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Home Learning Pack Year 3

Guidance and Answers

Week 3

04/05/2020

**Classroom
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KIDS



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This week's pack supports the [Week 3 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Converting Pounds and Pence (page 2)

Question – This question is a problem solving question which requires children to investigate different ways of combining coins to total a given amount. The table allows for three different combinations to be tried, but more combinations can be investigated. Three possible combinations are shown here:

	Coin	Number of coins	Number of whole £s	Total
Combination 1	10p	20	£2	One £5 note and £14 in coins.
	1p	400	£4	
	50p	2	£1	
	20p	20	£4	
	5p	60	£3	
Combination 2	10p	20	£2	One £10 note and £9 in coins.
	1p	0	0	
	50p	6	£3	
	20p	15	£3	
	5p	20	£1	
Combination 3	10p	20	£2	One £5 note and £14 in coins.
	1p	200	£2	
	50p	4	£2	
	20p	15	£3	
	5p	100	£5	

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Monday

English – Punctuating Direct Speech (page 3)

Direct speech is shown by writing exactly what has been spoken between inverted commas.

Question 1 – This question shows four sentences all of which contain direct speech. Each sentence contains speech punctuation errors which need to be underlined, but not corrected. The correct answer is:

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.

Question 2 – This question shows two sentences with missing words and punctuation. Choose the correct word from the word bank and punctuate both sentences correctly. The correct answer is: A: "Where is the fruit and vegetables aisle?" the woman at the supermarket questioned angrily. B: "When answering questions about a text it is important to read the question and text, before you ask for help," Marcel clarified.

Question 3 – This question looks at whether children know the correct writing features for speech. Use the checklist to see if each of the features have been used correctly in the text.

The correct answer is: No, Nikita has not completed the checklist correctly as the sentence should be written as follows: 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?"

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Tuesday

Maths – Adding Money (page 4)

Question 1 – This question looks at adding three combinations of money to find which child has the most.

Choose the child with the highest amount of money. The correct answer is:

Jaxon has earned the most pocket money over the last two weeks because £9 and 64p is greater than Florence's total (£9 and 25p) and Aisha's total (£8 and 95p).

Question 2 – This question shows five addition calculations to show the contents of each money bag. They are organised in order from smallest to largest. One of the money bags is in the wrong place. Add together each money bag and then find the bag which is incorrectly placed. The correct answer is: D's total is £9 and 60p, which should come after E's total of £9 and 19p, as it does not fit the pattern of smallest to largest.

Question 3 – This question shows a part completed **bar model**. **Bar models** show how numbers can be split into different parts, by splitting them into bars or boxes. **Bar models** can be used to solve a wide variety of calculations, showing the relationship between the whole and the parts. The value of one part of the bar model is represented in coins, whilst the other part is in words and numbers.

Choose which cards could complete the gaps, by writing in the letter of the card. There are various answers, for example: £5 and 95p + £1 and 30p = £7 and 25p.

£7 and 25p	
	£  and 30p

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Tuesday

English – Using Expanded Noun Phrases (page 5)

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as, using adjectives to describe it. For example: the tall, beautiful roses.

Question 1 – This question shows two sentences with the expanded noun phrases underlined. A **noun** is a naming word. It is a person, animal, thing or place. An **adjective** describes a **noun**. It can describe aspects like colour, shape, size and age, amongst other qualities. The underlined expanded noun phrases are made up of different types of words: **determiners**, **adjectives** and **prepositional phrases**. A **determiner** is a word that comes before a noun or a noun phrase, for example 'the'.

A **prepositional phrase** is a group of words which contains a preposition followed by a noun, pronoun or noun phrase but no verb. For example: under the bed. A **preposition** is a type of word used to express time, place or cause, for example: after, under, over.

Match the words in the explained noun phrase with the type of word. The correct answer is: **A: determiner, prepositional phrase; B: determiner, adjective, prepositional phrase.**

Question 2 – This question shows a complete sentence with the expanded noun phrase underlined. Three further examples of expanded noun phrases are shown. Choose the phrase that would change the meaning of the original sentence if used instead of the underlined noun phrase. The correct answer is: **A: Sam looks after a gentle monster in school, because the type of monster and the place are different in meaning.**

Question 3 – This question shows a very simple sentence. Using the words given, expand the sentence. This means adding an **expanded noun phrase** which contains an **adjective** and a **preposition** (as previously explained in Question 1). There are various answers, for example: **We went on a long trip in a coach to see some friendly animals.**

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Wednesday

Maths – Subtracting Money (page 6)

Question 1 – This question shows two **number lines** with some parts missing which need to be matched to the correct subtraction calculation from the choice on the right. A **number line** is a horizontal, straight line which has numbers placed at points to help solve a subtraction calculation. The total amount of money is written at the end of the number line on the right-hand side; the amount to be taken away is written at the start of the number line on the left-hand side. Logical jumps are made from the right to the left of the number line to work out the value of the difference.

Work out the missing values on the number lines to match them to the correct subtraction calculation. The correct answer is: **The first number line should be matched to B. The second number line should be matched to D.**

Question 2 – This question is represented in a real-life context and shows a value of money represented in coins. Read each of the explanations of how much money each child has to decide who dropped the coins shown. The correct answer is: **This money must belong to Paddy because £2 and 5p is shown. Paddy had £5 and 20p – £3 and 15p = £2 and 5p.**

Question 3 – This question shows two statements from children explaining how the given subtraction calculation needs to be worked out. This calculation may need to include **exchange**. **Exchanging** can occur when completing calculations. It may also be known as 'carrying' or 'borrowing' depending on the calculation involved. When subtracting with large numbers, the number to be subtracted is written directly under the first number so that the digits line up in columns. If a digit in the second number is larger than the digit above it, you can increase the value by taking from the next column. This is called an **exchange**. In this example, £4 and 70p needs to be taken away from £8 and 35p, so some exchange of coins is needed to do this. The correct answer is: **Rosanna is correct because an exchange is necessary for this subtraction and her answer is correct.**

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Wednesday

English – Features of a Recount (page 7)

A **recount** is a piece of writing that gives details of an event that has happened. This question provides a short extract of a recount written in the **first person**, which means that the account is about themselves and uses the words 'I' and 'we'. It is written in the **past tense** as the events have already happened and in **chronological order**, from the beginning to the end. The recount includes descriptive words, or **adjectives**, which can describe objects, settings, or people, and **adverbs**. An **adverb** gives more information about when something happens. The recount is divided up into **paragraphs** which are groups of sentences that share a common idea.

A word bank has been included to help with the content of the next paragraph.

Examples of the recount features in the two paragraphs given are:

First person: *I, my, we, our, we, us.*

Past tense: *woke, was, were, came, shouted, ran, was.*

Adverbs: *suddenly, quickly, dramatically*

Descriptive words: *as loud as thunder, waving his arms around.*

Use the word bank to write the next paragraph. A suggested paragraph looks like this:

Dad grabbed a leather bucket to help the men already trying to put out the fire. I watched on in astonishment. There was a man using a squirt to send the water up on top of the raging flames, but even with hundreds of men and boys helping to put water on the flames, the fire grew and grew and grew.

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Thursday

Maths – The Three Times Table (page 8)

Question 1 – This question shows a **representation** of a number using number pieces. A **representation** refers to a number that has been shown in different ways. This number may have been shown in **numerals** (numbers), words or using mathematical equipment such as **Base 10 equipment** or a **place value chart**. **Base 10 equipment** refers to a physical resource which represents numbers. The small cubes represent 'ones'; the rods represent 'tens' and are made up of 10 small cubes; the squares represent 'hundreds' and are made up of 10 rods; the large cubes represent 'thousands' and are made up of 10 squares. Complete the multiplication and division number sentences to match the representation. The correct answer is: $7 \times 3 = 21$; $7 = 21 \div 3$

Question 2 – This question shows various numbers represented in different ways. This also shows a piece of **Base 10 equipment**. Decide which of these numbers belong to the 3 times table. The correct answer is: $3, 6, 9, 15, 36$

Question 3 – This question shows an **array**. An **array** is a visual representation of a multiplication. For example:  shows 3×2 or 3 lots of 2. Complete the two multiplication and two division calculations to match the number represented in the **array**. The correct answer is: $4 \times 3 = 12$; $3 \times 4 = 12$; $12 \div 3 = 4$; $12 \div 4 = 3$

Question 4 – This question shows four incomplete calculations that can be completed using knowledge of the 3 times table. The correct answer is: $30 \div 3 = 10$; $7 \times 3 = 21$; $9 \div 3 = 3$; $18 = 6 \times 3$

Question 5 – This problem solving question gives clues about a number in the three times table. Work out the mystery number. The correct answer is: 12

Question 6 – This problem solving question shows a shape pattern with a statement to describe it. Draw more of the pattern to help when working out the answer to this question. Decide if the statement is correct and explain your decision. The correct answer is: $No, she is not correct because every 3rd shape is a circle. 3 \times 4 = 12, so the 12th shape would be a circle.$

Question 7 – This problem solving question uses the 3 times table to help solve the problem. Work out the number of eggs in total. The correct answer is: $There\ would\ be\ 36\ eggs\ in\ 3\ cartons. (12 \times 3 = 36)$

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Thursday

English – Writing Prompt – Similes and Metaphors (page 9)

Similes and **metaphors** are used in writing to help to create a more descriptive image in the reader's mind. A **simile** is a phrase that compares one thing to another using the words 'as' or 'like', for example: as cold as ice. A **metaphor** is a word or phrase used to describe something as if it were something else, for example: a heart of gold. This question provides two photographs as prompts to write a short description. The description should include descriptive words, or **adjectives**, which can describe objects, settings, or people, **adverbs** and **adverbial phrases**. An **adverb** gives more information about when something happens. An **adverbial phrase** is a group of words that act in the same way as an adverb. A description for one or both images can be written.

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Friday

Maths – Counting Money (Pounds and Pence)

Click on the link to watch the learning video clip on money. As the video progresses, it will give questions to answer. Pause the video and answer the question. Underneath the video, you will find information on the questions and their answers.

<https://classroomsecrets.co.uk/free-consolidation-of-steps-1-2-year-2-money-learning-video-clip/>

English – Revision

Click on the link to play an interactive game that revises some of the grammar, punctuation and spelling learned in Year 3.

<https://kids.classroomsecrets.co.uk/resource/year-3-spring-revision-set-1/>

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Additional resources

English – Reading – Moving to Marchton (part 2) (page 10 -12)

Children should read the extract 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 extract is part 2 of a short story. Part 1 was in last week's pack.

The answers to the questions are as follows:

1. Why do you think Sandy described his new school uniform as 'stupid'?
He didn't want to go to school and thought it was going to be a terrible day.
2. What was the reason Sandy and his family were moving to Marchton?
His mom had been offered a new job.
3. What does the phrase 'sing-song' tell us about the way Sandy's teacher spoke?
Her voice was rising and falling like she was singing.
4. Why do you think the class size in Marchton was so much smaller than in Sandy's class in the city?
There are many more people living in the city, so therefore class sizes would be larger, as more families live there. In Marchton, there are very few people living there which makes the class sizes smaller.
5. Why could Sandy and Emma relate to each other?
Emma was new last year and could understand how he felt.
6. Why did Sandy's dad approach him 'nervously' at the end of his first school day?
He was worried about how Sandy's first day at school had gone, because Sandy was so unhappy at the start of the day.
7. Which words and phrases explain how Sandy's feelings change throughout the story?
At the start of the story, Sandy uses words such as awful to describe Marchton. At the end of the story, Sandy used the words fresh and clean to describe it.