

Dear Parents,

Please find enclosed your child's pack of directed for the following two weeks.

This pack includes the following activities: (advised time delegation is in brackets, but this is purely advisory)

2x Weekly Literacy projects (Daily tasks indicated)

22x Maths Activities (1-3 per day dependant on understanding)

1x Extended spelling lists with appropriate spelling rules indicated (5 spellings per day)

1x Topic research (1-3 day in total)

Thank you so much for all your support this year up to now. Please take care over this strange time and be ensured that you and your children will be in my heart throughout.

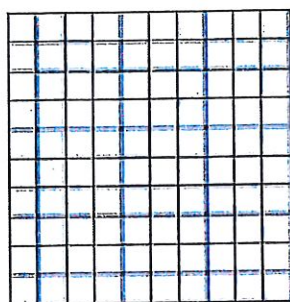
Kindest Regards,

Mr. P. McLeod

Teacher, Year 3/4

$\frac{1}{4}$

If the hundred square represents one whole :



Each square is ___ out of ___ equal squares.

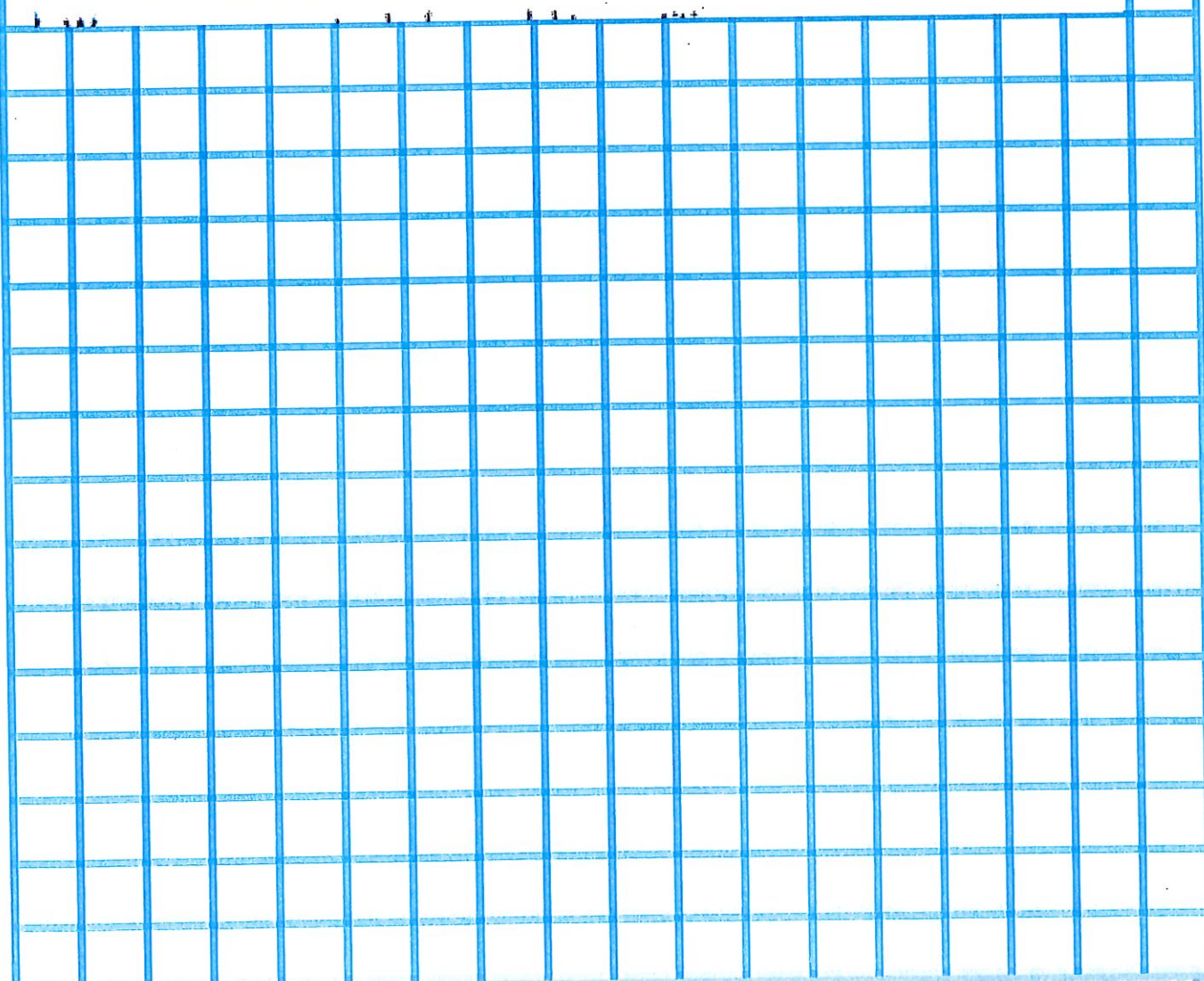
Each square represents $\frac{\square}{\square}$

Each row is ___ out of ___ equal rows.

Each row represents $\frac{\square}{\square}$

Complete the table.

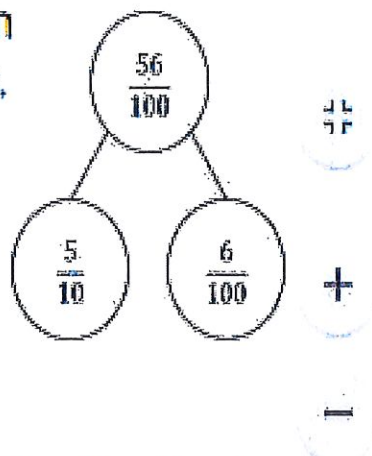
Shaded	Tenths	Hundredths
20 squares	$\frac{2}{10}$	$\frac{20}{100}$
4 columns		
3 rows		
	$\frac{7}{10}$	



We can use a part-whole model to partition 56 hundredths into tenths and hundredths.

Partition into tenths and hundredths:

- 65 hundredths
- $\frac{31}{100}$
- 80 hundredths



Who is correct?

5 hundredths is equivalent
to 50 tenths.

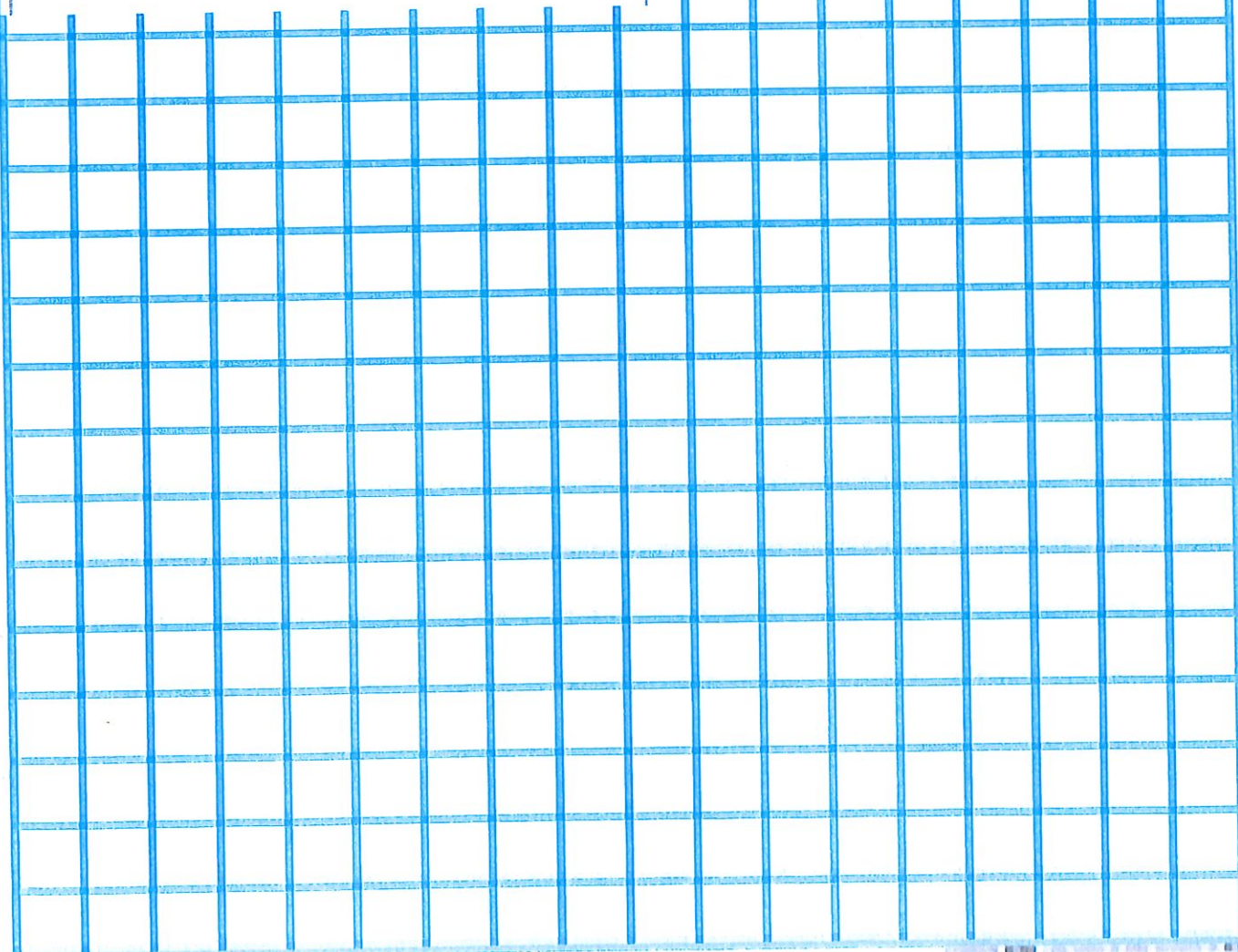
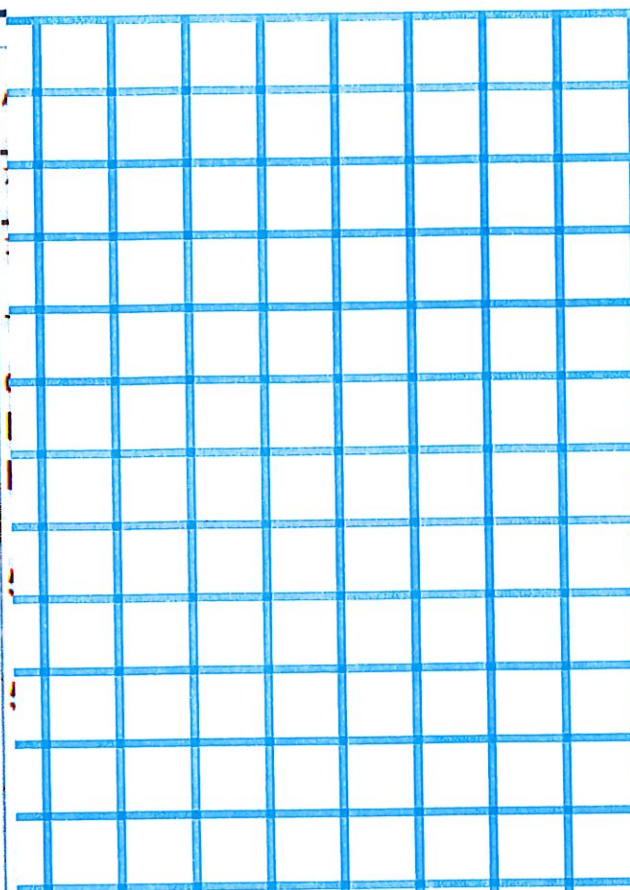
Dora



50 hundredths is
equivalent to 5 tenths.

Amir

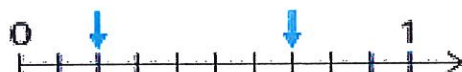
Explain why.



Complete the table.

Image	Words	Fraction	Decimal
			
	five tenths		
			0.9

What fractions and decimals are represented in these diagrams?



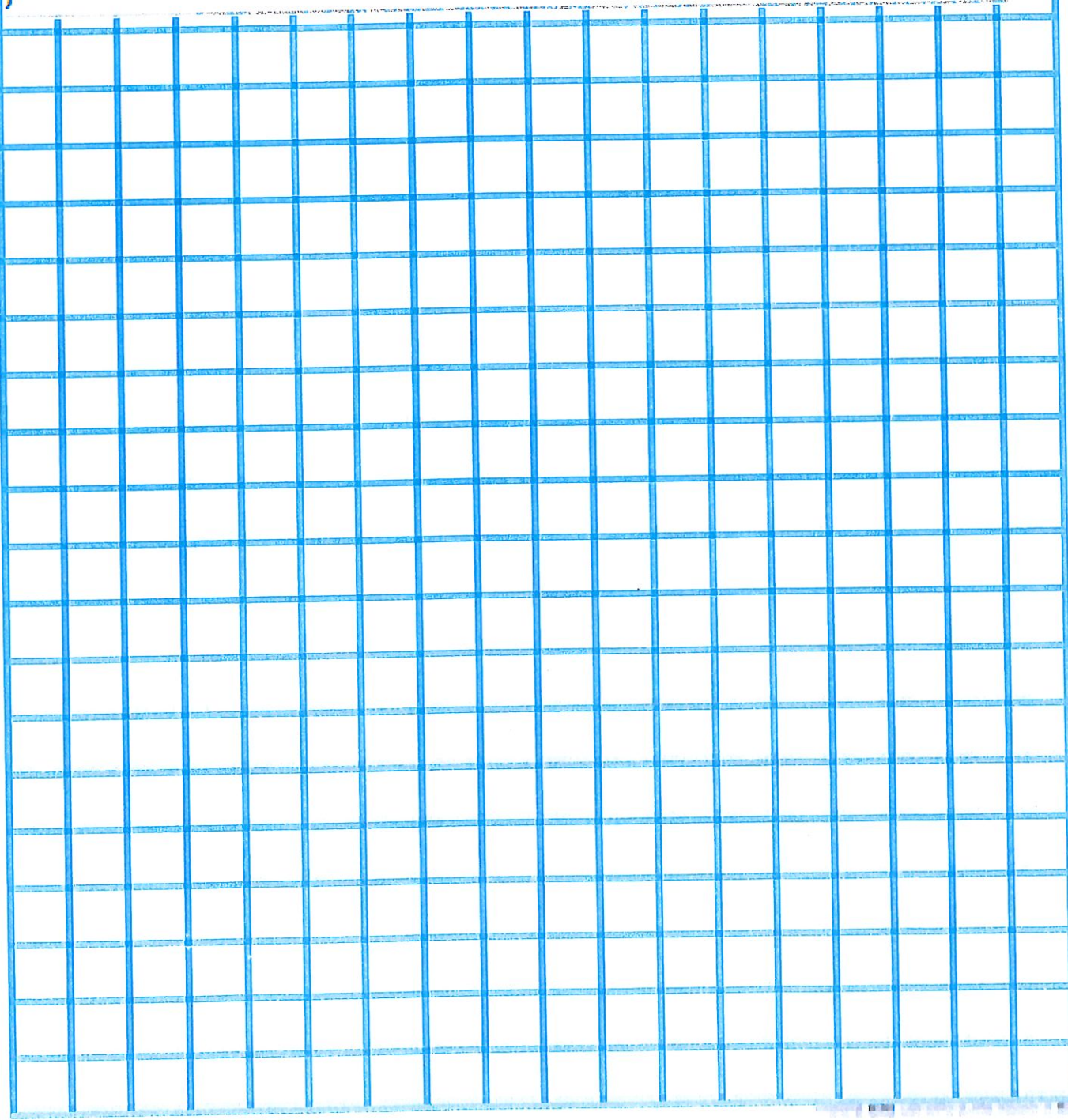
How could you represent these decimals?

0.4

0.8

0.2

What's the same? What's different?



Who is correct?

1.2 is equivalent to 1 whole
and 2 tenths.

Annie



1.2 is equivalent to 12
tenths.

Dexter

Explain why.

six tens

six tenths

What is the same? What's different?
Show me.

Complete the stem sentences for the decimals in the place value grid.

Ones	Tenths
	

Ones	Tenths
	

There are ones and tenths.

The decimal represented is

Use counters or place value counters to make the decimals on a place value grid.

0.2

1.2

0.8

Ones	Tenths
3	2

There are ones and tenths.
 ones + tenths
 $= 3 + 0.2$
 $= 3.2$

Use the place value grid and stem sentences to describe the decimals:

4.0

5.9

2.2

7

Use five counters and a place value grid.
Place all five counters in either the ones
or the tenths column.

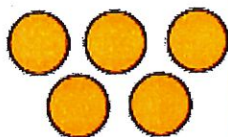
How many different numbers can you
make?

Describe the numbers you have made by
completing the stem sentences.

There are ones and tenths.

ones + tenths =

Ones	Tenths



Place the decimals on the number line.

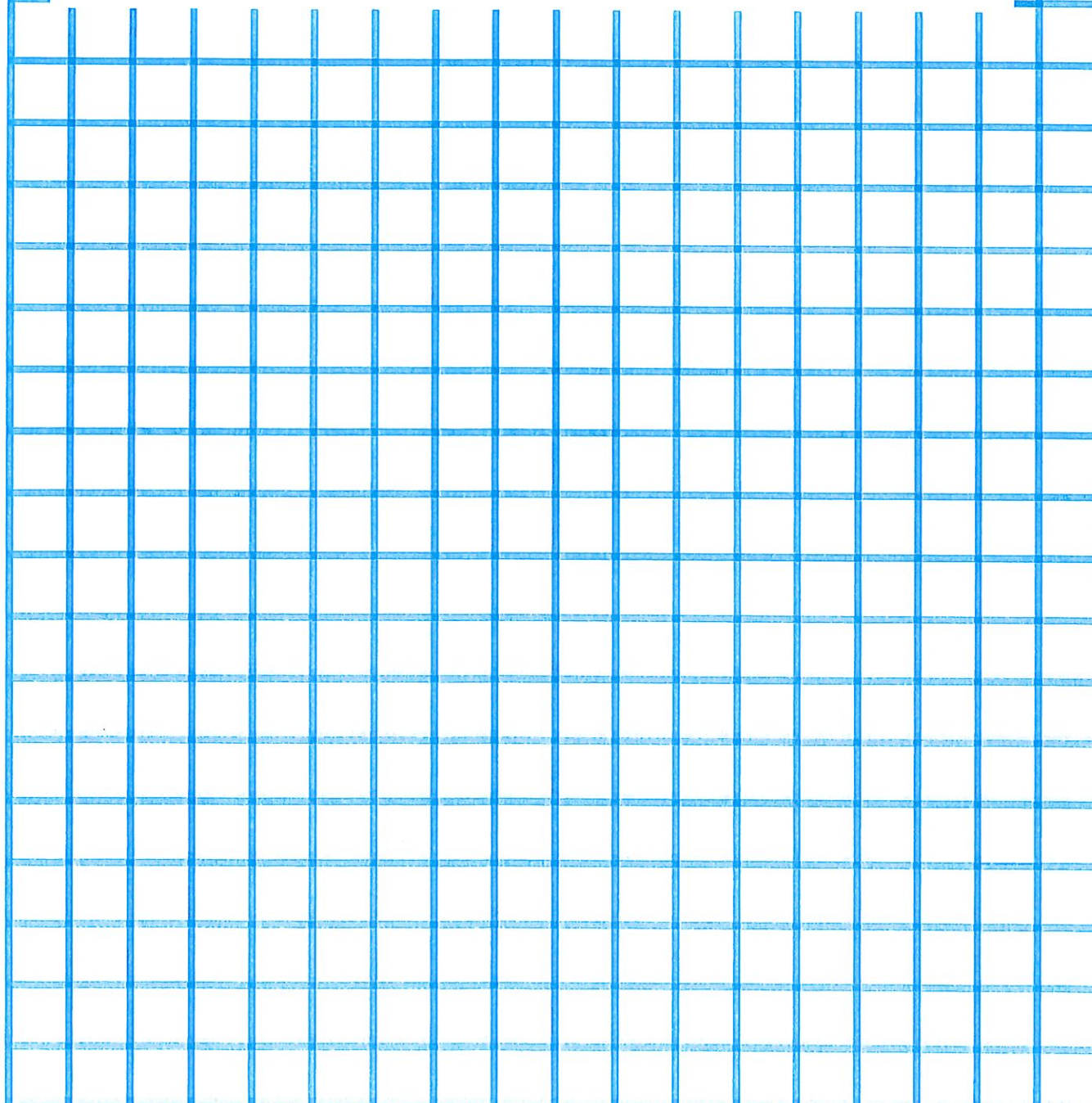
0.5

0.9

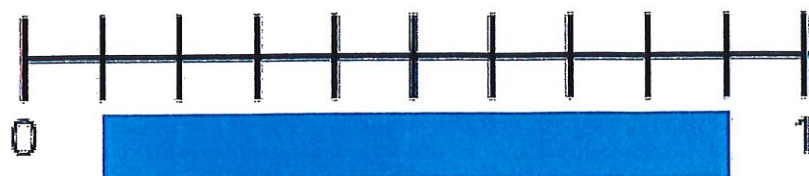
1.1



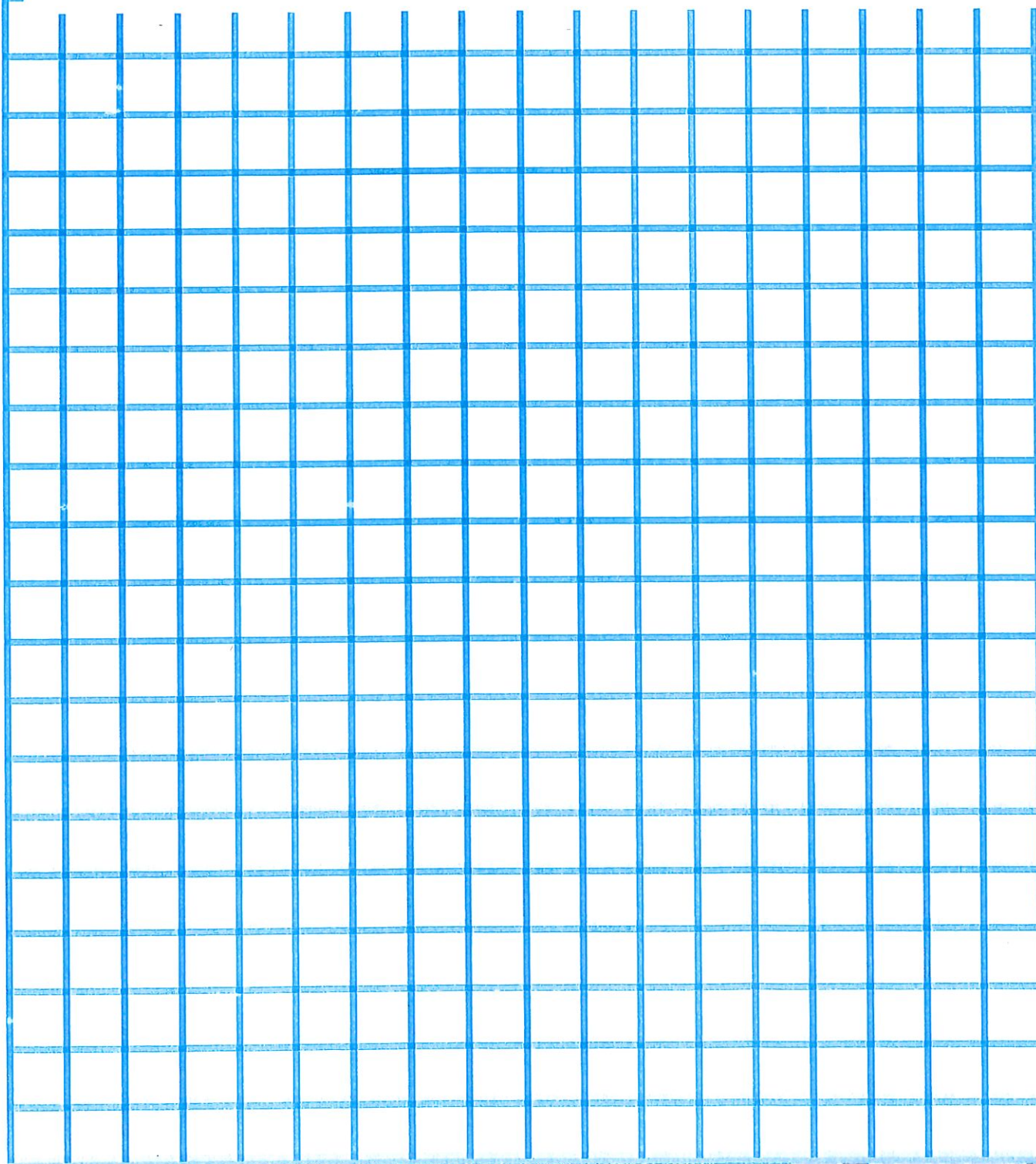
Complete the number lines.



How long is the ribbon?



The ribbon is 0.8 metres long.

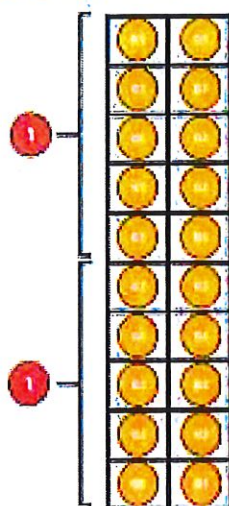


What could the start and end numbers
on the number line be?



Explain your reasons.

▶ Eva uses counters to make a 1-digit number.



Tens	Ones	Tenths	Hundredths
	● ●		

To divide the number by 10, we move the counters one column to the right.
What is the value of the counters now?

Use this method to solve:

$$3 \div 10 = \square$$

$$7 \div 10 = \square$$

$$\square = 4 \div 10$$

Here is a one-digit number on a place value chart.

Ones	Tenths
5	

When dividing by 10, we move the digits one place to the _____.

$$5 \div 10 = \square$$

Use this method to solve:

$$8 \div 10 = \square$$

$$\square = 9 \div 10$$

$$0.2 = \square \div 10$$

This image shows a full page of blank graph paper. The grid consists of light blue horizontal and vertical lines forming small squares. There are approximately 20 columns and 25 rows visible. The paper has a slightly off-white or cream color.

A full-page view of a blank sheet of graph paper. The grid consists of light blue horizontal and vertical lines forming small squares. There are approximately 20 columns and 20 rows visible. A faint margin is present at the top left corner.

Do you agree? Use the Gattegno chart to explain your reason.

Choose a digit card from 1 – 9 and place a counter over the top of that number on the Gattegno chart.

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

Ron says,



To divide by 10, you need to move the counters to the right.

Do you agree? Use the Gattegno chart to explain your reason.

Here is a 2-digit number on a place value chart.

Tens	Ones	Tenths	Hundredths
			

When dividing by 10, we move the digits 1 place to the _____.

$$82 \div 10 = \square$$

Use this method to solve:

$$55 \div 10 = \square \quad \square = 90 \div 10 \quad 3.2 = \square \div 10$$

Jack has used a Gattegno chart to divide a 2-digit number by 10

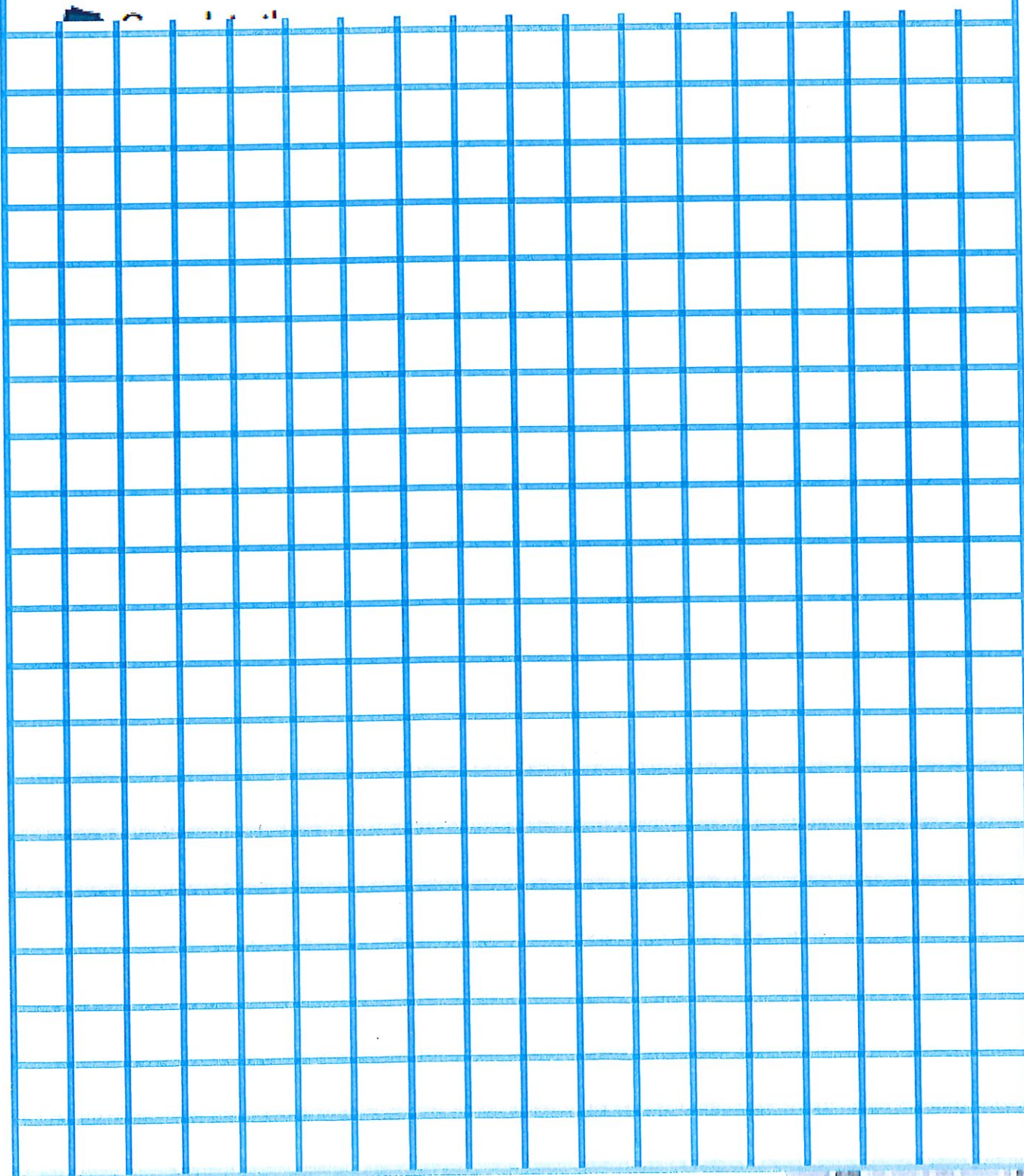
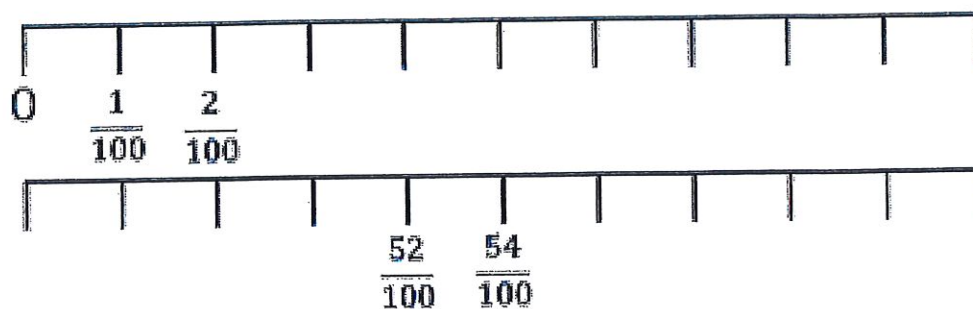
He has placed counters over the numbers in his answer.

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1		3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5		0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

What was Jack's original number?

How can you use the chart to help you?

Complete the number lines.



Complete the sequences.

• $\frac{27}{100}, \frac{28}{100}, \square, \square, \frac{31}{100}, \square$

• $\frac{52}{100}, \frac{51}{100}, \frac{5}{10}, \square, \square, \square$

Use fractions to complete the number lines



$\frac{2}{10}$

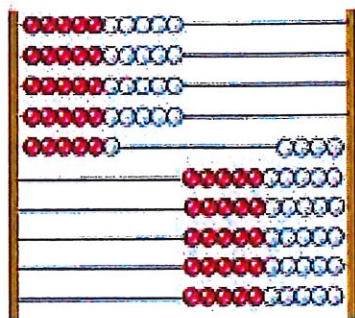


$\frac{3}{10}$

5

Here is a Rekenrek made from 100 beads.

If the Rekenrek represents one whole, what fractions have been made on the left and on the right?



Can you partition both of the fractions into tenths and hundredths?

Spelling: Week 1

yrk	spelling	requirements	rules and guidance (non-statutory)	examples	homo-
		Revision of work from years 1 and 2: Pay special attention to the rules for adding suffixes.			
1	double consonant Suffixes: two or more syllables	Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.	forgetting beginning	
				forgotten	
				beginner prefer	
				preferred	
2		single consonant	The consonant letter is not doubled if the syllable is unstressed.	gardening limiting	
				limitation	
				gardener	
				limited	
3	prefixes	sub-	Most prefixes are added to the beginning of root words without any changes in spelling, but see in-below.	subdivide subheading submarines submerge subspecies	
4		inter		interaction intercede interfere interim interject interlude	
5		super		intermediate international intervene intercity interact interrupt	
6		anti		super- means 'above'. supervision supersonic superman supermarket superstar superfan superglue superfast	
7		auto		anti- means 'against'. antifreeze antibody anticlockwise anti-virus antibiotic antiseptic anticlockwise antisocial	
8		in-		auto- means 'self' or 'own'. autograph autobiography autograph autobiography automatic autopilot autopsy automobile	
9		il-		The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. inaccessible inaccurate inactive inadequate inarticulate inattentive inaudible incapable incomplete inconsiderate inconvenient incorrect incredible indecent indefinite independent indigestion inedible inefficient inexcusable inexpensive insignificant insincere insoluble invisible involuntary inexcusable indestructible invincible inaccurately inconsiderately indecently insensitively insignificant insincerely	
10		im-		Before a root word starting with l, in- becomes il- illegal illegible illiterate illogical illegitimate	
				Before a root word starting with m or p, in- becomes im- imbalance immature immeasurable immobile immoral immortal immovable impartial impassable impatient imperceptible imperfect impermanent impermeable imperturbable impervious implausible impolite important impossible impractical imprecise improbable improper	

Spelling: Week 2

11	ic-		becomes <u>ic-</u> .	irrelevant irritated irrational irresponsible irrevocable irreverent Irrelevant irreversible irrecoverable irradiation irascible irrigable irreparable irremovable	
12	-ation	The suffix <u>-ation</u>	The suffix <u>-ation</u> is added to verbs to form nouns. The rules already learnt still apply.	information adoration sensation preparation admiration investigation frustration liberation animation operation narration quotation elation rotation levitation relation didation formation deviation restoration	
13	ic to ally	The suffix <u>-ly</u> The suffix <u>-ly</u> is added to an adjective to form an adverb. The rules already learnt still apply.	(3) If the root word ends with <u>-ic</u> , <u>-ally</u> is added rather than just <u>-ly</u> , except in the word publicly.	automatically critically logically magically mechanically medically musically physically	
14	suffix -ly	odd	(4) The words truly, duly, wholly.	truly duly wholly	
15	our to or	The suffix <u>-ous</u>	<u>-our</u> is changed to <u>-or</u> before <u>-ous</u> is added.	vigorous humorous glamorous armorous endeavorous harborous honorous	
16	geous		A final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept.	courageous outrageous advantageous gorgeous	
17	ious		If there is an /i:/ sound before the <u>-ous</u> ending, it is usually spelt as <u>i</u> .	various anxious conscientious conscious delicious furious glorious gracious infectious luscious luxurious mysterious obvious previous rebellious scrumptious serious surreptitious suspicious tedious victorious suspicious precious conscious delicious obvious	
18	eous		but a few words have e.	hideous spontaneous courteous hideous miscellaneous nauseous righteous simultaneous	
19	tion	Endings which sound like /ʃən/, spelt <u>-tion</u> , <u>-sion</u> , <u>-ssion</u> , <u>-cian</u>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	completion operation situation relation imagination organisation ambition position revolution solution fiction introduction caution description	
20	tion	Strictly speaking, the suffixes are <u>-ion</u> and <u>-ian</u> .	<u>-tion</u> is the most common spelling. It is used if the root word ends in <u>nt</u> or <u>te</u> .	invention injection action hesitation translation pollution attraction affection correction construction option education	
21	sion	Clues about whether to put <u>t</u> , <u>s</u> , <u>ss</u> or <u>c</u> before these suffixes often come from the last letter or letters of the root word.	<u>-sion</u> is used if the root word ends in <u>d</u> or <u>se</u> . Exceptions: attend – attention, intend – intention	expansion extension comprehension tension intentions ascension	
22	ssion		<u>-ssion</u> is used if the root word ends in <u>ss</u> or <u>mit</u> .	admission aggression depression discussion expression impression mission oppression possession procession profession progression succession suppression	
23	cian		<u>-cian</u> is used if the root word ends in <u>c</u> or <u>cs</u> .	optician politician musician electrician mathematician	

Spelling: Week 2 (cont.)

Year Three spellings: aligned to 2014 curriculum

18	y to an i		(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.	angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily	
19	le to ly		(2) If the root word ends with -le, the -le is changed to -ly.	gently simply humbly nobly	
20	rules for -ous	The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous	
21			Sometimes there is no obvious root word.	tremendous enormous jealous fabulous generous tempestuous scrupulous ominous	
22	-sure	Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt -sure.	measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure	
23	-ture	The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	picture feature adventure miniature signature temperature manufacture adventure capture creature figure furniture future manufacture mixture nature picture premature puncture signature temperature vulture	
24	-sion	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion	

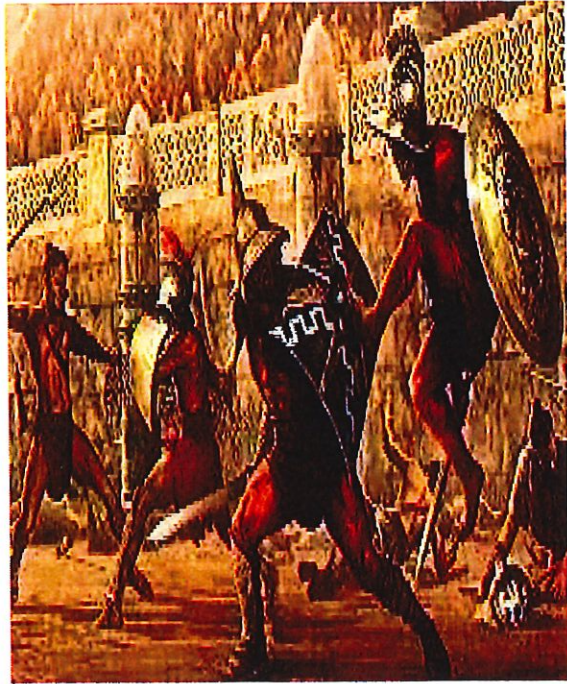
TOPIC RESEARCH PROJECT:

PLEASE COMPLETE THIS TASK PRIOR TO
COMPLETING LITERACY WEEK 1 TASK.

"Research the life of a Roman Gladiator"

Some pointers:

- 1) What was their purpose?
- 2) What did they wear?
- 3) Where did they live?
- 4) What did they eat?
- 5) How were they paid?
- 6) What did their day look like?
- 7) Where did they spend their time.

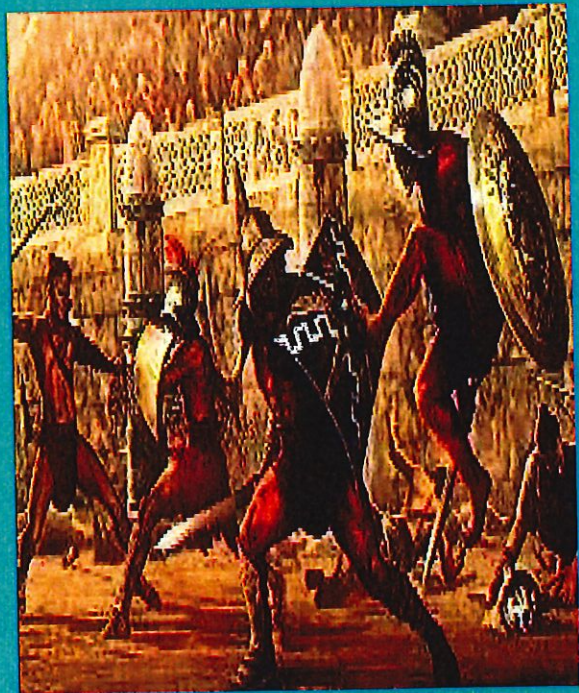


MAKE NOTES ON YOUR FINDINGS.

IF YOU'RE FEELING BRAVE, MAKE A POWERPOINT
PRESENTATION. (YOU MAY NEED SOME HELP WITH
THIS PART!)

Literacy Week 1

To write a diary entry
of a Roman Gladiator



LO: I can identify the features of a diary.

What are the features of a diary?

What must be included to make it a diary?

LO: I can identify the features of a diary.

SEPTEMBER

Monday

I guess Mom was pretty proud of herself for making me write in that journal last year, because now she went and bought me another one.

But remember how I said that if some jerk caught me carrying a book with "diary" on the cover, they were gonna get the wrong idea? Well, that's exactly what happened today.



(MY BROTHER RODRICK)

Let's read this diary example together...

Do you want to add any features to your list?



I can describe the important parts in a person's life.

I can write in the first person.

I can address my diary and sign off in an informal tone.

I can use effective descriptions using verbs and adjectives.

DIARY FEATURES

I can comment on my feelings, reactions and opinions.

I can include dates in my diary.

I can include informal words and phrases.

I can write mainly in the past tense.

I can write in chronological order.

I can end in a reflection.
Eg I wonder what tomorrow will bring?



Informal language

Write down *informal ways* of saying the following things:

Hello.

Goodbye.

It was great.

I was scared.

I was ready to fight.



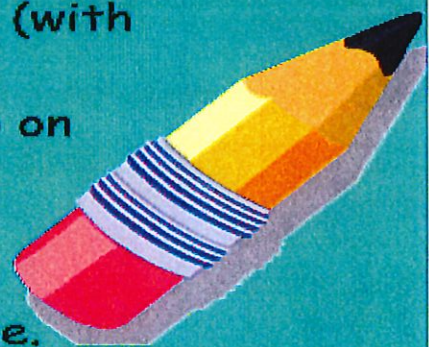
Day 1

LO: I can write a diary.

Write the introduction of our diary entry with whoever is helping you today. If they're too busy (with working from home, or helping brothers and sisters) have a go on your own.

Steps to success:

- I can include informal language.
- I can include time connectives.
- I can include my feelings and opinions.
- I can write in the first person.
- I can write in the past tense.



Day 2

Following on from your introduction, complete your initial draft of your diary entry.

Remember to keep checking your diary features sheet.

Day 3

Read your diary entry to somebody else in your house.

Ask them for some feedback and what they think you could improve. (Remember, they might be busy working from home, or helping your brothers and sisters, so be patient!) Make notes on their feedback and treat these as your next steps for tomorrow.

Day 4

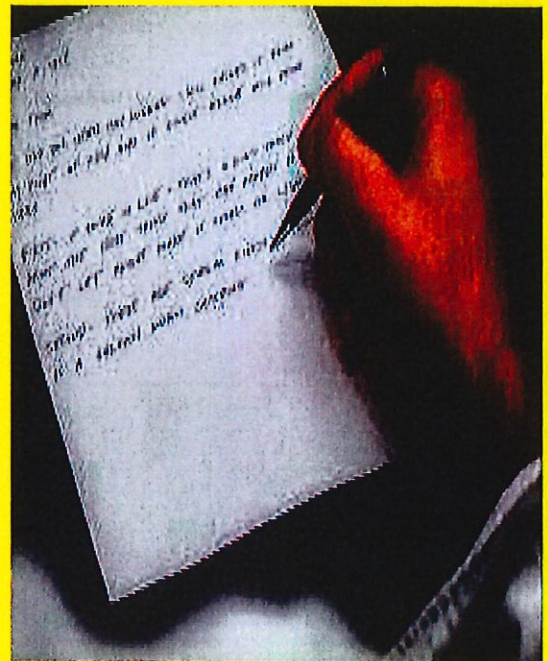
Re-read your feedback notes from yesterday and make the necessary changes. Get a dictionary and thesaurus and "uplevel" your final draft.

Day 5

Publish your final diary entry using your best presentation skills.

Literacy Week 2

To write a persuasive letter.



LO: I can identify the features of a letter.

Day 1

Dear James,

How are you? I've been dead busy since your last letter. We have to work really hard at school to get ready for our SATs.

Despite this, I did manage to play football last night with my friends. We won! It was boss!

Also, my dad got me a new mobile phone. It's an iPhone 5!

Anyway, gotta go! Speak to you soon. Please write back.

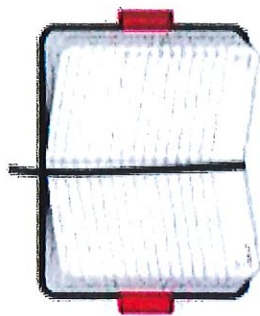
Love from
Ben



How do we know this is a letter?

What are the features of a letter?

Letters



I can include the two addresses in the correct places.

I can include a greeting, e.g. Dear Sir/Madam.



I can write in an informal tone.

I can include a variety of connectives.

I can end my letter in an informal manner, e.g. "Speak soon!"

I can clearly state what I would like the recipient to do.

I can include who I am in my introduction.

I can include my reason for writing.

I can describe my feelings and emotions.



LO: I can identify the features of a biography.

Day 2

Read this letter with an adult.

64 Brown Lane,
Foxhole,
Devon,
TQ9 7NJ

Monday 13th June 2011

Dear Natalie,

How are you? Although I had a cold recently, I am fine now. Did you have a nice half term? I went to stay with my grandma Josie. I hadn't been to see her for a long time. We had lots of fun and she taught to how to cross stich. I am very glad I went to stay.

I am back at school now and we are learning about the Egyptians. So far we have found out how they built the pyramids.

I am going to see Kung Fu Panda 2 next weekend. My mum is taking me; I'm looking forward to it. Have you been to the cinema? Dad told me today that we're going to Wales summer holiday. I am excited. I haven't been there before.

Lots of love,

Francine

xxx

LO: I can identify the features of a letter.



Day 2

Find and highlight the following features:

- feelings and emotions.
- informal language.
- first person and reason for writing.

LO: I can plan a letter.

Tomorrow you are going to write a letter as if you are a Roman Soldier at Hadrian's Wall.



Day 3

Recap and Research

What does anyone know about the Roman Army already?

Can you find some new information?

Make notes on your findings.

Day 4

Draft your letter using your letter features help sheet. Ask for feedback from an adult.

Day 5

Uplevel your initial draft using feedback and a thesaurus.

Publish your letter neatly, focussing on your presentation

