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Home Learning Pack Year 3

Guidance and Answers

Week 5

18/05/2020



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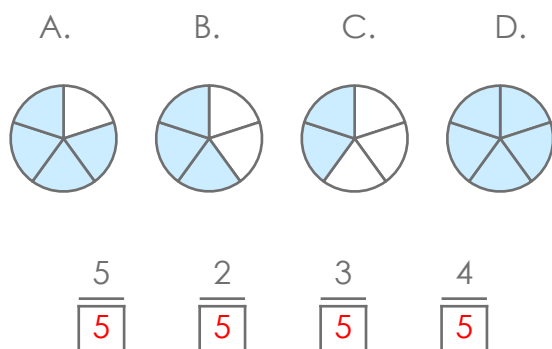
This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Monday

Maths – Making the Whole (page 2)

Question 1 – This question involves filling in missing **denominators** of fractions. The **denominator** is the number below the line in a fraction and it indicates how many equal parts a whole has been divided into. In order to find out the **denominators**, we need to count how many equal parts each shape has been shared into. In this case, all four shapes have been split into 5 equal parts. Therefore each section is worth one fifth so the digit '5' can be written into each empty box.

Next, we need to match the shapes to the fraction that they show. In order to do this, we need to look at the **numerators** closely. The **numerator** is the number above the line in a fraction and it indicates the number of parts out of the whole there are.



$$A = \frac{4}{5}, B = \frac{3}{5}, C = \frac{2}{5} \text{ and } D = \frac{5}{5}$$

Question 2 – This question involves finding out which image shows 'a whole'. We can do this by seeing which shape has no unshaded parts or by identifying which shape's equal parts are all shaded.

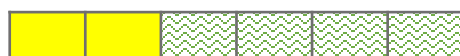
$$\text{Shape A} = \frac{7}{8}, \text{Shape B} = \frac{5}{8} \text{ and Shape C} = \frac{6}{6}$$

From the fractions above, we can tell that Shape C is equivalent to a whole because its **numerator** and **denominator** are equal.

Question 3 – This question involves using the image to write a fraction number sentence. The first fraction has a **numerator** of '2' so this must refer to the part of the image that has two equal parts shaded in. To find the missing **denominator**, we need to count how many equal parts the shape has altogether.

For the missing **numerator**, we need to focus on the non-yellow parts and see how many parts have been shaded in using this wavy pattern.

The answer is: $\frac{2}{6}$ and $\frac{4}{6}$ make $\frac{6}{6}$



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Monday

Maths – Making the Whole continued (page 2)

Question 4 – This question involves finding two fractions, which when added together, make a whole. In this question, we are working with sevenths as the denominators of all the fractions is 7.

The only two numerators which total to make 7 are 3 and 4 so these two fractions must be used.

$$\frac{3}{7} + \frac{4}{7} = \frac{7}{7}$$

Question 5 – This question involves finding possible combinations of amounts of cookies that two children could have eaten. We know that Euan and Millie ate all seven cookies as $\frac{7}{7}$ equals one whole. Euan and Millie's names can be swapped around below.

If Euan ate 0 cookies, Millie must have eaten 7 cookies (as a fraction $\frac{7}{7}$).

If Euan ate 1 cookie (as a fraction $\frac{1}{7}$), Millie must have eaten 6 cookies (as a fraction $\frac{6}{7}$).

If Euan ate 2 cookies ($\frac{2}{7}$), Millie must have eaten 5 cookies ($\frac{5}{7}$).

If Euan ate 3 cookies ($\frac{3}{7}$), Millie must have eaten 4 cookies ($\frac{4}{7}$).

If Euan ate 4 cookies ($\frac{4}{7}$), Millie must have eaten 3 cookies ($\frac{3}{7}$).

If Euan ate 5 cookies ($\frac{5}{7}$), Millie must have eaten 2 cookies ($\frac{2}{7}$).

If Euan ate 6 cookies ($\frac{6}{7}$), Millie must have eaten 1 cookie ($\frac{1}{7}$).

If Euan ate 7 cookies (as a fraction $\frac{7}{7}$), Millie must have eaten 0 cookies.

Question 6 – This question involves looking at the shaded parts of each shape and identifying which is the odd one out.

A shows $\frac{3}{5} + \frac{2}{5} = \frac{5}{5}$

B shows $\frac{5}{6} + \frac{1}{6} = \frac{6}{6}$

C shows $\frac{3}{7} + \frac{3}{7} = \frac{6}{7}$

From the answers, it is clear that the odd one out is C as the shapes used in A and B add to make a whole whereas the shapes used in C equal $\frac{6}{7}$ which is not equal to a whole as the **numerator** and **denominator** are not the same.

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Monday

Maths – Making the Whole continued (page 2)

Question 7 – This question involves working out which child's statement is correct by using **numerators** which fit given criteria.

Nasir's statement is incorrect as the missing **numerators** could be even too.

Evie's statement is correct as the missing **numerators** could be 1 and 5 which are both greater than 0 but less than 6. The missing **numerators** could also be 2 and 4 or 3 and 3 which also fit Evie's criteria.

$$\frac{1}{7} + \frac{5}{7} = \frac{6}{7}$$

$$\frac{2}{7} + \frac{4}{7} = \frac{6}{7}$$

$$\frac{3}{7} + \frac{3}{7} = \frac{6}{7}$$

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Monday

English – Fact and Opinion (page 3)

A **fact** is a true statement that is backed up by evidence. The River Ouse flows through York is an example of a fact.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. I look better with my hair tied up is an example of an opinion.

This activity involves identifying whether parts of the text are examples of **facts** or **opinions**. The correct answers are shown below.

Fact

B. There are currently more than 3,000 different species of snake.

E. Snakes are carnivorous, meaning that they consume meat.

F. A snake's jaw has very stretchy ligaments, so that it can swallow prey 75% larger than itself.

Opinion

A. Snakes can be amazing and breath-taking.

C. Snakes are full of grace and beauty.

D. Snakes can also be a fun pet to care for at home.

Statements B, E and F are all examples of **facts** because they cannot be argued with. There is scientific proof and plenty of research to back each statement up.

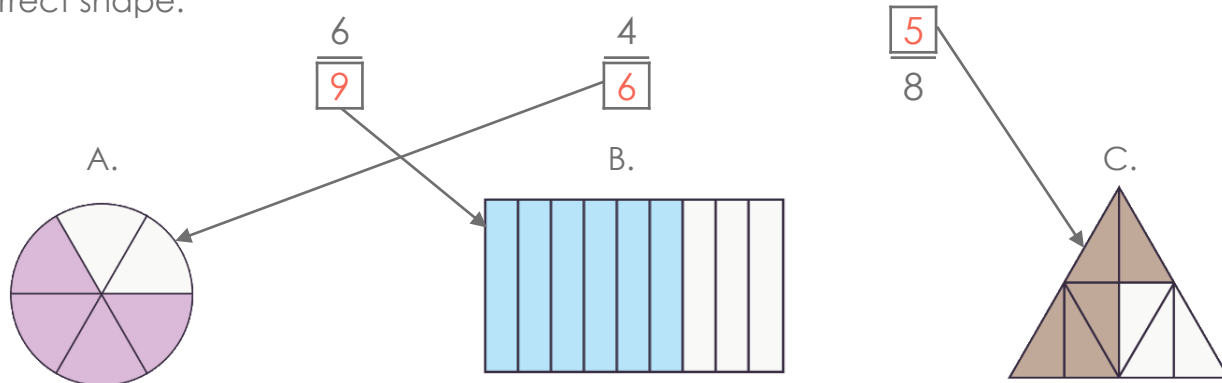
On the other hand, Statements A, C and D are all examples of **opinions** because they are all based on the writer's own thoughts. These thoughts might not be shared by the reader.

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Tuesday

Maths – What Fraction is Shaded? (page 4)

Question 1 – This question involves filling in the missing **numerators** (see definition on page 2) and **denominators** (see definition on page 2) and then, matching the fraction to the correct shape.



Question 2 – This question involves reading the children's clues and using this information to find out which shapes belong to which children.

Regina's shapes must all have a **numerator** that is greater than 3. Her shapes are A, B and D.

Errol's shapes both have a **numerator** of three. His shapes are C and E.

Question 3 – This question involves working out whether Hilda's statement is correct.

Shape B has 3 equal parts shaded and it has 9 equal parts altogether so the fraction $\frac{3}{9}$ is correct.

The fraction for Shape C should be $\frac{4}{9}$ as it has 4 parts shaded out of 9 equal parts (not 10).

The fraction for shape A should be $\frac{7}{9}$, Hilda needs to swap the **numerator** and **denominator** around for her statement to be correct.

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Tuesday

English – Formal and Informal Language (page 5)

Formal language is used in writing that has a more serious tone and is often used when writing to someone that you have not met, or for professional writing.

Informal language is used in more relaxed spoken or written contexts (for example, a conversation between two friends) and often includes slang vocabulary and contractions.

Question 1 – This question involves identifying who this text was written for. In this extract, the writer has included very specific details of their whereabouts at a specific time and location. It has a serious tone and includes no humour or **contractions**. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

Therefore, the purpose of the text is to inform the reader of the events witnessed by the writer. **The correct answer is 'police officer' because it is an eye-witness statement.**

Question 2 – This question involves identifying all the examples of **informal language** that have been used in the diary entry below. These are phrases or expressions that you would not expect to see in a more serious or professional piece of writing. All the examples underlined below represent **informal language**.

Dear Diary,

I saw a crazy smash on my way to school this morning. The fool went zooming past me and smashed slap bang into a lamppost. My mum was well angry and she called him a right clown. She had steam coming out of her ears! She was so fuming she went proper red.

Question 3 – This question involves re-writing James' letter using more **formal language**. There are various answers for this, provided that the tone sounds serious and much less relaxed than in James' original letter. One example is:

Dear Sir,

I am writing to apologise for breaking one of your plates when I visited your pizzeria last week.

I am more than happy to pay for the damage. Please do inform me of how much I owe you.

I can assure you I will be extremely careful when I visit your restaurant in the future to ensure this does not happen again.

Yours sincerely,

James.

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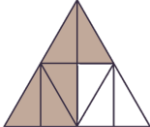
Wednesday

Maths – Unit and Non-Unit Fractions (page 6)

Question 1 – This question involves matching fractions to visual representations by identifying the **numerators** and **denominators** (see definition on page 2).

- A matches 4.
- B matches 3.
- C matches 2.
- D matches 1.
- E matches 5.

Question 2 – This question involves completing the table by writing the fraction that is shown using both numbers and words by identifying the **numerators** and **denominators** shown in the representations. The table should be completed as follows:

Representation	Fraction	Sentence
	$\frac{6}{10}$	6 out of 10 equal parts.
	$\frac{3}{5}$	3 out of 5 equal parts.
	$\frac{5}{8}$	5 out of 8 equal parts.

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Wednesday

Maths – Unit and Non-Unit Fractions continued (page 6)

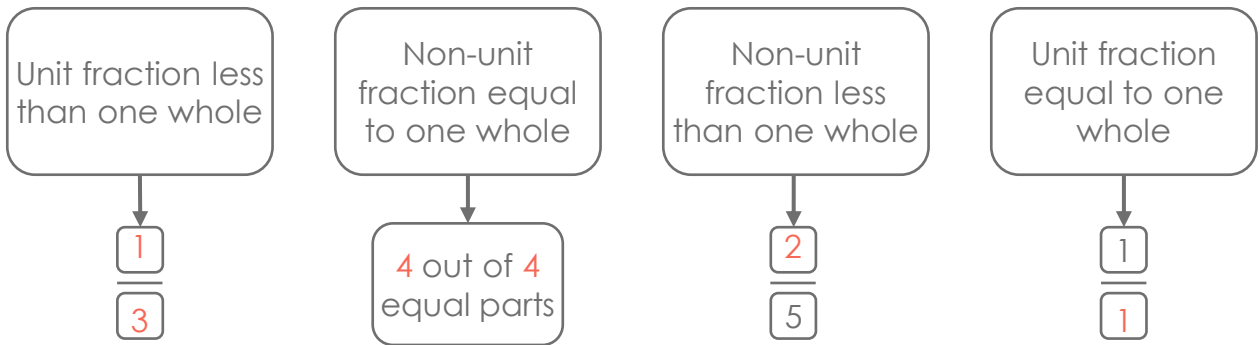
Question 3 – This problem-solving question involves completing a sequence of fractions by using the digit cards to create **unit** and **non-unit fractions** which fit the given clues.

A **unit fraction** is a fraction where the numerator is 1. For example, $\frac{1}{4}$.

A **non-unit fraction** is a fraction where the numerator is not 1. For example, $\frac{3}{7}$.

This question is open-ended and therefore, has various answers as the digit cards can be used more than once.

One example of the completed fraction sequence could look like this:



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Wednesday

English – Subordinating Conjunctions (page 7)

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example although, because.

Question 1 – This question involves identifying all the **subordinating conjunctions** that have been given.

The subordinating conjunctions that should be circled are: while, when and if.

'Golden' is an adjective, 'the' is a determiner, 'and', 'but' and 'so' are all examples of co-ordinating conjunctions, 'surprisingly' is an adverb, 'what' and 'who' are both question words and 'behind' is a preposition.

Question 2 – This question involves matching **subordinating clauses** to the most appropriate **subordinating conjunctions**. A **subordinate clause** contains a subject and a verb, but it does not make sense on its own. It needs to be attached to a main clause. For example: I read books **when** I have free time. The answers are shown below.

She decided to help her mum fix the car **while** Dad vacuumed the muddy hallway.
The school play was a roaring success **although** the lead actors were poorly that day.
He wasn't friends with Ahmed anymore **because** he knocked him over and didn't say sorry.

Question 3 – This question involves recognising which **subordinating conjunctions** have been used and replacing them so that the meaning of both sentences changes too.

For sentence A, she could change 'before' to 'while'. This changes the sentence to mean that she will do her homework at the same time, rather than waiting for him to finish.

For sentence B, she could change 'if' to 'because'. This would change the sentence to someone providing a reason as to why they can go swimming rather than it being conditional. It suggests they're already there, whereas using 'if' suggests they haven't arrived yet.

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Thursday

Maths – Tenths (page 8)

Question 1 – This question involves adding two fractions (which both have a **denominator** (see definition on page 2) of 10) together to find out if a statement is correct. **Magnus is correct because $4 + 3 = 7$ and the denominator stays the same.**

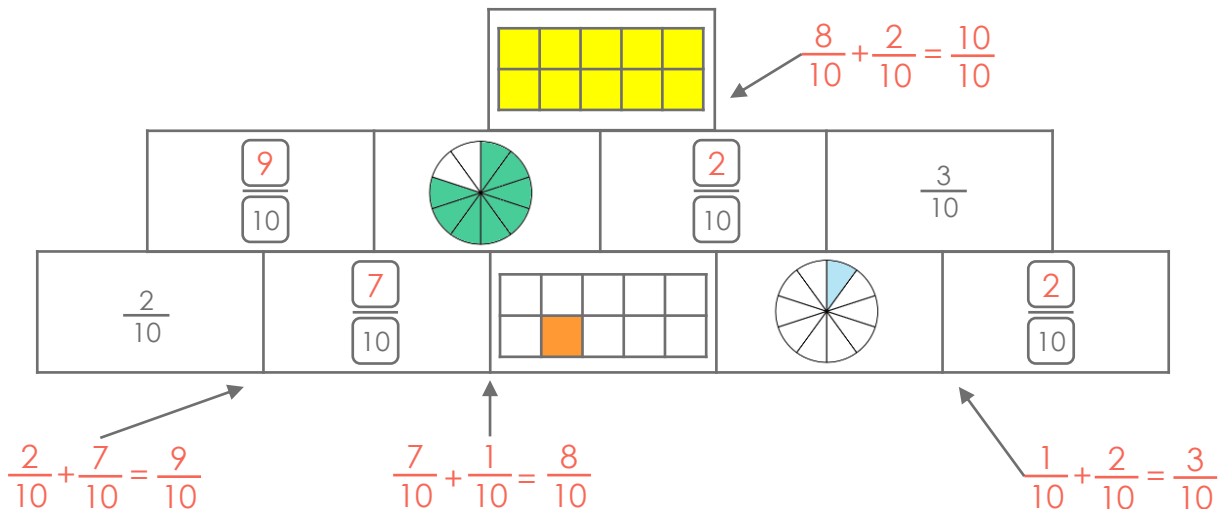
$$\frac{4}{10} + \frac{3}{10} = \frac{7}{10}$$

Question 2 – This question involves identifying which representation shows $\frac{3}{10}$. All of the representations have been split into ten equal parts.

The only representation that has three shaded parts is representation E so this must belong to Brendan.

Question 3 – This question involves calculating which tenths are missing from Lucy's pyramid by finding the total of the fractions in the two rectangles below each fraction

The completed pyramid with the missing **numerators** is shown below:



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Thursday

English – Writing Prompt - Writing a Formal Report (page 9)

A **formal report** is a factual piece of writing that usually includes a main title, an introductory paragraph, sub-headings, images and technical vocabulary. The purpose of a **formal report** is to inform. **Formal reports** are often written in the **simple present tense** and use the **third person**.

The **simple present tense** is used to describe when an action is happening right now.

Third person describes writing from somebody else's perspective (other than your own) or from an 'outside' point of view and usually uses pronouns such as 'he', 'she', 'it' or 'they'.

The content of **formal reports** is usually organised into several paragraphs, which each have their own sub-heading. In this way, information is clear and does not overwhelm the reader. Images with captions can also be inserted to demonstrate a point that has been written.

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Friday

Maths – Consolidating Fractions (Fractions)

Click on the link below to consolidate your child's learning on fractions. The game includes 7 questions in total and each question is marked as soon as your child enters their answer.

<https://kids.classroomsecrets.co.uk/resource/year-3-fractions-consolidation-game/>

English – Spelling

Click on the link below to play an interactive game that revises some common exception spellings that you will have covered this year.

<https://kids.classroomsecrets.co.uk/resource/year-3-4-common-exception-words-3/>

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Additional resources

English – Reading – Tennis Time (pages 10 -12)

Children should read the newspaper article and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are as follows:

1. How much does the London News cost?
£0.95
2. What are the main things written about in this article? Choose three things.
Any of the following (or similar): the players, the weather, the fans, the club.
3. What does it mean that Angelique Kerber might 'go a long way in the competition'?
It means she might get to the later rounds; she won't be knocked out early.
4. What does the fact that 'Centre Court' is capitalised tell you about the words?
That they describe a particular place; the words form a proper noun.
5. Why will Novak Djokovic want to make a 'new memory' at Wimbledon?
His most recent memory is a loss, which is not a nice memory to have, so he will want to replace it with good memories from winning Wimbledon.
6. What does the word 'halted' mean? Use a dictionary to find out.
Halted means stopped.
7. Why will there be 'a lot of pressure' on Angelique Kerber?
She is World Number 1 and her rival from last year is not playing, so she will be expected to do very well.
8. What do the italics in the final paragraph tell you about what is written?
That it is distinctive; not part of the main article (but related to it).