



Year 3	Maths	English	Science	History	Geography
W/C: 18th May	<p>Complete the Year 3 Maths daily activities on White Rose maths. https://whiterosemaths.com/homelearning/</p> <p>Summer Term Week 5</p> <p>Monday - Unit and non unit fractions Tuesday - Making the whole Wednesday - Tenths Thursday - Counting in tenths Friday - Challenge</p> <p>Watch the video clip then answer the questions in your books. Worksheets are attached below.</p> <p>Also have a look at https://www.bbc.co.uk/bitesize/dailylessons</p> <p>-----</p> <p>TT Rockstars 20 mins x 5 (Arena or Garage)</p> <p>RMEasimaths 20 mins x5</p> <p>Sundog 20 mins x5</p>	<p>Lexia - 20 mins x 5 (email address is yr3teacher@unity.fact.org.uk)</p> <p>Or</p> <p>IDL- 20 mins x 5</p> <p>Independent reading – 20 minutes x 5</p> <p>Activity: -----</p> <p>Complete the Year 3 English daily activities on BBC bitesize – looks at a range of grammar – these can be done in your workbooks.</p> <p>https://www.bbc.co.uk/bitesize/dailylessons</p>	<p>Flower Hunt During your daily exercise or in the garden can you spot any of the following flowers: Daisy Buttercup Nettle Dandelion Daffodil Lily</p> <p>Draw and label a picture of each one.</p> <p>Wellbeing</p> <p>Complete the wellbeing lesson on BBC bitesize – this can be done in your workbook.</p> <p>https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-lessons/1</p>	<p>Order the steps of the mummification process.</p> 	<p>Create a poster that shows how we can care for our local environment.</p> <p>Think about how we can care for wildlife, how to keep the sea clean and ways in which we can look after conservation areas.</p> 
<p>If you need to speak to Miss Gleadell or Miss Hazlewood please email us on yr3teacher@unity.fact.org.uk</p> <p>We look forward to seeing your work either by email or on twitter @Miss_Gleadell @Miss_Hazlewood or @UnityPhase2.</p>					

Useful links

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

<https://trockstars.com/>

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

1 Write fractions to complete the sentences.



a) of the counters are yellow.

b) of the counters are red.

2 Write fractions to complete the sentences.

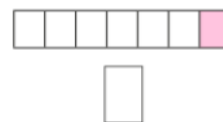
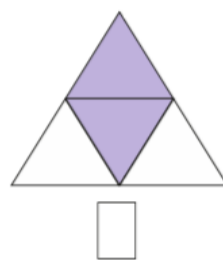
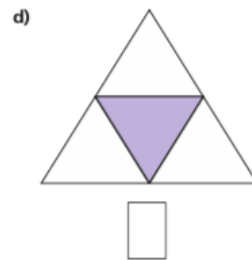
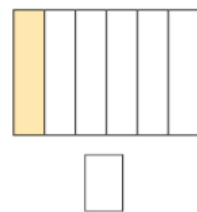
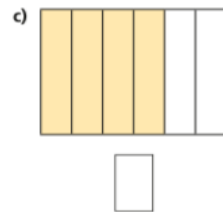
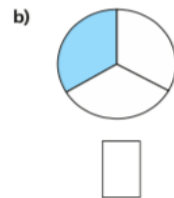
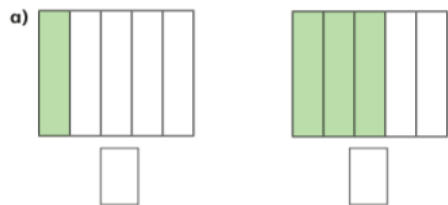
a) of the tower is green.

b) of the tower is yellow.

c) of the tower is blue.



3 What fraction of each shape is shaded?



Tick the unit fraction in each pair of shapes.

How did you know which was the unit fraction?



- 4 a) Colour $\frac{1}{5}$ of each shape.

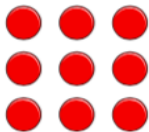


- b) Colour $\frac{3}{5}$ of each shape.

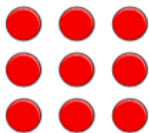


What is the same and what is different about your answers?

- 5 a) Circle $\frac{1}{3}$ of the counters.



- b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?



- 6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

- 7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

- b) Complete the sentences.

An example of a unit fraction is

The numerator is always

An example of a non-unit fraction is

The numerator is always greater than



Making the whole

1 Here are some counters.



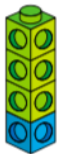
a) What fraction of the counters are yellow?

b) What fraction of the counters are red?

c) Complete the number sentence.

$$\boxed{} + \boxed{} = \boxed{}$$

2 Here is a tower of cubes.



a) What fraction of the tower is green?

b) What fraction of the tower is blue?

c) Complete the number sentence.

$$\boxed{} + \boxed{} = \boxed{}$$

3 What fraction of each shape is shaded?

Which fraction represents a whole?

Fill in the missing fractions.

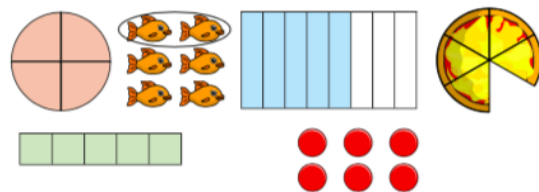
a)

= one whole

b)

= one whole

4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

b) Write three fractions that are equal to one whole.

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What do you notice? Talk about it with a partner.

5 Choose a phrase to complete the sentences.

greater than	less than	equal to
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When the numerator is _____ the denominator, the fraction is less than one whole.

When the numerator is _____ the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

$\frac{3}{5}$	$\frac{4}{4}$	$\frac{6}{10}$	$\frac{2}{2}$
$\frac{10}{10}$	$\frac{8}{9}$	$\frac{3}{3}$	$\frac{5}{5}$

7 Here are $\frac{1}{3}$ of Jack's marbles.

			
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Draw the rest of Jack's marbles in the bar model.



8 $\frac{2}{7}$ of a group of children are girls.

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What fraction are boys?

	are boys.
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9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.

$\frac{1}{4}$	
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$\frac{1}{5}$	$\frac{1}{5}$	
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$\frac{7}{10}$	
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10 Complete the number sentences.

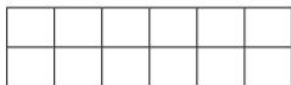
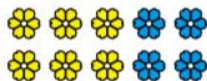
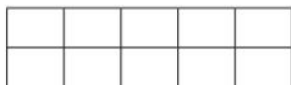
a) $\frac{3}{5} + \square = 1$ c) $\square = \frac{2}{7} + \frac{5}{7}$

b) $\square + \frac{4}{10} = 1$ d) $\frac{9}{9} = \square + \frac{5}{9}$



Tenths

- 1 Tick the pictures that show tenths.

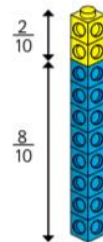


- 2 Write fractions to complete the sentences.



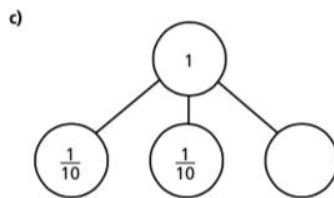
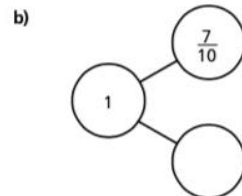
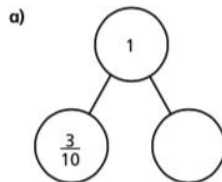
- a) of the counters are yellow.
- b) of the counters are red.
- c) of the counters are green.

- 3 Amir has some blue and yellow cubes.
He makes a tower using 10 cubes.

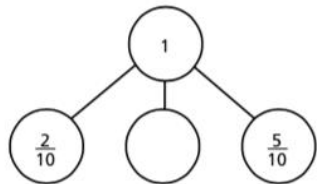


Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

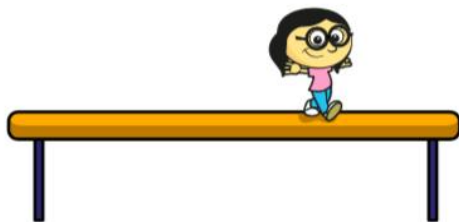
- 4 Complete the part-whole models.



d)

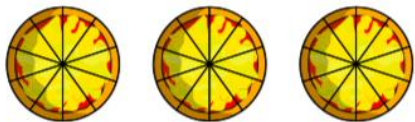


- 5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

- 6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?

- 7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?



- 8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

Compare answers with a partner.



Count in tenths

1 Continue the sequence.

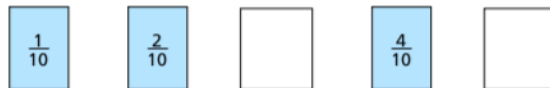


2 Continue the sequence.

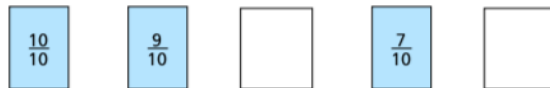


3 Write the missing fractions in each sequence.

a)



b)

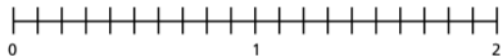
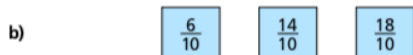
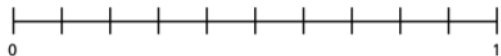
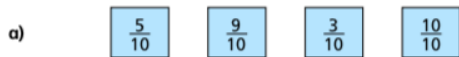


4 What fraction is each arrow pointing to?

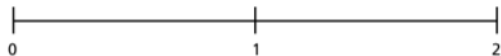
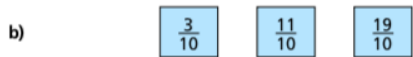
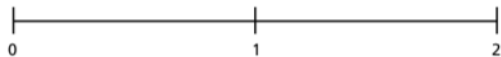
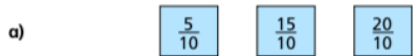


$$A = \frac{\quad}{10} \quad B = \frac{\quad}{10} \quad C = \frac{\quad}{10}$$

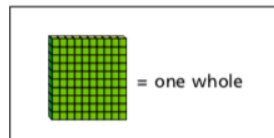
5 Write the fractions in the correct places on the number lines.



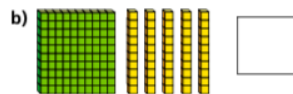
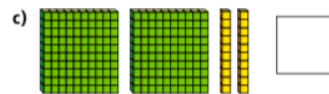
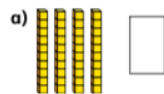
6 Draw and label arrows to estimate the position of the fractions on the number lines.



7



What number is represented in each picture?



8 Whitney is thinking of a fraction.



My fraction is more than one whole but less than 2
My fraction has an odd number as the numerator.

What could Whitney's fraction be?

List all the possible fractions.

Compare answers with a partner.