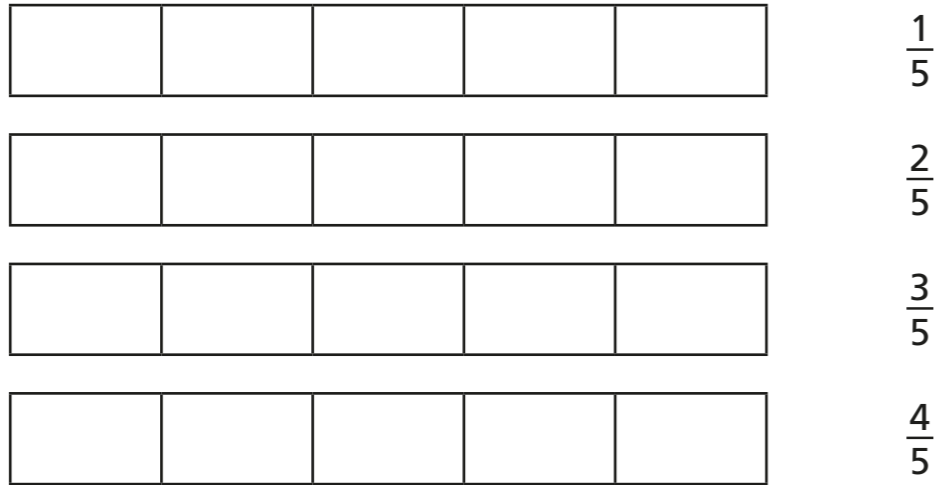


Year 3 Home Learning Summer 2		Ruby: Home Learning: Summer 1 - week 8			
WB15.8.06. 2020	Maths	English	Reading	Science	Foundation
Monday	<a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> Summer Term - Week 8 (w/c 15th June) Lesson 1 - Order fractions	Poetry: Reading Comprehension - Word meaning Lesson 1  <a href="https://classroom.thenational.academy/lessons/poetry-reading-comprehension-word-meaning-b74973">https://classroom.thenational.academy/lessons/poetry-reading-comprehension-word-meaning-b74973</a>		<b>Plants: What are the parts and functions of a flower?</b> This will be one lesson spread over the course of a week. The video has particular points where it is beneficial to pause and think carefully about what is being explored. You can do the entire lesson in one go or split over the week as set out below. <a href="https://classroom.thenational.academy/lessons/plants-what-are-the-parts-and-functions-of-a-flower">https://classroom.thenational.academy/lessons/plants-what-are-the-parts-and-functions-of-a-flower</a>  <b>Learn spelling/actions for the parts of a plant.</b> video ref: 1.50	
Tuesday	<a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> Summer Term - Week 8 (w/c 15th June) Lesson 2 - Add fractions	Poetry: Reading Comprehension - Inference  Lesson 2 <a href="https://classroom.thenational.academy/lessons/poetry-reading-comprehension-inference">https://classroom.thenational.academy/lessons/poetry-reading-comprehension-inference</a>		Go to the time stamps for the specific learning tasks or watch the whole video through  <a href="https://classroom.thenational.academy/lessons/plants-what-are-the-parts-and-functions-of-a-flower/activities/2">https://classroom.thenational.academy/lessons/plants-what-are-the-parts-and-functions-of-a-flower/activities/2</a>  <b>Draw and label parts of a flower</b> video ref: 14:27  <b>Learning review</b> 27.00	<b>History revision</b>  Norman Conquest Lesson 2 Foundation Lesson 2  <a href="https://classroom.thenational.academy/lessons/norman-conquest-lesson-2">https://classroom.thenational.academy/lessons/norman-conquest-lesson-2</a>
Wednesday	<a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> Summer Term - Week 8 (w/c 15th June) Lesson 3 - Subtract fractions-	Poetry: Identifying the features of a text Lesson 3  <a href="https://classroom.thenational.academy/lessons/poetry-identifying-the-features-of-a-text">https://classroom.thenational.academy/lessons/poetry-identifying-the-features-of-a-text</a>	<b>VIPERS:</b> Read a chapter from a book of your choice and summarize it in  a) 50 words b) 10 words		<a href="https://classroom.thenational.academy/lessons/norman-conquest-lesson-2">https://classroom.thenational.academy/lessons/norman-conquest-lesson-2</a>
Thursday	<a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> Summer Term - Week 8 (w/c 15th June) Lesson 4 - Problem solving with fractions-	<b>GRAMMAR</b>  Poetry: SPaG focus - Expanded noun phrases English  Lesson 4 <a href="https://classroom.thenational.academy/lessons/poetry-spag-focus-expanded-noun-phrases">https://classroom.thenational.academy/lessons/poetry-spag-focus-expanded-noun-phrases</a>	<b>VIPERS:</b> Using a dictionary (online is fine), can you define 3-5 words that you are unsure about or that are 5 letters and above..		<b>MUSIC</b> - Sing a major scale  <a href="https://classroom.thenational.academy/lessons/sing-a-major-scale">https://classroom.thenational.academy/lessons/sing-a-major-scale</a>
Friday	<a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> Summer Term - Week 8 (w/c 15th June) Lesson 5 - Challenge	WRITING Poetry: Write a sound poem  English Lesson 5 <a href="https://classroom.thenational.academy/lessons/poetry-write-a-sound-poem">https://classroom.thenational.academy/lessons/poetry-write-a-sound-poem</a>			
<b>Optional extras</b> Daily times tables and division facts practise - <a href="https://www.topmarks.co.uk/maths-games/7-11-years/times-tables">https://www.topmarks.co.uk/maths-games/7-11-years/times-tables</a> Daily reading of a book, magazine, comic or newspaper Spellings:library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally Have a listen to a book - <a href="https://stories.audible.com/discovery">https://stories.audible.com/discovery</a>					

# Order fractions

1 a) Shade the bar models to represent the fractions.

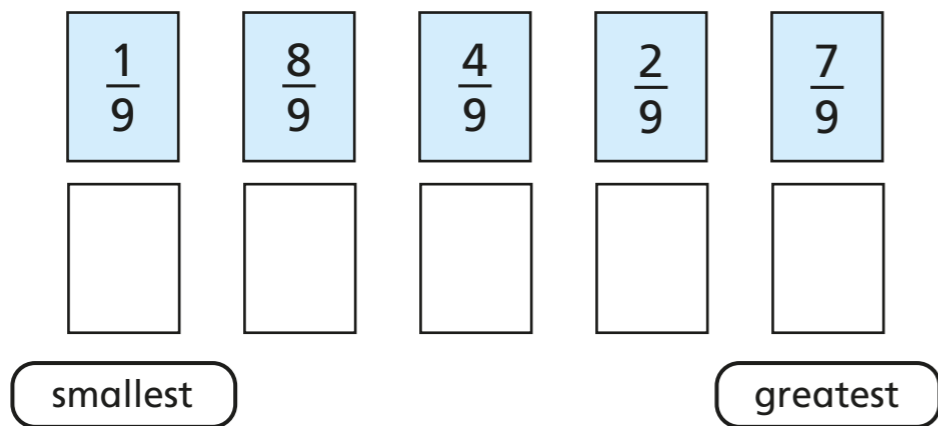


b) What do you notice?

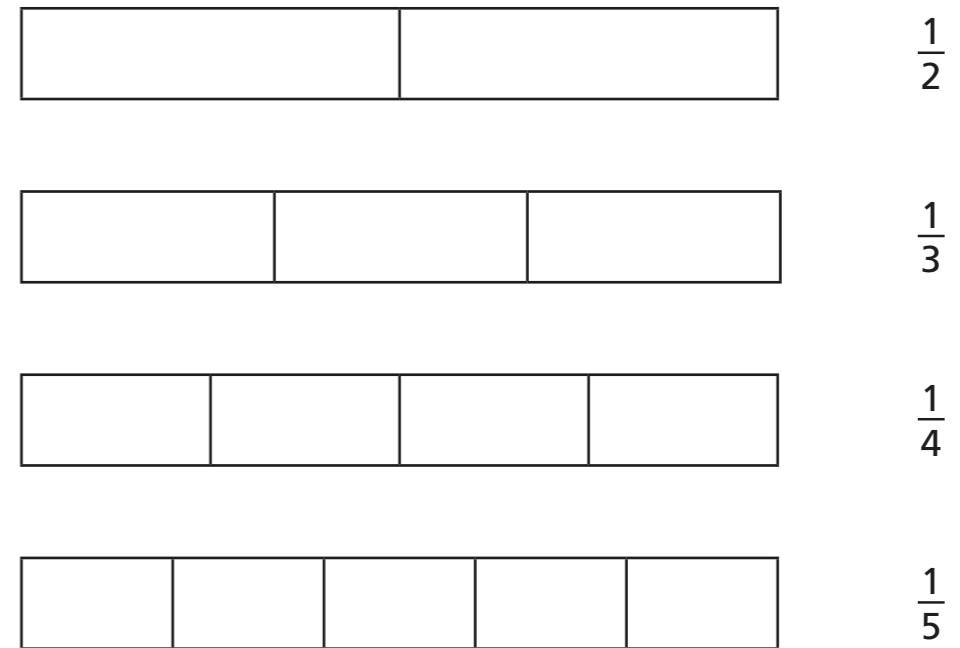
c) Complete the sentence.

When fractions have the same \_\_\_\_\_, the \_\_\_\_\_ the \_\_\_\_\_ the \_\_\_\_\_ the fraction.

2 Write the fractions in order, starting with the smallest.



3 a) Shade the bar models to represent the fractions.

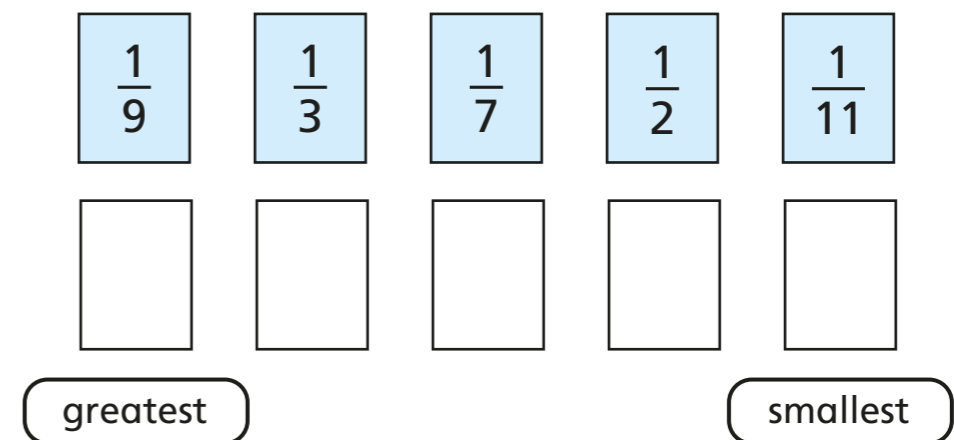


b) What do you notice?

c) Complete the sentence.

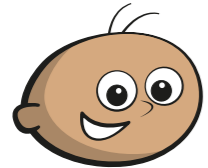
When fractions have the same \_\_\_\_\_, the \_\_\_\_\_ the \_\_\_\_\_ the \_\_\_\_\_ the fraction.

4 Write the fractions in order, starting with the greatest.



5 Tommy and Dora are ordering fractions.

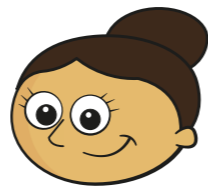
$$\frac{1}{5} \quad \frac{4}{15} \quad \frac{2}{3} \quad \frac{7}{15}$$



Tommy

I cannot order these fractions because the numerators and denominators are different.

I think I can use equivalent fractions to help me.



Dora

Who do you agree with? \_\_\_\_\_

Talk about it with a partner.

6 a) Complete the equivalent fractions.

$$\frac{3}{5} = \frac{6}{\square}$$

$$\frac{2}{9} = \frac{6}{\square}$$

$$\frac{1}{7} = \frac{6}{\square}$$

b) Write the fractions in order, starting with the greatest.

$\frac{6}{9}$	$\frac{3}{5}$	$\frac{1}{7}$	$\frac{2}{9}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

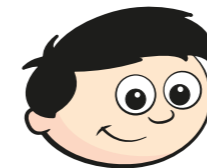
greatest

smallest

7 Dexter and Alex are ordering fractions from smallest to greatest.

$$\frac{1}{7} \quad \frac{2}{21} \quad \frac{4}{35} \quad \frac{2}{7}$$

a)



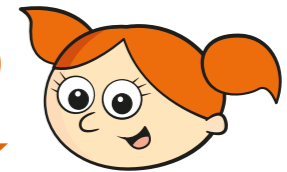
Dexter

I am going to make the numerators the same.

Use Dexter's method to put the fractions in order.

b)

I am going to make the denominators the same.



Alex

Use Alex's method to put the fractions in order.


c) Which method do you prefer? Talk about it with a partner.





# Add fractions


1 Complete the additions.

Use the bar models to help you.

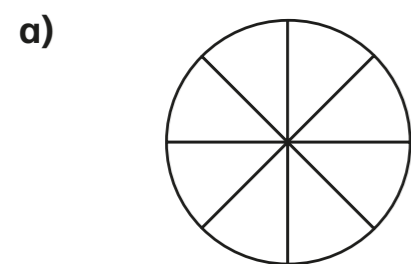
a)   $\frac{1}{3} + \frac{1}{3} = \square$

b)   $\frac{1}{5} + \frac{1}{5} = \square$

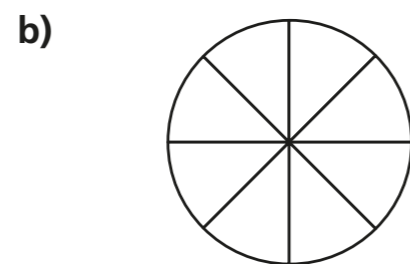
c)   $\frac{1}{5} + \frac{2}{5} = \square$

d)   $\frac{1}{5} + \frac{3}{5} = \square$

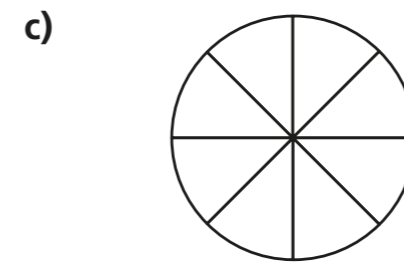
2 Shade the circles and complete the additions.



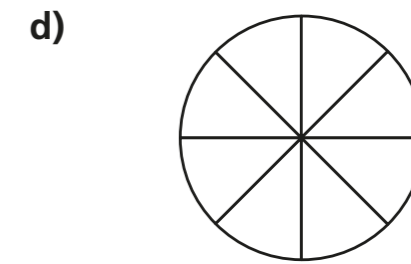
$\frac{1}{8} + \frac{3}{8} = \square$



$\frac{5}{8} + \frac{1}{8} = \square$

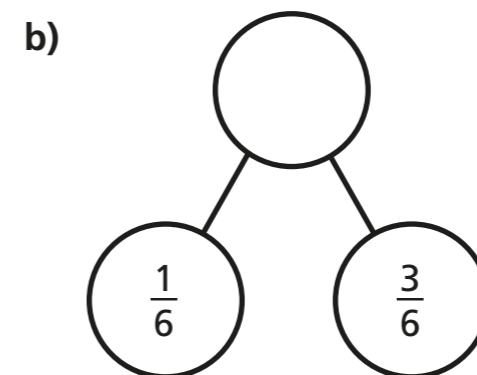
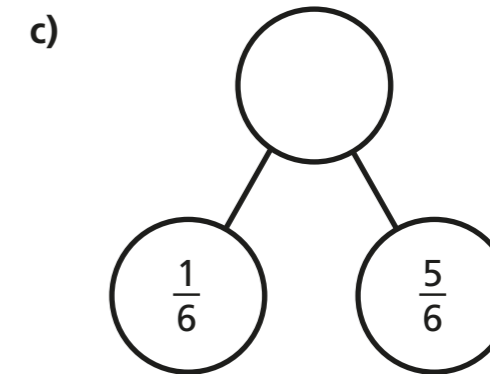
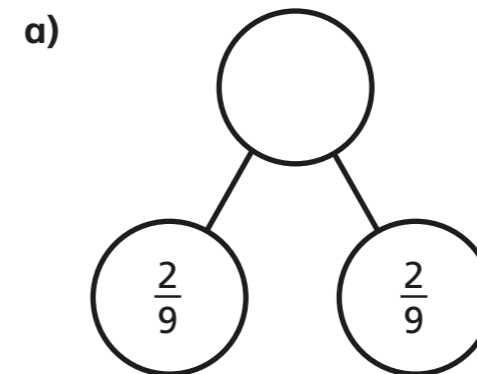


$\frac{3}{8} + \frac{3}{8} = \square$



$\frac{5}{8} + \frac{3}{8} = \square$

3 Complete the part-whole models.



Which part-whole model is the odd one out? \_\_\_\_\_

Talk about your choice with a partner. Did they choose the same odd one out?

- 4 Alex and Huan are eating a cake.

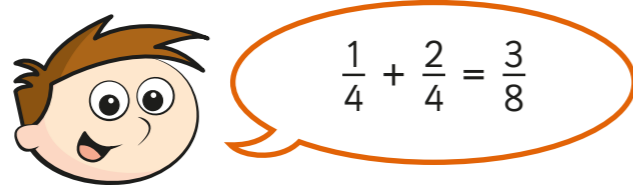
Alex eats  $\frac{4}{7}$  of the cake.

Huan eats  $\frac{2}{7}$  of the cake.

What fraction of the cake have they eaten altogether?

They have eaten  of the cake altogether.

- 5 Teddy is adding fractions.



- a) Draw a bar model to show that Teddy is wrong.

- b) Complete the addition  $\frac{1}{4} + \frac{2}{4} =$

- 6 Annie has baked 12 muffins.



She puts them into 2 boxes.

What fraction of the muffins could she put in each box?

Complete the table to show different possibilities.

One has been done for you.

Box 1	Box 2
$\frac{1}{12}$	$\frac{11}{12}$

Are there any other possibilities? Talk about it with a partner.

- 7 Complete the additions.

a)  $\frac{3}{8} + \frac{4}{8} =$

d)  $\frac{3}{103} + \frac{4}{103} =$

b)  $\frac{3}{9} + \frac{4}{9} =$

e)  $\frac{5}{31} + \frac{9}{31} =$

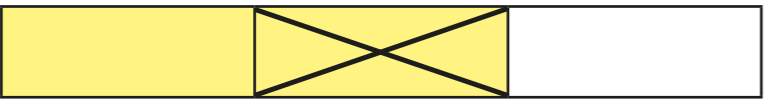
c)  $\frac{3}{29} + \frac{4}{29} =$

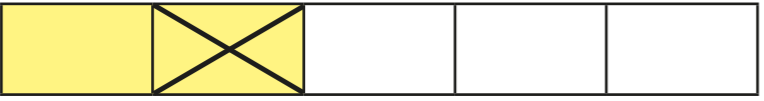
f)  $\frac{17}{111} + \frac{33}{111} =$


# Subtract fractions


1 Complete the subtractions.

Use the bar models to help you.

a)   $\frac{2}{3} - \frac{1}{3} = \square$

b)   $\frac{2}{5} - \frac{1}{5} = \square$

c)   $\frac{3}{5} - \frac{1}{5} = \square$

d)   $\frac{4}{5} - \frac{1}{5} = \square$

2 Jack has  $\frac{7}{8}$  of a chocolate bar.

He eats  $\frac{4}{8}$  of the chocolate bar.

What fraction of the chocolate bar does he have left?

Jack has  of the chocolate bar left.



3 Complete the subtractions.

Simplify your answers where possible.

a)  $\frac{7}{10} - \frac{1}{10} = \square = \square$

e)  $\frac{8}{12} - \frac{4}{12} = \square = \square$

b)  $\frac{7}{10} - \frac{2}{10} = \square = \square$

f)  $\frac{9}{12} - \frac{5}{12} = \square = \square$

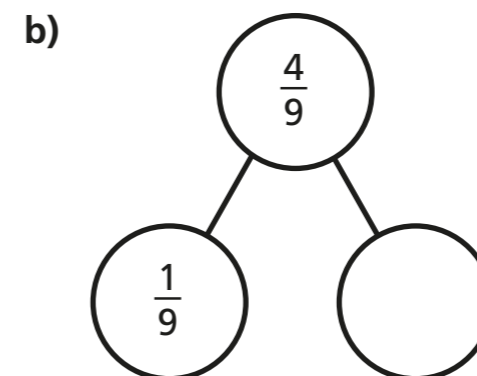
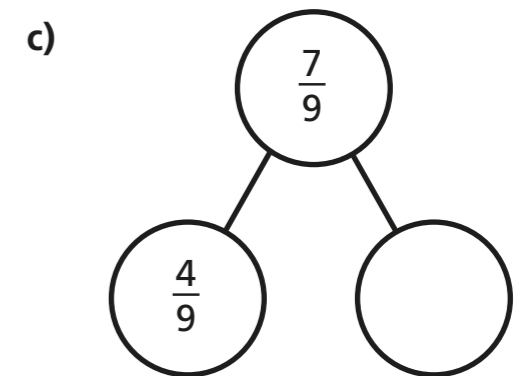
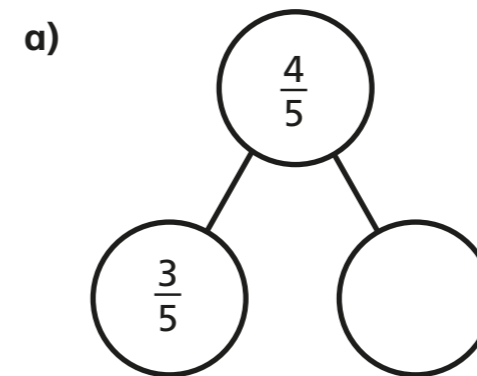
c)  $\frac{7}{10} - \frac{3}{10} = \square = \square$

g)  $\frac{9}{59} - \frac{5}{59} = \square$

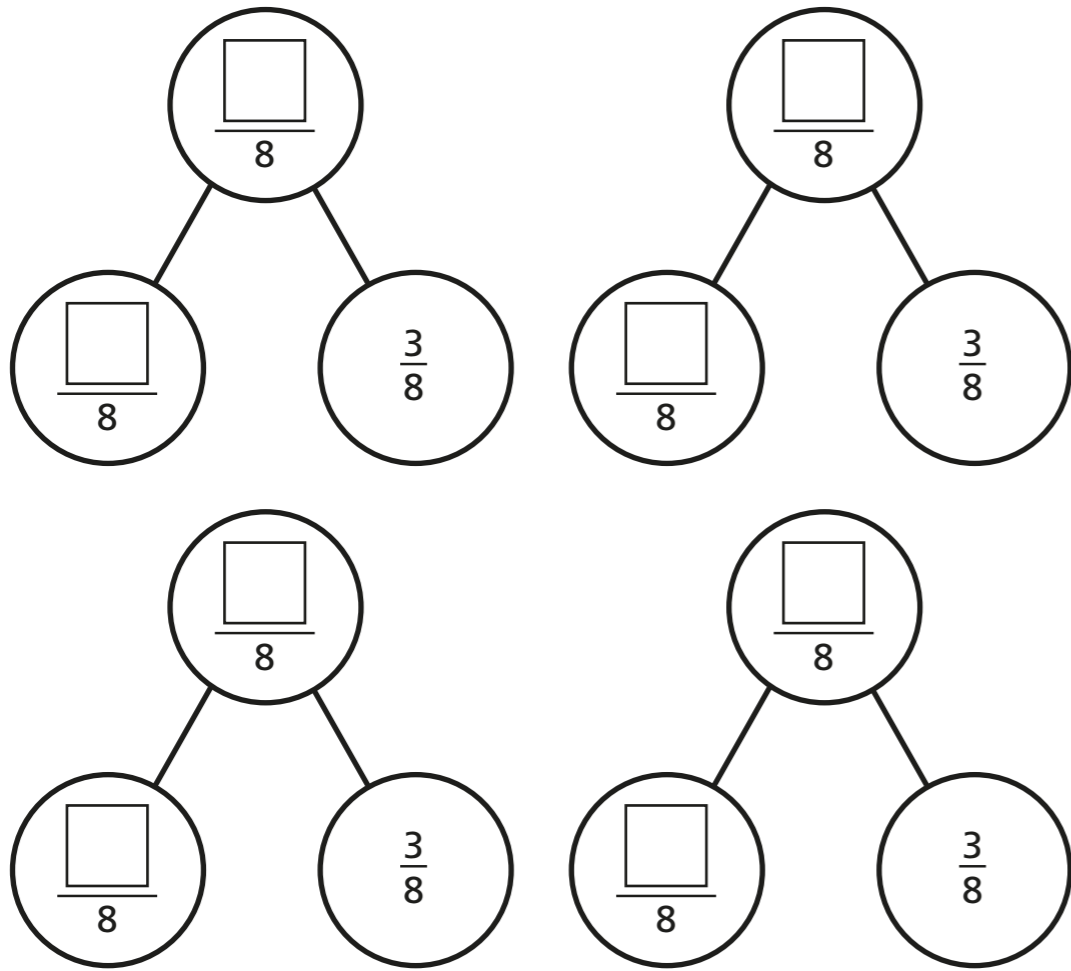
d)  $\frac{7}{12} - \frac{3}{12} = \square = \square$

h)  $\frac{13}{127} - \frac{9}{127} = \square$

4 Complete the part-whole models.



5 Complete the part-whole model in four different ways.



6 Kim has read  $\frac{6}{7}$  of her book.  
Tom has read  $\frac{2}{7}$  of his book.

a) Shade the bar models to represent this information.



b) How much more has Kim read than Tom?

Kim has read 

--

 more of her book than Tom.

7 Write the missing numerators.

a)  $\frac{8}{9} - \frac{\square}{9} = \frac{7}{9}$

e)  $\frac{7}{10} - \frac{5}{10} = \frac{1}{10} + \frac{\square}{10}$

b)  $\frac{5}{11} - \frac{\square}{11} = \frac{4}{11}$

f)  $\frac{\square}{4} - \frac{1}{4} = \frac{1}{4} + \frac{1}{4}$

c)  $\frac{8}{9} - \frac{\square}{9} = \frac{3}{9} + \frac{4}{9}$

g)  $\frac{\square}{5} - \frac{2}{5} = \frac{1}{5} + \frac{2}{5}$

d)  $\frac{7}{9} - \frac{5}{9} = \frac{\square}{9} - \frac{4}{9}$

h)  $\frac{4}{5} + \frac{1}{5} = \frac{3}{7} - \frac{2}{7} + \frac{\square}{7}$

8 Complete the table to show three possible values of the square and triangle.

		$= \frac{13}{92}$
$\frac{\square}{92}$	$-\frac{\square}{92}$	


How many other answers can you find?



# Three Cards

## The Problem

Here are some fraction cards.



- Each fraction has 7 as the denominator.
- A is twice as big as B.
- The sum of the cards is 1

What could the cards be?

## My Solution



# The Symbol

## The Problem

The symbol  means

Double the first number and then  
subtract the second number

Calculate

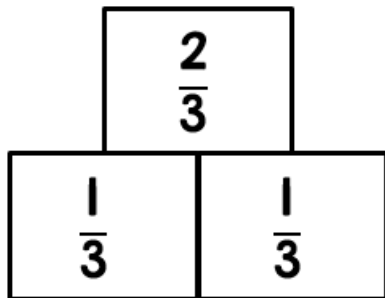
$$\frac{2}{5} \text{  } \frac{3}{5}$$

## My Solution

# Pyramids 1

## The Problem

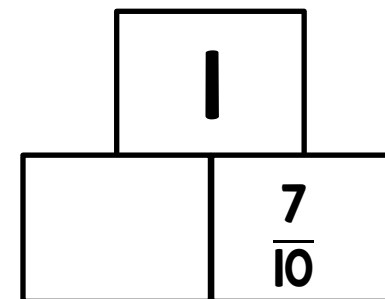
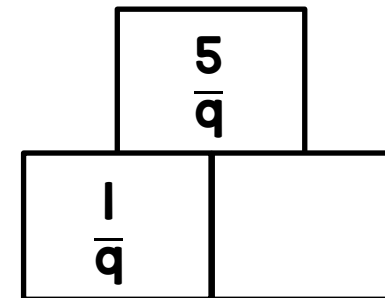
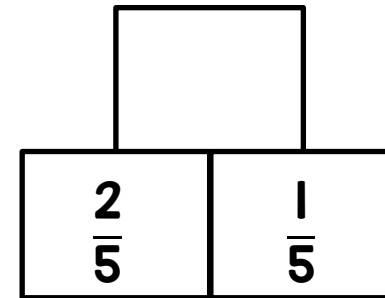
Here is a fraction pyramid.



The number above is calculated by adding the two fractions below.

Work out the missing numbers in the pyramids opposite.

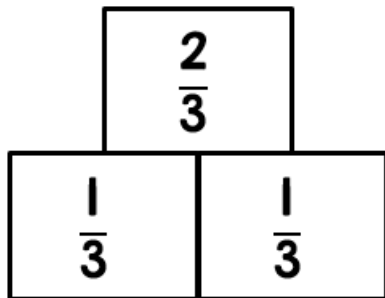
## My Solution



# Pyramids 2

## The Problem

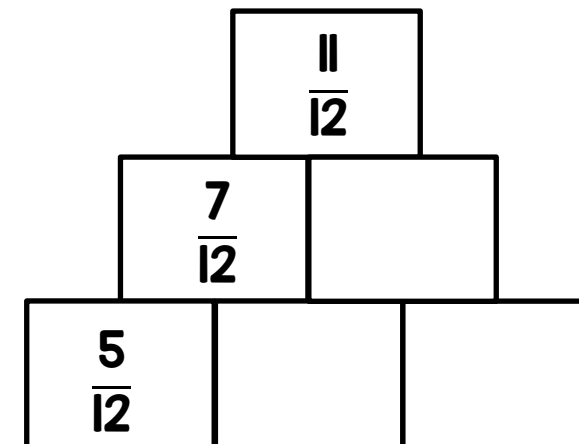
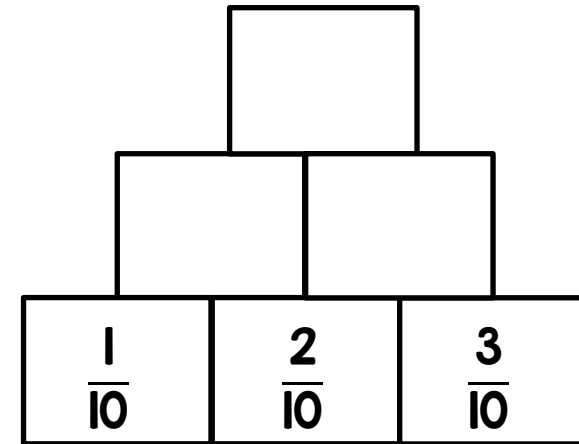
Here is a fraction pyramid.



The number above is calculated by adding the two fractions below.

Work out the missing numbers in the pyramids opposite.

## My Solution



# Total Length

## The Problem

This line is  $\frac{3}{20}$  of a metre long.



This line is  $\frac{4}{20}$  metre longer than the line above.



What is the total length of the two lines?

Can you write your answer in cm too?

## My Solution