De Lacy Year 3: Home Learning Schedule

W/C 15th June	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *9:30 – 10:15am* **This week we will be focussing upon: Place value** From next week we will be providing a 'pre-teach' maths video to further support your child in their learning. This will be incredibly useful to view before commencing the first lesson.	**Lesson 1: To write 3-digit numbers.** Learn how to write 3-digit numbers in words and numbers by clicking on the link here. *You will find a video, three interactive activities and one downloadable worksheet to complete – answers are provided.*	**Lesson 2: To recognise place value (100s, 10s and 1s).** Learn to recognise the place value of each digit in a 3-digit number by clicking on the link here. *This lesson includes two video introductions to place value and two downloadable worksheets – answers are provided.*	**Lesson 3: To compare 3-digit numbers.** Learn how to compare 3-digit numbers up to 1,000 by clicking on the link here. *You will find one learning summary slide show and one activity sheet.*	**Lesson 4: To order numbers up to 1,000.** Learn how to compare and order numbers up to 1,000 by clicking on the link here. *This lesson includes one learning summary slide show and two activity sheets.*	**Lesson 5: *Consolidation*** Apply your learning from across the previous sessions by undertaking the weekly Maths challenges! Click here. *These are designed to test your problem solving skills. See how many you and your family can do together!*

Remember to share your learning on Class Dojo!
Take a photo of your work and upload it to the Portfolio section for your teacher to see.

	Monday	Tuesday	Wednesday	Thursday	Friday
English *10:45 – 11:30am* **This week our text type is a:** **Superhero character description** As above, from next week we will be providing a 'pre-teach' English video to further support your child in their learning. Both videos will be created by Pontefract Academies Trust staff.	**Lesson 1: Character Description: Reading Comprehension – Fact retrieval.** Learn how to retrieve information using a character description. Click here.	**Lesson 2: Character Description: Reading Comprehension - Language.** Explore language questions using a character description. Click here.	**Lesson 3: Character Description: Identifying the features of a text.** Learn how to identify the key aspects of a character description. Click here.	**Lesson 4: Character Description: SPaG focus – Conjunctions.** Learn how to use conjunctions effectively by clicking here.	**Lesson 5: Character Description: Write a Character Description.** Apply your understanding from throughout the week by creating a detailed character description. Click here.

Weekly Spellings: refresh – return – recharge - disappoint – disagree – misbehave – mislead

Having any problems with the tasks?
Feel free to pop any questions or issues onto our class Padlet here!

padlet

padlet

A live discussion and feedback session, with your classmates and teacher, about each day's learning is coming soon.
Look out for further details about how to access this fantastic resource!

Worksheet

100s, 10s and 1s (1)

1 What numbers are represented?

a)

b)

c)

Hundreds	Tens	Ones

2 Make each number using base 10

a) 426

b) 150

c) five hundred and thirty-two

3 Write each number in numerals.

a) four hundred and sixty-nine ☐

b) three hundred and thirty-seven ☐

c) nine hundred and fifty ☐

d) eight hundred and three ☐

4 Complete the sentences.

a) 348 is equal to 3 hundreds, ☐ tens and ☐ ones.

b) 673 is equal to ☐ hundreds, ☐ tens and ☐ ones.

c) 792 is equal to ☐ hundreds, 9 _____ and 2 _____ .

d) 308 is equal to 3 _____ and 8 _____ .

e) ☐ is equal to 7 hundreds, 5 tens and 1 one.

f) ☐ is equal to 8 hundreds and 2 ones.

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5 Complete the number sentences.

a) $432 = 400 + 30 + \boxed{}$

$435 = 400 + \boxed{} + \boxed{}$

$437 = \boxed{} + \boxed{} + \boxed{}$

b) $520 = 500 + \boxed{}$

$502 = 500 + \boxed{}$

c) $392 = 300 + 90 + \boxed{}$

$392 = 92 + \boxed{}$

$392 = 2 + \boxed{}$

6 What is the value of the 3 in each number?

a) 137 _____

b) 390 _____

c) 213 _____

d) 375 _____

7 a) Mo has 3 digit cards.

| 1 | 4 | 9 |

He makes a 3-digit number.

His number has 9 tens.

What numbers could Mo have made?

$\boxed{}$ or $\boxed{}$

b) Aisha has some different digit cards.

| 3 | 0 | 4 |

Aisha makes a 3-digit number.

Write all the numbers that Aisha could make.

_____

8 Ron is thinking of a number.

My number has an even number of tens. There are 2 more hundreds than there are ones. One of the digits is a 6

Circle the numbers that Ron could be thinking of.

286   462   385

614   604   328

Maths Lesson 2

100s, 10s and 1s (2)

White Rose Maths

1 How many sweets are there?

Hundreds	Tens	Ones
100 100 100 100 100	10 10	(6 sweets)

There are ☐ sweets.

2 Match the place value charts.

H	T	O

H	T	O

H	T	O

H	T	O

H	T	O

H	T	O

3 What numbers are represented?

a)

Hundreds	Tens	Ones
● ● ● ● ● ● ●	● ● ● ●	● ● ● ●

☐

b)

Hundreds	Tens	Ones
● ● ●	● ● ● ● ● ● ●	● ●

☐

c)

Hundreds	Tens	Ones
● ●	●	

☐

d)

Hundreds	Tens	Ones
	● ● ● ● ● ●	● ●

☐

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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.

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

The number Whitney is thinking of is 538

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

Snakes and Ladders

You will need...
- A dice
- A counter per player

How to play...

1. Players take it in turns to roll the dice. The player with the highest rolled number goes first, the person with the second highest rolled number goes second and so on.

2. The player moves the counter the number of spaces shown on the dice, then partitions the number into hundreds, tens and ones. If they correctly partition the number, e.g. 583, 5 hundreds, 8 tens and 3 ones, they stay on the square. If not, they move back to the previous square that they came from.

3. If a player lands on a snake's head, the player's counter slides down to the square at the bottom of the snake's tail.

4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.

5. The first player to reach 30 is the winner!

Finish 30	487 29	862 28	827 27	384 26
485 21	334 22	885 23	439 24	173 25
287 20	473 19	674 18	428 17	980 16
284 11	193 12	906 13	482 14	862 15
484 10	153 9	598 8	472 7	572 6
Start 1	583 2	392 3	689 4	927 5

Dice Dilemma

I can make number comparisons

Roll a dice to create numbers to complete the number comparisons below. Think carefully about where to place each digit to make each number comparison correct.

☐☐ > ☐☐

☐☐☐ > ☐☐

☐☐ < ☐☐

☐☐☐ > ☐☐☐

☐☐☐ < ☐☐☐

☐☐ < ☐☐☐

Dice Dilemma

I can make number comparisons

Roll a dice to create numbers to complete the number comparisons below. Think carefully about where to place each digit to make each number comparison correct.

☐☐ greater than ☐☐

☐☐☐ greater than ☐☐

☐☐ less than ☐☐

☐☐☐ greater than ☐☐☐

☐☐☐ less than ☐☐☐

☐☐ less than ☐☐☐

Activity 1

Ordering 3-Digit Numbers on a Number Line

This is a 2 player game.

You will need:

· 2 different colouring pencils

· 2 sets of number cards (included)

· 1 number line (included)

Instructions

1. Take turns to pick three cards from your pile of face-down number cards.

2. Use these three numbers to make a three-digit number. e.g if 3, 5 and 4 are picked, you could make '345', '354', '435', '453' '534' or '543'.

3. Write your chosen number in the correct place on the number line.

4. The aim of the game is to get three numbers in order on the number line without your partner squeezing a number in between them!

Number Cards

0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9

Number Lines
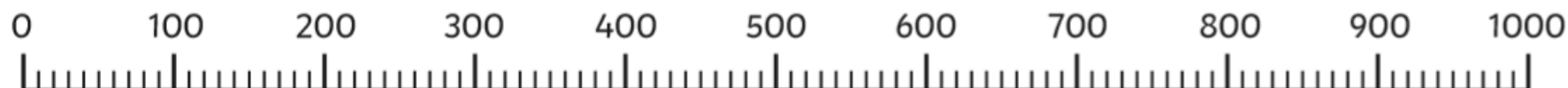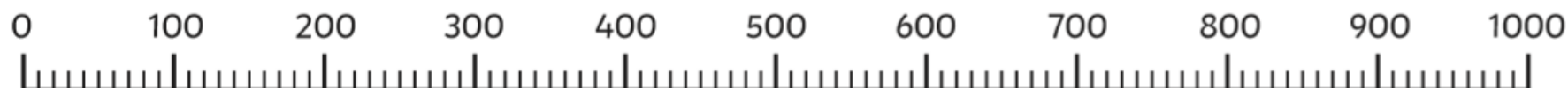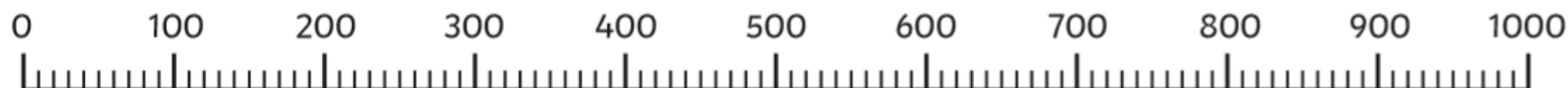
Ordering Numbers

I can order numbers up to 1000.

Write the numbers in order to reveal the answer to the joke.

1. What do you call a boomerang that doesn't work? _____

Number						
Letter						

smallest   largest

183	528	293	382	574	148
S	C	T	I	K	A

2. What do you call a fake noodle? _____

Number							
Letter							

smallest   largest

473	238	584	394	401	587	823
A	I	S	M	P	T	A

3. What has lots of keys but cannot open doors? _____

Number						
Letter						

largest   smallest

874	832	746	723	843	713
A	I	A	N	P	O

Challenge 1

Can you work out the values of each shape?

$$\bigstar + \bigstar = 20$$

$$\heartsuit - \bigstar = 7$$

$$\heartsuit - \heartsuit = \triangle$$

Challenge 2

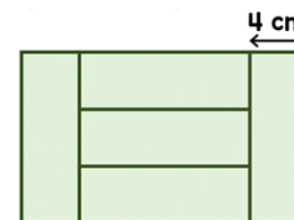Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?

Challenge 3

Here are some digit cards.

3   5   8

Amir and Donna each make a three-digit number using all the cards.

Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

What numbers did they make?

Challenge 4

Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4cm. Work out the perimeter of the large rectangle.

4 cm

All answers to all 4 challenges are included on the webpage for this lesson.

Weekly Spellings

The spelling focus this week is on the prefixes: re- dis- mis-

Spellings	Cover and write	Cover and write
refresh		
return		
recharge		
disappoint		
disagree		
misbehave		
mislead		

Comprehension - Fact Retrieval

Spider Man is a compassionate and intelligent superhero, but not everybody knows he is the alias of Peter Parker. After following his Uncle's advice, he decided to create his Spider Man costume to protect his identity and use his powers to fight crimes.

1) What is Spider Man's real name? (1 mark)

_____

One of his key superpowers is his 'spider-sense' because it warns him of impending enemies or danger. As quick as flash, he can shoot sticky spider webs from his wrist in order to tie up criminals, swing from towering buildings, or use them as various tools.

2) List **two** things that 'sticky spider webs' are used for. (2 marks)

_____

Selflessly, he chooses to use his abilities to protect the people of New York from crime and evil. One of his key superpowers is his 'spider-sense' because it warns him of impending enemies or danger.

3) Which of the following is one of Spider Man's key superpowers? Tick 1. (1 mark)

spider-sense ( )   spider-sight ( )   spider-grip ( )   spider-smell ( )

However, the webbing dissolves in an hour, so he has to act quickly and efficiently. He has a gifted mind which means he is one of the smartest heroes around.

4)

Tick true or false for each statement	True	False
The webbing dissolves in half an hour.		
Spider Man has to act quickly and efficiently.		
Spider Man is one of the bravest heroes around.		

He has a gifted mind which means he is one of the smartest heroes around. Spider Man's costume is a lightweight, red and blue full body suit that provides protection.

5) Which **two** things describe Spider Man's costume? Tick 2. (2 marks

    lightweight ( )   armoured ( )   red ( )   thick ( )   black ( )

All answers to the above questions are covered in the lesson video on the website link.

Comprehension - Language

1. What does the phrase "she defends peace and equality" suggest about Wonder Woman? (1 mark)

A) She wants a world without conflict.
B) She doesn't care about others.
C) She wants to rule the world.

2. Why does the author use the phrase "superior strength and superhuman agility"? (1 mark)

_____

_____

3. How does the author show that Wonder Woman's bracelets are extremely important to her? (1 mark)

_____

_____

4. What does the phrase 'a number of enemies' suggest? (1 mark)

_____

_____

All answers to the above questions are covered in the lesson video on the website link.

1) **Find and copy** an expanded noun phrase in the first sentence. (1 mark)

_____

2) "In addition to this," is an example of what feature? (1 mark)

Expanded noun phrase ( )   Fronted adverbial phrase ( )   Simile ( )

3) **Find** and **copy** the simile in the passage above. (1 mark)

_____

4) The apostrophe in the phrase "To many people's surprise" is used to show what? (1 mark)

Contraction ( )   Possession ( )   Co-ordination ( )   Subordination ( )

5) The word 'so' in the text above is an example of which feature? (1 mark)

Contraction ( ) Co-ordinating conjunction ( ) Subordinating conjunction ( )

All answers to the above questions are covered in the lesson video on the website link.

Your task: answer the following questions

1. Which of these sentences uses the correct conjunction? (Choose 1)

a) Following in his father's footsteps, he wears a smart, navy suit and a yellow tie. It has been passed down through generations.

b) Following in his father's footsteps, he wears a smart, navy suit and a yellow tie because it has been passed down through generations.

c) Following in his father's footsteps, he wears a smart, navy suit and a yellow tie, so it has been passed down through generations.

d) Following in his father's footsteps, he wears a smart, navy suit and a yellow tie if it has been passed down through generations.

2. Which conjunction could be used to complete the sentence? His incredible ability of high-speed marking allows him to provide instant feedback, _____ children can achieve and exceed in all lessons.

a) but
b) nor
c) yet
d) so

3. One of his most fascinating powers is the ability to travel back in time _____ he can collect precious, historic artefacts never seen by modern humans. Which conjunction would not make sense in this sentence?

a) because
b) so
c) if
d) since

4. Match part A with part B and choose a suitable conjunction to create your new sentence.

but	so	as	and
when	until	if	because

A	B
Thousands of children have been amazed by his time travelling skills	it is important he keeps replenished.
Super Mac's energy levels drain rapidly	he continually tries to suck the positivity out of classrooms!
His most notorious nemesis is the Mighty Mood Hoover	it allows them to experience different periods of time.
He becomes grouchy and exhausted,	he does not have a constant supply of coffee.

Your Turn - Planning

What is the name of your superhero and what is their mission?

What special powers does your superhero have and why?

What costume does your superhero wear?

9

Your Turn - Planning

What weakness does your superhero have?

Which enemy does your superhero have?

10

Your Turn - Writing

Now it's time to put all of your ideas into a paragraph to write a character description based on the superhero you have created!

Remember to include the features of a character description, especially conjunctions.

To be successful...

Feature	Example
Adjectives/expanded noun phrase	compassionate, intelligent, brave, adventurous... towering buildings, superior strength, superhuman agility, notorious nemesis, impressive skill...
Fronted adverbial phrase	On her wrists, To many people's surprise, When supplies run low, As a member of...
Adverbs	unfortunately, amazingly, quickly, efficiently, rapidly...
Apostrophe for possession	Wonder Woman's, Spider Man's, Super Mac's...
Conjunctions	Co-ordinating (and, but, yet, so, nor, for...) Subordinating (because, that, when, if, although...)
Similes	As quick as a flash, propel like a rocket, as tall as a towering building, as fast as a cheetah...
Commas in a list	...tie up criminals, swing from towering buildings, or use them as various tools. ...of coffee, tea or fresh orange juice.

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