



Remember to post some of your work on our blog! We'd love to see it!
Year 3 SeeSaw

Aim to complete *at least one* Maths and English activity per day as well as an activity from another subject- and lots of reading!

All of the activities on BBC Bitesize will really help you with your learning.

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-lessons/1>

Remember to use Bug Club, RM EasiMaths and TT Rockstars!

You can complete any written work in your red exercise book. We can't wait to see it all!

Maths- basic skills



1.

		5	6
x			4
	2	2	4
		2	

1. First set your calculation out correctly with one number in each square. Use a ruler to draw the lines.
2. Multiply the ones digit by 4. ($6 \times 4 = 24$)
3. Write the 2 tens in the tens column under the line. You need to carry this over to the tens column because it represents 20.
4. Now calculate the tens. Multiply 5 by 4. ($5 \times 4 = 20$)
5. Don't forget to add on the 2 tens that you carried. ($20 + 2 = 22$)

Now try these:

1. 49×3

2. 8×75

3. 3×55

4. 91×3

5. The product of 8 and 83

6. 64 multiplied by 4

7)	7	3		8)	8	6		9)	1	2	6		10)	3	7	8
✕		4		✕		3		✕			4		✕			8
2	8	2		2	5	8			4	0	4		2	9	6	2
	1				1				1	2				5	6	

Mark these calculations with a ✓ below if they are correct.

If they are wrong put an ✕ and circle the part of the calculation where the mistake is.

7)

8)

9)

10)

Now try these:

11. 149 x 4

12. 914 times 8

13. 8 multiplied by 287

14. 3 x 753

15. 4 multiplied by 831

16. 3 x 556

✕

The **bus stop method** can seem confusing at first. Here, we will break down a simple three-digit number division problem using the bus stop method.

$$\begin{array}{r} 045 \\ 8 \overline{) 3360} \end{array}$$

- How many 8s are there in 3? Zero, so above the 3, we write a zero.
- As the 3 hasn't been used, we move it over to the 6.
- Now we see how many times 8 goes into 36 - 4 times, so we write this above the 6.
- 8 into 36 leaves a remainder of 4, so now we move this remainder over to the next number, which in this case is zero.
- Finally, we see how many times 8 goes into 40. This gives us 5, which we again write above the zero
- If your problem leaves a remainder at this stage, simply leave it as a remainder in the answer.

1. $3 \overline{) 45}$

3. $4 \overline{) 52}$

5. $8 \overline{) 88}$

2. $9 \overline{) 90}$

4. $3 \overline{) 57}$

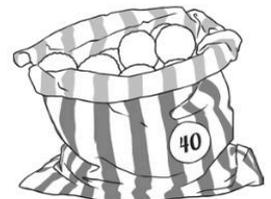
Will there be any remainders...

6. If you divide 41 sweets by 4 people?

7. If you share 34 sweets between 3 people?

8. If you divide 53 sweets by 4 people?

9. If you share 50 sweets by 5 people?



Use a ruler to help you set out the written method and complete the calculations.

Some of them might have remainders – watch out!

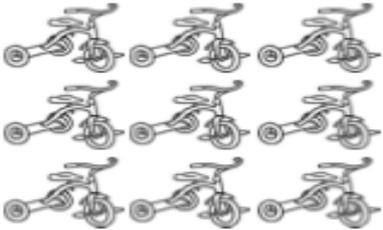
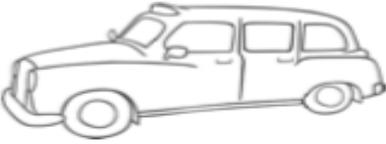
10. $48 \div 4 =$ _____

11. $38 \div 3 =$ _____

12. There are 37 sweets. Karim shares the sweets between five friends. How many sweets does each person receive? Are there any sweets that can't be shared?

13. The Stanley family won 84 sweets in a raffle. Conor must share the sweets between his 8 children. How many sweets does each child receive? Are there any sweets that can't be shared?



<p>1. How many wheels would 9 tricycles have?</p>  <p><input type="text"/></p>	<p>2. 24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?</p>  <p><input type="text"/></p>	<p>3. Hanan is a keen archer. One day she shoots 5 arrows. Each arrow scores an 8. What is her total score?</p>  <p><input type="text"/></p>
<p>4. Three judges award 27 marks overall. They each give the same score. What score did they each give?</p>  <p><input type="text"/></p>	<p>5. Cinema tickets are £8. Six people go to see a film. How much will they pay altogether?</p>  <p><input type="text"/></p>	<p>6. Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy?</p>  <p><input type="text"/></p>
<p>7. Trish, Karen and Layla share equally a packet of nuts. There are 21 nuts in the pack. How many nuts do each get?</p>  <p><input type="text"/></p>	<p>8. A machine making mango pieces puts 8 pieces in each snack packet. The machine makes 88 pieces in 1 minute. How many packets are filled every minute?</p> <p><input type="text"/></p>	<p>9. A carpenter makes tables. Some have 3 legs and some have 4 legs. He plans to make 5 tables with 3 legs, and 4 tables with 4 legs. How many legs will he need?</p>  <p><input type="text"/></p>

Click the link below to practise your times tables using the songs on Purple Mash!

School Name: MGL World (L7)

Login- sm3

Password- sm3

[Purple Mash Times Tables](#)

Get someone to challenge you to;

- Chant them backwards
- Answer quick fire division calculations

Maths- reasoning



Read

Read the question.
What is the important information?

Understand

Understand the question.
What do you need to find out?

Choose

Choose the correct method of calculation and operation(s).

Solve

Solve the problem.
Make sure you follow the steps.

Answer

Answer the question.
What were you meant to find out?

Check

Check your answer.
Use the inverse to check your working out.

Remember you can use objects (cubes, coins, pasta shapes) to solve these problems. Some of them have more than one answer so they are not 'impossible', try, try and try again. We only learn by getting things wrong!

Spaceship



Some Tripods and Bipods flew from planet Zeno.
There were at least two of each of them.

Tripods have 3 legs.

Bipods have 2 legs.

There were 23 legs altogether.

How many Tripods were there?

How many Bipods?

Find two different answers.



Teaching objectives

Solve mathematical problems or puzzles.

Count on in steps of 2 or 3.

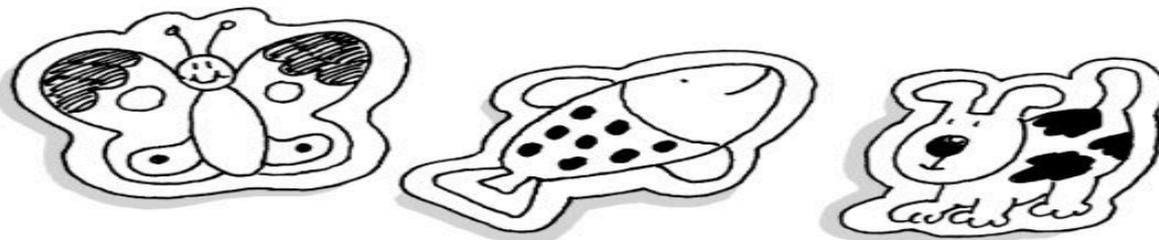
Know multiplication facts for 2 and 3 times tables.

29

Stickers

The twins collected some animal stickers.

They each had the same total number.



Winston had 3 full sheets and 4 loose stickers.

Wendy had 2 full sheets and 12 loose stickers.

Every full sheet has the same number of stickers.

How many stickers are there in a full sheet?

42

Teaching objectives

Solve mathematical problems or puzzles.

Know multiplication facts.

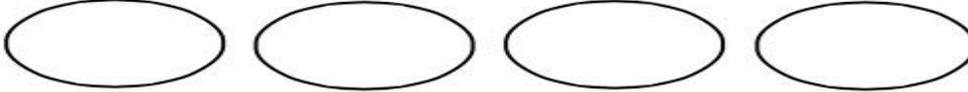
Explain methods and reasoning.

Duck ponds

Use 14 ducks each time.



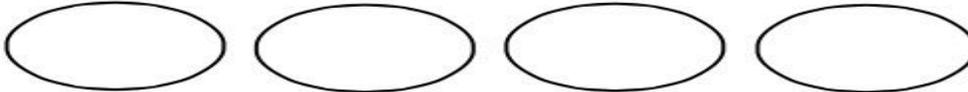
1. Make each pond hold two ducks or five ducks.



2. Make each pond hold twice as many ducks as the one before.



3. Make each pond hold one less duck than the one before.



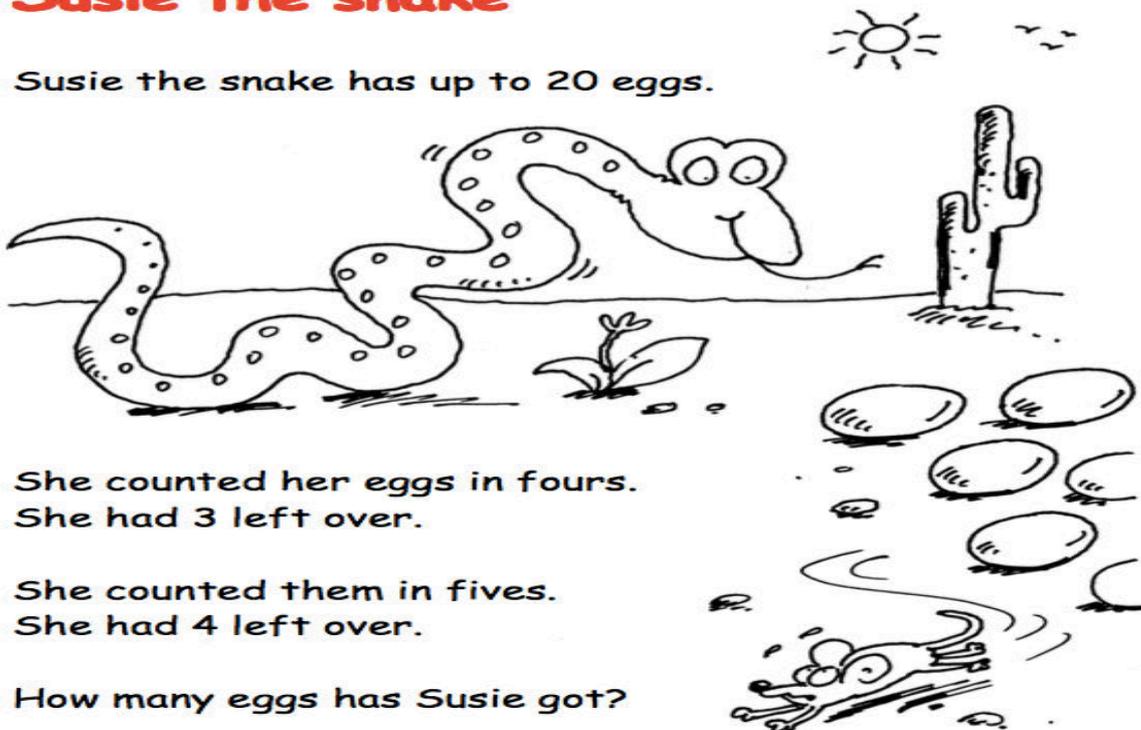
Teaching objectives

Solve mathematical problems or puzzles.
Know multiplication facts for 2 and 5 times tables.
Add three or four small numbers.

35

Susie the snake

Susie the snake has up to 20 eggs.



She counted her eggs in fours.
She had 3 left over.

She counted them in fives.
She had 4 left over.

How many eggs has Susie got?

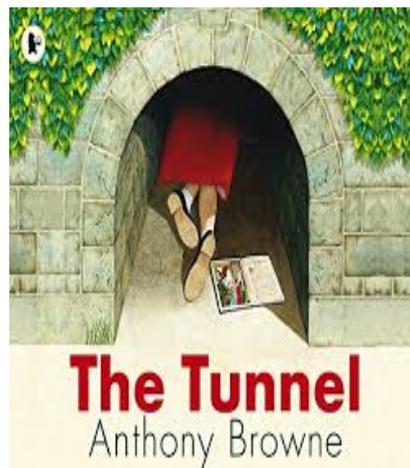
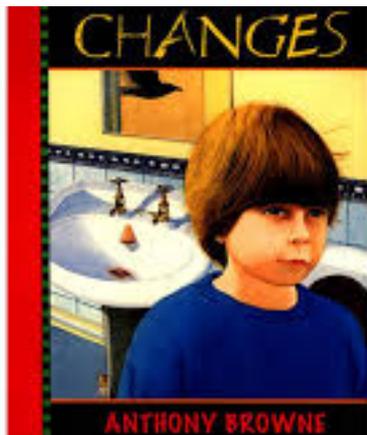
30

Teaching objectives

Solve mathematical problems or puzzles.
Know multiplication facts for 4 and 5 times tables.
Find remainders after division.

English (Includes Grammar, PSHE and Art)

This week our work is exploring 3 stories by Anthony Browne, you already know this author as we have enjoyed reading 2 of his books in class.

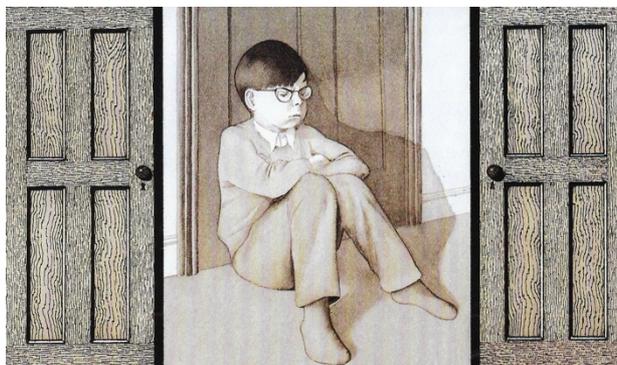


Monday

Go to <https://www.youtube.com/watch?v=h7ypmw-OJUO> .

Listen to Ruth Merttens reading *The Night Shimmy* by Gwen Strauss and Anthony Browne.

Questions



1. Who do you think the Night Shimmy is? Choose one of the options below or add your own answer.

A real friend of Eric's

A visiting wizard

A superhero like Batman or Superman

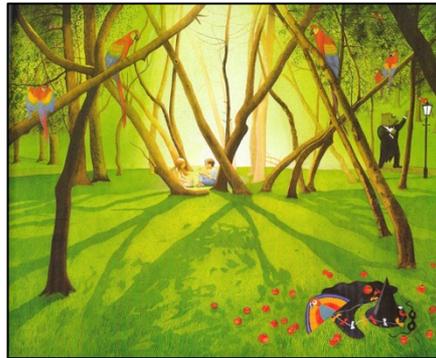
Eric himself imagining that he is the Night Shimmy

An imaginary friend of Eric's

2. Explain **why** you think that.
3. What sort of things does the Night Shimmy do for Eric? Mention at least three things.
4. Why do you think the Night Shimmy disappears at the end of the story?
5. When does the parrot **first** appear in the story?
6. When does it become real?
7. How many parrots are there on the page which begins, 'They began to talk.'?
8. What do you think the parrot suggests about how Eric is feeling at the end of the story?
9. Look at the page, 'Eric slammed his bedroom door shut...' Why do you think Anthony Browne has drawn the picture just in greys and browns?
10. With most of the pictures in the book, it is a bit like we are looking through a window that is surrounded by black. How are the last three pages different?
11. **Why** do you think are they different?

Tuesday

Expanded Noun Phrases



These are examples of **noun phrases**.

the park a kite some trees two children

If we want to describe the nouns (the objects or things or people) in these phrases in more detail we can **expand** the phrases.

We do it like this:

1. Add some **adjectives** to tell us more about the noun (we make a 2A phrase)

the **big** park **a bright, cheerful kite** **some tall, thin trees** two **happy** children

If we use two adjectives we usually separate them with a **comma**.

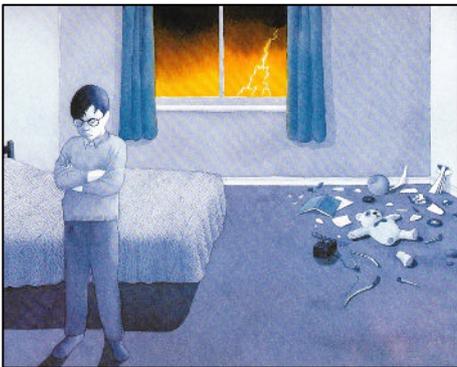
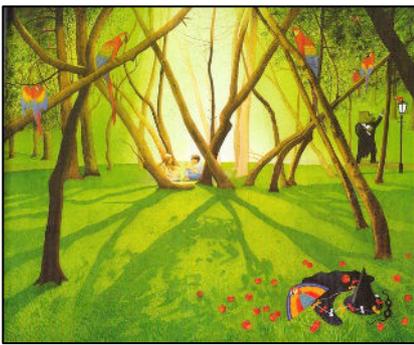
2. Modify the adjective with **adverbs**. The adverbs tell you more about the adjectives.

the **really** big park a **very** bright, cheerful kite some **extremely** tall, thin trees two **rather** happy children

3. Add a **prepositional phrase**. The prepositional phrase tells you a bit more about where or when things happen or how things relate to one another.

the **really big** park with a **singing gorilla**
a **very bright, cheerful** kite **beside the path**
some **extremely tall, thin** trees **on top of the hill**
two **rather happy** children **before bedtime**

Choose your favourite picture from the story and write 5 expanded noun phrases about it. You could even copy the picture into your book and write the sentences below.



Wednesday

1. Story time

Go to <https://www.youtube.com/watch?v=vHiW5ndFNQQ> .

Listen to Ruth reading *Silly Billy* by Anthony Browne.

2. Billy's worries

Think about the things that Billy worries about in the story. Complete the tables below.

Billy's Worries

1.
2.
3.
4.
5.
6.

What bothers him about each thing or situation?

1.
2.
3.
4.
5.
6.

Art

Silly Billy

Now try this Fun-Time Extra

- Go to <https://www.youtube.com/watch?v=8oL0n5X2Rlc&t=19s>

Follow the instructions and make some worry dolls of your own.

If you don't have the right things at home to make worry dolls, draw some and stick your drawings onto card.

Tell them your worries and see if they can help!

Thursday

Comparing The Night Shimmy and Silly Billy

Discuss each of the points below and record your thoughts in your exercise book. You may like to listen to the two stories again.

<p>1. Describe in detail something that is <u>the same</u> in both books.</p>	<p>2. Describe in detail something that is <u>different</u> from one book to the other.</p>	<p>3. Which main character do you feel most <u>sorry</u> for - Eric or Billy? Give reasons for your choice.</p>
<p>4. If you had a younger brother or sister, which book of the two would you suggest they read? Why do you think that would be the better book for them?</p>	<p>5. Say which book has the best <u>pictures</u> and explain why you think that.</p>	<p>6. Say which book is the best <u>story</u> and explain why you think that.</p>

Avoiding Night time Worries (PSHE)

Both Eric and Billy have things that worry or upset them at bedtime. Eric has horrible lizard dreams while Billy worries about all sorts of quite scary things happening to him.

What advice would you give to someone who was worried about settling down in bed at night?

Read the suggestions below. You might also have some really good ideas of your own that are not on the list.

- ❖ have a special toy or teddy with you
- ❖ leave the bedroom door open
- ❖ leave a light on
- ❖ tell your family about anything that is bothering you
- ❖ read a cheerful, happy story
- ❖ use worry dolls
- ❖ use a dream catcher

Pick the **three** best ideas of your own or from the list. Make a help poster/leaflet or write your ideas in a paragraph.

For each, say what the idea is.

Then explain why or how you think that would really help someone who was worried at night.

Art

- One way to stop bad dreams is to use a dream catcher.

Go to <https://www.youtube.com/watch?v=us9p52-WJrs>.

Follow the instructions to make a dream catcher of your own.

If you don't have the materials you need at home, copy the picture of a dream catcher and hang your drawing over your bed.

- Write about some of the amazing fun dreams that slip down the feathers at night time!

Friday

Story time

Go to <https://www.youtube.com/watch?v=58kla7Ghxas>

Listen to Ruth reading *Voices in the Park* by Anthony Browne.

Discuss what moods Charles's Mum and Smudge's Dad are in. Why you think they are feeling like this?

The Past Tense

All full sentences have an active **verb** in them. [Click here for a reminder about verbs \(doing words\)](#).

The verb is the action or 'doing' word in the sentence.

I **looked** for Victoria.

I **ran** towards the slide.

Smudge and Charles **played** on the seesaw.

Can you act out some of these verbs?

All these verbs are in the **simple form of the past tense**.
They describe a single action that has already happened - in the past, a while ago.

Stories are usually written in the past tense because they describe things (even imagined things) that happened in the past.

Some verbs are 'being' or 'feeling' words.

Albert **was** happy. Smudge's Dad **felt** sad.

Verbs can also be in the **present tense**.

I **look** for Victoria. I **run** towards the slide.
Smudge and Charles **play** on the seesaw

Here the action in each sentence happens right now, in the present moment.

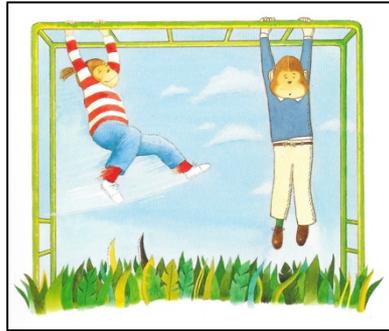
Some past tense verbs have **-ed** on the end of their present tense form.

look/ **looked** play/ **played**

But many change more completely when going from the present to the past tense:

run/ran **see/saw**
are/were **feel/felt**

Voices in the Park Verbs

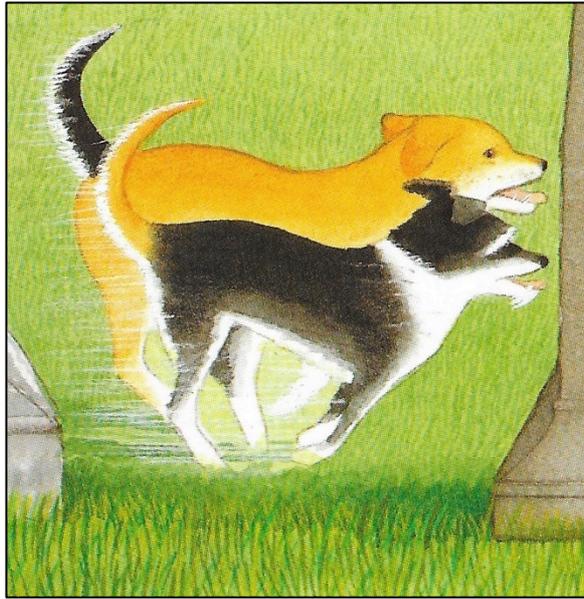


What to do:

- 1. Read the text.*
- 2. Highlight the verbs in the simple past tense.*
- 3. Six verbs have accidentally been left in the present tense. Whoops!*
- 4. Find these. Rewrite each of them in the simple past tense below the text.*

It was Tuesday, and Smudge and Charles return with the dogs to the park. Victoria and Albert dashed off and splash in the fountain once again, while the two children swing cheerfully on the monkey bars. They bought ice creams from the van at the park's gates. The sky was blue, the sun shines and both Smudge and Charles felt happy together. They knew their parents loved them really, but it was still nice to have walked to the park with just the dogs. They laugh when Victoria chased a squirrel into the trees, and when Albert got his nose wraps up in an old crisp packet.

Victoria's Voice, Albert's Voice



Imagine that you are **either** Victoria, Charles's golden coloured dog, **or** Albert, Smudge's black and white dog.

- Write *either* Victoria or Albert's account of their day out.
- Give your dog their own 'voice' - describe the things that happened in the park (meeting a new dog, chasing through the trees and all over the park, swimming in the fountain, playing on the bandstand) from your point of view.
- Mention what you think of the dog you met and what you think of the other characters in the story.
- As you are writing a story, make sure your sentences are in the simple past tense.
- Draw or paint a picture in the style of Anthony Browne to go with your writing. Include some strange or unusual things in your picture!

Science

This week we will be learning all about reflective surfaces.

[What is reflection? Click here to find out!](#)

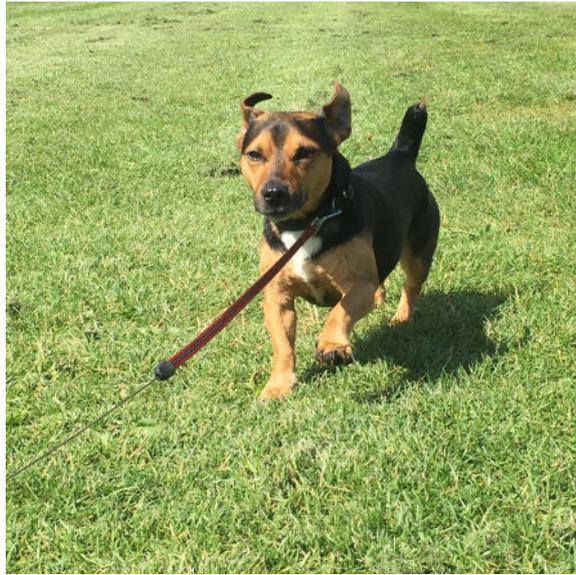
Why is reflection important? Do you own anything that reflects light? When do you use it? Why?

Watch the videos below.

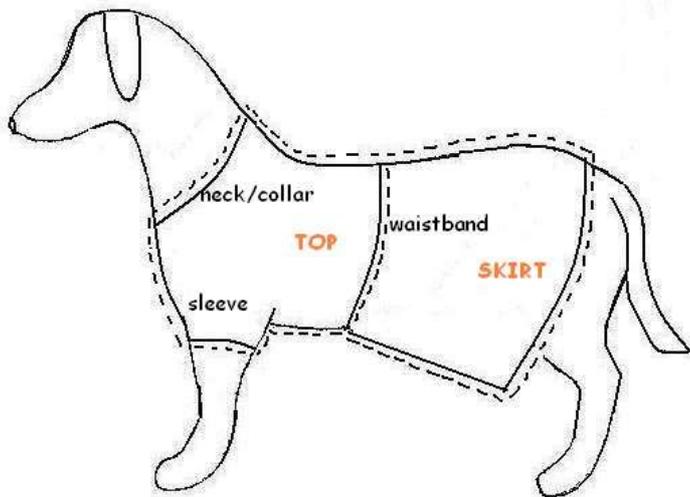
<https://www.youtube.com/watch?v=rDRTmymuNyE>

<https://www.bbc.co.uk/bitesize/clips/ztcg9j6>

TASK



Your task for this week is to design a lead and/or a coat for Fudge to keep him super safe when walking early in the morning and at night time.



What materials will you use?
Which part will be reflective?
Why?
Will you add any 'extra' features?

Fudge can't wait to see your designs!! He will choose the best one and announce it on SeeSaw.

Click below to explore more light activities on Purple Mash!

School Name: MGL World (L7)

Login- sm3

Password- sm3

[Purple Mash Light](#)

Religion- Called by God

God often asked people who felt they were not capable of the task to do things for him. The Prophets in the **Old Testament** were called by God.

What is a Prophet? Look up a dictionary definition. Then click below to learn more;

God's Story- Prophets

This week you can choose one Prophet to research.

You could choose from - Moses, Abraham, Jonah, Isaiah, Jeremiah, Samuel or Elijah.

Some of these prophets you may already know a little about, and some you may not have come across before. There are some PowerPoint Presentations on the class page, below this week's work, to help with your research.

Name	
How did God call them?	
Bible stories about them	

The prophets were given the task of telling the people to change their lives and rebuild their relationship with God. This is part of God's salvation plan following the Fall. God is trying to restore creation and speak to his people.

Geography- Modern Greece

Our new Geography topic leads on from the History topic we have just finished, we will be learning all about Greece.



You may know someone who has visited Greece or you may have visited it yourself. During this topic, we will be comparing Greece to the United Kingdom in lots of different ways.

[Click here to begin by learning a little more about the UK.](#)

Click the pictures below to learn more about Greece!



There is also a PowerPoint about Greece on our class page.

TASK

Copy and complete the fact file below or create a holiday brochure, advertising Greece. Remember to include lots of pictures.

(Holiday brochure example template can be found on the class page).

Greece Fact Sheet

Facts about **Greece**

Capital City:

Population:

Currency:

Language:

Surrounding countries:

Greek Flag

A famous landmark in **Greece**

Other facts about **Greece** (popular foods, art, dance, music)

Art

Silly Billy, Anthony Browne

Go to <https://www.youtube.com/watch?v=8oL0n5X2Rlc&t=19s>

Follow the instructions and make some worry dolls of your own.

If you don't have the right things at home to make worry dolls, draw some and stick your drawings onto card.

Tell them your worries and see if they can help!