

## Year 3 Home learning – The week beginning 14.2.22

	Maths	English	Reading	Wider curriculum
<b>Monday</b>	Times Tables- 3X and 3÷. LO: Add Money.	Spellings LO: Write up a recipe	L.O. Answer questions about a text. (retrieval, inference and true or false)	Science Recapping this half terms topic about being healthy.
<b>Tuesday</b>	LO: Subtract Money. <a href="https://vimeo.com/498297373">https://vimeo.com/498297373</a>	LO: Use speech punctuation accurately	L.O. Answer questions about a text. (retrieval, inference and true or false)	Oracy debate: Should chocolate be allowed in schools? L1
<b>Wednesday</b>	LO: Subtract Money.	LO Write a dialogue	L.O. Answer questions about a text. (retrieval, inference and true or false)	Oracy debate: Should chocolate be allowed in schools? L2
<b>Thursday</b>	LO: Give Change. <a href="https://vimeo.com/499227948">https://vimeo.com/499227948</a>	LO: Use conjunctions of time	L.O. Answer questions about a text. (retrieval, inference and true or false)	Oracy debate: Should chocolate be allowed in schools? L3 & 4
<b>Friday</b>	Times table test. Money end of unit test.	Spelling and handwriting focus.	Reading for pleasure	P.E: <a href="https://www.youtube.com/c/TheBodyCoachTV/videos">https://www.youtube.com/c/TheBodyCoachTV/videos</a>

### Spellings

**1 – 4: Words where we change the spelling from -y to -ied in past tense**  
**5 – 8: Words from the year 3 and 4 common exception word list**

Word	Write	Check	Write	Check
1. carried 				
2. cried 				
3. replied 				
4. tried 				
5. enough 				
6. exercise 				
7. experience 				
8. experiment 				

carried \_\_\_\_\_

cried \_\_\_\_\_

replied \_\_\_\_\_

tried \_\_\_\_\_

enough \_\_\_\_\_

exercise \_\_\_\_\_

experience \_\_\_\_\_

experiment \_\_\_\_\_

**Monday English: Write-up**

Today you will be writing up the recipe we wrote for hot chocolate last week. Use the template on the next page and your best handwriting to make this your best possible version. If you have your first version from last week, use the success criteria below to edit it before you rewrite it.

- Imperative verbs
- Conjunctions (and, so, until, while, because, etc)
- Time adverbials (first, then, next, finally, etc.)

You can also check your spellings of ingredients and equipment:



**Hot Chocolate**



**Ingredients:**



**Equipment**





## Tuesday English: Use speech punctuation accurately

Remind yourself of the rules for speech punctuation:

You can watch this video on BBC Bitesize to help:

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

“	+	speech	+	,	+	”	+	said	+	person.
				!						
				?						

You can also use many different words instead of said:

### Said Synonyms

shouted	called	whispered	mentioned	announced
mumbled	uttered	whined	argued	
chanted	moaned	yelled	grumbled	exclaimed
retorted	murmured	screeched	responded	
cried	chattered	chuckled	giggled	wailed
explained	demanded	complained	babbled	
bellowed	asked	replied	answered	roared
replied	lied	pleaded	stated	
cackled	yawned	boasted	gaspd	stammered
stormed	voiced	sobbed	screamed	
observed	howled	pestered	queried	recited
sighed	groaned	grunted	shrieked	
ranted	thundered	reported	uttered	remarked

  
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# Use and Punctuate Direct Speech

Use your inverted commas punctuation mat to help you put the correct punctuation in each sentence.

E.g. i've never been to france stated Cody

"I've never been to France," stated Cody.

1) We're having roast chicken on Sunday explained James

2) I didn't win at bowling either but I still had fun agreed Ruksana

3) Yes you can come to my party replied Stephen

4) Looking after a pet makes you more responsible claimed Lee-Chen

5) Where have you been asked mum curiously

6) Did you finish your work before putting your book away enquired the teacher

7) Where on earth have I left my keys demanded dad crossly

8) That's a brilliant piece of writing exclaimed the teacher

9) This is the best birthday party ever I screamed to my friends

10) Yay it's the weekend squealed the children as they ran out of school.

# Finding Alternatives to 'Said'

Find interesting alternatives for these sentences:

1. "I love ice cream!" \_\_\_\_\_ Hannah.
2. "Where are you going?" \_\_\_\_\_ Mohammed.
3. "Bring a coat," \_\_\_\_\_ mum.
4. "Don't forget the bandages," \_\_\_\_\_ the paramedic.
5. "Stop that!" \_\_\_\_\_ the headmaster.
6. "Oh no!" \_\_\_\_\_ Kenneth.
7. "Don't make a sound," \_\_\_\_\_ Sarah.
8. "I've lost my doll," \_\_\_\_\_ Susie.
9. "Where are the car keys?" \_\_\_\_\_ dad.
10. "There's nothing like a good hot bath," \_\_\_\_\_ Jimmy.
11. "What's in this?" \_\_\_\_\_ Ahmed.



## Wednesday English: Write a dialogue

Today you will be writing a conversation between two or more characters. You will need to remember the rules from yesterday's lesson:

“ + speech + , + ” + said + person.  
!  
?

### Said Synonyms

shouted, called, whispered, mentioned, announced, mumbled, uttered, whined, argued, chanted, moaned, yelled, grumbled, exclaimed, retorted, murmured, screeched, responded, cried, chattered, chuckled, giggled, wailed, explained, demanded, complained, babbled, bellowed, asked, replied, answered, roared, cackled, lied, pleaded, stated, yawned, boasted, gasped, stammered, stormed, voiced, sobbed, screamed, observed, howled, pestered, queried, recited, sighed, groaned, grunted, shrieked, ranted, thundered, reported, uttered, remarked

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You will also need to remember that when there is a new speaker, you start a new line. Read the information below from BBC Bitesize.

# New Speaker, New Line

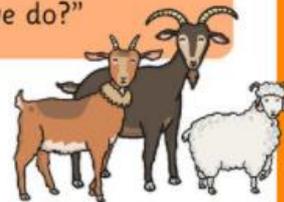
If the direct speech in a text involves more than one speaker, a new line must be used for each new speaker. This helps the reader to follow what is being said.

## For example:

"We can't let him win! He's just a grumpy troll!" exclaimed the smallest Billy Goat Gruff.

"You're right," agreed the biggest Billy Goat Gruff.

The medium-sized Billy Goat Gruff said, "So what shall we do?"



Now look at these pictures and choose one you will write a conversation for.





## Thursday English: Use conjunctions of time

Last week we focused on these words. What are they called? What do they do?

1. Pour the chocolate into cups **and** serve it to your family.
2. Whisk the hot chocolate carefully **so** you don't get any lumps in it.
3. Make sure you have adult supervision **because** you don't want to get burnt.

## Conjunctions



What are conjunctions?

Conjunctions are used to join ideas in a sentence. They are used to give more information, give reasons or other ideas – they join the ideas together.



They can be used at the **beginning** of a sentence.

**When** the dog had settled in his basket, he began to snore gently.

Or they can be used in the **middle** of a sentence.

The dog began to snore gently **when** he had settled in his basket.

Conjunctions of time tell us when something happens, as well as joining parts of a sentence together:

Before she left for school, she brushed her teeth.

She brushed her teeth before she left for school.

After the rain had stopped, the children went out to play.

The children went out to play after the rain has stopped.

With your partner, decide which time conjunction would go best in each of these sentences.



after      since      before      whenever      until

1. I enjoy playing at the park \_\_\_\_\_ school.
2. \_\_\_\_\_ I have a treat I eat my meal .
3. I don't go to bed \_\_\_\_\_ I have brushed my teeth.
4. \_\_\_\_\_ I started Year 3 I have been feeling really grown up.
5. I wear a waterproof coat \_\_\_\_\_ it rains heavily.

Discuss whether the conjunction appears at the **beginning** or **middle** of each of these sentences.



# Missing Conjunctions

I can use time conjunctions.



1. Choose the best time conjunction to go in each of the spaces. Use the word bank to help you.

after	as long as	as soon as	before
by the time	now that	once	since
while	until	when	whenever

- a) \_\_\_\_\_ she had finished her sandwich, she opened her bag of crisps.
- b) The new baby was born \_\_\_\_\_ the nursery was decorated.
- c) She couldn't leave \_\_\_\_\_ the film had finished.
- d) \_\_\_\_\_ she arrived home with her new football, she had run out of energy.
- e) He had just sat down \_\_\_\_\_ the doorbell chimed.

2. Write three sentences of your own, using **before**, **after** or **when** as time conjunctions.

a)

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b)

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c)

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Friday English: Spelling/handwriting focus

## Precursive Handwriting Practice

Practise your weekly spelling words using precursive handwriting.

copier

copied

happier

happiest

cried

replied

tried

dried

driest

funnier

# Adding 'Ed', 'Er', and 'Est' to Words That End in '-Y' with a Consonant Before It.

f e c c r i e d z

g h o o c l p r e

h a p p i e r i r

o p i i e s e e t

d p e e i w p s u

r i r d o e l t i

i e f u n n i e r

e s a d f g e l o

d t r i e d d k l

copier

copied

happier

happiest

cried

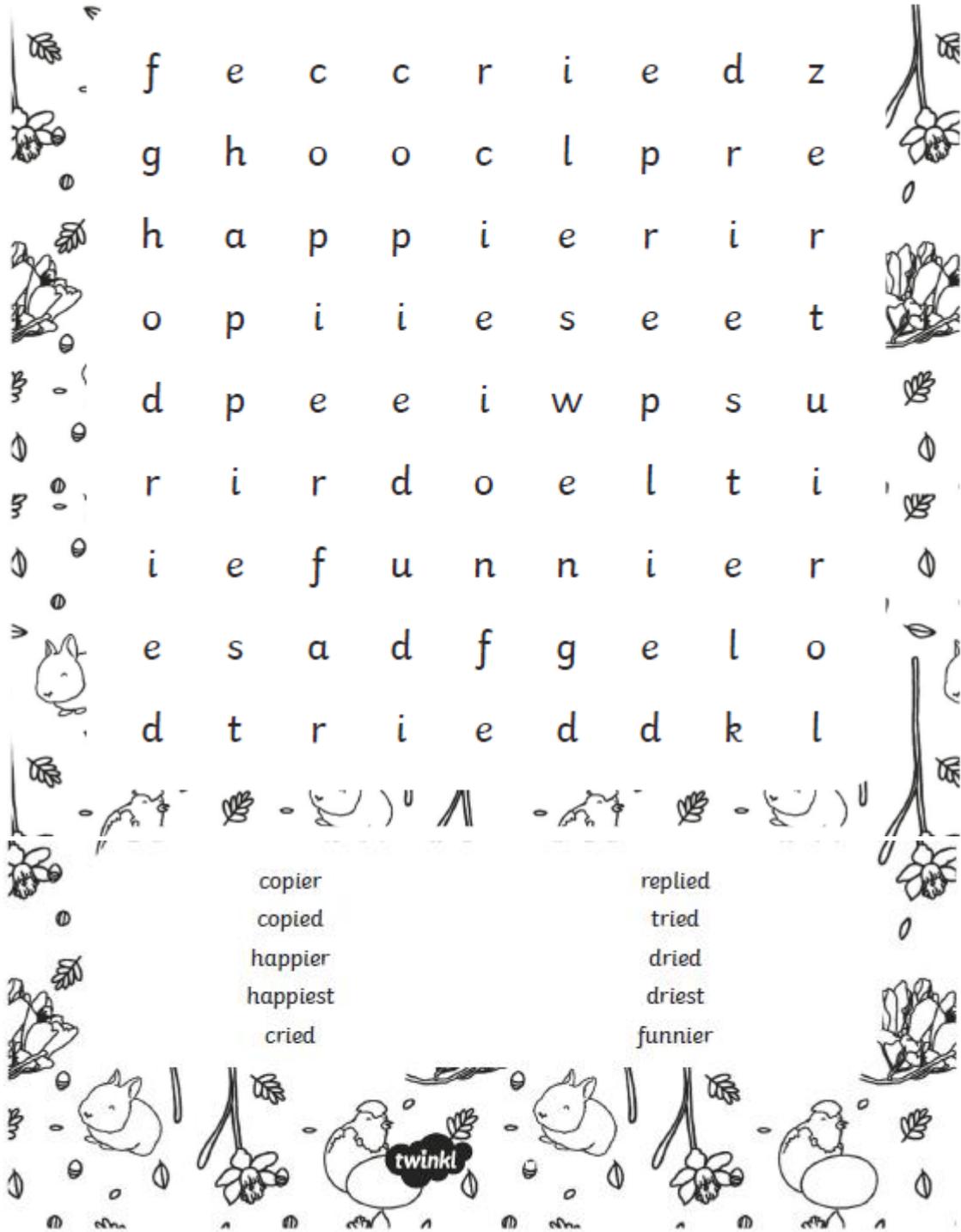
replied

tried

dried

driest

funnier



Spelling:

Can you remember your spelling words from Monday? Fill in the gaps in these sentences.

**When you have finished, look at Monday's spelling list to check your answers.**

1. She \_\_\_\_\_ all of those shopping bags up the stairs.
2. "What a great day!" the class \_\_\_\_\_.
3. "I'm so glad you enjoyed yourselves," the teacher \_\_\_\_\_.
4. "I \_\_\_\_\_ my best on my reading test," said Usman.
5. "Have you got \_\_\_\_\_ sprinkles on your hot chocolate?" asked Mrs Cook.
6. You should do around thirty minutes of \_\_\_\_\_ each day.
7. It was a great \_\_\_\_\_ to try the different hot chocolates!
8. In science we often do an \_\_\_\_\_ to find out if something is true.

## Reading:

Week 7 day 1 – Trees and flowers p8-9

L.O: To answer questions

**Pages 8 and 9.**

**Trees and Flowers.**

**Cacao trees grow in tropical areas of the world, such as Central America, where the weather is always warm and wet. Farmers plant cacao seeds near other types of tree, such as banana trees and rubber trees. These trees protect the cacao trees from hot sun and strong winds.**

1. What is the weather like in tropical areas of the world?

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2. How do the farmers protect their cacao trees from the hot sun and strong winds?

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3. True or false?

Fact	True	False
Central America is cold and icy.		
Cacao trees grow in North America.		
Cacao trees grow alongside banana and rubber trees.		
Rubber bands help protect trees.		

**Page 9. When the cacao trees are five or six years old, white and pink flowers grow from the trunks and the branches. The flowers attract tiny insects called midges. When midges land on the flowers,**

**tiny grains called pollen from the flowers stick to their bodies. When a midge lands on a flower on another tree, this pollen can rub off again. The pollen makes the flower begin to grow.**

**1. What are midges?**

---

**2. Can you order the event from the text above?**

<b>fact</b>	<b>order</b>
<b>Pollen from the midges sticks to their bodies.</b>	
<b>White and pink flowers grow from the branches.</b>	<b>1</b>
<b>This rubs off when it lands on another tree.</b>	
<b>The flowers attract tiny insects called midges.</b>	
<b>The pollen makes the flower begin to grow fruit.</b>	

**3. What time of year do cacao trees produce flowers?**

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## Week 7 day 2 – Cacao Pods p10-11

L.O: To answer questions

### **Cacao pods**

**The fruits of the cacao tree are called pods. It takes about five months for a pod to grow and become ripe and ready for harvesting. As they ripen, the pods change colour from green to orange or red. They are shaped like rugby balls and are about the size of melons.**

**Did you know?**

***A cacao tree produces about 30 pods a year.***

**Inside the pods are beans, called cocoa beans. There are about forty beans inside each pod. They are surrounded by a soft, sticky, white substance called pulp. Chocolate is made from the cocoa beans.**

Please read the text above to answer the following questions

1. How long does it take for a pod to be ready for picking?

**Tick** one

five days

five months

five weeks

months.

2. What colour is a ripe cacao pod?

\_\_\_\_\_

3. The pods are the size of a ..... when ripe. **Circle** the correct answer.

Rugby ball

tennis ball

orange

melon

4. How many pods are produced from one cacao tree in a year?

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5. There are about ..... beans inside each pod. **Tick** one.

20

30

40

50

6. What is pulp?

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Week 7 day 3 – Where are cacao trees grown? p12-13

**Cacao trees used to grow only in South America and Central America. But people took seeds to other parts of the world so they could grow their own trees.**

**Today, about two-thirds of cacao trees are grown in the Ivory Coast, Ghana, Nigeria and Cameroon in West Africa. Cacao trees are also grown in Indonesia, Brazil and Ecuador.**

**There are different types of cacao trees, and their beans have different flavours. Chocolate makers choose and mix beans from different trees to get the flavours they want.**

**Almost all cacao trees are grown on small farms that are worked by family farmers. All the members of the family help, especially at harvest time. They sell their beans to cocoa traders.**

**1. Tick the correct answers.**

Where did cacao trees first grow.

South Africa

South America

Central America

Central Africa

**2. Tick the correct answer**

People took seeds to other parts of the world so that they could?

grow their own flowers

grow their own pods

grow their own weeds

grow their own trees

**3.** Cacao trees are grown in the Ivory Coast, Ghana, Nigeria and Cameroon in West Africa. They are also grown in Indonesia, Brazil and Ecuador.

Why do you think Cacao trees are grown in these countries?

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**4.** *“Chocolate makers choose and mix beans from different trees to get the flavours they want”.*

What would be another word for flavour in the sentence above? **Circle** the answer.

**taste**

**savour**

**tang**

**smell**

**5.** Why do you think all members of the family help at harvest time?

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**Cacao pods grown all year round, but farmers usually harvest them twice each year. The farmers cut the ripe pods from the trees with a sharp knife or machete attached to a pole to reach the pods that are high in the trees. They take great care not to damage flowers and other pods on the tree.**

**Did you know?**

**It takes about 1,000 beans to make just one kilogram of chocolate. This is about the number of beans that a single cacao tree grows in a year.**

**The famers use a heavy wooden hammer to split open the pods. The they scoop out the beans and pulp with a knife.**

1. How often do farmers harvest cacao pods?

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2. Why do you think they don't they harvest the pods more often?

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3. How does a pole help famers collect the pods?

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4. How many beans can you get from one cacao tree in a year?

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5. How much chocolate does this make?

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6. Tick the tools that a farmer would use to help them harvest the pods from the trees.

Spoon	<input type="checkbox"/>
Machete	<input type="checkbox"/>
Sharp knife	<input type="checkbox"/>
Heavy hammer	<input type="checkbox"/>
Ladder	<input type="checkbox"/>
Pole	<input type="checkbox"/>

7. Do you think being a cacao farmer would be easy? Give reasons for your answer.

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Maths .

Times Tables.

This week we are learning the three times table and the associated division facts ready for a test on Friday. Remember you can use Times Table Rockstars to help you learn these times tables.

<b>3 Times Table</b>	<b>3 Divide</b>
$1 \times 3 = 3$	$3 \div 3 = 1$
$2 \times 3 = 6$	$6 \div 3 = 2$
$3 \times 3 = 9$	$9 \div 3 = 3$
$4 \times 3 = 12$	$12 \div 3 = 4$
$5 \times 3 = 15$	$15 \div 3 = 5$
$6 \times 3 = 18$	$18 \div 3 = 6$
$7 \times 3 = 21$	$21 \div 3 = 7$
$8 \times 3 = 24$	$24 \div 3 = 8$
$9 \times 3 = 27$	$27 \div 3 = 9$
$10 \times 3 = 30$	$30 \div 3 = 10$
$11 \times 3 = 33$	$33 \div 3 = 11$
$12 \times 3 = 36$	$36 \div 3 = 12$

Try these.

$8 \times 3 = \underline{\hspace{2cm}}$

$21 \div 3 = \underline{\hspace{2cm}}$

$33 \div 3 = \underline{\hspace{2cm}}$

$6 \times 3 = \underline{\hspace{2cm}}$

$3 \times 4 = \underline{\hspace{2cm}}$

$27 \div 3 = \underline{\hspace{2cm}}$

$\underline{\hspace{1cm}} \div 3 = 5$

$\underline{\hspace{1cm}} \div 3 = 8$

Now fill in the missing answers.

3 Times Table	3 Divide
$1 \times 3 = \underline{\quad}$	$3 \div 3 = 1$
$2 \times 3 = \underline{\quad}$	$6 \div 3 = \underline{\quad}$
$3 \times 3 = 9$	$9 \div 3 = \underline{\quad}$
$4 \times 3 = \underline{\quad}$	$12 \div 3 = \underline{\quad}$
$5 \times 3 = \underline{\quad}$	$15 \div 3 = \underline{\quad}$
$6 \times 3 = \underline{\quad}$	$18 \div 3 = 6$
$7 \times 3 = \underline{\quad}$	$21 \div 3 = \underline{\quad}$
$8 \times 3 = 24$	$24 \div 3 = \underline{\quad}$
$9 \times 3 = \underline{\quad}$	$27 \div 3 = \underline{\quad}$
$10 \times 3 = \underline{\quad}$	$30 \div 3 = 10$
$11 \times 3 = \underline{\quad}$	$33 \div 3 = \underline{\quad}$
$12 \times 3 = \underline{\quad}$	$36 \div 3 = \underline{\quad}$

1) How much money is there altogether?



£ \_\_\_\_\_ and \_\_\_\_\_ pence + £ \_\_\_\_\_ and \_\_\_\_\_ pence.

There is £ \_\_\_\_\_ and \_\_\_\_\_ p.

\_\_\_\_\_ p = £ \_\_\_\_\_ and \_\_\_\_\_ p.

Altogether there is £ \_\_\_\_\_ and \_\_\_\_\_ pence.

2) Find the total amount of money.

a)

	<p>£3 and 64 pence</p>

b)

<p>£6 and 17 pence</p>	<p>£8 and 94 pence</p>

3) A sandwich costs £3 and 89 pence. A drink costs £1 and 75 pence. How much do both items cost together?

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1) Match the shopping to its owner.

<b>A</b> £3 and 65 pence	£5 and 49 pence	<b>B</b> £6 and 85 pence	£2 and 75 pence	<b>C</b> £7 and 36 pence	£2 and 14 pence
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Grace

I spent £9 and 50 pence.  
My shopping is in \_\_\_\_\_.

Polly

I spent more than Grace.  
My shopping is in \_\_\_\_\_.

Finn

I spent less than Grace.  
My shopping is in \_\_\_\_\_.

2) Freddie and Ada have both saved some money.

£12 and 17 pence	£12 and 85 pence
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Freddie says they have less than £25. Ada thinks they have more than £25.  
Who is correct? Explain your reasoning.

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3) Chester bought a drink and a cupcake from the café.  
His bill came to £4 and 94 pence.

My bill is not correct.

£2 and 45 pence	£2 and 75 pence	£1 and 99 pence
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Do you agree with Chester? Explain your reasons.

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Tuesday.



4 Complete the statements.

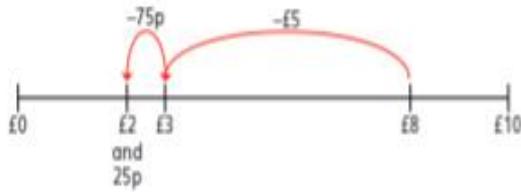
a) £8 and 65p - £5 and 25p = £  and  p

b) £8 and 65p - £5 and 65p = £  and  p

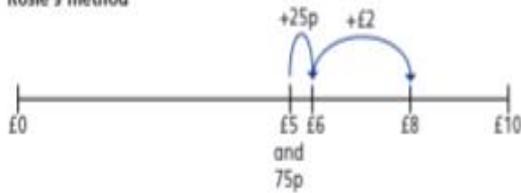
c) £8 and 65p - £8 and 30p = £  and  p

5 Amir and Rosie use a number line to subtract £5 and 75p from £8

Amir's method



Rosie's method



Amir and Rosie both get £2 and 25p as their answer.

a) Explain each of these methods to a partner.

b) Whose method do you prefer? \_\_\_\_\_

Explain why.

\_\_\_\_\_

\_\_\_\_\_

6 Complete the number sentences.

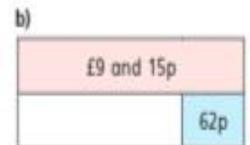
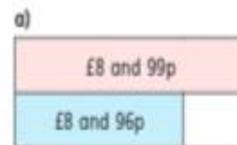
a) £3 and 50p - £1 and 20p = £  and  p

b) £3 - £1 and 50p = £  and  p

c) £6 and 15p - £2 and 85p = £  and  p

d) £8 and 7p - £3 and 54p = £  and  p

7 Complete the bar models.



Wednesday



# Spider Subtractions

Complete these spider subtractions using mental methods. The box on each spider's back will tell you what you need to subtract from each amount on the left of the spider. Type each answer in the box opposite the amount on the right of the spider.

£1		
88p	-10p	
£2		
£1 and 20p		

£1 and 89p		
£1 and 57p	-50p	
£1 and 66p		
93p		

£1 and 10p		
79p	-40p	
£1 and 43p		
86p		

46p		
81p	-15p	
96p		
£1 and 50p		

£1 and 20p		
£1 and 33p	-70p	
£1 and 65p		
94p		

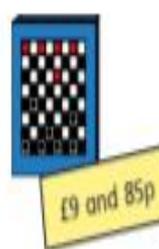
£1 and 76p		
£1 and 29p	-20p	
£1 and 54p		
£1 and 30p		

Give change

1 How much change would you get from a £10 note?

a)  £  and  p

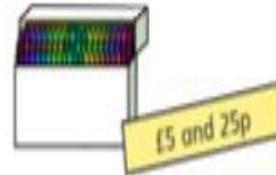
b)  £  and  p

c)  £  and  p

d)  £  and  p

e)  £  and  p

2 Annie buys some crayons.



She pays with this money.



She gets this change.



Has Annie been given the correct amount of change?

\_\_\_\_\_

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

3 Huan buys a hot chocolate for £2 and 60p.

He pays with a £5 note.

How much change does he get?

£  and  p

- 4 Dani buys a milkshake.  
She pays with a £5 note.  
She gets £2 and 60p change.  
How much did the milkshake cost?

£  and  p

- 5 Ms Hall has £9 to buy breakfast.  
She gets £4 and 25p change.

Waffles	£4 and 75p
Omelette	£5 and 75p

Which breakfast does Ms Hall buy?  
Use a number line to explain your answer.



- 6 A train ticket costs £3 and 60p.  
A bus ticket costs £2 and 85p.  
Mr Khan buys a train and a bus ticket.  
He pays with a £10 note.  
How much change does he get?

£  and  p

- 7 Mrs Dean buys a T-shirt.  
She pays with a £10 note.  
She gets four coins in change.  
Each coin is different.



a) What is the lowest possible price of the T-shirt?

£  and  p

b) What is the highest possible price of the T-shirt?

£  and  p

Compare answers with a partner.



## Friday

Times Table Test.

You have 5 minutes to answer as many questions as possible. If you get stuck on a question move on to the next question.

Number of Questions: **40**

Testing: **3× (with inverse)**

$9 \div 3 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$27 \div 3 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$33 \div 3 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$1 \times 3 = \underline{\quad}$

$36 \div 3 = \underline{\quad}$

$3 \div 3 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$

$6 \div 3 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$30 \div 3 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$33 \div 3 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$3 \div 3 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

## End of Unit Test.

- Read each question carefully.
- Decide what it is asking you to do/find out.
- Show your working out.
- Write your answer in the answer box.
- If you get stuck- move on to the next question.
- You can come back to it when you have finished.

1 Eva has these notes and coins.



How much money does she have?

£ \_\_\_\_\_ and \_\_\_\_\_ p

1 mark

2 Circle 4 pounds and 65 pence.



1 mark

- 3 Max empties his money box.



He spends £1 and 72 pence on a present.  
Circle the coins he could have used.

How much money does he have left?

£                      and                      p

- 4 Tick the sets of coins that add up to £1



1 mark

1 mark

1 mark

5 How much money is there altogether?



£ \_\_\_\_\_ and \_\_\_\_\_ p

1 mark

6

Pricelist	
Milkshake	£1 and 70p
Water	£1 and 25p
Hot Chocolate	£2 and 45p
Flapjack	£1 and 29p
Brownie	75p

How much does a milkshake and a flapjack cost altogether?

£ \_\_\_\_\_ and \_\_\_\_\_ p

1 mark

Whitney has £5 and 60p. She buys a hot chocolate. How much does she have left?

£ \_\_\_\_\_ and \_\_\_\_\_ p

1 mark

How much does a brownie and a flapjack cost altogether?

£ \_\_\_\_\_ and \_\_\_\_\_ p

1 mark

7 Complete.

$$£1 \text{ and } 36\text{p} = \boxed{\phantom{000}} \text{ pence}$$

$$£ \boxed{\phantom{00}} \text{ and } \boxed{\phantom{00}} \text{ p} = 512 \text{ pence}$$

$$£8 = \boxed{\phantom{000}} \text{ p}$$

3 marks

8 Teddy buys a sandwich for £3 and 55p.  
How much change does he get from £10?

£ \_\_\_\_\_ and \_\_\_\_\_ p

1 mark

9 Mo buys a kettle and a toaster.  
The kettle costs twice as much as the toaster.  
The total cost is £63  
How much does the kettle cost?

£ \_\_\_\_\_

2 marks

Science:

## Week 7

### **This lesson we will be recapping the following areas:**

Survival needs for humans

Healthy eating

Food groups

Vertebrates

Muscles.

I know that....

I have learnt that...

Did you know that...

It is important to... because...

### Task 1.

Can you remember what humans need to survive?

Can you order these from 1-5. 1 being the most important for survival.

Is there anything missing from the pictures? What else would you include?

What's the most important thing that humans need to survive?



## Task 2. What is a vertebrate?

- [What is a vertebrate? - BBC Bitesize](#) – click to learn more.

- I know that....
- I have learnt that...
- Did you know that...
- It is important to... because...



## Task 3. Why are muscles important?

- [How do your muscles work? - BBC Bitesize](#) – click to learn more.

- I know that.....
- I have learnt that...
- Did you know that...
- It is important to... because...

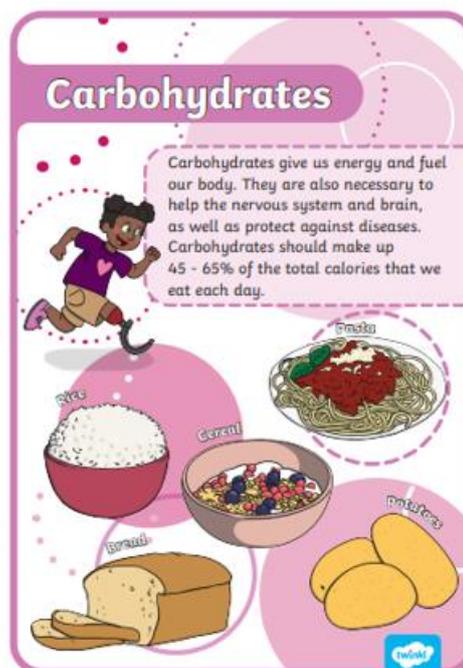
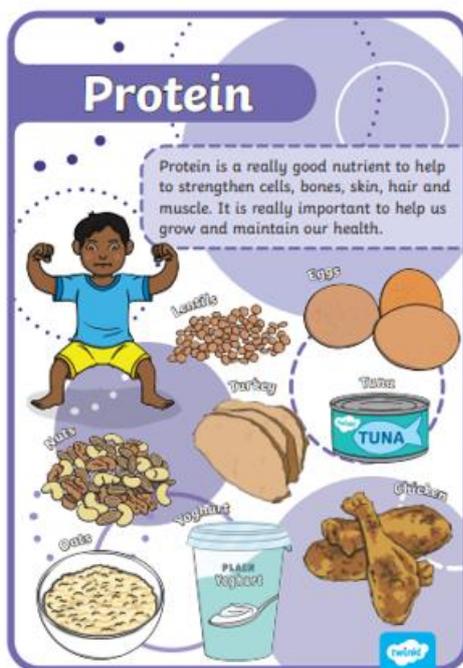


## Task 4.

Can you remember the 5 different food groups?

Spread around your classroom are pictures of different food. Can you sort them into the correct group?

Lets remind ourselves about each group first...



Can you name any other food that belong in these food groups?

## Fats

Too many fats can harm our health, however, when eaten in the correct portions, they are important to a balanced diet.

They help our bodies with muscle movement, absorbing vitamins and minerals, blood clotting and building cells. Each day, 20 to 35% of our calories should come from fats.

Oil, Fish, Nuts, Butter, Cheese, Party Meats, Avocado

## Minerals

Minerals help support the body in building strong bones and teeth, staying hydrated and controlling metabolism. Calcium, iron and zinc are the three most common minerals. Calcium helps maintain blood pressure, control muscles and transmit nerve signals. Iron helps red blood cells and create hormones. Zinc helps wounds to heal and boosts the immune system.

Vegetables, Nuts and Seeds, Meat and Fish, Dairy Foods, Fruit, Eggs

What's the difference between these food groups? Are we allowed the same amount of both?

## Vitamins

Vitamins are important to help us stay healthy, fight off diseases, grow and develop. There are 13 vitamins that the body needs in order to work properly. Each vitamin plays a different role in the body to ensure we stay healthy. Vitamins do lots of different things such as help grow strong bones and muscles, keep our eyes and skin healthy and heal our body if we get cut.

Fruit, Vegetables, Meat and Fish, Dairy Foods, Nuts and Seeds, Eggs

## Water

Water is crucial for everything in the body. It helps to improve brain function and mood. Without enough water, you will be dehydrated and start to feel tired and won't be able to concentrate or physically perform to your full potential. 62% of the human body weight is water.

What happens to our bodies when we don't drink enough?

What snacks to you bring to school? Do they contain vitamins?

## The food groups - BBC Bitesize – click to learn more.



- What does this show us?
- How is it helpful?
- Do you think your diet reflects this balance?
- What could you do to eat more healthily?

Useful links:

[www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/znvmyxc](http://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/znvmyxc)

[www.bbc.co.uk/bitesize/topics/z9339j6/articles/zpbxb82](http://www.bbc.co.uk/bitesize/topics/z9339j6/articles/zpbxb82)

Oracy. This half term as part of our topic on chocolate we will be having a debate on the following question.

‘Should chocolate be allowed in schools?’



- This is a debate between Donald Trump and Joe Biden about who should be President of the United States.
- Our debate is going to be about whether we should be allowed to have chocolate in school.
- Instead of having 1 person on each side, you will be in teams of 4.
- Each of you will have a specific role.

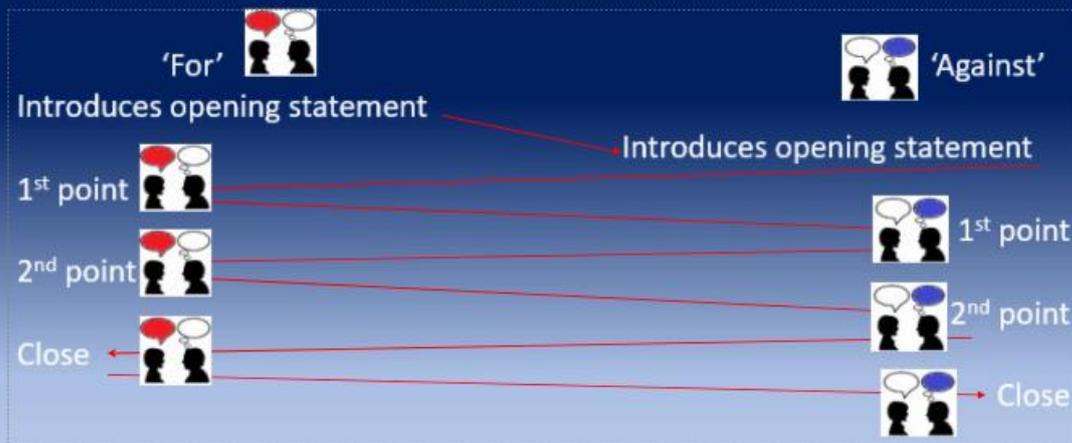


Watch the video. It will help explain how a debate works. We will then tell you what your roles will be when we have the debate.

<https://youtu.be/yi6Im-Sb6Vw>

- The video uses 'affirmative' and 'negative' We are going to use 'for' and 'against'.
- 'For' means that you agree
- 'Against' means that you disagree
- A 'rebuttal' is where you take something that someone has said and disagree with it e.g. 'You said that we should not have play because we will lose learning time, but we already have lots of time to learn.'

## Debate Order



DECISION

# Opening Statement

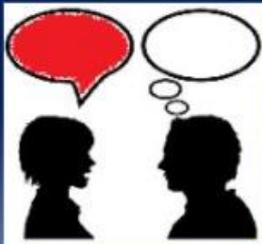


We think that we should have to wear school uniform.

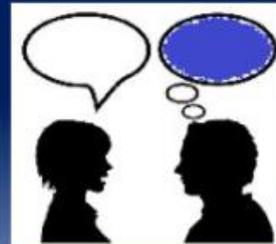


We think that we shouldn't have to wear school uniform.

# 1<sup>st</sup> Point



Firstly, school uniform means we don't get distracted by what we're wearing.



We think school uniform is too expensive so we should be able to wear our own clothes.

## 2<sup>nd</sup> Point



Secondly, we think that school uniform makes us look smart and ready to learn.

rebuttle



→ Although school uniform makes us look smart, it isn't very comfortable.

## Closing Statement



In summation, we believe that we should have to wear school uniform.



In summation, we don't think we should have to wear school uniform.

# Should children be allowed playtime?

Write a sentence for each point either for 'for' or 'against'.

For

Opening statement:

First point:

Second point:

Closing statement:

Against

Opening statement:

First point:

Second point:

Closing statement:

Oracy Lesson3: Planning your debate.

In school we will be working in groups of 5 to plan what we will say in our debate.

## Year 3 oracy debate.

### Should chocolate be allowed in schools?

Date:

Team members:

For or against:



Opening statement:

Point 1:

Point 2:

Point 3:

Conclusion:

Oracy lesson 4: In school we will be using our planning sheet to rehearse what we will be saying in the debate.

We will be focussing on the following:

- Speaking clearly
- Speaking loud enough so that everyone can hear.
- Looking at the person they are speaking to.
- Not speaking too fast or too slowly.

**Evaluation:**

What went well:

What could you have done better?