

Home Learning – Maths

Daily Activities

Times tables:

Children should practise their times tables daily. I have attached (at the end of the document) 2 different worksheets so that you can practise these.

If you would like to do more sheets, using the following link you can create a 'times tables' practice sheet.

<http://www.timestables.me.uk/printable-pdf-quiz-generator.htm>

Children may be at a point where they feel comfortable with all times tables (including the 'divide by' questions).

Now, I ask that you choose times tables for your children to practise, covering any weaker areas. The worksheets at the end of the document cover all of the year 3 times tables (2, 5, 10, 3, 4 and 8 times tables).

You may choose to focus on just one or two of these depending on the child.

In class, we use sheets that are 40 questions long. You may want to print these out.

Alternatively, you could write up questions or work through them verbally.

Number bonds Focus:

Each week we will focus on number bonds to a different number. This week is 30 (easier option) or 80 (challenging option).

I have attached (at the end of the document) 2 different worksheets so that you can practise these.

NEW GUIDANCE!

In order to improve efficiency, children should begin firstly by counting up in ones to the nearest ten, and then in tens up to _____. It is perfectly normal for children to be counting on their fingers to help them remember how many ones and/or tens they have counted.

If you would like to do more sheets, using the following link you can create a 'number bonds' practice sheet like the ones we have been using to practise our times tables.

<http://www.mental-arithmetic.co.uk/number-bonds-pdf-quiz-generator.htm>

You will need to set the number bonds total to the target number and number of questions to 30. I would imagine that children should be able to finish this sheet in 4 minutes. Try this every day if you can and watch your speed improve! You may want to print these out. Alternatively, you could write up questions or work through them verbally.

Monday:

Activity: Calculation

Please complete the following questions. You may draw a place value chart and Dienes to help you. Make sure you check the operation. You may need to regroup.

$\begin{array}{r} 639 \\ + 199 \\ \hline \end{array}$	$\begin{array}{r} 965 \\ - 786 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ + 689 \\ \hline \end{array}$
$\begin{array}{r} 601 \\ - 134 \\ \hline \end{array}$	$\begin{array}{r} 664 \\ + 69 \\ \hline \end{array}$	$\begin{array}{r} 716 \\ - 86 \\ \hline \end{array}$
$\begin{array}{r} 942 \\ - 869 \\ \hline \end{array}$	$\begin{array}{r} 733 \\ - 243 \\ \hline \end{array}$	$\begin{array}{r} 395 \\ - 358 \\ \hline \end{array}$

Now complete the following word problems. You may want to draw bar models to help you. You should still use column addition or subtraction to answer.

- 6) Mary picked 129 pears and Jason picked 110 pears from the pear tree.
How many pears were picked in all ? _____
- 7) Sandy grew 112 carrots. Dan grew 103 carrots. How many
carrots did they grow in total ? _____
- 8) Sam had 647 pennies in his bank. He spent 305
of his pennies. How many pennies does he have now ? _____
- 9) There are 127 rulers in the drawer. Melanie placed 133 more
rulers in the drawer. How many rulers are now there in total ? _____
- 10) Sam has 117 books. Alyssa has 100 books.
How many books do they have together ? _____

Now use a calculator to check your answers.

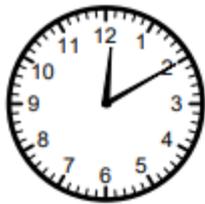
Tuesday:

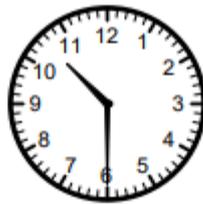
Activity: Telling the Time

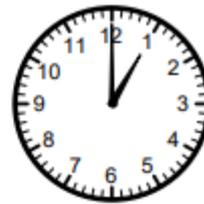
For each clock, I would like you to write out the following sentences and fill in the gaps..

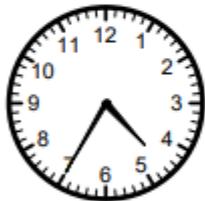
- The minute hand is pointing to the ___ this shows ___ minutes past/to.
- The hour hand is between the ___ and the ___ .
- The time is ___ minutes past/to ___.

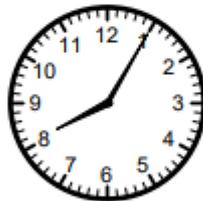
Remember, if the hand is on the 'minutes past' side, we count round clockwise in 5s. If it is on the 'minutes to side', we count round anti-clockwise in 5s.

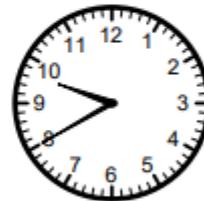


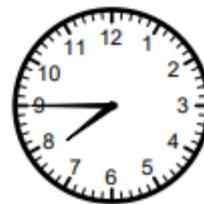
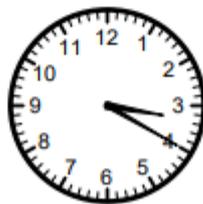








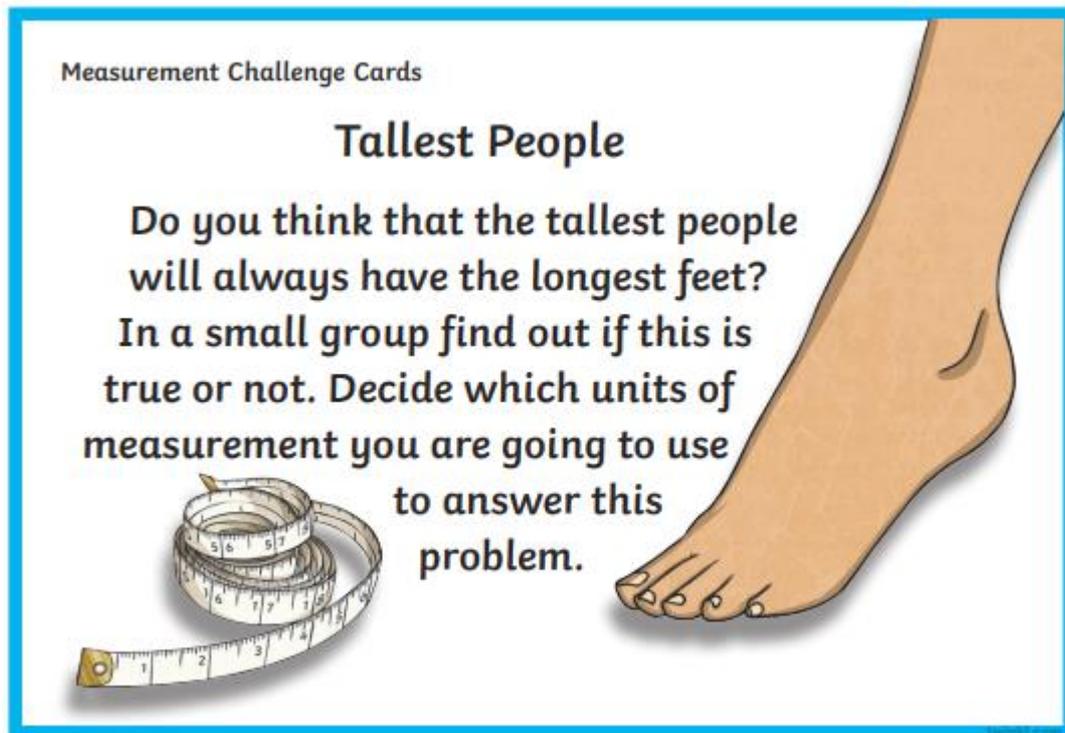




Wednesday:

Activity: Measurement

You could complete this challenge with your family, or you could also find out from your friends their height and their shoe size! I would get everyone to measure their height in metres and centimetres. Now you need to figure out if the tallest people have the longest feet!



Measurement Challenge Cards

Tallest People

Do you think that the tallest people will always have the longest feet? In a small group find out if this is true or not. Decide which units of measurement you are going to use to answer this problem.



The image contains an illustration of a measuring tape on the left and a human foot on the right. The measuring tape is coiled and has markings in centimeters and inches. The foot is shown from a side profile, with the toes pointing towards the bottom left.

Extension:

How could you present your findings?

Thursday:

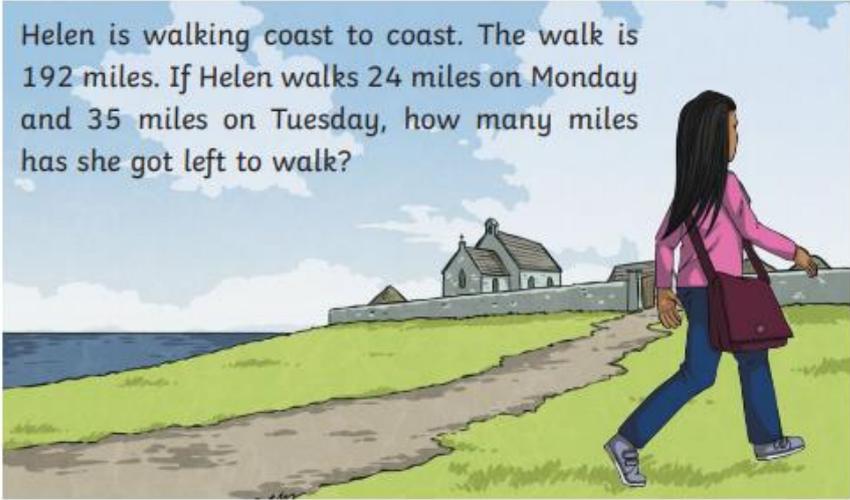
Activity: Brain Challenge

This addition challenge requires you to do more than one calculation to solve the step. I would draw a bar model, thinking about my whole, and what parts are left. (Hint, there are more than 2 parts).

When you have solved it, can you think of any more ways that you could represent your working?

Addition and Subtraction**Problem Solve 1**

Helen is walking coast to coast. The walk is 192 miles. If Helen walks 24 miles on Monday and 35 miles on Tuesday, how many miles has she got left to walk?



To solve this next problem, you may want to draw Dienes blocks to help work out the calculations. Here are a couple of calculations to get you started; 23×4 and 34×2 .

How close can you get to 100?
Use each digit card once in the multiplication.

2 3 4

\times =

Friday

Spend some time playing these Maths games. 😊

Bonds to 20:

This is a simple game, my score on my first try was 1380. Can you beat it?

https://www.mathplayground.com/number_bonds_20.html

This is a great one! I made it all the way to level 7! Give it a try!

<https://www.studyzone.tv/game32-codeb185a011318c3d8c938f8d21f4a19d9b>

Hit the Button:

This website has 4 different games you could play to practise your number bonds, times tables and division facts.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Coin Cruncher:

<https://natwest.mymoneysense.com/students/students-5-8/coin-cruncher/>

Use the 'Make the Total' option first, select pounds and then begin with the 'hard' option. Most of you will manage this! If it is a little tricky, go back and do the easier option.

Stone Age Stu:

<https://mathsframe.co.uk/en/resources/resource/544/Stone-Age-Stu-Times-Tables>

You can choose your own levels. Pick the times tables you want to practise!

Calendar:

<https://mathsframe.co.uk/en/resources/resource/261/using-a-calendar>

This one gives you some practice on the months of the years and dates. Similar to what we do in Maths Meetings.

Telling the Time:

https://mathsframe.co.uk/en/resources/resource/116/telling_the_time#

You can set your own difficulty here! You should look at either the 'read time to the quarter hour', 'read time to the nearest 5 minutes' and 'read time to the nearest minute'. You can choose which difficulty, depending on how confident you feel, but do try and challenge yourselves too!

Arithmetic Archery:

<https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication>

You can use this to practise any times tables I set. (Or challenge yourself and begin to practice next years. Only do this if you are very confident with all of your year 3 times tables.)

Times Tables practice 1.

$20 \div 10 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$8 \times 1 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$18 \div 2 = \underline{\quad}$

$50 \div 10 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$8 \div 2 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$70 \div 10 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$33 \div 3 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$80 \div 10 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$90 \div 10 = \underline{\quad}$

$72 \div 8 = \underline{\quad}$

$8 \div 8 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$

$11 \times 4 = \underline{\quad}$

$12 \times 4 = \underline{\quad}$

$1 \times 8 = \underline{\quad}$

$1 \times 10 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

Times Tables Practice 2.

$8 \times 9 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$40 \div 8 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$96 \div 8 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$1 \times 2 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$5 \div 5 = \underline{\quad}$

$1 \times 10 = \underline{\quad}$

$8 \times 11 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$12 \div 2 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$

$4 \times 11 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$120 \div 10 = \underline{\quad}$

$1 \times 4 = \underline{\quad}$

$60 \div 10 = \underline{\quad}$

$45 \div 5 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$24 \div 8 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

$1 \times 5 = \underline{\quad}$

$12 \times 4 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$60 \div 5 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$11 \times 2 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

Number Bonds Practice - 30

$_____ + 4 = 30$

$_____ + 7 = 30$

$29 + _____ = 30$

$_____ + 11 = 30$

$12 + _____ = 30$

$18 + _____ = 30$

$_____ + 22 = 30$

$_____ + 20 = 30$

$4 + _____ = 30$

$27 + _____ = 30$

$_____ + 17 = 30$

$_____ + 21 = 30$

$_____ + 10 = 30$

$3 + _____ = 30$

$_____ + 19 = 30$

$21 + _____ = 30$

$2 + _____ = 30$

$14 + _____ = 30$

$8 + _____ = 30$

$15 + _____ = 30$

$_____ + 8 = 30$

$17 + _____ = 30$

$11 + _____ = 30$

$_____ + 2 = 30$

$_____ + 9 = 30$

$23 + _____ = 30$

$16 + _____ = 30$

$25 + _____ = 30$

Number bonds Practice – 80

$$\underline{\quad\quad} + 58 = 80$$

$$48 + \underline{\quad\quad} = 80$$

$$\underline{\quad\quad} + 28 = 80$$

$$\underline{\quad\quad} + 46 = 80$$

$$\underline{\quad\quad} + 6 = 80$$

$$\underline{\quad\quad} + 25 = 80$$

$$30 + \underline{\quad\quad} = 80$$

$$\underline{\quad\quad} + 36 = 80$$

$$70 + \underline{\quad\quad} = 80$$

$$\underline{\quad\quad} + 57 = 80$$

$$\underline{\quad\quad} + 75 = 80$$

$$64 + \underline{\quad\quad} = 80$$

$$\underline{\quad\quad} + 59 = 80$$

$$50 + \underline{\quad\quad} = 80$$

$$\underline{\quad\quad} + 31 = 80$$

$$\underline{\quad\quad} + 64 = 80$$

$$5 + \underline{\quad\quad} = 80$$

$$\underline{\quad\quad} + 16 = 80$$

$$57 + \underline{\quad\quad} = 80$$

$$26 + \underline{\quad\quad} = 80$$

$$\underline{\quad\quad} + 39 = 80$$

$$\underline{\quad\quad} + 3 = 80$$

$$20 + \underline{\quad\quad} = 80$$

$$43 + \underline{\quad\quad} = 80$$

$$\underline{\quad\quad} + 79 = 80$$

$$\underline{\quad\quad} + 29 = 80$$

$$2 + \underline{\quad\quad} = 80$$

$$\underline{\quad\quad} + 4 = 80$$