

Year 3 Quick Starts - Place Value

1.

| | 10 more | 10 less |
|-----|---------|---------|
| 62 | | |
| 587 | | |
| 701 | | |
| 999 | | |

6. $130 + 7 =$

$130 + 70 =$

$130 + 700 =$

7. Fill in the missing numbers

| | | | | | |
|----|----|----|----|--|--|
| 12 | 16 | | 24 | | |
| 8 | | 24 | 32 | | |

2. $453 = \underline{\quad} + 50 + \underline{\quad}$

3. $\underline{\quad} = 700 + 10 + 0$

4. $672 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

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

232

532

The ones are... because

The tens are ... because

The hundreds are... because

Quickstarts

1. What is the value of the underlined number? 379

2. Which **is** a multiple of 4? Circle them.

12 32 25 40 33 38

3. Complete the numbers in the sequence: 4, 8, 12, , , , , ,

4. $4 \times 7 = \underline{\quad}$

5. Complete the fact family for $12 \times 4 = 48$. (1 multiplication sentence and 2 division sentences)

6. What is 43×5 ? Show your working out in the box below. *Column method.*

7. What is $564 + 239$? Show your working out in the box below. *Column method.*

Quickstarts

1. What is the value of the underlined number? 787
2. Circle the multiples of 3
 3 5 9 11 13 33 37 39
3. Complete the numbers in the sequence: 250, 300, 350, _____, _____, _____, _____
4. $4 \times 12 =$ _____
5. Write 627 in words _____
6. Write three thousand, nine hundred and seventy two in numbers.
7. Double 77 =
8. Use the column method to work out $389 + 79$
9. Use the column method to work out $786 - 328$
10. Use the column method to work out 45×3
11. Use long division to work out $397 \div 3$. Is there a remainder?

In maths, you can use the inverse to check if your calculations are correct. Inverse means **opposite**.

For example, $100 + 250 = 350$. Using the inverse $> 350 - 250 = 100$.

Calculate the answers to the following calculations and check by using the inverse operation.

| | |
|---|--|
| $\begin{array}{r} 126 \\ - 113 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} + \\ \hline \\ \hline \end{array}$ |
| $\begin{array}{r} 121 \\ + 124 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} - \\ \hline \\ \hline \end{array}$ |
| $\begin{array}{r} 237 \\ - 124 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} + \\ \hline \\ \hline \end{array}$ |
| $\begin{array}{r} 331 \\ + 125 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} - \\ \hline \\ \hline \end{array}$ |
| $\begin{array}{r} 358 \\ - 346 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} + \\ \hline \\ \hline \end{array}$ |
| $\begin{array}{r} 334 \\ - 124 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} + \\ \hline \\ \hline \end{array}$ |
| $\begin{array}{r} 511 \\ - 230 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} + \\ \hline \\ \hline \end{array}$ |
| $\begin{array}{r} 664 \\ - 223 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} + \\ \hline \\ \hline \end{array}$ |

Reading Response:

Fear that German bombing would cause civilian deaths prompted the government to evacuate children from towns and cities during World War II. Evacuees were sent to rural locations considered to be safe. The following is a letter written by 8 year old Alice, to her beloved father .

My beloved Papa,

I have arrived, after this strange journey began with a walk to school! We all climbed onto buses that took us to the station, where special trains were waiting. I know I should have felt scared, but I didn't. It is an adventure and I know I will see you and Mama soon.

I made sure I had my gas mask and food for the journey. You'll laugh, Papa; I had to wear a label - like I was an item in a shop! It had my name, address, my school and where I was going.

The countryside is so different to London - it's just full of surprises! There are real cows in the field below my bedroom window and they are enormous - much bigger than dogs!

Mama got a list from school to tell us what I could bring with me. I've borrowed Nanny's little case and I've got a change of underclothes, night clothes, my slippers, spare socks, my toothbrush, comb, towel, soap, face cloth, handkerchiefs and a warm coat. Mrs Brown, who I live with, is teaching me to knit. I unravelled one of Mr Brown's old jumpers, and I'm using the wool to knit myself a vest. I hope I'm not a nuisance though.

There is a farm right next door. Nelly (her real name is Mrs Tipperton, but she says we can call her Nelly) owns the farm and it has loads of chickens, cows and calves. There are horses and pigs as well as four cats. I love to help out on the farm. Nelly says I am a 'great help.'

Papa you'll never guess what happened the night before last... a calf was born! Nelly came round to tell us yesterday morning. We had a little peek over the gate but we had to be really quiet, so we didn't scare the mum or the baby. Nelly says she going to name the calf Alice, after me! I was so happy when Nelly told me because now there will still be an 'Alice' here in the countryside even when I return to London. The worst job on the farm is feeding the pigs - they smell awful!

I miss you and Mama so very much and I hope this letter finds you both well.

Stay safe, All my love,

Alice (Your daughter, not the cow!) x x x x x x

LO: I can retrieve, interpret and present information from non fiction texts.

1. These words have been taken from the text. Match each word to the correct meaning.

Word

Meaning

- | | |
|---------------|--|
| 1. civilian | a. undo (twisted, knitted, or woven threads) |
| 2. evacuee | b. look quickly |
| 3. unravelled | c. a person evacuated from a place of danger to somewhere safe |
| 4. nuisance | d. a person not in the armed services or the police force |
| 5. peek | e. causing inconvenience or annoyance |

2. Write a synonym and an antonym for each word.

| | Synonym | Antonym |
|--------|---------|---------|
| walk | | |
| scared | | |
| good | | |
| glad | | |

3. Why were children evacuated from British towns during WWII?

4. What is the purpose of the commas in 'a change of underclothes, night clothes, my slippers, spare socks, toothbrush, comb, towel, soap, face cloth, handkerchiefs and a warm coat'?

5. What is the worst job on the farm, and why?

6. Why is Alice's father described as beloved?

English—Spelling, Punctuation and Grammar work

Using Paragraphs

The following text does not have paragraphs to sort the ideas.
Can you identify where the topic changes?

Frogs are amphibians, which mean that they can live both on land and in the water. They are cold-blooded which means that their bodies are the same temperature as the air. When they get cold, they need to lie in the sun to warm up and when they get too warm, they need to go into the water or find a shady place to cool down. Frogs are found all over the world. They are found in every climate and on all continents except Antarctica. They are often found near any source of fresh water but they prefer water which does not move very quickly. Smaller frogs eat flies and insects, especially crickets. Larger frogs can eat mice! Frogs do not need to drink because they absorb water through their skin.

How many paragraphs could we split this piece of text into?



| Time Connectives | |
|------------------|-----------|
| before | as |
| since | after |
| until | just then |

Complete the missing time connectives (conjunctions) in these sentences.

- _____ school, I go to football club.
- _____ I go to bed, I brush my teeth.
- James played outside _____ 7 o'clock.
- Charlotte ran _____ she was very late for work!
- Christine had not seen a film _____ Christmas.
- _____ seeing Stig, Barney felt happy.

Extension: Can you think of your own sentences using these words?

Do these words begin with a consonant or a vowel?

unicorn _____

wizard _____

Can you write a suitable prefix for these root words?

_____ heading

_____ biography

Can you unscramble these four prepositions of place?

hendib

| | | | | | |
|--|--|--|---|--|--|
| | | | 1 | | |
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| | 2 | | | |
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| | | 4 | | |
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uthgrho

| | | | | | | |
|---|--|--|--|--|--|--|
| 3 | | | | | | |
|---|--|--|--|--|--|--|

Use the numbered letters to make another preposition word.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

LO: I can spell some of the year 3/4 homophones.

Match up the words that sound the same or similar in the grid below.

| | |
|---------|---------|
| bawl | whose |
| grate | he'll |
| groan | bury |
| here | mane |
| break | whether |
| heel | great |
| male | plane |
| main | brake |
| heal | hear |
| fair | grown |
| plain | not |
| scene | mail |
| berry | seen |
| knot | ball |
| weather | fare |
| who's | |

Challenge:

Pick two of the words and write a sentence with them, showing their different meanings.