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Home Learning Pack

Year 3

Guidance and Answers

Week 9
22/06/2020

Classroom secrets★ KIDS

This week's pack supports the <u>Week 9 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Turns and Angles (page 2)

A **clockwise turn** is the motion of moving in the same direction of a clock, therefore the right.

An **anti-clockwise turn** is the motion of moving in the opposite direction of a clock, therefore the left.

Question 1 – This question involves identifying which statements are true and which are false.

Statement 1 is true because you would end up pointing to the number '3' if you followed either of these instructions.

Statement 2 is also true because 4 quarter turns, which can be expressed as $\frac{4}{4}$ is equivalent to one whole. In other words, 4 quarter turns in a **clockwise** or **anti-clockwise** direction would be the same as a full turn.

Statement 3 is false because $\frac{2}{4}$ and $\frac{1}{4}$ are not **equivalent** fractions, so the size of these turns is not equal. **Equivalent** means equal in value. For example, equivalent fractions may use different numerators and denominators, but represent the same part of a whole.

Question 2 – This question involves finding out which set of instructions would leave the hands of the clock pointing in a different position compared to the rest of the instructions.

A = If the clock's hands make a $\frac{1}{4}$ turn **clockwise**, they will point to '3'.

B = If the clock's hands make a $\frac{3}{4}$ turn **anti-clockwise**, they will point to '3'.

C = If the clock's hands make a $\frac{1}{2}$ turn **clockwise**, they will point to '6'.

D = If the clock's hands make a $\frac{1}{4}$ turn **clockwise**, they will point to '3'.

Therefore, the odd one out is instruction C because the hands will point to '6' whereas all the other instructions result in the hands pointing to '3'.

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Monday

Maths – Turns and Angles continued (page 2)

Question 3 – This question involves recognising which child's clock has correctly made a $\frac{3}{4}$ turn **clockwise**.

The minute hand on the original clock is pointing to the number '12'. A three-quarter turn means that the minute hand will move around nine parts of the clock. The hands must move in a **clockwise** direction, as stated in the question.

Therefore, Katie's clock is correct because the minute hand on her clock is pointing to the number '9'. The minute hand on Owen's clock has only moved around 3 parts of the clock so it has only completed a $\frac{1}{4}$ turn **clockwise**.

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Monday

English – What is a Preposition? (page 3)

A **preposition** is a type of word used to express time, place or cause, for example: after, under, over.

Question 1 – This question involves recognising which **preposition** has been used in this sentence.

'Among' is the **preposition** in this sentence and has been used to express place as it tells us whereabouts Phoebe and Gunther darted.

Question 2 – This question involves recognising which sentences use **prepositions** correctly.

Sentence A uses the **preposition** 'without' which expresses time in this sentence.

Sentence B uses the **preposition** 'through' which expresses place in this sentence

Sentence C uses the **preposition** 'against' which expresses place in this sentence.

Sentence D uses the **preposition** 'behind' which expresses place in this sentence.

Sentence C has not used the **preposition** 'against' correctly because the order of the words is incorrect. The sentence should read: Janice leant <u>against</u> the wall to rest.

Question 3 – This question involves checking which child's statement(s) is/are correct.

Ross and Rachael are both correct as the **prepositions** they have both suggested, could replace the **preposition** 'in' and the sentence will still make sense, as shown below.

Emma ran as fast as she could across the field.

Emma ran as fast as she could through the field.

In the sentences above, both **prepositions** have been used to express place.

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Tuesday

Maths – Compare Angles (page 4)

An **angle** is when two edges of a shape meet or intersect.

An **acute angle** is an angle that is less than 90 degrees or a right angle.

An **obtuse angle** is an angle that is greater than 90 degrees but less than 180 degrees.

A **right angle** is an angle that measures exactly 90 degrees and is equal to a quarter turn.

A **reflex angle** is greater than 180 degrees but less than 360 degrees.

Question 1 – This question involves recognising which of the angles that have been labelled in these four shapes, are **acute angles**.

Angle A is greater than 90° so this is an **obtuse angle**.

Angle B is less than 90° so this is an **acute angle**.

The points that form Angle C meet at exactly 90° so this is a **right angle**.

Angle D is also less than 90° so this is an **acute angle**.

Question 2 – This question involves comparing the size of the angles shown by the hour and minute hands on three given clocks.

This statement is false because the hands on clock A show the largest angle. We can tell this by counting how many parts of the clock are between each hand. In clock A, four parts of the clock are between the minute and hour hands whereas only two parts of the clock are between the hour and minute hands on both clocks B and C.

The hands on clock A show an **obtuse angle**.
The hands on clock B show an **acute angle**.
The hands on clock C also show an **acute angle**.

The different sizes of the angles are shown below.
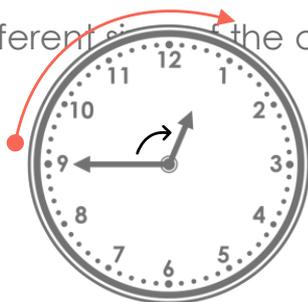
| A | B | C |

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Tuesday

Maths – Compare Angles continued (page 4)

Question 3 – This question involves identifying the types and number of angles in each of the three shapes.

Shape A has two **obtuse angles** at the top and two **acute angles** at the bottom.
Shape B has three **acute angles**.
Shape C has an **acute** and an **obtuse angle** at the top, a **reflex** and a **right angle** in the middle and an **acute** and **obtuse angle** at the bottom.

Shape B is the odd one out as it is the only shape that is made up of only **acute angles**.

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Tuesday

English – Prepositional Phrases (page 5)

A **prepositional phrase** is a group of words which contains a **preposition** (see definition on page 4) followed by a noun, pronoun or noun phrase but no verb. For example: under the bed.

Question 1 – This question involves matching three **prepositional phrases** to the correct sentence starters. Once they are fully formed, the sentences must make sense.

<div align="center">
The little girl ran across the park.
The monkey climbed off the branch.
The robber hid behind the shed.
</div>

At first glance, the **prepositional phrase** 'behind the shed' could be used after 'the little girl ran' too. However, given the context of 'the robber hid', it is more appropriate to use 'behind the shed' with this sentence starter. Also, 'The robber hid across the park' would not make sense.

Question 2 – This question involves identifying which **prepositional phrase** could complete the given sentences.

<div align="center">
The cat squeezed between the two girls.
Robert was sat between the two girls.
</div>

This **prepositional phrase** completes both sentences because it explains who the cat squeezed between and where Robert was sat in more detail.

To check our answer, we could try using the alternative **prepositional phrases** - for example: 'Robert was sat following the lady.' This sentence does not make sense.

Question 3 – This question involves rearranging seven words and placing them in a logical order.

- We can tell that the sentence begins with the pronoun 'They' because it begins with a capital letter.
- A verb is most likely to follow a pronoun. The only verb that is listed is 'built'.
- The determiner and noun which follow each other are most likely to be 'the' and 'motorway'.
- The final three words make up the **prepositional phrase**, which is 'through the hillside'.

<div align="center">
The final sentence is: They built the motorway through the hillside.
</div>

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Wednesday

Maths – Horizontal and Vertical (page 6)

A **horizontal line** is a straight line which runs left to right across the page.

A **vertical line** is a straight line which runs up and down the page.

Question 1 – This question involves identifying the number of **horizontal** and **vertical** lines that have been used in the shapes and capital letters.

The matched pairs are listed below.

Image A = Statement 2
Image B = Statement 4
Image C = Statement 1
Image D = Statement 3

Question 2 – This question involves working out whether a statement is true or false.

A **line of symmetry** is when a shape is divided into parts and each segment is equal. For example, a square has 4 lines of symmetry, whereas a rectangle has 2.
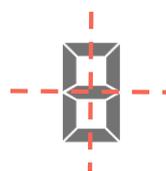
This statement is false as this shape also has a **horizontal line of symmetry** as well as diagonal **lines of symmetry**.

All the **lines of symmetry** that can be found on this shape are shown below.
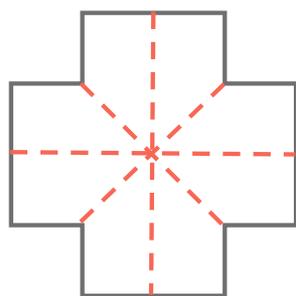
Question 3 – This question involves recognising which child's statement is correct.

Hope is correct because '1' is the only number that is made up of only **vertical lines**. Every other number that has been shown is made up of both **horizontal** and **vertical lines**. Tom is incorrect because the number '0' also has two **lines of symmetry**, as shown below.

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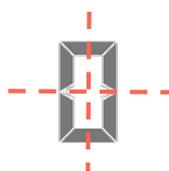
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Wednesday

English – Writing Prompt - Descriptive Writing Using Prepositional Phrases (page 7)

Prepositional phrases (see definition on page 7) are used to answer questions such as 'which one?', 'how?' and 'where?' . They are used to add information to a sentence and do not include subjects or verbs.

Every **prepositional phrase** includes a **preposition** (see definition on page 4). Some of the most common **prepositions** have been listed in the word bank.

This activity provides an illustration which should be used as a visual prompt. Your child can write an interesting description based on what they observe in the illustration. The illustration depicts a rather crowded scene, which includes several children as well as playground objects.

As with any piece of descriptive writing, your child's vocabulary should include striking words or powerful adjectives, which can describe objects and settings. Your child may even wish to add adjectives or adverbs to the **prepositional phrases** that have been provided in the word bank (e.g. under the **rusty** frame) in order to create a clear picture in the reader's mind.

When your child starts to describe a new part of the playground or is referring to a different character, they may choose to begin a new paragraph. A **paragraph** is a group of sentences that share a common idea. A new **paragraph** should be started where there is a change of time, location, character or theme.

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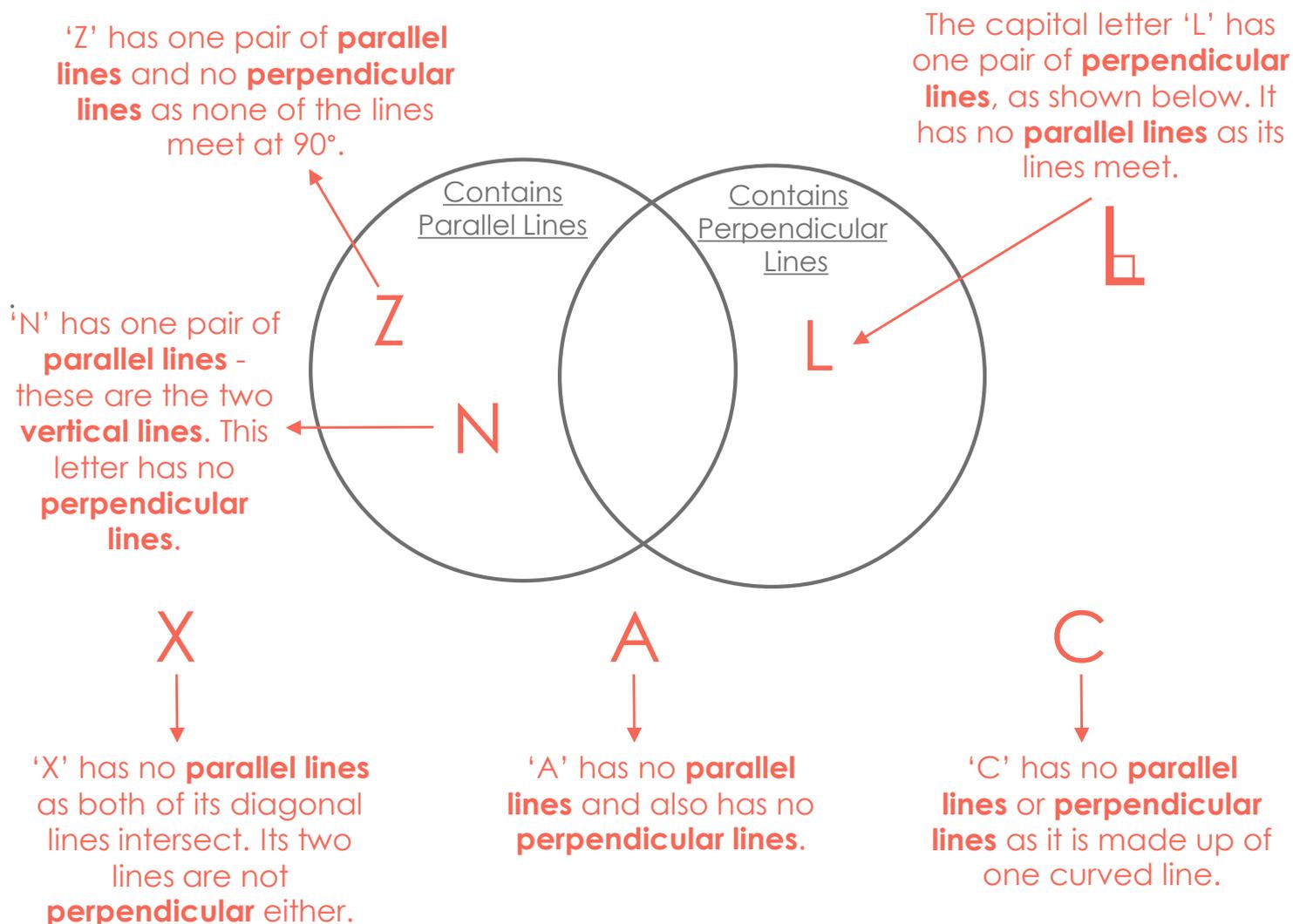
Thursday

Maths – Parallel and Perpendicular (page 8)

Parallel lines describe lines which are the same distance apart that never meet.

Perpendicular lines are lines that intersect or meet at 90 degrees or at a right angle.

Question 1 – This question involves sorting six capital letters into the Venn diagram, based on whether they contain **parallel lines**, **perpendicular lines** or a mixture of both.

Here is the completed Venn diagram:

'Z' has one pair of **parallel lines** and no **perpendicular lines** as none of the lines meet at 90°.

The capital letter 'L' has one pair of **perpendicular lines**, as shown below. It has no **parallel lines** as its lines meet.

Contains Parallel Lines

Contains Perpendicular Lines

Z

L

'N' has one pair of **parallel lines** - these are the two **vertical lines**. This letter has no **perpendicular lines**.

N

L

X

A

C

'X' has no **parallel lines** as both of its diagonal lines intersect. Its two lines are not **perpendicular** either.

'A' has no **parallel lines** and also has no **perpendicular lines**.

'C' has no **parallel lines** or **perpendicular lines** as it is made up of one curved line.

Question 2 – This question involves identifying which real-life objects contain **parallel lines**.

The xylophone, the blue jewel and the yellow book should all be circled as all three objects contain **parallel lines.**

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Thursday

Maths – Parallel and Perpendicular continued (page 8)

Question 3 – This question involves explaining whether Thomas' statement is correct.

Thomas is incorrect as even though the two lines in C are **perpendicular**, the two lines in A do not meet so they cannot be **perpendicular** and the lines in B have formed an **obtuse angle** (see definition on page 5) which is greater than 90° so they cannot be **perpendicular** either.

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Thursday

English – Ice Cream with Friends Comprehension (page 9)

This activity includes a photograph which is used as a visual prompt. Children are then asked questions about this image which require them to use their inference and comprehension skills. The questions focus on various aspects of the comprehension.

Question 1 - This question invites children to explain how they can tell that the ladies are very good friends. Various answers, for example: By looking at their facial expressions as they are laughing and smiling which suggests that they know each other well. It also says they are friends in the title.

Question 2 - This question asks children to list different accessories they can see in the photograph. Various answers, for example: sun hat, sun glasses, purse, watches, bags and flowers.

Question 3 - This question invites children to think of a question they would like to ask about this scene. The question must be linked to this photograph. This question requires a personal response, so an example answer has been provided: Why isn't the woman on the left-hand side laughing?

Question 4 - This question requires children to mark which sentences in the table use the **simple past tense** and which use the **present perfect tense**.

Simple past tense is used to describe an action that has started and ended in a time before now. For example: I **walked** the dog.

Present perfect tense is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I **have been** to Spain.

One main difference is that the **simple past tense** is usually made up of one verb whereas the **present perfect tense** is formed of two parts. The completed table is shown below.

	Simple Past Tense	Present Perfect Tense
They <u>have gone</u> out to buy gelato.		X
She <u>laughed</u> at the joke.	X	
The ice cream <u>melted</u> in the heat.	X	
She <u>has got</u> sunglasses on because it's hot.		X

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Friday

Maths – Arithmetic Quiz

Click on the link below to practise your arithmetic skills in a fun quiz. The game includes 10 questions in total and each question is marked as soon as an answer is entered.
https://kids.classroomsecrets.co.uk/resource/year-3-arithmetic-quiz-3/

English – Spelling

Click on the link below to complete this Year 3 and 4 Spelling Activity 6. How many words can you spell correctly? Remember to listen to the sentences carefully.
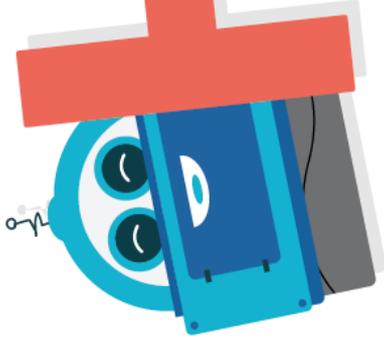https://kids.classroomsecrets.co.uk/resource/year-3-and-4-spelling-activity-6/

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Assembly Activity

Celebration certificate

On the following page in this pack (page 15), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be

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Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date

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Additional resources

English – Reading – Mother Seacole: A Biography (pages 10 – 12)

Children should read the information and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are as follows:

1. Why is Mary called 'Mother Seacole?'
A nickname given to her by the soldiers because she was like a mother to them and cared for them.

2. Why do you think the biography is written in an order? Why is it structured in a specific way?
It progresses through someone's life so is in time order.

3. Who was Mary's husband? Where was he from?
Edwin Seacole, England.

4. Why has the author written this text?
To inform others about Mary's life.

5. When did Mary die?
1881

6. Are there any differences about travelling now compared to when Mary was alive?
Use different methods of transport. It is quicker to travel now than when Mary was alive.

7. What features of a biography are used in the text?
Title, picture of the person, facts, dates, chronological order.

8. Did you learn anything new from the text?
This question requires a personal response, so an example answer has been provided:
Before I read this biography, I didn't know that Britain went to war in 1854.