



Weekly learning pack

Year 3

English

Spellings, and sentence
types

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 the funky bubble writing

1. though
2. thought
3. through
4. various
5. weight
6. woman
7. women
8. accident
9. accidentally
10. actual

Extension: can you include these words in a sentence and use an expanded noun phrase?

Challenge- can you include any of these words in a sentence using a fronted adverbial?

Task 1

A statement is a sentence which tells you a fact, opinion or idea.
E.G A rainbow has seven colours.

A question usually asks you something and ends with a question mark.
E.G Have you done your homework?

An exclamation is used when someone is surprised.
It always starts with 'How' or 'What' and contains a noun
and a verb.

E.G How amazing is that! What a lovely day!

They are often urgent or angry, can be very short and contain
an imperative verb. Commands Imperative verbs are also known
as 'bossy verbs'- they tell people what to do.

E.G Go and get your coat.

Task 1

1. Draw a line to match the sentences to the sentence type.

How lucky we are to see a
hedgehog!

statement

Where would you like to go for your
birthday?

question

Tell me how you did that
magic trick!

exclamation

The giraffe is the tallest animal in
the world.

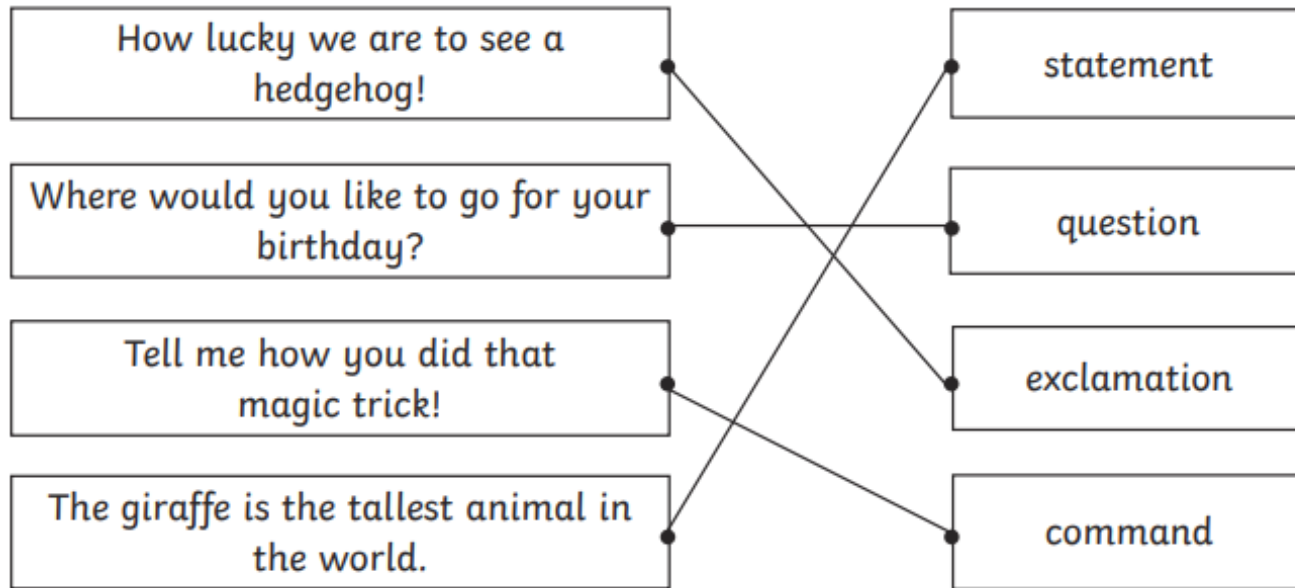
command

2. Choose one animal from the pictures and write a statement sentence about it.



Functions of Sentences: Statements, Questions, Commands and Exclamations **Answers**

1. Draw a line to match the sentences to the sentence type.



2. Choose one animal from the pictures and write a statement sentence about it.

Pupils' own responses that are statements which tell us something about the animal and end in a full stop.

Task 2

Can you remember the four sentence types you have looked at?

Your job today is to write a short definition of what each one is.

Task 3

10. Can you write a statement, command, question and exclamation for this picture?

Statement:

Command:

Question:

Exclamation:



Task 4

a Mr Whoops has made three clumsy spelling mistakes in his sentence.

Can you underline them and correct them?

Last night, I saw an illusionist, who was a member of the magic sircle, perform varyous piculiar tricks at a local magic show.

b Can you add two adjectives and an appropriate punctuation mark into this sentence to describe the train?

The _____ train sped past the station.

c Underline all the verbs in this sentence:

Tomorrow, my team are playing in the cup final and I am the top goal scorer.



d Are these sentences commands, exclamations, statements or questions?

Did you see the news

How terrible that is

Put that down

e Complete this table:

	starts with a vowel	starts with a consonant
garage		
newspaper		
unicorn		
igloo		

f Circle the prepositions in these sentences?

The frightened boy hid behind the jagged rock.

The girl, who was wearing a sun hat, was sitting under the umbrella.

Task 4 [Answers](#)

Mr Whoops has made three clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Last night, I saw an illusionist, who was a member of the magic **sircle**, perform **varyous piculiar** tricks at a local magic show.

various
circle
peculiar

Can you add two adjectives and an appropriate punctuation mark into this sentence to describe the train?

The _____ train sped past the station.

Accept any two appropriate adjectives separated by a comma, e.g. fast, yellow train.

Underline all the verbs in this sentence:

Tomorrow, my team **are playing** in the cup final and I **am** the top goal scorer.

Are these sentences commands, exclamations, statements or questions?

Did you see the news?

question

How terrible that is!

exclamation

Put that down.

command

Complete this table:

	starts with a vowel	starts with a consonant
garage		X
newspaper		X
unicorn	X	
igloo	X	

Circle the prepositions in these sentences?

The frightened boy hid **behind** the jagged rock.

The girl, who was wearing a sun hat, was sitting under the umbrella.

Task 5

Spelling test: get somebody to read the spellings to you and test you on how many you can remember.

1. though
2. thought
3. through
4. various
5. weight
6. woman
7. women
8. accident
9. accidentally
10. actual

Maths

Multiplication and
Division

Task 1A-

Equal groups

1 Complete the sentences to describe the groups.

a)

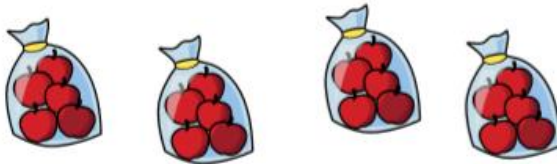


There are plates.

Each plate has cakes.

There are equal groups of

b)



There are bags.

Each bag has apples.

There are equal groups of

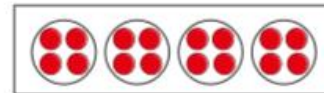
- 2 Kim has 6 equal groups of 5
- Use cubes to represent this.
 - Draw your cubes.

What could the cubes represent?

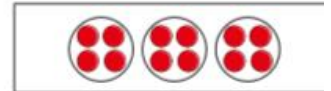
Talk about it with a partner.

3 Match the statements to the representations.

3 equal
groups of 4



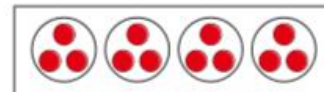
3 equal
groups of 3



4 equal
groups of 3



4 equal
groups of 4



Task 1A- Check your answers

Equal groups

Kirstie
Maths

1 Complete the sentences to describe the groups.

a)



There are plates.

Each plate has cakes.

There are equal groups of

b)



There are bags.

Each bag has apples.

There are equal groups of

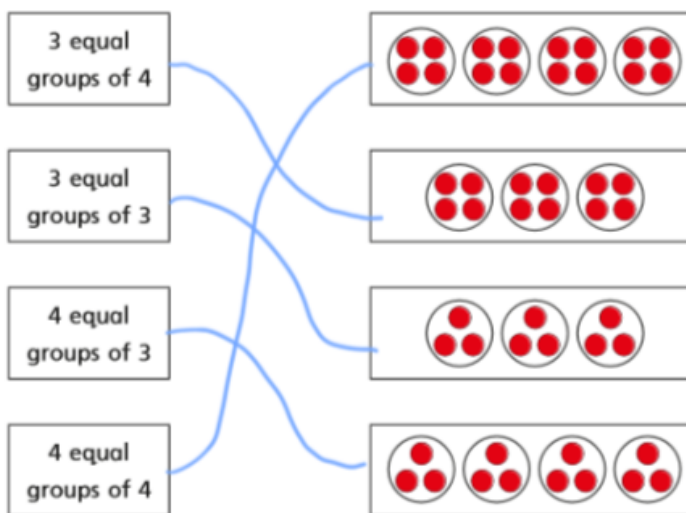
- 2 Kim has 6 equal groups of 5
- Use cubes to represent this.
 - Draw your cubes.



What could the cubes represent?

Talk about it with a partner.

3 Match the statements to the representations.



Activate Windows

Task 1B

4



Arrange the coins into 3 equal groups.

How many coins are there in each group?

5

What would 5 equal groups of 0 look like?

Draw your answer.

What could the number story be?

6

Dani makes an array.



a) Circle 4 groups of 2

Do this in two different ways.



b) Circle 2 groups of 4

Do this in two different ways.



7

Filip has used counters to represent 5 equal groups of 3



a) Draw more counters to represent 5 equal groups of 4

b) How many more counters did you draw?

c) What do you notice?

8



a) How many ways can you arrange the flowers into equal groups?

b) How do you know you have found all the ways?

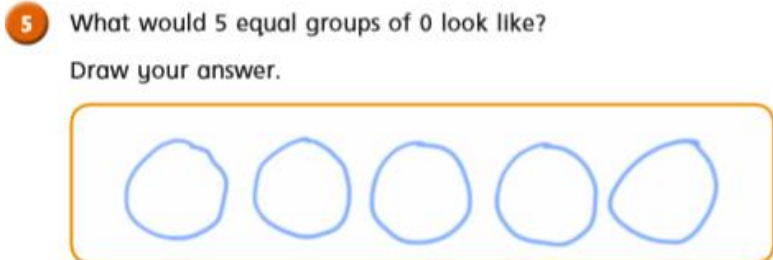
Task 1B- Check your answers



4

Arrange the coins into 3 equal groups.

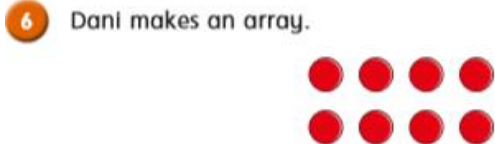
How many coins are there in each group? 2



5 What would 5 equal groups of 1 look like?

Draw your answer.

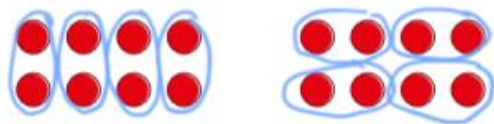
What could the number story be?



6 Dani makes an array.

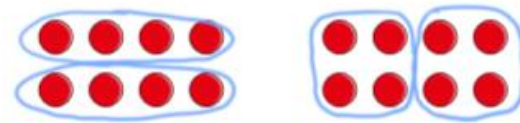
a) Circle 4 groups of 2

Do this in two different ways.

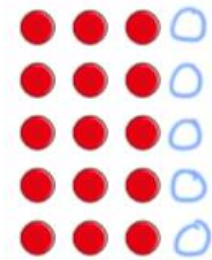


b) Circle 2 groups of 4

Do this in two different ways.



7 Filip has used counters to represent 5 equal groups of 3



a) Draw more counters to represent 5 equal groups of 4

b) How many more counters did you draw? 5

c) What do you notice?



8

a) How many ways can you arrange the flowers into equal groups?

Various answers.

b) How do you know you have found all the ways?

Task 2A

Multiply by 3

1000
Maths

1 Complete the sentences.

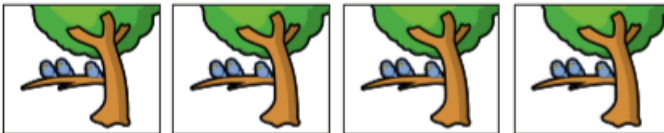


There are equal groups of

$$\square + \square + \square + \square + \square + \square = \square$$

$$\square \times \square = \square$$

b)



There are equal groups of

$$\square = \square + \square + \square + \square$$

$$\square = \square \times \square$$

c)



There are equal groups of

$$\square + \square + \square + \square + \square + \square + \square = \square$$

$$\square \times \square = \square$$

Could you write the number sentences in a different way?

2 Write two multiplication sentences for each part of the question.

a)



$$\square \times \square = \square$$

$$\square \times \square = \square$$

Task 2A- Check your answers



Multiply by 3

1 Complete the sentences.

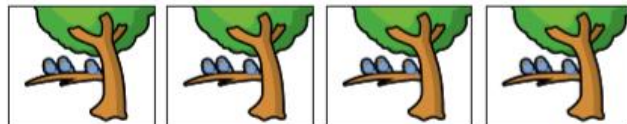


There are equal groups of

$$\boxed{3} + \boxed{3} + \boxed{3} + \boxed{3} + \boxed{3} + \boxed{3} = \boxed{18}$$

$$\boxed{6} \times \boxed{3} = \boxed{18}$$

b)



There are equal groups of

$$\boxed{12} = \boxed{3} + \boxed{3} + \boxed{3} + \boxed{3}$$

$$\boxed{12} = \boxed{4} \times \boxed{3}$$

d)



There are equal groups of

$$\boxed{3} + \boxed{3} + \boxed{3} + \boxed{3} + \boxed{3} + \boxed{3} + \boxed{3} = \boxed{21}$$

$$\boxed{7} \times \boxed{3} = \boxed{21}$$

Could you write the number sentences in a different way?

2 Write two multiplication sentences for each part of the question.

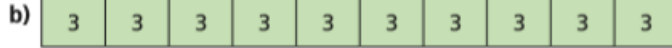
a)



$$\boxed{3} \times \boxed{5} = \boxed{15}$$

$$\boxed{5} \times \boxed{3} = \boxed{15}$$

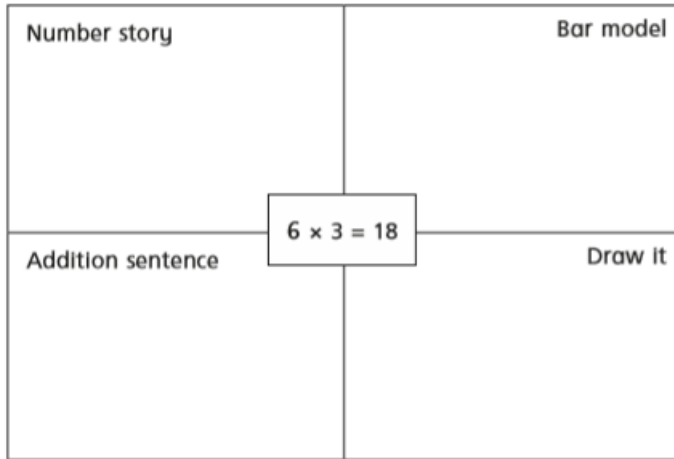
Task 2B



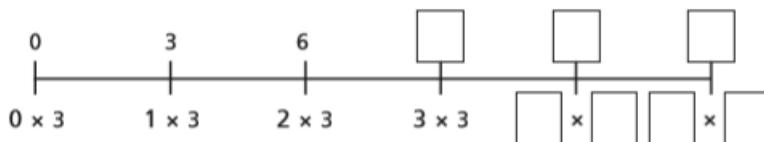
$$\square \times \square = \square$$

$$\square \times \square = \square$$

3 Complete the diagram.



4 Complete the number line.



5



6 lots of 3
is 6 more than
5 lots of 3

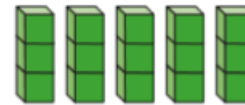
Do you agree with Dora? _____

Explain why.

6

Which is the odd one out?

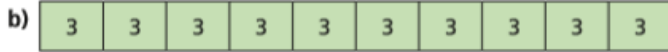
Tick your answer.



Explain your answer.

Is there more than one answer?

Task 2B- Check you answers



$$10 \times 3 = 30$$

$$3 \times 10 = 30$$

3 Complete the diagram.

<p>Number story E.g. There are 6 plates with 3 cupcakes on each plate.</p>	<p>Bar model</p>
<p>Addition sentence</p> $3+3+3+3+3+3=18$	<p>Draw it</p>

$6 \times 3 = 18$

4 Complete the number line.



5



6 lots of 3 is 6 more than 5 lots of 3

Do you agree with Dora? NO

Explain why.

$$6 \times 3 = 3+3+3+3+3+3$$

$$5 \times 3 = 2+3+3+3+3 \text{ so its 3 more.}$$

6

Which is the odd one out?

Tick your answer.

E.g.

Explain your answer.

It shows 2x3, the others show 5x3 or 3x5

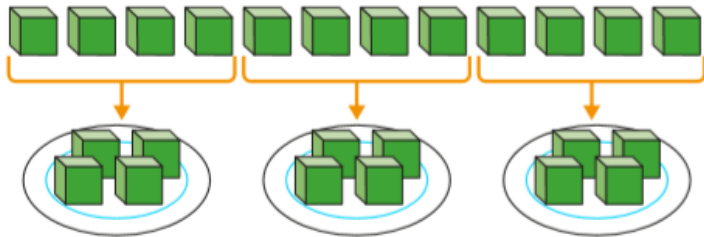
Is there more than one answer?

Task 3A-

Divide by 3



1



Complete the sentences.

There are 12 cubes.

There are plates.

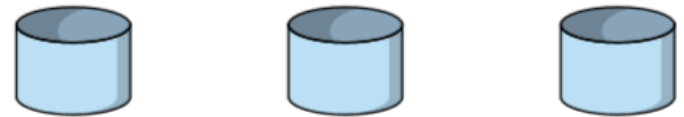
Each plate has cubes.

12 divided into equal groups is



2 Mo has 15 pencils.

He shares them equally into 3 pots.



How many pencils will there be in each pot?

There will be pencils in each pot.

3 Divide 18 counters into groups of 3 counters.

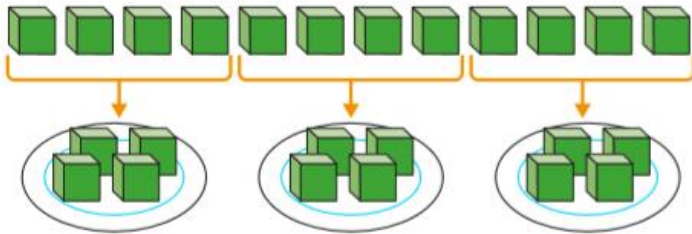
Draw a picture to show what this would look like.

How many groups did you draw?

Task 3 A- Check your answers

Divide by 3

1



Complete the sentences.

There are 12 cubes.

There are plates.

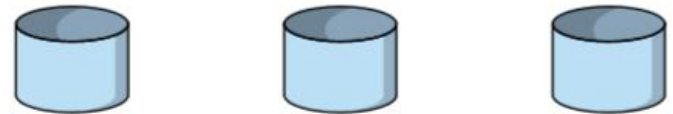
Each plate has cubes.

12 divided into equal groups is



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He shares them equally into 3 pots.

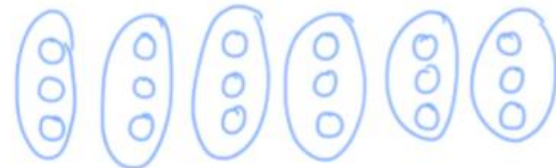


How many pencils will there be in each pot?

There will be pencils in each pot.

3 Divide 18 counters into groups of 3 counters.

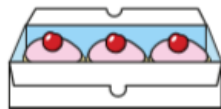
Draw a picture to show what this would look like.



How many groups did you draw?

Task 3B –

- 4 There are 27 cakes.
A box can hold 3 cakes.
How many boxes of 3 cakes can be filled?
Use the number line to help you.



boxes of 3 cakes can be filled.

- 5 Complete the bar model for the division $33 \div 3 = 11$



Is there more than one way to do this?

- 6 Complete the division statements for each problem.

- a) Esther has 21 balloons.
She puts them into 3 party bags.
How many balloons are in each party bag?

$$\square \div \square = \square$$

- b) Nijah has 36 apples.

In each box there are 3 apples.

How many boxes are there?

$$\square \div \square = \square$$

- c) 24 children stand in groups of 3

How many groups are there?

$$\square \div \square = \square$$

- 7 Numbers that follow each other when you count are called consecutive numbers.

Three consecutive numbers can form a staircase.

Here is 4, 5 and 6



When you add three consecutive numbers, the total can always be divided equally by 3

Is this statement correct?

Talk about it with a partner.



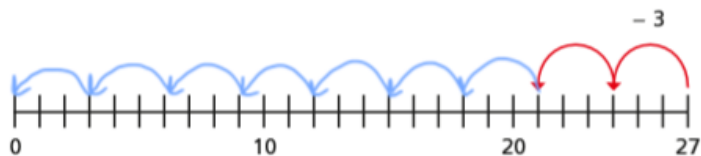
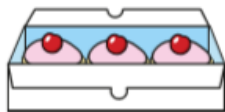
Task 3B answers

- 4 There are 27 cakes.

A box can hold 3 cakes.

How many boxes of 3 cakes can be filled?

Use the number line to help you.



boxes of 3 cakes can be filled.

- 5 Complete the bar model for the division $33 \div 3 = 11$



Is there more than one way to do this?

- 6 Complete the division statements for each problem.

- a) Esther has 21 balloons.

She puts them into 3 party bags.

How many balloons are in each party bag?

$$\boxed{21} \div \boxed{3} = \boxed{7}$$

- b) Nijah has 36 apples.

In each box there are 3 apples.

How many boxes are there?

$$\boxed{36} \div \boxed{3} = \boxed{12}$$

- c) 24 children stand in groups of 3

How many groups are there?

$$\boxed{24} \div \boxed{3} = \boxed{8}$$

- 7 Numbers that follow each other when you count are called consecutive numbers.

Three consecutive numbers can form a staircase.

Here is 4, 5 and 6



When you add three consecutive numbers, the total can always be divided equally by 3

Is this statement correct?

Talk about it with a partner.

Task 5 – Something fun home game/family challenge: Let's play countdown



What you need to play (these will only take a couple of minutes to make) :

- 4 'large number' cards with the numbers 25, 50, 75 and 100 on them
- cards with the digits 1-10 on them, with at least two cards for each number

How to play:

- *Step 1:* Set out 4 large number cards (25, 50, 75 and 100) face down and mixed up.
- *Step 2:* Do the same with the 1 – 10 cards, making sure you have at least 2 cards for each number.
- *Step 3:* Players take it in turns to select one of the big number cards or one of the small number cards, until there are 6 cards laid out all together.
- *Step 4:* Someone who is playing the game needs to generate a 3-digit number. This can be by throwing a dice, or selecting cards from a pile of 0 to 9 cards.
- *Step 5:* Once the number has been generated, turn over the six cards and players have to try and get to that total using any of the six number cards and any of the four operations.

Each card can only be used once and the winner is the first person to reach the total, or the player who is closest after a set length of time.

The game can be adapted for younger children, by choosing the numbers on the cards carefully and having them aiming to reach a 2-digit number, rather than a 3-digit number.

Here is a video to show you the resources and how to play

https://youtu.be/RZgkr5_Xn58

Task 6

Keep practicing your times tables and maybe you could become
a rock legend



<https://play.ttrockstars.com/auth/school/student/21694>

Task 6

Keep practicing key skills and developing your maths knowledge using mathwhizz!



Math-Whizz[®]

Brought to you by Whizz Education

<https://www.whizz.com/login/>

Curriculum

(History)

Year – Hull Docks.

In this Summer term you will be studying Hull docks and you will understand where they are and how they have changed overtime.



Learning objective:

LO: To use aerial photographs to identify human and physical features around a dock.

Task 1 - Which of these is a human feature?



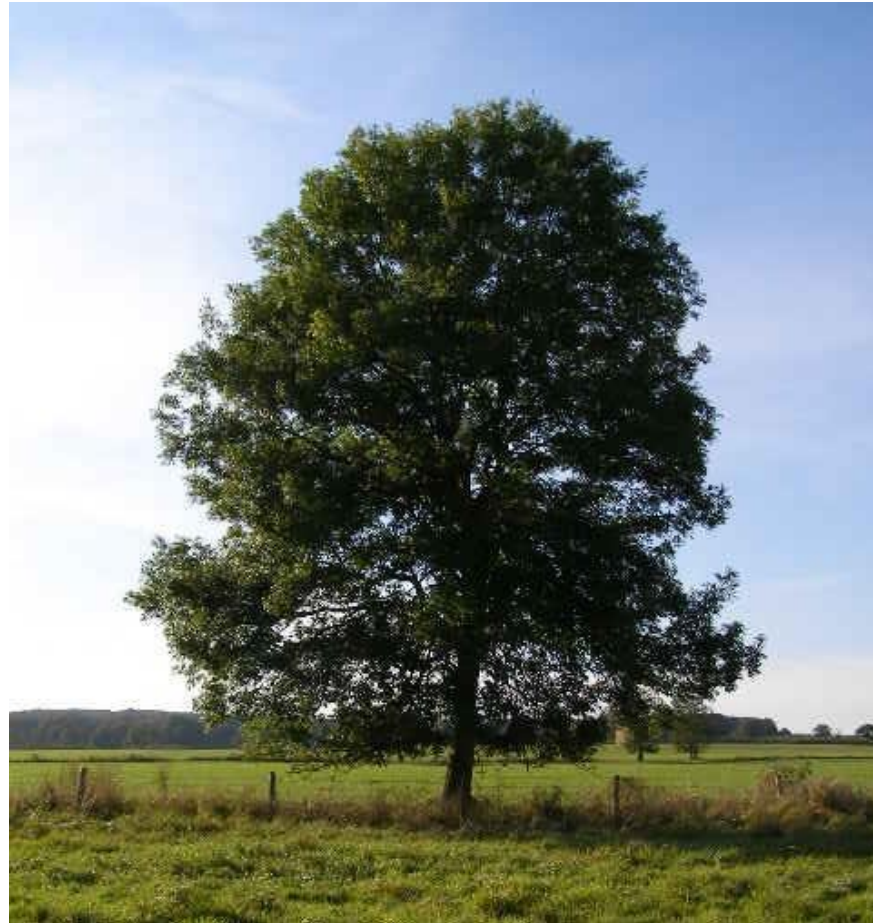
Human feature.

This is something that is man made.



Physical feature

This is something that is naturally there.



Task 2

Can you make a list of the human and physical features of Queens dock and Queens gardens.

Which one has more?

Is a dock human or physical?



Science

Physics

Year 3.

In this Summer term we are going to study plants and flowers.

In this lesson you are going to recap learning and understand how water is transported around a plant.



Learning objective:

LO: To name and label the parts of a flower.

Recap.



Stem/Trunk

This is at the top of the plant. These are used to attract insects to the plant, so that the insects can move pollen around to other plants of the same species . This is why they are usually brightly coloured.



Flower

This is at the bottom of the plant, underneath the ground, and it's function is to ensure the plant stays upright and it allows water to travel from the ground to other parts of the plant.



Roots

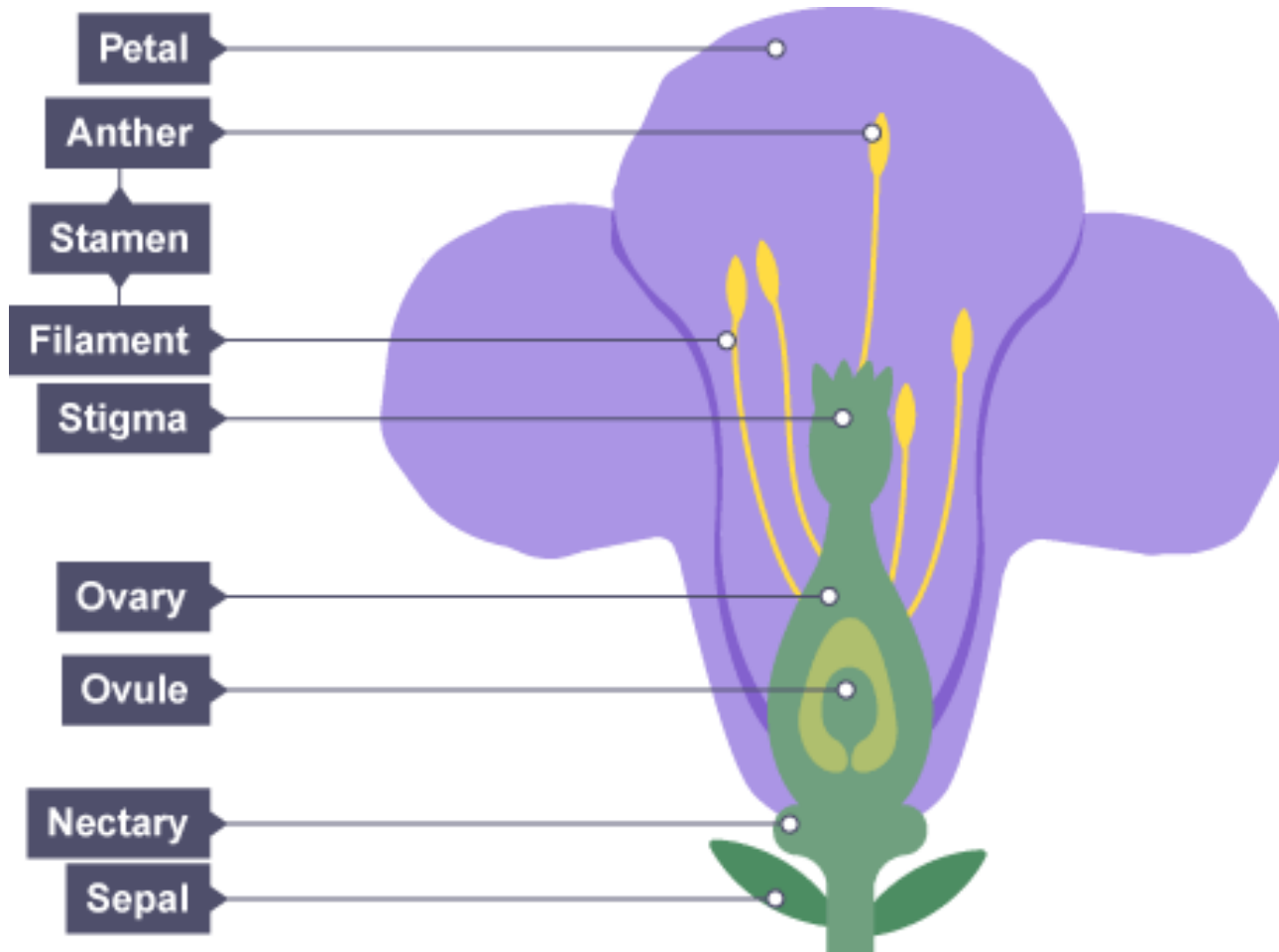
This part of the plant is important because it carries water and nutrients up from the roots to different parts of the plant. It also can help to keep the plant standing tall and upright, so it can get lots of light.



Leaves

The function of this part of the plant is to take in lots of light for the plant. It uses this light, together with air and water, to make food for the plant. This is called photosynthesis.

Different parts of a flower.



The anther

- This produces male cells called pollen grains that help the flower reproduce.

The filament

- The filament is a stem like object that helps keep the anther up right and stops it from falling over.

The sepal

- This protects the unopened flower and stops it from becoming damaged.

The ovule

- This is where the female cells that help produce other flowers are kept.

The ovary

- This is the place inside the ovules that produces the female cells that help create other flowers.

The style

- This is a stalk that helps connect the stigma to the ovaries.

The stigma

- This is where the pollen grows and is produced. It is sticky as this helps pollen land there.

The petal

- These are on the flower and are usually brightly coloured to attract insects

The pollen

- The pollen is collected by bees and is passed to another flower of the same species. This is how other flowers are created because the bee picks up male grains from the flower, and passes them to a female flower.

Task 3

- You are going to label the parts of a flower.

