

Dear Year 3

We hope you and your families are keeping well and have had a good week.

Here are the suggested activities for this week for you to follow and complete.

Please also remember to take time to relax, exercise and be kind to yourselves.

Take care and keep smiling,  
Miss Baggott, Mrs Chafer, Mrs Roberts and Miss Baker



# Reading

As always, you should be aiming to read for at least 20 minutes everyday. Find some time today to sit quietly and read.

Keep reading and exploring new worlds and adventures!



# Spellings for this week

Use the read, cover, write strategy to learn the words:

bicycle

describe

forward

knowledge

particular

regular

various

**Monday 6th July**



# English

## LO: To find information

### Steps to success

1. Listen to the story ***The Sword in the Stone***.

<https://youtu.be/Bbuv2gvjUqM>

2. Read **The Sword in the Stone**.

3. Read the Sword in the Stone Questions. Think carefully about each of these questions. Write your answers in clear sentences.

4. Draw pictures of each of the five characters from this story. You could use Character Pictures to give you ideas.

5. Write notes about what you know about each of the characters around your pictures.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 8 to download a zip file of this week's work

Pages of unit to complete: Year 3 Week 8 Day 1



# Spelling and Grammar

LO: To develop grammatical skills

## Steps to success

1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings from the start of the powerpoint (writing them out 3 times in your book)



### Section 1

Mr Whoops has made THREE clumsy spelling mistakes in his sentence. Can you underline them and correct them?



During my literacy lesson, I wrote a sentence that ended with a question mark but I probably spelt something wrong.

\_\_\_\_\_

\_\_\_\_\_

### Section 2

Can you add two adjectives to this sentence?

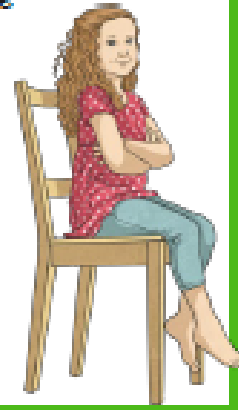


The \_\_\_\_\_ swimmer glided through the \_\_\_\_\_ water.

### Section 3

Underline all the verbs in this sentence:

Rebecca sat down on the chair and folded her arms. During the school holidays, she was always bored.



### Section 4

Tick the sentence that is a command. Circle the sentence that is a statement.

Have you been at school today?

I won an award at the gymnastics competition.

Get to bed straight away.



### Section 5

Can you think of a compound noun to match each definition?

An event that happens once a year to celebrate when you were born:

\_\_\_\_\_

A witch might ride on one of these:

\_\_\_\_\_

The mark you would leave with your boot in the snow:

\_\_\_\_\_

### Section 6

Choose a vowel. Write the name of an animal and a country beginning with your chosen letter.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



# Parent self evaluation

## Section 1

Mr Whoops has made THREE clumsy spelling mistakes in his sentence.



Can you underline them and correct them?

During my literacy lesson, I wrote a sentence that ended with a question mark but I probably spelt something wrong.

**sentence question probably**

## Section 2

Can you add two adjectives to this sentence?

The \_\_\_\_\_ swimmer glided through the \_\_\_\_\_ water.

**Any two appropriate adjectives.**

## Section 3

Underline all the verbs in this sentence:

Rebecca sat down on the chair and folded her arms. During the school holidays, she was always bored.



## Section 4

Tick the sentence that is a command.  
Circle the sentence that is a statement.

Have you been at school today?

I won an award at the gymnastics competition.

Get to bed straight away. ✓



## Section 5

Can you think of a compound noun to match each definition?

An event that happens once a year to celebrate when you were born: **birthday**

A witch might ride on one of these: **broomstick**

The mark you would leave with your boot in the snow: **footprint**

## Section 6

Choose a vowel. Write the name of an animal and a country beginning with your chosen letter.

**Accept any animal and country beginning with a, e, i, o, or u, e.g. elephant and Egypt.**

# Maths

## LO: To practise adding 1-digit numbers from 3-digit numbers mentally.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on **Maths Year 3 Week 7** to download a zip file of this week's work  
**Pages of unit to complete: Year 3 Week 9 Day 1**

### Steps to success

1. Read the lesson reminders about mentally adding numbers.
2. Task 1 - Complete the 'mild' worksheet (to build confidence) or the 'hot' worksheet (confident).
3. Check your answers with a parent and re-do any question you have got wrong.
4. Challenge – 'Check your understanding' worksheet.

## Practice Sheet Mild

### Adding 1-digit numbers to 3-digit numbers

#### Section A

$245 + 2 =$

$457 + 2 =$

$184 + 3 =$

$422 + 3 =$

$864 + 5 =$

$663 + 5 =$

#### Section B

$347 + 5 =$

$236 + 7 =$

$878 + 4 =$

$764 + 9 =$

$385 + 8 =$

$423 + 9 =$

$268 + 6 =$

$908 + 7 =$

#### Challenge

Can you describe what each set of calculations has in common?  
Make up two more additions for each section.

## Practice Sheet Hot

### Adding 1-digit numbers to 3-digit numbers

#### Section A

$528 + 6 =$

$355 + 7 =$

$949 + 8 =$

$767 + 8 =$

$684 + 7 =$

$848 + 5 =$

$909 + 6 =$

$517 + 7 =$

#### Section B

$397 + 5 =$

$296 + 7 =$

$898 + 4 =$

$794 + 9 =$

$395 + 8 =$

$493 + 9 =$

$298 + 6 =$

$992 + 9 =$

#### Challenge

Can you describe what each set of calculations has in common?  
Make up two more additions for each section.

# Parent self evaluation

## Practice Sheet (Mild)

### Section A

$245 + 2 = 247$

$457 + 2 = 459$

$184 + 3 = 187$

$422 + 3 = 425$

$864 + 5 = 869$

$663 + 5 = 668$

### Section B

$347 + 5 = 352$

$236 + 7 = 243$

$878 + 4 = 882$

$764 + 9 = 773$

$385 + 8 = 393$

$423 + 9 = 432$

$268 + 6 = 274$

$908 + 7 = 915$

### Challenge

Section A: Use number facts to add the 1s digits.

Section B: 'Target the 10' to add across a multiple of 10.

## Practice Sheet (Hot)

### Section A

$528 + 6 = 534$

$355 + 7 = 362$

$949 + 8 = 957$

$767 + 8 = 775$

$684 + 7 = 691$

$848 + 5 = 853$

$909 + 6 = 915$

$517 + 7 = 524$

### Section B

$397 + 5 = 402$

$296 + 7 = 303$

$898 + 4 = 902$

$794 + 9 = 803$

$395 + 8 = 403$

$493 + 9 = 502$

$298 + 6 = 304$

$992 + 9 = 1001$

### Challenge

Section A: 'Target the 10' to add across a multiple of 10.

Section B: 'Target the 10' again, this time crossing a multiple of 100.

# Creative Curriculum

LO: To find out about the past from a range of sources

## Steps to success

1. Find out about the weapons and armour of a hoplite soldier from ancient Greece by clicking on the picture on

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx>

2. Log onto Purple Mash and try out the Greek Soldier Labelling activity set as a To Do activity this week.



**Tuesday 7th July**



## English

# LO: To identify the main ideas and summarise

## Steps to success

1. Watch this clip from a film version of Sword in the Stone.

<https://www.youtube.com/watch?v=N7KgapQyOnE>

2. Read through the Story Paragraphs.

3. Choose your favourite part of the story. Cut out the sentences for this part.

4. Improve the sentences. Add descriptive words to them. You could make the sentences longer. Add new sentences too about the character's feelings.

5. Put all your sentences in order and write them out carefully.

6. Use words and pictures to make a Story Summary of the whole story.

7. Use your summary to practise telling the story out loud.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 8 to download a zip file of this week's work

Pages of unit to complete: Year 3 Week 8 Day 2



# Spelling and Grammar

LO: To develop grammatical skills

## Steps to success

1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings from the start of the powerpoint (writing them out 3 times in your book)





### Section 1

Choose the best conjunction to fill the gap in each sentence:

- a. Mrs French will not be a happy teacher \_\_\_\_\_ Class 10 are badly behaved again today.
- b. Josie will be allowed to play outside \_\_\_\_\_ she has finished her homework.
- c. The boys received a bravery award \_\_\_\_\_ they saved the man from drowning.

### Section 4

Look at the picture. Can you write a past tense sentence about it that contains an adjective and a conjunction?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Section 2

Mr Whoops has accidentally jumbled up TWO adverbs. Can you help him to unjumble them?

- yafesl \_\_\_\_\_
- tiequyl \_\_\_\_\_



### Section 5

Write a list sentence about the items Ben packed into his car boot to go camping. Make sure commas are in the correct places.

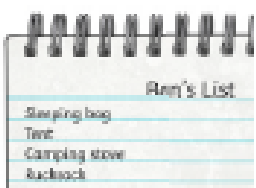
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Section 3

Add -er and -est suffixes to these root words:

- safe \_\_\_\_\_
- early \_\_\_\_\_
- sad \_\_\_\_\_

### Section 6

Can you up-level this sentence by adding an expanded noun phrase, an adverb, a conjunction and extra detail?

The boy lay under his duvet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

# Parent self evaluation

## Section 1

Choose the best conjunction to fill the gap in each sentence:

- a. Mrs French will not be a happy teacher **if** Class 10 are badly behaved again today.
- b. Josie will be allowed to play outside **after, when** she has finished her homework.
- c. The boys received a bravery award **because, as, since** they saved the man from drowning.

## Section 4

Look at the picture. Can you write a past tense sentence about it that contains an adjective and a conjunction?  
**Accept any appropriate past tense sentence, e.g. The boy walked across the clean floor.**

## Section 2

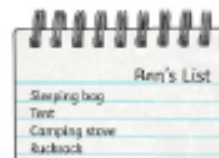
Mr Whoops has accidentally jumbled up TWO adverbs. Can you help him to unjumble them?

yafesl **safely**  
tiequyl **quietly**



## Section 5

Write a list sentence about the items Ben packed into his car boot to go camping. Make sure commas are in the correct places.



**Accept any list sentence with correct comma use, e.g. Ben filled the car boot with a sleeping bag, a tent, a camping stove and his rucksack.**

## Section 3

Add -er and -est suffixes to these root words:

safe **safer safest**  
early **earlier earliest**  
sad **sadder sadest**

## Section 6

Can you up-level this sentence by adding an expanded noun phrase, an adverb, a conjunction and extra detail?

The boy lay under his duvet.

**Any appropriate sentence with an expanded noun phrase and either a co-ordinating or subordinating conjunction added with additional detail, e.g. The extremely tired boy lay under his duvet after having a tiring day.**



# Maths

## LO: To practise subtracting 1-digit numbers from 3-digit numbers mentally.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on **Maths Year 3 Week 7** to download a zip file of this week's work  
**Pages of unit to complete: Year 3 Week 9 Day 2**

### Steps to success

1. Read the lesson reminders about mentally subtracting numbers.
2. Task 1 - Complete the 'mild' worksheet (to build confidence) or the 'hot' worksheet (confident).
3. Check your answers with a parent and re-do any question you have got wrong.
4. Challenge – 'investigation' worksheet.

Subtract 1-digit numbers from 3-digit numbers.

$$342 - 6 = 336$$

Is this answer correct? How do you know?

We can work out  $336 + 6$  to check.



To work out the answer, we could just count back 6 from 342... 341, 340, 339, 338, 337, **336**, but is there a better way?

We could use **number facts**:  
 $12 - 6 = 6$  so  $342 - 6 = 336$ ,  
can you see why?

We could '**bridge the 10**',  
subtracting 6 in two steps:  
 $342 - 2 - 4 = 336$

Subtract 1-digit numbers from 3-digit numbers.

Now try  $352 - 7$  using each of those strategies.

We could use **number facts**:  
 $12 - 7 = 5$  so  $352 - 7 = 345$ .  
Can you see why?

We could '**bridge the 10**',  
subtracting 7 in two steps:  
 $352 - 2 - 5 = 345$

$352 - 7 = 345$ . We can  
check by using the **inverse operation**!

What is  $345 + 7$ ? We can use one of the **strategies for addition** we used in the last lesson.

## Practice Sheet Mild

### Subtracting 1-digit numbers from 3-digit numbers

#### Section A

$245 - 2 =$

$457 - 2 =$

$184 - 3 =$

$428 - 3 =$

$869 - 5 =$

$666 - 5 =$

#### Section B

$342 - 5 =$

$233 - 7 =$

$872 - 4 =$

$764 - 9 =$

$385 - 8 =$

$413 - 7 =$

$264 - 6 =$

$922 - 8 =$

#### Challenge

Can you describe what each group of calculations has in common?  
Now it's your turn! Make up two more subtractions for each section.

## Practice Sheet Hot

### Subtracting 1-digit numbers from 3-digit numbers

#### Section A

$632 - 4 =$

$451 - 6 =$

$734 - 8 =$

$762 - 7 =$

$963 - 5 =$

$535 - 8 =$

$874 - 6 =$

$391 - 5 =$

#### Section B

$702 - 5 =$

$201 - 7 =$

$103 - 4 =$

$505 - 9 =$

$803 - 5 =$

$405 - 7 =$

$202 - 8 =$

$304 - 6 =$

#### Challenge

Can you describe what each group of calculations has in common?  
Now it's your turn! Make up two more subtractions for each section.

# Parent self evaluation

## Practice Sheet Answers

### Practice Sheet (Mild)

#### Section A

$245 - 2 = 243$

$457 - 2 = 455$

$184 - 3 = 181$

$428 - 3 = 425$

$869 - 5 = 864$

$666 - 5 = 661$

#### Section B

$342 - 5 = 337$

$233 - 7 = 226$

$872 - 4 = 868$

$764 - 9 = 755$

$385 - 8 = 377$

$413 - 7 = 406$

$264 - 6 = 258$

$922 - 8 = 914$

### Challenge

Section A: Use number facts to subtract from the 1s digit.

Section B: 'Bridge' across a multiple of 10.

### Practice Sheet (Hot)

#### Section A

$632 - 4 = 628$

$451 - 6 = 445$

$734 - 8 = 726$

$762 - 7 = 755$

$963 - 5 = 958$

$535 - 8 = 527$

$874 - 6 = 868$

$391 - 5 = 384$

#### Section B

$702 - 5 = 697$

$201 - 7 = 194$

$103 - 4 = 99$

$505 - 9 = 496$

$803 - 5 = 798$

$405 - 7 = 398$

$202 - 8 = 194$

$304 - 6 = 298$

### Challenge

Section A: 'Bridge' across a multiple of 10.

Section B: 'Bridge' across a multiple of 100.

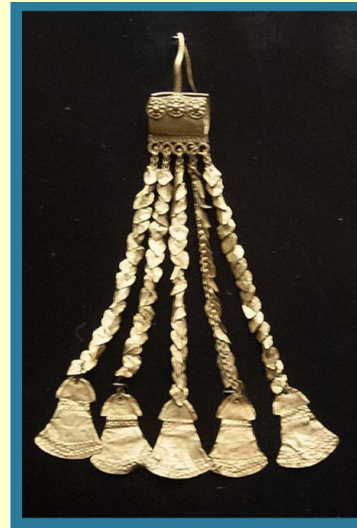


# Creative Curriculum

## LO: To find out about the past from a range of sources

### Steps to success

1. Look at the pictures of the treasure.
2. What do you think it is? Who do you think it belonged to?
3. Write down some questions about the artefact.
4. Look at some information cards about the artefacts. Does this information answer your questions?
5. Are there any questions you would like to research further?



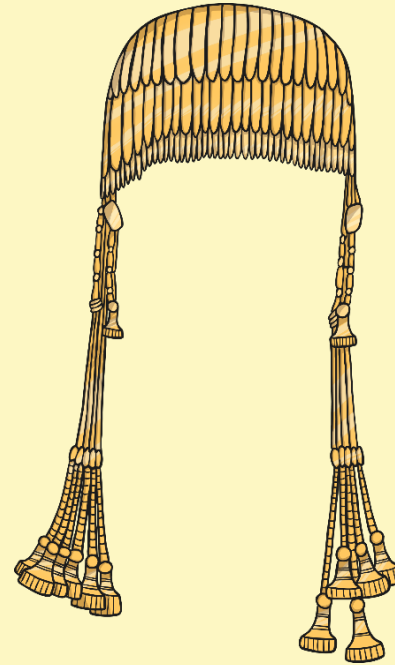


# Priam's Treasure



In 1873, an archaeologist called Heinrich Schliemann discovered a large collection of gold and other artefacts. He found them in a place where he believed the ancient city of Troy was located. The collection is called Priam's Treasure after a famous king, Priam.

- Look at the pictures of the treasure.
- What do you think it is? Who do you think it belonged to?
- Write down some questions about the artefact.







# Priam's Treasure



Now let's look at some information cards about the artefacts. Does this information answer your questions? Are there any questions you would like to research further?

## Diadem with Pendants

### What is it?

It is a diadem which is a type of crown or tiara.

### What is it made from?

It is made from gold.

### Who would have owned it?

It was very expensive and had lots of detail so it would have been worn by a queen.

### When would it have been made and used?

2400 - 2200 BC

### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.



Photo courtesy of Wikimedia Commons, Public Domain

twinkl.co.uk

## Basket Earring

### What is it?

It is an earring, there are two in the collection.

### What is it made from?

It is made from gold.

### Who would have owned it?

It would've been worn by someone very wealthy or important, like a queen or princess.

### When would it have been made and used?

2400 - 2200 BC

### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.

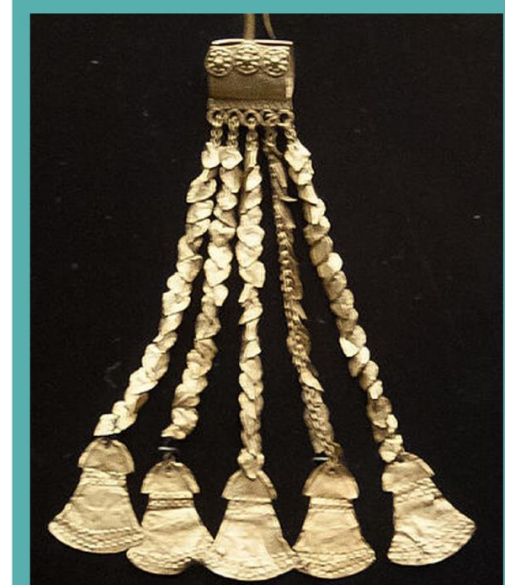


Photo courtesy of Wikimedia Commons, Public Domain

twinkl.co.uk

## The Handled Sauceboat

### What is it?

It is a sauceboat with two handles.

### What is it made from?

It is made from gold.

### Who would it have been used for?

It is believed that the vessel would have been used for ritual ceremonies.

### When would it have been made and used?

2600 - 2300 BC

### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.

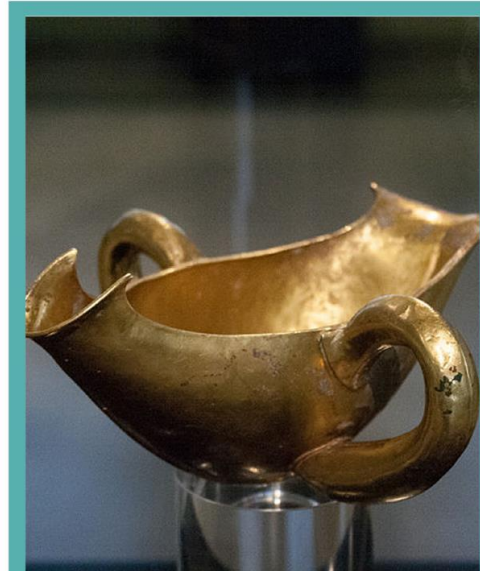


Photo courtesy of Wikimedia Commons, Public Domain

twinkl.co.uk

## Golden Pin

### What is it?

It is a gold pin, possibly used to fasten clothing.

### What is it made from?

It is made from gold.

### Who would have owned it?

It would've been worn by someone very wealthy and important.

### When would it have been made and used?

2400 - 2200 BC

### Where was it found?

It was found in Hissarlik, which is believed to be Ancient Troy.

### Where is it now?

It is in the Pushkin State Museum of Fine Arts in Moscow.



Photo courtesy of Wikimedia Commons, Creative Commons, saiko

twinkl.co.uk

**Wednesday 9th July**





# English

## LO: To write in the past tense

### Steps to success

1. Read the poem **A Good Play**.
2. Remind yourself about the past tense using the PowerPoint or the revision cards.
3. Complete the **Present and Past** activity.
4. Imagine the best time playing indoors that you can think of. Who would be with you? What would you play?
5. Write about the time in sentences in the past tense, so that it sounds like it really happened!
6. Draw a detailed picture to match your writing.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 8 to download a zip file of this week's work and the PowerPoint Tenses with audio

Pages of unit to complete: Year 3 Week 8 Day 3



# Spelling and Grammar

LO: To develop grammatical skills

## Steps to success

1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings from the start of the powerpoint (writing them out 3 times in your book)



### Section 1

Write a sentence that contains an apostrophe about the dog and his bowl.

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---

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### Section 2

Oops! Mr Whoops has accidentally replaced some of the words within his sentence with his favourite toys! Can you suggest a sensible word to replace each one?

Happily, George celebrated **yo-yo** he had scored the winning goal and his friends **skateboard** him. He was feeling **scooter**.

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### Section 3

Draw lines to join-up the root words with the correct prefixes:

un	heard
mis	appear
dis	friendly
in	correct

### Section 4

Can you think of an adjective, adverb and a preposition beginning with...

	adjective	adverb	preposition
the letter b			
the letter n			

### Section 5

Can you rewrite this text message so it is written in grammatically-correct Standard English?

You done well! You could of won the game.

---

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### Section 6

Can you unjumble these Y3 spelling words?

nomaw \_\_\_\_\_  
yarel \_\_\_\_\_



# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

# Parent self evaluation

## Section 1

Write a sentence that contains an apostrophe about the dog and his bowl.

**Accept any correctly-punctuated sentence containing the word Pip's or the dog's with the apostrophe in the correct position.**



## Section 2

Oops! Mr Whoops has accidentally replaced some of the words within his sentence with his favourite toys! Can you suggest a sensible word to replace each one?

Happily, George celebrated yo-yo he had scored the winning goal and his friends skateboard him. He was feeling scooter.



**Accept any sensible conjunction, verb and adjective.**

## Section 3

Draw lines to join-up the root words with the correct prefixes:

un	heard
mis	appear
dis	friendly
in	correct

## Section 4

Can you think of an adjective, adverb and a preposition beginning with...

**Accept any adjectives, adverbs and prepositions starting with the suggested letters, e.g. bright, bravely and below; nice, naughtily and near.**

## Section 5

You done well! You could of won the game.

Can you rewrite this text message so it is written in grammatically-correct Standard English?

**You did well! You could have won the game.**

## Section 6

Can you unjumble these Y3 spelling words?

nomaw yarel  
**woman early**

# Maths

## LO: To revise telling the time to 1-minute intervals

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on **Maths Year 3 Week 7** to download a zip file of this week's work  
**Pages of unit to complete: Year 3 Week 9 Day 3**

### Steps to success

1. Read the lesson reminders about telling the time to 1-minute intervals and writing the time digitally.
2. Task 1 - Complete the 'mild' worksheet or the 'hot' worksheet to practise telling the time and digital time.
3. Check your answers with a parent and re-do any question you have got wrong.
4. Challenge – 'investigation' worksheet.

Revise am and pm.

7:40am

7pm

2:30am

3:15pm

What might you be doing at each of these times? Remember the difference between **am** and **pm**!

Let's put the times in order from earliest to latest...

2:30am

7:40am

3:15pm

7pm

Definitely sleeping!

Eating breakfast

Leaving school

Cleaning my teeth before bedtime

Begin to tell the time to the nearest minute.



Each small division on the clock face represents just 1 minute....

So what time is this clock showing?  
**7 minutes past 10**  
**10:07**

Begin to tell the time to the nearest minute.



What time is the clock showing?

**Quarter to 11**  
**10:45**

How many minutes until 11 o'clock?

Count in 5s anti-clockwise from 12 until you reach the minute hand...

**15 minutes**

Begin to tell the time to the nearest minute.



How many minutes until 11 o'clock?

Count back in 5s from 12, then add 2 more minutes!

So what time is the clock showing?  
**22 minutes to 11**

How many minutes past 10 o'clock? So we can also write the time as **10:38**.

Begin to tell the time to the nearest minute.



How many minutes  
past 10 o'clock?

How many minutes  
until 11 o'clock?

Count back carefully  
from the top to check.


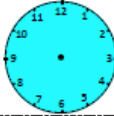

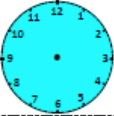

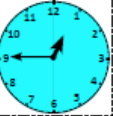





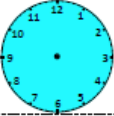





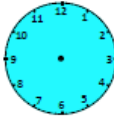






So what time is the  
clock showing?

**10:54**

**6 minutes to 11**

## Practice Sheet Mild Missing times

Write/draw equivalent times for each of these:

25 to 3			
 	 	 	 
		quarter past 12	
 	 	 	 
20 to 1			5 to 8
 	 	 	 








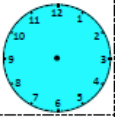









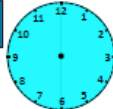






### Challenge

Write three times between 8:05 and 8:25.

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## Practice Sheet Hot Missing times

Write/draw the equivalent times for each of these.

25 to 3			
 	 	 	 
		quarter past 12	
 	 	 	 
27 minutes past 1			26 minutes to 8
 	 	 	 

### Challenge

These times are all between 8 am and 8 pm. Can you write these times from earliest to latest?

























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

















# Parent self evaluation

## Practice Sheet Answers

### Missing times Mild

25 to 3  	quarter to 8  	quarter to 1  	5 past 8  
10 to 2  	20 to 3  	quarter past 12  	25 to 8  
20 to 1  	20 to 4  	5 to 3  	5 to 8  

### Missing times (hot)

25 to 3  	quarter to 8  	quarter to 1  	5 past 8  
10 to 2  	12 minutes to 3  	quarter past 12  	23 minutes to 8  
27 minutes past 1  	20 to 4  	5 to 3  	26 minutes to 8  

### Challenge

The times in order from earliest to latest are:  
8:05, 12:15, 12:45, 1:27, 1:50, 2:35, 2:48, 2:55, 3:40, 7:35, 7:37, 7:45



# Creative Curriculum

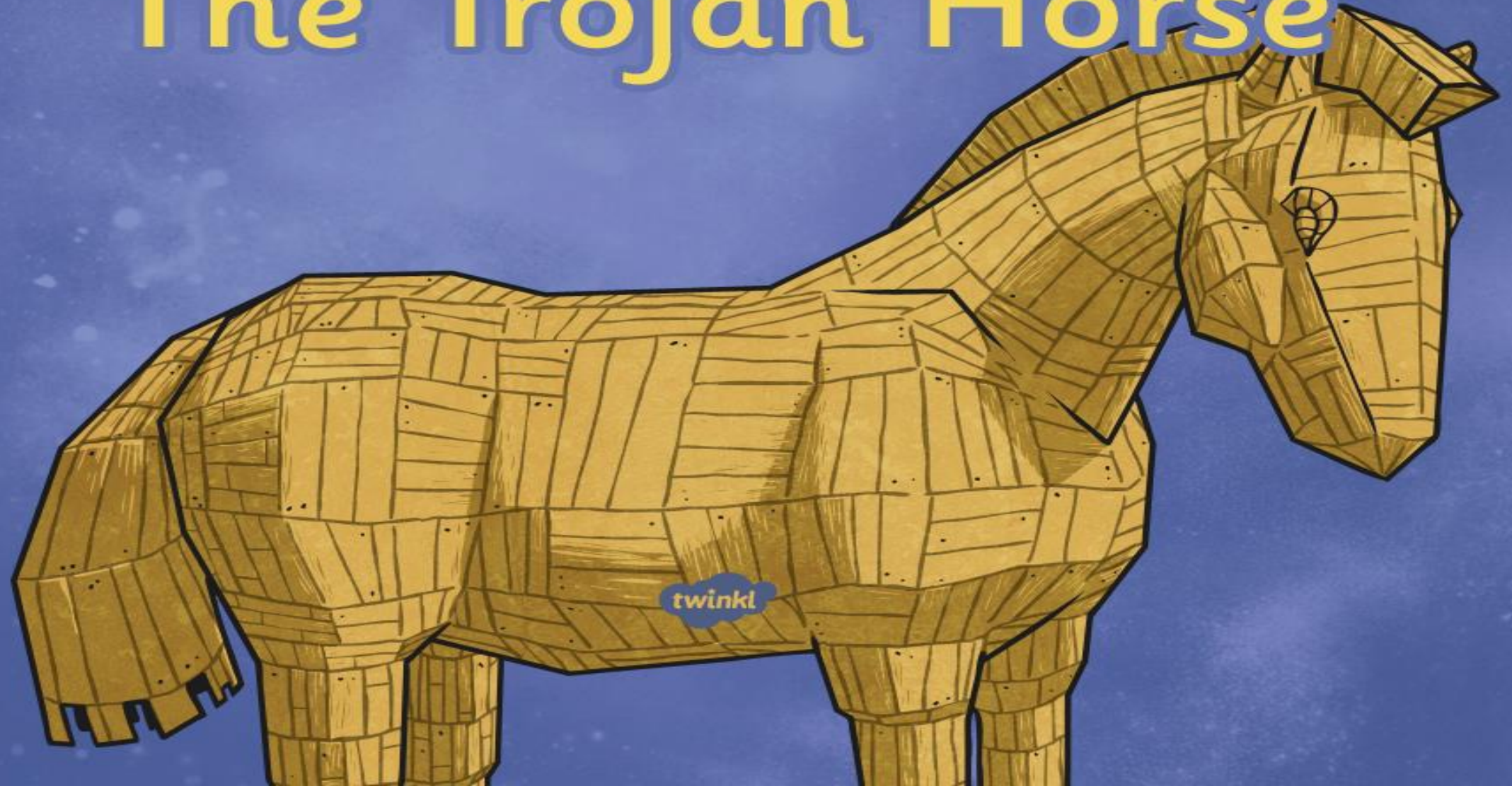
## LO: To find out about the past from a range of sources

### Steps to success

1. Look at the information on the next slides to find out about
2. The legend of the Trojan Horse.
3. Log onto Purple Mash.
4. Find the Trojan Horse News activity set as a To Do for this week.
5. Use your new knowledge to plan and make a newspaper report about the Greeks entering the city of Troy.
4. Save and hand in your activity when you have completed it.



The Legend of  
**The Trojan Horse**





This story takes place in the ancient city of Troy, across the sea from Sparta.

At one time, Troy and other Greek city-states were friends, but during the Trojan War, the Greeks and Trojans became enemies.

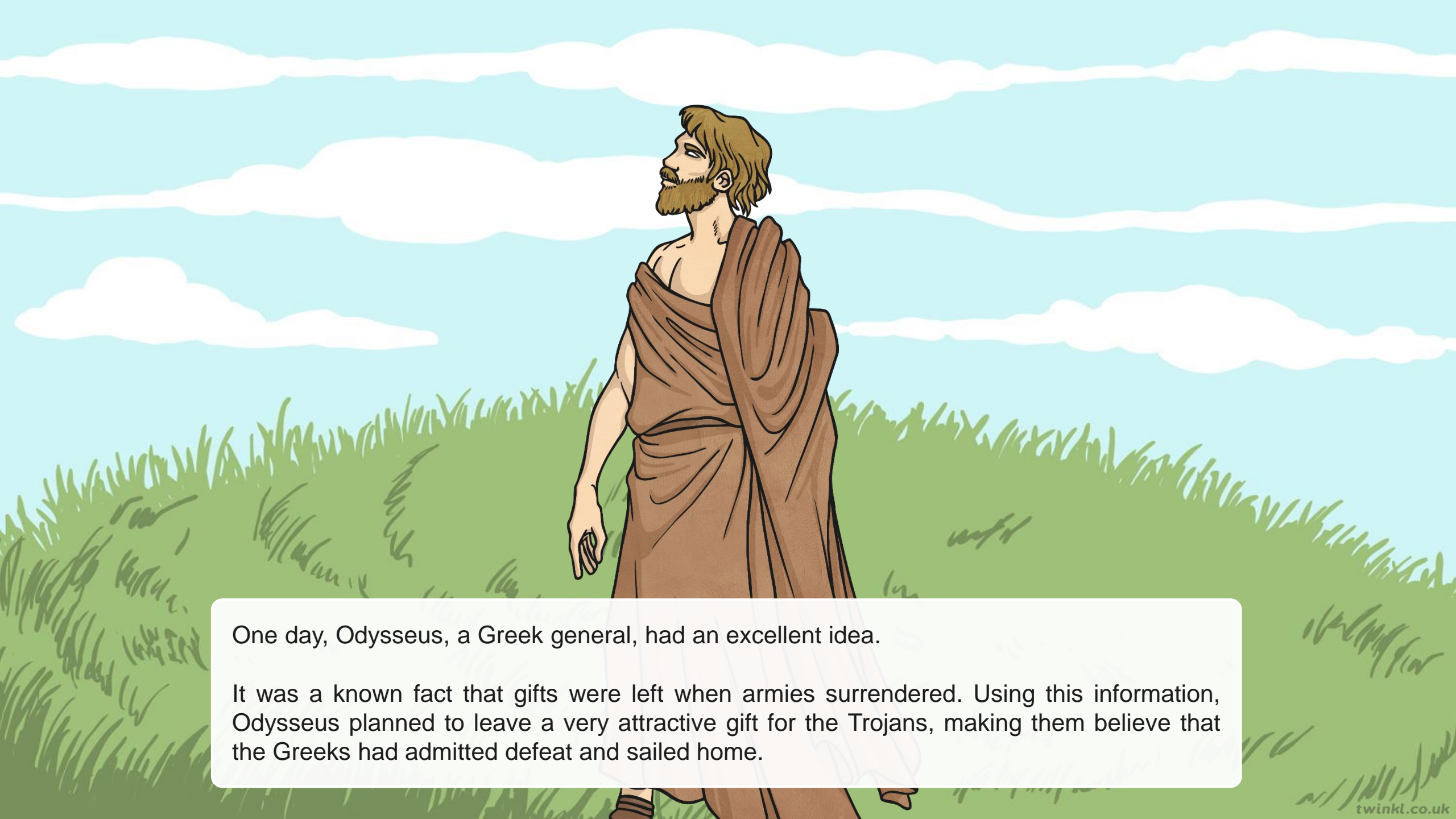


Troy was protected by a towering wall which stretched all the way around the city. The wall gave the Trojans the advantage of height and protection. When anyone tried to attack, arrows would rain down on their enemies.





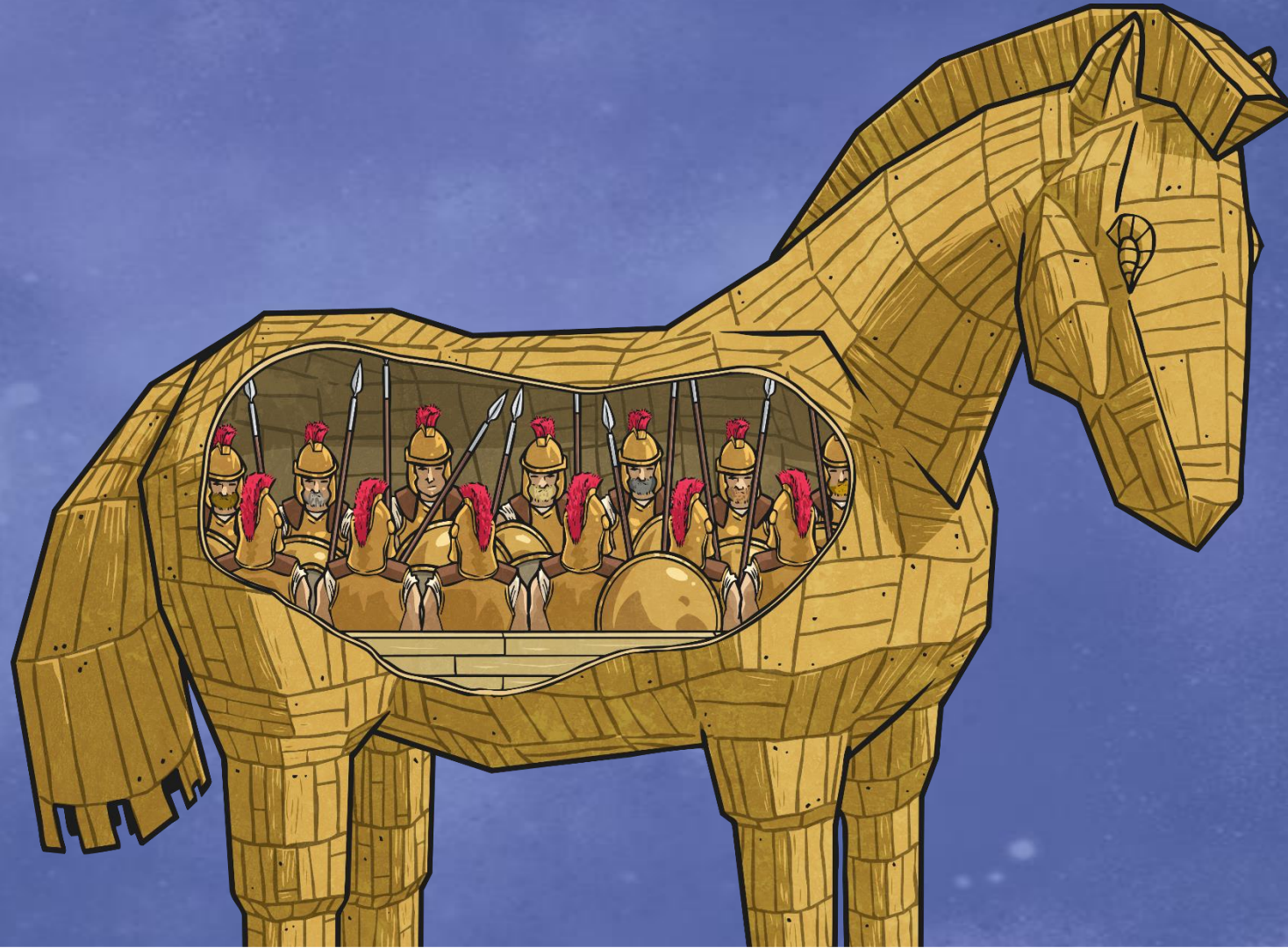
The Greeks had been trying to get over the wall for many years but every attempt was thwarted by the Trojans.



One day, Odysseus, a Greek general, had an excellent idea.

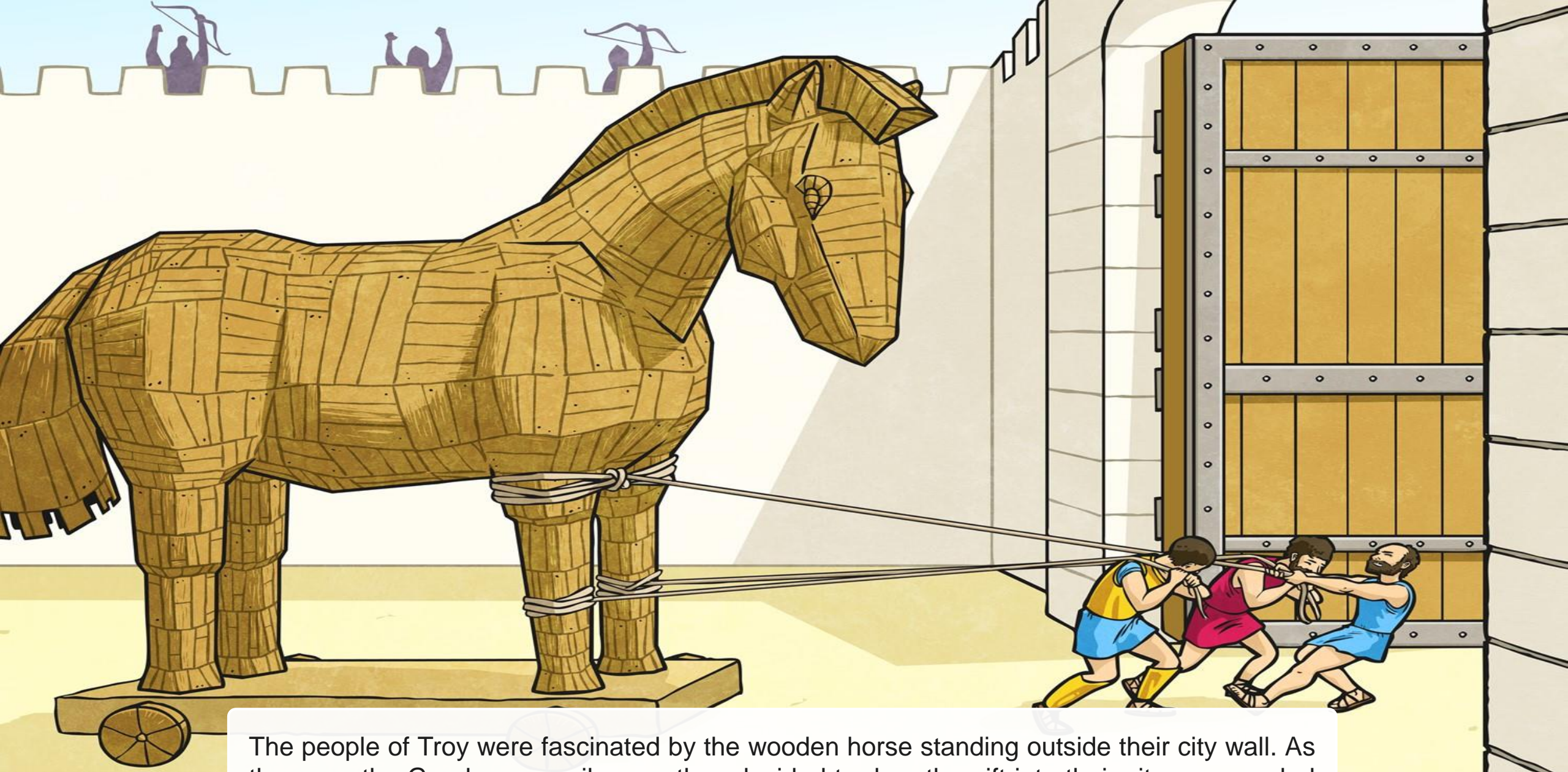
It was a known fact that gifts were left when armies surrendered. Using this information, Odysseus planned to leave a very attractive gift for the Trojans, making them believe that the Greeks had admitted defeat and sailed home.





The Greeks built an enormous, beautiful wooden horse but the body was hollow, with enough space to fit thirty men inside.





The people of Troy were fascinated by the wooden horse standing outside their city wall. As they saw the Greek army sail away, they decided to drag the gift into their city as a symbol of their victory.

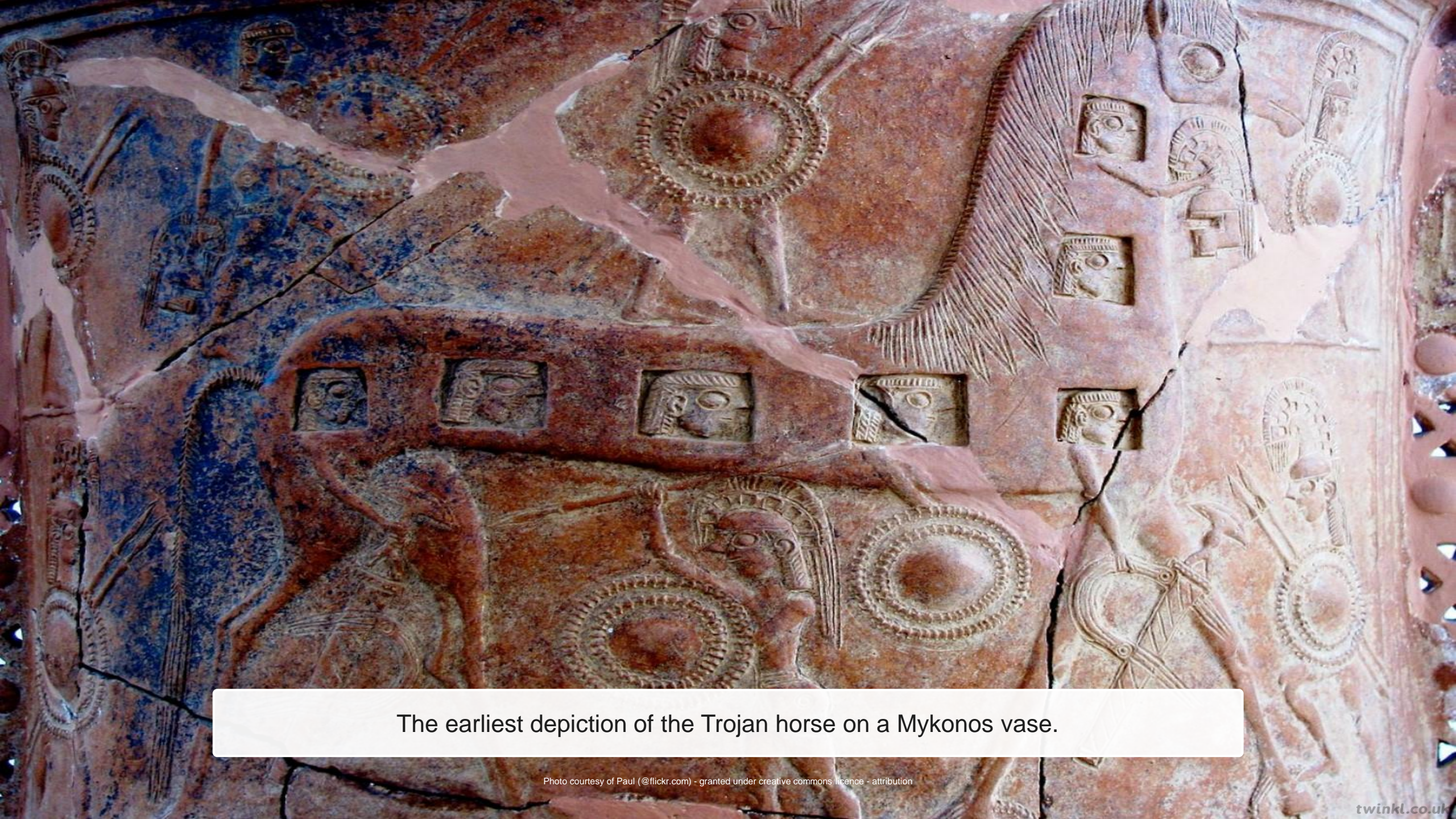


That night, the Greek ships turned around and sailed back towards Troy.

Whilst the people of Troy were asleep, the soldiers hiding inside the horse climbed out and signalled to the Greek ships that they had entered the city.

The gates were opened and the Trojans were caught off guard. Troy was destroyed and the Trojan War was over.





The earliest depiction of the Trojan horse on a Mykonos vase.



**Thursday 10th July**



# English

## LO: To write in the progressive past tense

### Steps to success

1. Read the poem *The Swing*.
2. Remind yourself about the progressive form using the PowerPoint Tenses slides 5, 6 and 7 or the revision card.
3. Complete In the Playground by rewriting the sentences in the progressive past tense.
4. Imagine you have been playing in the very best playground ever. What was in it? What were you playing? Who was playing with you?
5. Draw a picture of your playground.
6. Write some sentences in the progressive form to say
7. what you were playing and doing.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 8 to download a zip file of this week's work and the PowerPoint Tenses with audio

Pages of unit to complete: Year 3 Week 8 Day 4



# Spelling and Grammar

LO: To develop grammatical skills

## Steps to success

1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings from the start of the powerpoint (writing them out 3 times in your book)



### Section 1

Underline the correct verb form to create a present perfect sentence:

This morning, we **wrote/have written** a story.



### Section 2

Add the prefixes 'in-' or 'im-' to each root word to create a new word.

\_\_\_\_\_ sane

\_\_\_\_\_ possible

\_\_\_\_\_ patient

### Section 3

Write a sentence about this boy that includes an adjective and a conjunction. Underline them.



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### Section 4

Could you add the missing punctuation to this sentence?

"Would you like garlic mushrooms baked cod lamb chops or squid rings" asked the waitress.



### Section 5

Can you rewrite these sentences into one sentence containing a conjunction?

Nathan had been given lots of money for his birthday. He went to the shopping centre to spend it.

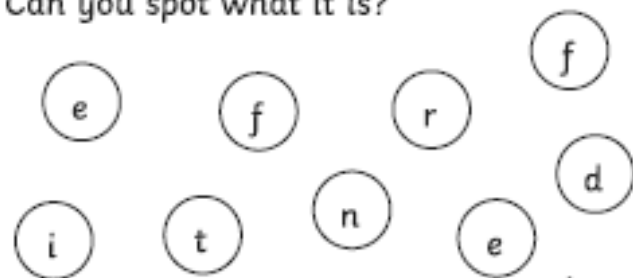
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### Section 6

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?



d \_\_\_\_\_



# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

# Parent self evaluation

## Section 1

Underline the correct verb form to create a present perfect sentence:

This morning, we **have written** a story.



## Section 2

Add the prefixes 'in-' or 'im-' to each root word to create a new word.

insane

impossible

impatient

## Section 3

Write a sentence about this boy that includes an adjective and a conjunction. Underline them.



**Any appropriate sentence with an adjective and conjunction underlined, e.g. The boy was extremely exhausted after having a terrible night's sleep.**

## Section 4

Could you add the missing punctuation to this sentence?

"Would you like garlic mushrooms, baked cod, lamb chops or squid rings?" asked the waitress.



## Section 5

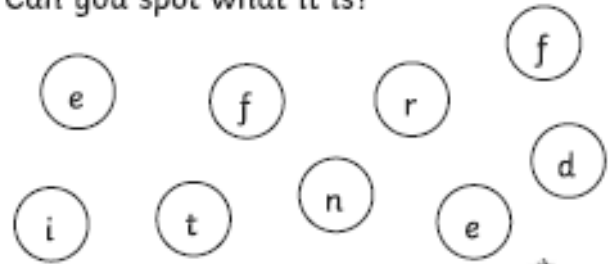
Can you rewrite these sentences into one sentence containing a conjunction?

Nathan had been given lots of money for his birthday. He went to the shopping centre to spend it.

**Nathan had been given lots of money for his birthday so he went to the shopping centre to spend it.**

## Section 6

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?



different



# Maths

## LO: To compare different amounts of time.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

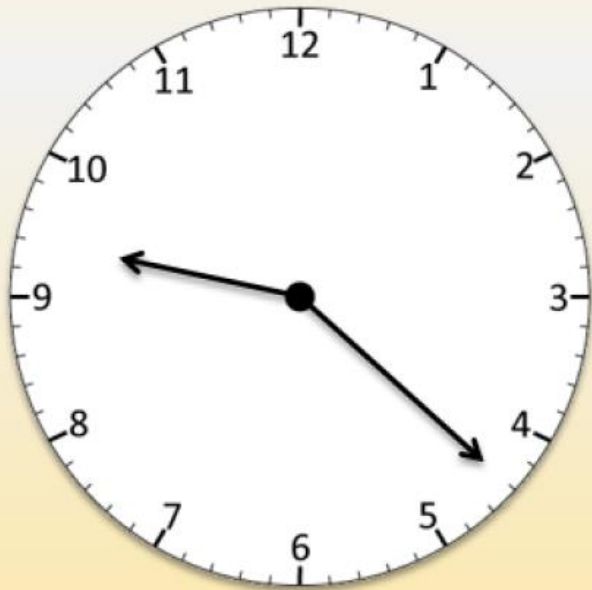
Click on **Maths Year 3 Week 7** to  
download a zip file of this week's work  
**Pages of unit to complete: Year 3 Week  
9 Day 4**

### Steps to success

1. Read the lesson reminders about how to compare different amounts of time.
2. Task 1 - Complete the 'mild' worksheet or the 'hot' worksheet to practise comparing time scales.
3. Check your answers with a parent and re-do any question you have got wrong.
4. Challenge – 'Check your understanding' worksheet.



Tell time to nearest minute; Compare time durations.

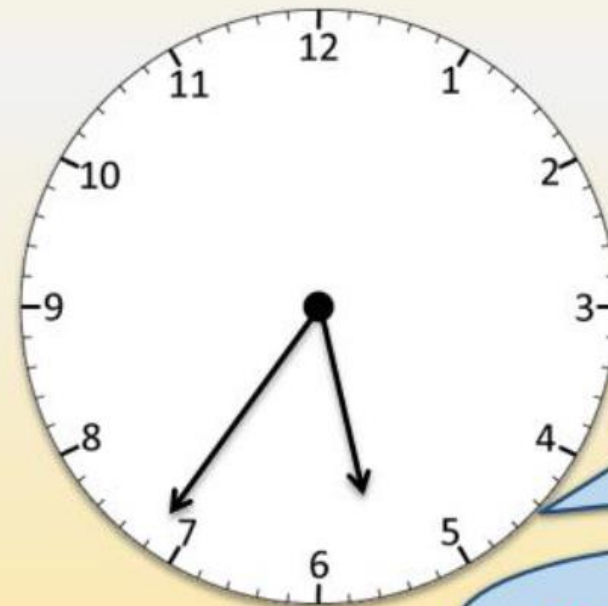


Write the  
equivalent digital  
time.



**9:22**

Tell time to nearest minute; Compare time durations.



Write the  
equivalent digital  
time.



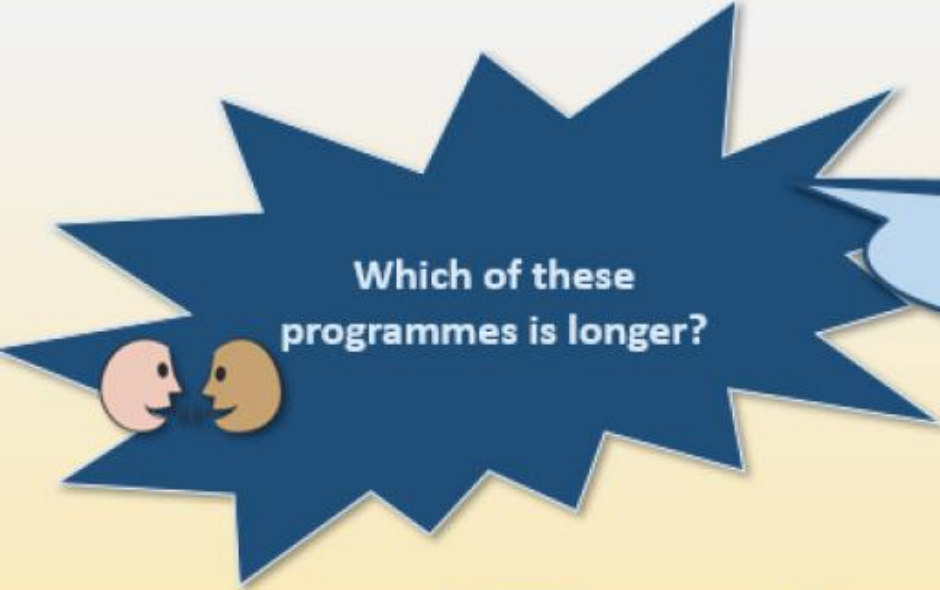
**5:36**

How long is it to  
the next hour?  
Let's count back  
from 6 o'clock...  
**24 minutes**

Check:  
**36 minutes + 24 minutes  
= 60 minutes**

Tell time to nearest minute; Compare time durations.

The Fluntstones starts at 7:05pm and goes on until 7:55pm.  
The Samsons starts at 7:00pm and goes on until 20 to 8.



Which of these programmes is longer?

**Hint:** Convert 20 to 8 to a digital time...

20 to 8 is 40 minutes past 7  
That is **7:40**

From **7:05 to 7:55**  
is **50 minutes**.

From **7:00 to 7:40**  
is **40 minutes**.

## Practice Sheet Mild

### Comparing lengths of time

Here is a list of programmes showing on the KidZone TV channel on a Tuesday evening:

TV Programme	Start time
Quiz quest	4:30 pm
Cartoon for kids	5 pm
Cook it up	5:20 pm
News	6 pm
Jubilee Street	6:35 pm
Wacky Wildlife	7:05 pm
Help our house	7:30 pm
Film of the week	8:15 pm

- Which is longer: the News or Jubilee Street?
- Which is shorter: Wacky Wildlife or Cook it up?
- Which is longer: Help our house or Quiz quest?
- Which is the shortest programme?
- The film of the week lasts 1 and a half hours. What time will it finish?
- Which programmes last more than half an hour?
- Which last less than half an hour?

#### Challenge

Write 3 more questions using the information in the table.

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## Practice Sheet Hot

### Family TV time

Here is a list of programmes showing on the KidZone TV channel on a Tuesday evening:

TV Programme	Start time
Quiz quest	4:30 pm
Cartoon for kids	5 pm
Cook it up	5:20 pm
News	6 pm
Jubilee Street	6:35 pm
Wacky Wildlife	7:05 pm
Help our house	7:30 pm
Film of the week	8:15 pm

- How much longer is Jubilee Street than Wacky Wildlife?
- How much longer is Help our house than the News?
- What is the difference in time between Cook it up and Help our house?
- The film last for 1 and a half hours. What is the difference between the shortest programme and the longest programme?
- A family watch Quiz quest, Cartoon for kids and Wacky Wildlife on this channel.
- Another family watch Cook it up, the News and Help our house. How long do they watch this channel for?

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# Parent self evaluation

## Comparing lengths of time (mild)

1. The News is longer than Jubilee Street.
2. Wacky Wildlife is shorter than Cook it up.
3. Help our house is longer than Quiz quest.
4. Cartoons for kids is the shortest programme.
5. The film of the week will finish at 9:45pm.
6. Cook it up, the News and Help our house last more than half an hour. The film of the week will also apparently last more than half an hour.
7. Cartoons for kids and Wacky Wildlife last less than half an hour.

## Family TV time (hot)

1. How much longer is Jubilee Street than Wacky Wildlife? **5 minutes**
2. How much longer is Help our house than the News? **10 minutes**
3. What is the difference in time between Cook it up and Help our house?  
**5 minutes**
4. The film last for 1 and a half hours. What is the difference between the shortest programme and the longest programme? **1 hour 10 minutes**
5. A family watch Quiz quest, Cartoon for kids and Wacky Wildlife on this channel. What is the total time they watch this channel?  
**1 hour 15 minutes**
6. Another family watch Cook it up, the News and Help our house. How long do they watch his channel for? **2 hours**

# Creative Curriculum

LO: To show our understanding of light and shadows.

## Steps to success

1. Log into Purple Mash.
2. Watch the following video to remind yourself of casting shadows:  
<https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/z2s4xfr>
3. Complete the two activities on the to do 'Shadow placing'
4. If you are unsure, visit the previous slides.
5. Hand in to your teacher once you have finished.



**Friday 11th July**



# English

## LO: To write in the perfect past tense

### Steps to success

1. Read the poem *Where Go The Boats*.
2. Remind yourself about the perfect form using the PowerPoint Tenses slides 8 to 12 or the revision card.
3. Complete *Which Tense* by deciding whether it is in the simple, progressive or perfect form of the past tense.
4. Now turn each of the simple past tense sentences that you found into the perfect form.
5. Choose your favourite poem from: *Where Go the Boats*, *The Swing* (Day 4) and *A Good Play* (Day 3).
6. Practise reading a verse from the poem again and again, until you can say it without looking at the words. Learn all the verses.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 8 to download a zip file of this week's work and the PowerPoint Tenses with audio

Pages of unit to complete: Year 3 Week 8 Day 5





# Spelling and Grammar

LO: To develop grammatical skills

## Steps to success

1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings from the start of the powerpoint (writing them out 3 times in your book)





### Section 1

Write TWO sentences about the picture that contains different prepositions. Underline the prepositions.

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### Section 2

Write these verbs in their past tense form:

I stand - \_\_\_\_\_

I try - \_\_\_\_\_

I blow - \_\_\_\_\_

### Section 3

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find THREE of them?



happy

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### Section 4

The dog barked softly.

Underline the adverb in this sentence.

Rewrite the sentence with a different adverb and an added adjective to change its mood.

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### Section 5

Write these as contracted apostrophe words:

I will - \_\_\_\_\_

was not - \_\_\_\_\_

### Section 6

Can you write the correct pair of homophones to match these pictures:



\_\_\_\_\_



\_\_\_\_\_

# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

# Parent self evaluation

## Section 1

Write TWO sentences about the picture that contains different prepositions. Underline the prepositions.

Accept any TWO correctly-punctuated sentences that contains an underlined preposition relating to the picture, e.g. The hairdryer is next to the bed. The television is on the wall.



## Section 2

Write these verbs in their past tense form:

I stand - **I stood**

I try - **I tried**

I blow - **I blew**

## Section 3

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find THREE of them?



Accept any THREE correctly spelt words with the root 'happy', e.g. happiness, happily, unhappy, happiest, etc.

## Section 4

The dog barked softly.

Underline the adverb in this sentence.

Rewrite the sentence with a different adverb and an added adjective to change its mood.

Accept any sentence with the adverb swapped and an added adjective to change the mood, e.g. The angry dog barked aggressively.



## Section 5

Write these as contracted apostrophe words:

I will - **I'll**

was not - **wasn't**

## Section 6

Can you write the correct pair of homophones to match these pictures:



blue



blew

# Maths

## LO: To learn and understanding units of time.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on **Maths Year 3 Week 7** to download a zip file of this week's work  
**Pages of unit to complete: Year 3 Week 9 Day 5**

### Steps to success

1. Read the lesson reminders about different units of time.
2. Task 1 - Complete the 'mild' worksheet or the 'hot' worksheet to understand the different units of time.
3. Check your answers with a parent and re-do any question you have got wrong.
4. Challenge – 'Check your understanding' worksheet.

Revise units of time.

List all the units of time you can think of.

Which ones did you get?

Week

Day

Month

Hour

Year

Minute

Second

Century

Revise units of time.

Which is the longest / shortest period of time?

Second

Day

Minute

Week

Month

Year

Hour

Let's put them in order starting with the shortest...

Century

Revise units of time.

Let's try this time quiz...

How many seconds in a minute?

How many days in a year?

How many minutes in an hour?

And in a leap year?

How many hours in a day?

How many weeks in a year?

How many days in a week?

How many months in year?

Let's try this time quiz...

How many seconds in a minute? 60

How many days in a year? 365

How many minutes in an hour? 60

And in a leap year? 366

How many hours in a day? 24

How many weeks in a year? 52

How many days in a week? 7

How many months in a year? 12

Revise units of time.



## Practice Sheet Mild 1

### Units of time loop cards

There is a question about units of time on the bottom of each card.

The answer is at the top of another card.

Find each answer and match it to the next card until you have completed the loop.

Order the cards by numbering them 1-10, and then cut them out and stick them in order in your maths book.

31	28	12	7	365
How many minutes in quarter of an hour?	How many days in April and June altogether?	How many days in February when it is not a leap year?	How many days in a leap year?	How many days in February in a leap year?
60	15	29	366	30
How many days in a year that is not a leap year?	How many minutes in half an hour?	How many days in a week?	How many days in March?	How many months in a year?

## Practice Sheet Hot 1

### Units of time loop cards

There is a question about units of time on the bottom of each card.

The answer is at the top of another card.

Find each answer and match it to the next card until you have completed the loop.

Order the cards by numbering them 1-10, and then cut them out and stick them in order in your maths book.

62	21	30	168	120
How many minutes in 3 quarters of an hour?	How many months in a year and a half?	How many days in 3 weeks?	How many days in October?	How many days in February in a leap year?
18	45	29	31	366
How many seconds in two minutes?	How many days in a leap year?	How many hours in a week?	How many days in March and August altogether?	How many days in June?

# Parent self evaluation

## Units of time loop cards (mild 1)

31 How many minutes in quarter of an hour?	15 How many minutes in half an hour?	30 How many months in a year?	12 How many days in February when it is not a leap year?
366 How many days in March?			28 How many days in April and June altogether?
7 How many days in a leap year?	29 How many days in a week?	365 How many days in February in a leap year?	60 How many days in a year that is not a leap year?

## Units of time loop cards (hot 1)

62 How many minutes in 3 quarters of an hour?	45 How many days in a leap year?	366 How many days in June?	30 How many days in 3 weeks?
31 How many days in March and August altogether?			21 How many months in a year and a half?
168 How many days in October?	29 How many hours in a week?	120 How many days in February in a leap year?	18 How many seconds in two minutes?

# Creative Curriculum

## LO: To learning about and show our understanding of reflective surfaces.

### Steps to success

1. Log into Purple Mash.
2. Watch the following videos to learn about reflection:  
<https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/zqdx82>  
<https://www.bbc.co.uk/bitesize/clips/zs3ygk7>  
<https://www.bbc.co.uk/bitesize/clips/ztcg9j6>
1. Complete the two activities on the to do 'Reflective Surfaces'
2. Hand in to your teacher once you have finished.

