

# Home Learning

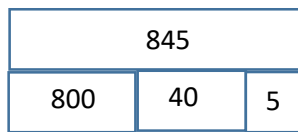
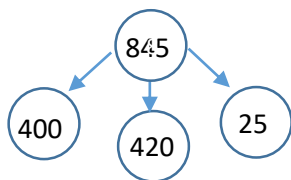
## Year 3

Using the suggested structure outlined in the 'Home Learning' sections of our website, choose a maths, English and research/topic-based activity to complete each day.

### Maths

#### Partitioning!

Roll a dice to get 5 3-digit numbers. Use bar models and part-whole models to partition each number in 3 different ways.



#### Using inverse.

Have a go at these 6 addition and subtraction problems (using the column method). Once you've worked each one out, use the inverse calculation to check your answer.

e.g.  $320 + 430 = 750$   
Inverse  $750 - 320 = ?$

1.  $438 + 784$
2.  $873 + 956$
3.  $487 + 254$
4.  $845 - 673$
5.  $921 - 572$
6.  $754 - 295$

#### Roman Numerals

Learn the Roman Numerals from 1 to 12 (you will find these on some clocks). Can you see some patterns? Do you understand what each symbol represents? Could you try to work out how the numbers 13-20 are written?



Write yourself some roman numeral multiplication questions and answer them with normal numbers.

Use TT Rockstars or hit the button to practise your times tables and division facts! Remember in year 4 you will be learning all of your times tables up to  $12 \times 12$  so why not get a head start in the summer holidays!



#### Daily Lessons:

Use the BBC Bitesize website <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons> or the Oak Academy website <https://classroom.thenational.academy/subjects-by-year/year-3/subjects/maths> to try out some of the daily lessons. There are lots of good ideas to develop your reading and writing skills!



#### Mystery maths.

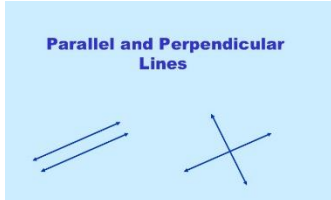
Since so many of you had a go at the mystery maths and English which was on the last home learning sheet, here is another for you to try!



The document can be found on seesaw!

### Parallel or perpendicular?

Go on a hunt around your house to find lines that are parallel or perpendicular to one another. Write a definition of each and think of some shapes which have parallel and perpendicular lines. What 2D shapes can you think of that have lines which do not follow these rules?



### Set up a Café!

After you have designed your menu in your English task, put prices on all your food and then invite your family to your café.

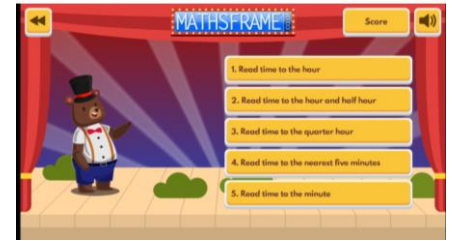
Go around and take their orders, writing down what they want and then adding up the costs.



### Telling the time!

Use this great game to practise telling the time. Start on level 3 or 4 and see if you can get confident enough to do level 5. Extra challenge! Can you use the 24-hour clock option?

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>



# English

## Mystery English!

Since so many of you had a go at the mystery maths and English which was on the last home learning sheet, here is another for you to try!



The document can be found on [seesaw!](#)

## Set up a Café!

Write some fabulous menus for your café, you need to think of what types of food you would like. Is it a café for humans, fairies or monsters? Be creative with writing your menu and include lots of fantastic adjectives!

A monster menu could have:

Shark eyeball soup with a garnish of freshly harvested bee stings.

## Get creative!

Use the website [www.pobble365.com](http://www.pobble365.com) to get some inspiration for your writing! There are writing ideas for every day of the year as well as lots of exciting writing activities that will get your imagination going!



## Spelling and Handwriting.

Use your best cursive handwriting to write some silly sentences using as many of the year 3/4 spelling words as possible.

Here's an example:

To **complete** her **difficult answer**, the **important woman** rode her **bicycle** **through** the **library** to **increase** her **knowledge**.



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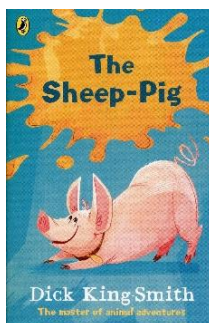
## Try to read every day!

Find books that you enjoy and read to adults, with adults, to brothers and sisters or even to pets or teddy bears!

Draw a detailed picture of one of the settings from your story.



Go on [archive.org](http://archive.org) to borrow Dick King-Smith's 'The Sheep-Pig' again and we can continue our adventure with the sheep-pig!



## The Sheep-Pig: ch.11

Write a conversation between Babe and the sheep at the Trials. What do you think he might say? Don't forget to use speech marks and a new line for a new speaker.



## The Sheep-Pig: ch.12

1. Who do you think is happiest at the end of the story? Why do you think this?
2. Do you think anyone might be sad? Why?
3. What do you think Babe and the other animals will do in the future? Why?
4. Do you think the author is trying to put across a message in this story? What might it be?