

W/C:  
6th  
July

Complete the Year 3 Maths daily activities on White Rose maths.

<https://whiterosemaths.com/homelearning/>

Summer Term Week 11

- Monday - Measure Mass (2)
- Tuesday - Compare Mass
- Wednesday - Add and Subtract Mass
- Thursday - Measure Capacity
- Friday - Maths Activity Mat (Page 12)

Watch the video clip then answer the questions in your books. Worksheets are attached below.

Also have a look at <https://www.bbc.co.uk/bitesize/dailylessons>

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TT Rockstars  
20 mins x 5  
(Arena or Garage)

RMEasimaths  
20 mins x5

Sumdog  
20 mins x5

Lexia or IDL - 20 mins x 5

Watch the following video:  
[https://www.literacyshed.com/uploads/1/2/5/7/12/572836/tamara\\_short\\_film\\_\(full\\_movie\)-\\_youtube\\_372.mp4](https://www.literacyshed.com/uploads/1/2/5/7/12/572836/tamara_short_film_(full_movie)-_youtube_372.mp4)

**Monday:** Think about the following questions, using your inference skills to answer.  
Why do you think Tamara hugs the book when she closes it?  
What does she want to be when she grows up?  
How do you know?  
**Pause the film when her mother places the towels on the shelf.**  
Where does Mum work?  
Where is Dad? Is he at home or away? Why do we think this?

**Tuesday:** Write a diary entry in the role of Tamara.

**Wednesday:** Write a letter from Tamara's mother to her father telling her all about Tamara and what she has been up to.

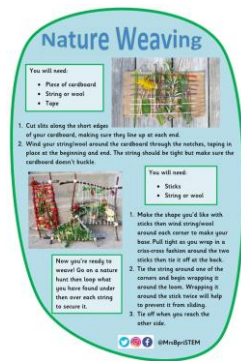
**Thursday:** Write a letter to the teacher you want to have in Year 4, telling them all about yourself.

**Friday:** Complete the SPAG mat (Page 11)

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Complete the Year 3 English daily activities on BBC bitesize – looks at a range of grammar – these can be done in your workbooks.

<https://www.bbc.co.uk/bitesize/dailylessons>

Nature Weaving



(See page 13)

Wellbeing

Complete the wellbeing lesson on BBC bitesize – this can be done in your workbook.

<https://www.bbc.co.uk/bitesize/articles/zmmgrj6>



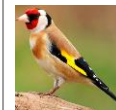
Go on a nature walk and count how many birds you can see.

Can you see::

A Great Tit?



A Goldfinch?



A Collared Dove?



**Activity 1:** Design a piece of precious Egyptian jewellery. Use materials such as Gold, Ruby and Emeralds.

**Activity 2:** Using your design, create your piece of Egyptian jewellery using materials you have in the house. Take a photograph of yourself wearing it and send it to Miss Hazlewood and Miss Gleadell through email or Twitter.

**Activity 3:** Design your own sunhat. (See pages 14 & 15)



If you need to speak to Miss Gleadell or Miss Hazlewood please email us on [yr3teacher@unity.fact.org.uk](mailto:yr3teacher@unity.fact.org.uk)

We look forward to seeing your work either by email or on twitter @Miss\_Gleadell @Miss\_Hazlewood or @UnityPhase2.

Useful links

<https://www.rmeasimaths.com/>

<https://trockstars.com/>

<https://appuk.idlsgroup.com/#/login>

Measure mass (2)

1 What is the mass of each object?

a)



g

b)



kg and  g

c)



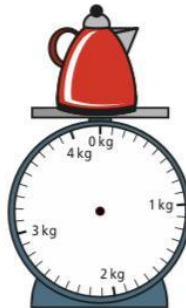
kg and  g

2 The mass of each object is shown on the label.



Draw on the scales to show the mass of each object.

a)



b)



c)



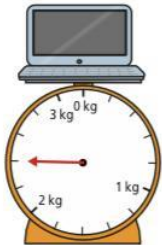
3 What is the mass of each object?

a)



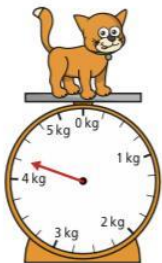
g

b)



kg and  g

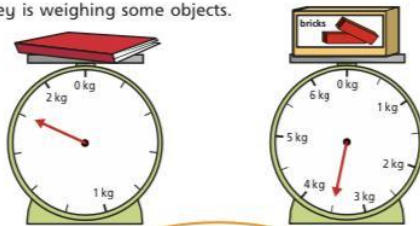
c)



kg and  g

How did you work out what each interval on the scales represents?

4 Whitney is weighing some objects.



The book weighs more than the toy bricks because the arrow goes further round.

Do you agree with Whitney? \_\_\_\_\_  
Why?

5 Amir and Annie each have a present.

They are working out the mass of their presents using weights.



Our presents weigh the same.

Amir



No they do not. Mine is heavier because it weighs more than one kilogram.

Annie



Who is correct? \_\_\_\_\_

How do you know?

## Compare mass

1 Write **heavier** or **lighter** to complete the sentences.

a)



The apple is \_\_\_\_\_ than the orange.

The orange is \_\_\_\_\_ than the apple.

b)



The ball is \_\_\_\_\_ than the bat.

The bat is \_\_\_\_\_ than the ball.

2 a) Tick the heavier barrel.



b) Tick the lighter crate.



c) What can you say about the mass of the two crates?



3 The mass of a tin and a book is shown.



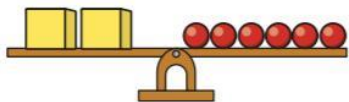
Scott puts the tin and book on the scales.

One side of the scales goes down.

Draw the book and the tin on the scales to show this.



- 4 The scales show that 2 cubes balance 6 spheres.



Tommy is removing shapes to see what happens to the scales.

Tick the correct image in each part.

a)



b)



c)



Talk about your answers with a partner.



- 5 Circle the greater mass in each pair.



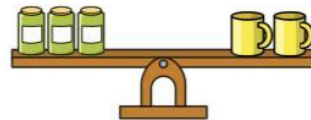
- 6 Three weights are shown on the scales.



Write the weights in order, starting with the lightest.

\_\_\_\_\_

7



Is a jar or a mug heavier? \_\_\_\_\_

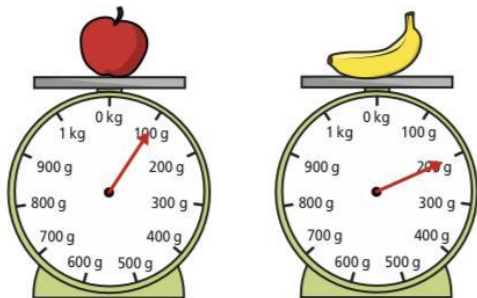
How do you know?

Talk about it with a partner.



## Add and subtract mass

- 1 Teddy is measuring the weight of some fruit.



- a) What is the weight of the apple?  g
- b) What is the weight of the banana?  g
- c) Teddy puts both pieces of fruit on the same scale.  
What is the total weight of the apple and the banana?  g

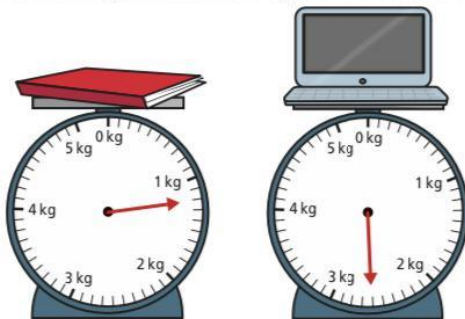
- 2 Alex is measuring the weight of some ingredients.



What is the total weight of the ingredients?

 kg

- 3 Ron is measuring the mass of some objects in the classroom.



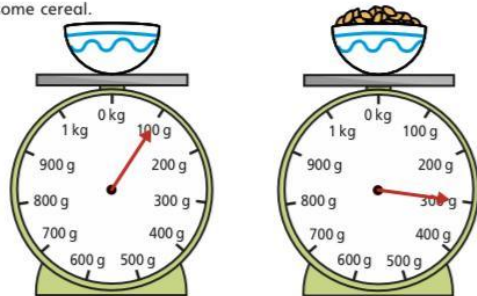
Ron puts both objects on the same scale.

What is the total mass of the objects?

 kg and  g

- 4 Aisha is weighing out some cereal.

First she puts the bowl on the scales. Then she pours out some cereal.



What is the weight of the cereal in the bowl?

 g

- 5 A dog weighs 8 kg and 200 g when it is 8 weeks old.  
The same dog weighs 12 kg and 900 g when it is 12 weeks old.

What is the difference in the dog's weight between 8 and 12 weeks?

kg and  g

- 6 The mass of a tin is 450 g.  
The mass of a book is 300 g.



Draw books on the scales to balance the tins.



- 7 Complete the number sentences.

a)  $1\text{ kg } 250\text{ g} + 5\text{ kg } 300\text{ g} = \square\text{ kg } \square\text{ g}$

b)  $3\text{ kg } 450\text{ g} + 8\text{ kg } 120\text{ g} = \square\text{ kg } \square\text{ g}$

c)  $15\text{ kg } 960\text{ g} - 11\text{ kg } 270\text{ g} = \square\text{ kg } \square\text{ g}$

d)  $36\text{ kg } 317\text{ g} - 21\text{ kg } 199\text{ g} = \square\text{ kg } \square\text{ g}$

e)  $1\text{ kg} - \square\text{ g} = 200\text{ g}$

- 8 Tommy and Rosie are working out the total weight of the box and the suitcase.



The total weight is 5 kg and 1,200 g.

Tommy



The total weight is 6 kg and 200 g.

Rosie

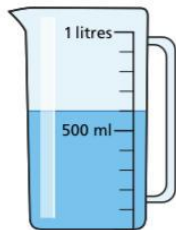
Who is correct? \_\_\_\_\_

Talk about it with a partner.

## Measure capacity (2)

1 How much water is there in each jug?

a)


 ml

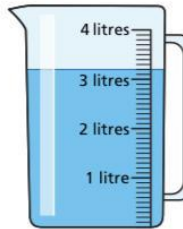
c)


 l and  ml

b)


 l and  ml

d)


 l and  ml

2 The capacity of each bottle is shown on the label.

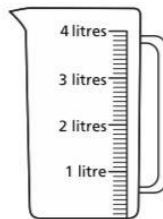
Each bottle is full of liquid.

The bottles are emptied into jugs.

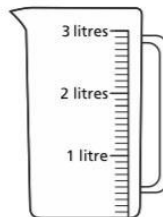
Draw a line on each jug to show where the liquid will reach.



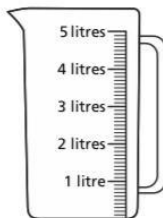
a)



b)



c)





3 How much water is there in each container?

a)



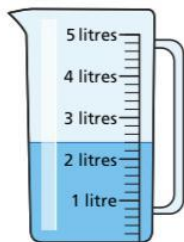
ml

c)



l and  ml

b)



l and  ml

d)



l and  ml

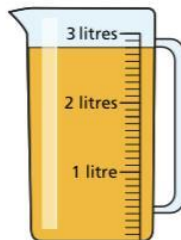
How did you work out what each interval on the scales represents?



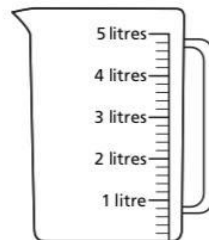
4 Mo has some orange juice in a jug.

He pours it into another jug.

Draw a line on the jug to show where the orange juice will reach.



What do you notice?



5 Different bottles hold different amounts of liquids.



Dexter

Eva



Who has more liquid? Circle your answer.

Dexter

Eva

they have the same

Talk about it with a partner.





Complete the table by turning these adjectives into adverbs. The first one has been done for you.

**a**

adjective	adverb
sad	sadly
angry	
simple	
dramatic	



Can you write a definition for each of these homophone words?

**b**

brake \_\_\_\_\_

break \_\_\_\_\_

Fill the gap with a suitable subordinating conjunction. Then, add an adjective.

**c**

Alex sent a postcard from Scotland \_\_\_\_\_ he was on holiday.



Can you invent a direct speech sentence that Mr Fenton (the teacher) might be saying?

**d**

\_\_\_\_\_

\_\_\_\_\_



Write an adverb from each box into two of the sentences. Can you think of your own adverb to fill the other gap?

**e**

finally

firstly

\_\_\_\_\_, get all of the ingredients out of the fridge.

\_\_\_\_\_, chop up all of the vegetables.

\_\_\_\_\_, enjoy your delicious meal!

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

**f**

t l e m c o e p

# Maths Activity Mat

2

## Section 1

What is the value of the bold number?

$1203 = \boxed{\phantom{000}}$

$7012 = \boxed{\phantom{000}}$

$12\mathbf{3}04 = \boxed{\phantom{000}}$

## Section 2

Draw the hands on the clock to show twenty past 4.



What time will it be in 35 minutes?

## Section 3

Complete this calculation.

$$\begin{array}{r} 25 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \times 4 \\ \hline \end{array}$$

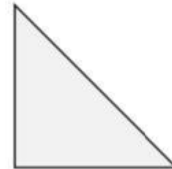
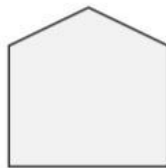
## Section 4

Make sure all the rows, columns and diagonals add up to the same number.

5		
	12	3
		19

## Section 5

Draw the right angles on these shapes:



## Section 6

What are the missing numbers?

$\boxed{\phantom{00}} + 16 = 120$

$\boxed{\phantom{00}} + 25 = 135$

$\boxed{\phantom{00}} - 200 = 345$

$\boxed{\phantom{00}} - 22 = 64$

## Section 7

Work out the following fraction of amounts:

$\frac{2}{5}$  of 35 =

$\frac{2}{8}$  of 24 =

$\frac{2}{10}$  of 80 =

$\frac{1}{4}$  of 44 =

## Section 8

Find the number that is:

Between 30 and 40.

It is half of 70.

It is odd.

# Nature Weaving

You will need:

- Piece of cardboard
- String or wool
- Tape



1. Cut slits along the short edges of your cardboard, making sure they line up at each end.
2. Wind your string/wool around the cardboard through the notches, taping in place at the beginning and end. The string should be tight but make sure the cardboard doesn't buckle.



Now you're ready to weave! Go on a nature hunt then loop what you have found under then over each string to secure it.

You will need:

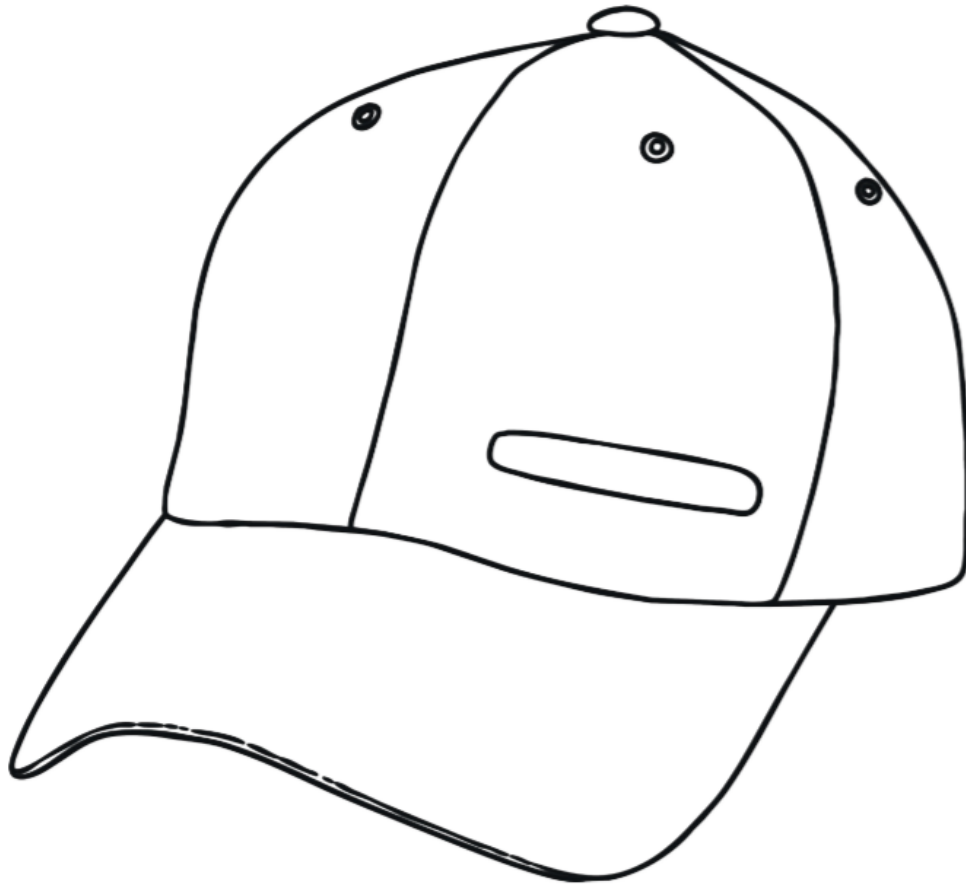
- Sticks
- String or wool

1. Make the shape you'd like with sticks then wind string/wool around each corner to make your base. Pull tight as you wrap in a criss-cross fashion around the two sticks then tie it off at the back.
2. Tie the string around one of the corners and begin wrapping it around the loom. Wrapping it around the stick twice will help to prevent it from sliding.
3. Tie off when you reach the other side.

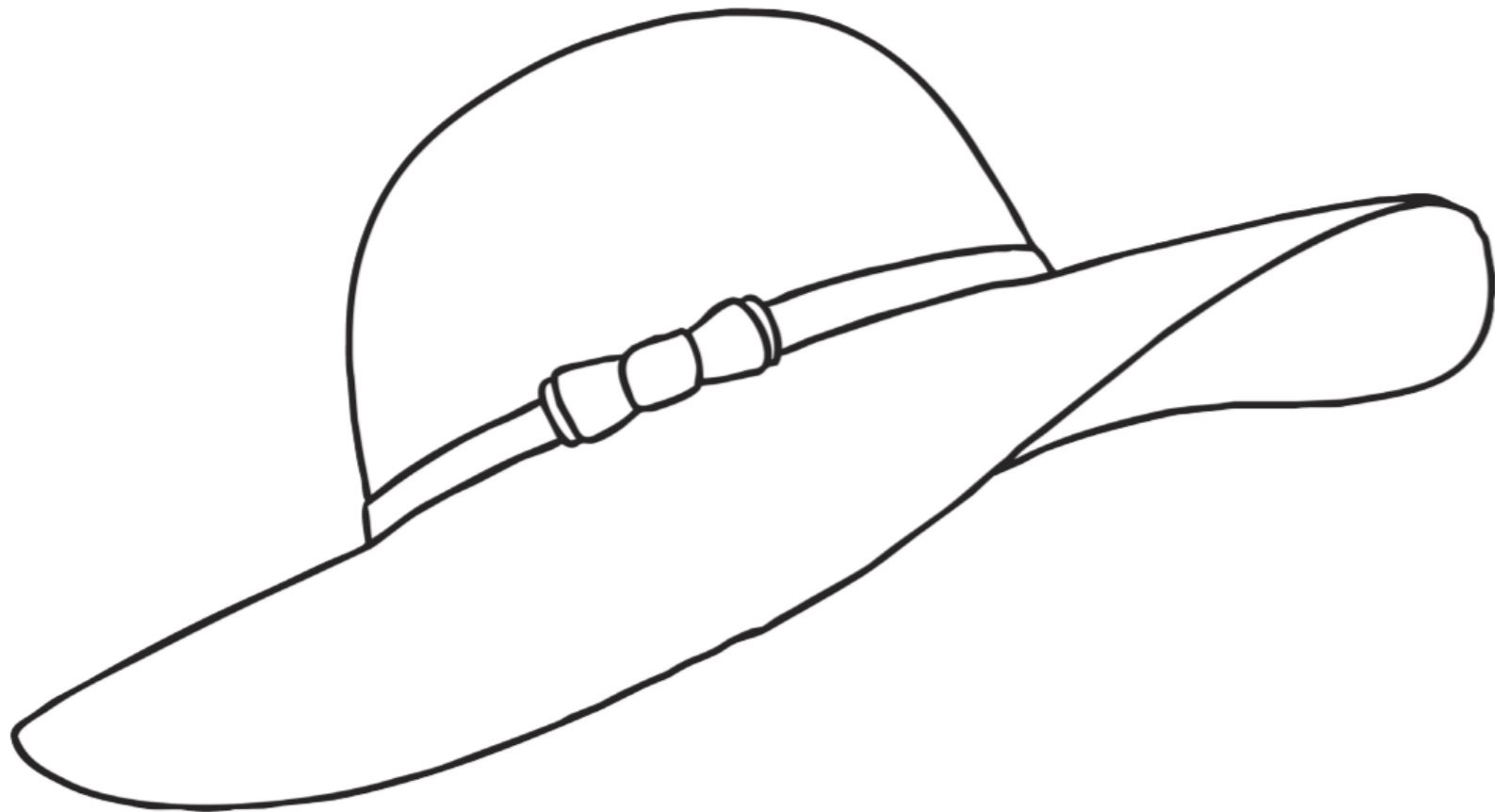


@MrsBpriSTEM

## Design Your Own Sun Hat



## Design Your Own Sun Hat



# Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	