



Weekly learning pack

Year 3

English

GPS focus- Spellings,
nouns and pronouns

Task 1

- Practice these spellings from the year 3-4 spelling list using look, cover, write
- Write them in your neatest joined handwriting
- Write them in funky bubble writing

1. certain
2. circle
3. complete
4. consider
5. continue
6. decide
7. describe
8. different
9. difficult
10. disappear

Extension: can you use each word in a sentence?

Challenge- can you use more than one of these words in the same sentence and use a comma or a conjunction?

Task 2

What is a noun?

What is a pronoun?

A noun is an object, person or place.

Callumn sofa London chair sausage Rupert

A pronoun is used to replace a noun
and avoid repetition

She he it they us them

Write down all of the pronouns that you can see in this short paragraph that are used to replace the nouns.

Match the Pronoun with Its Noun

In the following paragraph, there are lots of pronouns. Can you circle them all?

Chocolate first came from Central America. It was originally called Xocolatl. When Spanish explorers travelled to the New World, they found many unknown foods there. These were brought back as gifts for their kings and queens. In 1847, Joseph Fry made the first chocolate bar, which he called 'Chocolate Cream'. British people must love chocolate, because on average we eat about 8.5kg each every year, which could make us very fat!

Now find the noun or noun phrase each pronoun belongs to. Write them as a pair, like this:

'it' = chocolate

Check your answers- did you find all of the pronouns?

Match the Pronoun with Its Noun

In the following paragraph, there are lots of pronouns. Can you circle them all?

Chocolate first came from Central America. **It** was originally called Xocolatl. When Spanish explorers travelled to the New World, **they** found many unknown foods there. **These** were brought back as gifts for **their** kings and queens. In 1847, Joseph Fry made the first chocolate bar, which **he** called 'Chocolate Cream'. British people must love chocolate, because on average **we** eat about 8.5kg each every year, which could make **us** very fat!

Now find the noun or noun phrase each pronoun belongs to. Write them as a pair, like this:

'it' = chocolate

They= Spanish explorers
These= unknown foods
Their= Spanish explorers
He= Joseph Fry
We= British people
Us = British people

Task 3

Write down the definition of a noun and the definition of pronoun.

Extension- can you list 5 examples with each of your definitions

Were you correct?

A noun is an object, person or place.

A pronoun is used to replace a noun
and avoid repetition

Write the sentences out in your best handwriting, underline the nouns and use an appropriate pronoun in the missing places.

Task

1 Abdi-rahman picked up the ball. He kicked ____ in the air.

2 The team was happy when ____ won the cup.

3 Abla went out in the rain. ____ got very wet.

4 John went home. ____ had chips and beans for ____ tea.

5 I bought some crisps. The shopkeeper gave them to ____.

Answers

Task

- 1 Abdi-Rahman picked up the ball. He kicked **IT** in the air.
- 2 The team was happy when **THEY** won the cup.
- 3 Abla went out in the rain. **SHE** got very wet.
- 4 John went home. **HE** had chips and beans for **HIS** tea.
- 5 I bought some crisps. The shopkeeper gave them to **ME**.

Write the sentence and make sure you replace the nouns/noun phrases in these sentences with a pronoun

1. Tom was the fastest boy in the school and Tom loved to run.
2. I bought a lollipop from the shop and the shopkeeper passed the lollipop to me.
3. I thought the film was really good because the film was funny.
4. Susan went out in the rain and Susan got very wet.

Were you correct?

1. Tom was the fastest boy in the school and **HE** loved to run.
2. I bought a lollipop from the shop and the shopkeeper passed **IT** to me.
3. I thought the film was really good because **IT** was funny.
4. Susan went out in the rain and **SHE** got very wet.

Task 4

Pronoun or Not?

Keeping in mind that 'a pronoun is a word which takes the place of a noun', sort the following words into the correct circles.

orange
that

yours
them

himself
home

Larry
piano

it
him

Pronouns

Not Pronouns

Task 4

Answers

Pronoun or Not?

Keeping in mind that 'a pronoun is a word which takes the place of a noun', sort the following words into the correct circles.

orange
that

yours
them

himself
home

Larry
piano

it
him

Pronouns

that
yours it
them him
himself

Not Pronouns

orange
home
Larry
piano

Maths

Place Value

Task 1 Place Value: 100, 10s and 1s part 2



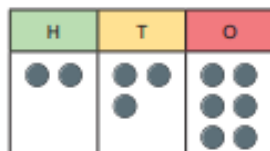
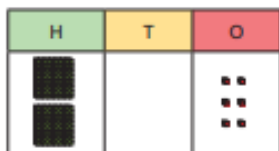
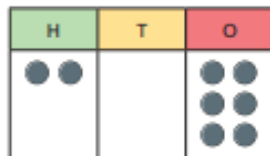
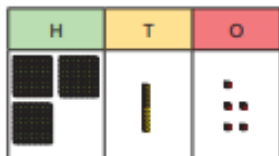
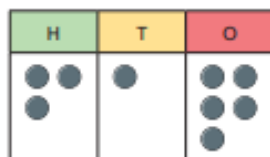
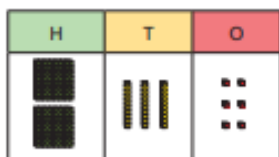
100s, 10s and 1s (2)

1 How many sweets are there?

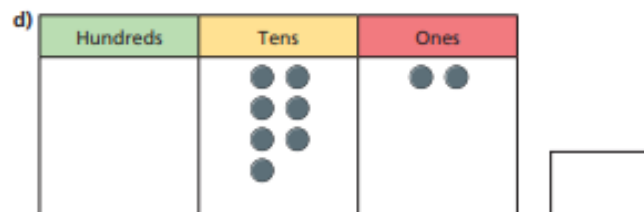
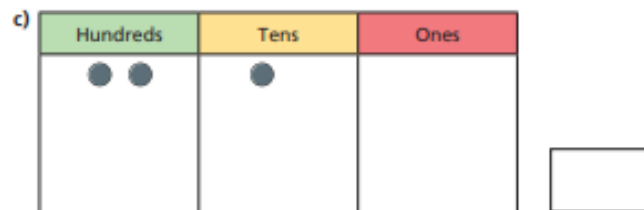
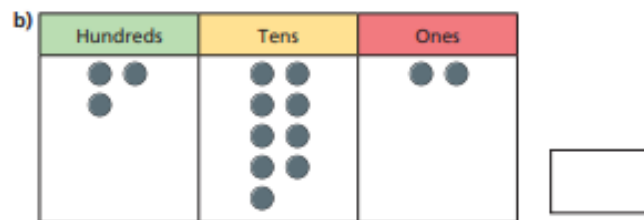
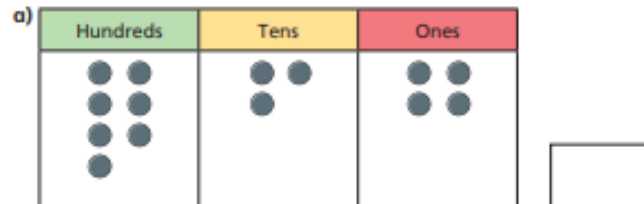


There are sweets.

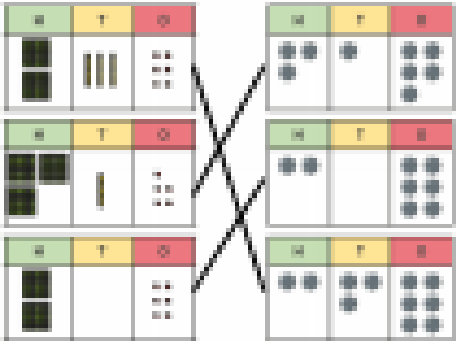
2 Match the place value charts.



3 What numbers are represented?



Check your answers

Question	Answer
1	There are 529 sweets
2	
3	a) 734 b) 392 c) 210 d) 72

Task 2 Place Value: 100s, 10s and 1s part 2

- 4 Make these numbers using counters.

Draw the counters on the place value charts.

- a) 215

Hundreds	Tens	Ones

- b) $300 + 70 + 8$

Hundreds	Tens	Ones

- c) two hundred and seventy

Hundreds	Tens	Ones

- 5 Teddy is making numbers using 10 counters.

Hundreds	Tens	Ones

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

- b) Write two more numbers Teddy can make.

- c) What is the biggest number Teddy can make?



- 6 Whitney is thinking of a number.

The number Whitney is thinking of is 538

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



Is this true or false?

Explain how you know.

- 7 Dani uses counters to make this number.

Hundreds	Tens	Ones
●● ●●	●	●● ●

- a) What number has Dani made?

- b) Dani moves 2 of the counters.

Which of these numbers can she make?

Circle your answer.

233 613 800 215 224



Check your answers

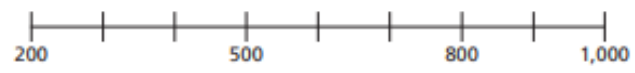
4	<p>a) <table border="1" data-bbox="465 258 923 382"><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>● ●</td><td>●</td><td>● ● ● ● ●</td></tr></tbody></table></p> <p>b) <table border="1" data-bbox="465 401 923 525"><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>● ● ●</td><td>● ● ● ● ● ● ●</td><td>● ● ● ● ● ● ● ●</td></tr></tbody></table></p> <p>c) <table border="1" data-bbox="465 544 923 668"><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>● ●</td><td>● ● ● ● ● ● ●</td><td></td></tr></tbody></table></p>	Hundreds	Tens	Ones	● ●	●	● ● ● ● ●	Hundreds	Tens	Ones	● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	Hundreds	Tens	Ones	● ●	● ● ● ● ● ● ●	
Hundreds	Tens	Ones																	
● ●	●	● ● ● ● ●																	
Hundreds	Tens	Ones																	
● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ● ●																	
Hundreds	Tens	Ones																	
● ●	● ● ● ● ● ● ●																		
5	<p>a) <table border="1" data-bbox="455 751 913 875"><thead><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>● ●</td><td>●</td><td>● ● ● ● ● ● ●</td></tr></tbody></table></p> <p>b) Children write any numbers with a digit total of 10 e.g. 325 or 811</p> <p>c) 910</p>	Hundreds	Tens	Ones	● ●	●	● ● ● ● ● ● ●												
Hundreds	Tens	Ones																	
● ●	●	● ● ● ● ● ● ●																	
6	False, Whitney has mixed the tens and ones up. She is thinking of 583																		
7	<p>a) 413</p> <p>b) 233, 215, 224</p>																		

Task 3 Place value: number line to 1000

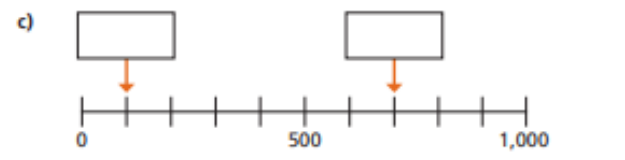
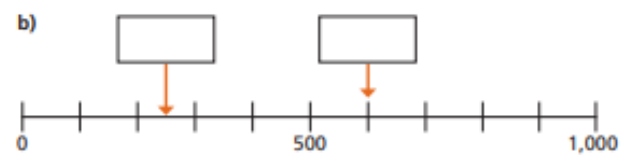
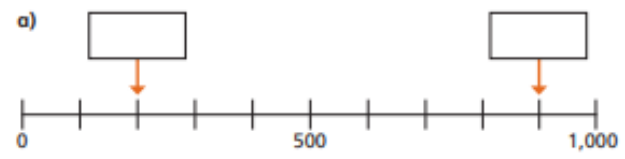


Number line to 1,000

1 Complete the number line.

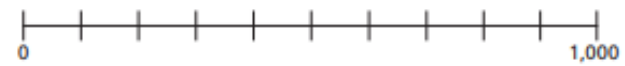


2 What numbers are the arrows pointing to?



3 Write these numbers on the number line.

400 150 600 990

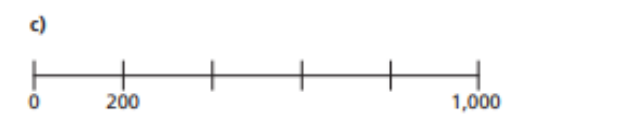
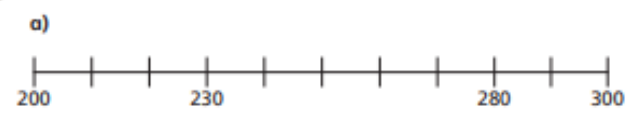


4 Here is a number line from 0 to 1,000

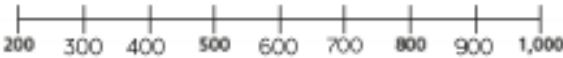
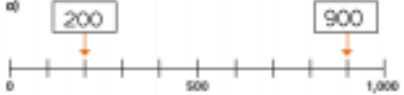
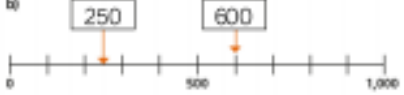
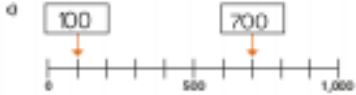
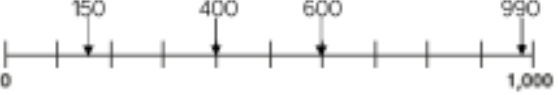

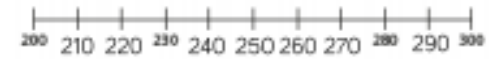
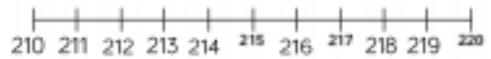
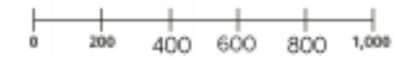


Label 500 and 750 on the number line.

5 Complete the number lines.



Check your answers

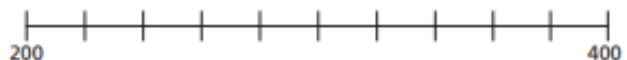
1	
2	<p>a) </p> <p>b) </p> <p>c) </p>
3	
4	
5	<p>a) </p> <p>b) </p> <p>c) </p>

Task 4 place value: number line to 1000

6 a) Label 470 on the number line.



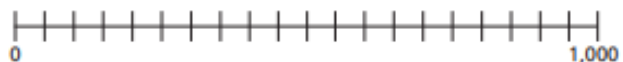
b) Label 280 on the number line.



7



This number line goes up in 100s.



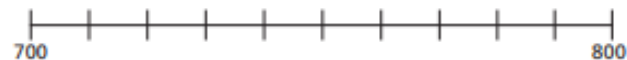
Is Alex correct? How do you know?

8 Draw an arrow to 785 on each number line.

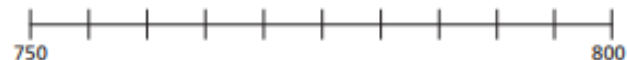
a)



b)



c)




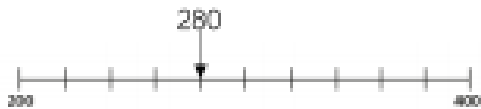


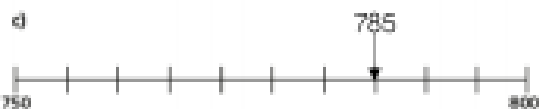

9 Estimate where these numbers go on the number line.

300 750 30 995



How did you do this? Talk about it with a partner.

Check your answers

Question	Answer
6	<p>a)</p>  <p>A horizontal number line with tick marks at 400 and 500. A vertical line with an arrowhead points down to the number 470, which is positioned between the 400 and 500 marks.</p> <p>b)</p>  <p>A horizontal number line with tick marks at 200 and 400. There are 10 equal intervals between 200 and 400. A vertical line with an arrowhead points down to the number 280, which is located at the 8th tick mark after 200.</p>
7	<p>Alexis incorrect. The number line is going up in 50s If the number line was going up in 100s, the last number would be 2,000</p>
8	<p>a)</p>  <p>A horizontal number line with tick marks at 0 and 1,000. There are 20 equal intervals between 0 and 1,000. A vertical line with an arrowhead points down to the number 785, which is located at the 16th tick mark after 0.</p> <p>b)</p>  <p>A horizontal number line with tick marks at 700 and 800. There are 10 equal intervals between 700 and 800. A vertical line with an arrowhead points down to the number 785, which is located at the 8th tick mark after 700.</p> <p>c)</p>  <p>A horizontal number line with tick marks at 750 and 800. There are 10 equal intervals between 750 and 800. A vertical line with an arrowhead points down to the number 785, which is located at the 5th tick mark after 750.</p>
9	<p>Children may decide to divide the number line up into different intervals to help them place the numbers.</p>  <p>A horizontal number line with tick marks at 0 and 1,000. Four specific numbers are marked with vertical lines and arrowheads pointing down: 30, 300, 750, and 995. The intervals between these numbers are not equal.</p>

Curriculum

(History)

Attention Year 3!!!!

This week we still need you to help us create amazing resources for future Year 3 children to use when leaning about Hull's fishing industry.



The task:

Today you are going to create a resource to explain to other children **why and how** Hull's fishing industry started.



Task 1 - Read the information found on my learning.

Hull's trawling industry started in Victorian times (1837-1901) and actually came about by accident. One day in 1850 a fishing boat sailed out of Scarborough and put out its net in the ocean. But a big storm was brewing and the little boat got caught in the storm. It was then blown off course, and ended up in the River Humber.

When the boat came into the dock its nets had been ripped up by the storm, but one part of the net had not been destroyed and it was bursting full of fish! Sailors realised they must have been swept over a huge fishing ground somewhere near the river. And they had! There was a big fishing ground about 70 miles from Spurn Point, which became known as the Silver Pits.

Over the next few years a lot of boats called Smacks came to Hull to fish and by 1903 only trawlers were sent to Hull to fish. They were called trawlers because the net they used to catch the fish was a trawl-net.

Task 2.

Look at the two pictures below.

The first picture is a trawler, the other is Smack.

Which one would be better at getting the job done and why do you think this?



Task 3.

Why did Hull's fishing industry begin?

You are going to create a letter as if you were a fisherman.

You are writing to your friend to explain to them what happened to them on that night you went fishing and you were blown off course.

Remember:

Dear ,

You will never believe what we discovered today.

- Explain what happened.
- Explain where you ended up.
- Explain what you found in your net.
- Explain what is going to happen after this.

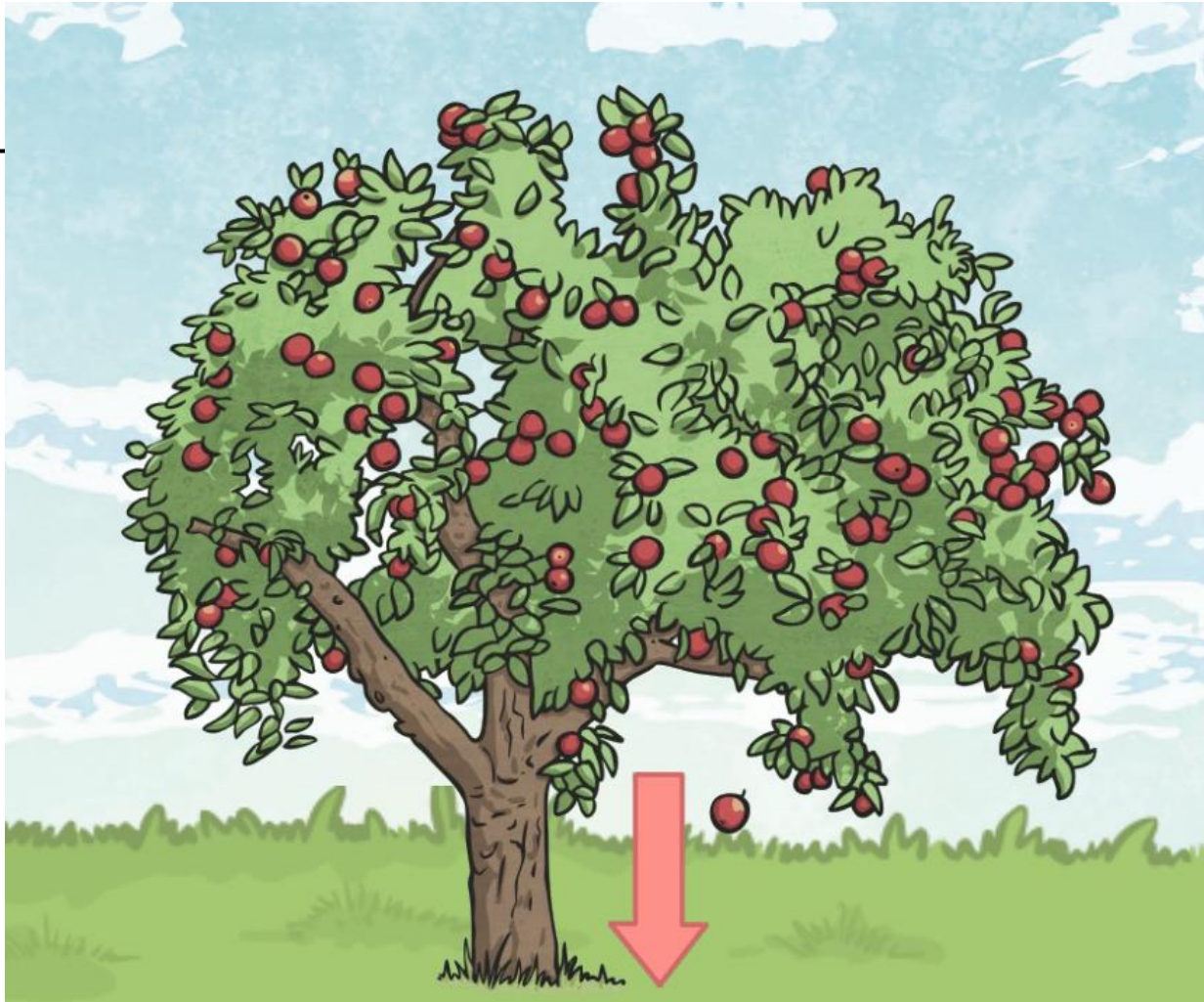
From,

Science

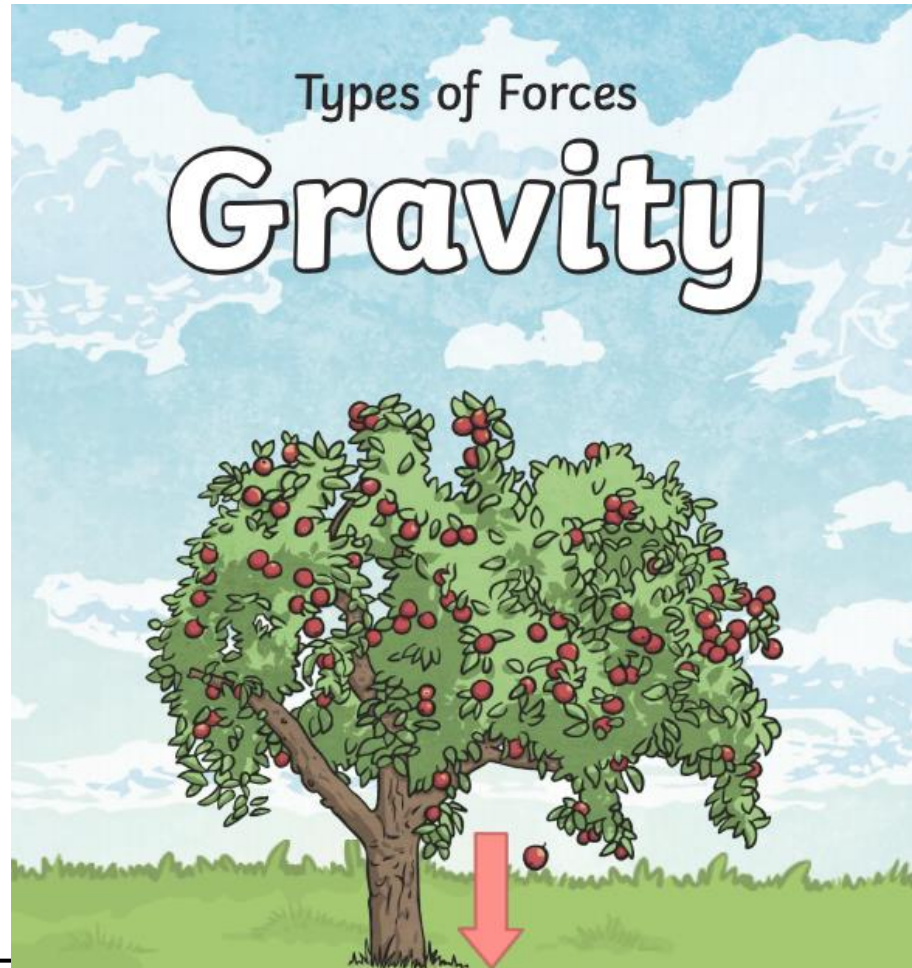
Task 1

This week you are going to focus on one force.

Can you remember the name of this force in action?



It is gravity!!!!



Gravity is the force that pulls objects downwards towards the centre of the Earth.

Task 1.

We don't often think about gravity because we know what it is and it just works all the time.

However there was a point in time when people did know what this was and it was not given a name.

You are going to research who the famous scientist was who discovered gravity and how he discovered gravity.

Watch this video that outlines who the scientist was who discovered gravity.

<https://www.youtube.com/watch?v=1vTbtna25j8>

Here is another useful website.

<https://www.theschoolrun.com/homework-help/gravity>

Task 2.

You are going to create an information poster all about gravity.

You need:

Title (what is the force called)

Who discovered it?

When was it discovered?

How was it discovered?

What is gravity? (What does it do - does it pull or push?)

What would happen if there was no gravity?

~~Pictures (the earth with arrows to show which way the force moves)~~

Task 3.

The Force of Gravity

Draw an arrow to indicate the forces present in each image and label them.



Task 3 answers.

The Force of Gravity Answers

