

## Maths – Multiplying and dividing by 3

**Can I multiply and divide by 3?**

<https://whiterosemaths.com/homelearning/year-3/>

Watch the video Lesson 4 on the link above. Complete the activities in the video. These activities are writing the number sentences to match the arrays.

**Can I multiply and divide by 3? (Slide 2)**

Think back to the video in the lesson above complete the activity sheet on multiplying and dividing by 3 (Slide 2). It will practice multiplying and dividing by 3. Think about how multiplication is linked to division.

**Can I multiply and divide by 3? (Slide 3)**

<https://www.bbc.co.uk/bitesize/articles/zbkvbmd>

If you need a reminder watch the Classroom Secrets video on the link above. Now solve the 3x puzzles on Slide 3.

**Can I recall my 3x table facts quickly? (Slide 4)**

Open the document '3x table fortune teller' on slide 4. Follow the instructions to make the fortune teller. Now use it practice recalling your 3x table.

**Can I multiply and divide by 3? (Slide 5 & 6)**

You can choose the board game on slide 5 or the memory game on slide 6. Use the games to practice multiplying and dividing by 3.

Play games below to practice your 3x table.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.twinkl.co.uk/go/resource/multiplication-tables-check-practice-tg-ga-190>

## Year 3 Week: 7 The Terrible Tudors

### Literacy – Explanation writing

**Can I identify features of an explanation?**

Watch the video of Chris Packham on the link. What does he say makes a good explanation. Write down your ideas.  
<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-an-explanation/zh2kjhv>

**Can I sequence an explanation of events 'How to catch a Dragon...'? (slide 7 and attached PPT for the full text)**

Use the pictures of 'How to trap and dragon...'. Put them back into the right order, so that they follow a logical sequence. Now write some sentences to go with each picture, explaining what you think is happening in each picture.

**Can I draw a sequence of diagrams to explain how an invention works?**

Watch the link below of Wallace and Gromit's cracking creation. Draw me a sequence of pictures explaining the different steps that make the invention serve dinner.  
[https://www.youtube.com/watch?time\\_continue=44&v=VPPI0YvrLTw&feature=emb\\_title](https://www.youtube.com/watch?time_continue=44&v=VPPI0YvrLTw&feature=emb_title)

**Can I spell words where the /s/ sound spelt c before e, i and y? (Slide 8)**

Practice spelling the words. Use the link to help you.

**Reading – Can I sort information based on what I have read? (Slide 9)**

Read chapter 2, part 1 using the PowerPoint. Once you have read the chapter 2 part 1 answer the comprehension questions.

### History – Tudor fashion

**Can I research Tudor fashion?**

Use the Primary Homework link to help you find out about Tudor fashion. I have shared a document 'Tudor fashion' with you to add your research.

**Can I create a Tudor fashion show?**

Use Adobe Spark through HWB. Find different images of Tudor fashion. Add these images to your Adobe Spark slide show to create a virtual Tudor fashion show.

**Can I make a Tudor ruff?**

In Tudor times a ruff was very fashionable, they thought it framed your face. It was a circular, pleated, frill collar. It was a sign of status in Tudor times. They were generally white, but could be decorated. Have a go at making one.

<https://youtu.be/ODPmXI7ym10>

*Please note that a yard is approximately 90cm, so just less than a metre.*

**ICT – Show me the code! (Slide 10)**

**Can I use the repeat command to shorten the code?**

Have at the activity on Slide 10. Last week you used Logo to draw a square, this week we are going to speed up that process by using the repeat function. There is an Abode Spark guide if you want a little more help.

**Welsh - Ar y Penwythnos (revisit week 6 assignment)**

Practice asking your family the question Beth wyt ti eisiau? You can answer eg Dw i eisiau peintio a darllen / Dw i ddim eisiau car coch a beic melyn. Use the presentataion to help you with vocabulary.

**Art – Can I follow a How to drawing guide? (Slide 11)**

Follow the 'How to draw Wallace' instructions to create your own drawing of Wallace. Share your creations.

## The 3 times-table

1 Complete the multiplications.



$$\square \times \square = \square$$



$$\square \times \square = \square$$

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

3 Complete the number sentences.

a)  $6 \times 3 = \square$

d)  $\square \div 3 = 5$

b)  $3 \times \square = 27$

e)  $12 \times 3 = \square$

c)  $\square \div 11 = 3$

f)  $\square \times 3 = 0$

4 Complete the number sentences.

a)  $2 \times 3 = \square$

b)  $6 = 3 \times \square$

$4 \times 3 = \square$

$12 = 3 \times \square$

$8 \times 3 = \square$

$18 = 3 \times \square$

What patterns do you notice?

5 Write  $<$ ,  $>$  or  $=$  to compare the statements.

a)  $33 \div 11 \bigcirc 3$

d)  $6 \times 3 \bigcirc 6 \div 3$

b)  $27 \bigcirc 30 \div 3$

e)  $3 \times 6 \bigcirc 18 \div 3$

c)  $9 \div 3 \bigcirc 3 \times 6$

f)  $0 \times 3 \bigcirc 3 \div 3$

## The Three Times Table

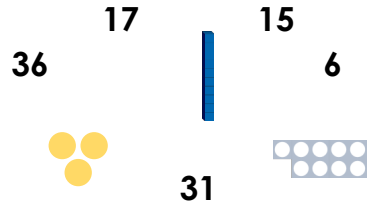
1. Complete the number sentences.



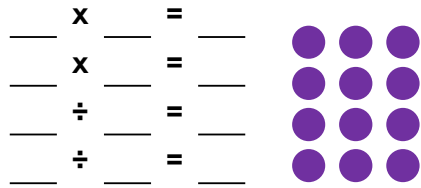
$$\square \times 3 = \square$$

$$\square = \square \div 3$$

2. Circle the numbers and representations that appear in the 3 times table.



3. Use the array to write 4 number sentences.



4. Complete the number sentences.

$$30 \div \square = 10$$

$$7 \times 3 = \square$$

$$9 \div 3 = \square$$

$$\square = 6 \times 3$$

5. Use the clues to work out the number.

My number is a multiple of 3.

It is less than 15.

It is a 2-digit number.

6. Alina has drawn a pattern.



Every 4th shape will be a square.

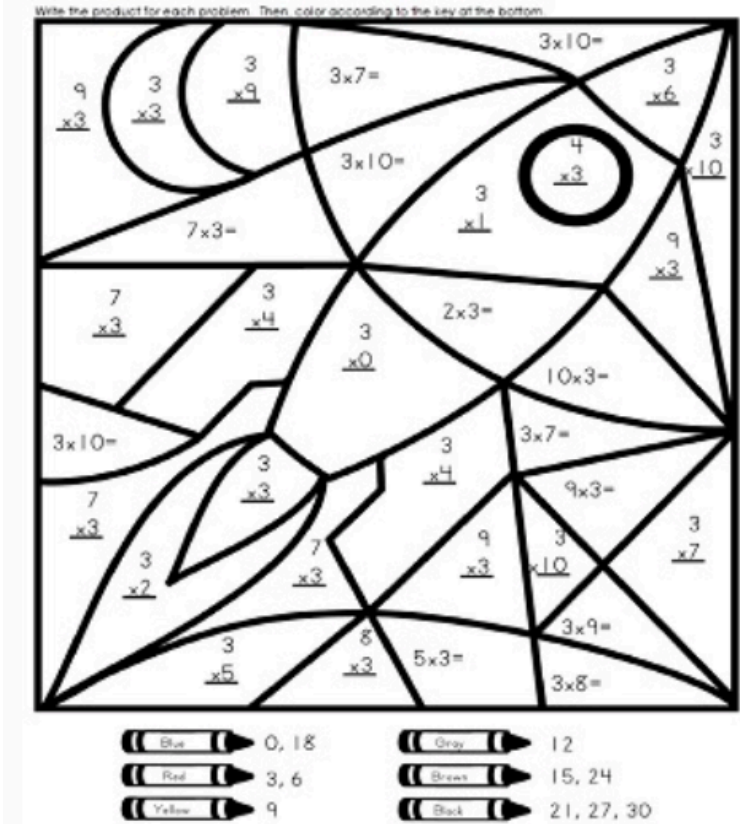
Is she correct? Explain your answer.

7. There are 12 eggs in a carton. How many eggs would there be in 3 cartons?



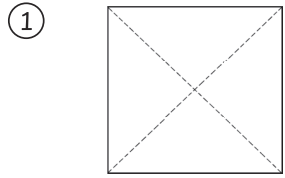
Write the number sentence to show how you worked this out.

Use your 3x table to help solve the calculations and colour the picture.

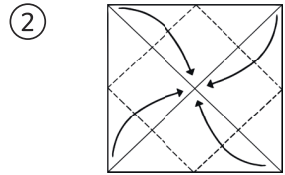


# 3 Times Table Fortune Teller

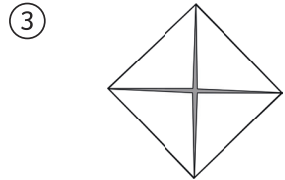
## Instructions



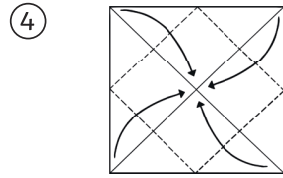
With pictures face down, fold on both diagonal lines. Unfold.



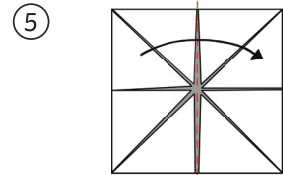
Fold all four corners to the centre.



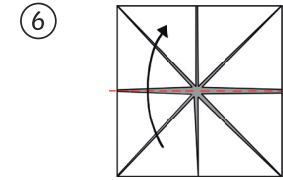
Turn paper over.



Once again, fold all corners to the centre.

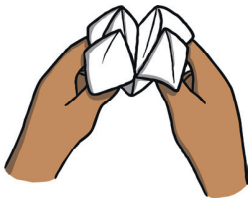


Fold paper in half and unfold.

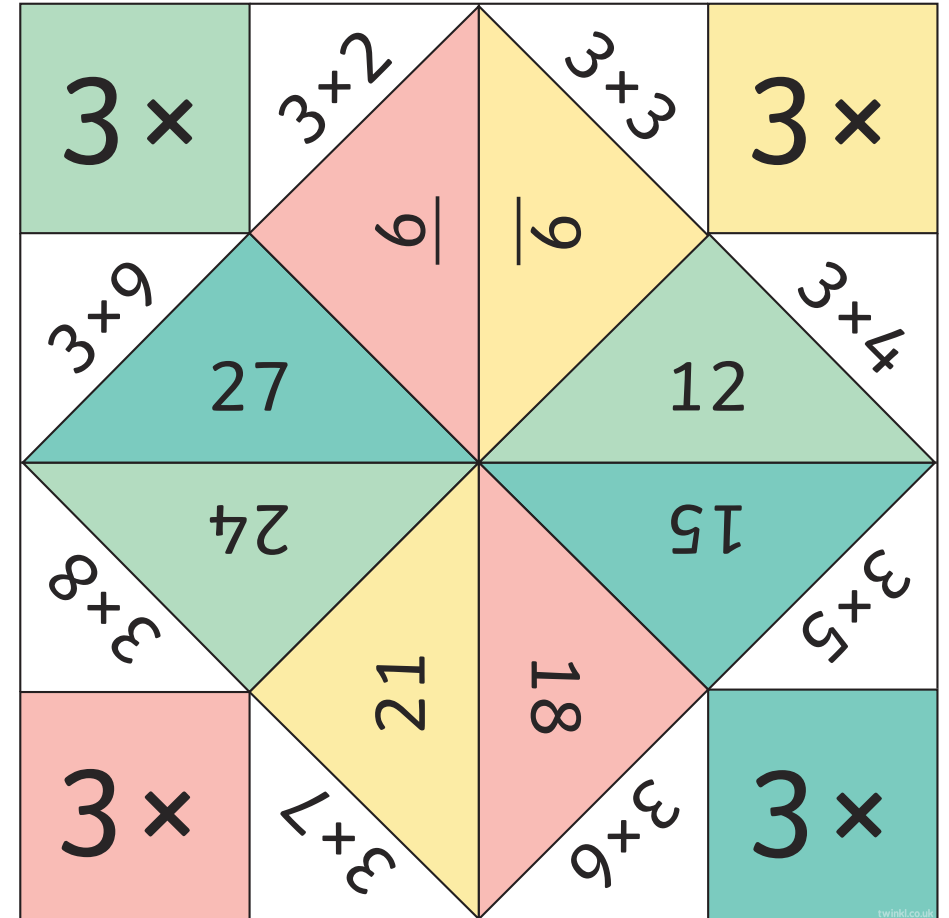


Fold in half from top to bottom. Do not unfold.

⑦

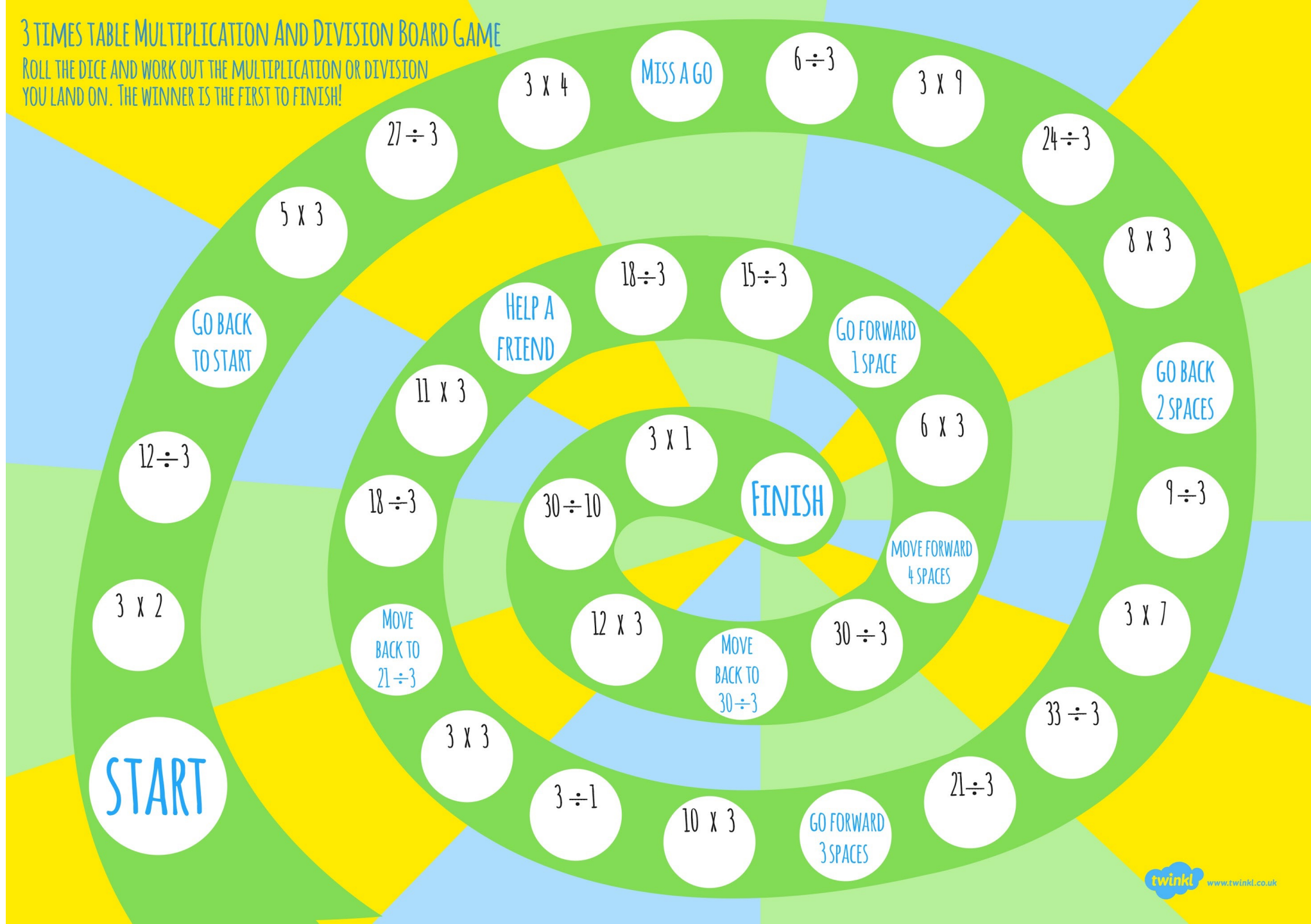


Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.



# 3 TIMES TABLE MULTIPLICATION AND DIVISION BOARD GAME

ROLL THE DICE AND WORK OUT THE MULTIPLICATION OR DIVISION YOU LAND ON. THE WINNER IS THE FIRST TO FINISH!



## 3x Memory Game

Cut out the cards. Place them face down. Take turns to turn over a pair of cards. The object of the game is to match the timetable to the answer

1 x 3	2 x 3	3 x 3	4 x 3	5 x 3
6 x 3	7 x 3	8 x 3	9 x 3	10 x 3

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11 x 3	12 x 3	3	<u>6</u>	<u>9</u>
12	15	18	21	24

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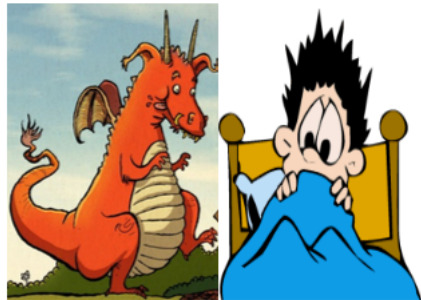
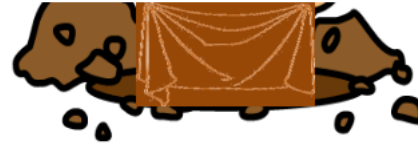


27	30	33	36
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## Can I sequence an explanation of events 'How to catch a Dragon...'?

Cut out the pictures and put them into the right order. Write some sentences to explain what is happening in each picture.



# Can I spell words where the /s/ sound spelt c before e, i and y?



*Cinderella*

Write a short story about Cinderella. Try to include these 'soft c' words :

prince

palace

princess

once

cinders

Cinderella

mice

## Word Search - Small: /s/ sound spelt c before e,i, and y

Find the words from the list in the word search below.  
Words can be horizontal, vertical or diagonal.

w y v e w m h

g p k p k m w

s t u e e d l

o p d c y l m

b l a c e a w

h r a c m i c

u w i u e w u

ice

race

cell

lace

pace

### Spellingframe

- Spelling Rule 4 - The /s/ sound spelt c before e, i and y
1. race

race

4. ice

ice

7. price

price

10. fancy

fan-cy

### Spellingframe

- Spelling Rule 4 - The /s/ sound spelt c before e, i and y
2. face

face

5. slice

slice

8. cell

cell

### Spellingframe

- Spelling Rule 4 - The /s/ sound spelt c before e, i and y
3. space

space

6. dice

dice

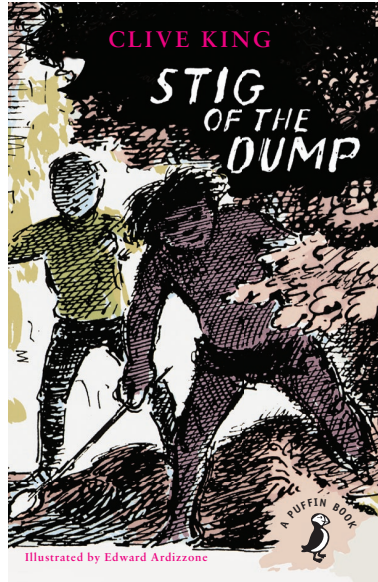
9. city

cit-y

Play the games to help learn the words.  
<https://spellingframe.co.uk/spelling-rule/81/4-The-s-sound-spelt-c-before-e-i-and-y>



# Stig of the Dump



The sun was bright. Yellow leaves fluttered down from the elm tree on to the grass. A robin puffed its breast on a rose tree and squeaked at him. Barney suddenly wasn't sure that he believed in Stig himself. It wasn't a Stiggish day, like yesterday when he had fallen down the pit.

He had fallen, hadn't he? He felt the bump on the back of his head. Yes, that was real enough. He'd fallen and bumped his head. And then what? Funny things did happen when you bumped your head. Perhaps you only saw Stigs when you fell and bumped your head. He didn't think he wanted to fall over the cliff again on purpose and bump his head again.

Was Stig a person you could just go and play with like the children at the end of the road at home? He had to find out, but he didn't want to go to the chalk pit and find – nothing! He stood with his hands in his pockets in the middle of the lawn, his fingers playing with something hard in the left-hand pocket of his jeans.

He remembered something, and pulled out the thing he had in his hand. Of course – the flint! He looked at it glinting in the sunlight, like a black diamond with its chipped pattern. He'd seen Stig make it! There was no mistake about that. Of course Stig was real!

He set off again at a run, climbed the fence into the paddock, and waded through the long wet grass the other side. The copse round the edge of the chalk pit looked dark beyond the sunlit grass.

In the middle of the paddock he found himself slowing down and stopping again. Something at the back of his mind was telling him that he'd seen pictures of chipped flints in books, and real ones in museums, and that they were made thousands of years ago by rough people who weren't alive any longer. People found them and put them in cases with notices on them. Perhaps he'd just found this one. And imagined everything else.

And supposing he hadn't imagined Stig, was he the sort of person who liked people coming to play? Well, he told himself, all he really wanted to do was to look at the place where he had fallen over yesterday. Have another look down the dump. There was that bicycle, anyway.

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# Stig of the Dump Quick Questions



1. Give two ways that the author shows what the weather is like.

1. \_\_\_\_\_
2. \_\_\_\_\_



2. What does Barney find in the left-hand pocket of his jeans?

\_\_\_\_\_



3. **The copse round the edge of the chalk pit looked dark beyond the sunlit grass.**  
What do you think the word **copse** means?

\_\_\_\_\_  
\_\_\_\_\_



Summarise what Barney is thinking as he travels across the lawn in 20 words or fewer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Show me the Code!

### Can I use the repeat function to shorten the code?

The repeat loop allows you to repeat a series of steps over and over, without the need to write out each individual step manually. You can make a square using this function – *repeat 4 [fd 5 rt 90]*. Now experiment with the repeat command to make a square. (You can use the Adobe Spark video as a guide)



Top tip...

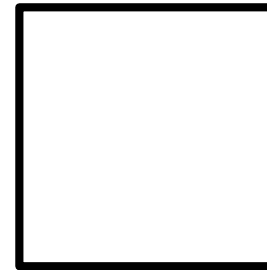
### The *Repeat* Command

Some commands can be written more quickly using *repeat*, e.g making a square.

fd 100 rt 90 fd 100 rt 90 fd 100 rt 90 fd 100 rt 90

or

repeat 4 [fd 100 rt 90]





# HOW TO DRAW WALLACE

