



**Victoria Dock Primary School Home Learning Plan**  
**Year 3**  
**Week Commencing 8<sup>th</sup> February 2021**



As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by school staff following a quarantine period.

<b>Year 3 Maths – Online Learning</b>	
Lesson 4 Convert pounds and pence	<a href="https://vimeo.com/497942634">https://vimeo.com/497942634</a>
Lesson 5 Add money	<a href="https://vimeo.com/498286318">https://vimeo.com/498286318</a>
Lesson 6 Subtract money	<a href="https://vimeo.com/498297373">https://vimeo.com/498297373</a>

Converting pounds to pence – continued

Fluency 1

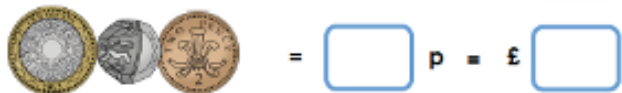
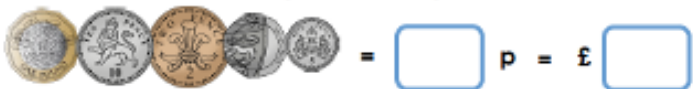
How many coins on the left make the amount on the right.



Fluency 2

There are  p in £1.

Use this fact to help you write these amounts in pence and pounds and pence.



Fluency 3

Fill in the blanks in the table.

$$258\text{p} = \text{£}2 \text{ and } 58\text{p} = \text{£}$$

$$\text{p} = \text{£}1 \text{ and } 16\text{p} = \text{£}1.16$$

$$735\text{p} = \text{£} \text{ and } \text{p} = \text{£}7.35$$

$$\text{p} = \text{£}5 \text{ and } 42\text{p} = \text{£}$$

Fluency 4

How much money is in each group? Make sure you convert to pounds and pence.

$10\text{p}+50\text{p}+50\text{p}+2\text{p}+1\text{p}=\text{£}$	$50\text{p}+50\text{p}+20\text{p}+2\text{p}+50\text{p}+20\text{p}+5\text{p}=\text{£}$
$\text{£}1+\text{£}2+50\text{p}+50\text{p}+20\text{p}+5\text{p}+2\text{p}=\text{£}$	$20\text{p}+20\text{p}+20\text{p}+20\text{p}+20\text{p}+20\text{p}=\text{£}$
$\text{£}5+\text{£}2+10\text{p}+50\text{p}+20\text{p}+50\text{p}+20\text{p}=\text{£}$	$50\text{p}+50\text{p}+2\text{p}+50\text{p}+10\text{p}+2\text{p}+\text{£}2=\text{£}$

Application 1

Marlon wants to buy a new book which costs £8.99. He has 923p and thinks he has enough money.



Do you agree with Marlon?  
How do you know?

Application 2

Jane wants to save some money.

She wonders which option she should choose to save the most money?



Option 1

50p a week for 8 weeks.

Option 2

£1 a week for 4 weeks.

Which one should she pick? Convince me!

**Problem Solving 1**

How much money could Caleb have?

Find three possibilities.



I have £4.59

Asha



I have 495p

Millie



I have more than Asha but less than Millie.

Caleb

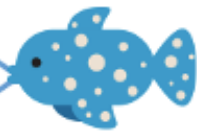
**Problem Solving 2**

Ranjit wants to buy 3 of the fish below.



I have 500p to spend.

£1.80



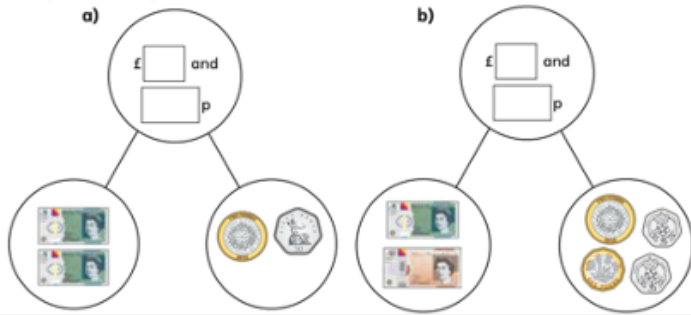
£1.20

What combination of fish can he buy?

Find all possibilities!

# Add Money

**Fluency 1**  
Complete the part-whole models.



**Fluency 2**  
Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

$$£ \square + £ \square = £ \square$$

$$\square \text{ p} + \square \text{ p} = \square \text{ p}$$

Dora spends £  and  p.

**Fluency 3**  
Complete the number sentences.

a) £3 and 12p + £5 and 12p = £  and  p

b) £3 and 30p + £5 and 30p = £  and  p

c) £3 and 50p + £5 and 50p = £  and  p

d) £4 and 50p + £5 and 50p = £  and  p

What do you notice?

**Fluency 4**

Brett has £6 and 55p.

Aisha has £2 and 55p.

How much money do they have altogether?

**Application 1**

Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

a) Annie orders a tomato pizza and cheese bites.

How much does it cost?

b) Alex has £10

She wants to buy potato wedges and a vegetable pizza.

Does she have enough money?

Explain your answer.

**Application 2**

Mo buys a cap for £6 and 50p.

He also buys a key ring.

He spends £10 in total.

How much does the key ring cost?



**Application 3**

Anita has this much money...



Does she have enough to buy two balls and an aeroplane?

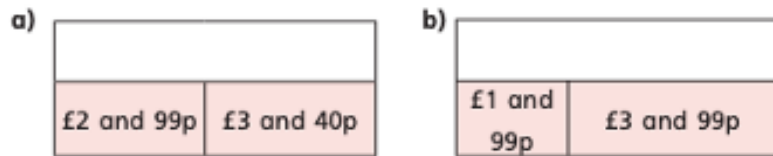


Explain how do you know.

Add Money – continued

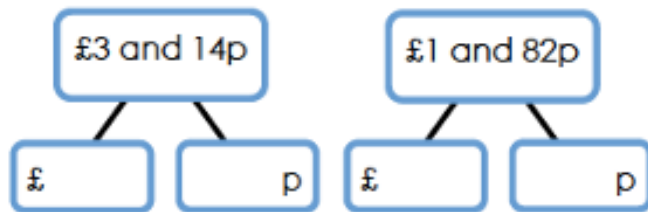
Fluency 1

Complete the bar models.



Fluency 2

Use the model to add the two amounts together.



Fluency 3

Add these amounts of money together:

$$£1 \text{ and } 12p + £1 \text{ and } 43p =$$

$$£3 \text{ and } 62p + £1 \text{ and } 28p =$$

$$£4 \text{ and } 29p + £1 \text{ and } 30p =$$

Application 1

Eva has £6 to spend.



What can Eva buy?

Application 2

True or False?

You can make the combined total of one doll and one teddy using only 3 coins.



Application 3

Add the amounts of money together.

Then use  $<$ ,  $>$  or  $=$  to compare them.

$£3 \text{ and } 43p + £2 \text{ and } 43p =$	$£3 \text{ and } 23p + £2 \text{ and } 13p =$
$£1 \text{ and } 14p + £1 \text{ and } 81p =$	$£1 \text{ and } 68p + £1 \text{ and } 30p =$
$£3 \text{ and } 30p + £1 \text{ and } 40p =$	$£0 \text{ and } 25p + £4 \text{ and } 45p =$
$£3 \text{ and } 33p + £4 \text{ and } 44p =$	$£3 \text{ and } 66p + £4 \text{ and } 14p =$

Problem Solving 1

Jane and Jerry have been saving some money. Together, they have saved £55.



Jane has saved £8 more than Jerry. How much have they each saved?

Problem Solving 2

Footballs cost £1 and 80p  
Tennis balls cost £1 and 40p



Alfie paid exactly £10 for some balls.  
How many of each ball did he buy?

# Subtract Money

**Fluency 1**

**a.**

**b.**

**Fluency 2**  
Tommy has £5 and 75p in his pocket.

He puts £2 and 50p in his money box.

How much is left in his pocket?

**Fluency 3**

Whitney has £4 and 80p.

She buys this pair of socks.

How much money does Whitney have left?

**Fluency 4**  
Complete the statements.

a) £8 and 65p - £5 and 25p = £  and  p

b) £8 and 65p - £5 and 65p = £  and  p

c) £8 and 65p - £8 and 30p = £  and  p

**Application 1**  
Complete the bar models.

a)

£8 and 99p	
£8 and 96p	

b)

£9 and 15p	
62p	

**Application 2**  
Amir and Rosie use a number line to subtract £5 and 75p from £8

**Amir's method**

**Rosie's method**

Amir and Rosie both get £2 and 25p as their answer.

Whose method do you prefer?

Explain why.

**Application 3**  
Jerry has a £19 note and spends £2 and 50p. He thinks he will have £8 and 50p left.

Is Jerry correct?  
Convince me!

**Problem Solving 1**

The answer to this calculation is 175p.

All of the missing digits used are either 2 or 5.

$£1 \text{ and } 75\text{p} = £ \_ \text{ and } \_ \_ \text{ p} - \_ \_ \text{ p} = \_ \_ \text{ p}$

Can this be done in more than one way?

## Subtract Money – continued

### Fluency 1

Complete the number sentences.

a) £3 and 50p – £1 and 20p = £  and  p

b) £3 – £1 and 50p = £  and  p

c) £6 and 15p – £2 and 85p = £  and  p

d) £8 and 7p – £3 and 54p = £  and  p

### Fluency 2

Anita has £5 to spend at the shop.

She buys a doll. The doll costs £1 and 85p. What change should she receive?



### Fluency 3

A toy car is reduced by £2 and 50p.  
How much does the car cost now?



Paying with this note, how much change will be given?



### Application 1

Darcey has £8.20 and buys a skipping rope costing £2.75. She works out how much money she has left...

$$\begin{array}{r} \text{£ } 8 \text{ and } 20 \text{ p} \\ - \text{£ } 2 \text{ and } 75 \text{ p} \\ \hline \text{£ } 6 \text{ and } 55 \text{ p} \end{array}$$



Spot and explain the mistake in her working.

### Application 2

Ranjit has saved £15.

Each day he spends 80p on his favourite comic.



He thinks he is able to buy the comic for 19 days.

Do you agree? Show why!

### Application 3

Which numbers are missing in the calculation below?

$$\begin{array}{r} \text{£ } 6 \text{ and } 8 \square \text{ p} \\ - \text{£ } 3 \text{ and } \square 9 \text{ p} \\ \hline \text{£ } 3 \text{ and } 53 \text{ p} \end{array}$$

Explain your reasoning!

### Problem Solving 2

Asha has a £10 note. After her shopping trip she has £4 and 10p left.  
How many different combinations of items could she have bought?

	£1 and 70p
	£5
	£2 and 50p
	90p
	£1 and 25p

Monday 8<sup>th</sup> February 2021

Writing – Noun Phrases

- To create settings, characters and plot.
- To draw on a varied and rich vocabulary to describe and specify.

Your Task:

Label the picture of Flicker with brilliant noun phrases. Use a thesaurus to find interesting vocabulary.

Write your noun phrases into a short character description of Flicker.

Challenge:

Write your noun phrases into statement, question, exclamation or command. Can you explain the differences between the sentences?



Tuesday 9<sup>th</sup> February 2021

Writing – Similes

- To create settings, characters and plot.
- To start to use figurative devices (e.g.: similes).

Your Task:

Think about the overgrown garden and write a setting description full of noun phrases and similes.

Challenge:

Can you use adverbs to give extra details into your sentences?

Wednesday 10<sup>th</sup> February 2021

Writing – Fronted Adverbials

- To create settings, characters and plot.
- To use fronted adverbials in my writing, sometimes using a comma.

Your Task:

Look back at your sentences from Monday and Tuesday. Can we improve them by using a fronted adverbial?

Friday 12<sup>th</sup> February 2021

Writing – Introduction

- To create settings, characters and plot.
- To draw on a varied and rich vocabulary to describe and specify.
- To use figurative devices (e.g.: similes).
- To use fronted adverbials in my writing, sometimes using a comma.

Your Task:

Write the introduction paragraphs for the story.



Writing – Introduction Planning

- To create settings, characters and plot.
- To plan and record my ideas in different ways, including rehearsing sentences orally (including dialogue), showing an increasing understanding of audience and purpose.

**Your Task:**

Think about how to describe the setting and the start to the story.

Are you going to introduce a dragon character? Where is the story set?

<b>Noun Phrases</b>	<b>Similes</b>	<b>Fronted Adverbials</b>

## Reading

This week we are continuing the story 'The Boy who Grew Dragons'. We are reading chapter 13, 14, 15 and 16. Read the questions carefully and write the answer into full sentences with cursive handwriting. Non-fiction Friday is attached below.

I would also like you to read a book for pleasure. Tell me about the book. For example, a book review or a character profile of your favourite character. Maybe you could send me a video of you reading on dojo or teams.

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=KvW3FNs41w4>

Task: Read/listen to chapter 13 of the story and answer the questions below.

Inference

1. '...that extra broccoli I was sneaking and getting him to dispose of,' What was Flicker doing with the broccoli??

Vocabulary

2. Tomas tells us Liam's nicknames "aren't as cutting as he'd probably like them to be". What does that mean?

Retrieval

3. Why did Tomas' heart skip a beat when Liam pushed him into the wall?

Inference

4. Why does Tomas refer to Kai, Kat and Ted as superheroes?

Inference

5. 'I willed her to turn around and call me.' Why did Tomas feel this way?

Summarise

6. Order the events 1-5 in which they happen in the chapter.

Flicker fell asleep in Tomas' pocket.
Liam pushes Tomas into the tree.
Liam tells Tomas he is been weird.
Liam called Tomas a 'Lame Brain'
Liam flickered a slug at Tomas.

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=NooIo8lG1QY>

Task: Read/listen to chapter 14 of the story and answer the questions below.

Predict

1. '...saw them whispering and exchanging puzzled glances .....' What do you think they were whispering about?

Retrieval

2. What mess had Lolli made?

Inference

3. Find evidence which suggests Lolli admires Flicker.

Retrieval

4. How did mum make Tomas feel guilty about granddad?

Vocabulary

5. Mum said granddad was all fired up about their plans. Tick the thought which matches granddads.

I'm really excited about our plans!	
I hope our plans work out!	
I wish we had better plans!	
I don't think our plans will work out!	

Vocabulary

6. How does Tomas use humour on page 108?

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=vjzERCOBGIE>

Task: Read/listen to chapter 15 of the story and answer the questions below.

**Inference**

1. What impressions of the shed do you get from page 112? Give evidence!

**Retrieval**

2. What is the name of the book the old owners of granddad's house left in the shed?

**Inference**

*The book is old.*

3. Find three phrases which suggest this.

**Vocabulary**

4. 'Why did granddad shout 'Bingo'?

**Vocabulary**

5. 'The dreams were so vivid that I woke up remembering every detail.' Tick the word closest in meaning to 'vivid'.

Vague	
Dull	
Realistic	
Bright	

**Retrieval**

6. For each of the following statements, tick the correct box to show whether it is true or false.

Statement	True	False
That night, Tomas' didn't sleep very well		
Flicker was pleased to see Tomas in the night.		
Tomas doesn't want to know more about dragons.		

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=FWONrorOILQ>

Task: Read/listen to chapter 16 of the story and answer the questions below.

**Retrieval**

1. How does Tomas plan on finding out more information about dragons?

**Retrieval**

2. Tick two items Tomas took with him to be prepared for his bat hunt.

Night vision goggles	
binoculars	
dragon book	
torch	

**Vocabulary**

3. 'It was such a low blow I almost winced saying it.' What does this suggest?

**Summarise**

4. Summarise how Tomas felt about not letting his granddad help him with his 'homework project'.

**Inference**

5. Why do you think Tomas is nervous about looking in Grim's garden?

**Predict**

6. 'I made my way further into the garden hoping my luck would hold. It didn't.' What do you think will go wrong?

Non-Fiction Friday

- To retrieve and record information from non-fiction

Read 'Classroom made of plastic' and answer the questions below.

1. In which African country is this project taking place?

Ivory Coast	
Egypt	
South Africa	

2. How much of the plastic in this country is recycled?
3. Fill in the numbers.

It takes less than \_\_\_\_\_ month to build a classroom from the blocks.

The blocks have already been used to make \_\_\_\_\_ classrooms.

4. Put the steps in the correct order for 1 to 4.

The factory makes it into plastic blocks	
People collect plastic waste	
The blocks are used to build new classrooms	
They sell it to a factory to earn money	

5. Why are these blocks similar to Lego?

**Challenge**

What are the benefits of the project? Why is it good for the environment, parents and children? Explain them individually.

## BIG NEWS

# CLASSROOMS MADE FROM PLASTIC



**PLASTIC** rubbish is being put to good use in Africa – it's being made into classrooms!

Ivory Coast – a country on the west coast of Africa – has a lot of plastic rubbish, but only 5% (one twentieth) is recycled.

Now, some of the plastic is being turned into building blocks in a new factory set up by the charity Unicef.

The interlocking bricks can be tapped together with just a hammer. Much-needed classrooms can be built quickly and cheaply. A person from Unicef said: "The bricks require no sand, no cement and a classroom can be built in less than a month."

Because the plastic waste now has a value, women in the community are collecting it up and selling it to the factory. The money helps to pay for their children's education in the newly-built classrooms!

Six classrooms made from the blocks are already in use around Ivory Coast. Unicef is working with a recycling company called Conceptos Plásticos on the project and hopes to take the idea to other African countries soon.

## Spelling and Handwriting

Read through the PowerPoint

- Monday – bingo
- Tuesday – picture and story task
- Wednesday – crossword
- Thursday – handwriting
- Friday – spelling test



Spelling Week 6 - Monday 8<sup>th</sup> February 2021

Can we make our spelling super?

Focus: prefix super-

Task: Choose a bingo card and play super prefix bingo.

Words to call for bingo:

- Supermarket
- Superhuman
- Superstar
- Superman
- Superpower
- Superstore
- Supersonic

Spelling Week 6 - Tuesday 9<sup>th</sup> February 2021

Can we make our spelling super?

Focus: prefix super-

Task: Picture and a Story Task.

Write the spelling, draw a picture of that spelling into an interesting sentence.

Example:

superman



As the clouds rumble with anger, superman zoomed across the demonic sky.

Spelling Week 6 - Friday 12<sup>th</sup> February 2021

Can we make our spelling super?

Focus: prefix super-

Task: spelling test.

1.

2.

3.

4.

5.

6.

7.

superstar	supersonic	superstore
supermarket	superman	superpower

supermarket	superman	superpower
superhuman	superstar	supersonic

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superhuman	superstar	supersonic
superstore	supermarket	superman

superstore	supermarket	superman
superpower	superhuman	superstar

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superpower	superhuman	superstar
supersonic	superstore	supermarket

supersonic	superstore	supermarket
superman	superpower	superhuman

Spelling Week 6 – Wednesday 10<sup>th</sup> February 2021

Can we make our spelling super?

Focus: prefix super-

Challenge starter: Silly sentence. How many words can you fit into a sentence?

**Word list**

supermarket  
superstar

superman  
supersonic

superpower  
superstore

superhuman

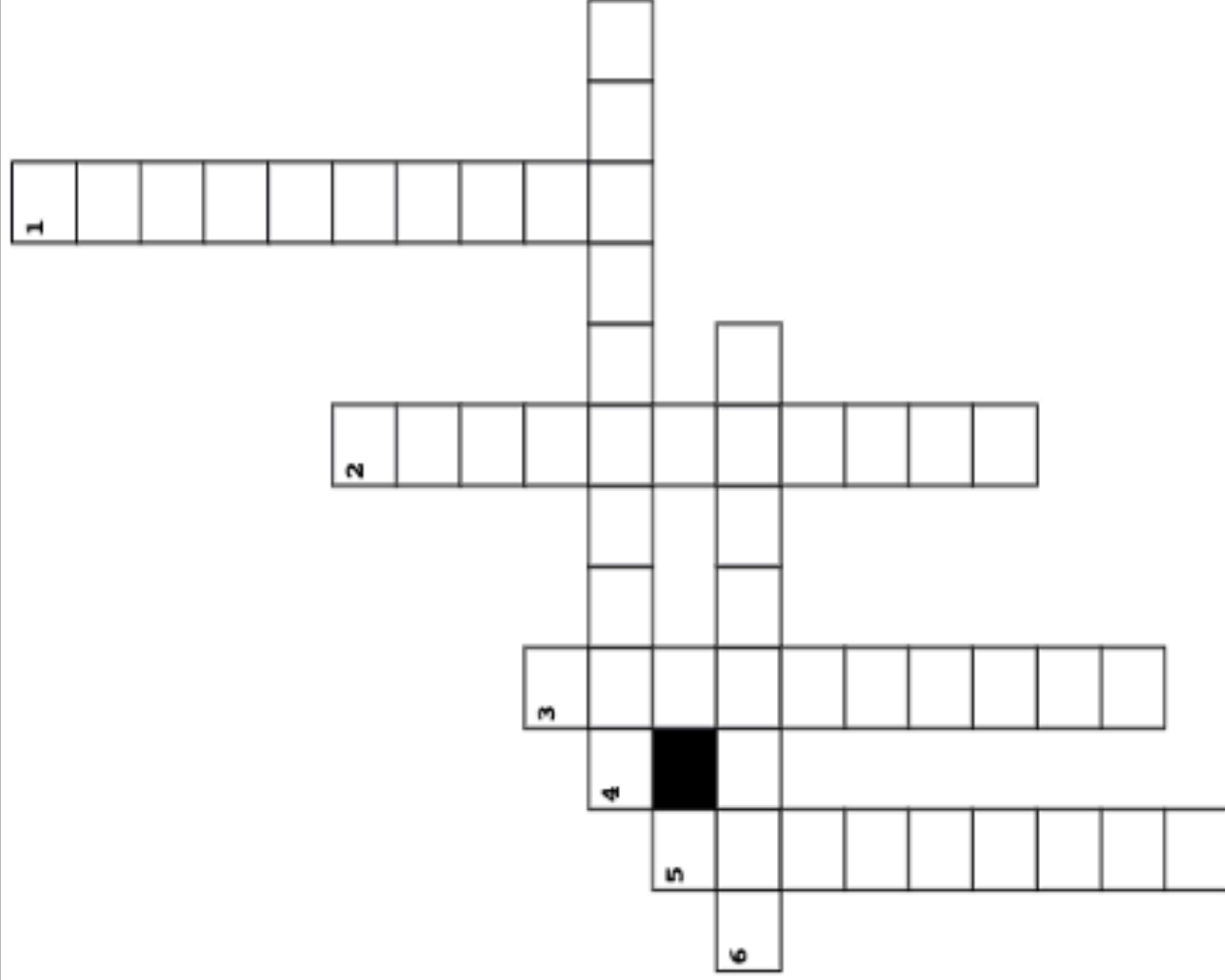
Task: complete the crossword.

Across

- 4. faster than the speed of light.
- 6. a person with amazing powers.

Down

- 1. more than is possible for a human being.
- 2. a huge shop selling groceries.
- 3. amazing skill or ability.
- 5. a very famous person.





## Other Subjects

History- Greek beliefs.

RE – Re-enact the key moments of Jesus' and Guru Nanek's lives.

Jigsaw – reflection of this topic and banana car challenge.

Science – bones and skeleton.

History – What did the Greeks believe?

NCO: to study Greek life and achievements and their influence on the western world.

In this lesson, we will explore the religious beliefs of the Ancient Greeks. Watch the video: <https://classroom.thenational.academy/lessons/what-did-the-greeks-believe-6wvwp6d>

Task:

Choose your favourite god or goddess and research about them. What were their powers or the myths they were in?

Challenge:

Design what you think the palace that the god and goddess live in. Think about the different rooms the gods might need.

RE – Who are the faith founders and what did they teach?

NCO: express thoughts and feelings about why the teaching of a faith founder influences followers.

- I can identify key events in the lives of faith founders.

Task:

Look over the research you have already done about Jesus and Guru Nanek. Maybe watch the videos again.

Re-enact the key moments of Jesus' and Guru Nanek's lives.

Challenge:

Make a list of questions you would want to ask Jesus and Guru Nanek. Hot seat as one of our chosen religious leaders, answer the questions.

Jigsaw – Dreams and Goals – Piece 6

- To evaluate my own learning process and identify how it can be better next time.
- To be confident in sharing my success with others and store my feelings in my internal treasure chest.

Task: Think and reflect about your garden challenge and answer the questions below.

1. What did you do well in this challenge?
2. What did you learn from this challenge?
3. Can you identify some next steps to help your learning?
4. How did this challenge make you feel?
5. How can these feelings help your learning in the future?

Challenge: Work in a group (or on your own at home) to create a banana car (or any sort of car creation). *At school, we will be racing them. At home, maybe race against a family member and record and upload to teams.*



Science – Bones and skeletons

- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Learning – Watch the videos:

- Film on human skeleton with other animals:  
<https://www.bbc.co.uk/bitesize/clips/ztfncvw>
  - Film clip on invertebrate with exoskeletons:  
<https://www.bbc.co.uk/bitesize/clips/zmj8q6f>
  - YouTube clip of Dem Bones: <https://www.youtube.com/watch?v=YJONLPzGfY> (be careful with adverts on youtube)
- Go through the lesson powerpoint.

Task:

1. Write the definition of a vertebrate and an invertebrate and give examples for each.
2. Read through the puppet task powerpoint and create your skeleton puppet.

Challenge:

Make a skeleton dance, maybe using the Dem Bones Song.