

Year 3 Quick Starts

1.

	10 more	10 less
27		
68		
352		
456		

6. $153 + 4 =$
 $153 + 40 =$
 $153 + 400 =$

2. $620 = \underline{\quad} + 20 + \underline{\quad}$

3. $\underline{\quad} = 600 + 60 + 3$

4. $858 = 800 + \underline{\quad} + 8$

5. What is the same about these numbers and what is different?

305

307

Year 3 Quick Starts

1.

	10 more	10 less
15		
102		
652		
812		

6. $142 + 3 =$
 $142 + 30 =$
 $142 + 400 =$

2. $713 = \underline{\quad} + 10 + \underline{\quad}$

3. $\underline{\quad} = 200 + 90 + 9$

4. $621 = 600 + \underline{\quad} + 1$

5. What is the same about these numbers and what is different?

563

568

Maths Quickstarts

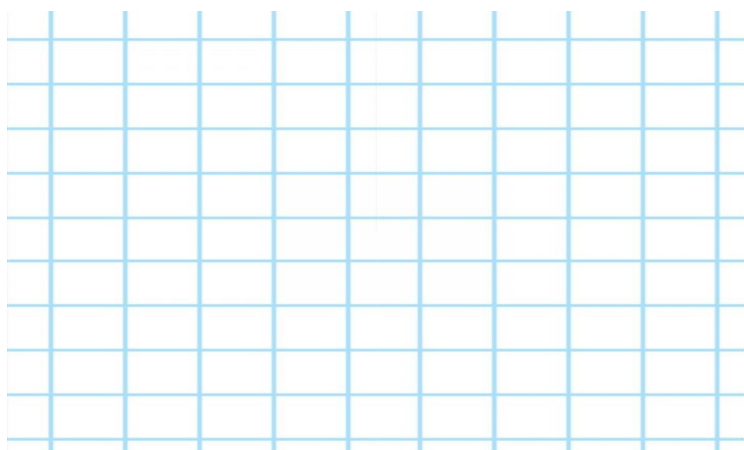
Arithmetic

1. $16 \times 2 =$
2. $563 + 100 =$
3. $783 - 600 =$
4. $3 \times 8 =$



Column method

$$245 + 332$$



Bus stop method

$$72 \div 4$$

Fractions

$$\frac{2}{6} + \frac{3}{6} = \quad \frac{1}{4} + \frac{2}{4} =$$



Challenge Corner

Cm > mm $\times 10$

Mm > cm $\div 10$

$$3\text{m} = \underline{\quad\quad} \text{cm}$$

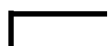
$$50\text{mm} = \underline{\quad\quad} \text{cm}$$

$$\underline{\quad\quad} \text{mm} = 12 \text{cm}$$

Maths Quickstarts

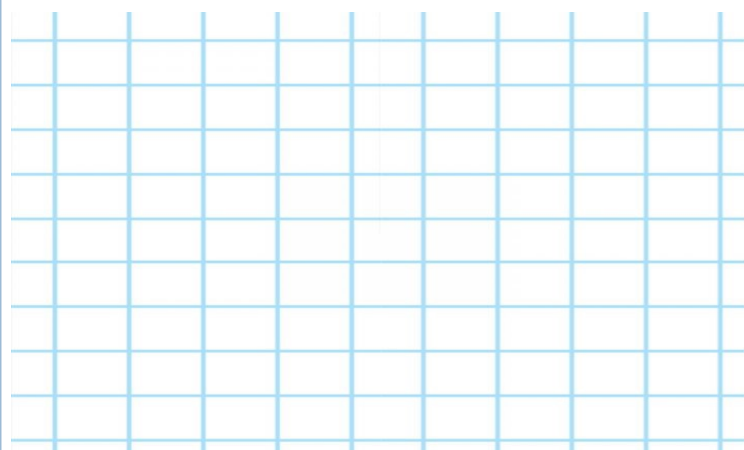
Arithmetic

1. $18 \times 2 = \underline{\quad\quad}$ ($\times 2$ is same as doubling!)
2. $598 + 100 =$
3. $852 - 300 =$
4. $5 \times 8 =$



Column method

$$652 + 137$$



Bus stop method

$$56 \div 4$$

Fractions: $\frac{5}{6} - \frac{2}{6} =$

$$\frac{2}{8} + \frac{4}{8} =$$



Challenge Corner

Cm > mm $\times 10$

Mm > cm $\div 10$

$$5\text{m} = \underline{\quad\quad} \text{cm}$$

$$50\text{mm} = \underline{\quad\quad} \text{cm}$$

$$\underline{\quad\quad} \text{mm} = 13 \text{cm}$$

My Shadow

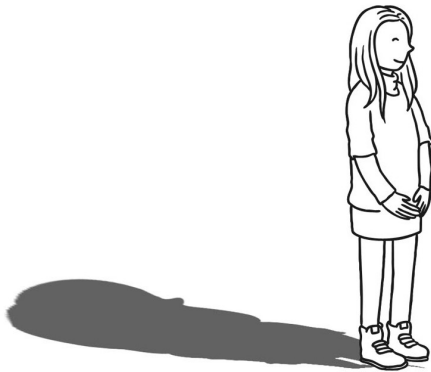
By Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow-
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.



Reading Comprehension—Poetry 'Me and My Shadow'

1. Who is 'he' in the poem?
2. How many rhyming couplets are there in the poem?
3. Use the text to explain what a **coward** is.
4. Look at the style of language used in the poem and tick which word you would use to describe the poem and language.

Old

New

5. In the final verse, why had the shadow "stayed at home"? Tick one.

His shadow hates buttercups.

The shadow was too lazy.

The sun had not yet come up so the narrator wouldn't be able to see their shadow.

6. **Challenge:** Find and copy 4 words in the poem that are **not** modern English .

In the final verse, which line gives the scientific reason as to why the boy can't see his shadow when he goes outside? Explain your choice.

Dictionary skills:

Read the poem and find the meaning of these words using a dictionary.

- little
- head
- bed
- ball

Number the events in the poem in order from 1–5.

He stays close to me because he's a coward.	
He sometimes gets so little that there's none of him.	
I found dew on all the buttercups.	
My shadow looks like me from my heels to my head.	
I have a little shadow that goes everywhere with me.	

Suggest another title for this poem. _____