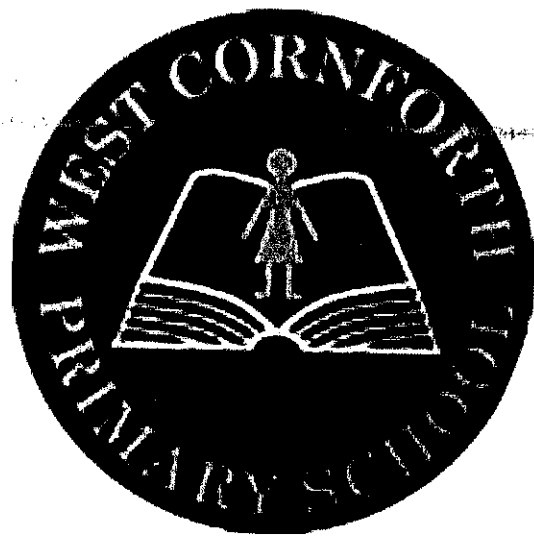


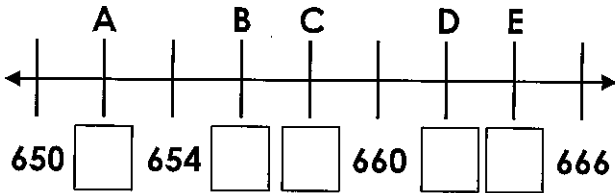
# Home Learning Pack Year 3



Name: \_\_\_\_\_

## Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.



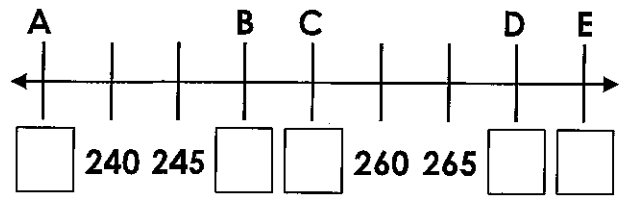
650  654   660   666



VF

## Ordering Numbers

1b. Fill the gaps in the number line using the numbers below.



240 245   260 265



VF

2a. Put these numbers in ascending order.

426  381  329  894  677

\_\_\_\_\_



VF

2b. Put these numbers in descending order.

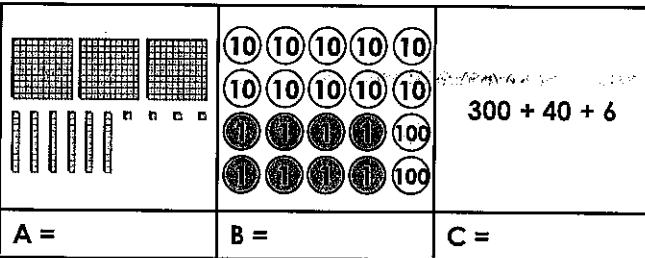
576  903  567  799  652

\_\_\_\_\_



VF

3a. What is each representation worth?



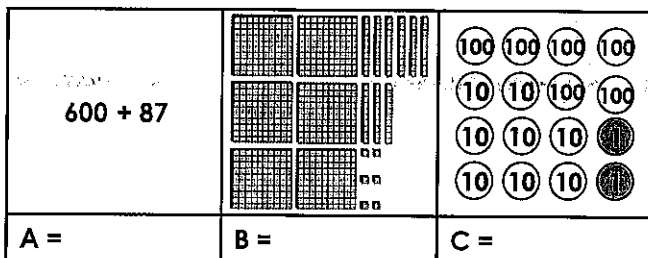
A = \_\_\_\_\_ B = \_\_\_\_\_ C = \_\_\_\_\_

List the numbers in descending order.



VF

3b. What is each representation worth?



A = \_\_\_\_\_ B = \_\_\_\_\_ C = \_\_\_\_\_

List the numbers in ascending order.



VF

4a. True or false? Lucie has placed these five numbers in ascending order.

670
767
676
776
777



VF

4b. True or false? Fiona has placed these five numbers in descending order.

882
849
797
658
685



VF

## Ordering Numbers

1a. Jerry the giraffe wants to reach the apple. He can only go through the maze by stepping on ascending numbers.

715	716	718	721
719	721	724	730
716	720	722	727
715	716	718	719

How many routes can he take?

PS

## Ordering Numbers

1b. Elsie the elephant wants to reach the pear. She can only go through the maze by stepping on descending numbers.

323	319	318	311
330	335	329	309
336	332	330	352
341	368	355	310

How many routes can she take?

PS

2a. Nuha and Pete are placing numbers in descending order.



300 200 100 350 250 150

Nuha



650 600 550 500 450 400

Pete

Who is correct? Prove it.



R

2b. Hunter and Willow are placing numbers in ascending order.



150 250 200 350 400 450

Hunter



150 300 450 600 750 900

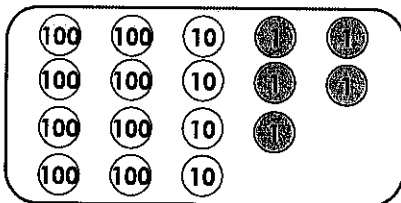
Willow

Who is correct? Prove it.



PS

3a. Choose between 5 and 10 place value counters each time to create four 3-digit numbers.



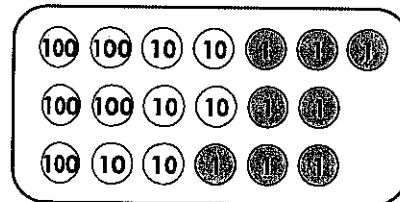
Write the numbers that you have created below in ascending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



PS

3b. Using the place value counters below, create four different 3-digit numbers. You can reuse counters for each new number.



Write the numbers you have created below in descending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



R


## Add and Subtract Multiples of 100

## Add and Subtract Multiples of 100

1a. Complete the number sentences.  
Write your answers in numbers.

A.  $\begin{array}{|c|} \hline \text{three} \\ \hline \text{hundreds} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$


B.  $\begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} - 100$

 VF

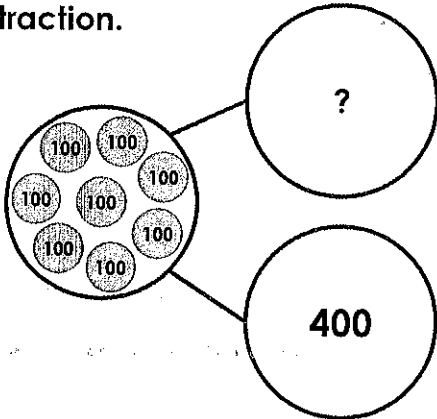
1b. Complete the number sentences.  
Write your answers in numbers.

A.  $\begin{array}{|c|} \hline \text{two} \\ \hline \text{hundreds} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{100} \\ \hline \text{100} \\ \hline \text{100} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$

B.  $\begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} - 200$

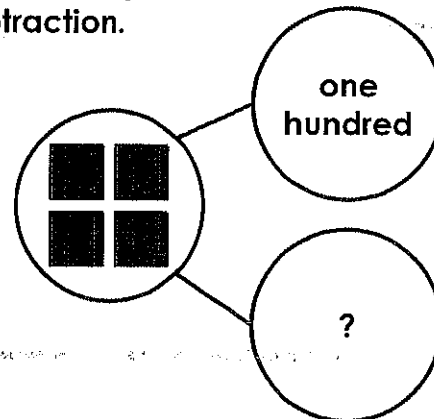
 VF

2a. Use the part whole model to write a subtraction.



VF

2b. Use the part whole model to write a subtraction.




VF

3a. Use the correct symbols to complete the number sentences.

A.  $\begin{array}{|c|} \hline \text{100} \quad \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \end{array} \square \text{ four hundreds} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array}$


B.  $\text{100} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \end{array} \square \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array}$

 VF

3b. Use the correct symbols to complete the number sentences.


A.  $\begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{100} \\ \hline \square \\ \hline \text{100} \quad \text{100} \\ \hline \end{array}$

B.  $600 \square \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array}$

 VF


4a. True or false?

$100 + \begin{array}{|c|} \hline \text{100} \quad \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{100} \\ \hline \text{100} \\ \hline \end{array}$

 VF

4b. True or false?

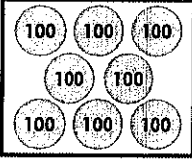

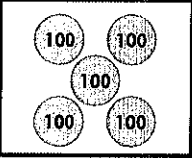
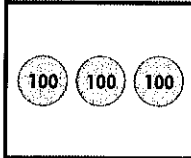
$\begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} - \text{two hundreds} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array}$

 VF

## Add and Subtract Multiples of 100

## Add and Subtract Multiples of 100

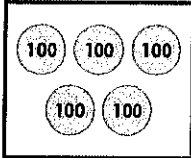
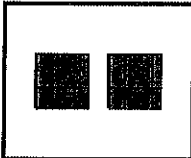
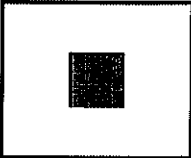
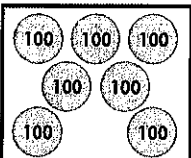
1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

		400
	one hundred	



PS

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

four hundreds		
	300	



PS

2a. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\begin{array}{c} \text{100} \\ \text{100} \\ \text{100} \end{array} + A - B = 600$$



PS

2b. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\text{nine hundreds} - A + B = \begin{array}{cc} \blacksquare & \blacksquare \\ \blacksquare & \blacksquare \end{array}$$



PS

3a. Sarah and Jane are subtracting multiples of 100.

$$\begin{array}{ccc} \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare \end{array} = ? - \text{one hundred}$$



Sarah

The missing number is 500.

The missing number is 700.



Jane

Who is correct? Explain how you know.



R

3b. Peter and Enzo are adding multiples of 100.

$$\begin{array}{ccc} \text{100} & \text{100} & \text{100} \\ & \text{100} & \text{100} \\ \text{100} & \text{100} & \text{100} \end{array} = \text{five hundreds} + ?$$



Peter

The missing number is 300.

The missing number is 900.



Enzo

Who is correct? Explain how you know.

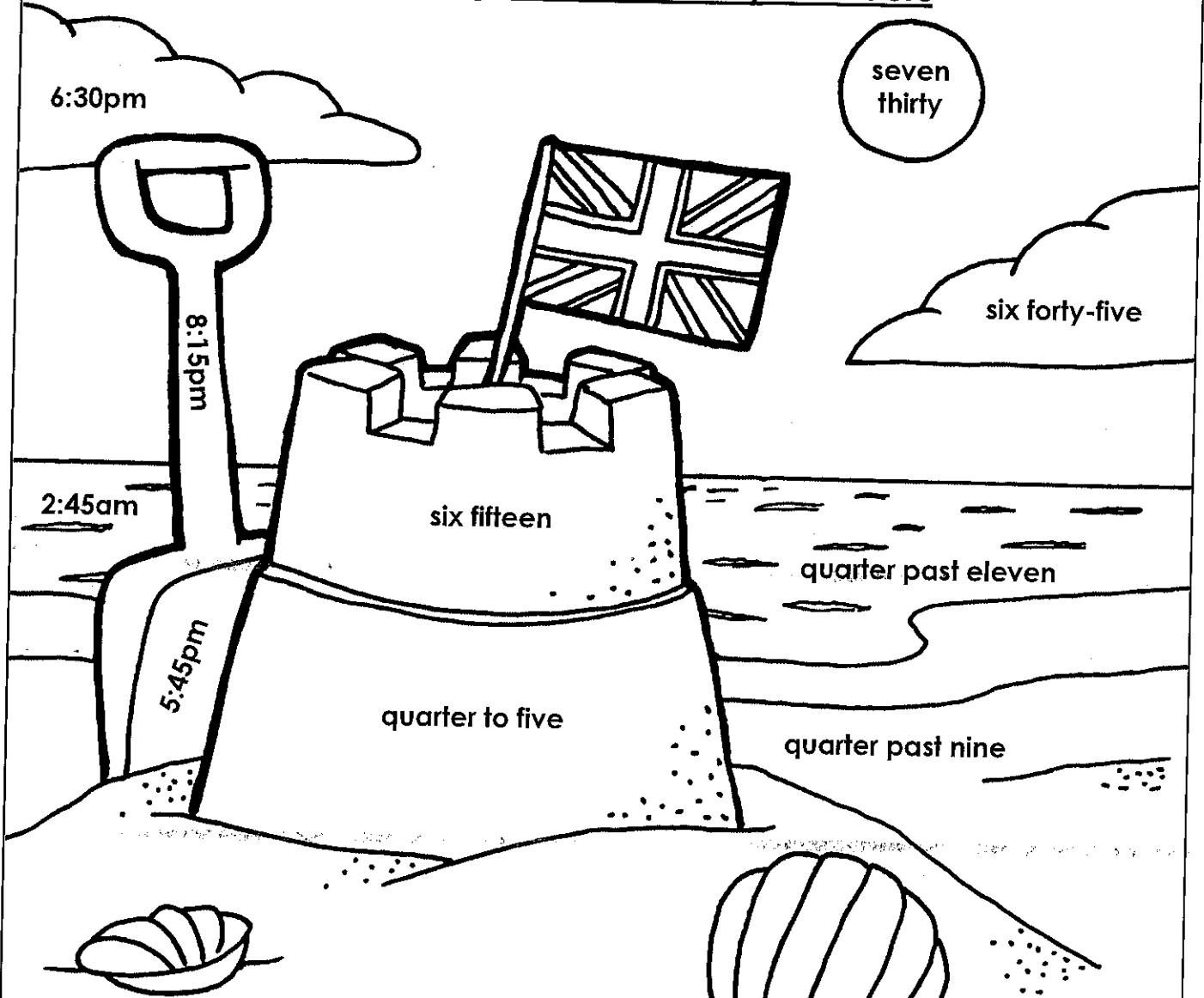


R

11	$76 \div 4$	2	$36 \div 4$
19	$4 \div 4$	9	$72 \div 4$
1	$52 \div 4$	18	$48 \div 4$
13	$32 \div 4$	12	$40 \div 4$
8	$8 \div 4$	10	$24 \div 4$

6	$16 \div 4$	15	$28 \div 4$
4	$68 \div 4$	7	$80 \div 4$
17	$12 \div 4$	20	$64 \div 4$
3	$56 \div 4$	16	$20 \div 4$
14	$60 \div 4$	5	$44 \div 4$

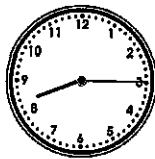
# Converting Time Colour by Numbers



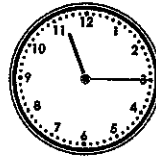
Match the clocks to the times and colour them the correct colour.



yellow



red



blue



pink



orange



yellow



red



purple



blue



yellow

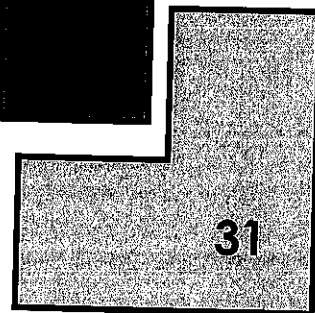
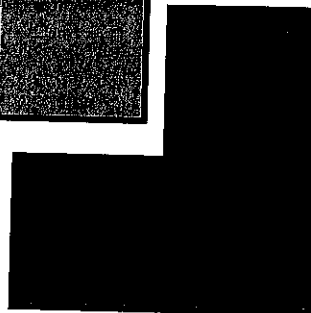
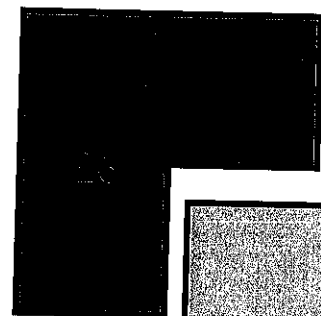
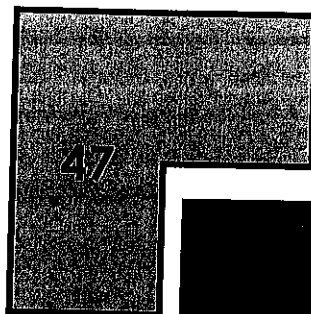
Now colour the rest of the picture.



# The 3 Times Table

1. The grid displays different calculations from the 3 times tables. The sum of three different calculations will equal one of the numbers on the shapes.

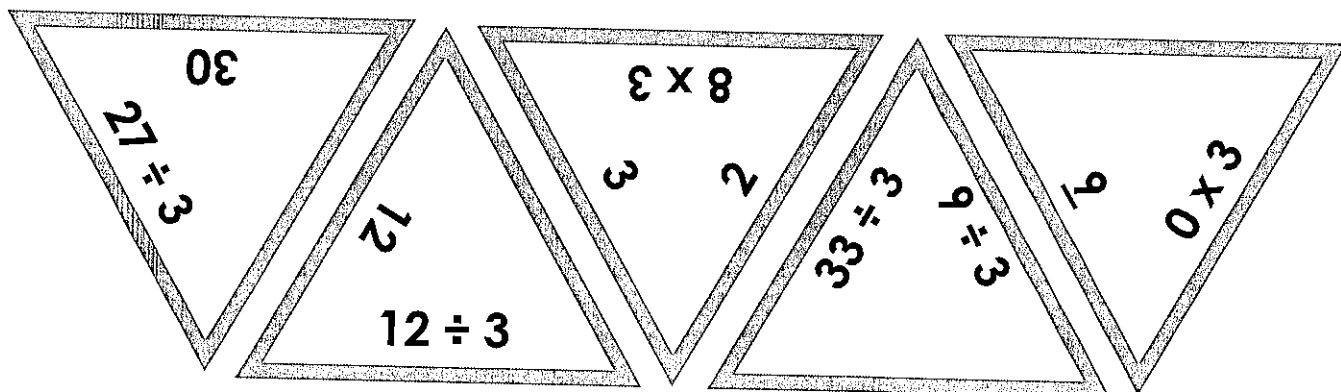
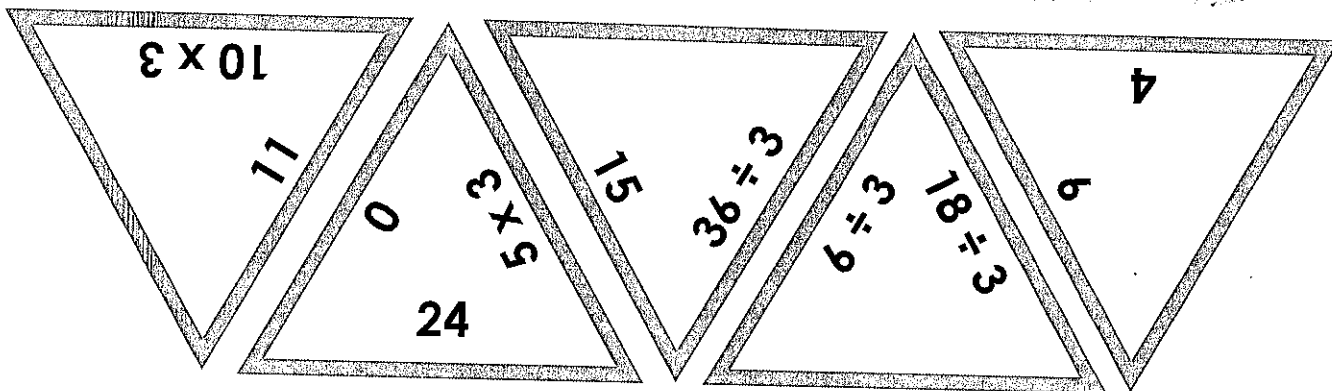
$3 \times 5$	$21 \div 3$	$15 \div 3$	$0 \times 3$
$3 \times 3$	$3 \times 8$	$3 \times 7$	$3 \div 3$
$36 \div 3$	$33 \div 3$	$3 \times 9$	$3 \times 6$



Investigate how the shapes can be arranged on the grid by using your knowledge of the 3 times table and addition.

DP

2. Match the calculations to the correct answer.



DP

## What is a Clause?

## What is a Clause?

1a. Underline the verbs and circle the nouns in the sentence below.

The professional footballers ran, jumped and skipped around the pitch.



VF

1b. Underline the verbs and circle the nouns in the sentence below.

The light outside switched on in the middle of the night because a fox ran by.



VF

2a. Punctuate the sentence below.

did the ginger cat climb over the wooden fence



VF

2b. Punctuate the sentence below.

i can't believe that my teapot made twelve large cups of tea



VF

3a. Tick the main clause below that makes sense on its own.

A. the chips tasted lovely

B. those warm, curly chips taste

C. the chips tasted the girl



VF

3b. Tick the main clause below that makes sense on its own.

A. those clear river ran through

B. that winding river slowly

C. the wide river ran down the hill



VF

4a. True or false? The main clause in the sentence below is underlined.

Sally pushed through the trees and saw a light over the road.



VF

4b. True or false? The main clause in the sentence below is underlined.

After the tree was cut down, nobody wanted to go to the park.



VF

## What is a Clause?

## What is a Clause?

1a. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

The robin flew out of the nest and didn't return for a few hours.



A

1b. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

Dean crashed his brand new car when it snowed heavily.



A

2a. Use the words in the word bank to complete the main clauses below.

seem	does
drove	looked
flowers	room

- Don't walk on the \_\_\_\_\_ or you will be in trouble!
- We \_\_\_\_\_ around the quiet games \_\_\_\_\_ excitedly.
- Why \_\_\_\_\_ my cat \_\_\_\_\_ so sad after he's just eaten?



A

2b. Use the words in the word bank to complete the main clauses below.

car	room
dinosaur	hole
sprayed	coin

- I found a shiny \_\_\_\_\_ in my trouser pocket and I was surprised.
- I \_\_\_\_\_ the \_\_\_\_\_ to make it smell fresh before the guests came round.
- My \_\_\_\_\_ was very shiny and new so I kept it in the garage.



A

3a. Which main clause doesn't agree with the rest of the sentence? Explain why.

- It was a cold day today so the ice cream van was very quiet.
- Dad brushed his teeth very quickly.
- The detective didn't wear his thick coat because it was very frosty.
- Does your mum drive a red car now?



R

3b. Which main clause doesn't agree with the rest of the sentence? Explain why.

- Her hat was far too small for her head so it kept falling off.
- We slowly walked to school so we wouldn't be late again.
- The train was extremely crowded.
- My mum's car would not start today because it had run out of petrol.



R

Using Conjunctions to Express Time, Place and Cause

Using Conjunctions to Express Time, Place and Cause

1a. Sort the conjunctions under the correct headings.

Time	Place	Cause

because      where      while  
 once      since      wherever



VF

1b. Sort the conjunctions under the correct headings.

Time	Place	Cause

where      before      wherever  
 in case      yet      when



VF

2a. Tick the sentence with a time conjunction.

- A. It is dark earlier due to the clocks going back an hour.
- B. My little brother takes his teddy with him wherever he goes.
- C. Adam ate his healthy snack while reading his favourite book.



VF

2b. Tick the sentence with a place conjunction.

- A. Dad hid the presents where the children wouldn't find them.
- B. I always take my umbrella with me in case it rains.
- C. My mum likes to iron while listening to music on the radio.



VF

3a. Rewrite this sentence using a different conjunction from the word bank.

I played outside with my raincoat on today due to the pouring rain.

in case      yet      because of



VF

3b. Rewrite this sentence using a different conjunction from the word bank.

I love going to my bedroom to change into my comfy clothes when I get home from school.

after      before      while



VF

4a. Create two sentences by matching clauses with the correct conjunction.

I took some money	while	I tidy up my bedroom.
My best friend helps	in case	I wanted to buy sweets.



VF

4b. Create two sentences by matching clauses with the correct conjunction.

I had some ice cream	after	I continued to play football.
My feet were sore	yet	I finished my dinner.



VF

**Using Conjunctions to Express Time, Place and Cause**

**Using Conjunctions to Express Time, Place and Cause**

1a. Complete each sentence with a conjunction.

A. We're very excited today \_\_\_\_\_ we're having a disco at school.

B. I always brush my teeth every morning \_\_\_\_\_ I've had my cereal and toast for breakfast.



A



A

2a. Write a sentence with two expanded clauses and a place conjunction to describe the picture below.



A



A

2b. Write a sentence with two expanded clauses and a time conjunction to describe the picture below.



3a. Waheed has been asked to write a sentence using a causal conjunction.

	My karate lesson was
	cancelled yesterday due to
	the teacher being poorly.

Is he correct? Explain your answer.



R

3b. Theo has been asked to write a sentence using a time conjunction.

	My dad left the soft teddy where
	my baby brother could reach it.

Is he correct? Explain your answer.



R

Italian Ice Cream with Friends




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secrets



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## Italian Ice Cream with Friends – Follow-Up Work

1. How do you know the three female ladies are retired? (P5/2d)

2. How do you know the female ladies are very good friends? (P5/2d)

3. How do you know the setting for this picture is in Italy? (P5/2d)

4. What season do you think this image was taken in? (P5/2d)

5. Why are the ladies standing up to eat their ice-cream? (P5/2d)

6. Have you ever eaten an ice-cream when you have been on holiday?

## Italian Ice Cream with Friends – Vocab

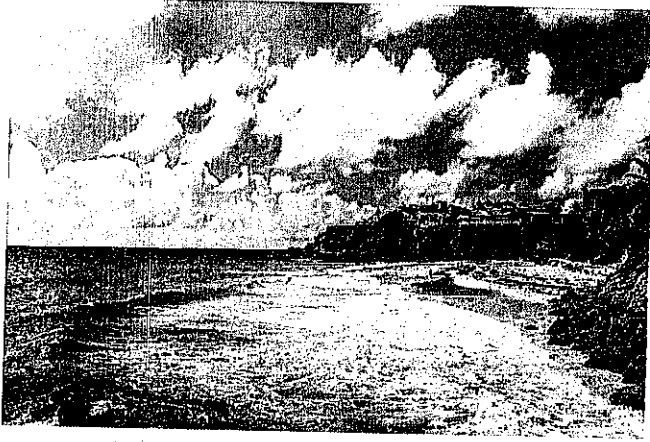
Write the definitions for each of these words.

<b>active</b>	
<b>culture</b>	
<b>edible</b>	
<b>female</b>	
<b>gelato</b>	
<b>horizontal</b>	
<b>indulgence</b>	
<b>mature</b>	
<b>produce</b>	
<b>retirement</b>	
<b>senior</b>	
<b>sunlight</b>	
<b>togetherness</b>	
<b>tourism</b>	
<b>vacation</b>	
<b>waist</b>	



## Dream Holidays

Barbados is an island in the Caribbean. It is famous for its white sandy beaches and clear blue water. It is also well-known for playing cricket and eating afternoon tea. Barbados is the perfect place to visit if you enjoy relaxing in the sunshine.



### Wilton Barbados Resort

**Rating:** ★★★★★

**Location:** Bridgetown

**Facilities:** 2 private beaches, 5 restaurants, 3 outdoor pools, 1 enormous water slide, kids club, WiFi  
**Sights:** Limestone Cavern and the Barbados Museum

**Price:** £82 per person, per night

**Offers:** Breakfast is included

### Coconut Tree Hotel

**Rating:** ★★★

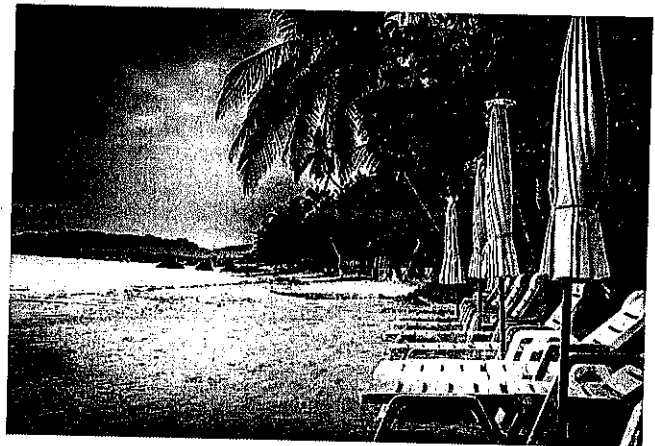
**Location:** Christ Church

**Facilities:** 1 public beach, 2 restaurants, 1 outdoor pool, soft play area, games room, sea views, WiFi

**Sights:** Historic buildings and stunning coastline

**Price:** £56 per person, per night

**Offers:** Free bathrobes



### White Sands Beach Resort

**Rating:** ★★★★

**Location:** Fitts Village

**Facilities:** 1 private beach, 3 restaurants, 2 outdoor pools, dive and snorkel centre, horse riding, car and bike hire, hot tub, WiFi

**Sights:** Paradise Beach

**Price:** £72 per person, per night

**Offers:** Book now and get 2 nights free



## Dream Holidays – Comprehension

### Section A

These hotels are on the island of...

Britain

Bermuda

Barbados

Barra

Wilton Barbados Resort has got...

2 stars

3 stars

4 stars

5 stars

White Sands Beach Resort is in...

Christ Church

Fitts Village

Bridgetown

Bermuda

The Coconut Tree Hotel has a...

soft play area

snorkel centre

water slide

riding school

Barbados well-known for playing...

football

rugby

snooker

cricket

If you stay at the Wilton Barbados Resort, you can visit the...

airport

museum

riding stables

dive centre

### Section B

Use the information in the text to decide whether these statements are true or false.

	True	False
Barbados is famous for its white, sandy beaches.		
Barbados is the place to visit if you enjoy staying indoors.		
The Wilton Barbados Resort has 2 private beaches.		
The Coconut Tree Hotel has 2 outdoor pools.		
White Sands Beach Resort has 4 restaurants.		
Barbados is well-known for eating afternoon tea.		

## Section C

Complete this chart using information from the text.

Hotel	Cost	Facilities	Offers
Wilton Barbados Resort			
	£56		Free bathrobes
		1 beach, 3 restaurants, 2 outdoor pools, dive and snorkel centre, horse riding, car and bike hire, WiFi	

## Section D

Find and copy a word that means the same as 'famous'.

Find and copy a word in the text that means the same as 'beautiful'.

Find and copy a word in the text that means the same as 'not public'.

Find and copy a word in the text that means the same as 'old'.

## Statutory Spellings in Sentences Year 3/4 1

Use this bank of words to complete the next 5 sentences.

forward    thought    bicycle    often    sentence

Terry \_\_\_\_\_ the ballet was amazing.

Anette was asked to recall what the Doctor had said in one \_\_\_\_\_.

It rains \_\_\_\_\_ in England.

Rob's robot moved \_\_\_\_\_ with one push of the button.

The \_\_\_\_\_ in the shop had a shiny bell and rubber handles.

Use this bank of words to complete the next 6 sentences.

history    address    answer    forwards    material    ordinary

Thomas was just an \_\_\_\_\_ boy with an extraordinary personality.

Sarah wrote the \_\_\_\_\_ on the envelope.

James thought carefully about his \_\_\_\_\_ to the problem.

Mary chose some \_\_\_\_\_ for her dressmaking.

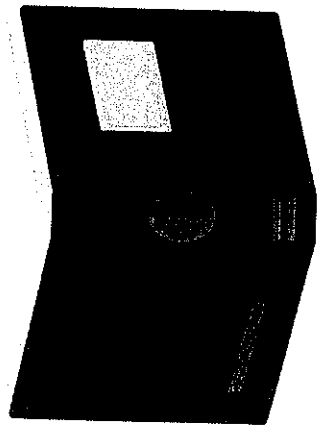
Paul's \_\_\_\_\_ book was all about the Tudors.

The swing swung \_\_\_\_\_ and backwards with just one push.

# Practical Ideas



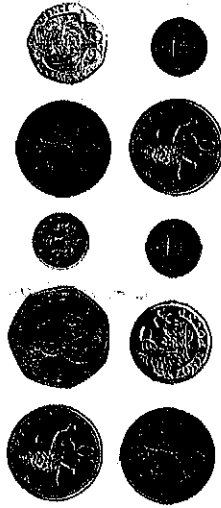
**Write a book review for a friend.**



Ensure children accurately punctuate their sentences. Discuss ideas for descriptive phrases that children could use to add extra detail.

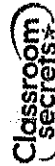
**123**

**Find 10 coins.**



**What is the total?**

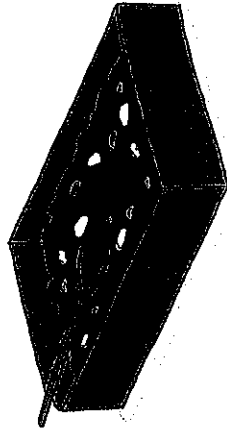
**Make calculations using some of these coins.**



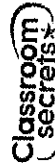
Discuss the value of each coin.  
Discuss strategies for adding and create calculations, for example:  $\pounds 1 + 50p + 2p = \pounds 1$  and  $52p$ .



**Make a cake with an adult.**



**Design a poster to advertise your product!**



When tasting, discuss ideas for adjectives that can be used. Look at different advertisements and discuss things you like and dislike.



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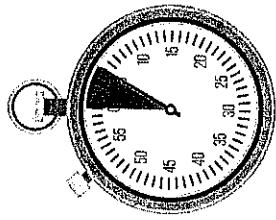
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123

How many times tables questions can you answer in 30 seconds?



Can you beat your record?



Give children quick fire multiplication questions from the 2, 3, 4, 5, 8 and 10 times tables.



Go on a number hunt.



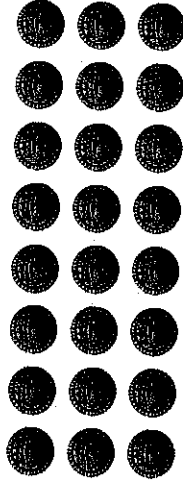
Create calculations using the numbers you have found.



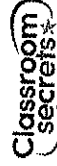
Discuss different places to collect numbers. Encourage children to create addition, subtraction, multiplication and division calculations.



Find objects to make arrays.



Show each calculation in the 8 times table.



Discuss how the arrays add a row of 8 each time, so calculations can be answered by repeated addition  $\rightarrow 8 + 8 + 8$  (shown above).

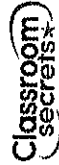
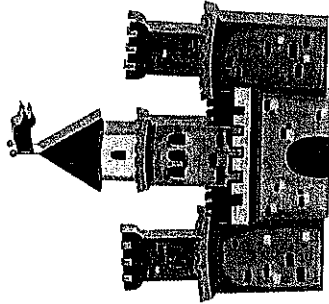


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# Practical Ideas



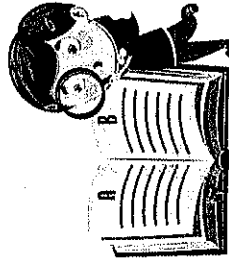
Choose your favourite fairy tale and write an alternative ending.



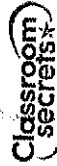
Talk about what needs to be included in the story.  
Talk about different endings and how the events could be changed.



Choose a book title. Act it out in front of your family.



Can they guess your book title?



With a friend or family members, take it in turns to play. Choose different children's books, and act out without speaking.



Read a magazine article.



Write:

- 3 new things you have learnt.
- 2 things you want to research.
- 1 thing you liked about it.




Provide articles that your child might find interesting. Read the text together. Explain any unfamiliar words. Discuss ideas for the questions together.



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# Practical Ideas

123

Generate a 2-digit number.



How many ways can you partition this number?



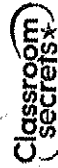
Roll a dice twice to generate a 2-digit number. Discuss how this number can be partitioned. Can the number be partitioned into more than 2 parts?



Design your own board game.



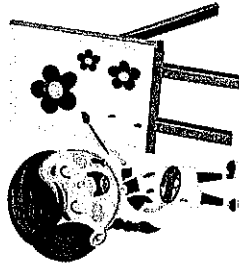
Write instructions to explain how to play.



Discuss games that children like to play and ideas that they can take from this to create their own. Talk about the layout and features of instructions.



Draw a picture of your favourite animal.



Create a fact file to share with a friend




Discuss what different resources could be used depending on what is available, for example: paint, pencils or collage. Discuss where/how to find facts.



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