



### MATHS

#### Times Tables ~ Mini Tests

1. Practice your 3 x table.
2. Write out the questions and answers
3. Get someone at home to check it then test you each day.

**Practice:** Test each day until you are scoring 100%

**Challenge:** Try to get faster and answer questions in random order

#### Place Value ~ 3-digit numbers

1. Roll a dice and write use this to create a 3-digit number.
2. Write the number that is 10 more and the number that is 10 less.

**Practice:** Test each day until you are scoring 100%

**Challenge:** Can you write the words for numbers over 1000?

#### Addition ~ Adding two 3-digit numbers.

1. Using the column method add them together.

Remember to make sure your numbers are in the correct columns.

#### Subtraction ~ Subtracting 3-digit numbers.

1. Using the column method subtract them together.

For example: 
$$\begin{array}{r} 563 \\ -141 \\ \hline \end{array}$$

Remember to make sure your numbers are in the correct columns.

#### Measurement ~ Time

1. Look at the clocks and write the correct time underneath.

#### Measurement ~ Time

Create a poster to show the number of seconds in a minute, the number of days in each month, year and leap year.

#### Geometry ~ 3D Shapes.

1. Look around your house.
2. What 3D shapes can you see?
3. Draw a table

| <u>Picture of object</u> | <u>Name of shape</u> |
|--------------------------|----------------------|
|                          |                      |

#### Geometry ~ Properties of 3D shapes.

1. Draw and complete the table below.

| Name of shape | Number of faces | Number of edges | Number of vertices |
|---------------|-----------------|-----------------|--------------------|
|               |                 |                 |                    |

## English

### Spellings ~ Mini Tests

1. Choose a set of spellings, to practice, from the spelling sheet
2. Write them out in a list
3. Get someone at home to check it then test you each day.

**Practice:** Test each day until you are scoring 100%

**Challenge:** Use these in sentences or a story

### Spellings ~ Hangman

1. Choose a spelling from the spelling sheet
2. Write dashes for the number of letters \_ \_ \_ \_
3. Get a partner to guess the letters then spelling.

**Practice:** You always do the guessing

**Challenge:** Ignore the list and choose adventurous words.

### Spellings ~ Investigate!

1. How many words can you find that start with the following prefixes? List as many as you can.

|            |             |             |            |             |
|------------|-------------|-------------|------------|-------------|
| <u>Un-</u> | <u>Dis-</u> | <u>Mis-</u> | <u>Re-</u> | <u>Pre-</u> |
|------------|-------------|-------------|------------|-------------|

### SPaG ~ Tenses

1. Write five sentences that take place in the present tense, for example, 'Mrs Norris is taking the register.'
2. Re-write the sentences in the past tense, for example, 'Mrs Norris took the register.'
3. Make sure you check your spellings and your handwriting is neat.

### Reading ~ Inference

1. Look at the 'What do we know? Think? Want to know?' image.
2. Answer the questions below:

- What does this robot do?
- Is the man building it or repairing it?
- How does he feel about it? Is this one special?
- Do you think he's been a robot maker for a long time?
- Is he good at his job?

### Reading ~ What do we know? Think? Want to know?

1. Look at the image below.
2. Write what you know about the character from what you can see.
3. Write what you think about the character from what you know.
4. Write three questions you would like to ask the character.

### Writing ~ Fact file

1. Draw a Stone Age character.
2. Now, make up some facts and information about them - when were they born, who is in their family, where do they live, what are their hobbies, what are their likes and dislikes?

### Writing ~ Narrative

1. Think about the character you have created. Imagine that they are walking through the woods and they come across a wild animal.
2. What could happen to them?
3. What would they do?
4. Write a story to explain what they were doing and what happened.

## 3 x Table

I can complete 3 times table calculations.

$$\begin{aligned}1 \times 3 &= \underline{\quad\quad} \\2 \times 3 &= \underline{\quad\quad} \\3 \times 3 &= \underline{\quad\quad} \\4 \times 3 &= \underline{\quad\quad} \\5 \times 3 &= \underline{\quad\quad} \\6 \times 3 &= \underline{\quad\quad} \\7 \times 3 &= \underline{\quad\quad} \\8 \times 3 &= \underline{\quad\quad} \\9 \times 3 &= \underline{\quad\quad} \\10 \times 3 &= \underline{\quad\quad} \\11 \times 3 &= \underline{\quad\quad} \\12 \times 3 &= \underline{\quad\quad}\end{aligned}$$

I can count in 3s. Fill in the blanks.

$$\begin{aligned}0 \\3 \\ \underline{\quad\quad} \\ \underline{\quad\quad} \\ \underline{\quad\quad} \\15 \\ \underline{\quad\quad} \\ \underline{\quad\quad} \\24 \\ \underline{\quad\quad} \\ \underline{\quad\quad} \\33 \\ \underline{\quad\quad}\end{aligned}$$

I can complete missing number calculations.

$$\begin{aligned}3 \times \underline{\quad} &= 12 & 3 \times 10 &= \underline{\quad} & 3 \times \underline{\quad} &= 18 \\3 \times \underline{\quad} &= 24 & 3 \times \underline{\quad} &= 9 & 3 \times 1 &= \underline{\quad} \\3 \times \underline{\quad} &= 3 & 3 \times 5 &= \underline{\quad} & 3 \times \underline{\quad} &= 0 \\3 \times \underline{\quad} &= 0 & 3 \times \underline{\quad} &= 18 & 3 \times \underline{\quad} &= 12 \\3 \times \underline{\quad} &= 30 & 3 \times 8 &= \underline{\quad} & 3 \times \underline{\quad} &= 18 \\3 \times \underline{\quad} &= 21 & 3 \times 0 &= \underline{\quad} & 3 \times \underline{\quad} &= 27 \\3 \times \underline{\quad} &= 0 & 3 \times \underline{\quad} &= 18 & 3 \times \underline{\quad} &= 6 \\3 \times \underline{\quad} &= 9 & 3 \times 2 &= \underline{6} & 3 \times \underline{\quad} &= 12 \\3 \times \underline{\quad} &= 24 & 3 \times \underline{\quad} &= 15 & 3 \times \underline{\quad} &= 30 \\3 \times \underline{\quad} &= 6 & 3 \times \underline{\quad} &= 27 & 3 \times \underline{\quad} &= 9 \\3 \times \underline{\quad} &= 21 & 3 \times 4 &= \underline{\quad} & 3 \times \underline{\quad} &= 33\end{aligned}$$

**I can use column addition**

Calculate the answer to the following:

|  |  |  |  |
|--|--|--|--|
| $\begin{array}{r} 273 \\ +514 \\ \hline \end{array}$ | $\begin{array}{r} 451 \\ +225 \\ \hline \end{array}$ | $\begin{array}{r} 304 \\ +463 \\ \hline \end{array}$ | $\begin{array}{r} 615 \\ +172 \\ \hline \end{array}$ |
| $\begin{array}{r} 153 \\ +716 \\ \hline \end{array}$ | $\begin{array}{r} 805 \\ +102 \\ \hline \end{array}$ | $\begin{array}{r} 572 \\ +213 \\ \hline \end{array}$ | $\begin{array}{r} 531 \\ +267 \\ \hline \end{array}$ |
| $\begin{array}{r} 202 \\ +236 \\ \hline \end{array}$ | $\begin{array}{r} 370 \\ +116 \\ \hline \end{array}$ | $\begin{array}{r} 622 \\ +375 \\ \hline \end{array}$ | $\begin{array}{r} 312 \\ +251 \\ \hline \end{array}$ |
| $\begin{array}{r} 476 \\ +403 \\ \hline \end{array}$ | $\begin{array}{r} 155 \\ +234 \\ \hline \end{array}$ | $\begin{array}{r} 371 \\ +628 \\ \hline \end{array}$ |  |

Challenge: Complete the following calculations:

|  |  |  |
|--|--|--|
| $\begin{array}{r} +3\_2 \\ \underline{\quad 3} \\ 437 \end{array}$ | $\begin{array}{r} +641 \\ \underline{\quad 4} \\ 9\_6 \end{array}$ | $\begin{array}{r} +4\_5 \\ \underline{\quad 22} \\ 74\_ \end{array}$ |
|--|--|--|

LO: to use column subtraction Calculate the answer to the following:

|   |   |   |
|---|---|---|
| 1. $\begin{array}{r} 569 \\ - 315 \\ \hline \end{array}$  | 2. $\begin{array}{r} 346 \\ - 125 \\ \hline \end{array}$  | 3. $\begin{array}{r} 774 \\ - 453 \\ \hline \end{array}$  |
| 4. $\begin{array}{r} 652 \\ - 420 \\ \hline \end{array}$  | 5. $\begin{array}{r} 628 \\ - 305 \\ \hline \end{array}$  | 6. $\begin{array}{r} 573 \\ - 512 \\ \hline \end{array}$  |
| 7. $\begin{array}{r} 832 \\ - 232 \\ \hline \end{array}$  | 8. $\begin{array}{r} 599 \\ - 467 \\ \hline \end{array}$  | 9. $\begin{array}{r} 298 \\ - 136 \\ \hline \end{array}$  |
| 10. $\begin{array}{r} 687 \\ - 471 \\ \hline \end{array}$ | 11. $\begin{array}{r} 988 \\ - 575 \\ \hline \end{array}$ | 12. $\begin{array}{r} 768 \\ - 251 \\ \hline \end{array}$ |
| 13. $\begin{array}{r} 555 \\ - 345 \\ \hline \end{array}$ | 14. $\begin{array}{r} 596 \\ - 374 \\ \hline \end{array}$ | 15. $\begin{array}{r} 368 \\ - 220 \\ \hline \end{array}$ |

Write down the time each clock is showing on the line underneath.



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Write the time shown on each clock.



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# Year 3 and 4 Statutory Spellings

|              |           |            |           |              |          |           |
|--------------|-----------|------------|-----------|--------------|----------|-----------|
| accident     | caught    | eighth     | heard     | minute       | possible | strange   |
| accidentally | centre    | enough     | heart     | natural      | potatoes | strength  |
| actual       | century   | exercise   | height    | naughty      | pressure | suppose   |
| actually     | certain   | experience | history   | notice       | probably | surprise  |
| address      | circle    | experiment | imagine   | occasion     | promise  | therefore |
| answer       | complete  | extreme    | increase  | occasionally | purpose  | though    |
| appear       | consider  | famous     | important | often        | quarter  | although  |
| arrive       | continue  | favourite  | interest  | opposite     | question | thought   |
| believe      | decide    | February   | island    | ordinary     | recent   | through   |
| bicycle      | describe  | forward    | knowledge | particular   | regular  | various   |
| breath       | different | forwards   | learn     | peculiar     | reign    | weight    |
| breathe      | difficult | fruit      | length    | perhaps      | remember | woman     |
| build        | disappear | grammar    | library   | popular      | sentence | women     |
| busy         | early     | group      | material  | position     | separate |           |
| business     | earth     | guard      | medicine  | possess      | special  |           |
| calendar     | eight     | guide      | mention   | possession   | straight |           |

What do we know? What do we think? What do we want to know?



Credit: Goro Fujita