportional to the size of the information they represent. For example, here is a vertical bar graph showing the popularity of different colours among a group of children.

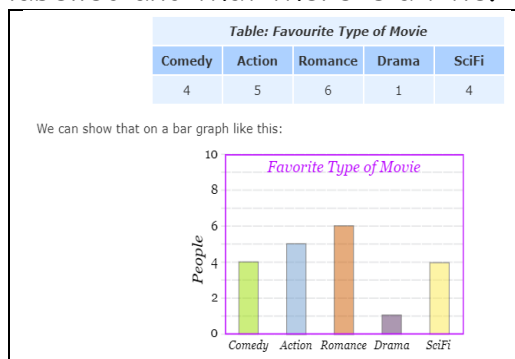


Using the data of number of vowels on a page you collected during sequence 1, present it as a bar graph.

### Statistics ~ Bar Graphs

Now, choose something that you would like to present in a bar graph. It could be each member of our family's favourite crisp flavour, Favourite biscuit/chocolate/ fruit, different types of bird you can see in your garden over half an hour.

Once you've decided, complete a tally chart - use the example below to help you set it out, and then create your own bar graph, making sure that each of the bars are the same width, your axis is labelled and that there is a title.



### Statistics ~ Bar Graphs

Can you present the following data as a bar graph?

Month	Tally	Total
January	II	2
February	I	1
March	II	2
April	IIII	4
May	III	3
June	HHI I	6
July		0
August	III	3
September	III	3
October		0
November	II	2
December	II	2

Give your bar graph the following title:

**A bar graph showing the birthday months for the children in Maple class.**

Then answer these questions:

How many children are in Maple class?

Which month has the most birthdays?

Which month has the least birthdays?

How many more birthdays are there in June than November?

### Statistics ~ Interpreting Bar Graphs

Have a look at the 'Interpreting Bar Graphs' activities below and answer the questions.

Look carefully at the axis and what each interval is worth.

## MATHS - Sequence 2

### Multiplication and Division ~ Securing skills and facts.

Can you remember what commutative is?

Look at the numbers below. Can you write the multiplication and division statements for each one? Are there more than one way of making the number? See how many ways you can make.

42, 72, 56, 88, 36, 18,

### Multiplication and Division ~ Securing skills and facts.

Let's practice:

3x table

Let's learn:

6x table.

What is the relationship between the 3x and the 6x table?

What are the multiples of 6?

What are the fact families for the multiples of 6?

What other facts do you know about the 6x table?

### Multiplication and Division ~ Applying skills and facts.

Word problems. Write the answers in your book. Think carefully about which method to use to work them out.

A teacher asks some children to arrange some chairs into 12 rows of eight chairs. How many chairs will be laid out?

A crate contains 32 packs of four water bottles. How many bottles are there on each crate?

A photo album contains 28 pages. Each page can hold six photos. How many photos can each album hold?

A badminton tournament is arranged at a local sports hall. There are 5 courts. Each court is allocated 18 shuttlecocks. How many shuttlecocks are allocated to the 5 courts?

Envelopes are sold in packs of ten. A supplier has 107 packs of envelopes. How many envelopes has the supplier?

### Multiplication and Division ~ Securing skills and facts.

Play the Multiplication Dice game

**How to play:**

1. Roll the dice.
2. Multiply your two numbers.
3. Colour your answer on the grid.
4. The first person to colour four in a row wins!

18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15

### Multiplication and Division ~ Securing skills and facts.

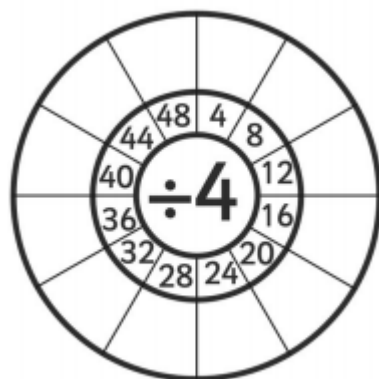
Have a go at answering these:

$7 \times 3 =$	$4 \times 4 =$	$1 \times 8 =$
$2 \times 8 =$	$8 \times 3 =$	$5 \times 4 =$
$6 \times 4 =$	$3 \times 8 =$	$9 \times 3 =$
$10 \times 3 =$	$7 \times 4 =$	$10 \times 8 =$
$21 \div 3 =$	$8 \div 4 =$	$40 \div 8 =$
$24 \div 3 =$	$44 \div 4 =$	$80 \div 8 =$
$36 \div 3 =$	$36 \div 4 =$	$48 \div 8 =$
$27 \div 3 =$	$24 \div 4 =$	$72 \div 8 =$

### Multiplication and Division ~ Securing skills and facts.

division wheels

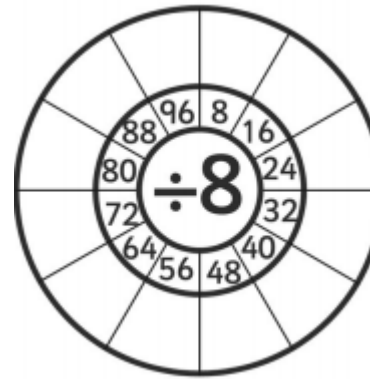
Divide the numbers by the middle number.



### Multiplication and Division ~ Securing skills and facts.

division wheels

Divide the numbers by the middle number.



### Multiplication and Division ~ Securing and applying skills and facts.

Using all of your multiplication and division knowledge, create your own maths board game.

What is the aim of the game?

What maths challenges can you set?

What have we got to do in order to win?

Will it be a game like Snakes and Ladders? Monopoly? Could you have a maths version of Scrabble? Will there be challenge cards?

## ENGLISH - Sequence 1

### Reading ~ News reports.

Read the newspaper report (see below) and see if you can find the features of a newspaper.

- Read alone once,
- Then read it with an adult.
- Discuss any tricky words and any parts you don't understand. Write these down.
- Use a dictionary to find the meanings of the words. If you don't have a dictionary, there are lots online. Here is a link:  
<https://kids.britannica.com/kids/browse/dictionary>

### Reading ~ Comprehension

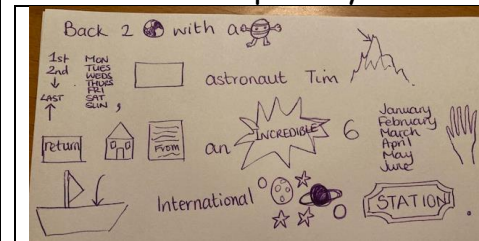
Re-read the information about Tim Peake.

Have a go at answering the questions. Write the answers in full sentences in your book. Remember to number the answers and make sure that your spellings are copied correctly.

### Reading - retelling a text

Have another read of the Tim Peake news report.

You are going to **text map** the text. Remember, you do not need to text map every word.



### Reading ~ retelling a text

Using your text map, think of actions for each of the images. This will help you to learn the text.

Practice this a few times until you can retell the text just by your actions.

### Reading ~ retelling a text

Using your text map, and not looking at the original text, can you re-write the news report about Tim Peake?

You can either:

Keep it exactly the same.

Change some of the words, or,

Re-write it in your own words.

### Reading ~ Inference

Look at this image below then answer the questions.



What do you think they are looking at?  
Where do you think they are?  
Why?  
Who do you think is the main character? Why?

### Reading - Inference

Look again at the image.



Write a paragraph or more about your chosen main character. It can include what they look like - **what we know** (what we can see). This can also include **what you think** they are like and why you think that. Remember to write in full sentences.

### Reading ~ Book Review

Read or listen to

[https://www.myon.co.uk/reader/index.html?a=uk\\_as\\_jupit\\_s08](https://www.myon.co.uk/reader/index.html?a=uk_as_jupit_s08)

What is the book about?

What did you like about it?

One new fact you learned from the book?



Would you recommend this book to other people?

Who would enjoy reading this book? Why?

Complete the AR quiz after you have read it.



## ENGLISH - Sequence 2

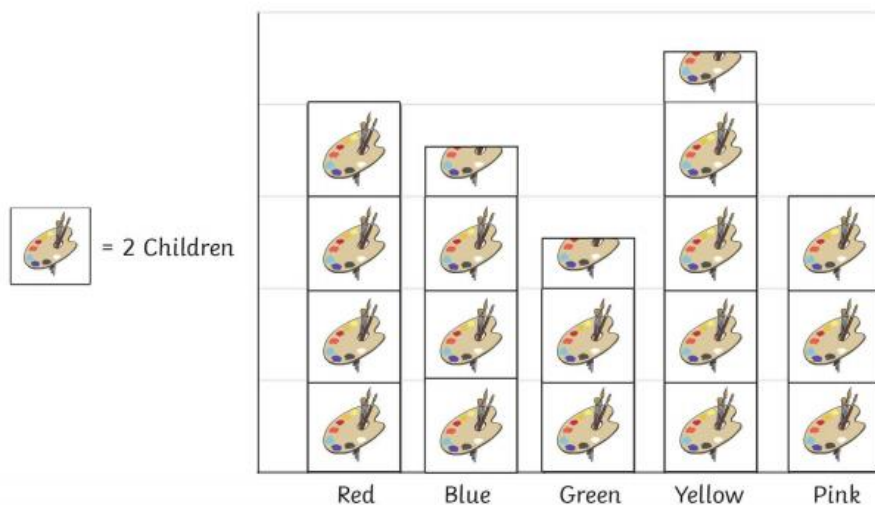
<u>Writing ~ News reports - the features.</u>	<u>Writing ~ News reports - Headlines.</u>	<u>Writing ~ News reports - the 5 W's.</u>	<u>Writing ~ News reports -</u>
<p>Read the newspaper report (see below) and see if you can find the features of a newspaper.</p> <ul style="list-style-type: none"> <li>• Read alone once,</li> <li>• Then read it with an adult.</li> <li>• Discuss any tricky words and any parts you don't understand.</li> <li>• Label the <b>headline</b>, <b>5 W's</b>, <b>subheadings</b>, <b>quotes</b>, <b>photo/diagram</b>, <b>caption</b> and <b>any other features</b> of non-fiction texts you can spot.</li> </ul> <p>• Challenge - Can you explain the purpose of each feature?</p>	<p>Headlines draw your attention to the story. They are short and snappy and encourage you to read the article.</p> <p>Writers use lots of different ways to write headlines. Sometimes they are funny:</p>  <p>Sometimes they use alliteration (when words start with the same sound):</p> <p><b>THE GORILLA GARDENER WITH GREEN FINGERS</b></p> <p>Choose one of the volcano images below. Can you create your own headline?</p>	<p>The 5 W's stand for; who, what, where, when, why? This information is usually found in the first paragraph - the reader will decide whether or not to read the rest of the article based on this first paragraph.</p> <p>Choose one of the images. Look carefully at the image below and think about what could have happened.</p> <p>Who do you think the people are? Where are they? What has happened? When did this occur? Why has it happened?</p>	<p>Pictures and Captions also draw your attention to the news article. The pictures need to be relevant to the story. The caption is usually found underneath the picture and it is a sentence explaining what is happening in the picture.</p>  <p><i>Landing with a bump! Tim Peake lands safely in Kazakhstan.</i></p> <p>Look at the images below. Can you write a caption for each one?</p>
<p><u>Writing ~ News reports - Quotes.</u></p> <p>Look at the people in one of the two main images below. What do you think they are saying <b>about the volcano erupting?</b> <b>When did they notice it was happening?</b> <b>How are they feeling about it?</b></p> <p>Using inverted commas, write what the people are saying. Try to include how it was said too.</p>	<p><u>Writing ~ Planning a news report</u></p> <p>Using one of the main images below, you are going to write your own news report.</p> <p>You will use all of the work you have completed over the past few lessons and put them altogether to write your own news report.</p> <p>Look at the planning grid below and complete the boxes, using the information you have already collected/created.</p>	<p><u>Writing ~ Creating a text</u></p> <p>Using everything you have planned, write your news report. You need to set it out as the examples we have looked at and you need to ensure that all of the features are included.</p> <p>When you have completed your report, have a break from it and then go through it with fresh eyes. Check for incorrect spellings (including homophones), capital letters, full stops and other punctuation (inverted commas, exclamation and question marks), a/an is being used correctly and check that your sentences make sense. Edit if you need to.</p>	<p><u>Writing ~ Evaluating a text</u></p> <p>Looking back at the news report you have written, and using the features checklist, go through your report and tick off each of the features you have included.</p> <p>Are there any you have missed off? Would you have done anything differently if you were to write it again? What would you change/add?</p>

Tally Chart. Choose 5 commonly used words like a, and, but, if, so, the, then, or, etc...  
Choose a page in a book with quite a lot of writing on. Tally how many times the words appear on the page.

Word	Tally	Total

## Interpreting Pictograms 1

Favourite Colour



Answer the following questions.

1. What is the least favourite colour?
2. How many children chose yellow as their favourite colour?
3. How many fewer children chose green than blue as their favourite colour?
4. How many children chose pink and red as their favourite colour?

Write your own questions for a friend.

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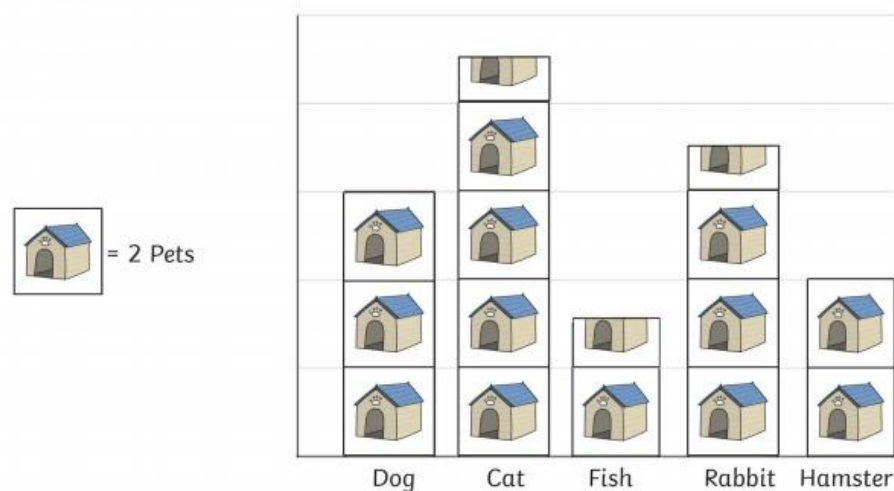
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## Interpret Pictograms 2

Class Pets



Answer the following questions.

1. Which is the most common pet?
2. How many pets are there in the class?
3. How many more rabbits than hamsters are there?
4. How many fewer dogs than cats are there?

Write your own questions for a friend.

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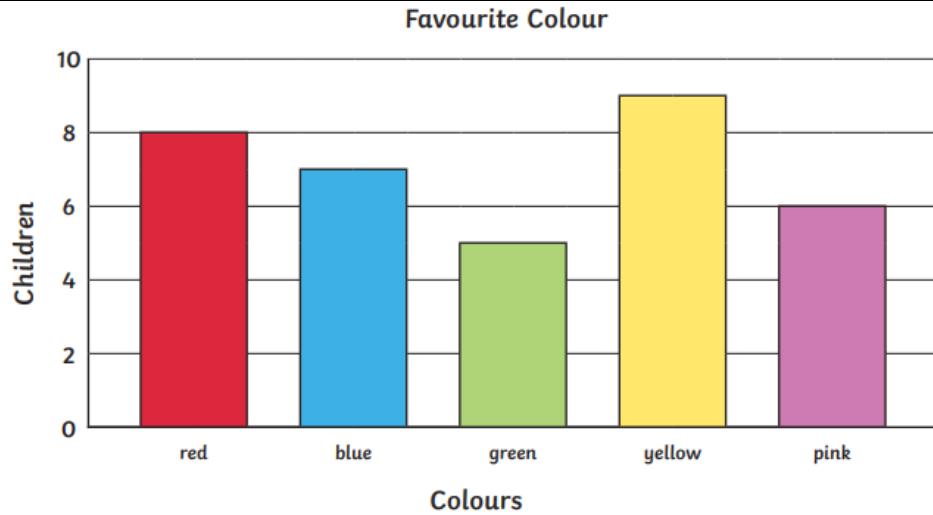


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## Interpreting Bar graphs



Answer the following questions.

1. What is the least favourite colour? \_\_\_\_\_
2. How many children chose yellow as their favourite colour? \_\_\_\_\_
3. How many fewer children chose green than blue, as their favourite colour? \_\_\_\_\_
4. How many children chose pink or red as their favourite colour? \_\_\_\_\_

Write your own questions for a friend.

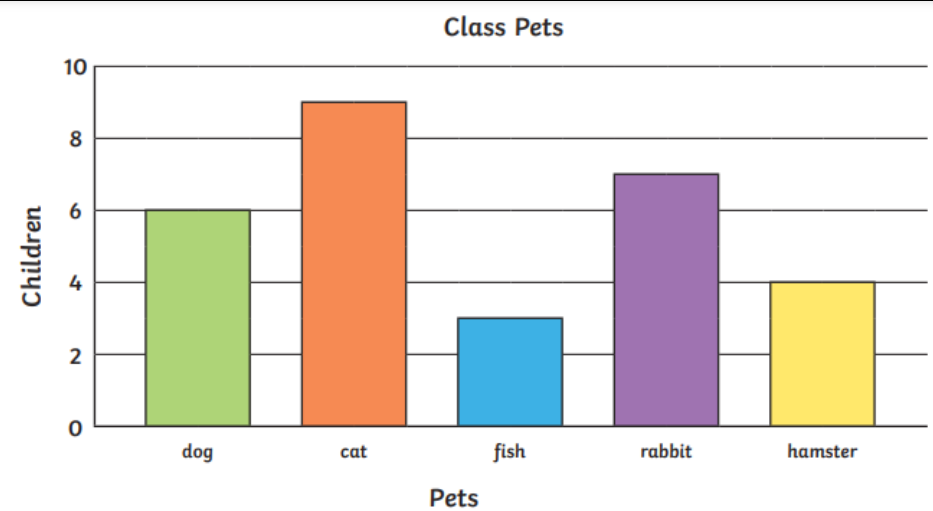
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Answer the following questions.

1. What is the most common pet? \_\_\_\_\_
2. How many pets are there in the class? \_\_\_\_\_
3. How many more rabbits than hamster are there? \_\_\_\_\_
4. How many fewer dogs than cats are there? \_\_\_\_\_

Write your own questions for a friend.

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# 6 Times Table Activities

Work out these answers:

a)  $2 \times 6 =$  \_\_\_\_\_ d)  $8 \times 6 =$  \_\_\_\_\_

b)  $12 \times 6 =$  \_\_\_\_\_ e)  $7 \times 6 =$  \_\_\_\_\_

c)  $5 \times 6 =$  \_\_\_\_\_ f)  $6 \times 6 =$  \_\_\_\_\_

How many blocks are there?

a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

Count in 6s and colour in the 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	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

# BACK TO EARTH WITH A BUMP

Reported by Amanda Kelper, Media Correspondent, London



Landing with a bump! Tim Peake lands safely in Kazakhstan

Last week, British astronaut Tim Peake returned home from an incredible six month stay on the International Space Station (ISS), with his two crew mates. He is the first British astronaut to have lived on the ISS.

The men were launched into space on 15<sup>th</sup> December 2015. The mission involved conducting experiments and testing out new technology. Peake told reporters that the best part was a spacewalk to make a repair on the space station.

They had travelled around the planet 3000 times whilst in space. When they returned home in a space capsule, the touchdown was bumpy as there were high winds. They landed safely, were pulled out of the capsule and carried as their legs were too weak to walk.

Whilst being checked by medical staff, Peake explained, 'The smells of the earth are so strong and it is wonderful to be back in the fresh air.'

He commented on how he had missed his family and friends and was looking forward to spending time with them. When asked if he would return to space, he replied, '...in a heartbeat.'



Tim Peake and his crew mates Yuri Malenchenko and Timothy Kopra

Having been recognised by the Queen for his services to science, Tim was given an award. He dedicated the award to his entire team.

## Comprehension Questions

Answer questions in full sentences.

1. How long had Peake been living on the ISS?

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2. Write down **one** job that Tim had to do on the mission.

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3. Why were the astronauts carried out of the capsule?

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4. What did Peake notice once he'd left the capsule?

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5. What was hard about being on the ISS for so long?

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6. Who wrote the article?

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7. Give a reason why space travel is important.

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# BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth.

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

The International Space Station is a large spacecraft that travels around the Earth. It is a home where astronauts can live while in space. The Space Station was built in pieces and many nations were involved in its construction. For example, the first piece was launched in November 1998 by the Russians. Construction of the space station was finally completed in 2011.

The men were launched into space on 15<sup>th</sup> December 2015. The mission involved conducting experiments, testing out new technology and inspiring the next generations of space travellers. Peake told reporters that the best part of his mission was a spacewalk where he had to make a repair on the space station.

Having circled the planet nearly 3,000 times, the crew returned home to Earth in a capsule, which reached speeds of up to 28,000 kilometres per hour. The touchdown was bumpy due to high winds. However the astronauts landed safely in Kazakhstan, all returning in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk. While sitting in their space suits, the men were checked over by medical staff. During these checks, Peake



Landing with a bump! Tim Peake lands safely in Kazakhstan.

was asked how it felt to be home. 'The smells of Earth are so strong and it's wonderful to be back in the fresh air'.

Tim later flew from Kazakhstan to the headquarters of the European Space Agency in Germany where he is getting used to life back on Earth. Scientists and doctors are carrying out tests to see how his body has been affected by his time in space. Being in space can have a serious impact on the human body. When astronauts return home, they have to readapt to the gravity on Earth as the lack of gravity in space can also cause your bones and muscles to weaken.

Peake recently commented on how he'd missed family and friends, and even the rain. Tim said he was now looking forward to spending some quality time with his family. When asked if he'd return to space in the future, he replied, '...in a heartbeat'.

Having been recognised by the Queen for his services to science, Tim is now a CMG, or Companion of the Order of St Michael and St George. He dedicated this award to his entire team.

Photo courtesy of NASA. © 2016 BBC. All rights reserved. No part of this publication may be reproduced without permission in writing from the copyright owner.

A newspaper report must include...

the name of the newspaper at the top;

an interesting headline and sub-headline;

an introductory paragraph that includes the five Ws;

captions for all pictures;

facts about the main events;

writing in the third person and past tense;

“ quotes written as direct speech; ”

a conclusion paragraph to explain what might happen next.

Next

Headline activity and 5W's activity: Choose one of the images and complete the chart - who, what, where, when, why?



Who?

What?

Where?

When?

Why?



Who?

What?

Where?

When?

Why?



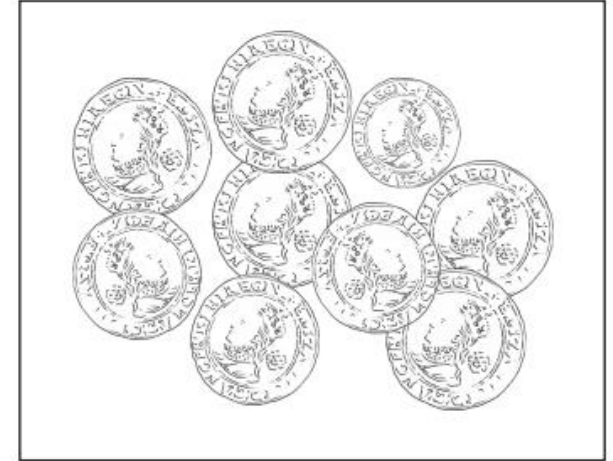
Captions - Look at the pictures. Can you write a caption for each one? Look at the examples to help you.



William and Betty Mills - are they the luckiest couple in the country?



Landing with a bump! Tim Peake lands safely in Kazakhstan.



The treasure was discovered in a garden in Somerset.

Now you try:







# Planning a Newspaper Report



Name of newspaper: \_\_\_\_\_

Price: \_\_\_\_\_

Date: \_\_\_\_\_

Story headline: \_\_\_\_\_

Introduction		Interviews	
Who was involved?		Who will you interview? How are they involved in the events?	
What happened?	First, _____	What did they have to say?	
	Next, _____		
	Then, _____		
Where did the event take place?		<b>Final paragraph</b>	
When did it happen?		What are the characters doing now?	
		What might happen in the future?	