Year 3 Home Learning Activities – Friday 5th June 2020

We would like your child to complete a range of activities over the week. Some activities can be completed independently, however some require support from adults.

Please email at least one example of work per week to <u>hb3@woodstonprimary.org.uk</u> so we can celebrate their home learning.

<u>Reading</u>	Visual Literacy: <u>Pobble365</u> Every day a new image and guided reading activities are shared on this page.	Listen to Your Child Read: This should to be 1:1, 4 times a week for approximately 10 minutes. This could be a book from home or an e- book. Book Trust	Comprehension: 60 second read task. Children have 60 seconds (1 minute) to read the text provided. This is followed by a selection of questions. Children have as long as they need to answer the questions. (Answers Provided)
	Some adult support may be required.	Oxford Owl Adult support required.	Independent
<u>English/</u> <u>Theme</u>	around the book. You do not need to buy These slides will also include theme bas	children in school will be using this week. T y the book as all the resources, text and imp ed activities linked to the story. You can wo ed otherwise as this is a sequence of unders	iges are on the slides. rk through these slides at your own pace but
<u>Spelling/</u> <u>Grammar</u>	Assessments: - Assertive Mentoring Grammar Assessment Week 1 (Answers provided) Independent This activity may require adult support to address any errors after it has been	- Practise and Test	Grammar: <u>Pobble365</u> Every day a new image and grammar activities are shared on this page. <u>Some adult support may be required.</u>
	completed.	Adult support required.	

<u>Maths</u>	Assessments: - Assertive Mentoring Maths Assessment Week 1 (Answers provided) Independent	Addition and Subtraction Week Attached to this email are the slides the children in school will be using this week. They give explanation, activities as well as reasoning questions. You can work through these slides at your own pace but all slides must be completed unless stated otherwise as this is a sequence of understanding.
	- Times Tables Challenge Revision (2,5 and 10) Independent	Some adult support may be required.
	These activities may require adult support to address any errors after they have been completed.	

Attached to this email:

- English/Theme Slides
- Addition and Subtraction Slides

Attached to this document:

- Year 3 and 4 Common Exception Words
- Year 3 and 4 Statutory Spellings
- Spelling Activities Sheet
- Grammar Hammer and answers
- Assertive Mentoring Maths and answers
- Times Table Challenges
- 60 Second Read Activities and answers

Year 3 and 4 Common Exception Words

Αα	breath	continue	exercise	guard	Kk	naughty	position	recent	Tt
accident	build	Dd	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	Hh	LL	Oo	possession	reign	though
actual	business	describe	Ff	heard	learn	occasion	possible	remember	thought
actually	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
although	caught	disappear	February	history	Mm	opposite	probably	separate	various
answer	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
appear	century	early	forwards	imagine	medicine	Рр	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
Bb	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	Rr	surprise	



Year 3 and 4 Statutory Spellings

accident accidentally actual actually address answer appear arrive believe bicycle breath breathe build busy business calendar

caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight

eighth enough exercise experience experiment extreme famous favourite February forward forwards fruit grammar group guard guide

heard heart height history imagine increase important interest island knowledge learn length library material medicine mention

minute natural naughty notice occasion occasionally often opposite ordinary particular peculiar perhaps popular position possess possession

possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight

strange strength suppose surprise therefore though although thought through various weight woman women

Spelling Activities



First write your spelling words in pencil. Trace over the words 5 times using a different coloured crayon each time.



Pyramid Writing

Pyramid write your spelling words. Try to write them neatly!

> Example: s so som some



ABC Order

Write out your spelling words in alphabetical order.



Fancy Letters

Write out each of your spelling words using fancy writing. Your letters could be curly or dotty.

Stage 3		uman),	'Grammar Hammer'		Skill Check 1	eck 1
Name:			Class:		Date:	
l and 2. Underline the prefix which forms a noun when added to the given word (in bold)	r which forms a no	wn when added	to the given wor	d (in bold).		
super anti	auto	man	super	anti	auto	pilot
3. Underline the correct hore	sophone to are in this restence	hir rentence.	4. Underline M	w correct homo	ophone to are in this n	rentence.
He bought a (cheep	heep / cheap) car.) car.	1	oast /	' passed) the test.	
5. Underline the word with the	ve correct spelling.		6. Underline the	w word with the correct	correct spelling.	
pum	foand	puno	frac		fraction frac	fracsion
7 and 8. Number the words fo	o put in alphabetical	order. Tou	may need to are th	ir first, second o	or even third latter of	the word.
fog	frog		fiy		fall	
Underline the synonym for the word is bold to make a word family.	r the word in bold	to make a word	family.			
bid	əbny	we	weird	enormous	s tiny	
10. Write a conjunction is connect the two main clauses (or rentences) into	owner! the new mai	in claures (or re	vatences) into a c	a compound sentence	NCC.	
My friend i	My friend invited me to a party	a party		l do not	l do not want to go.	
11. Write a sevience opener which will create a complex sentence	which will create a	e complex senten	ter.			
		and fela	w having a	1000 0 000	u I do not mon	40.00
		ant ym	na invitea n	ie to a part	my Jriena invitea me to a party, i ao not want to go.	. to go.
12. Underline the best verb to complete the sentence.	o complete the sen	fence.	13. Underline	the best verb to	 Underline the best verb to complete the sentence. 	
He has (went / gone) out to play.	gone) out to	play.	She	went / goi	She (went / gone) to the party.	
14. Write the part tense of this verb	is verb.		15. Write the p	15. Write the part tense of this veri	verb.	
walk			throw	w		
16. Underline the best proposition to complete this soutence	sition to complete	this sectore.				
A tree was l	A tree was blown down		the storm.		(before/during/after)	(after)
17 and 18. Underline the fronted adverbials that help tell as more about when an action happened	nted adverbials the	at help tell as mo	ore about when c	ın action happe	wed.	
Earlier,	It is likely,	ely,	Possibly,	·/y,	Later that day	ıy
19 and 20. Underline the word which goes before a noan starting with a component or a newel sound	rd which goes befo	rre a noan starth	ng with a consol	nant or a versel	round.	
a/an	horse	rse	a/an	an	elephant	
21. Underline die zubordinate clause in dir sentence	te clause in this se	sdence.				
	The wind w	as so cold	was so cold that I put on	on a coat.	•	
22 and 23. Punctuate the year	restences using the apostrophe (``) to show contraction or posse	postropher () 14	o show contracté	ov ar posteriou	· a	
I d o n t like	Dadsnew car.	car.	1 0	cant find	find Amysbook.	
24 and 25. Punctuate the direct speech in these senten	ect speech in these	Swire received unit		inverted commun (speech marks	<u>ы.</u>	
Where to? asked	the bus	driver.	Town please,	the	passenger answered.	ered.
-						
Total:	Red (Red (0 – 9)	Yellow (Yellow (10 – 19)	Green (20 – 25)	- 25)

Grammar Hammer Stage 3 Week 1

Super anti au Nuthais Afgreet meanings and Afgreet prime 1 Nuthais Afgreet meanings and Afgreet prime Nuthais Afgreet meaning the ward. Afgreet prime Afgreet prime<	Stage 3 1 avd 2. (185:1,28: 52:4:2) The	folla why preferra	Gramma and co	'Grammar Hammer' un aid conjount words.		Skil	Skill Check 1	
super anti outo anan super anti anti auto 7-1 (PET. 20, FFDDE Incomplement are reach material and an antice and are antice and are antice and an antice and an antice and antice and antice and antice a	~			-				
He bought of (cheep/cheep) cor. I (gost/pseed) the time to prove the providence of the time to prove the providence of the time to prove the providence of the time to provide t	SE 5.19	111	man to and the same of	super	anti anings and dij	auto	pilot	
A. (1972) M. (2) M. (2) <thm. (2)<="" th=""> M. (2) M. (2)<td>He bought a (<u>ch</u></td><td>eep / cheap</td><td>) car.</td><td>1]1</td><td>ast / pass</td><td>ed) the tes</td><td>ît.</td><td></td></thm.>	He bought a (<u>ch</u>	eep / cheap) car.	1]1	ast / pass	ed) the tes	ît.	
flownod flownod flownod flownod flownod flownod 7.4. (FF37) TS para algobiant 3 frog 4 flownod flownod 7.4. (FF37) TS para algobiant 3 frog 4 flownod flownod 7.4. (FF37) TS para algobiant 3 frog 4 flownod flownod 7.4. (FF37) TS para algobiant flownod 4 flownod flownod 7.4. (FF37) TS para algobiant flownod 4 flownod flownod 7.4. (FF37) TS para algobiant flownod flownod flownod flownod 7.4. (FF37) TS para algobiant flownod flownod flownod flownod 7.4. (FF37) TS para algobiant flownod flownod flownod flownod 7.4. (FF37) TS para algobiant flownod flownod flownod flownod 7.4. (FF37) TS para algobiant flownod flownod flownod flownod 7.4. (FF37) TS para algobiant flownod flownod flownod flownod 7.4. (FF37) TS para algobiant flownod flownod flownod flownod 7.4. (FF37) TS para algobiant flownod flownod flownod flownod 7.4. (FF37) TS para algobiant	5. (WS.3. Sp. 5:12. KW 3:5) Com follow a phonetic pattern, need to	wordy mitupali war de fearmed by sigh	da, which dow'r br.	6. (W3:3, 50, 3:6) J vowel saund.	costoward bey		ajtes follows a short	
Are to solve and and we are not any note to use the part of thepart of the part of the part of the part of	_		found	fraeshun	frac		tressien	
big huge weird enormous 10. (1973.7.17.31) Friend involved from a meaning hand more and powed and meaning and and meaning an	6	frog		fily	2	fall		-
big huge weird enormous In (UCSS) (Second name grant makes and rest integration (name integration (n	9. (WS:9.20) These synantices from	u a meaning bared	I ward family.					
10: (1933,17) (Filend invited me to a party but/yet/however I do not want to a My friend invited me to a party but/yet/however I do not want to a Although/Even though/Despite the fact my friend invited me to a party, I do not want according to an according the approximation of the heat (went / gone) to the heat (went / gone) out to play. 11: (1933,17) File a prove though/Despite the fact my friend invited me to a party, I do not to play. 12: (11: 093,17) File a prove though/Despite the fact my friend invited me to a party, I do not to play. 13: (1931,17, 193,31) Author approximation (11: 000). 14: (1933,17, 193,31) Author approximation (11: 000). 15: (1931,17, 193,31) Author approximation (11: 000). 16: (1931,17, 193,31) Author approximation (11: 000). 16: (1931,17, 193,31) Author and administry (10: 11) pay and a control on a real and a control on a control of control	big	huge	we		enormous		tiny	
11. (953-3.17) Write a prevent relation will create a complete the fact my friend invited me to a partly, I do not 12. (953-3.17) France project from (He has gene out) Employ part form (He want out) 12. (953-3.17) France project from (He has gene out) Employ part form (He want out) 12. (193-3.17) France project from (He has gene out) Employ prevent the the hast (went, / gone) to the hast (went, / gone) out to ploy. 13. (193-3.17) France project from (He hast gene out) Employ from the three went, went of the hast (went, / gone) to the hast (/ gone) to hast (/ gone) to the hast (/ gone) to the hast (/	10. (1933), 17,24) Co-ordinating a My friend in	wited me to	a party but	/yet/howev	er I do not	want to go.		1 1
17-11_JUN:101 Proceed performant of the hear power and	Although/Even thoug	ph/Despite th	he fact my fri	iend invited m	e to a part	y, I do not we	ant to go	ri -
He has [went/gone] out to play. She [went/gone] to the state of	12-13 -183-181 Present purfect fi	en i He her rone	aw) Shaple part	t form (The weat out				
The register is the suffice of the sufficience of the sufficienc	He has (went/g	one) out to	play.	She (1	vent/gor	ie) to the po	arty.	1
wolk wolked throw thro throw throw <th< td=""><td>14. (W3:18. 👧 5:3) Adding the m part tense.</td><td></td><td>often farme the</td><td>15 (WSCRUSS, 50, 51) changes protect to</td><td>5). Changing M</td><td>e mudited vorsel from e in these verbu.</td><td>, F, 17, F, 181</td><td>1</td></th<>	14. (W3:18. 👧 5:3) Adding the m part tense.		often farme the	15 (WSCRUSS, 50, 51) changes protect to	5). Changing M	e mudited vorsel from e in these verbu.	, F, 17, F, 181	1
16. (B3:17, 19, 24) A preparation in a word that talls year where or when severaling it in relations to severaling rise. They are the exact in the statement of the statement	walk	wal	ked	thro	*	threw	ew.	I
A tree was blown down the storm. the storm. before / during the verter of the storm. 17-10. (W3:17) France above the verte in a clause in provers are claused above the verter in verter in the store was above the verter of a contract above the store and durent the verter in verter in the store and durent the verter of a contract above the verter of a contract and the verter of a contract above the verter of a contract above the verter of a contract and the verter of a contract above the verter of a verter of a verter of a contract above the verter of a contract above the verter of a contract above the verter of a verter of a contract above the verter of a verter	16. (W3:17, 19. 24) A preportion phrases or cleases. They after de	t is a word that tell worthe focations of	it you where or wh r directions, but co	eu zowething is in r u describe other tiù	réation to power agre, much au reé	talog ettar. They co allows of thes.	an link noau	÷.
17-10. (W3:19) Fronted adverbibility are adverbe (vereda, plowers ar chaver) the trust a service and describe the verb in They out as more above when, how ar where the active hippened. They help services and describe the verb in For there, It is likely, 19-20. (W3:19) Fronted above, how are where the active hippened. They help services and describe the verb in 19-20. (W3:10, 11, 24) A cleane is a command toward and 'w' in' and 's' can plote a community of a service ar advert. In 's' s' and 's' can plote a community of a service are active a service and a service are active and a service of a service. It were, Many complex a reveal service (serve (server (server), and 's' can plote a community. 21. (W3:17, 19, 11, 24) A cleane is a group of words that can be used either as a velocit server of a service. It were, Many complex areas are acted as arbeing area and a service. It were, Many complex areas are water and a mode that a service of a service of a service. It were, is an and a service are acted as arbeing the cleane. 21. (W3:17, 19, 11, 24) A cleane is a group of words that can be used either as a velocit server (server (server). 21. (W3:17, 19, 11, 24) A cleane is a group of words that can a service of a server of a service. It were, it as a service of a service of a service. 21. (W3:17, 19, 11, 24) A cleane is a group of words that can a service of a service of a service. It were, it as a service of a service of a service of a service. 21. (W3:10, 24) A cleane is a group of words in each service area: showing the part of a service. 22.23. (W3:23. (W area group of the dot is a service of a service of a service area.) <td>A tree was blow</td> <td>n down</td> <td>th</td> <td>e storm.</td> <td>(bef</td> <td>ore / during</td> <td>/ after </td> <td>~</td>	A tree was blow	n down	th	e storm.	(bef	ore / during	/ after	~
Earlier It is likely, Possibly, Later ti 19-20. (PI3.20.4) End it is likely, Possibly, Later ti 21. (PI3.17, 19, 21, 24) A channe in a constraint fraw, howers) a / an a / an ele 21. (PI3.17, 19, 21, 24) A channe in a group of words that can be used either as a whole newhere ar part af a source. It were, Many complex networks are word sound (hum, knows) a / an ele 21. (PI3.17, 19, 21, 24) A channe in a group of words that can be used either as a whole newhere are part af a source. It were, Many complex networks are word sound (hum for an a subschineter clause (a true important clause). ele 21. (PI3.17, 19, 21, 24) A channe in a group of words that can be used either as a whole newhere are part af a source. It were, Many complex networks are used a subschineter clause (a true important clause). ele 21. (PI3.17, 19, 21, 24) A channe in a group of words that can be used either as a whole newhere are part af a source. It were, Many complex networks are used a subschineter clause (a true important clause). ele 21. (PI3.17, 19, 21, 24) A channe in a group of words that can be used either as a whole newhere are part af a source. It were (a true important clause). ele 21. (PI3.12, 50, 27.9) Apoutrephar hare two complexes than a subschineter clause (a true important clause). I don't fike Dad's new cor. I con't find Amy's boo 21. (PI3.17, 18, 27.9) Apoutrephar hare two complexes. I con't find Amy's boo I con't find Amy's boo <td>17-18. (W3:19) Frantof advertis They tell as more about when, her</td> <td>de are adverbe (see w we where the act</td> <td>erds, plorases ar cla iau happened. The</td> <td>tweet) Akat start a se sy hely atrochere her</td> <td>weece and den tr, link rentence</td> <td>ribe the verb in th 1 and events betwo</td> <td>he sendence. een paragrap</td> <td>N.</td>	17-18. (W3:19) Frantof advertis They tell as more about when, her	de are adverbe (see w we where the act	erds, plorases ar cla iau happened. The	tweet) Akat start a se sy hely atrochere her	weece and den tr, link rentence	ribe the verb in th 1 and events betwo	he sendence. een paragrap	N.
19-20, (W3:20, 24) User 'a "before a conconnent round and 'an' before a round neud. NB 's' 's' and 's' can give a control Enroyease, quel, and 'N' can give a round fame, hower) Enroyease, quel, and 'N' can give a round fame, hower) Enroyease, quel, and 'N' can give a round fame, hower) Enroyease, quel, and 'N' can give a round fame, hower) Enroyease, quel, and 'N' can give a round fame, hower) Enroyease, quel, and 'N' can give a group of words that can be used adder as a whole review are give a round of the second round of the second. Enroyease, In a group of words that can be used adder as a whole round of the second round of the second. Enroyease, In a group of words and a rabardine cleare (a frame of part of a round of the second. Enroyease, In and 'S' 55), Appoint place two completed at the second. Enroyease that two completed to the second. Enroyease the second's different word. Enroyease the cond's filtered and 'S new con. I don't like Dad's new con. I con't find Amy's boo I don't like Dad's new con. I con't find Amy's boo	Earlier,	It is lik	ely,	Possibl		Later that day	ot day	
a / an horse a / an ele 21. (W3:17, 19, 21, 24) A cleans is a proop of verds that can be used either as a whole reviews at part of a sections. It ele vorb. Many complex reviewes are useds of a weak cleans and a subschinele cleans (a feas important cleans). ele vorb. Many complex reviewes are useds of a weak cleans and a subschinele cleans (a feas important cleans). ele 22-23. (W3:23. 5g 2:7-5) A pointeplex hare two completely different wars: showing the part of a coat . 1 don't like Dad's new cor.	(W3:20,24) Use 'a' before ras, each and 'A' can give	9 8	d and 'on' before (ur, Aonest)	a rewelseard. NB	о , <i>а</i> , рав , , , ,	as give a cossenant a	nt roard (ani	si -
 (W3:17, 19, 11, 24) A channe is a group of vereds that can be used either as a whole service or part of a source. It were. Many complex services are used up of a weak channe and a subordinete channe (a true important channe). The wind was so cold that I put on a coat. 21-21. (W1:21.50, 2:7-5) A pointeplex have two completely different and a subordinete channe (a true important channe). 21-21. (W1:21.50, 2:7-5) A pointeplex have two completely different and a subordinete channe (a true important channe). 21-21. (W1:21.50, 2:7-5) A pointeplex have two completely different and a subordinete channe (a true of a state of a subordinete channel). 21-21. (W1:21.50, 2:7-5) A pointeplex have two completely different and a subordinete channel (contract and a subordinete channel). 21-21. (W1:21.50, 2:7-5) A pointeplex have two completely different and a subordinete channel (contract and a subordinete channel). 21-21. (W1:21.50, 2:7-5) A pointeplex have two completely different and a subordinete channel (contract and a subordinete channel). 21-21. (W1:21.50, 2:7-5) A pointeplex have two completely different and a subordinete channel (contract and a subordinete (pointerition a g. Nannah's worket). 1 don't like Dad's new con. 1 don't find Amy's boo 	<u>a</u> / an	40	rse	a/a	5	elephant	hant	I
The wind was so cold that I put on a coat. 22-23-(W3:22-50 Appartation to completely different war: thereteg the place of winding teners (contract on) and marking permeatine (powersion s.g. Honnel's worker). I don't like Dad's new car.	21. (WSoT7, 19, 21, 24) A cleane I web. Many complex renomen a	is a group of ward	r that can be used i old cleans and a m	oldier as a whole se sherdinate classe (s	utote ar part a	f a sentence. It wa cleane).	ant contain a	
22-23-283-222-58, 2:7-9) Apointeplas but and completely different uses: thereing the place of winning letters (contract ow) and warking parameters (pointerion e.g. Hannab's worker). I don't like Dad's new car. I don't like Dad's new car.		The wind w	as so cold	that I put	on a coat			
	22-25. (W3:22. Sg 2:7-9) Apoutre on) and warking paraduline (po	phe r bare two con merion e.g. Hann	upterety different n alt's mother).	uen: zhowing the pla	tor of mixing la	Herr (contraction	e e. Pac for I	Ь I
	l don't like D	ad's new ca	r.	10	an't find	Amy's book.		
24-23-(WOLZ), set interest community process werent are note to more the scene borne opener of a contractor. Fore are area at the beginning and and only the actual point. Point area at the beginning and only the actual point. Point area at the	24-25. (W3:25,24) Inverted come beginning and and of the actual N	was (speeck warks) werds speken. Noti) are ased to show a Me position of Me	the actual words up e queriton mark and	aken by a charo canuna.	ster. They are an	ed at the	
"Where to?" asked the bus driver. "Town please," the passenger		ed the bus	driver.	"Town plea	the	passenger o	answered.	P
								. /

Grammar Hammer Stage 3 Week 1 Answers

Maths Assertive Mentoring Stage 3 Week 1

Maths Key Skills

Stage 3: Skill Check 1

Name:		Date: Class/Group:			
A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Problem Solving	
1. What is the missing number? 0 8 12 16	3:1	11. 36 ÷ 4 =	3:10	23. How many centimetres are in one and a half metres?	3:19
2. What is the 8 worth in this number? 183	3:2	12. 8 x 8 =	3:10		
3. Write this number in numerals. two hundred and fifty	3:3	13. Use 12 x 3 = 36 to solve: 24 x 3 =	3:11	22. The sides of a square are 4cm. What is the perimeter	3:20
4. What number is labelled?	3:4	14. What is the missing number? 7 x = 82 - 12		of the square?	
5. Make the largest number possible using the digits 2 7 5.	3:5	15. What is the missing number? 0.7 0.8 0.9 1.1		23. I had £1. I bought 2 cartons of drink	3.21
6. 890 + 10 =	3:6	16. Circle $\frac{2}{10}$ $\bigcirc \bigcirc \bigcirc \bigcirc$ of the marbles. $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$	● ● ^{3:14} ● Ø	and got 30p change. How much did each carton of drink cost?	
7. 436 - 123 =	3:7	17. What is $\frac{1}{3}$ of 12?	3:15	24. Draw the hands to show	3:22
8. Circle the best estimate to 59 + 39: 80 90 100 110	3:8	18. $\frac{2}{6} = \frac{?}{3}$	3:16	five minutes past four o' clock	4
9. One orange costs nineteen pence. How much will three oranges cost?	3:9	19. Add the $\frac{2}{5} + \frac{1}{5}$ fractions.	3:17	25. How many seconds are in two minutes?	3:24
10. What is the missing number? - 19 = 13	3:9	20. Write the $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{4}$	1 2 3:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (1	0-19) G (20	-25)

Maths Assertive Mentoring Stage 3 Week 1 Answers

Maths Key Skills

Stage 3: Skill Check 1 Answers

Name:		Date:	Class/Group:			
A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and	Problem Solving	
1. What is the missing number? 0 8 12 16	3:1 4	11. 36 ÷ 4 =	3:10 9		entimetres are in one	3:19 150
2. What is the 8 worth in this number? 183	3:2 80	12. 8 x 8 =	3:10 64			
3. Write this number in numerals. two hundred and fifty	3:3 250	13. Use 12 x 3 = 36 to solve: 24 x 3 =	^{3:11} 72	What is the peri	a square are 4cm. meter	3:20 16cm
4. What number is labelled?	3:4 12	14. What is the missing number? 7 x = 82 - 12	3:12 10	of the square?		
5. Make the largest number possible using the digits 2 7 5.	3:5 752	15. What is the missing number? 0.7 0.8 0.9 1.1	3:13 1.0	23. had £1. bo 2 cartons of drin and got 30p cha	k K	3:21 35p
6. 890 + 10 =	3:6 900	16. Circle $\frac{2}{10}$ of the marbles.	3:14 2	How much did e carton of drink c	ach	
7. 436 - 123 =	3:7 313	17. What is $\frac{1}{3}$ of 12?	3:15 4	24. Draw the har to show	nds	3:22 Hands
8. Circle the best estimate to 59 + 39: 80 90 100 110	3:8 100	$\frac{18. \frac{2}{6}}{6} = \frac{?}{3}$	3:16 1	five minutes past four o' cloci	k 8 4	drawn
9. One orange costs nineteen pence. How much will three oranges cost?	3:8 57p	19. Add the $\frac{2}{5} + \frac{1}{5}$ fractions.	^{3:17} <u>3</u> 5	25. How many se minutes?	econds are in two	3:24 120
10. What is the missing number?	3:9 32	20. Write the $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{2}$ largest fraction.	^{3:18} <u>1</u> 2			
Total (A)		Total (B)			otal (C)	
Test Total (A+B+C)		R (0-9)	Y (1	0-19)	G (20-25)	

2, 5 and 10 Times Tables Revision

2 X 5 =	3 x 5 =	4 x 10	
3 X 2 =	5 x 7 =	10 x 3 =	
1 x 2 =	8 x 5 =	7 x 10 =	
2 x 4 =	5 x 10 =	10 x 9 =	
8 x 2 =	0 x 5 =	2 x 10 =	
11 x 2 =	7 x 5 =	10 x 10 =	
2 x 9 =	5 x 9 =	6 x 10 =	
0 x 2 =	12 x 5 =	10 x 5 =	
10 x 2 =	5 x 6 =	12 x 10 =	
2 x 6 =	11 x 5 =	10 x 8 =	
7 x 2 =	4 x 5 =	1 x 10 =	
2 x 2 =	5 x 5 =	10 x 0 =	
0 x 2 =	12 x 5 =	10 x 5 =	
10 x 2 =	5 x 6 =	12 x 10 =	
1 x 2 =	8 x 5 =	7 x 10 =	
8 x 2 =	0 x 5 =	2 x 10 =	
2 x 4 =	5 x 10 =	10 x 9 =	
2 ÷ 2 =	10 ÷ 5 =	100÷10 =	
18 ÷ 2 =	5 ÷ 5 =	90 ÷ 10 =	
6 ÷ 2 =	45 ÷ 5 =	60 ÷ 10 =	

- There are 2 pencils in each pack. Bella bought 3 packets. How many pencils does she buy? _____ pencils
- I shared 30 buttons between 5 coats. How many buttons are there on each coat? _____ buttons

3. There are 4 wheels on a car. How many wheels are there on 5 cars?



- There are 6 carrots in a box. Sam has 2 boxes. How many carrots does he have altogether? _____ carrotss



Your time	
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60 Second Read Activity

A Storm is Brewing...

11 Dale was in the garden playing fetch with Patch, a tiny 20 brown and white puppy they had brought home only 29 three days before. Quite unexpectedly, Dale heard a loud 40 rumble and saw, from the corner of his eye, flashes of 49 light in the sky. "What is happening?" muttered Dale.

57 Suddenly, Dale heard Mum shouting from the kitchen. 66 "Get inside quickly, Dale!" she yelled with urgency in 76 her voice. This worried Dale, so he swiftly ran towards 86 the house. Unsure what to make of the situation, Patch 94 sauntered after him, stopping occasionally to shake the 98 rain from his fur.

108 "Mum, why is the sky making strange noises and what 115 are all of those lights?" asked Dale.

123 "It is thunder and lightning, Dale," explained Mum.



Quick Questions



 Find and copy an adverb from the text which means the same as 'quickly'.



2. How long had Dale had Patch?





4. How does the author show the reader that Patch is not really bothered about the thunderstorm?

60 Second Read Activity Answers

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Answers



 Find and copy an adverb from the text which means the same as 'quickly'.
 Accept: swiftly and suddenly.



How long had Dale had Patch?
 Accept: three days.



3. What do you think Dale and Patch did next? Accept any reasonable prediction which involves them continuing to play or remaining inside due to the storm. Also accept responses about Dale or Mum acting scared.



4. How does the author show the reader that Patch is not really bothered about the thunderstorm? Accept answers which relate to the fact that he only sauntered inside and that he stopped occasionally on the way – he wasn't hurrying.