Year 3 Home Pack

In this pack, you will find:

- Some useful links including Youtube channels and websites.
- Lots of worksheets and activities for you to complete.
- Your Seesaw login so you can send in work you've completed (by taking a photo or explaining it on a video) and access work from home (iPad or computer). ***
- A NFER reading test—you have 1 hour 15 minutes for this one. Work through independently and then go through it with an adult.
- A Spring Assertive Mentoring test—you have as long as you need for this one. Again, work through it on your own and then go through it with an adult.

***Seesaw is still a Year 3 trial. We do not know how well it will work when using it from home so please bear with us.

Year 3 Home Pack

Parents and carers:

We really want to support you during these difficult times. Please use the resources in this pack as a starting point for home learning. You can also look on our school website: https://www.arhprimary.co.uk/homework-help/ for Maths. calculation policies and e-safety information. Our Corona virus section, https://www.arhprimary.co.uk/coronavirus/ , also has some homework links and online learning activities.

As well as all of these things, you can help your child at home by:

Reading with them daily and write in their reading journal or create a reading log.
Doing the Daily Mile in your local area or even in your garden.
Spending time with them discussing learning or 'BIG' questions (Eg: What would it be like if the world had no friction or what if cats had wings)
Getting them involved in household activities such as cooking or cleaning.
Feeding their creativity with crafts, music or computer projects based on previous homework.

Useful Links

- Youtube activities / learning:

ART: Rob Biddulph (an illustrator) is releasing draw along at home videos. His first video is of 'Gregosaurus'. Check him out and post your drawings on Twitter!

SCIENCE: The Science Channel has lots of cool and interesting Science videos and some try at home experiments. Myth-Busters JR. is great!

GEOGRAPHY: National Geographic Kids covers some Geography in that it explores the world but does still have strong links with biology and Science.

MATHS / SINGING: Math songs by NUMBERROCK We use these in lessons to teach different Mathematical ideas. Their songs are great fun to learn!

EVERYTHING: BBC Teach is an absolutely great resource with videos from every playlist. It has playlists for different subjects and it is organised into KS1 and KS2

MINDFULNESS / P.E. : Cosmic Kids Yoga is a lovely channel to subscribe to that takes you through yoga and mindfulness activities step-by step.

ENGLISH: Mr T's Phonics: There's some great phonics revision, spellings and grammar practice on this challenge.

Useful Links

Scratch online: Computing resource that allows children to create their own algorithms.

Code club: Computing resource (just click on 'try a project').

Code.org: Children in Year 3 have logins for this website and can access their learning OR they can have a go at any of the other projects.

Twinkl: Offering free resources for all areas of learning while schools are closed.

BBC Bitesize: Offering free resources for all areas of learning all of the time.

NRICH: Maths. challenges website.

Topmarks Education: Loads of free English and Maths. games.

Maths zone: Has some free resources but some are paid.

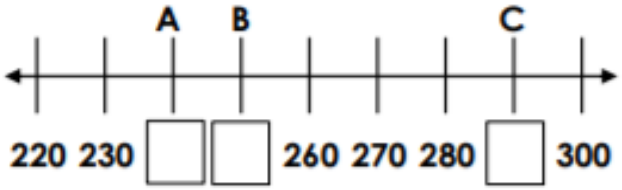
Free Phonics Play: Has some free areas that can provide spelling revision but it is more aimed at KS1. Use Phase 5 and Phase 6 for Year 3. You can also visit their sister site: spellingplay.co.uk and look for the interactive resources on there.

Science for Kids Club: Lots of experiments, facts and exploring to be done on this website. Our current Science topic is 'Rocks and Fossils'. Our next Science topics are Light and Plants.

Maths.

Ordering Numbers

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



290 | 250 | 240

VF

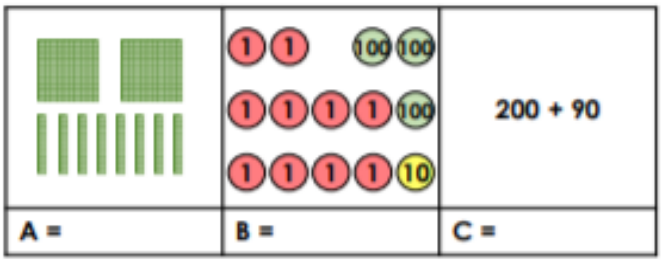
2a. Put these numbers in ascending order.

570 | 730 | 590

_____ , _____ , _____

VF

3a. What is each representation worth?



List the numbers in ascending order.

_____ _____ _____

VF

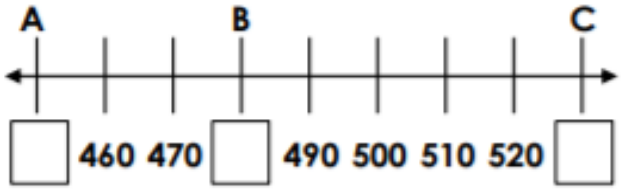
4a. True or false? Lewis has placed three numbers in ascending order.

410
380
430

VF

Ordering Numbers

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



480 | 530 | 450

VF

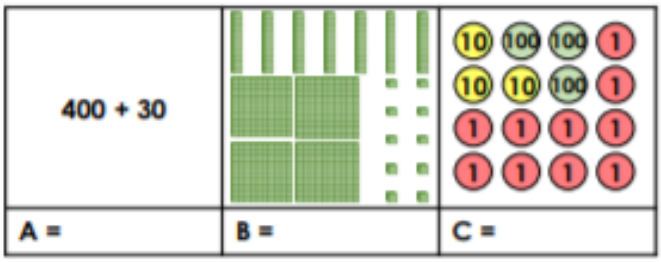
2b. Put these numbers in ascending order.

930 | 380 | 310

_____ , _____ , _____

VF

3b. What is each representation worth?



List the numbers in ascending order.

_____ _____ _____

VF

4b. True or false? Frank has placed three numbers in ascending order.

790
800
880

VF

Maths.

Ordering Numbers

1a. Phoenix the parrot wants to reach the peach. He can only go through the maze by stepping on ascending numbers.

240	250	
→ 220	230	260
210	290	240

How many routes can he take?

PS

Ordering Numbers

1b. Oka the panda wants to reach the plant. She can only go through the maze by stepping on ascending numbers.

→ 470	500	480
490	570	540
530		520

How many routes can she take?

PS

2a. Luke and Gavin are placing numbers in ascending order.

Gavin

630	670	710

Luke

280	410	380

Who is correct? Prove it.

R

2b. Leila and Evie are placing numbers in ascending order.

Leila

930	960	950

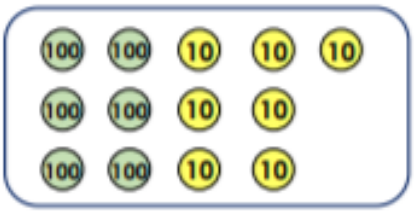
Evie

530	550	580

Who is correct? Prove it.

PS

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

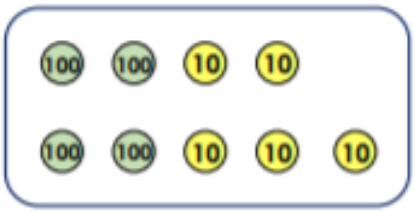


Write the numbers that you have created below in ascending order.

_____ , _____ , _____

PS

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



Write the numbers you have created below in ascending order.

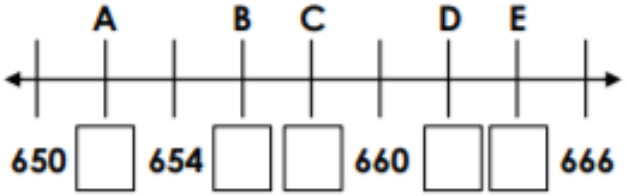
_____ , _____ , _____

R

Maths.

Ordering Numbers

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



662 | 658 | 664 | 656 | 652

VF

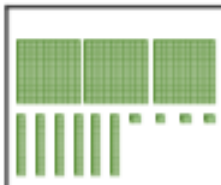
2a. Put these numbers in ascending order.

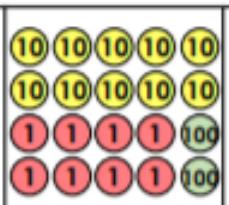
426 | 381 | 329 | 894 | 677

_____, _____, _____, _____, _____

VF

3a. What is each representation worth?





300 + 40 + 6

A = | B = | C =

List the numbers in descending order.

_____ _____ _____

VF

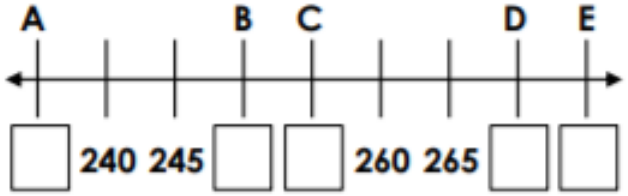
4a. True or false? Lucie has placed these five numbers in ascending order.

670
767
676
776
777

VF

Ordering Numbers

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



270 | 250 | 255 | 235 | 275

VF

2b. Put these numbers in descending order.

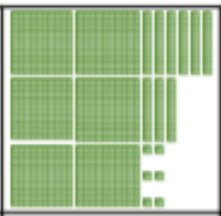
576 | 903 | 567 | 799 | 652

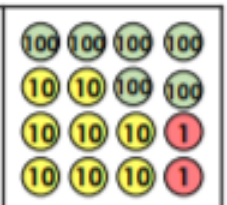
_____, _____, _____, _____, _____

VF

3b. What is each representation worth?

600 + 87





A = | B = | C =

List the numbers in ascending order.

_____ _____ _____

VF

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

882
849
797
658
685

VF

Maths.

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.

Nuha

300	200	100	350	250	150

Pete

650	600	550	500	450	400

Who is correct? Prove it.

R

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

Hunter

150	250	200	350	400	450

Willow

150	300	450	600	750	900

Who is correct? Prove it.

PS

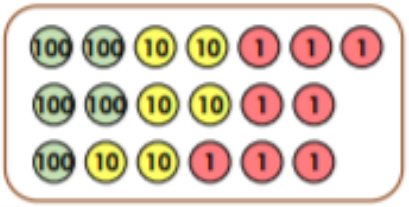
3a. Choose between 5 and 10 place value counters each time to create four 3-digit numbers.

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.

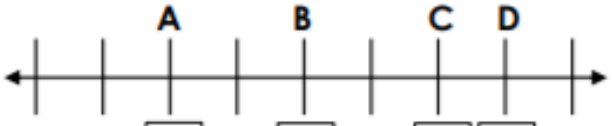
_____ , _____ , _____ , _____

R

Maths.

Ordering Numbers

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



eight hundred and eighty-five	891	7 hundreds, 8 tens and 114 ones	eight hundred and seventy-nine

VF

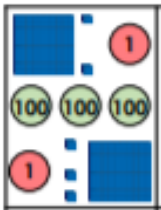
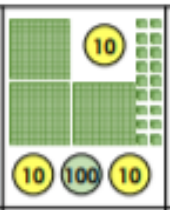
2a. Put these values in ascending order.

200, 28 tens and 3 ones	384	700, 10 tens and 9 ones	seven hundred and forty-one	600, 23 tens and 4 ones

_____, _____, _____, _____, _____

VF

3a. What is each representation worth?

		one hundred, 38 tens and 10 ones	400 + 119
A =	B =	C =	D =

List the numbers in descending order.

_____ _____ _____ _____

VF

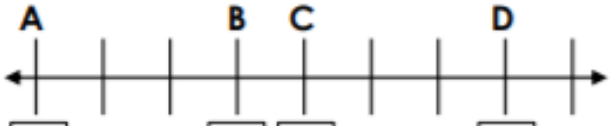
4a. True or false? Callum has placed these six numbers in ascending order.

8 hundreds, 10 tens and 73 ones
nine hundred and seventy-six
98 tens and 1 one
984
6 hundreds, 38 tens and 9 ones
nine hundred and eighty-eight

VF

Ordering Numbers

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



347	three hundred and twenty-six	2 hundreds, 9 tens and 45 ones	33 tens and 8 ones	

VF

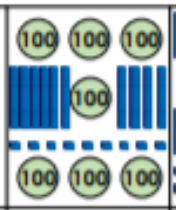
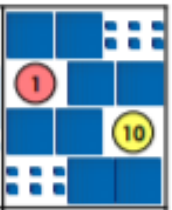
2b. Put these in descending order.

six hundred and two	596	500, 10 tens and 112 ones	200, 42 tens and 1 one	100, 38 tens and 11 ones

_____, _____, _____, _____, _____

VF

3b. What is each representation worth?

seven hundred and ninety-four	600 + 231		
A =	B =	C =	D =

List the numbers in ascending order.

_____ _____ _____ _____

VF

4b. True or false? Jemma has placed these six numbers in descending order.

41 tens and 7 ones
2 hundreds, 7 tens and 37 ones
three hundred and one
two hundred and ninety-six
1 hundred, 18 tens and 9 ones
272

VF

Maths.

Ordering Numbers

1a. Rigby the racoon wants to reach the cherries. He can only travel in the maze by finding up to 6 ascending numbers.

806	800 + thirteen	700 + 139	868
7 hundreds, 9 tens and 22 ones	83 tens and 1 one	838	664 + 200
810 + 44	nine hundred and twenty	900 + seventeen	nine hundred and three
8 hundreds, 10 tens and 21 ones	917	6 hundreds, 33 tens and 9 ones	

How many routes can he take?

PS

Ordering Numbers

1b. Binky the rabbit wants to reach the carrot. She can only travel in the maze by finding up to 6 descending numbers.

322	300 + 15	three hundred and thirty	200 + 171
350 + 35	363	three hundred and forty	32 tens and 5 ones
2 hundreds, 10 tens and 71 ones	300 + 68	352	
 200 + 186	372	1 hundred, 21 tens and 9 ones	300 + 8

How many routes can she take?

PS

2a. Leon and Toria are placing numbers in descending order.

Leon

500 + 163	418	400 and two ones	200 + 60 + 138	300 + ninety ones	200 + 19 tens + 1

Toria

298	100 + 18 tens + 7 ones	210 + 43	200 + 3 tens + 19 ones	172	100 + 50

Who is correct? Prove it.

R

2b. Alessia and Kieran are placing numbers in ascending order.

Alessia

500 + fifty-seven	521 + 40	568	400 + 182 ones	57 tens and 9 ones	500 + 90

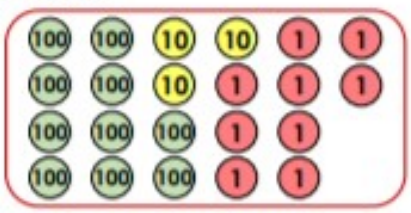
Kieran

173	200 + 10 tens	481 + 100	300 + 39 tens + 2 ones	690 + 20	949

Who is correct? Prove it.

PS

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

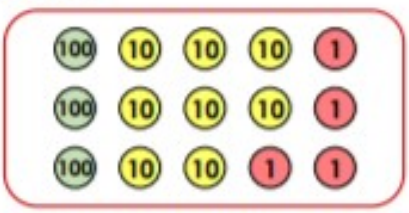


Write the numbers that you have created below in ascending order.

_____, _____, _____, _____, _____, _____

PS

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



Write the numbers you have created below in descending order.

_____, _____, _____, _____, _____, _____

R

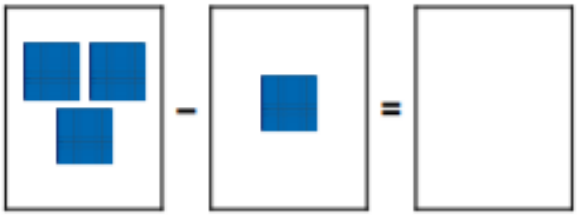
= 100 (Base ten)

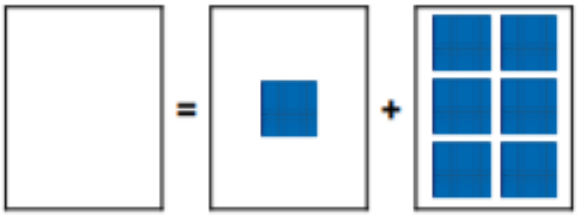
Maths.

Add and Subtract Multiples of 100

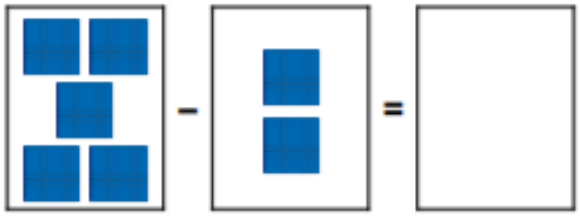
Add and Subtract Multiples of 100

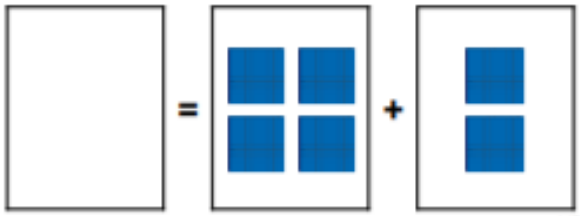
1a. Complete the number sentences.

A. 

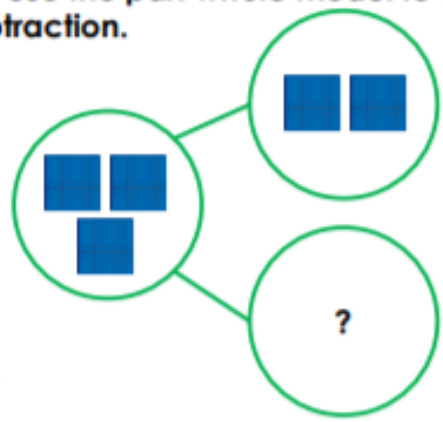
B. 

1b. Complete the number sentences.

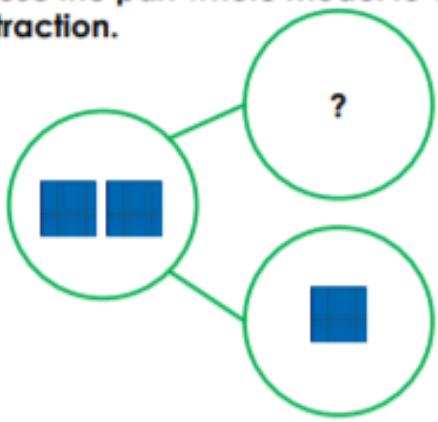
A. 

B. 

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



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



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

A. 

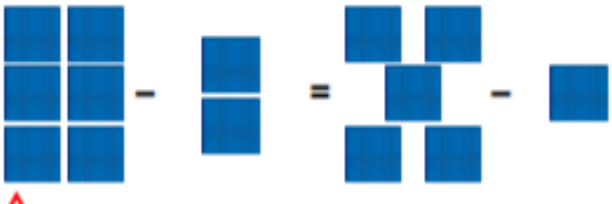
B. 

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

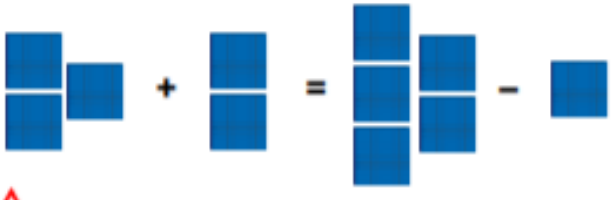
A. 

B. 

4a. True or false?



4b. True or false?



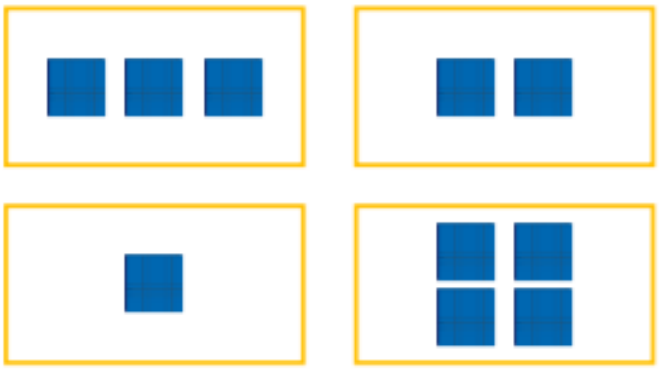
■ = 100 (Base ten)

Maths.

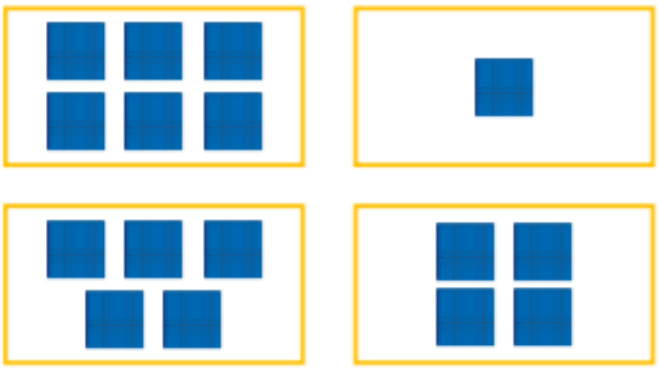
Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

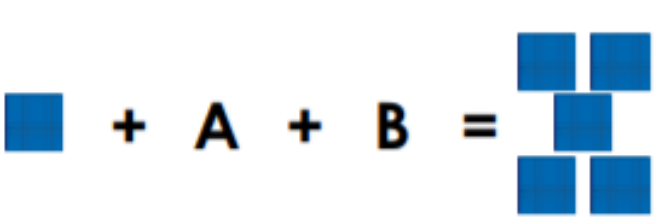
1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.



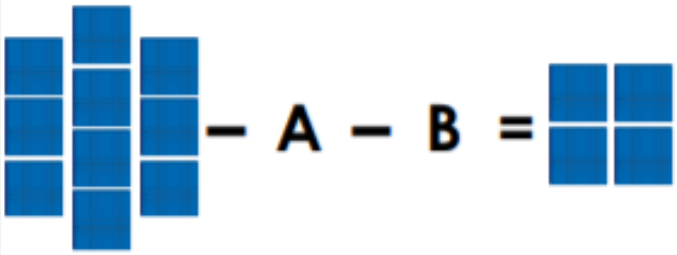
1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.



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



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



3a. Kira and Cristal are adding multiples of 100.

Kira

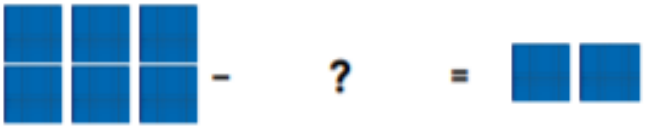
The missing number is 200.

The missing number is 800.

Cristal

Who is correct? Explain how you know.

3b. Hugh and Cole subtracting multiples of 100.



Hugh

The missing number is 800.

The missing number is 400.

Cole

Who is correct? Explain how you know.

= 100 (Base ten)

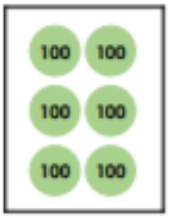
Maths.

= 100 (Place value counters)

Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

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

A. three hundreds +  =

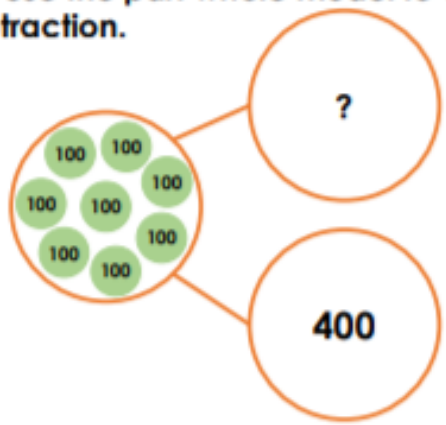
B.  = − 100

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

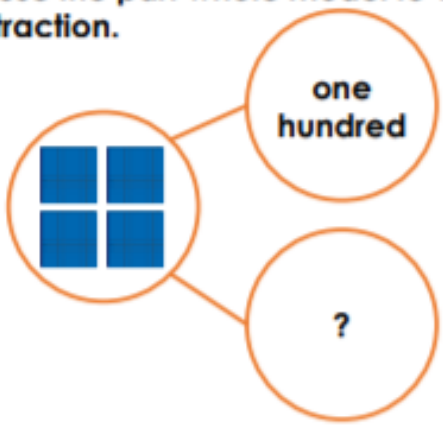
A. two hundreds +  =

B.  = − 200

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



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



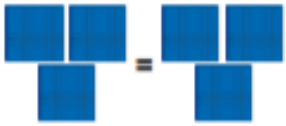
3a. Use the correct symbols to complete the number sentences.

A.  □ four hundreds = 

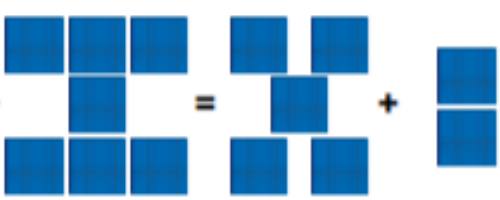
B.  =  □ 

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

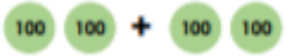
A.  =  □ 

B. 600 □ 

4a. True or false?

100 +  = +

4b. True or false?

 − two hundreds = 

= 100 (Base ten)

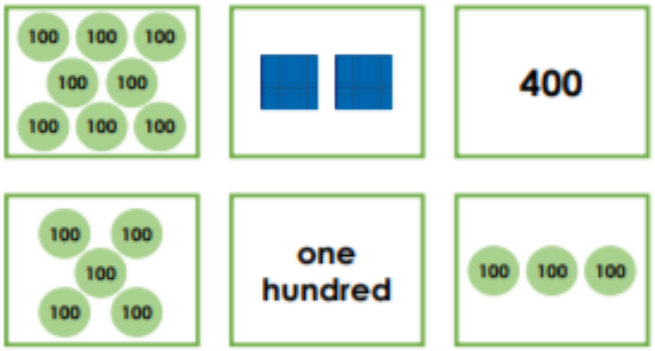
Maths.

= 100 (Place value counters)

Add and Subtract Multiples of 100

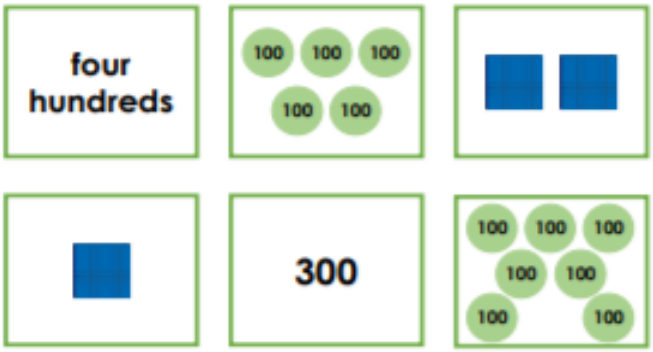
Add and Subtract Multiples of 100

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



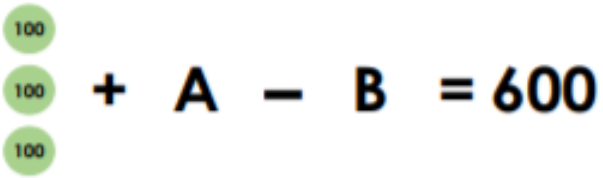
PS

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



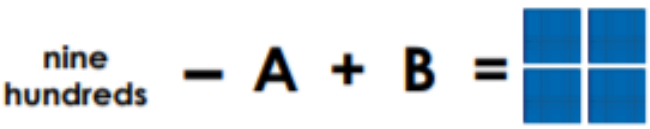
PS

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



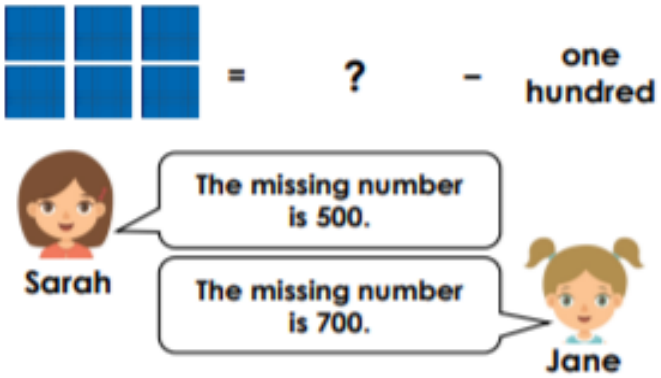
PS

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



PS

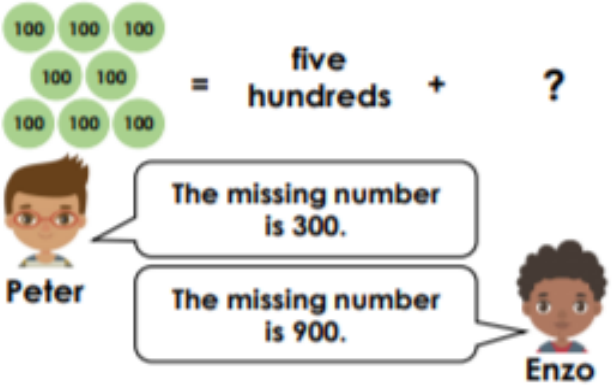
3a. Sarah and Jane are subtracting multiples of 100.



Who is correct? Explain how you know.

R

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



Who is correct? Explain how you know.

R

Maths.

Add and Subtract Multiples of 100

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

A. 700 − 400 = ☐

B. ☐ = three hundreds + six hundreds

VF

Add and Subtract Multiples of 100

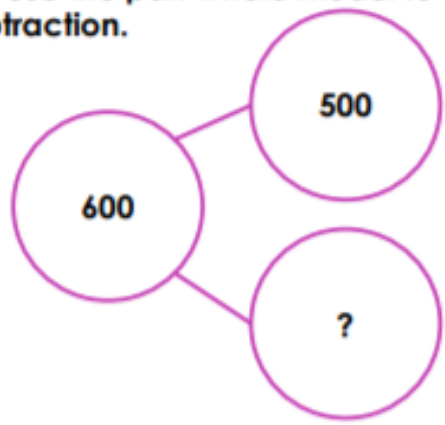
1b. Complete the number sentences.
Write your answers in numbers.

A. 500 + 200 = ☐

B. ☐ = eight hundreds − six hundreds

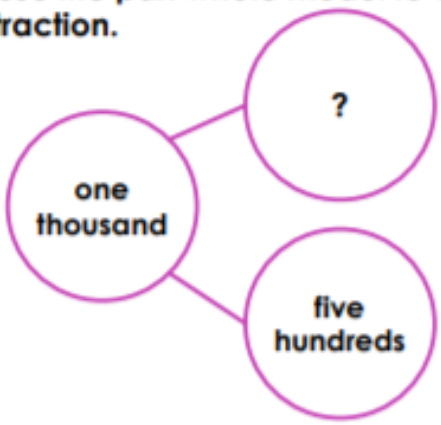
VF

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. nine hundreds = six hundreds ☐ three hundreds

B. 1,000 ☐ 300 = 700

VF

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

A. 600 = 800 ☐ 200

B. three hundreds ☐ three hundreds = six hundreds

VF

4a. True or false?

600 + 200 = 500 + 300

VF

4b. True or false?

three hundreds − one hundred > six hundreds − four hundreds

VF

Maths.

Add and Subtract Multiples of 100

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

900	500	seven hundreds
100	two hundreds	200

PS

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

$$100 + A - B + C = 300$$

PS

3a. Ashley and Kendal are adding multiples of 100.

1,000 = ? + 600

Ashley: The missing number is three hundreds.

Kendal: The missing number is four hundreds.

Who is correct? Explain how you know.

R

Add and Subtract Multiples of 100

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

two hundreds	600	one thousand
200	one hundred	400

PS

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

$$300 + A - B - C = 600$$

PS

3b. Alan and Emmet are subtracting multiples of 100.

nine hundreds = one thousand − ?

Alan: The missing number is 100.

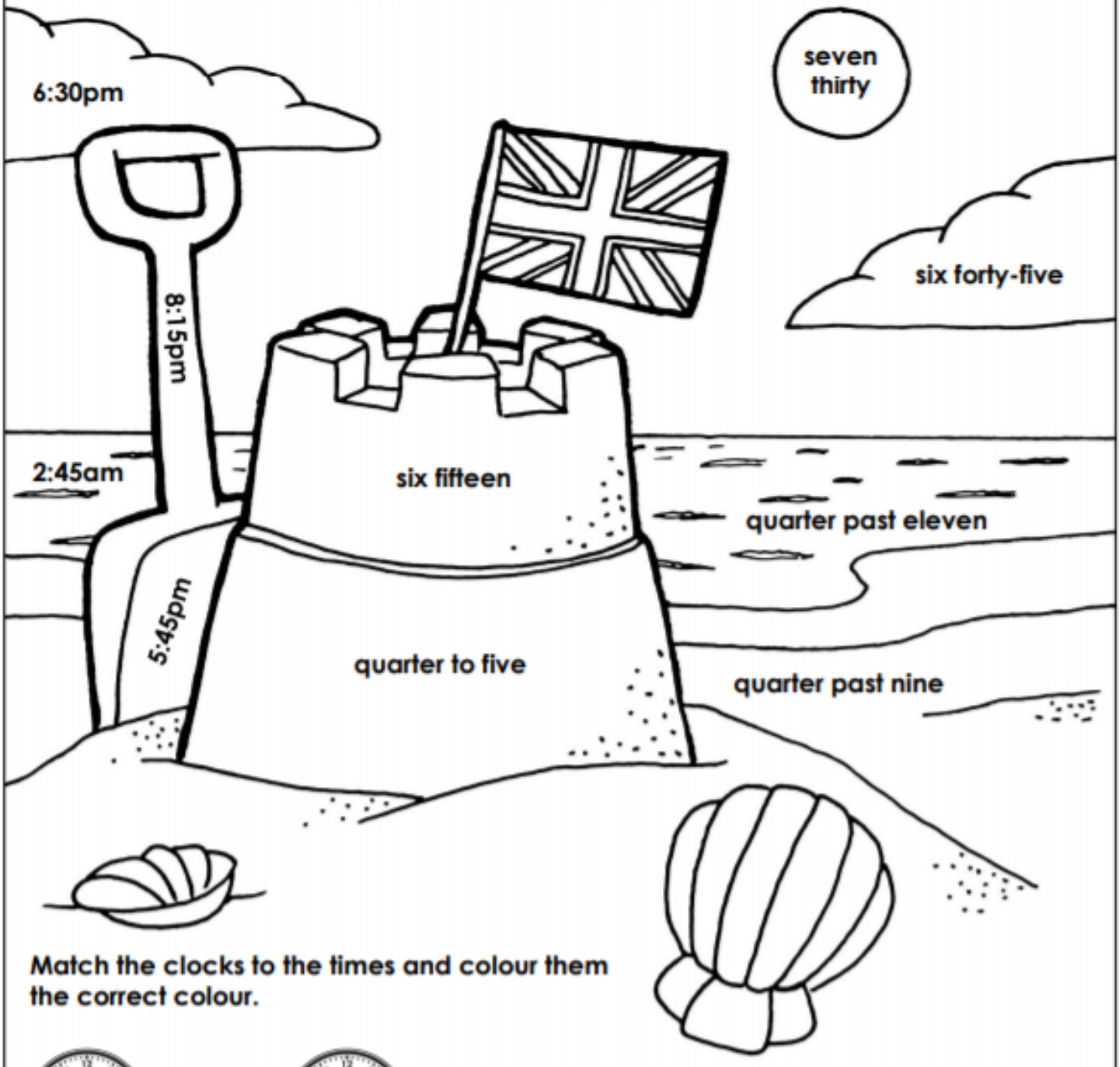
Emmet: The missing number is 200.

Who is correct? Explain how you know.

R

Maths.

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

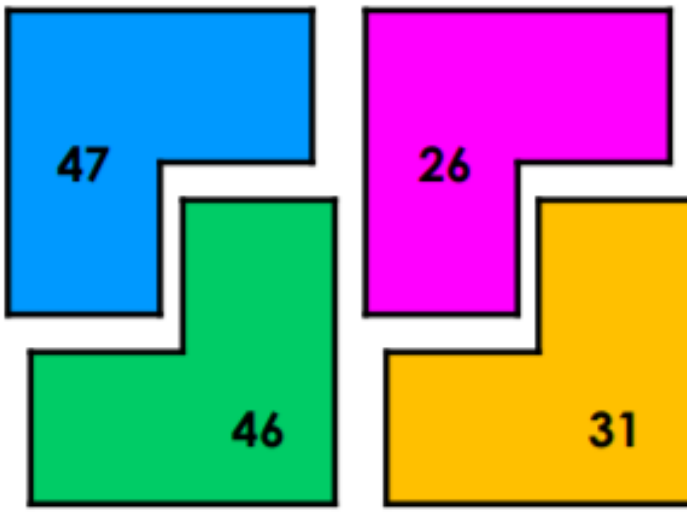
Now colour the rest of the picture.

Maths.

The 3 Times Table

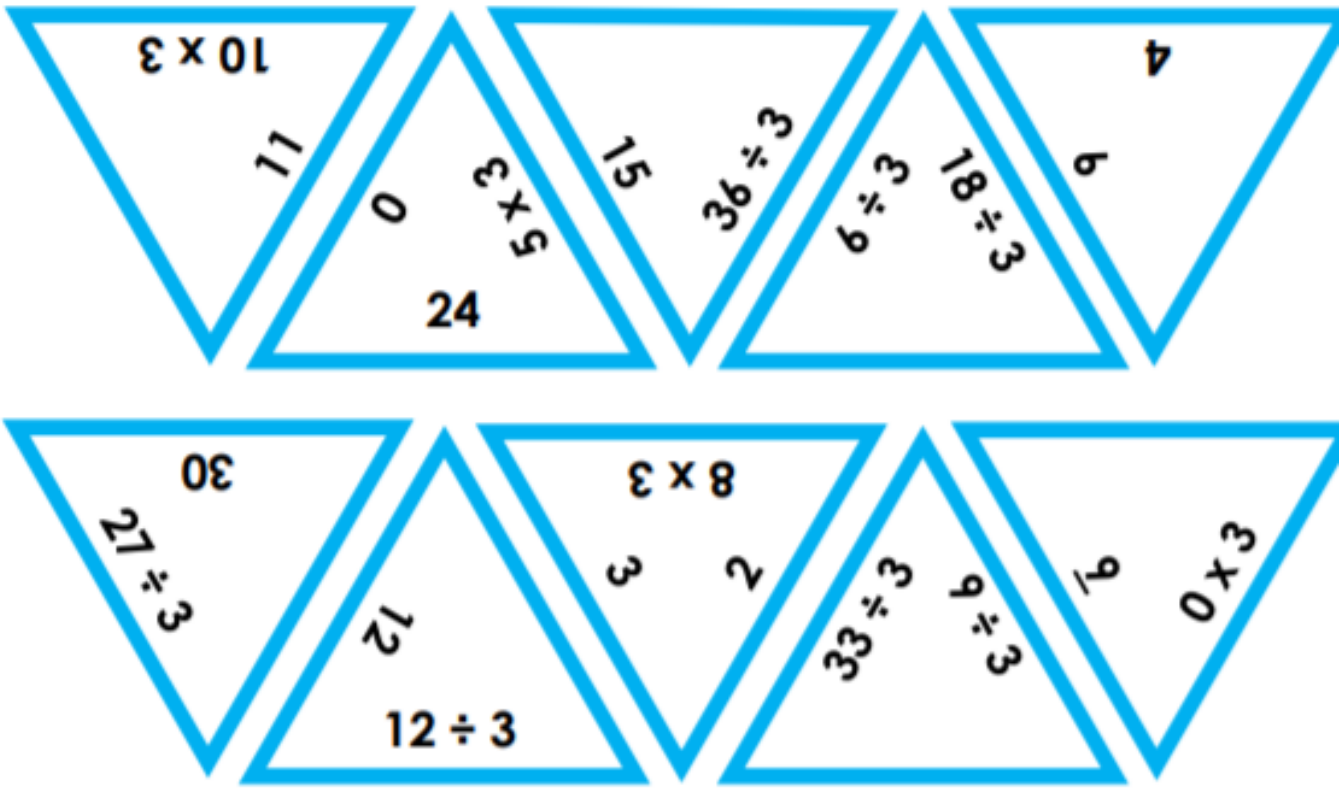
1. The grid displays different calculations from the 3 times tables. The sum of three different calculations will equal one of the numbers on the shapes.

3 x 5	21 ÷ 3	15 ÷ 3	0 x 3
3 x 3	3 x 8	3 x 7	3 ÷ 3
36 ÷ 3	33 ÷ 3	3 x 9	3 x 6



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

2. Match the calculations to the correct answer.



Maths.

Multiplication Dice Game

How to play:

1. Roll a dice.
2. Multiply your answer by 2 or 3.
3. Colour you answer on the grid.
4. The first person to colour 3 in a row wins!

2	18	6	3
4	10	12	4
8	6	2	8
12	9	15	3

Maths.

Multiplication Dice Game

How to play:

1. Roll a pair of dice.
2. Multiply your 2 numbers.
3. Colour you answer on the grid.
4. The first person to colour 4 in a row wins!

18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15

Maths.

Multiplication Dice Game

How to play:

1. Roll a pair of dice.
2. Multiply the number by 2 and remember your answer.
3. Roll 1 die again and take away the number from your answer. If the final answer is below zero, then re-roll the 2 dice.
4. Colour your answer on the grid.
5. The first person to colour 5 in a row wins!

18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15

Maths.

Mixed 3, 4 and 8 Times Table Dominoes

Share the dominoes cards out equally between the players. Take it in turns to add a matching domino card to the cards in play. The first player to get rid of all their dominoes is the winner.

8	3×3
24	2×4
18	3×8
20	6×3
8	5×4
6	1×8
36	2×3
64	9×4

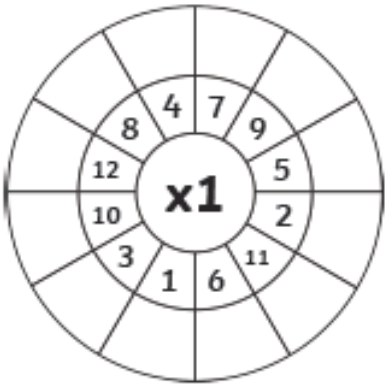
Maths.

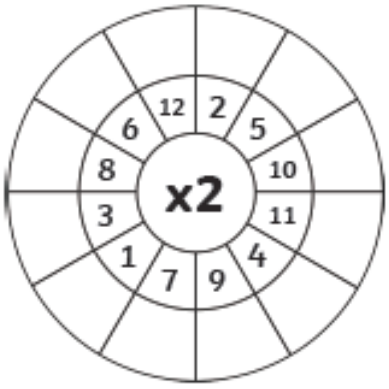
30	8×8
44	10×3
40	11×4
21	5×8
48	7×3
16	12×4
33	2×8
9	11×3

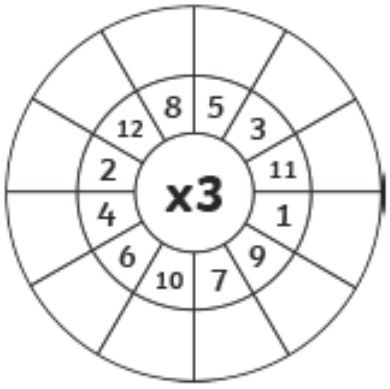
Maths.

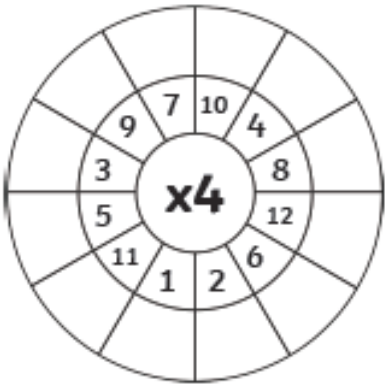
Multiplication Wheels

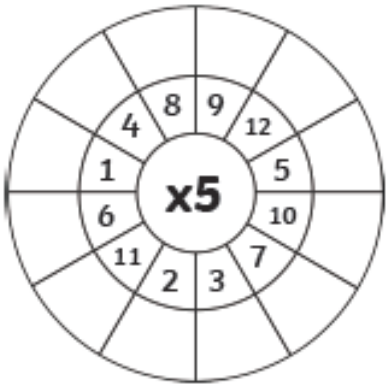
Multiply the numbers by the middle number.

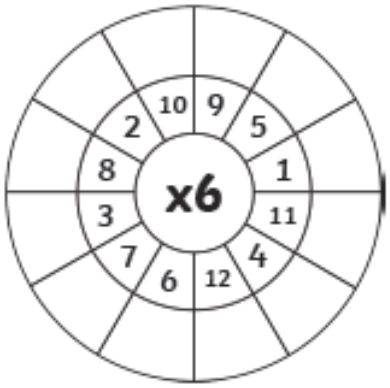


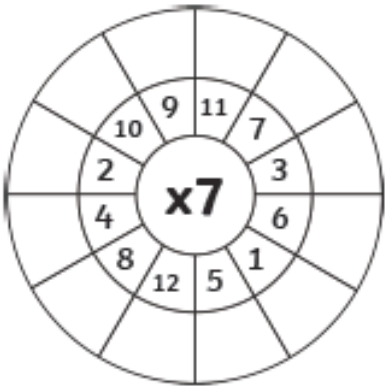


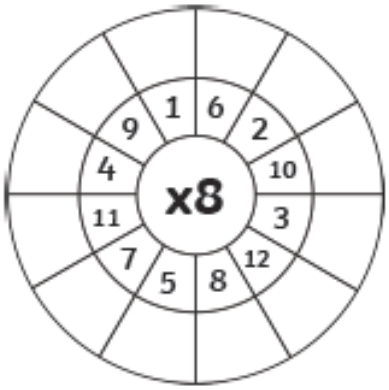


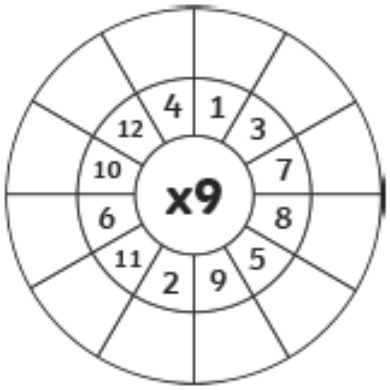


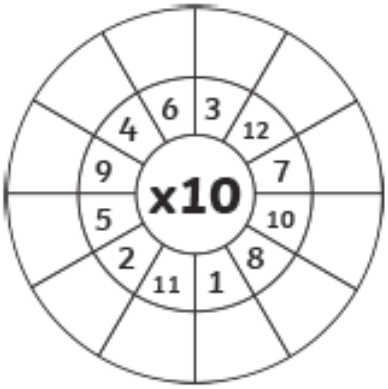


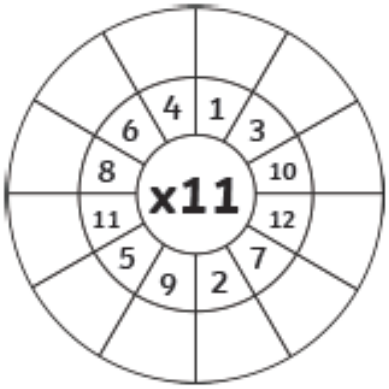


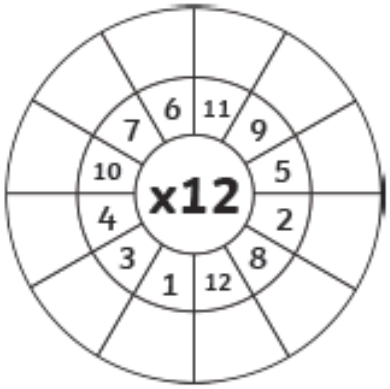










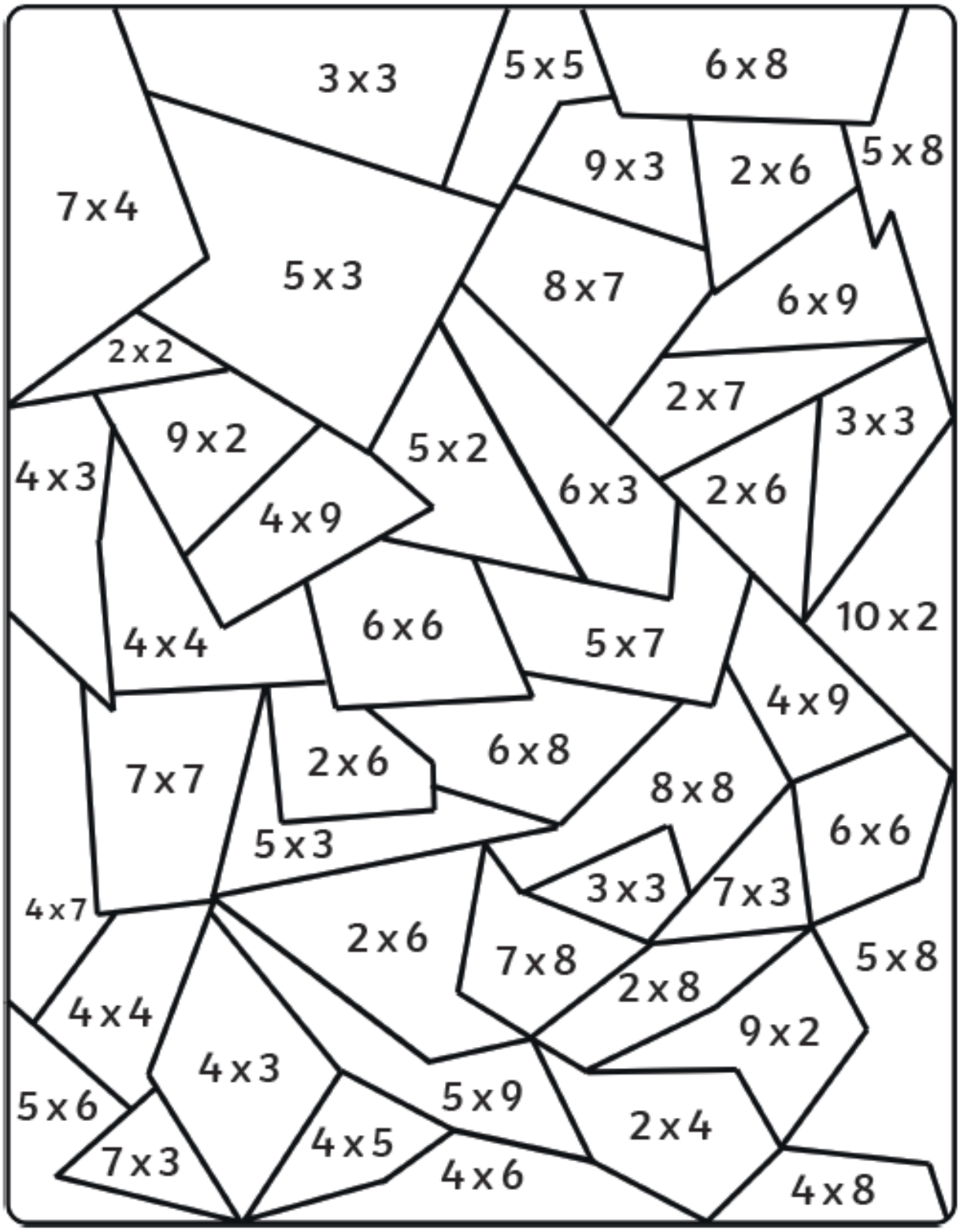


Maths.

Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10	11-20	21-30	31-40	41-50	51-60	61-70
light blue	purple	pink	yellow	green	orange	dark blue



Maths.

Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

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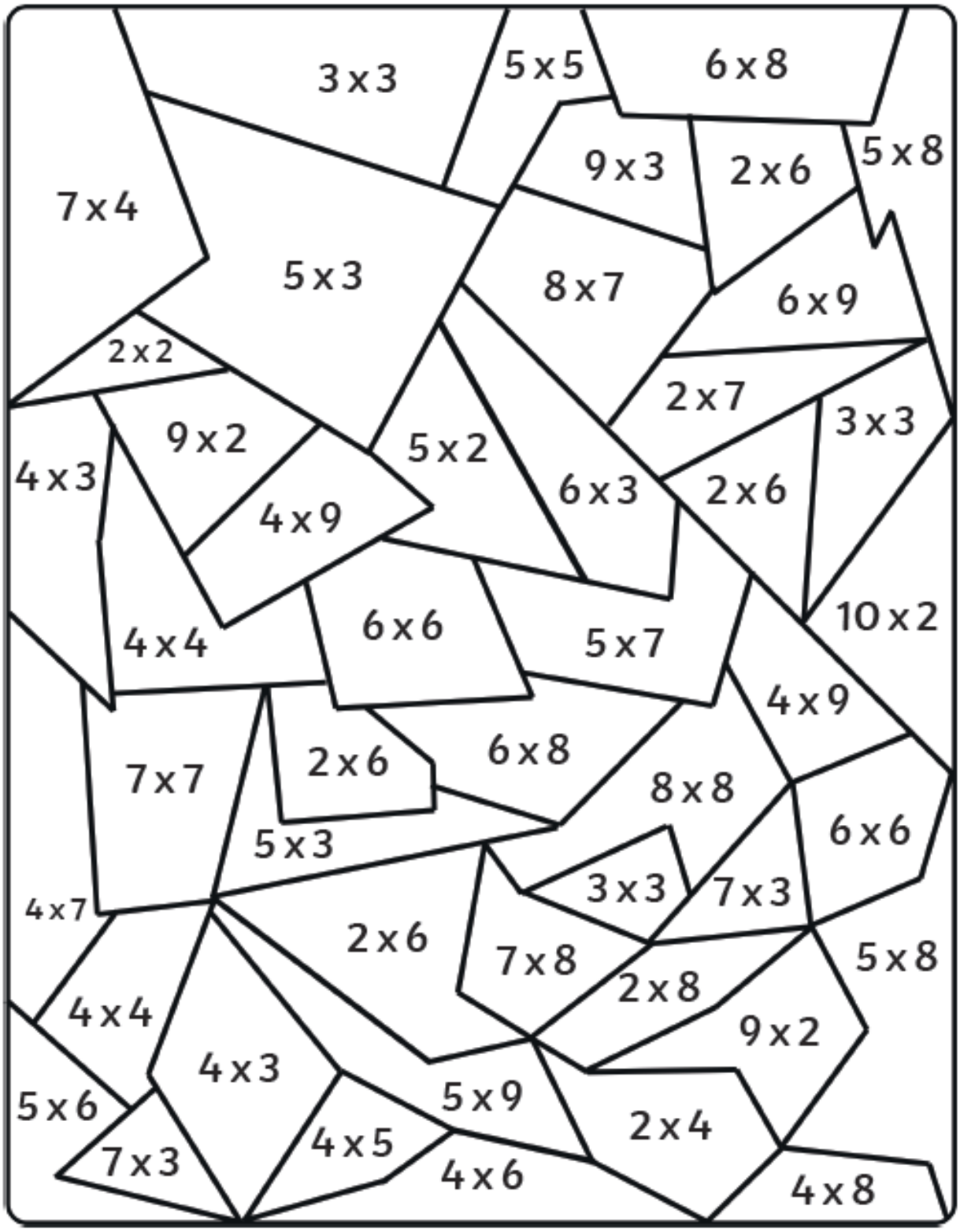
light blue	purple	pink	yellow	green	orange	dark blue



Maths.

Springtime I Spy and Calculate

Count the spring-themed objects and then solve the calculations.

Spring Object			
	Number of flowers:	Number of petals on each flower:	Number of petals in total:
	Number of baskets:	Number of eggs in each basket:	Number of eggs in total:
	Number of groups of Easter eggs:	Number of Easter eggs in each group:	Number of Easter eggs in total:
	Number of lambs:	Number of legs on each lamb:	Number of legs in total:
	Number of cakes:	Number of eggs on each cake:	Number of eggs in total:

Challenge

Eli works out that there are 16 rabbit ears in a picture. How many rabbits were there? What calculation did you use to find the answer?

Maths.

Easter Holiday Time!

What time did the children get up?

_____

What time did the children set off for the farm park?

_____

What time did the children stop for breakfast?

_____

What time did the children arrive at the farm park?

_____

Draw the hands on the clock to show what time the children had lunch at the cafe.

The egg hunt started at five minutes to three. Draw the hands on the clock to show this time.

The clock shows what time the children went to see the lambs being fed. They came out of the barn after half an hour. Draw the hands on the clock to show when the lamb feeding finished.

The clock shows what time the children began their journey home. It took 2 hours and 15 minutes. Draw the hands on the clock to show when they got home.

Maths.

Egg Boxes

These Easter eggs all need to be packaged in different boxes. Can you match the Easter egg to the correctly shaped box? The first one has been done for you.

Chocolate Egg | **Egg Box**


cuboid

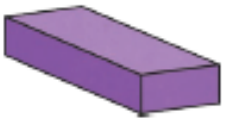

cube

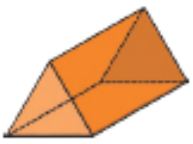

cylinder

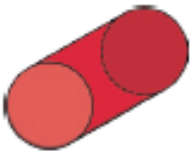

triangular prism


tetrahedron


square-based pyramid







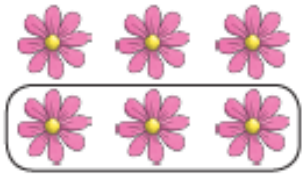
Challenge

Pick one of the Easter eggs and look at its box. Can you describe the properties of the 3D box to a partner and ask them to work out which egg you have chosen?

Maths.

Spring Fractions

Write a fraction sentence for each picture. The first one has been done for you.



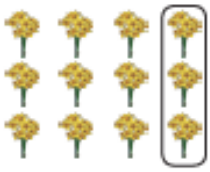
$\frac{1}{2}$ of 6 = 3

_____

_____

_____

_____



_____

Can you draw some spring-themed pictures to go with each fraction sentence?

$\frac{1}{4}$ of 16 = 4	$\frac{1}{2}$ of 4 = 2
$\frac{1}{3}$ of 18 = 6	$\frac{2}{4}$ of 20 = 10

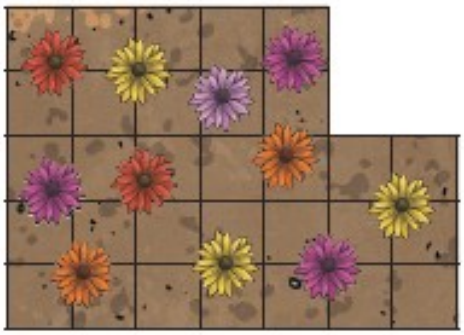
Maths.

Flowerbed Perimeter

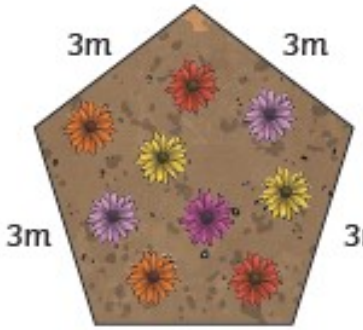
Look at these flowerbeds that a school's gardening club have been working on. Can you calculate the perimeter of each flowerbed?

Each square on the grid represents 1m.

_____ m



_____ m



_____ m

Can you draw a flowerbed with a perimeter of 16m? Each square on the grid represents 1m.

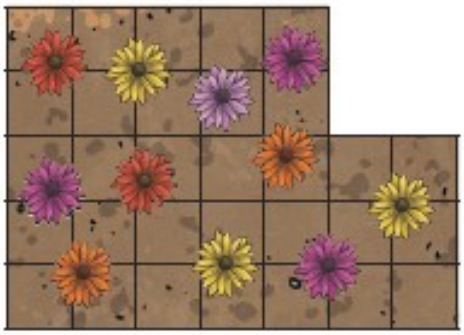
Maths.

Flowerbed Perimeter

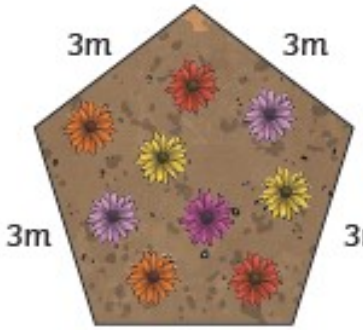
Look at these flowerbeds that a school's gardening club have been working on. Can you calculate the perimeter of each flowerbed?

Each square on the grid represents 1m.

_____ m



_____ m



_____ m

Can you draw a flowerbed with a perimeter of 16m? Each square on the grid represents 1m.

English

What is a Clause?

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

Michael hurt his knee in the playground.

VF

What is a Clause?

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

Diane washed her hair in the bathroom.

VF

2a. Punctuate the sentence below.

linda read her favourite story

VF

2b. Punctuate the sentence below.

the car moved very slowly

VF

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

A. the dog could ☐

B. the dog barked ☐

C. the dog was ☐

VF

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

A. the boat sank ☐

B. the boat flew ☐

C. the boat's mast ☐

VF

4a. True or false? The clause below is a main clause.

Our cow ran away.

VF

4b. True or false? The clause below is a main clause.

The lights went off in the museum.

VF

English

1a. Underline the noun and verb in the sentence below. Then, replace them with a different noun and verb.

We ate at the restaurant.

1b. Underline the noun and verb in the sentence below. Then, replace them with a different noun and verb.

I hopped on one leg.

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

made	swings
played	letter

A. We _____ some ginger biscuits.

B. The children played on the _____ .

C. The postman delivered a _____ .

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

chose	puppy
spaces	sweets

A. Sophie wanted a _____ for Christmas.

B. There were no _____ left in the packet.

C. The boy _____ tomatoes.

3a. Which sentence below doesn't make sense? Explain why.

A. Her scarf was striped.

B. We ordered a pizza.

C. The fridge was broken.

D. He laughed the guitar.

3b. Which sentence below doesn't make sense? Explain why.

A. Our coach was angry.

B. The window smashed.

C. The parcel rang once more.

D. I lost my hat today.

English

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

2a. Punctuate the sentence below.

did the ginger cat climb over the wooden fence

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

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

Sally pushed through the trees <u>and saw a light over the road</u>.

VF

What is a Clause?

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

2b. Punctuate the sentence below.

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

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

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

<u>After the tree was cut down</u>, nobody wanted to go to the park.

VF

English

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.

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

seem	does
drove	looked
flowers	room

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

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

A. It was a cold day today so the ice cream van was very quiet.

B. Dad brushed his teeth very quickly.

C. The detective didn't wear his thick coat because it was very frosty.

D. Does your mum drive a red car now?

What is a Clause?

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.

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

car	room
dinosaur	hole
sprayed	coin

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

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

A. Her hat was far too small for her head so it kept falling off.

B. We slowly walked to school so we wouldn't be late again.

C. The train was extremely crowded.

D. My mum's car would not start today because it had run out of petrol.

English

Using Conjunctions to Express Time, Place and Cause

1a. Sort the conjunctions under the correct headings.

Time	Place	Cause

where because before
so wherever after

VF

Using Conjunctions to Express Time, Place and Cause

1b. Sort the conjunctions under the correct headings.

Time	Place	Cause

when as if
where while wherever

VF

2a. Tick the sentence with a causal conjunction.

A. I am going shopping because I am bored at home. ☐

B. My Your coat is on the floor where you left it. ☐

C. I get dressed before I go to school. ☐

VF

2b. Tick the sentence with a time conjunction.

A. The children want to play outside if it is snowing. ☐

B. My brother reads his book before he goes to bed. ☐

C. The footballer takes her boots with her wherever she goes. ☐

VF

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

Mohammed is upset as his best friend is moving away.

where yet because

VF

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

Julia enjoys watching TV after she gets home from school.

before when while

VF

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

I set the table	so	dad cooked.
My friend was upset	while	I hugged him.

VF

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

I like carrots	if	I stay up late.
I will be tired	but	I do not like peas.

VF

English

Using Conjunctions to Express Time, Place and Cause

1a. Using the word bank, complete each sentence with a conjunction.

A. We enjoy going swimming _____ we have a great time in the water.

B. I like to spread the butter on my toast _____ it gets cold.

because	while
where	before

Using Conjunctions to Express Time, Place and Cause

1b. Using the word bank, complete each sentence with a conjunction.

A. The magpie picks up shiny things _____ it goes.

B. It is almost bedtime _____ we need to get our pyjamas on.

when	if
wherever	so

2a. Write a sentence using a time conjunction to describe the picture below. Use the word bank to help you.

before	when
if	because

2b. Write a sentence using a causal conjunction to describe the picture below. Use the word bank to help you.

because	after
due to	wherever

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

I played outside because it had finally stopped raining.

Is he correct? Explain your answer.

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

We ran to the shop after we were picked up from school.

Is she correct? Explain your answer.

English

1a. Sort the conjunctions under the correct headings.

Time	Place	Cause

because where while
once since wherever

1b. Sort the conjunctions under the correct headings.

Time	Place	Cause

where before wherever
in case yet when

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. ☐

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. ☐

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

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

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.

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.

English

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.

2a. Write a sentence with two expanded clauses and a place 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.

Using Conjunctions to Express Time, Place and Cause

1b. Complete each sentence with a conjunction.

A. My loyal dog waits patiently for me _____ I leave him alone in the house.

B. My dad was cutting my fringe with sharp scissors _____ I kept very still.

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

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.

Questions on next page

English

Italian Ice Cream with Friends

Picture on previous page.
More work on next page.

English

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?

Continued from previous 2 pages.

English

Italian Ice Cream with Friends – Vocab

Write the definitions for each of these words.

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

English

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.

Reading comprehension 1

English

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

Reading comprehension 2

English

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.		

Reading comprehension 3

English

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'.

English

Other learning options:

Write a description.
Create a story.
Use speech marks to show what could be being said.
Write an advert for an item in the picture.

Photo 1

I can see...

I can hear...

English

Other learning options:

Write a description.
Create a story.
Use speech marks to show what could be being said.
Write an advert for an item in the picture.

Photo 2

I can see...

I can hear...

Other learning options:

Write a description.
Create a story.
Use speech marks to show what could be being said.
Write an advert for an item in the picture.

English

Photo 3

I can see...

I can hear...

Other learning options:

Write a description.
Create a story.
Use speech marks to show what could be being said.
Write an advert for an item in the picture.

English

Photo 4

I can see...

I can hear...

Other learning options:

Write a description.
Create a story.
Use speech marks to show what could be being said.
Write an advert for an item in the picture.

English

Photo 5

I can see...

I can hear...

Other learning options:

Write a description.
Create a story.
Use speech marks to show what could be being said.
Write an advert for an item in the picture.

English

Photo 6

I can see...

I can hear...

Other learning options:

Write a description.
Create a story.
Use speech marks to show what could be being said.
Write an advert for an item in the picture.

English

Photo 7

I can see...

I can hear...

Other learning options:

Write a description.
Create a story.
Use speech marks to show what could be being said.
Write an advert for an item in the picture.

English

Photo 8

I can see...

I can hear...

English

The Happy Hunter and the Skilful Fisher

Long, long ago Japan was ruled by an emperor named Akira. He was not only handsome but he was also very strong and brave and he was famous for being the greatest hunter in the land. Because of his matchless skill as a hunter, he was called 'The Happy Hunter of the Mountains'. His elder brother was a very skilful fisher and he was named 'Skilful Fisher of the Sea.' The brothers led happy lives, thoroughly enjoying their occupations. The days passed quickly and pleasantly while each pursued his own way, the one hunting and the other fishing.

One day, the Happy Hunter came to his brother, the Skilful Fisher, and said, "Well, my brother, I see you go to the sea every day with your fishing rod in your hand and when you return you come laden with fish. As for me, it is my pleasure to take my bow and arrow and to hunt the wild animals up the mountains and down in the valleys. For a long time, we have each followed our favourite occupation. Surely now we must both be tired. Would it not be wise for us to make a change? Will you try hunting in the mountains and I will go and fish in the sea?"

The Skilful Fisher listened in silence to his brother and was thoughtful for a moment. At last he answered, "Your idea is not a bad one at all. Give me your bow and arrow and I will set out at once for the mountains and hunt."

The two brothers each started out to try the other's occupation, dreaming of all that would happen. It was very unwise of them, for the Happy Hunter knew nothing of fishing, and the Skilful Fisher, who was bad-tempered, knew nothing about hunting.

1. Give one way that the Happy Hunter and the Skilful Fisher are similar and one way that they are different.

_____

_____

_____

2. Find and copy three adjectives that the author uses to describe the Happy Hunter.

_____

3. Do you think that the brothers will be successful with their new occupations? Use evidence from the text to support your answer.

_____

_____

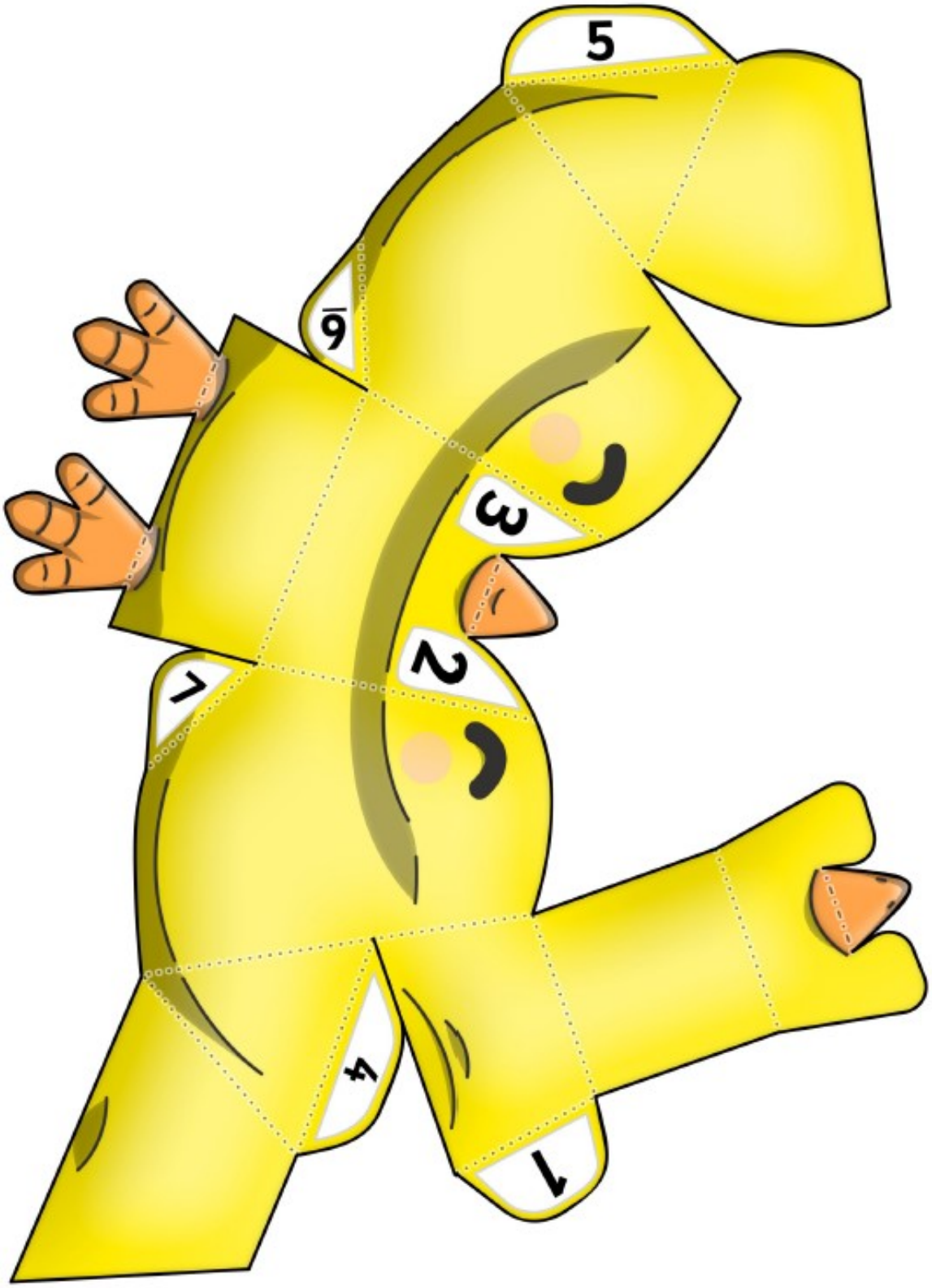
_____

4. What was the Happy Hunter's real name?

_____

Art

Easter Chick Paper Model



1) Cut
2) Hill Fold
3) Valley Fold
4) Glue 1 2 3

twinkl www.twinkl.co.uk

Science

The Life Cycle of Flowering Plants

All flowering plants go through the same stages of the life cycle.

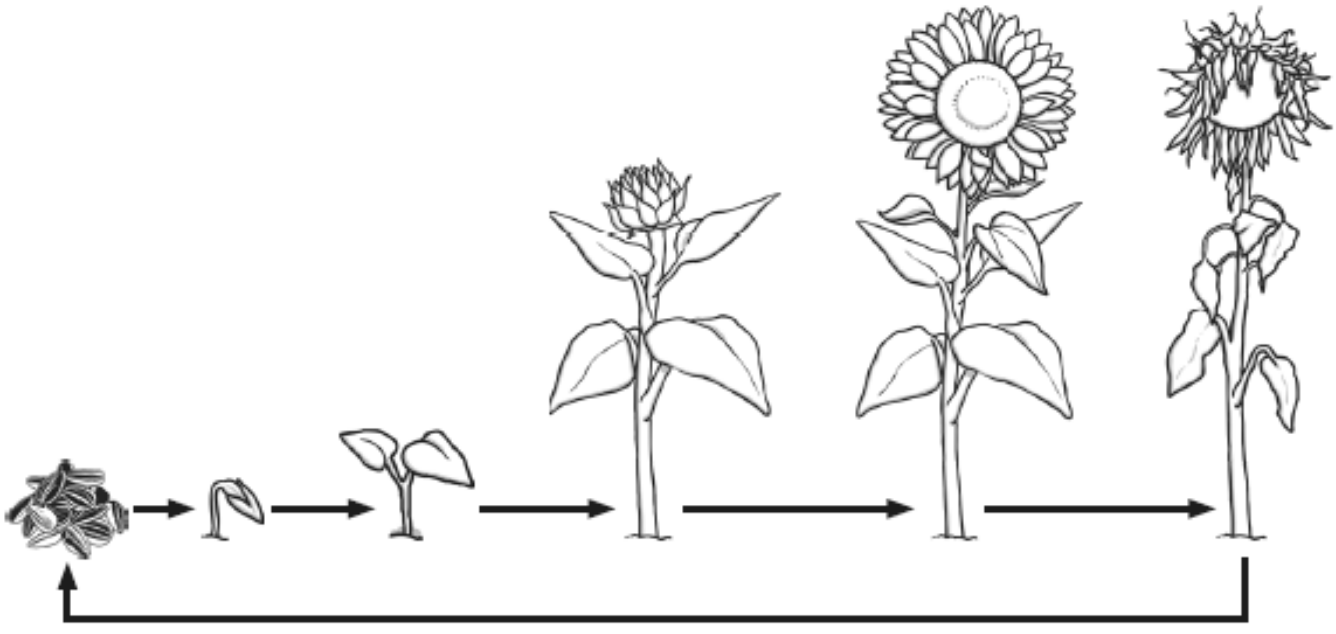
The main stages are germination, growing and flowering, pollination, fertilisation and seed dispersal.

Can you design and create a way to represent the stages of the life cycle?

You could:

- Draw the different stages on a paper plate, adding arrows to show the order.
- Make a poster to show the different stages.
- Create a small book with one stage on each page.
- Write about what happens at each stage.
- Make a PowerPoint with one stage on each slide.

Or you could come up with your own idea!



Science

Roll and Draw Plant Game

To play this game you will need a 1 - 6 dice, a pencil and paper and a friend or family member to play with.

All plants are made up of different parts - roots, the stem, leaves and flowers.

The aim of this game is to draw a complete plant by rolling the dice.

You can draw a different part of your plant each time you roll a number:

- 1 = the roots
- 2 = the stem
- 3 = the leaves
- 4 = the petals
- 5 = the stamens
- 6 = the style and the stigma

If you roll a number you have already had, you should miss a turn.

Who will be first to draw a complete plant?!