Year 3 Week: 9 The Terrible Tudors

Maths – Fractions

Can I identify fractions as part of a whole? (Slide 2)
https://www.bbc.co.uk/bitesize/articles/zd8mt39
Watch the video on the link above to remind yourself what a fraction is. Complete the activities in the video. Now try the activity on Slide 1 identifying the fraction.

Can I write fractions? (Slide 3)
Look at the pizza pictures on slide 3. Colour the number of parts of the pizza it tells you. Now write the fraction, remember that the number of parts you colour is the numerator (it goes on top of the line) and the total number of parts the pizza is cut into is the denominator (the bottom number which goes below the line)

Can I can I identify fractions of shapes and quantities? (Slide 4)
A fraction is part of a whole. Have a look the sheets on slide 3. Can you match the fraction to the correct shape or quantity? Choose the star sheet that you feel most comfortable with. Use the game on the link below to help.
https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html

Can I identify unit and non unit fractions? (Slide 5)
https://www.bbc.co.uk/bitesize/articles/zhgxhbk
There are different types of fractions. The two types that we are looking at are called unit fractions and non-unit fractions. A unit fraction is where the numerator (number on the top) is 1 part of the whole. The non unit fraction is where the numerator is greater than 1. Watch the videos from BBC Bitesize to help, then complete the activities on slide 4.

Can I solve fraction puzzles? (Slide 6)
Use the skills you have practiced in the previous activities to help you answer the questions about Fractions.

Literacy – Stig of the Dump

Can I write an explanation for choice I make?
Imagine that you had to teach Stig how to speak. Which words would you teach him first? Why?

Can I describe a setting from a familiar story? (Slide 7)
Look at the image of the pit on slide 7. Use this to help you gather ideas about what you can see, hear, taste etc. Using this plan write a description of the pit and the discarded objects that can be seen at the bottom of it.

Can I use the story to help me build a picture? (Slide 8)
Think back over what you have read so far. What do you know about Stig's home. Make a list of the things you think you find in Stig's home. Use this information to draw a picture of what you think Stig's home would look like.

Spelling - Can I add the suffix _er and _est to give the word greater intensity? (slide 9)
Adding letters onto the end of the word is called a suffix. Practice adding _er and _est to the root words. By adding these endings you are giving greater intensity to the word.
Choose 10 to practice your handwriting on the lined paper.

Reading – Can I sort information based on what I have read? (Slide 10)
Read chapter 2, part 3 using the PowerPoint. Once you have read the chapter 2 part 3 answer the quick comprehension questions.

History – Who was Elizabeth the first?
Can I research Queen Elizabeth the First?
https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm
https://kids.kiddle.co/Elizabeth_I_of_England
http://www.primaryhomeworkhelp.co.uk/tudors/kings/elizabeth1.htm
Use the links above to research key information about the Tudor Queen Elizabeth 1. Present your research in a powerpoint, video or poster.

Science

Can I explore different animal habitats?(Slide 11)
Choose a habitat from the list on slide 11. Find out out about the habitat. Describe the features of your chosen habitat (for example, is it hot or cold, wet or dry) and consider which animals and plants are suited to this environment and why.

Can I identify vertebrates and invertebrates in my local environment? (Slide 12)
Go on a bug hunt in your garden or while you are on a walk. Explore the area, what minibeasts can you find? Use the sheet to identify and name them. Record the number of minibeasts you find in the table on slide 12.

Can I explore the difference between omnivores, carnivores and herbivores? (Slide 13)
https://www.bbc.co.uk/bitesize/clips/zxrmp39
Look at slide 13 You have list of animals and what they eat. Can you sort the animals into the different areas of the venn diagram depending on what you think they eat?

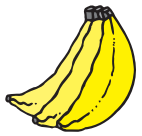
*

What is a fraction?

If you have the **whole** of something, you have all of it, for example, a **whole** apple.
A fraction is when the whole is **split** into **equal parts**.

1 Draw a line between each label and the correct picture.

A whole bunch of bananas



A whole purse of coins

A whole football

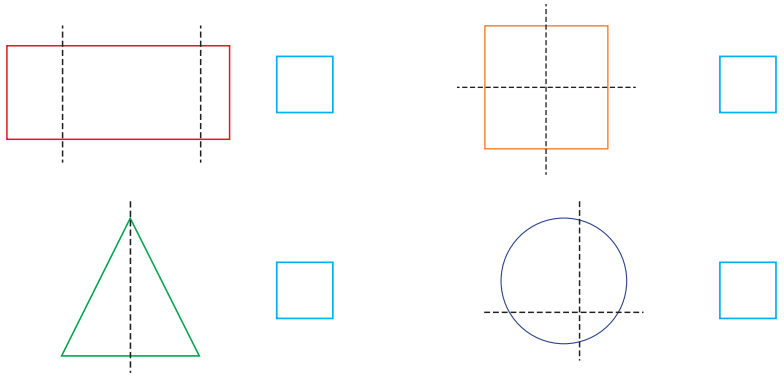
A whole lollipop

The whole world

A whole glass of juice

**

2 Look at the following. Add a tick (✓) if it is a fraction, a cross (×) if it is not.



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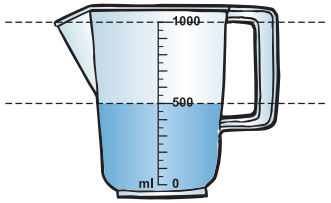
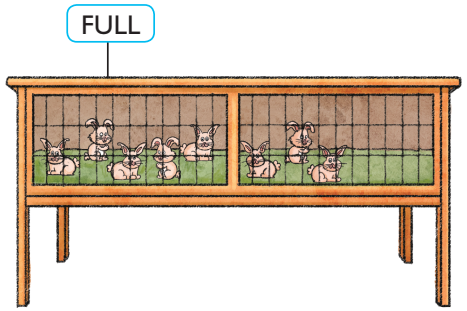
3



The jug is half full.
Colour it in to make it full.



Each side of this rabbit hutch can hold 5 rabbits. The left side is full. How many more rabbits will fill the hutch?

☐ rabbits

Talk about 'one whole' with your child so they start to develop the concept of a whole. For example a whole bag of sweets or a whole bunch of balloons.

Can I Write fractions?

Can I write fractions?

= 1 **whole** pizza =

How many parts has this pizza been cut into?

Colour in 1 part.

Write this as a fraction.

How many parts has this pizza been cut into?

Colour in 3 parts.

Write this as a fraction.

Use a ruler and pencil to cut this pizza into 8 parts.

Colour in 5 parts.

Write this a fraction.

Cut this pizza into 4 parts.

Colour in 2 parts

Write this as a fraction.

Now try finding the hidden fraction words…

Fractions

F	B	S	N	Q	O
I	T	I	C	U	D
F	S	X	F	A	D
T	U	T	I	R	H
H	P	H	I	T	E
E	L	H	H	E	F
D	T	G	U	R	L
H	I	Q	J	S	A
E	I	N	T	H	H

Look for the words that are blue and write the fraction as numbers.

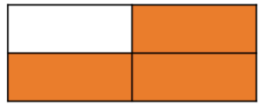
One Fifth		One Half	
Two Quarters		One Eighth	
One Third		One Sixth	

*

Unit and Non-Unit Fractions

Scale document up

1a. Circle the fraction shaded below.

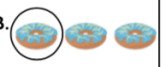


$\frac{3}{4}$ $\frac{4}{3}$ $\frac{4}{1}$

2a. Match the fraction to its representation.

$\frac{2}{3}$	A. 
$\frac{2}{4}$	B. 
$\frac{1}{3}$	C. 
$\frac{3}{4}$	D. 

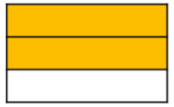
3a. Find the odd one out in the fractions below.

A.  B. 

C. 

Unit and Non-Unit Fractions

1b. Circle the fraction shaded below.



$\frac{2}{3}$ $\frac{3}{1}$ $\frac{1}{2}$

2b. Match the fraction to its representation.

$\frac{1}{2}$	A. 
$\frac{1}{3}$	B. 
$\frac{2}{3}$	C. 
$\frac{3}{4}$	D. 

3b. Find the odd one out in the fractions below.

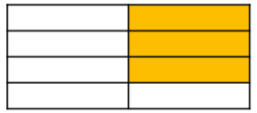
A.  B. 

C. 

**

Unit and Non-Unit Fractions

5a. Circle the fraction shaded below.



$\frac{3}{8}$ $\frac{3}{5}$ $\frac{8}{3}$

6a. Match the fraction to its representation.

Four out of twelve equal parts	A. 
$\frac{4}{7}$	B. 
Two thirds	C. 
$\frac{3}{4}$	D. 

7a. Find the odd one out in the fractions below.

A.  B. 

C. 

Unit and Non-Unit Fractions

5b. Circle the fraction shaded below.

$\frac{6}{2}$ $\frac{2}{4}$ $\frac{2}{6}$

6b. Match the fraction to its representation.

Two out of three equal parts	A. 
$\frac{4}{6}$	B. 
$\frac{3}{9}$	C. 
One half	D. 

7b. Find the odd one out in the fractions below.

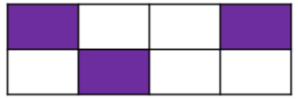
A.  B. 

C. 

***

Unit and Non-Unit Fractions

9a. Circle the fraction shaded below.

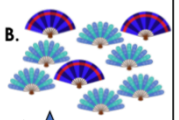


$\frac{8}{5}$ $\frac{3}{8}$ $\frac{3}{5}$

10a. Match the fraction to its representation.

Two out of five equal parts	A. 
$\frac{4}{8}$	B. 
Four sixths	C. 
$\frac{3}{4}$	D. 

11a. Find the odd one out in the fractions below.

A.  B. 

C. 

Unit and Non-Unit Fractions

9b. Circle the fraction shaded below.

$\frac{10}{7}$ $\frac{3}{7}$ $\frac{7}{10}$

10b. Match the fraction to its representation.

Two out of six equal parts	A. 
$\frac{4}{9}$	B. 
$\frac{3}{9}$	C. 
Three fifths	D. 

11b. Find the odd one out in the fractions below.

A.  B. 

C. 

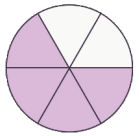
What Fraction is Shaded?

*

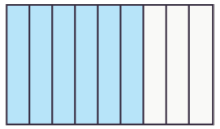
1. Use the shaded shapes to complete the fractions below. Then match the fractions to the shapes.

$\frac{6}{\square}$ $\frac{4}{\square}$ $\frac{\square}{8}$

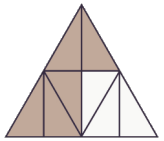
A.



B.



C.



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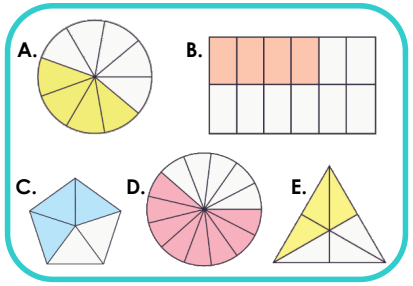
2. Regina and Errol are describing the shaded shapes below.

Regina: My shapes all have more than three parts shaded.

Errol: The shaded fractions of my shapes both have a numerator of three.



Use the clues to find out which shapes each child has.

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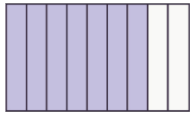
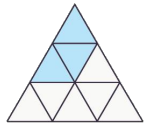
3. Hilda has drawn the three shapes shown below.

Hilda: Shape B has $\frac{3}{9}$ shaded and Shape C has $\frac{4}{10}$ shaded. Shape A's shaded fraction is $\frac{9}{7}$.



A.

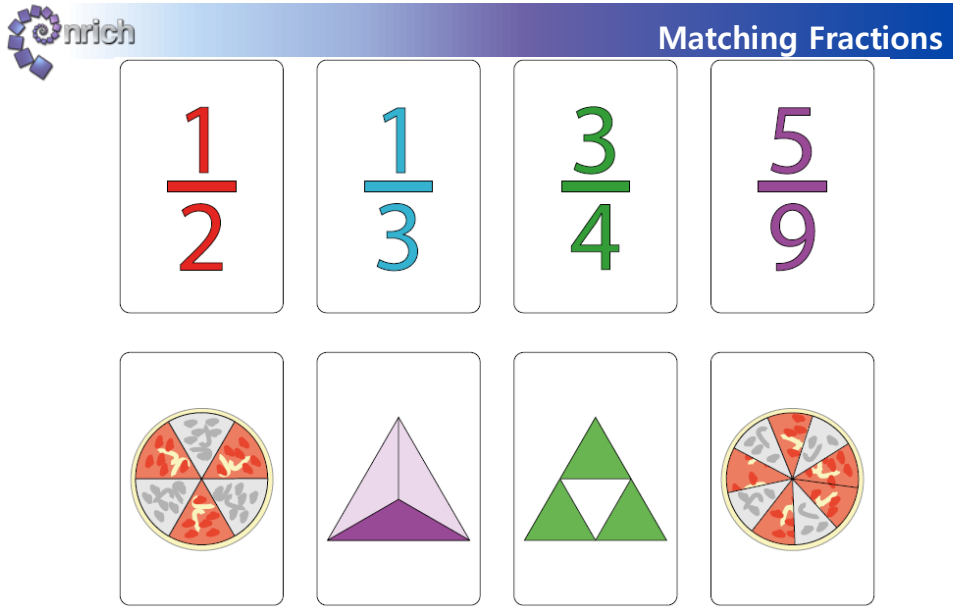


B.

C.

Is she correct? Explain how you know.

Chilli challenge…
Can you make a fraction pairs matching game?



http://nrich.maths.org/8283
© University of Cambridge

Look at the fraction cards above, they are part of a pairs game. For each fraction there is a picture card that matches. Can you create your own set of picture pairs cards to create your own fraction matching game. Now use them to play a game of fraction pairs with someone in your house.

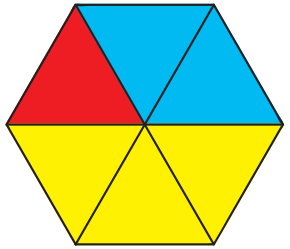
Play a pairs game on your own;
Without a timer
https://nrich.maths.org/pelmanisms/main.html?game=matchingfractions
With a timer
https://nrich.maths.org/pelmanisms/main.html?game=matchingfractions&timer=on

Stig of the Dump
Can I write a description of a setting?

Imagine you are standing at the edge of the chalk pit. You are on your own. Use your senses and the Write Stuff symbols to collect ideas.
Once you have planned your ideas. Use you ideas to create paragraphs to describe the chalk pit.

Think together

* **1** Complete the sentences.



a) There are ☐ equal parts.

The denominator is ☐.

☐ part is red.

The numerator is ☐.

$\frac{☐}{☐}$ is red.

b) ☐ parts are yellow.

The numerator is ☐.

$\frac{☐}{☐}$ is yellow.

A unit fraction has a numerator of 1.

A non-unit fraction has a numerator that is **not** 1.

Which of these is a unit fraction?

** **2** Complete the sentences.

a) $\frac{1}{2}$ of the cupcakes have _____.

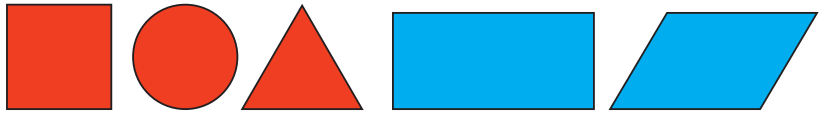
b) $\frac{☐}{☐}$ of the cupcakes have only icing.

c) $\frac{☐}{☐}$ have pink icing and a cherry.

***

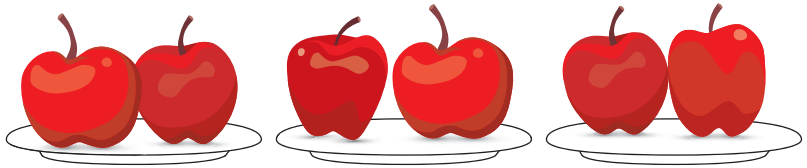
3 Are these statements true or false?

a) $\frac{3}{5}$ of the shapes have 4 sides.



b) $\frac{5}{5}$ of the candles are lit.

c) $\frac{6}{6}$ of the apples are red.



4 Mo ate 3 pieces of apple pie.

What fraction of the pie did Mo eat?

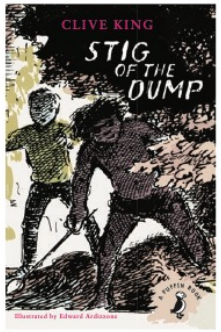
CHALLENGE

I think I need more information to be able to answer the question.

I wonder if there is more than one possible answer.

→ Practice book 3B p122

Stig's House



As he made his way along the bottom of the pit he felt he knew the way there better than anywhere else in the world. And he felt that Stig's house was as much his home as anywhere else. After all, it was like drawing pictures. Once you've put a chimney and a window on a house, you've really made a house.

By the end of chapter two, Barney and Stig have worked together to create lots of new things for Stig's house. Imagine that you have gone to visit Stig. Complete the list below with things that you might find inside. When you've finished, create an illustration of the inside of Stig's house with all of the features that you've listed. Remember to use the story to help you.

Inside Stig's house, you might find...

a window made from jam jars.

Inside Stig's House

Challenge!

For an extra challenge, try illustrating Stig's house in the same style as Edward Ardizzone who illustrated Stig of the Dump.

Can I add _er, _est to the end of words to change the word intensity?

The suffixes ER and EST

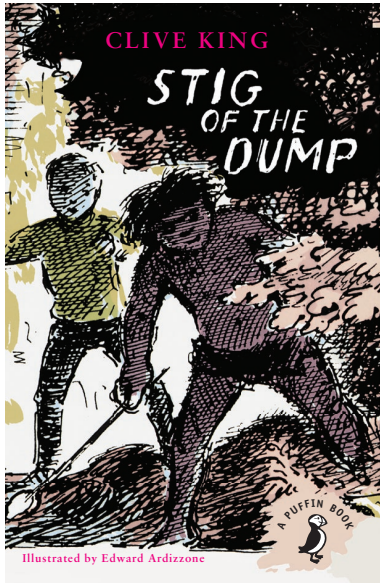
Root word	→	add 'er'	→	add 'est'
fast	→	*faster*	→	*fastest*
dark	→		→	
tall	→		→	
slow	→		→	
neat	→		→	
weak	→		→	
small	→		→	
old	→		→	
smart	→		→	
cold	→		→	
rich	→		→	

Find ten –er and –est words hidden in the word search.

z	d	x	y	w	z	s	c	x
f	a	s	t	e	r	m	o	y
z	r	m	a	a	i	a	l	s
o	k	a	l	k	c	r	d	l
l	e	l	l	e	h	t	e	o
d	s	l	e	r	e	e	s	w
e	t	e	r	x	s	s	t	e
r	y	r	z	x	t	t	y	r

Use the lined paper to practice handwriting 10 of your words.

Stig of the Dump



Stig had stacked the jars on top of each other, lying on their sides. They made a sort of wall of glass like that. But they rolled about, and of course there were gaps between the jars.

Barney looked at one side of the den, the darkest side, which really needed windows. It was built of wooden boxes from the dump, bottoms outward, open tops inward. He took the digging-tool and knocked the bottom out of one. There was now an open square where the daylight came in. But so did the wind, and Stig didn't seem at all pleased at sitting in a draught.

Stigs like to be snug, thought Barney.

He carried the jars in and stacked them in the frame of the box. They fitted quite well, the light came in, but the draught came in too.

Stig got up and looked at the gaps between the jars, grunted, and went out of the den. Barney followed him, wondering. Stig led the way along the bottom of the cliff to where there had lately been a landslide and quite a large chunk of cliff-top had come down in one piece. Between the topsoil and the chalk there was a layer of red clay, good damp squidgy stuff you could make model animals with. Stig began to dig out lumps of clay with his fingers, and Barney found another good clay-mine and did the same. They got as much as they could carry and took it back to the den, and from the outside Stig set to work to fill in the gaps between the jam-jars. They had to make two more journeys before all the jars were firmly bedded in clay, and then Barney carefully wiped the smears off the bottoms of the jars with a rag.

Then they stood and admired their window. They even made faces at each other, one standing inside and the other outside, because you could almost see through it. It certainly let the light in, even though it was late in the afternoon and there was not much light to let in.

Stig of the Dump **Quick Questions**

1. What evidence is there that Stig has used this clay before?

_____

2. Find and copy one word that tells you the clay is soft.

_____

3. What does Barney use to clean the window with?

_____

_____

4. Compare Stig's home at the start of this extract to Stig's home at the end of this extract. How is it **different**?

_____

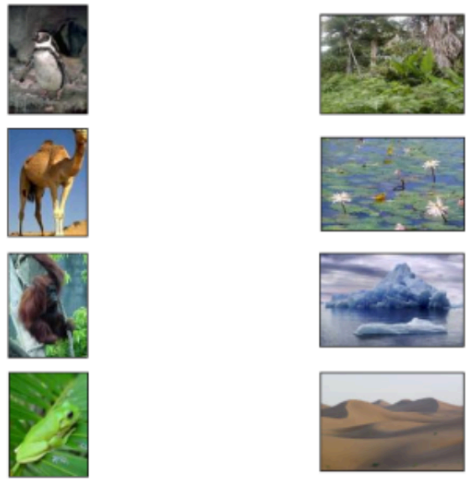
_____

Can I identify different features of different habitats?

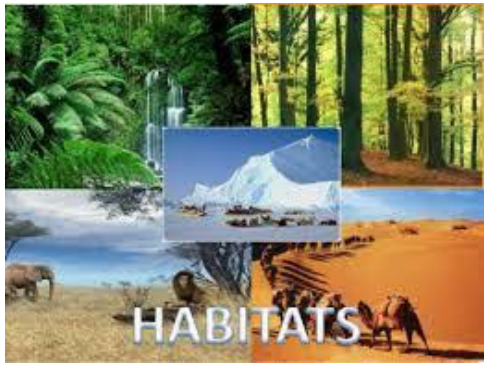
A **habitat** is a home environment for plants and animals or other organisms. Examples of habitats include:
•desert
•meadow
•woodland
•grassland
•forest
•seashore
•Ocean

A **micro-habitat** is a very specific, small home environment for plants, animals and insects. Examples include:
•ponds
•individual trees
•under a stone
•a pile of logs.

2) Draw a line to connect the animal with its habitat. (2 marks)



Choose a habitat from the list opposite. Find out out about the habitat.
*Describe the features of your chosen habitat (for example, is it hot or cold, wet or dry).
**Consider which animals and plants live in this environment.
***Explain why do you think that the animals and plants are suited to live in the habitat.



Watch the clip from Discovery TV to find out about different habitats and how animals have adapted to live in them. This will help you if you want to complete *** in the task.

https://www.youtube.com/watch?time_continue=1&v=ZrSWYE37MJs&feature=emb_title

Can I identify invertebrates and vertebrates?

Go out into your garden or take time on your walk to look around at the different habitats you can see. Use the list to tick off the different habitats. Now take a closer look at the habitats you've identified. Record the minibeasts you find within each habitat.

(a) Soft ground surfaces

- ☐ Soil (e.g. flower bed, vegetable patch)
- ☐ Short grass (shorter than 12cm)
- ☐ Fallen or rotting leaves (leaf litter) or woodchip
- ☐ Plant pots, large stones or rocks standing on soft ground surfaces
- ☐ Dead branches or logs on the ground
- ☐ Open compost heap

(b) Human-made hard surfaces

- ☐ Building (brick, wood, glass)
- ☐ Brick or stone wall (e.g. garden wall)
- ☐ Wooden fence
- ☐ Paving
- ☐ Wooden decking
- ☐ Tarmac or concrete (e.g. pavement, playground)
- ☐ Plant pots standing on hard surfaces
- ☐ Play equipment

(c) Plants

- ☐ Long grass (taller than 12cm)
- ☐ Planted flower bed, pot or windowbox
- ☐ Wild flowers or weeds (a wild patch)
- ☐ Hedges
- ☐ Shrubs
- ☐ Trees
- ☐ Climbing plants (e.g. Ivy)

Number of legs	Type of bug	How many did you see?		
		on soft ground surfaces	on hard ground surfaces	on plants
0	Snails			
0	Slugs			
0	Earthworms			
6	Beetles			
6	True bugs			
6	True flies			
6	Bees / wasps			
6	Ants			
6	Butterflies / moths			
6	Crickets / grasshoppers			
6	Earwigs			
6	Unidentified Flying Insects			
8	Spiders / harvestmen			
> 8	Woodlice			
> 8	Centipedes			
> 8	Millipedes			
Hard to see	Insect larvae			

Scientific Vocabulary

Vertebrates, invertebrates, classify, classification, insects, spiders, worms, woodlice, habitat, slugs, snails, molluscs, annelids, echinoderms, arthropods, crustaceans, arachnids

Name: _____ **Date:** _____ **Classify animals as herbivores, omnivores or carnivores**

Herbivores (only eat plants)	Omnivores (eat plants and animals)	Carnivores (only eat animals)