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# Home Learning Pack Year 3

Week 3

04/05/2020

Classroom  
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KIDS



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# Monday – Converting Pounds and Pence

Anya has saved £19 altogether. In order to bank the money, it needs to be sorted into whole pounds.

She only has one note and she uses coin bags to sort the rest of her money.



Anya

Each money bag shown below must contain whole pounds made up of the same coin.



Investigate three different combinations of pounds she could have in coins using these money bags. The number of coins in one coin bag is shown.

Complete the table below to help you work this out.

|               | Coin | Number of coins | Number of whole £s | Total                               |
|---------------|------|-----------------|--------------------|-------------------------------------|
| Combination 1 | 10p  | 20              | £2                 | One ___ note and<br>£ ___ in coins. |
|               | 1p   |                 |                    |                                     |
|               | 50p  |                 |                    |                                     |
|               | 20p  |                 |                    |                                     |
|               | 5p   |                 |                    |                                     |
| Combination 2 | 10p  | 20              |                    | One ___ note and<br>£ ___ in coins. |
|               | 1p   |                 |                    |                                     |
|               | 50p  |                 |                    |                                     |
|               | 20p  |                 |                    |                                     |
|               | 5p   |                 |                    |                                     |
| Combination 3 | 10p  | 20              |                    | One ___ note and<br>£ ___ in coins. |
|               | 1p   |                 |                    |                                     |
|               | 50p  |                 |                    |                                     |
|               | 20p  |                 |                    |                                     |
|               | 5p   |                 |                    |                                     |

# Monday – Punctuating Direct Speech

1. Underline the errors in each sentence.

- A. Hardin asked his dad, where are my shoes.”
- B. “I often forget to tie my laces before I leave the house. Ruby admitted shyly
- C. Walter exclaimed “tap your nose softly and pat your shoulder quietly.”
- D. “Polly, how do I open this cupboard so I can feed the birds, Brenda asked loudly

2. Using the word bank below, complete the sentences and add all the correct punctuation.

A. “Where is the fruit and vegetables aisle. The woman at the supermarket \_\_\_\_\_ angrily.

B. “When answering questions about a text it is important to read the question and text, before you ask for help?” Marcel \_\_\_\_\_.

questioned

mumbled

clarified

3. Nikita is using the checklist to make sure she has used all the correct writing features for speech.

Andy was walking through the park with his dog. He saw his friend tracey and he excitedly asked her how are you, my dear friend.”

Has she completed the checklist correctly?  
Explain how you know.

| Punctuation Feature         | Tick if included |
|-----------------------------|------------------|
| Capital letters             | ✓                |
| Inverted commas             | ✓                |
| Comma before speech         | ✓                |
| Punctuation to close speech | ✓                |

# Tuesday – Adding Money

1. Who has earned the most pocket money over the last two weeks?

Jaxon



Week 1: £5 and 99p  
Week 2: £3 and 65p

Florence



Week 1: £3 and 35p  
Week 2: £5 and 90p

Aisha



Week 1: £6 and 15p  
Week 2: £2 and 80p

2. Find the total of each money bag. Which one does not fit the pattern?

smallest total

→ greatest total

A.



£4 and 70p  
+  
£2 and 99p

B.



£6 and 80p  
+  
£1 and 90p

C.



£5 and 15p  
+  
£3 and 85p

D.



£1 and 5p  
+  
£8 and 55p

E.



£7 and 99p  
+  
£1 and 20p

3. Complete the bar model by replacing each splat with an amount or coin shown below.

£7 and 25p



£



and 30p

a.

£2

b.



c.



d.

10p

e.

2p

f.



g.

£2

h.



## Tuesday – Using Expanded Noun Phrases

1. Circle the features that have been used in the underlined expanded noun phrase in each sentence.

A. Brandon sang for his fans in Manchester.

determiner

adjective

prepositional  
phrase

B. Mum drove her new car down the motorway.

determiner

adjective

prepositional  
phrase

2. Circle the expanded noun phrase that would change the meaning of the sentence.

Sam looks after some scary monsters in the dark.

A. a gentle monster in school

B. several terrifying monsters at night

C. hundreds of monsters in a cave

3. Use the word bank to improve the sentence below by adding an expanded noun phrase. Your sentence must have at least one adjective and one preposition.

We went on a trip.

to

long

coach

friendly

under

exciting

in

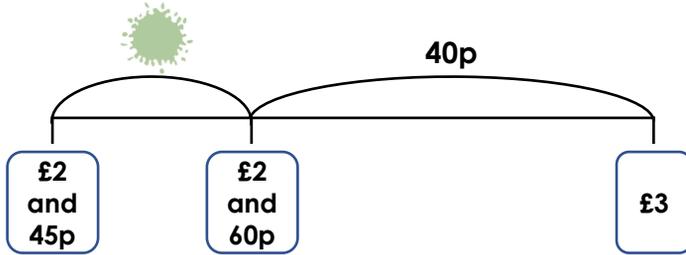
animals

walking

bench

# Wednesday – Subtracting Money

1. Match each number line below to the subtraction that it shows.

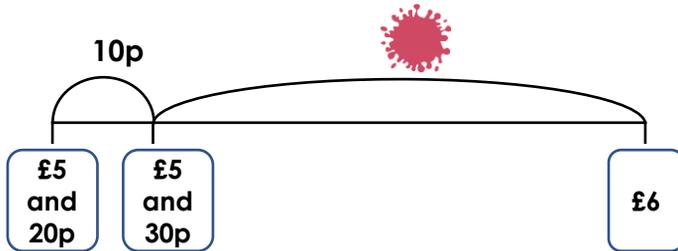


A.  $£6 - 75p = £5 \text{ and } 25p$

B.  $£3 - 55p = £2 \text{ and } 45p$

C.  $£3 - 45p = £2 \text{ and } 55p$

D.  $£6 - 80p = £5 \text{ and } 20p$



2. These children all think they have dropped some money on the same road at some point during the day. Some coins, shown below, were found near the bus stop.



This morning, I had £6 and 35p. Now, I only have £3 and 85p.



I had £7 and 75p this morning. Now, I can only find £5 and 60p.



I know that I had £5 and 20p. I only have £3 and 15p now.

Which child dropped this money?

3. Rosanna and Larry are discussing the subtraction shown below.

$$£8 \text{ and } 35p - £4 \text{ and } 70p$$



Rosanna

35p – 70p needs an exchange.  
The answer is £3 and 65p.

$£8 - £4 = £4$ .  
 $70p - 35p = 35p$ .  
The difference is £4 and 35p.



Larry

Who do you agree with? Explain your reasoning.

# Wednesday – Features of a Recount

The text below is an extract from a recount about the Great Fire of London. Some examples of the features of a recount have been highlighted.

**past tense** → It **was** the year 1666 and London was a bustling city. Edward was eight years old. He lived with his parents near to the River Thames, where boats were always delivering food from afar. Here, he tells us his version of events that night.

**adverbs** → I woke up **suddenly** during the night. It was Sunday and the church bells were ringing **as loud as thunder**. It must be a warning I thought. **My** father, John, came rushing into the room shouting and waving his arms around. "Fire, fire!" he shouted.

**first person** → I

**description** → It must be a warning I thought. "Fire, fire!" he shouted.

**paragraphs** → We quickly **ran** from our home into the street. All we could see were flames surrounding us. There was indeed a fire: a fire that would spread across the city and dramatically change our lives forever.

Your task is to identify any other examples of these features in the text.

Write the next short paragraph to carry on from the text. Describe the flames as well as what Edward and his dad did. Use the word bank to help you.

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Word bank:

- |       |         |         |          |         |          |
|-------|---------|---------|----------|---------|----------|
| Dad   | fire    | grabbed | put out  | water   | raging   |
| grew  | helping | flames  | squirt   | watched | bucket   |
| shock | helping | men     | hundreds | rushed  | powerful |

# Thursday – The Three Times Table

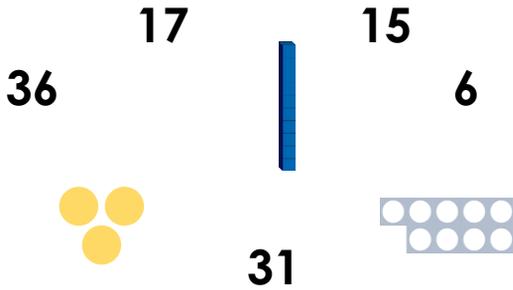
1. Complete the number sentences.



$$\square \times 3 = \square$$

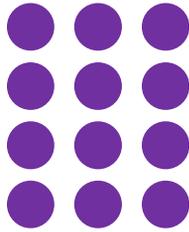
$$\square = \square \div 3$$

2. Circle the numbers and images that are in the 3 times table.



3. Use the array to write 4 number sentences.

$$\begin{array}{l} \_ \times \_ = \_ \\ \_ \times \_ = \_ \\ \_ \div \_ = \_ \\ \_ \div \_ = \_ \end{array}$$



4. Complete the number sentences.

$$30 \div \square = 10$$

$$7 \times 3 = \square$$

$$9 \div 3 = \square$$

$$\square = 6 \times 3$$

5. Use the clues to work out the number.

My number is a multiple of 3.

It is less than 15.

It is a 2-digit number.

6. Alina has drawn a pattern.



Every 4th shape will be a square.

Is she correct? Explain your answer.

7. There are 12 eggs in a carton. How many eggs would there be in 3 cartons?



Write the number sentence to show how you worked this out.



## Reading Task – Moving to Marchton (Part 2)

Read the text and answer the questions on page 12.

But Sandy didn't want new friends: he wanted his old friends. As soon as his mom had gone, Sandy reached for his laptop to send an email to Sadie and Jayden to tell them how awful it was here. No internet signal! This day was getting worse by the minute. He decided to sleep, so this day would finally be over.

The next morning came too quickly. Before he knew it, he was dressed in a stupid blue and yellow uniform heading to Marchton Village Primary School. He remained silent throughout breakfast and the journey there through the country lanes and winding streets. His mom and dad had been constantly trying to keep him smiling by telling him it would all be fine. He didn't believe them.

This was all their fault anyway. His mom had got herself a new job, complete with a pay rise and a company car, but it meant that they had to move a million miles from anywhere.

His parents kissed him goodbye before he headed inside the school, but he shrugged them off.

"Good morning Class C," his new teacher, Miss Morley said in a sing-song voice. "This is our new boy, Sandy."

"H.. h.. hi," Sandy stuttered. Sandy wondered where the rest of the children were. So far he had only counted 19 children and that was including himself. His old class had over 30!

The children did their best to make him feel at home, but their strange accents and different ways of doing things made him feel uneasy.

After what seemed like forever, it was lunchtime. A girl called Emma had been partnered with him. She seemed ok, but he really wasn't in the mood for talking to anyone.

"I used to be like you," she said. "I was the new girl last year."

"Really?" Sandy asked, suddenly interested in what she had to say.

"Yeah, my dad and I moved here from the city. It totally freaked me out at first. Now he's getting married to Miss Morley. Can you imagine? My teacher is also my step-mom." She laughed.

And that was it... they had something to talk about and once they started talking there was no stopping him. He realised he'd made his first friend in Marchton. He hated to admit it, but maybe his mom was right.

That afternoon, he found out the class were studying the Ancient Romans.

Sandy had already learnt about this at his old school and became the resident expert on the subject. Everyone wanted him to be in their group for the project. That felt great.

When they were getting ready for home time, Miss Morley announced the after-school clubs which would be going on this term. He could just imagine the type of things on offer in Marchton... gardening, country dancing, farming skills!

## Reading Task – Moving to Marchton (Part 2)

“There’s computing club, basketball club and science club this term children. Sign up on the lists by the door.” Pleasantly surprised, Sandy signed his name on each piece of paper.

As he left school, the sun was shining and the air smelt clean and fresh.

“See you tomorrow, Sandy,” said Emma. “I’ll ask my mom if you can come for tea tomorrow if you like. Maybe we could play Xbox.”

Sandy smiled. “Sounds great,” he yelled as he waved at her.

His dad approached him nervously. “Soooo... how was your first day?”

“It was actually... brilliant.”

Sandy talked all the way home about the things they’d done, the children he’d met and the new clubs he wanted to join. Maybe, just maybe, he was going to be just fine after all.

**Reading Task –**  
**Moving to Marchton (Part 2)**

1. Why do you think Sandy described his new school uniform as 'stupid'?

2. What was the reason Sandy and his family were moving to Marchton?

3. What does the phrase 'sing-song' tell us about the way Sandy's teacher spoke?

4. Why do you think the class size in Marchton was so much smaller than in Sandy's class in the city?

5. Why could Sandy and Emma relate to each other?

6. Why did Sandy's dad approach him 'nervously' at the end of his first school day?

7. Which words and phrases explain how Sandy's feelings change throughout the story?