

Northmoor Year 3 Lockdown English work: Week 3

Monday 18.1.21	
Reading	<p><b>Today we are going to focus on making our English flow better moving forward. Today you have three different reading activities to do, but this will cover your English for the entire day.</b></p> <p>Day 4 of workbook (page 10) - complete the activity on page 10 of your workbook. Working with an adult or someone at home, discuss how your conversation on Friday has helped understanding of the text, making notes in the spaces provided.</p> <p>Day 5 of workbook (page 11). Complete the follow-up writing activity on page 11 of your workbooks.</p> <p><b>Day 1 of workbook (pages 12-13).</b> The rest of this week will focus on 'When You Were My Age' in <i>Bright Sparks</i>.</p> <p><b>(Text Outline:</b> A narrative poem that rhymes; a young boy asks his Grandpa "what was it like when you were young, a long, long time ago?" Grandpa tells the boy about telephone boxes, a horse and cart to deliver the milk and shillings and tuppence. Is everything he says the truth or does Grandpa make some of it up for fun? Children learn to compare and contrast their lives with their grandparent's childhoods.)</p> <p>Complete the activities on pages 12-13 of your workbooks. These activities focus on words from the text and are designed to build vocabulary.</p>

Tuesday 19.1.21	
Reading	<p>Look at 'When You Were My Age' in <i>Bright Sparks</i> and record your thoughts about the three questions on page 14 of your workbook:</p> <ul style="list-style-type: none"> <li>•Looking: What things were different when Grandpa was small?</li> <li>•Clue: What do you think Grandpa lied about and why?</li> <li>•Thinking: What would you ask an elderly person about life when they were a child?</li> </ul>
Spelling	<p>Practise the following vocab from the text:</p> <p>fib snug scurry sneakily goose bump chill</p>
Writing	<p>This week's focus text is a narrative poem (it tells a story). I would like you to begin to create a narrative poem based upon speaking to a family member. Write down a few questions that you would like to ask your grandpa/grandma or an older relative (I know we can't see all of these people in person but perhaps it is a nice reason to give one of them a ring). Take inspiration from the text. If you are finding it hard to think of questions for yourself you can use the same questions from the poem, but please write them out in your English book.</p>

Wednesday 20.1.21	
Reading	Today is Day 3. Can you share what you have read so far with an adult like we would in class? Ask questions such as: What things were different when Grandpa was small? What do you think Grandpa lied about and why? What would you ask an elderly person about life when they were a child?
Spelling	Practise the spelling below: Environment government Fairness kindness Silliness happiness
Writing	Today I would like you to use the poem as your model text like we would in class. Could you please begin to write a short poem based upon speaking to someone from your family? Use the model text to really help you with your structure and ideas. If you are finding this challenging, follow the structure and ideas within the poem to guide you.

Thursday 21.1.21	
Reading	Complete the activity on <b>page 15</b> of your workbooks. Working with an adult discuss how the conversation on Day 3 has helped your understanding of the text, making notes in the spaces provided.
Spelling	Practise your spelling from yesterday.
Writing	If you didn't get far with your writing yesterday, finish this today and then edit. Check for spelling, punctuation, flow and organisation. What could you improve?

Friday 22.1.21	
Reading	Complete the follow-up writing activity on <b>page 16</b> of your workbooks.
Spelling	Ask your parent/carer to test you on your spellings. These can be recorded in your English book.
Writing and handwriting	Write your work up in your neatest handwriting. You can complete this in your exercise book, on the computer, on home paper. How you present this is up to you!

# Monday

## Consolidate 2, 4 and 8 times-tables

3 A paper clip is 3 cm long.



a) What is the total length of 2 paper clips?

cm

b) What is the total length of 4 paper clips?

cm

c) What is the total length of 8 paper clips?

cm

1 How many legs are there altogether?

Complete the multiplications



×  =



×  =



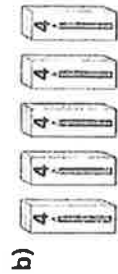
×  =

2 How many pencils are there?

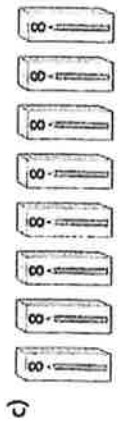
Complete the multiplications.



×  =



×  =



×  =

4 Complete the multiplications.

a)  $1 \times 2 =$        b)  $1 \times 4 =$        c)  $1 \times 8 =$

$2 \times 2 =$         $2 \times 4 =$         $2 \times 8 =$

$3 \times 2 =$         $3 \times 4 =$         $3 \times 8 =$

$4 \times 2 =$         $4 \times 4 =$         $4 \times 8 =$

$5 \times 2 =$         $5 \times 4 =$         $5 \times 8 =$

What do you notice?

5 Complete the multiplications.

a)  $6 \times 4 = \square$

e)  $8 \times 4 = \square$

b)  $2 \times 10 = \square$

f)  $2 \times 11 = \square$

c)  $7 \times 8 = \square$

g)  $4 \times 9 = \square$

d)  $12 \times 2 = \square$

h)  $10 \times 8 = \square$

6 Work out the missing numbers.

a)  $\square \times 8 = 16$

d)  $8 \times \square = 0$

b)  $4 \times \square = 20$

e)  $2 \times 4 \times \square = 64$

c)  $24 = \square \times 2$

f)  $40 = \square \times 5 \times \square$

7 Work out the value of each shape.

 +  +  +  = 16

  $\times$   = 32

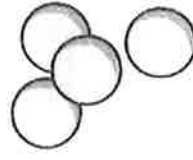
  $\times$  1 =   $\times$    $\times$  

 =  $\square$

 =  $\square$

 =  $\square$

8 Tennis balls come in packets of 2, 4 and 8  
Rosie buys 5 of each different size pack.

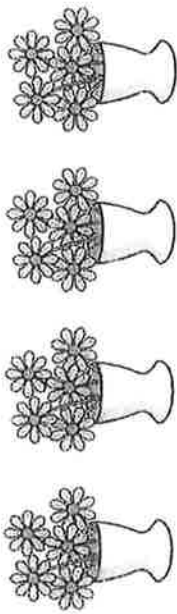


How many tennis balls does she buy altogether?  
Show your workings.



1 Complete the number sentences to describe the pictures.

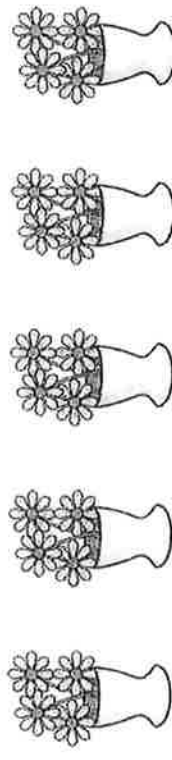
a)



$$4 \times 5 = \square$$

$$20 \div 5 = \square$$

b)



$$5 \times 4 = \square$$

$$20 \div 4 = \square$$

What is the same and what is different in parts a) and b)?



2 Write  $<$ ,  $>$  or  $=$  to compare the arrays.

a)



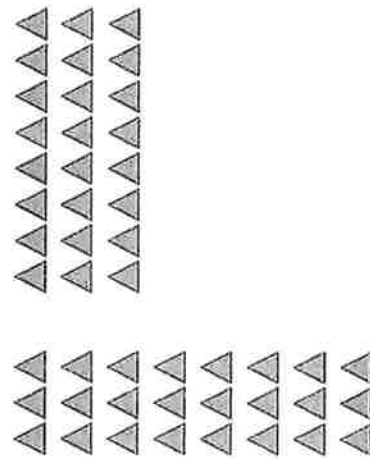
$$5 \times 6 \quad \bigcirc \quad 6 \times 4$$

b)



$$3 \times 6 \quad \bigcirc \quad 6 \times 3$$

c)



$$8 \times 3 \quad \bigcirc \quad 3 \times 8$$

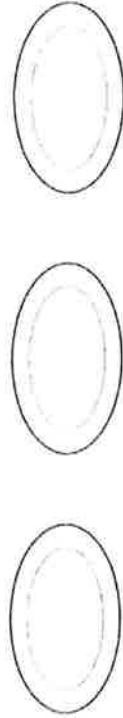
3 Rosie and Tommy each have 12 slices of melon.

a) Rosie shares her slices between 4 bowls.



How many slices are in each bowl?

b) Tommy shares his slices between 3 plates.



How many slices are on each plate?

c) Are there more slices of melon in a bowl or on a plate?  
Explain your answer.

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e)  $20 \div 4$    $20 \div 5$   g)  $30 \div 10$    $30 \div 6$

f)  $24 \div 2$    $36 \div 3$   h)  $18 \div 2$    $18 \div 3$

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

5 Here are some calculation cards.

$30 \div 6$	$4 \times 6$	$27 \div 3$	$4 \times 8$
$8 \times 3$	$12 \times 2$	$5 \times 6$	$18 \div 3$

Write each calculation in the table.

Less than $6 \times 4$	Equal to $6 \times 4$	Greater than $6 \times 4$

Write one more calculation in each column.

Did you have to work out all the calculations?

6 Complete the statements.

a)  $7 \times 3 > \square \times 3$       c)  $30 \div \square = \square \times 5$

b)  $24 \div \square < 2 \times 2$       d)  $12 \times \square > 12 \div \square$

How many different ways can you complete the statements?

4 Write  $<$ ,  $>$  or  $=$  to compare the calculations.

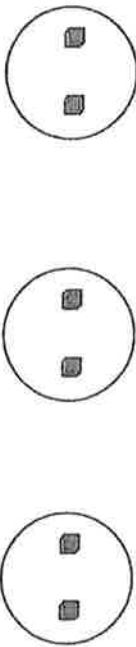
a)  $4 \times 3$    $2 \times 6$       c)  $5 \times 3$    $3 \times 4$

b)  $8 \times 3$    $4 \times 6$       d)  $3 \times 4$    $4 \times 5$

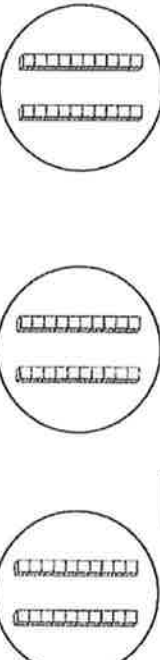
Wednesday

Related calculations

1 Complete the number sentences.

a)   $3 \times 2$  ones =  ones

$3 \times 2 =$

b)   $3 \times 2$  tens =  tens

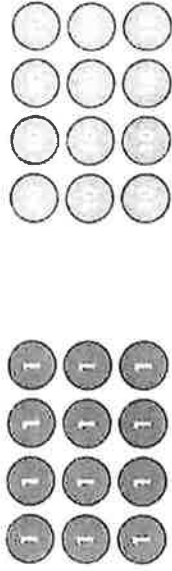
$3 \times 20 =$

2 Use base 10 to represent the multiplications.

Complete the number sentences.

a)  $2 \times 4 =$        c)  $5 \times 2 =$    
 $2 \times 40 =$         $5 \times 20 =$    
 b)  $5 \times 3 =$        d)  $2 \times 8 =$    
 $5 \times 30 =$         $80 \times 2 =$

3 Nijah makes these arrays.



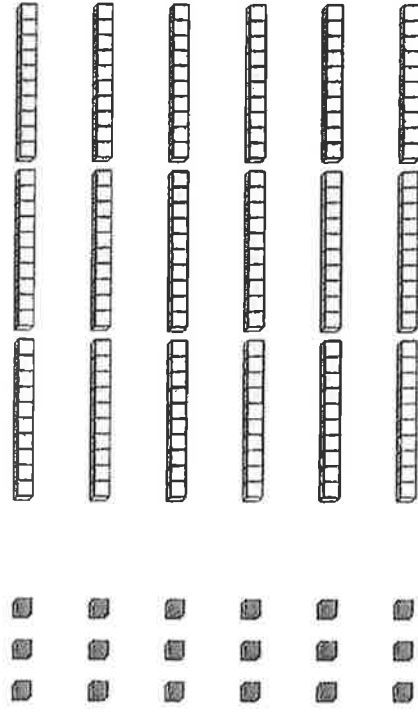
Complete the number sentences.

$4 \times 3 =$         $4 \times 30 =$

What is the same about the arrays? What is different?

4 Scott uses base 10 to make two related calculations.

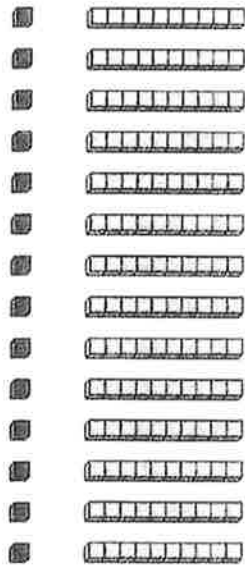
Use the base 10 to complete Scott's calculations.



$6 \times 3 =$         $6 \times 30 =$

How does the answer to the first calculation help you work out the second calculation?

5 Use these pieces of base 10 to complete the divisions.



$14 \div 2 = \square$

$140 \div 2 = \square$

6



I know  
 $5 \times 7 = 35$

Use Dora's fact to complete the calculations.

a)  $5 \times 70 = \square$       d)  $35 \div 5 = \square$

b)  $7 \times 5 = \square$       e)  $350 \div 5 = \square$

c)  $50 \times 7 = \square$       f)  $350 \div 7 = \square$

7

Mr Jones buys 12 large jugs.

The total cost of the jugs is £240

How much does each jug cost?

Each jug costs

How did you work this out?

8

Complete the number sentences.

a)  $3 \times \square = 210$       c)  $4 \times 90 = \square$

b)  $240 \div 6 = \square$       d)  $120 \div \square = 2$

9

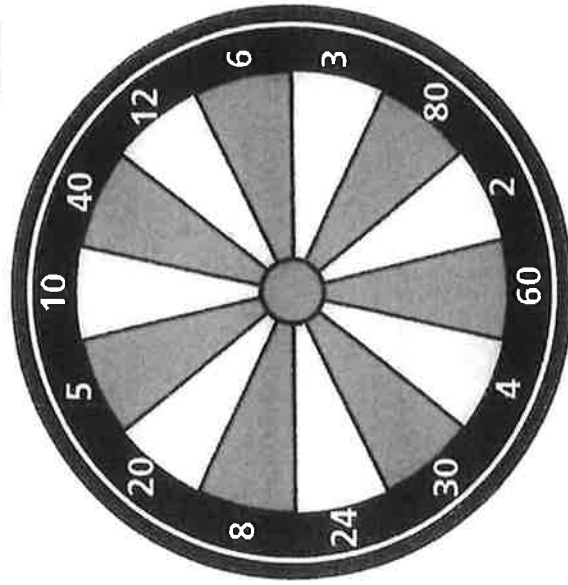
Huan throws two darts at the dartboard.

He multiplies the numbers he hits together.

Huan's score is 240

What two numbers could the darts have landed in?

and
















How many different answers can you find?



# Thursday

## Multiply 2-digits by 1-digit (1)

1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones
 	  
 	 
 	 

How many marbles are there in total?

$3 \times 3 \text{ ones} = \square$

$3 \times 2 \text{ tens} = \square$





$\square + \square = \square$

$3 \times 23 = \square$

There are  marbles in total.

2 Use the place value chart to work out  $2 \times 24$

Complete the multiplication sentences.





Tens	Ones
	
	

$2 \times 4 = \square$

$2 \times 20 = \square$

$2 \times 24 = \square$

3 Annie works out  $43 \times 2 = 86$

Tens	Ones
	
	

$\begin{array}{r} \text{T O} \\ 43 \\ \times 2 \\ \hline 86 \end{array}$

Talk about Annie's methods with a partner.

What is the same? What is different?

4 Complete the multiplications.

a)

$\begin{array}{r} \text{T O} \\ 24 \\ \times 2 \\ \hline \end{array}$

b)

$\begin{array}{r} \text{T O} \\ 44 \\ \times 2 \\ \hline \end{array}$

c)  $31 \times 3$

d)  $42 \times 2$

- 7 Whitney has multiplied a 2-digit number by a 1-digit number.



What numbers is Whitney multiplying?

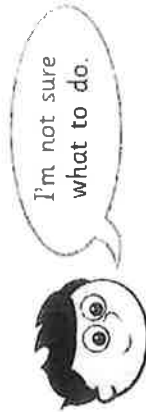
Fill in the missing digits.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 39 \end{array}$$

Compare answers with a partner.

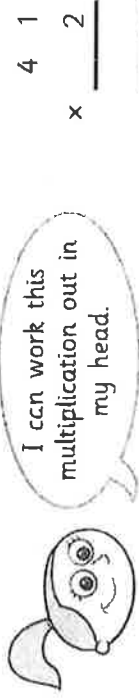
- 5 Jack is trying to work out  $34 \times 2$  using the column method.

$$\begin{array}{r} 2 \\ \times 34 \\ \hline \end{array}$$



Show how Jack could improve his column method and work out the answer.

- 8 Filip used the column method to work out  $41 \times 2$



$$\begin{array}{r} 41 \\ \times 2 \\ \hline \end{array}$$

- a) How do you think Eva will work this out in her head?  
 b) Tick the multiplications that you can work out in your head.

$4 \times 22$

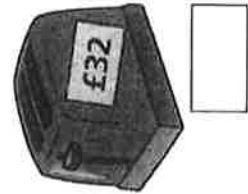
$3 \times 23$

$3 \times 33$

$12 \times 4$

$3 \times 32$

$4 \times 20$



- 6 One toaster costs £32  
 How much do 3 toasters cost?