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Home Learning Pack Year 3

Guidance and Answers

Week 2

27/04/2020

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KIDS



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This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Monday

Maths - Add Two 3-digit Numbers (page 2)

Question 1 – This is an addition question which is laid out on a **place value chart**. A place value chart is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. It can also represent decimal numbers such as 'tenths', 'hundredths', 'thousandths', and so on. Some of the digits are represented by circles. Here, the circles in the tens column represent 60, as there are 6 circles (6×10). Work out the two three-digit numbers shown on the place value chart (368 and 449), and add them together. When you add these together, the digits in the ones column add up to 17 ones, so they would need to be **exchanged**. An exchange in a written addition calculation is where the numbers in a column add up and total more than 10. So the tens will need to move to the column to the left. The numbers being added are $368 + 449$

Choose the correct answer from the list at the side. The answer is **C. 817**

Question 2 – This is another addition question using a **place value chart** as in question 1. Complete the missing numbers: the correct answer is $253 + 628 = 881$

	H	T	O
	● ●	● ● ● ● ● ●	● ● ●
+	● ● ● ● ● ●	2	● ● ● ● ● ● ● ●
	8	8 1	1

Question 3 – This question shows two completed column additions without the support of a place value chart. Decide which calculation has been carried out incorrectly. The answer is: **Sanjay's calculation is incorrect as he has added the digits in the tens column incorrectly. $9 + 6 = 15$**

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Monday

English - What is a Sentence? (page 3)

Question 1 – This question shows a sentence containing a **noun**, a **verb**, an **adjective** and an **adverb**. **Nouns** are naming words. Nouns are usually a person, animal, thing or place. **Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. E.g. a tall girl. A **verb** is a type of word that is used to describe an action such as jump, skip, shout. An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Decide which word is which. The correct answer is:

noun – door; verb – opened; adjective – old; adverb – quietly.

Question 2 – This question shows four different sentences with missing punctuation.

Decide which sentence needs a full stop, question mark or exclamation mark. The correct answer is:

Sentence	Full Stop	Question Mark	Exclamation Mark
Example: When will the postman arrive		?	
Put your hand up if you need a pencil	.		
What time does the film start		?	
What a sunny day it is			!
Harry is going to the seaside today	.		

Question 3 – This question looks at whether children know what makes a complete sentence. A **complete sentence** begins with a capital letter and finishes with a full stop, question or exclamation mark. A complete sentence expresses an idea or thought, contains a verb and must include the correct punctuation. A complete sentence should always make sense on its own.

Decide if the words given are enough to make a complete sentence. The correct answer is: **No, she is incorrect because there are no verbs to describe what any of the nouns are doing.**

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Tuesday

Maths - Subtract 3-digits from 3-digits (page 4)

Question 1 – This is a subtraction calculation which is laid out on a **place value chart**. A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. It can also represent decimal numbers such as 'tenths', 'hundredths', 'thousandths', and so on.

All of the digits are represented by circles so the start number is 865. Decide if the subtraction has been calculated correctly by taking away 247, starting with the ones column. So, 5 ones take away 7 ones cannot be done so an **exchange** is needed. An **exchange** in a written subtraction calculation is where the bottom number is larger than the top number therefore, a ten/hundred/thousand depending which column this occurs in, needs to be 'borrowed' from the column to its left.

Continue subtracting the bottom number from the top number in each column and compare the answer you get with answer shown.

The answer is: **True, the subtraction is incorrect.**

Question 2 – This question shows A. a subtraction calculation using a place value chart (as in question 1) and B. a column subtraction calculation. When subtracting with large numbers, there is a **formal written method** (also known as column method). The number to be subtracted is written directly under the first number so that the digits line up in columns. If a digit in the second number is larger than the digit above it, you can increase the value by taking from the next column. This is called an **exchange**. In this question 5 is smaller than 8 in the tens column so you need to take 100 from 500, to turn 5 tens into 15 tens. To work out B, take away the bottom number from the top number in each column, starting with the ones.

Decide whether A or B has the mistake: the correct answer is **B – the exchange is in the wrong column. The exchange should happen in the hundreds and tens, not the ones.**

Question 3 – This question shows three different subtraction calculations with a corresponding description. Decide which calculation matches which description by looking at the exchanging and finding any mistakes.

The correct answer is: **Luke – C, Harriet – A, Marco – B**

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Tuesday

English - Apostrophes 1 (page 5)

Question 1 – This question shows three examples of a **contraction** which need to be matched to the letters that have been replaced by the apostrophe. 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'.

The correct answer is: **what's – i; you'd – woul; she'll – wi**

Question 2 – This question shows a sentence. Decide which words in the sentence could be put together to form a **contraction** (as described in question 1) and circle those contractions.

The correct answer is: **wasn't and they'd**

Question 3 – This question looks at whether children know which two words have been put together to make the contraction 'won't'. Decide whether Alvin or Zoe is correct and explain why.

The correct answer is: **Zoe is correct because 'won't' is an irregular contraction of the words 'will' and 'not', so the 'ill' is replaced by the letter 'o', and the 'o' of 'not' is replaced by the apostrophe. Alvin's contracted words would be 'wo' and 'not' which are not correct as 'wo' is not a word.**

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Wednesday

Maths - Efficient Addition and Subtraction Methods (page 6)

Question 1 – This question looks at using different methods of subtraction to find the most efficient. Use the grid to work out $893 - 251$ using the **formal written method** of subtraction, then use the blank **number line** to work out the same calculation. When subtracting with large numbers, there is a **formal written method** (also known as column method). The number to be subtracted is written directly under the first number so that the digits line up in columns. Take away the bottom number from the top number in each column, starting with the ones. A **number line** is a horizontal, straight line which has numbers placed at equal points. Number lines can be used to show either positive or negative numbers. Most number lines begin at 0, however this is not always the case.

Decide which is the best method for this $893 - 251$. The correct answer is: $893 - 251 = 642$. **A is the most efficient method.**

Question 2 – This question shows two subtraction calculations to be matched to the most efficient method based on what the two 3-digit numbers are. Adding 1 to numbers before subtracting is helpful when the numbers have 9 in the ones column, so the numbers are rounded to the nearest ten making them easier to calculate mentally.

Work out both calculations using both methods to find the most efficient. The correct answer is: **A = 20 (add 1 to both numbers); B = 30 (count on)**

Question 3 – This question shows two ways of working out $899 - 699$ and asks you to explain why B is the most efficient method. When subtracting numbers containing 9s they appear to be more complicated than those containing zeros. These are much easier to work out.

The correct answer is: **A. $899 - 699 = 200$; B. $900 - 700 = 200$**

Method B is more efficient because by adding 1 to both numbers, only the hundreds need subtracting.

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Wednesday

English - Apostrophes 2 (page 7)

Question 1 – In this question a sentence has been written with all **possessive apostrophes** missing. A **possessive apostrophe** is used to show something belongs to someone or something.

Singular nouns show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel. Plural nouns which end in s show possession using an apostrophe after the s, for example: the girls' books.

Decide which words in the sentence need a **possessive apostrophe**. The correct answer is: **wizard's; enemy's**

Question 2 – This question shows three sentences which all include apostrophes. Choose the sentence which is using a **possessive apostrophe** (as described in question 1) correctly.

The correct answer is: **B**

Question 3 – This question shows sentences which have used apostrophes incorrectly and asks children to find and explain the mistakes.

The correct answer is: **In sentence A, Daniel has put the apostrophe between the e and s, rather than after the s. In sentence B, he added a possessive apostrophe to the noun 'streets' when it is plural, not possessive.**

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Thursday

Maths - Check Answers (page 8)

Question 1 – This question focuses on using **inverse operation**. **Inverse operations** are used to check working out or to find a starting number by using the opposite operation. The inverse operations are: addition and subtraction, multiplication and division.

Match the calculations A, B, C and D to the inverse operations 1, 2, 3 and 4. The correct answer is: **A4; B1; C2; D3**

Question 2 – Using the parts (431 and 428) and the whole (859) from the subtraction calculation, complete the addition calculation to show the **inverse** as described in question 1.

The correct answer is: $431 + 428 = 859$

Question 3 – Using **inverse** (as described in question 1), find which of the three addition calculations could be used to check the answer to the subtraction calculation $937 - 525 = 412$.

The correct answer is: $412 + 525 = 937$ and $525 + 412 = 937$

Question 4 – In this question, follow the model given in question 2 to find the **inverse operation** (as described in question 1).

Write two addition calculations that would be used to check $786 - 31 = 755$. The correct answer is: $755 + 31 = 786$ and $31 + 755 = 786$

Question 5 – One of the representations in this question does not work as an **inverse operation** (as described in question 1).

Find this and explain why it doesn't work. The correct answer is: **B is the odd one out because the numbers are in the incorrect order in the number sentence. $812 - 874$ is not 62. $874 - 812 = 62$**

Question 6 – This question uses the parts (71 and 511) and the whole (582) of the subtraction calculation to do the **inverse operation** (as described in question 1).

Find and explain what Ali has done wrong. The correct answer is: **Ali is adding a part to the whole. He should be adding 71 and 511 (the parts) to check his answer.**

Question 7 – This question gives the parts of a subtraction calculation, but the whole is missing.

Use the **inverse operation** (as described in question 1) to create an addition calculation to find the whole number. The correct answer is: **587. $541 + 46 = 587$**

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Thursday

English - Writing Direct Speech (page 9)

Question 1 – In this question **direct speech** is used in three sentences. **Direct speech** is shown by writing exactly what was spoken between **inverted commas**. **Inverted commas**, also known as speech marks, go before and after direct speech in a sentence, for example "Watch out!" shouted the girl. This question requires the understanding that the word 'queried' implies a question is asked, so any speech that does not ask a question will not fit the sentence.

Decide which speech cannot follow the phrase 'Dylan queried'. The correct answer is: **B**

Question 2 – This question show two incomplete sentences. Choose two of the given words to complete the **reporting clause**; a **reporting clause** is a phrase within a sentence which states who is speaking or thinking, for example: David wondered; Shabir asked; Tommy whispered.

Complete the sentences with your own words and correct punctuation to show **direct speech** as described in question 1. The correct answer is: **Various answers, for example: A: Elijah warned the people at the park, "Watch out for the bikers!" B: Malcolm asked his friend, "Where did you buy your superhero jumper from?"** Accept sentences that include the correct punctuation.

Question 3 – This question describes what a teacher said and how she said it, as described by the child Surbhi.

Write the words the teacher says in direct speech with correct punctuation. The correct answer is: **"An adverb is a word that describes a verb," Miss Mercy calmly explained.** Accept suitable synonyms for 'explained' and sentences which include the speaker at the beginning of the sentence.

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Friday

Maths – Multiples of 100

Click on the link to watch the learning video clip on Multiples of 100. As the video progresses, it will give questions to answer. Pause the video and answer the question. Underneath the video, you will find information on the questions and their answers.

<https://classroomsecrets.co.uk/free-add-and-subtract-multiples-of-100-year-3-addition-and-subtraction-learning-video-clip/>

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Friday

English – What is a Paragraph? (pages 10-11)

Question 1 – This question requires an understanding of what a **paragraph** is. A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

Find the start word of each new **paragraph**. The correct answer is: **Everybody, Will, All, Rosie, Everyone, Rosie, Swim**

Question 2 – This question focusses on why a new paragraph is started.

Find the paragraph starting 'Rosie turned back...' and decide if a new paragraph would still be needed if this were changed to Caleb saying "It's our only chance!" The correct answer is: **False, the sentence would continue in the previous paragraph as part of Caleb's speech. The same character is still speaking.**

Question 3 – This question is asking to find specific information.

Find the first time Bonnie is mentioned in the text and work out which paragraph this is. The correct answer: **Paragraph three**

Question 4 – This question requires understanding of why a new paragraph is needed.

Look at the three options and choose the possible reason. The correct answer is: **To introduce a new speaker.**

Question 5 – This question presents a new sentence which needs to be added to the text.

Decide if the suggested position is correct and explain why. The correct answer is: **Yes, her sentence links to how happy Carlo was that his videos were doing well so this sentence could be grouped with paragraph two.**

Question 6 – This question presents another new sentence which needs to be added to the text.

Decide on the best position and explain why. The correct answer is: **Paragraph one because it follows on from his speech about the round sponge they need to use.**

Question 7 – This question asks for a new sentence to be written that can be added to the final paragraph. Following this, another new sentence needs to be written which could be the start of the next new paragraph.

There are various possible answers for this, for example: **"What a disaster!" A possible sentence to start the next paragraph could be: "Carlo picked up his painting and looked at it.**

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Additional Resources

English – Reading – Moving to Marchton (Part 1) (pages 12-13)

Children should read the extract 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 check using a dictionary/online search. The extract is part 1 of a short story. Part 2 will be in next week's pack.

The answers to the questions are as follows:

1. How did Sandy describe the view from his old bedroom? Tall buildings and bright city lights.
2. What do you think Sandy means by the phrase in the 'middle of nowhere'? Far away from towns and cities where very few people live.
3. What sorts of building was Sandy looking out for when he drove into Marchton? Cinemas and shopping centres.
4. How do you think you would feel if you had to move house or school? Personal response; must be justified. Possible answer being: I would feel sad to be moving away from my friends and family because I would miss them.
5. Would you like to live in a countryside location like Marchton? Explain your answer. Personal response; must be justified. Possible answer being: I would enjoy living in a countryside location because we could go for walks away from traffic and noise.