



Weekly learning pack

Year 3

English

Spellings, and GPS focused
revision

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. actually
2. address
3. answer
4. appear
5. arrive
6. believe
7. bicycle
8. breath
9. breathe
10. build

Task 2 – Revision of sentence types

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

Statement:

Command:

Question:

Exclamation:



Task 3 – Revision of vowels/consonants and the use of a/an Write the sentences and use a/an correctly.

Task:

1. I gave the dog a/an ball.
2. The boy had a/an apple.
3. The girl had a/an coat on.
4. I had a/an ice-cream.
5. The teacher was given a/an present.

ate

eat

will eat

will build

caught

catch

climb

will climb

cooked

cried

cry

will cry

will do

danced

dance

draw

will draw

drove

Task 6

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

1. actually
2. address
3. answer
4. appear
5. arrive
6. believe
7. bicycle
8. breath
9. breathe
10. build

Task 5- word class revision-

Task- sort these words into the correct category

across

after

bread

Happily

behind

Church

because

Susan

rapidly

underneath

running

over

Not prepositions	Prepositions

Challenge- for the 'not prepositions' can you identify whether they are verbs, nouns, adverbs or conjunction?

Maths

Multiplication and
Division

Task 1A-

The 3 times-table

1 Complete the multiplications.



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



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

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

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

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

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

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

3 Complete the number sentences.

a) $6 \times 3 = \square$

d) $\square \div 3 = 5$

b) $3 \times \square = 27$

e) $12 \times 3 = \square$

c) $\square \div 11 = 3$

f) $\square \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \square$

b) $6 = 3 \times \square$

$4 \times 3 = \square$

$12 = 3 \times \square$

$8 \times 3 = \square$

$18 = 3 \times \square$

What patterns do you notice?

5 Write $<$, $>$ or $=$ to compare the statements.

a) $33 \div 11 \bigcirc 3$

d) $6 \times 3 \bigcirc 6 \div 3$

b) $27 \bigcirc 30 \div 3$

e) $3 \times 6 \bigcirc 18 \div 3$

c) $9 \div 3 \bigcirc 3 \times 6$

f) $0 \times 3 \bigcirc 3 \div 3$

Task 1A- Check your answers

The 3 times-table

1 Complete the multiplications.

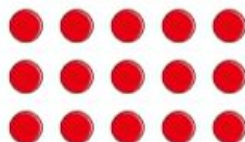


$$\boxed{8} \times \boxed{3} = \boxed{24}$$



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

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

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

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

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

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

3 Complete the number sentences.

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

d) $\boxed{15} \div 3 = 5$

b) $3 \times \boxed{9} = 27$

e) $12 \times 3 = \boxed{36}$

c) $\boxed{33} \div 11 = 3$

f) $\boxed{0} \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \boxed{6}$

b) $6 = 3 \times \boxed{2}$

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

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

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

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

What patterns do you notice?

5 Write $<$, $>$ or $=$ to compare the statements.

a) $33 \div 11 \quad \boxed{=} \quad 3$

d) $6 \times 3 \quad \boxed{>} \quad 6 \div 3$

b) $27 \quad \boxed{>} \quad 30 \div 3$

e) $3 \times 6 \quad \boxed{>} \quad 18 \div 3$

c) $9 \div 3 \quad \boxed{<} \quad 3 \times 6$

f) $0 \times 3 \quad \boxed{<} \quad 3 \div 3$

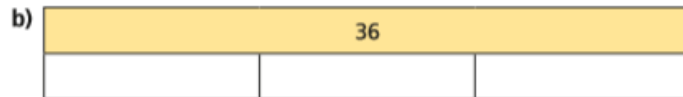
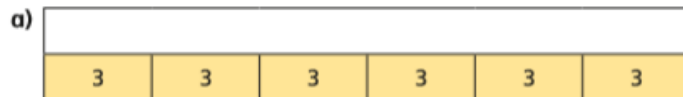
Task 1B

- 6 Colour all the numbers in the 3 times-table.

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

What two patterns do you notice?

- 7 Work out the missing values in each bar model.



- 8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? _____



- 9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
$1 \times 3 = 3$	<input type="checkbox"/>	<input type="checkbox"/>
$2 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$3 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$\square \times 3 = 12$	<input type="checkbox"/>	<input type="checkbox"/>

- b) What would the next multiplication be?

$$\square \times 3 = \square$$

- c) What do you notice about the products?

- d) Will the product of 11×3 be odd or even? _____

- 10 Use the fact that $12 \times 3 = 36$ to work out the calculations.

$$13 \times 3 = \square$$

$$3 \times 15 = \square$$

$$14 \times 3 = \square$$

$$24 \times 3 = \square$$

How did you work this out?

Did you find the answers in the same way as your partner?

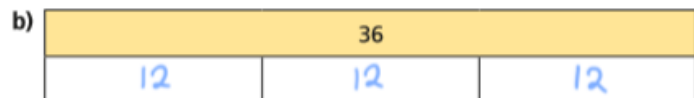
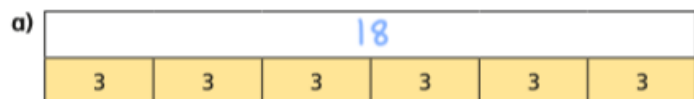
Task 1B- Check your answers

6 Colour all the numbers in the 3 times-table.

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

What two patterns do you notice?

7 Work out the missing values in each bar model.



8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? Eva



9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
$1 \times 3 = 3$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$2 \times 3 = \boxed{6}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$3 \times 3 = \boxed{9}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$\boxed{4} \times 3 = 12$	<input type="checkbox"/>	<input checked="" type="checkbox"/>

b) What would the next multiplication be?

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

c) What do you notice about the products?

d) Will the product of 11×3 be odd or even? Odd

10 Use the fact that $12 \times 3 = 36$ to work out the calculations.

$13 \times 3 = \boxed{39}$

$3 \times 15 = \boxed{45}$

$14 \times 3 = \boxed{42}$

$24 \times 3 = \boxed{72}$

How did you work this out?

Did you find the answers in the same way as your partner?

Task 2A

Multiply by 4

White
Rose
Maths

1 Complete the sentences.

a)



There are bags of pears.

There are pears in each bag.

There are pears in total.

b)



There are plates.

There are doughnuts on each plate.

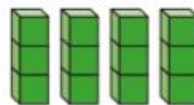
There are doughnuts in total.

2 Complete the multiplication.

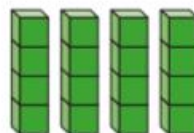


$$\square \times \square = \square$$

3 Match the representations to the number sentences.
Complete the number sentences.



$4 \times 2 = \square$

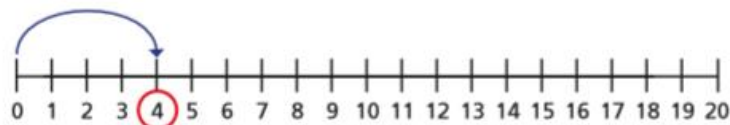


$4 \times 3 = \square$



$4 \times 4 = \square$

4 Starting from zero, circle the numbers in the 4 times-table.
The first one has been done for you.



Task 2A- Check your answers



Multiply by 4

1 Complete the sentences.

a)

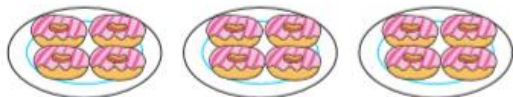


There are bags of pears.

There are pears in each bag.

There are pears in total.

b)

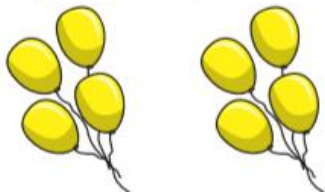


There are plates.

There are doughnuts on each plate.

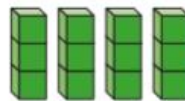
There are doughnuts in total.

2 Complete the multiplication.

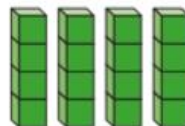


$$\boxed{2} \times \boxed{4} = \boxed{8}$$

3 Match the representations to the number sentences.
Complete the number sentences.



$$4 \times 2 = \boxed{8}$$

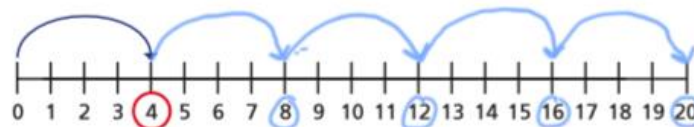


$$4 \times 3 = \boxed{12}$$



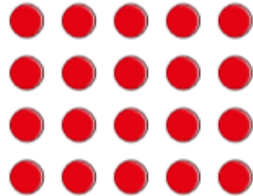
$$4 \times 4 = \boxed{16}$$

4 Starting from zero, circle the numbers in the 4 times-table.
The first one has been done for you.



Task 2B

- 5 Esther makes this array.



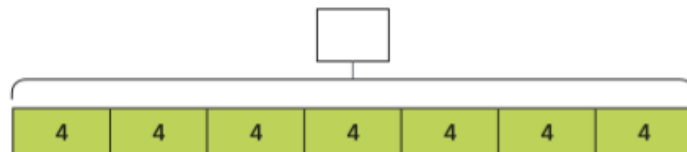
What multiplication facts does the array represent?

Complete the multiplications.

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

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

- 6 Fill in the missing number.



What multiplication is represented?

Complete the multiplication.

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



- 7 Teddy has 4 bags of 10 sweets.



How many sweets does Teddy have?

Teddy has sweets.

- 8 A bottle contains 4 litres of juice.
Mrs Wilson needs 30 litres of juice for a party.
She has 12 bottles.
Does she have enough juice?



- 9



To multiply by 4,
you take the number
you are multiplying and
double it twice.

Do you agree with Ron? _____

Explain your answer.

Task 2B- Check your answers

- 5 Esther makes this array.



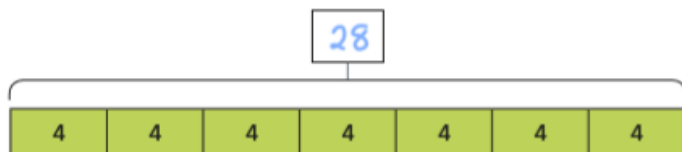
What multiplication facts does the array represent?

Complete the multiplications.

$$\boxed{4} \times \boxed{5} = \boxed{20}$$

$$\boxed{5} \times \boxed{4} = \boxed{20}$$

- 6 Fill in the missing number.



What multiplication is represented?

Complete the multiplication.

$$\boxed{7} \times \boxed{4} = \boxed{28}$$



- 7 Teddy has 4 bags of 10 sweets.



How many sweets does Teddy have?

Teddy has $\boxed{40}$ sweets.

- 8 A bottle contains 4 litres of juice.
Mrs Wilson needs 30 litres of juice for a party.
She has 12 bottles.
Does she have enough juice?



$$12 \times 4 = 48$$

Yes

- 9



To multiply by 4,
you take the number
you are multiplying and
double it twice.

Do you agree with Ron? Yes

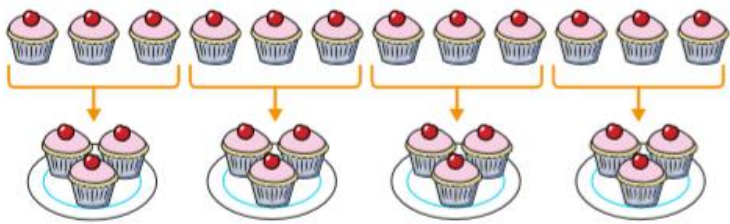
Explain your answer.

$$4 = 2 \times 2$$

Task 3A-

Divide by 4

1 Here are 12 cakes.



Complete the sentences.

There are plates.

Each plate has cakes.

12 shared into equal groups is

2 Circle groups of 4 flowers.



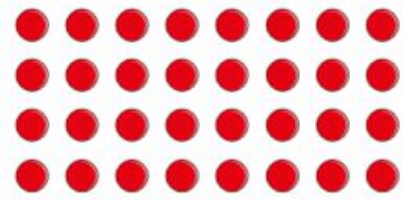
a) How many groups of 4 flowers did you make?

b) Complete the sentence.

There are groups of 4 in 16



3 Eva makes an array with 32 counters.



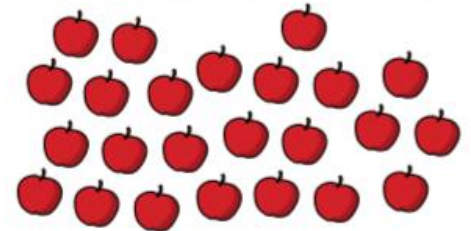
a) How many groups of 4 are in the array?

b) Use this to complete the division sentence.

$$32 \div 4 = \square$$

4 A farmer has 24 apples.

He wants to pack the apples equally into 4 bags.



How many apples will be in each bag?

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

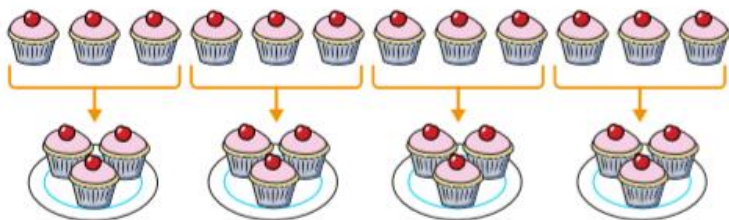
There will be apples in each bag.

Task 3 A- Check your answers



Divide by 4

1 Here are 12 cakes.



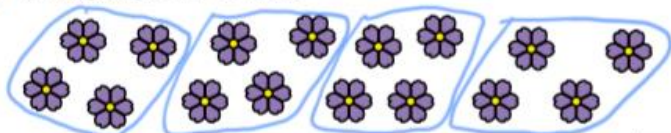
Complete the sentences.

There are plates.

Each plate has cakes.

12 shared into equal groups is

2 Circle groups of 4 flowers.



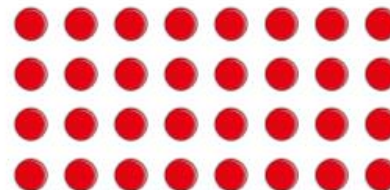
a) How many groups of 4 flowers did you make?

b) Complete the sentence.

There are groups of 4 in 16



3 Eva makes an array with 32 counters.



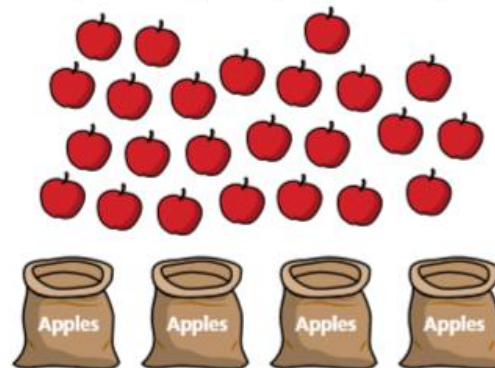
a) How many groups of 4 are in the array?

b) Use this to complete the division sentence.

$$32 \div 4 = \boxed{8}$$

4 A farmer has 24 apples.

He wants to pack the apples equally into 4 bags.



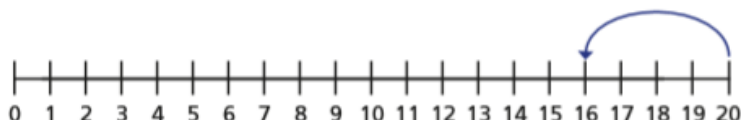
How many apples will be in each bag?

$$\boxed{24} \div \boxed{4} = \boxed{6}$$

There will be apples in each bag.

Task 3B –

- 5 There are 20 muffins.
4 muffins fit in 1 box.
Use the number line to work out how many boxes can be filled.



boxes of muffins can be filled.

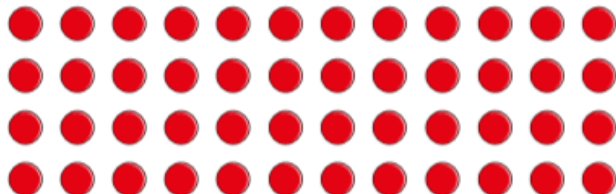
- 6 Alex is trying to divide 48 by 4



To multiply by 4, you can double the number and double again.

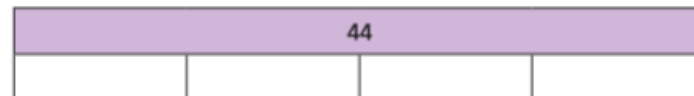
To divide a number by 4, I think you can halve the number and halve it again.

Divide the array to show that Alex's method works.



Does Alex's method always work?

- 7 Complete the bar model.



Complete the division statement to match the bar model.

$$44 \div \square = \square$$

- 8 Mo is working out whether numbers divide equally by both 2 and 4

Complete the table and continue the pattern.

The first one has been done for you.

Number	Divided equally by 2 is . . .	Divided equally by 4 is . . .
2	1	does not divide equally
4		
6		
8		
10		
12		

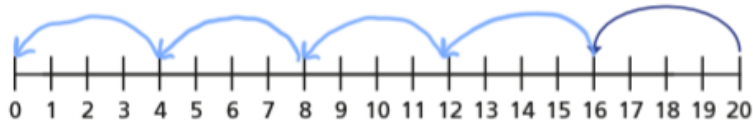
What do you notice?

Activate Windows

Go to Settings to activate Windows

Task 3B answers

- 5 There are 20 muffins.
4 muffins fit in 1 box.
Use the number line to work out how many boxes can be filled.



5 boxes of muffins can be filled.

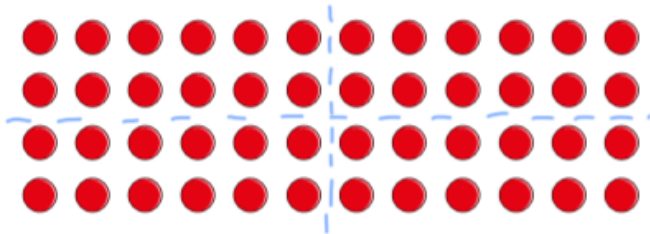
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To multiply by 4, you can double the number and double again.

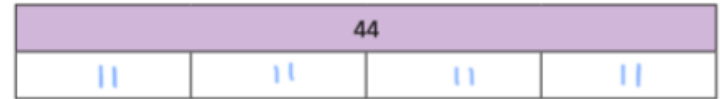
To divide a number by 4, I think you can halve the number and halve it again.

Divide the array to show that Alex's method works.



Does Alex's method always work?

- 7 Complete the bar model.



Complete the division statement to match the bar model.

$$44 \div \boxed{4} = \boxed{11}$$

- 8 Mo is working out whether numbers divide equally by both 2 and 4

Complete the table and continue the pattern.

The first one has been done for you.

Number	Divided equally by 2 is . . .	Divided equally by 4 is . . .
2	1	does not divide equally
4	2	1
6	3	does not divide equally
8	4	2
10	5	does not divide equally
12	6	3
14	7	does not divide equally
16	8	4

What do you notice?

Various answers.



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 test our knowledge.

<https://create.kahoot.it/share/21f4e12b-fc33-4227-b249-5853fddd48fd>

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 test our knowledge.

<https://create.kahoot.it/share/e7b556fd-7180-4359-a9fa-fe7d23f1ce69>