Year 3 home learning pack

WC: 30.11.20

Group 4

Please complete the activities in this pack and return it to school to be marked and reviewed when we return to school. Video links will be added to the VLE on the school website.

If you need any help please contact your child's class teacher using the email address below.

admin@lakeside.doncaster.sch.uk

Maths

Watch the video link for each lesson and then have a go at the sheets.

Lesson 1 - Add two digit numbers and ones no exchanging.

https://vimeo.com/463031310

Lesson 2 and 3 - Add a two digit number and ones with regrouping.

https://vimeo.com/465863014

Lesson 4 - Add two, two digit numbers no regrouping.

https://vimeo.com/467781234

Timestables

Complete the sheet by counting in 2s.

Colour the numbers in the two times table on the grid and then use that to help you to complete the questions.

When you are confident see how many of the Timestable Rockstars questions you can answer in 3 minutes. There are 3 different sheets so you can try and beat your score each time.

LO - Add a two digit number and ones (no regrouping) (Adapted success criteria- B squared)		Lesson 1	
Success Criteria		Me	Teacher
Make the two numbers in base ten.			
Add the ones.			
Add the tens.			
Draw a picture to solve a problem.			
Today I worked I WS	Today I worked using C P A		

Add a two digit number and a one digit number using base ten.

12 + 7 =

13 + 5 =

22 + 5 =

31 + 8 =

65 + 4 =

15 + 3 =

23 + 6 =

21 + 7 =

33 + 4 =

71 + 6 =

Challenge: Draw a picture to solve these questions.

	Tens	Ones
	4	1
+		7

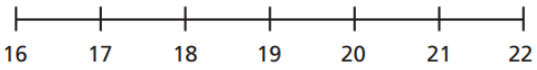
	Tens	Ones
	5	3
+		5

LO - Add a two digit number and 1s (with regrouping) (Adapted success criteria- B squared)			
Success Criteria		Me	Teacher
Make the two numbers in base ten.			
Add the ones.			
Exchange ten ones for a ten.			
Add the tens.			
Record the total.			
Today I worked I WS	Today I worked using C P A		

16 + 7 =	18 + 4 =	19 + 5 =	17 + 5 =
24 + 7 =	28 + 6 =	29 + 7 =	36 + 6 =
39 + 5 =	34 + 8 =	42 + 8 =	55 + 6 =

LO - Add a two digit number and 1s (with regrouping) (Adapted success criteria- B squared)		Lesson 3	
Success Criteria		Me	Teacher
Make the two numbers in base ten.			
Add the ones.			
Exchange ten ones for a ten.			
Add the tens.			
Record the total.			
Today I worked I WS	Today I worked using C P A		

a) Use the number line to complete the calculations.



16 + 1 = ☐ 16 + 4 = ☐

16 + 2 = ☐ 16 + 5 = ☐

16 + 3 = ☐ 16 + 6 = ☐

Complete the additions.

a) 14 + 9 = ☐ **d)** 7 + 15 = ☐

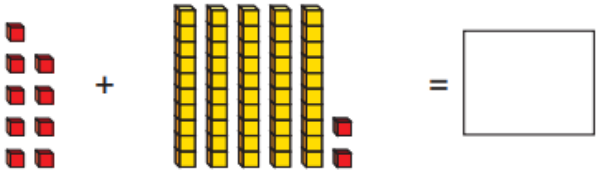
b) 18 + 4 = ☐ **e)** 4 + 19 = ☐

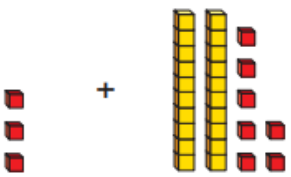
c) 19 + 6 = ☐ **f)** 18 + 3 = ☐

Complete the additions.

a) = ☐

= ☐

 = ☐

 = ☐

a) 25 + 6 = ☐

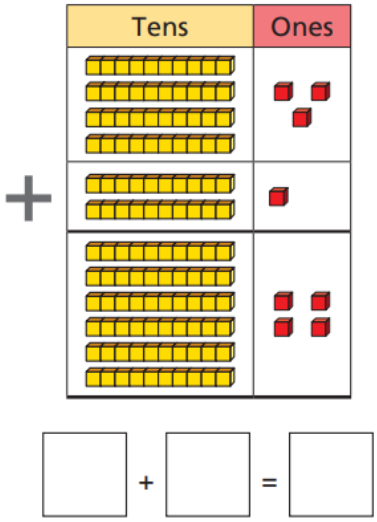
b) 38 + 4 = ☐

c) 9 + 52 = ☐

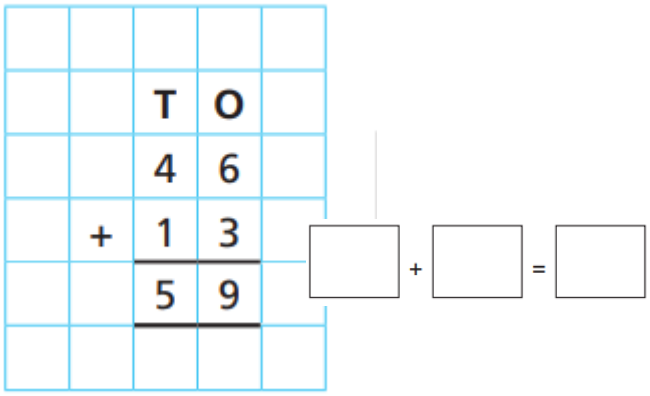
d) 3 + 27 = ☐

LO - Add 2 two digit numbers (no regrouping) (Adapted success criteria- B squared)		Lesson 4	
Success Criteria		Me	Teacher
Make the two numbers in base ten.			
Show the number on a place value chart.			
Add the ones.			
Add the tens.			
Record the total.			
Today I worked I WS	Today I worked using C P A		

What calculation is represented?

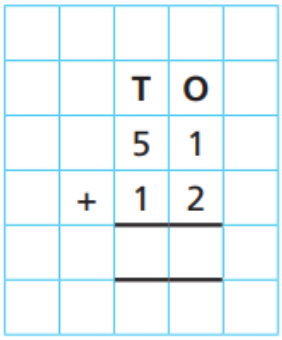


Write the addition.

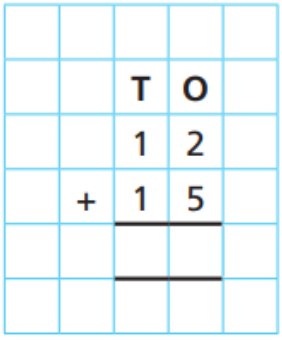


Complete the additions.

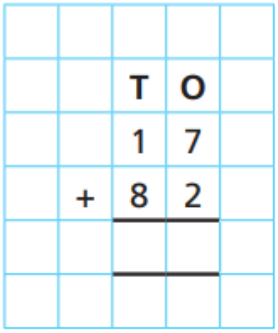
a)



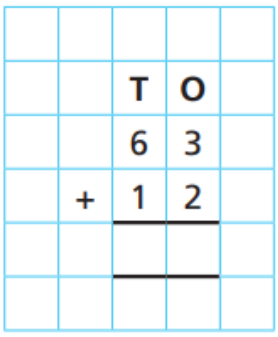
b)



c)



d)



5 Ron has 42 marbles.

Whitney has 23 marbles.

How many marbles are there altogether?

Now: Record these questions in your book to solve.

34 + 12 =

45 + 23 =

61 + 16 =

Counting in 2s

Cut out the numbers in the dashed boxes and stick them in the correct order.

2				
		16		
				30

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4	14	18	6	12	22
26	8	10	28	24	20

2 Times Table Activities

Count in 2s and colour in the grid:

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**

Work out these answers:

a) 1 x 2 = _____

b) 3 x 2 = _____

c) 5 x 2 = _____

d) 7 x 2 = _____

e) 9 x 2 = _____

f) 11 x 2 = _____

g) 2 x 2 = _____

h) 4 x 2 = _____

i) 6 x 2 = _____

j) 8 x 2 = _____

k) 10 x 2 = _____

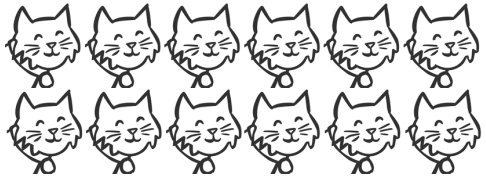
l) 12 x 2 = _____

How many ears are there?

a) _____ x _____ = _____

b) _____ x _____ = _____

c) _____ x _____ = _____

d)  _____ x _____ = _____

Name:_____

Week 1 Session 1
2020-21
Timestables for home
3 a week

Times Tables Rock Stars

2 Times Tables

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1	2 × 8 =	21	2 × 7 =	41	3 × 2 =
2	2 × 1 =	22	2 × 6 =	42	4 × 2 =
3	2 × 6 =	23	2 × 9 =	43	9 × 2 =
4	2 × 12 =	24	2 × 10 =	44	3 × 2 =
5	2 × 5 =	25	2 × 10 =	45	1 × 2 =
6	2 × 5 =	26	2 × 12 =	46	10 × 2 =
7	2 × 4 =	27	2 × 6 =	47	12 × 2 =
8	2 × 10 =	28	2 × 12 =	48	11 × 2 =
9	2 × 4 =	29	2 × 5 =	49	8 × 2 =
10	2 × 1 =	30	2 × 10 =	50	12 × 2 =
11	2 × 1 =	31	3 × 2 =	51	2 × 2 =
12	2 × 7 =	32	11 × 2 =	52	4 × 2 =
13	2 × 4 =	33	6 × 2 =	53	7 × 2 =
14	2 × 1 =	34	3 × 2 =	54	7 × 2 =
15	2 × 6 =	35	6 × 2 =	55	3 × 2 =
16	2 × 8 =	36	9 × 2 =	56	11 × 2 =
17	2 × 11 =	37	11 × 2 =	57	4 × 2 =
18	2 × 2 =	38	3 × 2 =	58	12 × 2 =
19	2 × 7 =	39	11 × 2 =	59	12 × 2 =
20	2 × 8 =	40	3 × 2 =	60	1 × 2 =

Time taken

:

3 minute time limit

Score

60

What's your rock status?

WANNABE
< 18 correct in 3 mins

GARAGE ROCKER
18-19 correct in 3 mins

BUSKER
20-21 correct in 3 mins

GIGGER
22-24 correct in 3 mins

UNSIGNED ACT
25-29 correct in 3 mins

BREAKTHROUGH ARTIST
30-35 correct in 3 mins

SUPPORT ACT
36-44 correct in 3 mins

HEADLINER
45-59 correct in 3 mins

ROCK STAR
All correct in ≤ 3mins

ROCK LEGEND
All correct in ≤ 2min

ROCK HERO
All correct in ≤ 1 min

TIMES TABLES ROCK STARS

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Name:_____

Times Tables Rock Stars

2 Times Tables

Week 1 Session 2
2020-21
Timestables for home
3 a week

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1 2 × 3 =	13 2 × 3 =	25 2 × 10 =	37 2 × 7 =	49 2 × 9 =
2 2 × 3 =	14 2 × 10 =	26 2 × 12 =	38 2 × 2 =	50 2 × 7 =
3 2 × 11 =	15 2 × 6 =	27 2 × 4 =	39 2 × 11 =	51 2 × 9 =
4 2 × 11 =	16 2 × 5 =	28 2 × 8 =	40 2 × 10 =	52 2 × 7 =
5 2 × 7 =	17 2 × 10 =	29 2 × 10 =	41 2 × 1 =	53 2 × 10 =
6 2 × 4 =	18 2 × 6 =	30 2 × 4 =	42 2 × 4 =	54 2 × 6 =
7 2 × 10 =	19 2 × 4 =	31 2 × 7 =	43 2 × 4 =	55 2 × 12 =
8 2 × 4 =	20 2 × 1 =	32 2 × 12 =	44 2 × 4 =	56 2 × 7 =
9 2 × 10 =	21 2 × 12 =	33 2 × 9 =	45 2 × 1 =	57 2 × 6 =
10 2 × 8 =	22 2 × 10 =	34 2 × 7 =	46 2 × 10 =	58 2 × 4 =
11 2 × 4 =	23 2 × 11 =	35 2 × 5 =	47 2 × 3 =	59 2 × 2 =
12 2 × 8 =	24 2 × 4 =	36 2 × 5 =	48 2 × 10 =	60 2 × 6 =

Time taken

:

3 minute time limit

Score

60

What's your rock status?

WANNABE
< 18 correct in 3 mins

GARAGE ROCKER
18-19 correct in 3 mins

BUSKER
20-21 correct in 3 mins

GIGGER
22-24 correct in 3 mins

UNSIGNED ACT
25-29 correct in 3 mins

BREAKTHROUGH ARTIST
30-35 correct in 3 mins

SUPPORT ACT
36-44 correct in 3 mins

HEADLINER
45-59 correct in 3 mins

ROCK STAR
All correct in ≤ 3mins

ROCK LEGEND
All correct in ≤ 2min

ROCK HERO
All correct in ≤ 1 min

TIMES TABLES ROCK STARS

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Name:_____

Week 1 Session 3
2020-21
Timestables for home
3 a week

Times Tables Rock Stars

2 Times Tables

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1	2 × 7 = _____	21	2 × 5 = _____	41	10 × 2 = _____
2	2 × 11 = _____	22	2 × 8 = _____	42	6 × 2 = _____
3	2 × 12 = _____	23	2 × 4 = _____	43	1 × 2 = _____
4	2 × 5 = _____	24	2 × 4 = _____	44	2 × 2 = _____
5	2 × 1 = _____	25	2 × 7 = _____	45	7 × 2 = _____
6	2 × 10 = _____	26	2 × 11 = _____	46	7 × 2 = _____
7	2 × 3 = _____	27	2 × 10 = _____	47	1 × 2 = _____
8	2 × 12 = _____	28	2 × 3 = _____	48	1 × 2 = _____
9	2 × 11 = _____	29	2 × 7 = _____	49	3 × 2 = _____
10	2 × 12 = _____	30	2 × 2 = _____	50	12 × 2 = _____
11	2 × 6 = _____	31	12 × 2 = _____	51	5 × 2 = _____
12	2 × 11 = _____	32	1 × 2 = _____	52	7 × 2 = _____
13	2 × 5 = _____	33	7 × 2 = _____	53	10 × 2 = _____
14	2 × 2 = _____	34	1 × 2 = _____	54	8 × 2 = _____
15	2 × 12 = _____	35	1 × 2 = _____	55	2 × 2 = _____
16	2 × 9 = _____	36	6 × 2 = _____	56	12 × 2 = _____
17	2 × 2 = _____	37	5 × 2 = _____	57	10 × 2 = _____
18	2 × 1 = _____	38	12 × 2 = _____	58	1 × 2 = _____
19	2 × 10 = _____	39	6 × 2 = _____	59	7 × 2 = _____
20	2 × 11 = _____	40	3 × 2 = _____	60	8 × 2 = _____

Time taken

:

3 minute time limit

Score

60

Add up your time

Mins

S1 _____

S2 _____

S3 _____

Total _____

Secs

S1 _____

S2 _____

S3 _____

Total _____

Add up your score

S1 _____

S2 _____

S3 _____

Total _____

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English

In this section you will find activities for reading, writing, grammar, spelling and handwriting.

Writing activity: Write your own story about what happened to your bad character Barry in the chocolate room. We have spent time talking about this and planning it at school so you should have lots of ideas.

Who is your character?

What does he look like?

How does he act?

What does Mr Wonka tell him not to eat?

What happens to Barry?

Grammar activity: Write your own questions and remember to add a question mark on the end of each one.

Reading: Carefully read the text and answer the questions. Remember to find the evidence in the text.

Spelling: Complete the spelling activities. Look carefully at the spelling of each word.

Handwriting: Forming letters of the smile family and the misfits and then letters that join with a diagonal joining stroke and up to the top solid line to start the next letter.

Top

Top

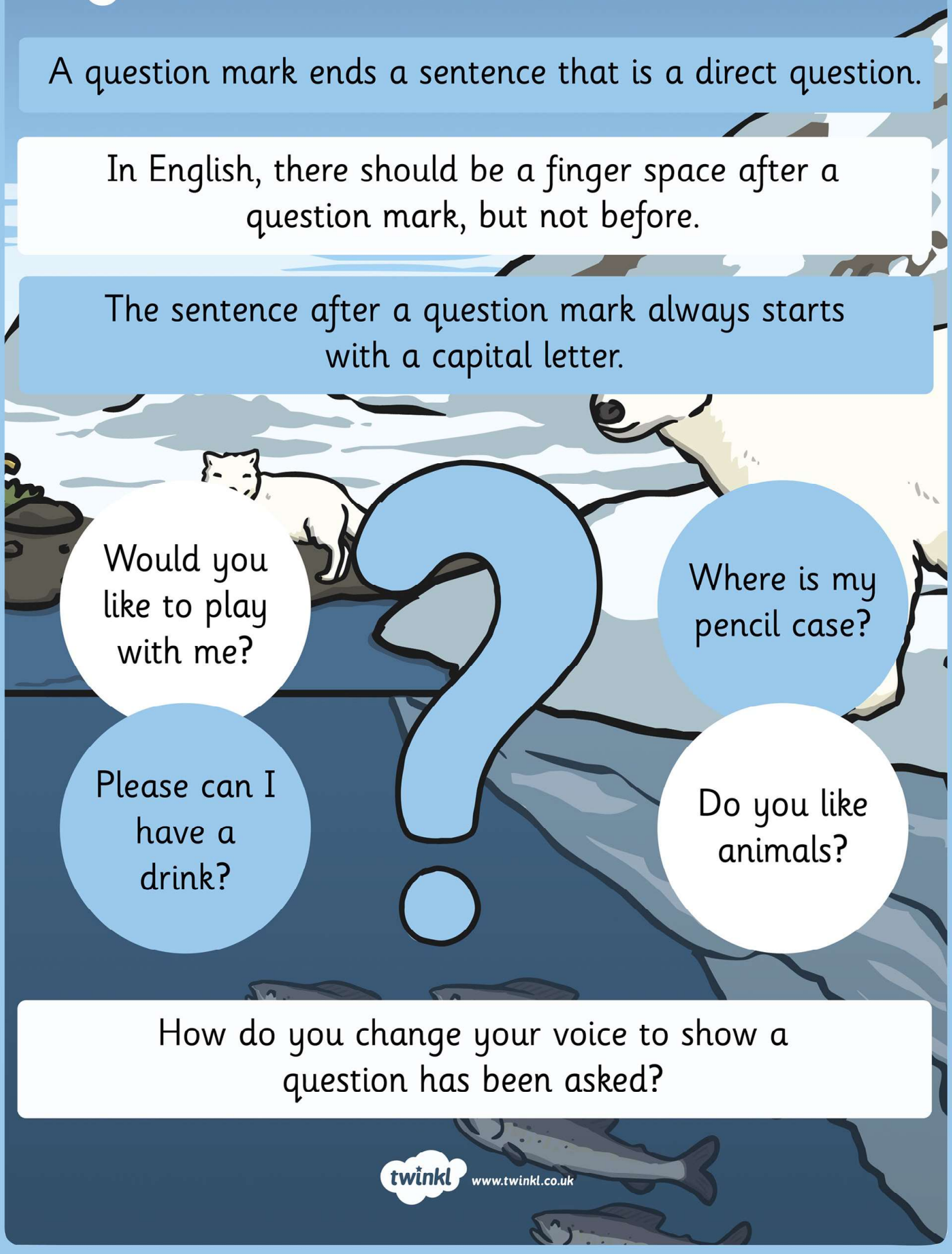
Top

Question Marks

A question mark ends a sentence that is a direct question.

In English, there should be a finger space after a question mark, but not before.

The sentence after a question mark always starts with a capital letter.



How do you change your voice to show a question has been asked?

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Question Mark or Full Stop?

I can spot sentences that need a question mark.

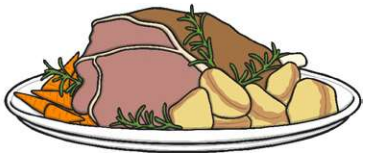
1. Put a question mark or a full stop in the box to finish off the sentence correctly.

a) Would you like a slice of cake ☐

b) Can I play with you ☐

c) What is Farhan doing ☐

d) Mum is cooking dinner ☐

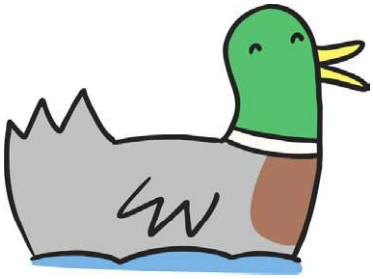


e) Is it raining ☐

f) I like my hat ☐

g) This flower smells nice

2. Now write your own question to go with this picture.



Asking Questions

I can write a sentence using a question mark.

1. Stick the words provided in the correct order to write the questions the characters are asking. Remember to add a question mark.

a)

b)

c)

d)

a.	can	have	Please	a	I	drink
b.	have	you	Why	done	that	
c.	you	What	would	to	eat	like
b.	we	play	Shall	football		

a.	can	have	Please	a	I	drink
b.	have	you	Why	done	that	
c.	you	What	would	to	eat	like
b.	we	play	Shall	football		

a.	can	have	Please	a	I	drink
b.	have	you	Why	done	that	
c.	you	What	would	to	eat	like
b.	we	play	Shall	football		

a.	can	have	Please	a	I	drink
b.	have	you	Why	done	that	
c.	you	What	would	to	eat	like
b.	we	play	Shall	football		

Bridge family

n

m

h

b

p

k

r

joins

ab

th

ck

if

it

Croak! Croak! Croak!

7 There were three frogs in a pond.

16 The green frog swam under a log and got

25 stuck. The next frog crept into a tree and

33 got stuck. The brown frog swung on a

40 stick and got stuck on some rocks.

46 “Croak! Croak! Croak!” said the frogs.

57 A stork was in the pond. It had a plan to

64 help and soon the frogs were free.

Read Together Quick Questions

1. Where did the green frog get stuck? Tick one.

- ☐ in a tree
- ☐ under a log
- ☐ on some rocks

2. How did the stork know that the frogs needed help?

_____

3. Which word shows what the brown frog did? Tick one.

- ☐ swam
- ☐ crept
- ☐ swung

4. Do you think that the frogs will get stuck again?

_____

In the Tent

10 Gran and Fred slept in a tent for a night.
19 The camp was near a river. They set up
28 the tent next to a steep hill. Gran forgot
37 the hammer so they had to stamp on the
38 pegs.
46 There were strong gusts of wind in the
51 night. The tent fell down!
60 Fred did not like the night in the tent.

Read Together Quick Questions

1. What did Gran forget? Tick one.

- ☐ the pegs
- ☐ the hammer
- ☐ the tent

2. Number the facts from 1 to 3 to show the order order that they appear in the text.

- ☐ The tent fell down.
- ☐ The camp was near a river.
- ☐ Gran forgot the hammer.

3. Which word describes the gusts of wind? Tick one.

- ☐ strong
- ☐ small
- ☐ big

4. Why do you think that Fred did not like the night in the tent?

_____

The Twins

Stan and Fran are twins in my class. Fran likes to float in the pool but Stan likes to jump in with a splash.

Stan is a good cook but Fran is good at sport. She is the best at the high jump in my class.

They like to swing in the treetops at the park.

Read Together Quick Questions

1. What is Fran good at? Tick one.

- [ ] splash
- [ ] sport
- [ ] swing

2. Stan and Fran are twins but they are different. How are they different?

3. Which word describes how Stan likes to get into the pool? Tick one.

- [ ] float
- [ ] slip
- [ ] jump

4. Use 20 words or fewer to sum up the twins.

Toast

I like to have plum jam on my toast.

My gran has a little speck of butter on her toast.

My sister likes to cut the crusts off her toast.

Grandad has fresh eggs and ham on his toast.

Mum and Dad do not like toast. They like muffins.

Brent has jam and crisps on his toast.

Yuck!

I still think that plum jam is the best.

Read Together Quick Questions

1. What does Gran have on her toast? Tick one.

- ☐ jam
- ☐ butter
- ☐ crisps

2. Do you think that the author would like to have jam and crisps on their toast?

_____

_____

3. Which word rhymes with toast? Tick one.

- ☐ crust
- ☐ coast
- ☐ twist

4. What would you like to have on your toast the next time that you eat it?

_____

Common Exception Word Activity Mat: be

Find and circle the word **be**.

be me we
be me me
be be we
me be
we be

Highlight the word **be** in these sentences.

She must be lost.

I will be back at six.

Be very quiet!

Will it be hot?

Clap the word **be.**

Finish off the word **be**.

b__	__e
__e	b__

Now write the full word.

__ __

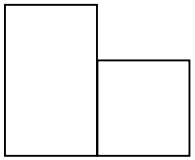
Trace the word **be.**

be

be

be

Write the letters from the word **be** inside the boxes.



Add the word **be** to these sentences.

I will _____ busy.

Are you going to _____ late?

_____ careful!

Common Exception Word Activity Mat: he

Find and circle the word **he.**

he me we
me me he
he
he we me
we me he

Trace the word **he.**

he
he
he

Highlight the word **he** in these sentences.

'Hello', he said.

He hates spiders.

Has he been home?

He is strong.

Write the letters from the word **he** inside the boxes.

Clap the word **he.**

Finish off the word **he.**

h__	__e
____e	h__

Now write the full word.

__ __

Add the word **he** to these sentences.

_____ has a big car.

Who is _____?

_____ loves loud music.

Common Exception Word Activity Mat: me

Find and circle the word **me**.

we me we
me he me
he
we we me
me we he

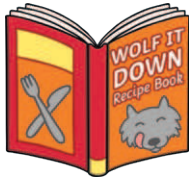
Trace the word **me**.

me

me

me

Highlight the word **me** in these sentences.



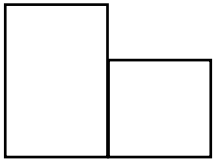
Can you see me?

Let me in.

Tim found me in the shed.

He lent me a book.

Write the letters from the word **me** inside the boxes.



Clap the word **me**.

Finish off the word **me**.

m__	__e
__e	m__

Now write the full word.

__ __

Add the word **me** to these sentences.

Look at _____.

She made _____ a cake.

Bring _____ your coat.

Common Exception Word Activity Mat: she

Find and circle the word **she**.

she said she
so the so
said
the said she
she so she

Highlight the word **she** in these sentences.

She is happy.

Who is she?

She went running.

Is she your dog?

Clap the word **she**.

Finish off the word **she**.

sh___	___he
__e	s__

Now write the full word.

___ ___ ___

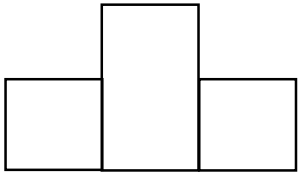
Trace the word **she**.

she

she

she

Write the letters from the word **she** inside the boxes.



Add the word **she** to these sentences.

_____ is crying.

Is _____ going home?

_____ is a doctor.

Common Exception Word Activity Mat: we

Find and circle the word **we**.

we went me
me we he
we
went he went
went me we

Highlight the word **we** in these sentences.

We love picnics.

Where will we meet?

We ate some apples.

We like the rainbow.

Clap the word **we**.

Finish off the word **we**.

w___	___e
___e	w___

Now write the full word.

___ ___

Trace the word **we**.

we

we

we

Write the letters from the word **we** inside the boxes.

Add the word **we** to these sentences.

_____ lost the game.

Can _____ go in the pool?

_____ saw the storm.

Topic Overview

Lesson 1 (DT)- Follow a recipe to make a meal or dessert. This could be a family favourite or we have included a biscuit recipe that we would follow in school.

Lesson 2 (DT)- Evaluate what you made using the evaluation sheet in the pack. What went well and what would you do differently next time?

Lesson 3 (cross curricular maths)- Look at the information that has been collected in the table and put it on the pictogram. Now use this to answer the questions.

Basic Biscuit Recipe

Ingredients

250g butter, softened

140g caster sugar

- 1 egg yolk
- 2 tsp vanilla extract
- 300g plain flour

Method

1. Heat the oven to 180C/ gas mark 4 and grease a baking tray.
2. Mix 250g softened butter and 140g caster sugar in a large bowl with a wooden spoon, then add 1 egg yolk and 2 tsp vanilla extract and briefly beat to combine.
3. Sift over 300g plain flour and stir until the mixture is well combined - you might need to get your hands in at the end to give everything a really good mix and press the dough together.
4. Roll out the mixture until it is about 1cm thick.
5. Use the cutters to cut out biscuit shapes.

6. Place the shapes on a baking tray and bake for 12 minutes until golden brown.
7. Carefully take the biscuits out of the oven and place them on a wire rack to cool.

Adaption 1- Lemon fingers

Make the basic biscuit dough, adding the zest of two lemons to the dough.
For the icing, mix 140g sifted icing sugar with 4-5 tablespoons of lemon juice and the zest of 1 lemon. When the biscuits are cool, half dip them into the icing, then leave on a rack to set.

Adaption 2 - Triple chocolate biscuits

Make a batch of basic biscuit dough, substituting 50g plain flour for 50g cocoa powder. Add 85g white chocolate chunks and 85g milk chocolate chunks, then mix well. Scoop the mixture into 12 large balls onto a non-stick baking sheet. Space well apart, as they will spread. Flatten slightly, bake for 12-15 mins, then transfer the soft, warm cookies to a cooling rack to firm up.

DT

Evaluation

LO - To evaluate my finished product.			
Success Criteria		Me	Teacher
Give my product a rating out of 5.			
Evaluate the appearance of my product.			
Evaluate the taste of my product.			
Say if my design matched my plan.			
Explain what others thought of my design.			
Describe any difficulties that I had.			
Explain how I could improve my design further.			
Explain why I would make this change to my product.			

Mild

The star rating for my product was ...

My finished recipe looked ...

My finished recipe tasted ...

How would you improve your final product next time?

Maths Data Handling

LO - To present and answer question about data.			
Success Criteria		Me	Teacher
Count how many children vote for each item.			
Record the information in a tally chart.			
Represent the information in a pictogram.			
Represent the information in a pictogram where one symbol represents two children.			
Answer questions about the date you have collected.			
Ask questions about the date you have collected.			

Collect data to show which type of biscuit was the most popular in class.

Biscuit	Tally	Total
Vanilla	𝍸 IIII	
Lemon	III	
Orange and cranberry	𝍸 III	
Raisin	I	
Smarties	𝍸 𝍸	
Salted caramel	II	
Triple chocolate	𝍸 𝍸 I	
Cheese		

Pictogram = 2 children

Vanilla	
Lemon	
Orange and cranberry	
Raisin	
Smarties	
Salted caramel	
Triple chocolate	
Cheese	

Which was the most popular flavour?

Which was the least popular flavour?

How many children chose Lemon?

How many children chose triple chocolate?

How many more children liked smarties than salted caramel?

How many more children liked vanilla than lemon?

How many children took part in the survey altogether?