

This week in maths we are going to be looking at place value, thinking about ways we can represent numbers. In English we are focussing our writing around the class story James and the Giant Peach, a copy of this to be reading at home would be very useful. Our new theme is based around 'Modern Europe', the details of this and the other afternoon sessions are detailed after the maths and English learning in this document. Please try to read on a daily basis (James and the Giant Peach would be fantastic) for at least 15 mins.

If you would like any working checking on completion then please take a photo and email to the school admin address and they will forward it onto me.

Maths

Monday

Y3 LO: I can represent numbers to 100

Y4 LO: I can represent numbers to 1000

Children need to be able to represent numbers to 100 using a range of concrete materials, such as bead strings, straws, Base 10 equipment etc.

Children should also be able to state how a number is made up. For example, they can express 42 as 4 tens and 2 ones or as 42 ones.

Work through the following questions – you may need to draw the concrete material examples to explain your thinking.

Year 3 Place Value Qs

1.

Match the number to the correct representation.



One ten and
five ones

Thirty-five

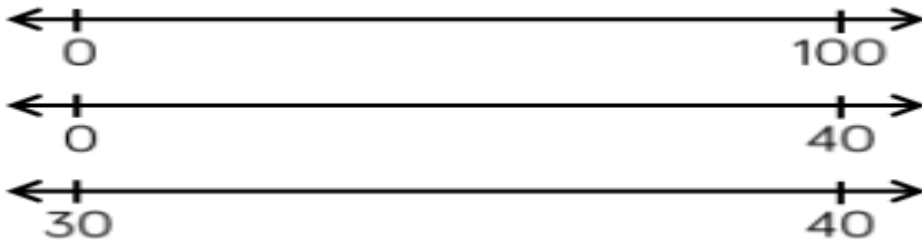
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2.

Represent 67 in three different ways.

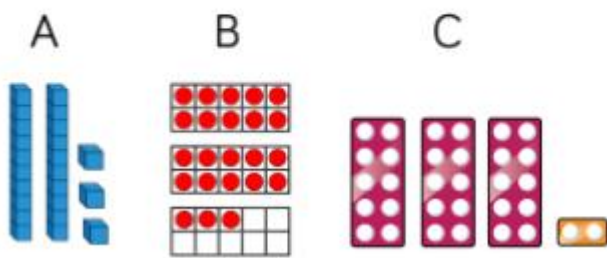
3.

Where would 36 go on each of the number lines?



4.

One of these images **does not** show 23
Can you explain the mistake?



How many two digit numbers can you make using the digit cards?



What is the largest number?
Prove it by using concrete resources.


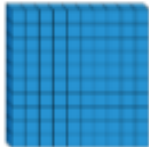
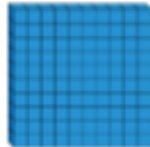
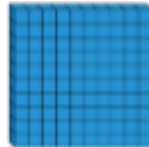
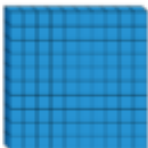
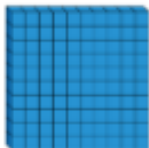
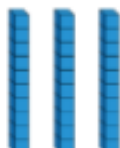
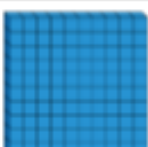
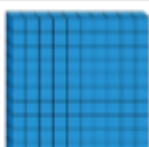
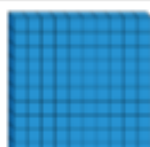

What is the smallest number?
Prove it by using concrete resources.

Why can't the 0 be used as a tens number?

Year 4 Place Value Qs

1.

Write down the number represented with Base 10 in each case.

Representation				Number
				
				
				

2.

Use Base 10 to represent the numbers.

700

120

407

999

3.

Mo is drawing numbers. Can you complete them for him?

246



390

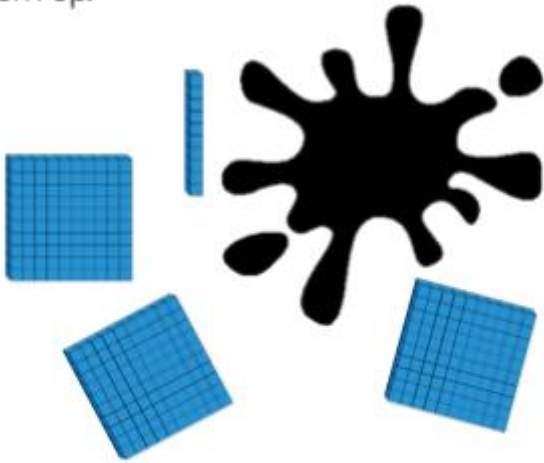


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4.

Teddy has used Base 10 to represent the number 420. He has covered some of them up.



Work out the amount he has covered up.

How many different ways can you make the missing amount using Base 10?

Extension Qs:

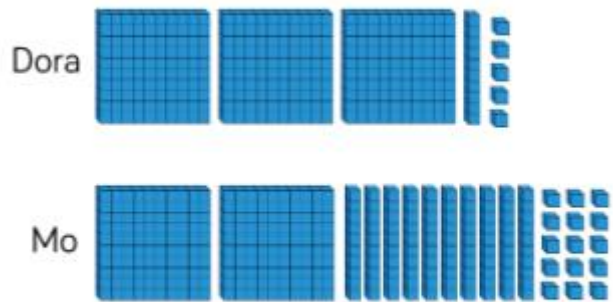
Does it matter which order you build the number in?

Can you have more than 9 of the same type of number e.g. 11 tens?

Can you create a part-whole model using or drawing Base 10 in each circle?

5.

Which child has made the number 315?



Explain how you know.

Tuesday:

Y3 LO: I can partition and recombine tens and ones

Y4 LO: I know that a 3-digit number is made of hundreds, tens and ones

1.

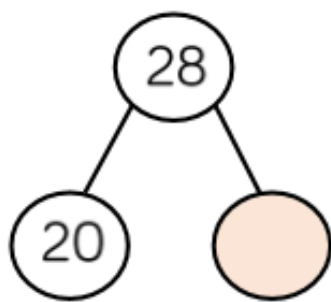
Match the number sentence to the correct number.

$20 + 19$ $10 + 4$ $40 + 0$ $80 + 1$

40 14 81 39

2.

Complete the part-whole model and write four number sentences to match.



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

3.

Dora has 20 sweets and Amir has 15 sweets.
Represent the total number of sweets:

- With concrete resources.
- In a part-whole model.
- As a number sentence.

4.

Teddy thinks that,



$40 + 2 = 402$

Explain the mistake he has made.

Can you show the correct answer using concrete resources?

5.

Fill in the missing numbers.

$1 \text{ ten} + 3 \text{ ones} = 13$

$2 \text{ tens} + \underline{\quad} \text{ ones} = 23$

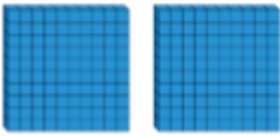
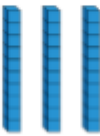

$3 \text{ tens} + 3 \text{ ones} = \underline{\quad}$

$\underline{\quad} \text{ tens} + 3 \text{ ones} = 43$

What would the next number in the pattern be?

1.

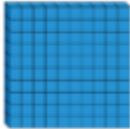

What is the value of the number represented in the place value chart?

Hundreds	Tens	Ones
		

Write your answer in numerals and in words.

2.

Complete this place value chart so that it shows the number 354

Hundreds	Tens	Ones
		




Represent the number using a part-whole model.

3.

How many different ways can you make the number 452?
Can you write each way in expanded form? (e.g. $400 + 50 + 2$)

Compare your answer with a partner.

4.

Hundreds	Tens	Ones
		

Eva



The place value grid shows the number 467

Is Eva correct? Explain your reasoning.

What do you notice about the number shown?

5.



Using each digit card, which numbers can you make?

Use the place value grid to help.

Hundreds	Tens	Ones

Compare your answers with a partner.

Wednesday

Y3 LO: I can count in hundreds

Y4 LO: I can use a number line to describe numbers up to 1000

Year 3 Hundreds Qs

1.

Use bundles of straws in tens, bead strings and Base 10 to explore how many tens make a hundred. Children use the equipment to count up and down in tens to make 100

There are 3 tens this is thirty.

There are _____ this is _____.

There are _____ tens in one hundred.

2.

There are 100 sweets in each jar.



How many sweets are there altogether?

Write your answer in numerals and words.

3.

Complete the number tracks.

200	300		500			800	
-----	-----	--	-----	--	--	-----	--

	900	800			500		
--	-----	-----	--	--	-----	--	--

4.

True or False?

If I count in 100s from zero, all of the numbers will be even.

Convince me.

5.

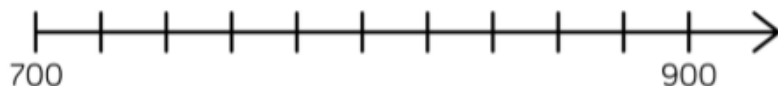
Sort these statements into always, sometimes or never.

- When counting in hundreds, the ones column changes.
- When counting in hundreds, the hundreds column changes.
- To count in hundreds we use 3-digit numbers.

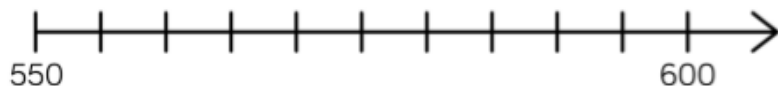
Year 4 Number line to 1000 Qs

1.

Draw an arrow to show the number 800

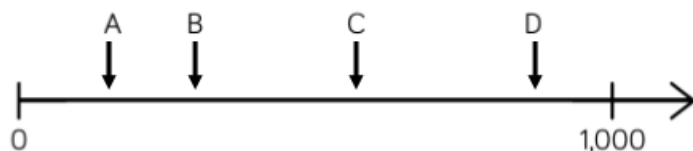


Draw an arrow to show the number 560



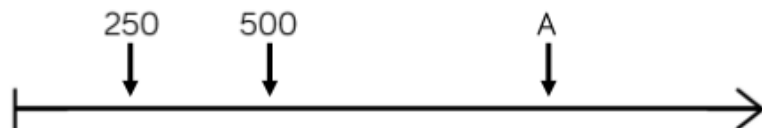
2.

Which letter is closest to 250?



3.

Estimate the value of A.



4.

Estimate where seven hundred and twenty-five will go on each of the number lines.



Explain why it is not in the same place on each number line.

5.

If the arrow is pointing to 780, what could the start and end numbers be?

Find three different ways and explain your reasoning.



Thursday


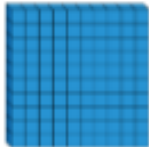
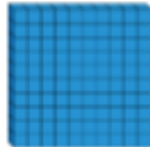
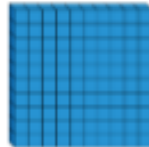
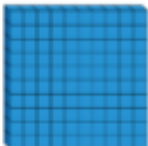
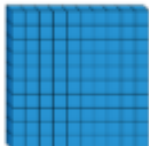
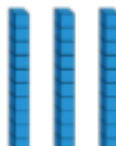
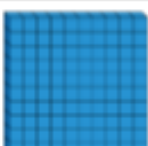
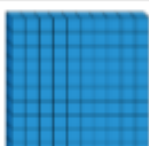
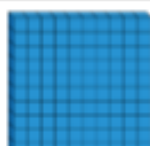

Y3 LO: I can represent numbers up to 1000

Y4 LO: I can round to the nearest 10

Year 3 represent to 1000 Qs

1.

Write down the number represented with Base 10 in each case.

Representation				Number
				
				
				

2.

Use Base 10 to represent the numbers.

700

120

407

999

3.

Mo is drawing numbers. Can you complete them for him?

246



390

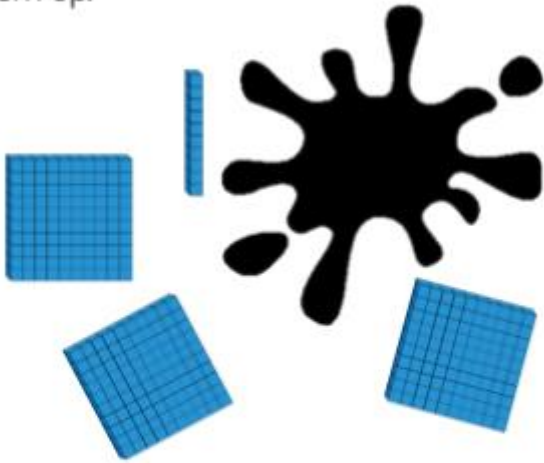


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4.

Teddy has used Base 10 to represent the number 420. He has covered some of them up.

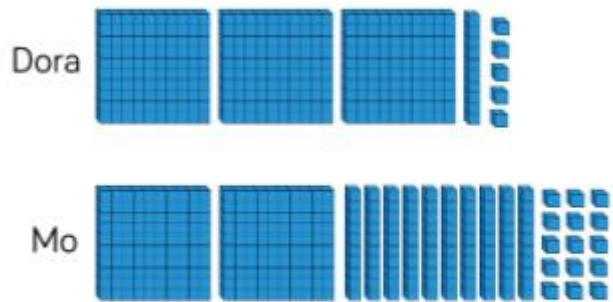


Work out the amount he has covered up.

How many different ways can you make the missing amount using Base 10?

5.

Which child has made the number 315?



Explain how you know.

Extension Qs:

Does it matter which order you build the number in?

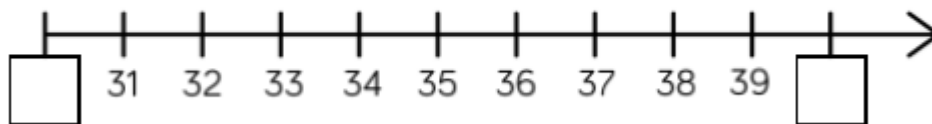
Can you have more than 9 of the same type of number e.g. 11 tens?

Can you create a part-whole model using or drawing Base 10 in each circle?

Year 4 round to nearest 10 Qs

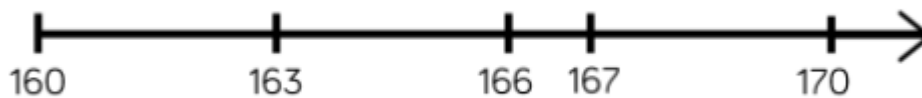
1.

Which multiples of 10 do the numbers sit between?



2.

Say whether each number on the number line is closer to 160 or 170?



Round 163, 166 and 167 to the nearest 10

3.

Complete the table:

Start number	Rounded to the nearest 10
851	
XCVIII	

4.

A whole number is rounded to 370
 What could the number be?
 Write down all the possible answers.

370

5.

Two different two-digit numbers both round to 40 when rounded to the nearest 10

The sum of the two numbers is 79

What could the two numbers be?

Is there more than one possibility?

6.

Whitney says:



847 to the nearest 10
is 840

Do you agree with Whitney?

Explain why.

Friday

Y3 LO: I can represent numbers up to 1000 on a place value grid

Y4 LO: I can round to the nearest 100

Year 3 place value grid to 1000

1.

What number is shown on the place value chart?

Hundreds	Tens	Ones

If one more 10 is added, what number would be shown?

2.

Use place value counters and a place value grid to represent the numbers:

615

208

37

3.

Use $<$, $>$ or $=$ to make the statement correct.



4.

Using place value counters, how many different ways can you make four hundred and fifty?

Show your solutions as a calculations.

5.

Eva



The number in the place value grid is the greatest number you can make with 8 counters.

100s	10s	1s
● ● ● ● ●	●	●
● ●		

Do you agree? Explain your answer.

6.

100s	10s	1s
● ●		● ●
● ●		● ●
● ●		● ● ●

Dora



The place value chart shows 607

Jack

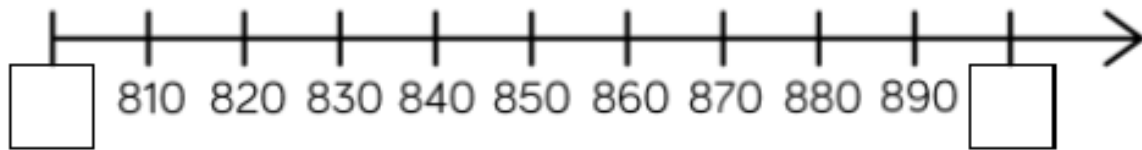
I think it shows 670



Who is correct? Explain your reasoning.

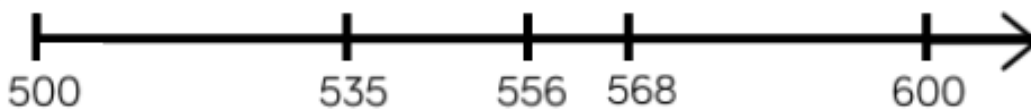
1.

Which multiples of 100 do the numbers sit between?



2.

Say whether each number on the number line is closer to 500 or 600.



Round 535, 556 and 568 to the nearest 100

Use the stem sentence: ____ rounded to the nearest 100 is ____ .

3.

Complete the table:

Start number	Rounded to the nearest 100
994	
XLV	

4.

Always, Sometimes, Never

Explain your reasons for each statement.

- A number with a five in the tens column rounds up to the nearest hundred.
- A number with a five in the ones column rounds up to the nearest hundred.
- A number with a five in the hundreds column rounds up to the nearest hundred.

5.

When a whole number is rounded to the nearest 100, the answer is 200

When the same number is rounded to the nearest 10, the answer is 250

What could the number be?

Is there more than one possibility?

6.

Using the digit cards 0 to 9, can you make whole numbers that fit the following rules? You can only use each digit once.

1. When rounded to the nearest 10, I round to 20
2. When rounded to the nearest 10, I round to 10
3. When rounded to the nearest 100, I round to 700

English

Monday

LO: I can use descriptive language

- I can make a list of words to describe a picture
- I can write in sentences to describe a picture
- I can check that my sentences make sense and edit to improve if required

A PLACE TO CALL HOME



Describe this setting. Make a list of all the words that jump into your mind – remember your job is to describe, not tell a story – say what you see!

Try to include all of the details that someone else might miss!

Tick the first two success criteria when you have finished – good work.

Tuesday

*People who write don't just write and send it to the publishers.
They edit and rework their writing to make it the best it can possibly be!*

We are all writers!

Today we are going to practice editing and making our writing the best that it can possibly be!

Read back over your writing from yesterday, if you can read it out loud and listen carefully to how it sounds – can you use editing to improve it?

Can you make any spelling or punctuation corrections to your own writing?
Can you improve any of the words to make your description even better?

Wednesday **“before” or “because”? Which is the best connective?**

I took my bucket and spade to the beach I wanted to build a sandcastle.
I put a flag on top of my sandcastle ... I decorated it with shells.
The dragon flapped his enormous wings He breathed fire at the knight.
The knight was scared ... the dragon was so fierce.

James and the Giant Peach (you can find a version on Youtube if you do not have a copy [here](#))

Read chapters 3 and 4 of the book.

Answer the questions in full sentences

1. What does the peculiar old man look like?
2. What do you think James is thinking when the man gives him the green crystals?
3. On page 19 some words are in *italic*. Why is this?
4. What do the words used to describe what the old man looks like and acts like tell us about him?
5. Why has the author used lots of exclamation marks in the old man’s speech at the end of Chapter 4 (page 20)?

Thursday **Full stop, question mark or exclamation mark?**

I’m going to fly to space
Do you want to come with me
5,4,3,2,1, Blast off

James and the Giant Peach

Read chapters 5 and 6 of the book.

If we were to talk to the characters, what questions could we ask them?

Write **two questions each** for Aunt Spiker, Aunt Sponge and James (six questions in total)

Friday **You are going to write a diary entry as either James, Aunt Sponge or Aunt Spiker.**

Diary Entries – what do you already know?

Recount - Retells an event in time (chronological) order.

Language Features

- Past tense, e.g. *I went...*
- Names of people, places, things.
- Written in first or third person.
- Has time connectives, e.g. *then, next after that, finally.*
- ‘Action’ verbs e.g. *planted, sorted.*
- Quotations - direct or reported speech.
- Must be lively and interesting, interesting detail.

Examples of recounts: diaries, witness statements, experiments, insurance claim.

Structure

- An introduction that helps the reader to understand the recount (who, what where, when).
- A recount of events as they occurred. Start from the beginning, think of it as a timeline.
- Some reflection or personal comments about the event can be added.
- A closing statement that sums up the main points.

Your diary entry is an example of a recount.

Use the 'recount' planning guide above to help you plan a day in a diary of one of the three characters. Maybe you could talk about the appearing of the peach? How did the character feel?

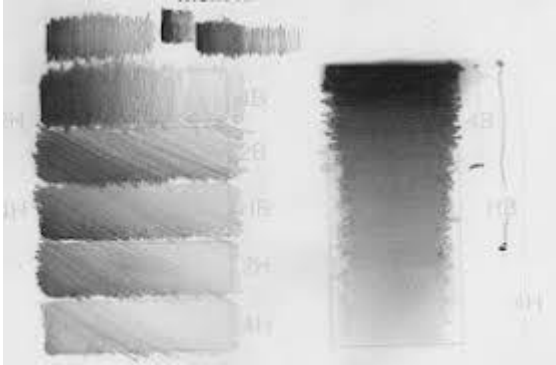
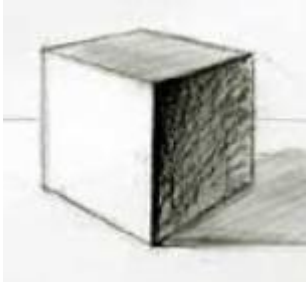
Write out the first draft of your diary entry using your planning to help you.

Success Criteria:

- I can write in first person, using ideas and content from the story
- I should develop ideas in detail using adjectives and adverbs to add description.
- I could give a clear viewpoint and expand some details.

We will read back and edit the diary entry at the beginning of next week.

Afternoon Sessions:

Monday	<p>PE – can you create and use an obstacle course?</p> <p>Maybe you could time how long it takes to complete the course.</p> <p>How could you make it more challenging? How could you make it more simple?</p>	<p>ART – can you have a go at some gradient sketching?</p> <p>You could use pencil or colours.</p>  <p>Could you have a go at drawing a 3d cube and using your shading skills to shade the 3 visible faces in a different shade?</p> 

Tuesday	<p>THEME – Our new theme for this term is ‘Modern Europe’</p> <p>Have a look at the attached resources that include the pieces of a Europe jigsaw and the country labels that go with it. If you can print out the pieces and the labels it would be a great learning challenge to cut out the pieces and put them together to create a map of Europe (it will be a pretty big jigsaw) – you may need a map of Europe to help you to work out where the pieces go.</p> <p>If you cannot print out all of the pieces then you could find a map of Europe and see how many countries you can find. Have you been to any countries in Europe? Are there any countries that you didn’t realise were in Europe?</p>	
Wednesday	<p>SCIENCE – last week we explored how sound is made by making an object vibrate and that these vibrations travel through the air or objects.</p> <p>Hold you fingers flat on your throat and make some different noises – can you feel the vibrations? What other sound vibrations can you think of?</p> <p>This week we are going to find out about the different parts of the ear.</p> <p>Can you draw a sketch of the ear (including the inside of the ear) and do some research to find out the names of the different parts?</p> <p><i>We will be exploring what actually happens inside the ear next week.</i></p>	
Thursday	<p>FRENCH Revise the numbers to 10</p> <p>Make a poster to show the different colours and label them with how they are written in French.</p>	<p>RE / PSHCE Say no to Bullying</p> <p>Have a look at the ‘if you see bullying’ poster</p> <p>What would you do if you knew someone was getting bullied in school?</p> <p>Can you make a poster to try and make people stop and think about bullying? How can you make your poster eye-catching?</p>
Friday	<p>GENIUS HOUR</p> <p>This is your free-learning topic time!</p> <p>Choose a passion and think of a way that you could share your learning with the class and then get started!</p> <p>Last week we chose our ideas and some children started to learn how to put a Powerpoint presentation together so that they could share their learning with the class at the end of the project.</p>	