

Day

Focus

ENGLISH, GUIDED READING & MATHS SHEETS WITH INSTRUCTIONS ARE THE BOTTOM OF THE DOCUMENT.
ARITHMETIC AND SPELLING ARE JUST BELOW.

Arithmetic &
Problem
Solving (see I
can on LO)

Monday

Quick Ten plus 1! Remember to show your working out!

1. $314 = 195 + ?$

2. $524 + 136 =$

3. $8 \times 32 =$

4. $4 \times 5 \times 3 =$

5. $? = 264 - 125$

6. $758 - \quad = 235$

7. $84 \div \quad = 4$

8. $68 \div 3 =$

9. Round 821 to the nearest hundred.

10. $? \div 3 = 32 \times 3$

11. Jo has £500 She gives £150 to her mum. Her Gran gives her £40 for her birthday. She wants to buy some videos for £30 each. How many could she buy?

Arithmetic &
Problem
Solving

Tuesday

Quick Ten plus 1! Remember to show your working out!

1. $826 = 513 + ?$

2. $169 + 598 =$

3. $8 \times 59 =$

4. $6 \times 5 \times 2 =$

5. $? = 856 - 422$

6. $597 - \quad = 256$

7. $39 \div \quad = 3$

8. $99 \div 3 =$

9. Round 864 to the nearest ten.

10. $56 \div 4 = 32 - ?$

11. Put a digit in each box to make the calculation correct.

$$\begin{array}{r}
 1 \quad 2 \quad \square \\
 + \quad 2 \quad \square \quad 4 \\
 \hline
 \square \quad 1 \quad 9
 \end{array}$$

Arithmetic
& Problem
Solving

Wednesday

Quick Ten plus 1! Remember to show your working out!

12. $566 = 189 + ?$

13. $264 + 258 =$

14. $8 \times 47 =$

15. $9 \times 5 \times 2 =$

16. $? = 485 - 287$

17. $567 - \quad = 249$

18. $85 \div \quad = 5$	19. $64 \div 4 =$
20. Round 598 to the nearest ten.	21. $96 \div 4 = 869 - ?$
22. Put a digit in each box to make the calculation correct.	
$ \begin{array}{r} 5 \quad 2 \quad \square \\ + 3 \quad \square \quad 7 \\ \hline \square \quad 8 \quad 6 \end{array} $	

Arithmetic & problem solving Thursday	Quick Ten plus 1! Remember to show your working out!	
	23. $467 = 159 + ?$	24. $567 + 49 =$
	25. $8 \times 25 =$	26. $6 \times 8 \times 4 =$
	27. $? = 237 - 79$	28. $598 - \quad = 299$
	29. $95 \div \quad = 5$	30. $76 \div 4 =$
	31. Round 325 to the nearest ten.	32. $64 \div ? = 32 - 24$
	33. Put a digit in each box to make the calculation correct.	
	$ \begin{array}{r} 5 \quad 9 \quad \square \\ - 1 \quad \square \quad 6 \\ \hline \square \quad 5 \quad 1 \end{array} $	

Arithmetic & problem solving Friday	Quick Ten plus 1! Remember to show your working out!	
	34. $645 = 268 + ?$	35. $876 + 69 =$
	36. $5 \times 67 =$	37. $5 \times 7 \times 2 =$
	38. $? = 876 - 91$	39. $876 - \quad = 469$
	40. $52 \div \quad = 4$	41. $58 \div 6 =$
	42. Round 842 to the nearest ten.	43. $99 \div ? = 660 - 649$
	44. There was a bag of mini eggs. Miss Wickham ate half of them. Mr Linden ate 1/8. Ms Kasar got given the rest. What fraction of the eggs did Ms Kasar have?	

	<i>Bonus: If Ms Kasar ate 24 eggs, how many were there altogether?</i>
Monday	<p>This week we are writing our own version of the story “Malala’s Magic Pencil”.</p> <ol style="list-style-type: none"> 1) Listen to the story again to remind yourself. https://www.youtube.com/watch?v=oqRmBG_FNv4 2) Read the model text. 3) Act out each part of the story and think of your own version of the story. Make notes in the LO.
Tuesday	<ol style="list-style-type: none"> 1) Watch the video on subordinating conjunctions and complete the grammar section on the LO. https://www.grammar-monster.com/glossary/subordinating_conjunctions.htm 2) Re-read and act out your plan from yesterday. 3) Write the first part of your story. Make sure that you use varied sentence starters and some ambitious vocabulary. 4) Re-read your work and make sure that you have used capital letter and full stops correctly. Have you described your setting as well as you can?
Wednesday	<p>Today we are writing the part of the story where things start going wrong.</p> <ol style="list-style-type: none"> 1) Complete the grammar task on the LO below. 2) Re-read and act out your version of the story. 3) Try writing the middle section of your plan. 4) Re-read your work and make sure that you have used capital letter and full stops correctly. Have you described your problem as well as you can? Have you used any adverbs?
Thursday	<p>Today we are writing the conclusion to our story.</p> <ol style="list-style-type: none"> 1) Complete the grammar task on the LO below. 2) Re-read and act out your version of the story. 3) Try writing the last section of the story. 4) Re-read your work and make sure that you have used capital letter and full stops correctly. Have you described your resolution as well as you can? Have you used any adverbs?
Friday	<p>Today we are writing our story up in neat. Read through your story and see if it all flows together well. Use your purple pen to alter if needed,</p> <p>Write your story up in your neatest handwriting and then read through. Use the LO to note down what you need to remember to do, an “even better if” and a “what went well”.</p> <p>Take a photo of your work and send it in on tapestry.</p>
Monday	Today, copy the list of words into your book.
Tuesday	

Segment each word into syllables and write each syllable in a different colour.

Weds

See if you can identify what the root word is. For example, the word completion comes from the word complete. Now find the definition of the root word in a dictionary or on the internet.







Thursday

Write sentences using three of the words.

Friday

Choose an activity from the Spelling Menu below and complete it in your home learning book.

SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p style="text-align: center;">s sp spe spel spell spelli spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happ<u>iness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 

WORDLIST	<p>accept</p> <p>except</p> <p>ball</p> <p>bawl</p> <p>berry</p> <p>bury</p> <p>brake</p> <p>break</p> <p>fair</p> <p>fare</p>	
<p>When reading, make sure to sound out longer words. Use syllable chins and 'chewing gum' to pull all the sounds out before blending.</p> <p>If you feel your child would benefit from extra phonics sessions then there is a small phonics group with daily videos and 10 minute activities your child can join along with led by a staff member from JHN. Just send an email or Tapestry memo to your class teacher to be added.</p>		

Homework

Reading	Lexia
Maths	TT Rockstars

<i>Unit: Malala's magic pencil</i>		
<i>Monday 22th March 2021</i>		
<i>We are learning to write a story.</i>		
	<i>Me</i>	<i>Adult</i>
<i>I can plan a story.</i>		
<i>I can plan to use spectacular vocabulary.</i>		
<i>I can use a range of imagery.</i>		

Starter: write the contractions for the words below.

we will →	should not →
are not →	could not →
you will →	can not →

Model text:

When I was a child, my favourite book was about a girl who had a magic paintbrush. Anything she painted with the magic paintbrush would come to life. If she was hungry, she would paint her favourite food and it

would become real. If she was thirsty, she would draw a big glass of mango juice and it would slake her thirst. If she was in trouble, she would draw a police officer to help her.

I used to lie in bed at night and think about what I would paint with a magic paintbrush. I would paint a room of my own, so I didn't have to share with my sister. I would paint new clothes, so I didn't always have to wear hand me downs or clothes from a charity shop. I would paint enough food in the cupboard so that my Mum didn't have to worry.

Every night I would lie in bed and dream that I would wake up in the morning and there would be a magic paintbrush under my pillow. Before I opened my eyes each morning, I would slide my hand hopefully under my pillow. My disappointment when it wasn't there would always cloud my first waking thoughts until I took a breath and counted the things that I was grateful for.

I was grateful for my Mum, who always made ends meet and made sure we were never hungry, even if she was. I was grateful for our home, which was full of music, laughter and books. I was grateful for my brothers and sister who were always there to protect me outside the home (even if we argued and fought like cats and dogs inside the home).

Walking to school each day, I used to pass burned out cars and boarded up windows. Graffiti was plastered on walls and rubbish danced around my feet in the wind. If I had had a magic paintbrush, I thought, my neighbourhood would look like the ones on TV, neat and tidy with flowers growing in gardens instead of broken bottles.

One day, a gang of teenagers started hanging around our neighbourhood. They didn't like anyone that was different, and my family was the only family that did not have their colour of skin. We started getting shouted at when we walked to school and our windows were broken almost every other week. One day, one of the gang took an air-rifle and shot through our windows. I no longer felt safe, outside or in the house. How I longed for a magic paintbrush.

After a particularly bad day, suffering through racial abuse at school and on the way home, I decided that I needed to do something. But what could I do? I was only a child! No-one else seemed to be doing anything. No-one else seemed to care....or maybe they didn't know.

I started writing letters to the papers. I wrote about what was happening, about how I felt, about what needed to happen. The local newspaper contacted me and asked if they could come and see what life was like for me.

People read about the story. Many couldn't believe that things were so different in the same city. Unfortunately, the gang heard about the story and tried to stop me from talking. They failed.

I used my story to make things better in my area. People that had been scared to walk the streets started to go out and look after each other. They started helping each other and making sure that their neighbours were ok.

I no longer longed for a magic paintbrush because I now knew that one child, one voice, one act of courage can change the world.

Read the model text. Think of your own story based on the magic pencil and make notes.

<i>Beginning</i>	<i>Pakistan 10 years ago.</i>	
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	Watched TV programme where the boy had a magic pencil.	
Climax:	Men arrived and girls were not allowed to go to school.	
Resolution:	<p>Malala wrote letters, made speeches and spoke to a reporter.</p> <p>The men tried to stop her.</p> <p>Malala worked hard to make the world a more peaceful place.</p> <p>One child, one teacher, one book and one pen can change the world.</p>	

Unit: Malala's magic pencil		
Tuesday 23 rd March 2021		
We are learning to write a story.		
	Me	Adult
I can describe a setting.		
I can use an embedded clause.		
I can use a range of imagery.		

Underline the subordinating conjunctions:

After I had breakfast, I did the washing up. My mum was delighted because she normally does it. Before I left the house, I put my coat on.

Unit: Malala's magic pencil		
Wednesday 24 th March 2021		

<i>We are learning to write a story.</i>		
	<i>Me</i>	<i>Adult</i>
<i>I can describe events clearly.</i>		
<i>I can use a variety of sentence lengths.</i>		
<i>I can use a range of imagery.</i>		

Add in the commas:

My brother who was extremely annoying kept on coming into my room.

The sky which was a forbidding gloomy grey colour seemed to obliterate all of the joy in the day.

Unit: Malala's magic pencil

Thursday 25th March 2021

We are learning to write a story.

	Me	Adult
I can describe events in a story clearly.		
I can describe using emotional language.		
I can use a variety of sentence openers.		

Add in information using parenthesis:

I watched a horror film _____ and it really scared me!

Dinosaurs _____ were a type of reptile.

We're not allowed peanut butter _____ in school because there's a girl who's allergic to nuts.

The bats _____ sleep in our attic during the day.

I lost my phone _____ when we went on the Thunder Roller ride.

We made popcorn _____ for my birthday party.

Unit: Malala's magic pencil

Friday 27th March 2021

We are learning to write a story.

	Me	Adult
I need to remember to...		
EBI:		
WWW:		

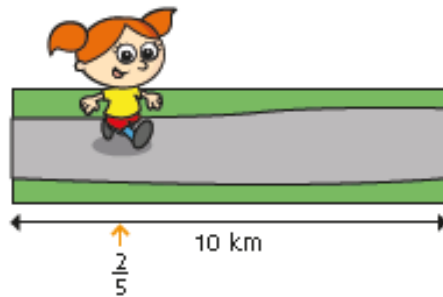
Fractions of a set of objects (3)



- 1 In a class of 32 children, three eighths are girls.
How many children are boys?



- 2 Alex is taking part in a 10 km race.



She has run two fifths of the race.
What distance does she have left to run?

 km

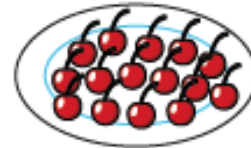
- 3 Filip has £3 and 20p.



He spends half of his money.
How much does he have left?

£ and p

- 4 Teddy opens a bag of cherries and puts $\frac{1}{2}$ on a plate.



How many cherries were there in the whole bag?

- 5 Ron has £4 and 50p.
He decides to share the money equally between himself and his two sisters.



How much money will each child get?

£ and p

- 6 A bag of potatoes weighs 500 g.

Annie's dad uses one quarter of the potatoes to make a shepherd's pie.



What is the mass of the potatoes left in the bag?

 g

- 7 Dexter spends one third of his money.
He has these coins left.



How much did Dexter spend?

£ and p



- 8 Eva has a bag of 20 sweets.



She eats $\frac{1}{4}$ of the sweets.

She gives $\frac{1}{5}$ of the sweets that are left to Doris and 2 sweets to her mum.

How many sweets does Eva have left?



- 9 Whitney has a box of raisins.

She eats $\frac{1}{4}$ of the raisins and gives 3 to her brother.

She has 9 raisins left.

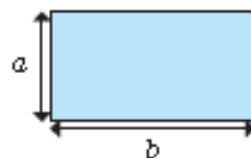
How many raisins were in the box at the start?



- 10 Here is a rectangle.

The perimeter of the rectangle is less than 30 cm.

Side a is one half of the length of side b .



- a) Complete the table to show the different possible integer lengths of side a and side b .

Length of side a	Length of side b	Perimeter
1 cm	2 cm	6 cm

- b) What are the longest possible integer lengths of side a and b ?

side a _____

side b _____

- c)



I think a can be 5 cm.

Talk to a partner about why Dexter is wrong.

Year 3

Fractions

Name _____

1 Here are some shapes.



What fraction of the shapes are triangles?

1 mark

What fraction of the shapes are squares?

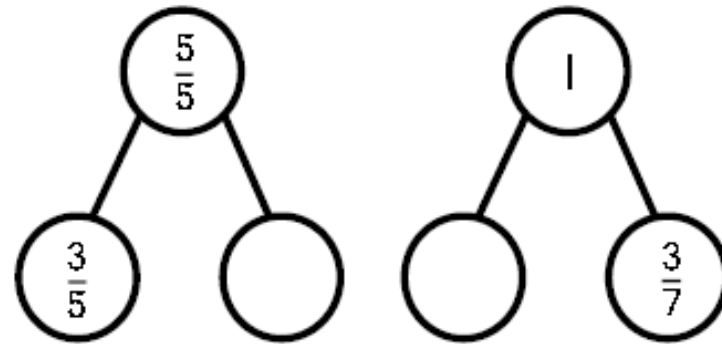
1 mark

2 Circle the unit fractions.

$\frac{1}{5}$ One eighth $\frac{2}{5}$ $\frac{7}{8}$ $\frac{1}{6}$

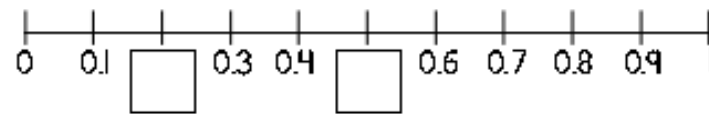
2 marks

3 Complete the part-whole models.

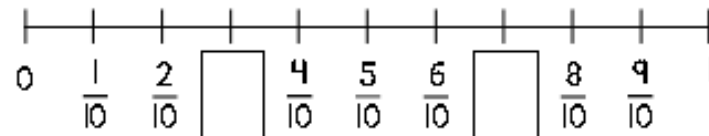


2 marks

4 Complete the number lines.



1 mark



1 mark

5 Tim has 16 grapes.

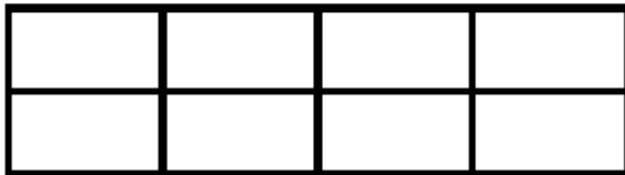
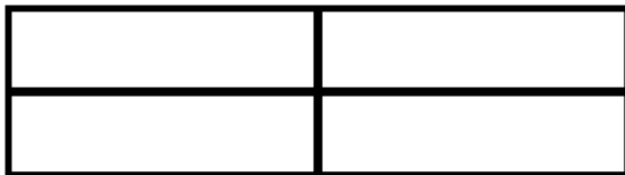
He gives $\frac{1}{8}$ of the grapes to Sam.

How many grapes does he give to Sam?

_____ grapes

1 mark

6 Shade $\frac{3}{4}$ of each shape.



3 marks

7 Compare using $<$, $>$ or $=$

$\frac{1}{5}$ of 20



$\frac{1}{4}$ of 20

$\frac{3}{8}$ of 24



$\frac{1}{2}$ of 24

2 marks

8 Aisha has a bag of marbles.

She gives $\frac{3}{4}$ of the bag to Heidi.

Aisha has 12 marbles left.

How many marbles did she have to begin with?

_____ marbles

1 mark

Circle how confident you feel with fractions.

1

2

3

4

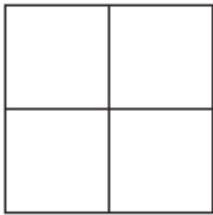
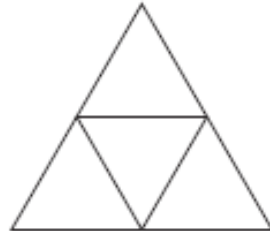


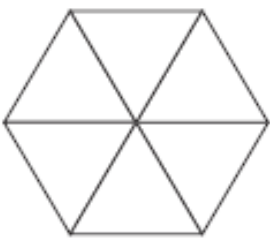
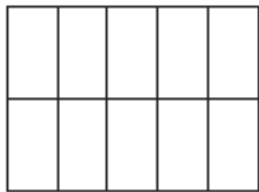
5

Not
confident

Very
confident



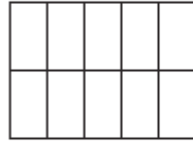
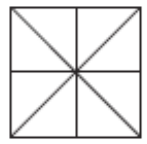








Stained Glass Fractions

Colour the windows to match the fractions listed.

 <p>$\frac{1}{2}$: red $\frac{1}{4}$: blue $\frac{1}{4}$: yellow</p>	 <p>$\frac{3}{4}$: blue $\frac{1}{4}$: yellow</p>	 <p>$\frac{2}{3}$: green $\frac{1}{3}$: red</p>
 <p>$\frac{1}{2}$: red $\frac{2}{3}$: green $\frac{1}{6}$: blue</p>	 <p>$\frac{1}{2}$: green $\frac{2}{3}$: yellow $\frac{1}{6}$: blue</p>	 <p>$\frac{1}{3}$: blue $\frac{2}{3}$: yellow $\frac{1}{6}$: red $\frac{1}{6}$: green</p>


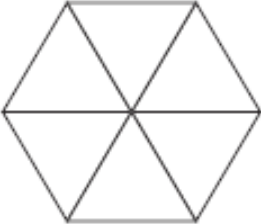

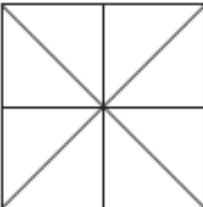
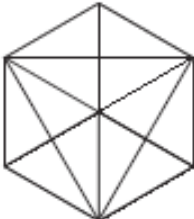







Stained Glass Fractions

Colour the windows to match the fractions listed.

 <p>$\frac{2}{3}$: green $\frac{1}{3}$: blue</p>	 <p>$\frac{1}{2}$: green $\frac{2}{3}$: yellow $\frac{1}{6}$: blue</p>	 <p>$\frac{1}{3}$: blue $\frac{2}{3}$: yellow $\frac{1}{6}$: red $\frac{1}{6}$: green</p>
 <p>$\frac{3}{8}$: blue $\frac{2}{8}$: red $\frac{1}{8}$: yellow $\frac{2}{8}$: green</p>	 <p>$\frac{1}{12}$: yellow $\frac{5}{12}$: red $\frac{6}{12}$: green</p>	 <p>$\frac{1}{3}$: yellow $\frac{2}{3}$: green $\frac{1}{3}$: red</p>
<p>$\frac{2}{5}$ of 5 = _____ </p> <p>$\frac{3}{5}$ of 5 = _____</p>	<p>$\frac{1}{6}$ of 6 = _____ </p> <p>$\frac{2}{6}$ of 6 = _____</p> <p>$\frac{3}{6}$ of 6 = _____</p>	<p>$\frac{3}{10}$ of 10 = _____ </p> <p>$\frac{4}{10}$ of 10 = _____</p> <p>$\frac{1}{10}$ of 10 = _____</p> <p>$\frac{2}{10}$ of 10 = _____</p>
<p>$\frac{3}{8}$ of 8 = _____ </p> <p>$\frac{2}{8}$ of 8 = _____</p> <p>$\frac{1}{8}$ of 8 = _____</p> <p>$\frac{5}{8}$ of 8 = _____</p>	<p>$\frac{1}{12}$ of 12 = _____ </p> <p>$\frac{5}{12}$ of 12 = _____</p> <p>$\frac{6}{12}$ of 12 = _____</p>	<p>$\frac{1}{9}$ of 9 = _____ </p> <p>$\frac{2}{9}$ of 9 = _____</p> <p>$\frac{3}{9}$ of 9 = _____</p>

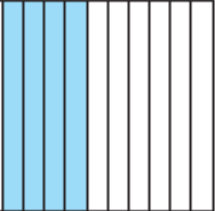
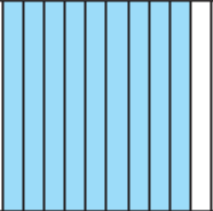
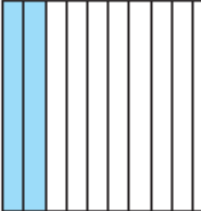
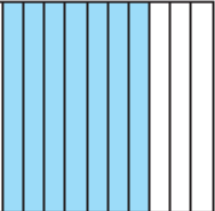
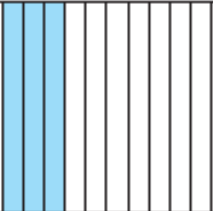
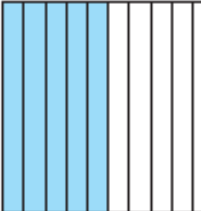
Stained Glass Fractions

Colour the windows to match the fractions listed.

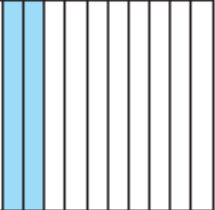
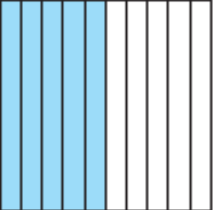
 <p>$\frac{2}{5}$: green $\frac{1}{5}$: blue</p>	 <p>$\frac{1}{2}$: green $\frac{2}{3}$: blue</p>	 <p>$\frac{2}{5}$: blue $\frac{1}{5}$: yellow $\frac{3}{10}$: green</p>
 <p>$\frac{2}{8}$: blue $\frac{1}{4}$: red $\frac{1}{8}$: yellow</p>	 <p>$\frac{1}{12}$: yellow $\frac{1}{3}$: red $\frac{1}{2}$: green</p>	 <p>$\frac{1}{3}$: yellow $\frac{2}{9}$: green $\frac{1}{3}$: red</p>
<p>$\frac{2}{5}$ of 5 = _____</p> <p>$\frac{1}{5}$ of 5 = _____</p> 	<p>$\frac{1}{2}$ of 6 = _____</p> <p>$\frac{2}{6}$ of 6 = _____</p> 	<p>$\frac{2}{5}$ of 10 = _____</p> <p>$\frac{1}{5}$ of 10 = _____</p> <p>$\frac{3}{10}$ of 10 = _____</p> 
<p>$\frac{3}{8}$ of 8 = _____</p> <p>$\frac{1}{4}$ of 8 = _____</p> <p>$\frac{1}{8}$ of 8 = _____</p> 	<p>$\frac{1}{12}$ of 12 = _____</p> <p>$\frac{1}{3}$ of 12 = _____</p> <p>$\frac{1}{2}$ of 12 = _____</p> 	<p>$\frac{1}{3}$ of 9 = _____</p> <p>$\frac{2}{9}$ of 9 = _____</p> <p>$\frac{1}{3}$ of 9 = _____</p> 

Fractions: Tenths

All the squares below have been separated into ten equal parts. Each part is $\frac{1}{10}$. To write this as a decimal fraction you would write 0.1. For all the squares below, write the fraction shaded both as a fraction and a decimal fraction.

1. 	2. 	3. 
Fraction: _____	Fraction: _____	Fraction: _____
Decimal: _____	Decimal: _____	Decimal: _____
4. 	5. 	6. 
Fraction: _____	Fraction: _____	Fraction: _____
Decimal: _____	Decimal: _____	Decimal: _____

Challenge: Look at the two squares below. Write the total number of tenths shaded as a fraction and decimal fraction.

	+		=	Fraction: _____
				Decimal: _____

Chilli Challenge

Fractions

Fractions Nice and Spicy!

Recognise, Name and Write Fractions

Count up and down in tenths.

"One tenths,
two tenths,
three tenths..."

$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$

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Fractions Nice and Spicy!

Recognise, Name and Write Fractions

Recognise that tenths arise from dividing an object into ten equal parts.

Colour $\frac{4}{10}$

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Fractions Nice and Spicy!

Recognise, Name and Write Fractions

Recognise, find and write fractions of a discrete set of objects.

Unit fractions:

Find $\frac{1}{5}$ of these objects.

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Equivalence

Recognise and show, using diagrams, equivalent fractions with small denominators.



Which equivalent fractions do these represent?

Solve Problems

Solve problems that include some of the other objectives.

Which is greater?

$$\frac{1}{4} \text{ of } 20\text{p} \text{ or } \frac{1}{3} \text{ of } 30\text{p}$$

Calculate

Add or subtract the following fractions.
Colour the bars to work out your answer.

$$\frac{5}{7} + \frac{1}{7} =$$



$$\frac{4}{5} - \frac{1}{5} =$$



Compare and Order

Compare and order fractions with the same denominators.

Add > or < to make the statements true.

$$\frac{4}{5} \quad \frac{2}{5}$$

