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Home Learning Pack Year 3

Guidance and Answers

Week 7

08/06/2020

Classroom
secrets★

KIDS



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This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Monday

Maths – Equivalent Fractions 1 (page 2)

Question 1 – This question involves looking at four separate representations and working out which pairs show **equivalent** fractions. **Equivalent** means equal in value. For example, equivalent fractions may use different numerators and denominators, but represent the same part of a whole.

The shaded part in the first rectangle in A shows the fraction $\frac{2}{8}$ because two parts have been shaded out of eight equal parts. In the second rectangle, only one part has been shaded so the fraction of this shape that has been shaded is $\frac{1}{4}$.

To find **equivalent fractions**, we look to see whether there is a pattern which the two **numerators** and the two **denominators** have in common. A **numerator** is the top part of a fraction. It shows how many parts of the whole are being considered. A **denominator** is the bottom part of a fraction. It shows how many equal parts the whole has been split into.

The pairs of **equivalent fractions** are A and D as shown below:

$$\text{A. } \frac{2}{8} \xrightarrow{\div 2} \frac{1}{4}$$

$$\text{D. } \frac{1}{5} \xrightarrow{\times 2} \frac{2}{10}$$

B is not **equivalent**, as $\frac{1}{6}$ is equivalent to $\frac{2}{12}$ not $\frac{6}{12}$ as the question suggests.

C is not **equivalent**, as $\frac{1}{3}$ is equivalent to $\frac{2}{6}$ not $\frac{1}{6}$ as the question suggests.

Question 2 – This question involves matching two fractions to their **equivalents**.

$$\text{A. } \frac{1}{3} \xrightarrow{\times 2} \frac{2}{6}$$

$$\text{B. } \frac{1}{8} \xrightarrow{\times 2} \frac{2}{16}$$

Question 3 – This question involves investigating whether Hania's statement is correct.

According to Hania, all four fractions shown (labelled A – D) are **equivalent** to one sixth.

Hania is incorrect as only B and C are **equivalent** as the **numerator** and **denominator** of both of these fractions can be divided by 2 to create $\frac{1}{6}$.

Fraction A shows $\frac{2}{6}$ which is **equivalent** to $\frac{1}{3}$ and fraction D shows $\frac{4}{6}$ which is **equivalent** to $\frac{2}{3}$.

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Monday

English – Punctuating Direct Speech continued (page 3)

Question 6 – This question involves writing a reply to Isabel's comments, using **direct speech**. There are various answers for this question. One example is shown below.

Mum replied, "You will just have to wait! It needs time to cook!"

Question 7 – This question involves identifying and correcting any mistakes that Anita has made whilst using speech punctuation.

Anita has placed the closing **inverted commas** at the end of the sentence when they should be placed immediately after the spoken part has finished. In this case, they should be placed after the question mark, as shown below.

"What time does the store close today?" questioned the lady.

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Tuesday

Maths – Equivalent Fractions 2 (page 4)

Question 1 – This question involves matching each of the five images to their **equivalent fraction** (see definition on page 2) on the given **number line**. A **number line** is a horizontal, straight line which has numbers placed at equal points. Most number lines begin at 0, however this is not always the case.

First, we can look at the **number line** and notice that it has been divided into twelve equal parts so each interval increases/decreases (depending on which way you look at it) by one twelfth. Therefore, for each shape, we need to find an **equivalent fraction** which has twelve as its **denominator** (see definition on page 2).

Shape A shows $\frac{1}{2}$. To find its **equivalent fraction**, we can multiply both the **numerator** (see definition on page 2) and the **denominator** by six which would equal $\frac{6}{12}$.

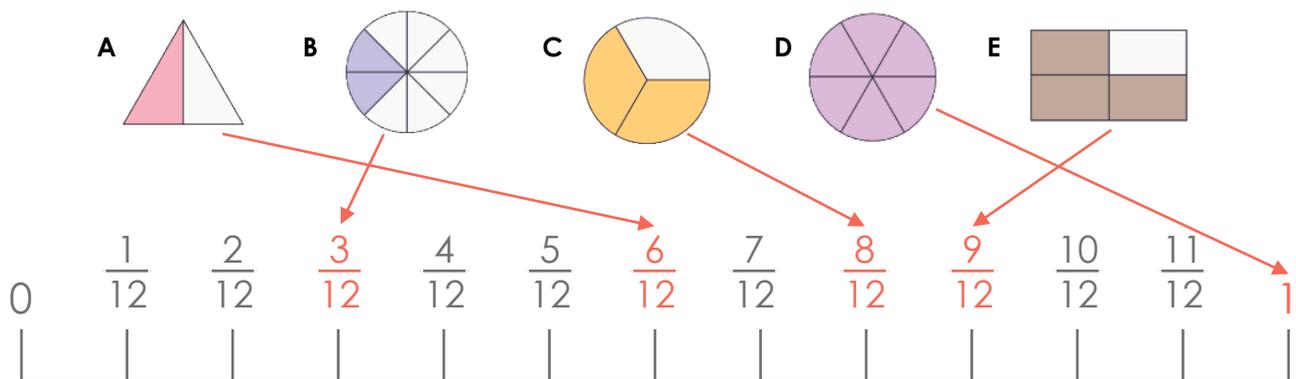
Shape B shows $\frac{2}{8}$. As 8 is not a factor of 12 this can be simplified to $\frac{1}{4}$ by dividing the **numerator** and **denominator** by 2. $\frac{1}{4}$ can now be multiplied by 3 to create $\frac{3}{12}$.

Shape C shows $\frac{2}{3}$. The **numerator** and **denominator** can be multiplied by 4 which would equal $\frac{8}{12}$.

Shape D shows $\frac{6}{6}$ which is **equivalent** to one whole.

Shape E shows $\frac{3}{4}$. The **numerator** and **denominator** can be multiplied by 3 which would equal $\frac{9}{12}$.

The completed **number line** should look like this:



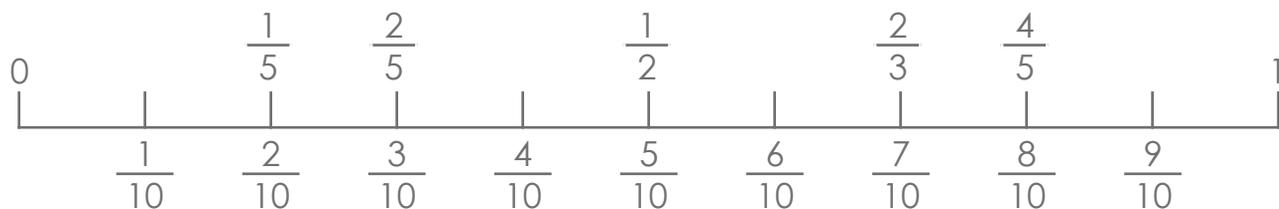
This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Tuesday

Maths – Equivalent Fractions 2 continued (page 4)

Question 2 – This question involves looking at the partially completed **number line** and working out which of the **equivalent fractions** are incorrect.

The **number line** has been divided into 10 equal parts as shown below.



$\frac{2}{5}$ is not **equivalent** to $\frac{3}{10}$, it is **equivalent** to $\frac{4}{10}$. This can be shown by multiplying the **numerator** and **denominator** by 2.

$\frac{2}{3}$ is not **equivalent** to $\frac{7}{10}$ as both fractions are in their simplest form.

Question 3 – This question involves cracking a code by using the clues to place the four letters correctly on the **number line**. We can start by looking at how many equal parts the **number line** has been divided into. In this case, there are 12 equal parts. This tells us that we need to find **equivalent fractions** to the fractions that are provided, which use twelve as a **denominator**.

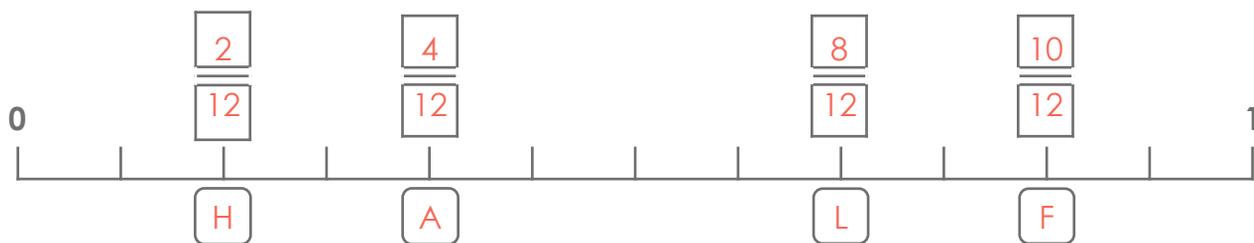
F shows $\frac{5}{6}$. By multiplying the **numerator** and **denominator** by 2 it becomes $\frac{10}{12}$.

H shows $\frac{1}{6}$. By multiplying the **numerator** and **denominator** by 2 it becomes $\frac{2}{12}$.

A shows $\frac{1}{3}$. By multiplying the **numerator** and **denominator** by 4 it becomes $\frac{4}{12}$.

L says that the **numerator** and **denominator** equal 5 when added together. L must be $\frac{2}{3}$ as when the **numerator** and **denominator** are multiplied by 4 it equals $\frac{8}{12}$ which is this missing space on the number line.

The code spells out 'HALF'.



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Tuesday

English – Sequencing Sentences (page 5)

Question 1 – This question involves identifying where the new sentence could be added.

The second box should be ticked because the previous sentence refers to the 'bathroom' and most people brush their teeth in the bathroom so it would make sense for these two events to follow each other.

Question 2 – This question involves recognising whether changing the order of the sentences would stop the passage from making sense.

This is false because the sentences describe events which have been placed in chronological order and time **adverbials** such as 'while building' and 'later' have been used to show the correct order of the sentences. **Adverbials** are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

Question 3 – This question involves numbering the sentences in the correct order.

1 - Mum hated the thought of being near any frogs and was petrified of one jumping on her.

This sentence needs to come first because it outlines Mum's fear of frogs.

2 - Their skin was so slimy and their eyes bulged out from their tiny heads which made her cringe.

This sentence needs to come second because it describes the frogs in more detail.

3 - Mum's cringing made her feel like she was going to be sick.

This sentence needs to come third because it links to the end of the previous sentence by referring to Mum's cringing.

Question 4 – This question involves replacing the underlined sentence with an alternative sentence that fits the context. As we know that Martha is making a cushion, it would be sensible to describe the cushion that Martha was making in more detail in this sentence. This question has various answers. One example is shown below.

It was a square cushion with flowery patterns on both sides.

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Tuesday

English – Sequencing Sentences continued (page 5)

Question 5 – This question involves checking the order of the sentences.

Some of the sentences have not been placed in a logical order. The first sentence starts with the pronoun 'they' and at this point, it is unclear as to who this refers to. This only becomes clear later, in the second sentence when 'the children' are mentioned. The correct order of the sentences in this passage is shown below.

The children were playing team games. They had a time limit in which they had to score points by aiming at the different targets. If they missed, they were sent to a desert island.

Question 6 – This question involves ordering the sentences in a way that makes sense. There are various answers for this question. One example is shown below.

Sentence 1 could come first because it is a very general statement.

Sentence 2 could come next because it makes a good suggestion.

Sentence 4 could then follow because it goes on to mention the possibility of writing letters to people in different languages.

Sentence 3 could be the final sentence in the passage because it offers some very specific ideas of what could be written in the letters.

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Wednesday

Maths – Equivalent Fractions 3 (page 6)

Question 1 – This question involves using the digit cards to find various ways of completing four **equivalent fraction** (see definition on page 2) statements.

Each statement includes three **equivalent fractions**. In each statement, the **numerator** (see definition on page 2) of the third fraction is 1. This means that the third fraction in each statement is a **unit fraction**. A **unit fraction** is a fraction where the numerator is 1. For example, $\frac{1}{4}$.

There are various answers for this question. One possible answer is shown below.

$$\frac{\boxed{4}}{\boxed{8}} = \frac{\boxed{2}}{\boxed{4}} = \frac{1}{\boxed{2}}$$

Operations shown: $\times 4$ (from 2 to 8), $\div 2$ (from 4 to 2), $\div 2$ (from 4 to 2), $\times 4$ (from 2 to 8).

$$\frac{\boxed{3}}{\boxed{9}} = \frac{\boxed{2}}{\boxed{6}} = \frac{1}{\boxed{3}}$$

Operations shown: $\times 3$ (from 2 to 6), $\div 2$ (from 6 to 3), $\div 2$ (from 3 to 6), $\times 3$ (from 3 to 9).

$$\frac{\boxed{4}}{\boxed{16}} = \frac{\boxed{2}}{\boxed{8}} = \frac{1}{\boxed{4}}$$

Operations shown: $\times 4$ (from 2 to 8), $\div 2$ (from 8 to 4), $\div 2$ (from 4 to 8), $\times 4$ (from 4 to 16).

$$\frac{\boxed{5}}{\boxed{25}} = \frac{\boxed{2}}{\boxed{10}} = \frac{1}{\boxed{5}}$$

Operations shown: $\times 5$ (from 2 to 10), $\div 2$ (from 10 to 5), $\div 2$ (from 5 to 10), $\times 5$ (from 5 to 25).

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Wednesday

English – What is a Paragraph? (pages 7 & 8)

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.

Question 1 – This question involves identifying the first word that has been used in each paragraph.

Paragraph 1 = Everybody

Paragraph 2 = Will

Paragraph 3 = All

Paragraph 4 = Rosie

Paragraph 5 = Everyone

Paragraph 6 = Rosie

Paragraph 7 = Swim

Question 2 – This question involves working out if a different sentence would still require a new **paragraph** to start.

This is false because this different sentence would continue in the previous **paragraph** as part of Caleb's speech and there would be no need for a new **paragraph** at this point.

Question 3 – This question involves identifying which **paragraph** introduces the character, Bonnie.

Bonnie is introduced in **paragraph** three as her name is mentioned for the first time.

Question 4 – This question involves selecting the reason why the fifth **paragraph** had to be started.

The fifth **paragraph** had to be started to introduce a new speaker - in this case, Caleb.

Question 5 – This question involves checking whether a new sentence would make sense if it were placed at the end of the second **paragraph**.

Jess is correct and her new sentence could be placed at the end of **paragraph** two because it explains why Carlo is so happy that his videos have been a success.

Question 6 – This question involves identifying which **paragraph** a new sentence could be added into.

This new sentence would fit well at the end of **paragraph** one because it explains why the round sponge is so useful.

Question 7 – This question involves adding one new sentence to the final **paragraph** and another new sentence which could start the next **paragraph**. There are various answers.

“What a disaster!”

Once he had turned the camera off, Carlo picked up his painting and looked at it.

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Thursday

Maths – Compare Fractions (page 9)

Question 1 – This question involves comparing two given fractions and identifying the correct comparison in each sentence.

Both rectangles in A have been divided into 6 equal parts. The first rectangle has three parts shaded in whilst the second rectangle has four parts shaded in. Therefore, we are comparing $\frac{3}{6}$ and $\frac{4}{6}$. As these two fractions have the same **denominator** (see definition on page 2), we need to compare their **numerators** (see definition on page 2).

A. 4 is greater than 3 so 'smaller than' should be circled.

Statement B also includes two fractions which have the same **denominator**. When we look at the **numerators**.

B. 6 is greater than 3 so 'greater than' should be circled.

The first circle in statement C has one part shaded out of three equal parts. The second circle has one part shaded out of eight parts in total. We can see that the parts in the second circle are much smaller because there are many more parts to fit in the whole.

C. One third is greater than one eighth so 'greater than' should be circled.

Question 2 – This question involves placing fractions correctly in order to agree with the **comparison symbols**. $>$ $<$ $=$ are comparison symbols used to represent more than ($>$), less than ($<$) and equal to ($=$).

For A, it would be sensible to use the two other **unit fractions** (that is, one sixth and one twelfth). $\frac{1}{6}$ cannot be placed in the middle because $\frac{1}{12}$ is smaller than $\frac{1}{6}$.

For B, $\frac{6}{8}$ and $\frac{7}{8}$ can be written in either position because both of these fractions are greater than four eighths.

$$A. \frac{1}{3} > \frac{\boxed{1}}{\boxed{12}} < \frac{\boxed{1}}{\boxed{6}}$$

$$B. \frac{\boxed{6}}{\boxed{8}} > \frac{4}{8} < \frac{\boxed{7}}{\boxed{8}}$$

Question 3 – This question involves finding out whether Scarlett's statement is correct.

Scarlett is incorrect because she has identified $\frac{1}{6}$ as the largest fraction because it has the greatest **denominator**. However, this can be quite misleading as the more parts a fraction has in total, the smaller each part is, therefore the largest fraction and the most popular fruit is strawberry as it has the smallest **denominator**.

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Thursday

English – Recognising the Present Perfect Form in Sentences (page 10)

Present perfect form is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I **have been** to Spain.

Question 1 – This question involves identifying the sentences that use the **present perfect form** in this passage. As you can see from below, some sentences in this passage include more than one example of the **present perfect form**.

We have learnt so much about French history and the eighth century.
My dad has eaten a lot since he has arrived and we have really enjoyed our time here.

Question 2 – This question involves identifying which sentences have not been written in the **present perfect form**.

Sentence B is not written in the **present perfect form** as even though it includes the verb 'has', no past participle has been included so the sentence does not make sense. The past participle is a critical part of using the **present perfect form**.

Sentence D is also not written in the present perfect form as it uses the incorrect auxiliary verb (to have). This is because the verb is referring to Lucas, who is a singular person therefore 'has' should have been used instead. Using the **present perfect form**, the sentence should read: Lucas has safely ridden his bicycle down the steep hill.

Question 3 – This question involves working out whether a sentence uses the **present perfect form** correctly.

This is false because the incorrect auxiliary verb has been used. As the pronoun 'they' is plural, the auxiliary verb should be 'have' instead of 'has'.

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Friday

Maths - Arithmetic Quiz

Click on the link below to practise your arithmetic skills in a fun quiz. The game includes 10 questions in total and each question is marked as soon as an answer is entered.

<https://kids.classroomsecrets.co.uk/resource/year-3-arithmetic-quiz-1/>

English – Spelling

Click on the link below to play an interactive game that revises some of the main spellings that you will have covered this year.

<https://kids.classroomsecrets.co.uk/resource/year-3-and-year-4-spelling-game-5/>

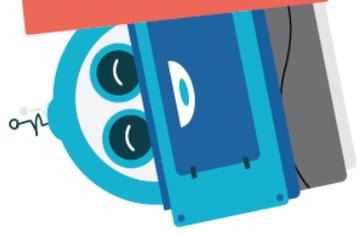
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Assembly Activity

Celebration certificate

On the following page in this pack (page 15), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

Home learning



HERO!

This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____



This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Additional resources

English – Reading – Cooking Stone Age Classics (pages 11 – 14)

Children should read the information 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 find the definition in a dictionary.

The answers to the questions are as follows:

1. What is used to cook the flat bread?

Hot, flat stones.

2. What does the use of the word 'new-fangled' tell you about when Chef Ug is writing?

It tells the reader that he is writing at a time when purpose-built grinding stones are relatively new.

3. Which two ingredients in the first recipe could be considered rare?

Salt and tasty plants.

4. Why do you think Chef Ug does not use modern words like 'days', 'months' or 'years'?

Stone Age people did not have a regulated calendar and so the words would not exist.

5. What is the main way that Chef Ug has tried to make sure that someone following the recipes does things in the right order?

He has laid the steps out in bullet points so they can be followed one after another.

6. Find another item in the first recipe which appears to be a fairly new invention.

Clay pots.

7. What do you think the phrase 'a million moons' means?

It is describing a very long period of time; a million nights have passed since a mammoth was spotted.

8. What makes you think the clay pot is a relatively new invention?

The fact that there is a chance people reading the recipes might not have one 'by now'. The 'by now' suggests they are a new trend which everyone is taking on.