Year 3 Remote Learning MATHS Week 14

Overview of activities, learning and progression - Information for parents

We continue with our Fractions unit this week.
These are the objectives that we will be focusing on this week:

- Finding fractions of amounts, both unit fractions and non unit fractions.
- Recognising and using tenths as decimals.

If you would like to have a paper copy of any of the activities that we include this week please let us know, we are happy to print off packs and leave them at the office for you to collect. year3@coleridgeprimary.net

Four of the lessons this week are an **online recorded video lesson**. The children will need to pause at points to complete tasks which are attached, but the lessons contain the 'teaching' part and the children will be asked to do little tasks and answer questions throughout. They will usually then have an activity to do on their own at the end of the session and then they can mark this using the answer sheet.

Some children will be able to follow along pretty much independently but others may need some support, or for you to go over key parts. In class we would differentiate by the questions we ask, the resources and support we provide. Clearly we can't do this remotely in the same way but we have tried to include different levels of questions and challenges where possible.

The learning does get trickier this week with fractions as decimals and finding fractions of amounts. This builds on the division learning from a few weeks ago but some children do find this tricky. If your child struggles with these concepts try and use practical resources to help them. Some children will be able to use known facts to help them but others will need to get objects to help them see what is happening.

If you feel your child is really struggling it would be worth following the Year 2 fraction learning. This is on our website, under remote learning , **Year 2. Look for week 8 and then move onto their week 9.** All the resources you will need are saved as attachments.

Useful website links and other resources to support the learning this week

Twinkl resources (attached in remote learning) that you may want to use to consolidate last weeks learning:

* Tenths PowerPoint * Tenths PowerPoint 2 and activity and answers * Tenths activity worksheet 2

Online games/activities:

- https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/zxcfjty
- https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons
- https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals

Online learning

We have created our own lessons around this unit of work this week. There are some videos made by us and we have used the video clips from the **White Rose website.** This is a great website so you might want to explore it for other maths topics your child has any difficulties with.

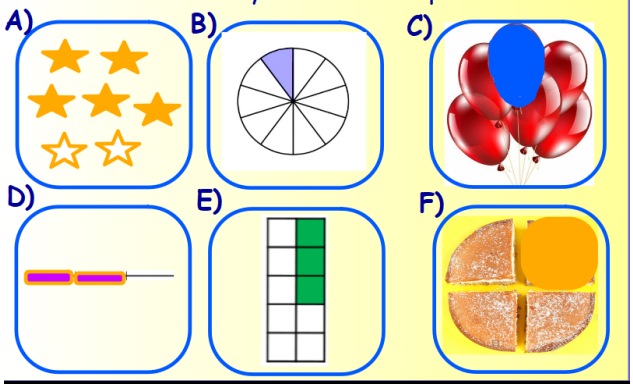
Year 3 Remote Learning MATHS Week 14

Watch the **introduction video** to this weeks learning: https://www.youtube.com/watch?v=mb7ue_Deh1M&feature=youtu.be

1. Follow the **whole video lesson** from Miss Thorn: https://www.youtube.com/watch?v=JFWFKEt0Ib0&feature=youtu.be

Starter: If you would prefer a paper copy see below:

What fractions can you see in the pictures below?



See the answers on the
ANSWER SHEET

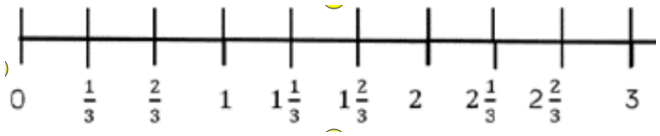
Teaching:

Look at this is a number line.

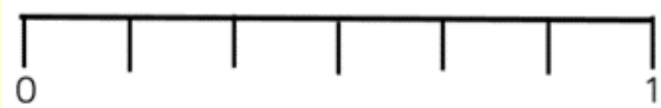
What do you notice about it? How is it different from other number lines we have used before?

We're used to seeing number lines that go up in whole numbers, 1, 2, 3. This number lines shows fractions as well as the whole. 1/3 of the whole, then 2/3 of the whole and then 1, which is the whole.

What do you think comes next? Look below



This is a blank number line:

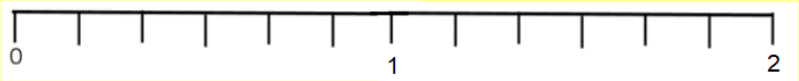


How could you complete it to show a fraction number line?

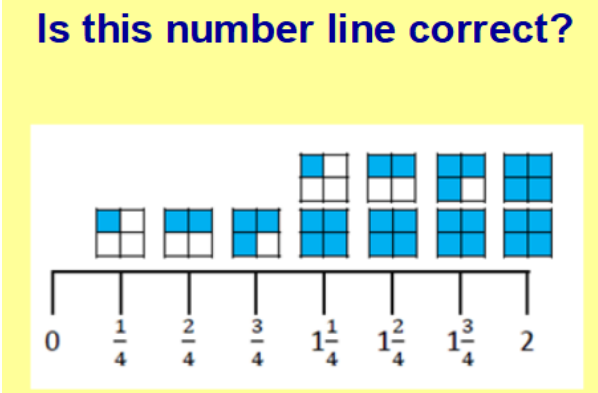
Hopefully you can see that the whole (1) is made up of 6 parts here. So each line shows 1/6. Draw this number line and complete.

Activity 1: Copy and complete this number line filling in the missing fractions.

Can you continue your number line up to 2 wholes?

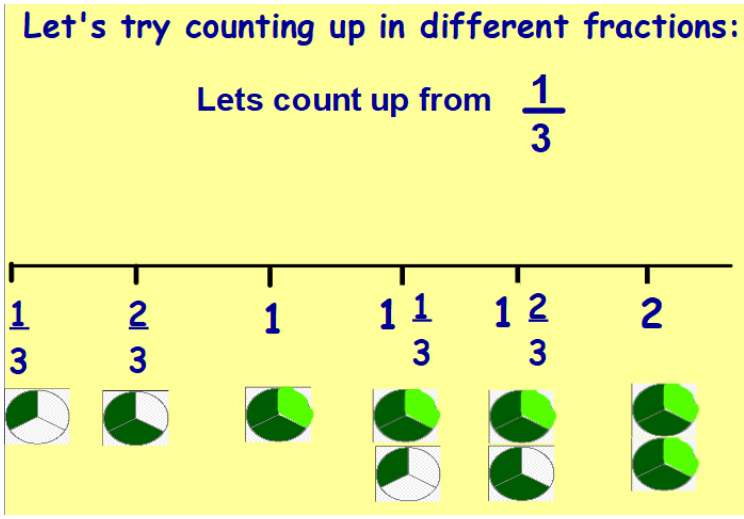


Check your answers on the
ANSWER SHEET



Can you spot what's missing?

There is nothing showing 4/4 which is the same as a whole. It jumps straight to 1 whole and 1/4.



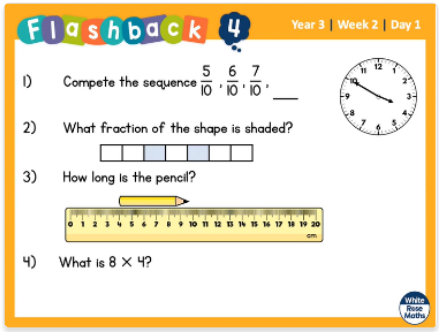
See if you can do some same but this time count in 1/4.

Now try from 3/5.

Activity: Now watch this clip from White Rose to recap what we have been doing and give us our activity for today: https://whiterosemaths.com/homelearning/year-3/ You will need to click on the minus sign by the session that comes up and scroll down to Week 2, lesson 1.

You might need to skip through the introduction as it references to learning we have not yet covered this year, time and measuring. But you might want to have a go!

Lesson 1 - Fractions on a number line

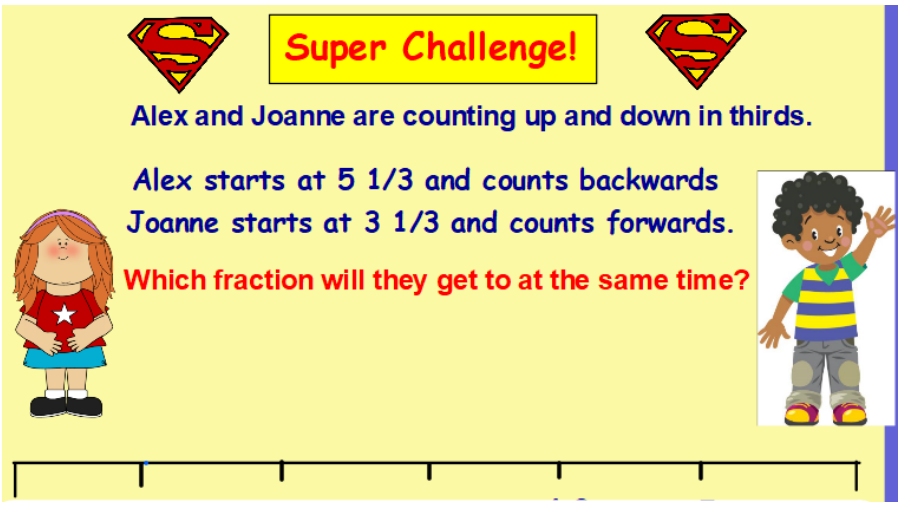


Get the Activity

Lesson 1 - Y3 Spring Block 5 WO6 Fractions on a number line 2019

Get the Answers

Y3 Spring Block 5 ANS6 Fractions on a number line 2019



Look at the **answer sheet** to check your work

2. Follow the **whole video lesson** from Miss Thorn: https://www.youtube.com/watch?v=wIhdhT-IafU&feature=youtu.be If you prefer to follow from paper use below:

Starter:

Odd One Out

Which is the odd one out?
Explain your answer.

This is a discussion question, so there could be more than one answer. But check on the **answer sheet** to see if you spotted an important one.

Teaching:

A fraction is a part of a whole.

All of the parts must be equal.

Remember these two important sentences. Say them out loud to yourself.

Activity 1:

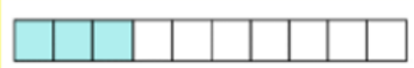
Can you use a strip of paper to represent **10 tenths?**

Shade in 1/10. Can you shade another 2/10's. How much is shaded now in total?

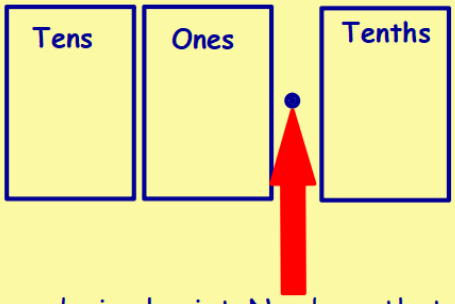
You should have shaded in 3/10. Do you know another way we can write this?

So far we have always learnt about '**whole numbers**' They might contain, units, tens or hundreds. So how would we write numbers that are not whole? We kno fractions, but we can using this grid too:

Hundreds	Tens	Ones		Tenths
		0	.	3



$\frac{3}{10}$



We call this a decimal point. Numbers that come after this are not **whole numbers**.

We can represent tenths like this using a decimal.

$\frac{3}{10}$ =

Ones	Tenths
0	3

Can you write this as a fraction

and as a decimal?

_____

Ones	Tenths

6/10 is the 0.6 in decimals.

$\frac{6}{10}$

Ones	Tenths
0	6

What about this one?

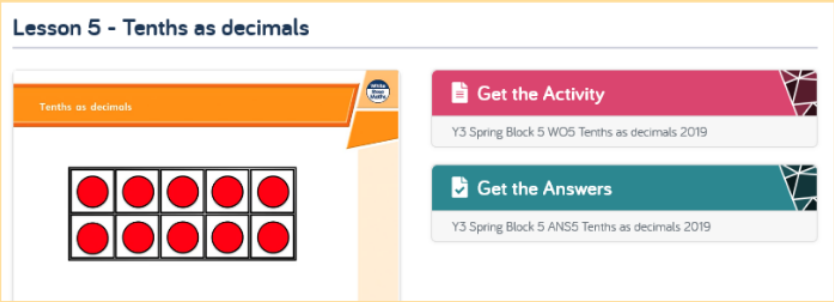
_____

Ones	Tenths

$1\frac{8}{10}$

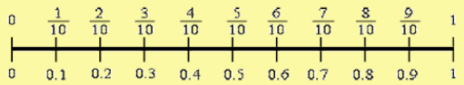
Ones	Tenths
1	8

Watch the white rose video on decimals and then have a go at the worksheet. You can mark your work after using the answer sheet that goes with it.

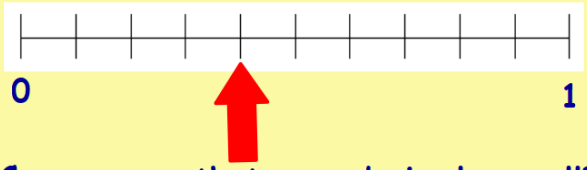


You'll need to click on the minus sign next to the lesson that comes up, then go to **week 1, lesson 5**

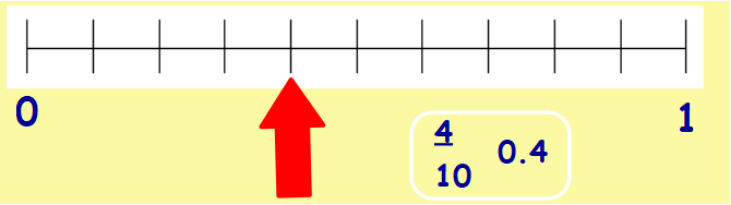
This is how you represent fractions on a number line.



What fraction have I highlighted?



Can you say that as a decimal as well?

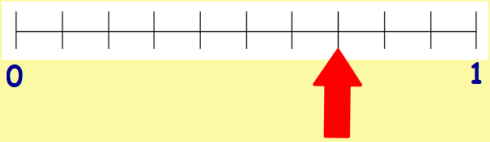


Activity 2:

For each question write what fraction is shown and how we would write this as a decimal.

Check your answers on the **answer sheet.**

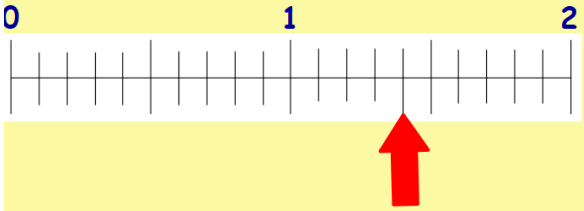
What fraction have I highlighted?



Can you say that as a decimal as well?

_____ Ones [ ] . Tenths [ ]

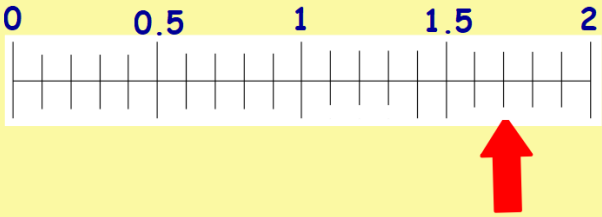
What fraction have I highlighted?



Can you say that as a decimal as well?

_____ Ones [ ] . Tenths [ ]

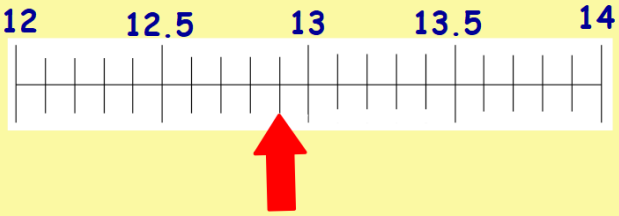
What fraction have I highlighted?



Can you say that as a decimal as well?

_____ Ones [ ] . Tenths [ ]

What fraction have I highlighted?



Can you say that as a decimal as well?

_____ Tens [ ] Ones [ ] . Tenths [ ]

Super Challenge!

Place the decimals and fractions on the number line.

$0.7 \quad \frac{3}{10} \quad \frac{1}{10} \quad 0.9 \quad \frac{10}{10}$

3. **Starter:** Choose one of the mental maths tests. The more starts, the trickier it is. You could just do one that you think is at your level, all do more than one and compare the time it takes. They are saved as an attachment.

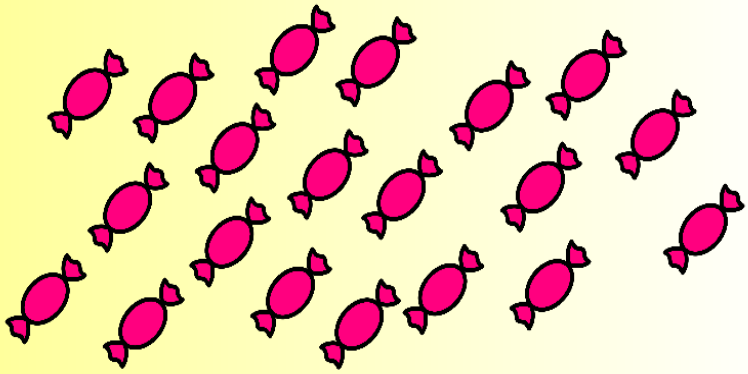
Teaching: Follow the **whole video lesson** from Miss Thorn: https://www.youtube.com/watch?v=HH29vDpITfQ&feature=youtu.be

Here is a paper copy:

Here are 20 sweets.

How could we share this bag between 5 friends?

What **fraction** of the bag of sweets do they each get?

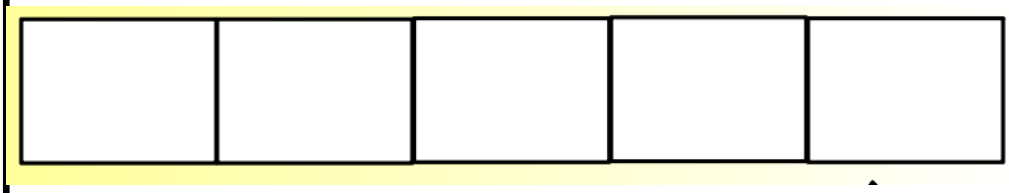


Can you use the bar model to help you?

Are there any facts that you already know that mean you don't have to move them one at a time?

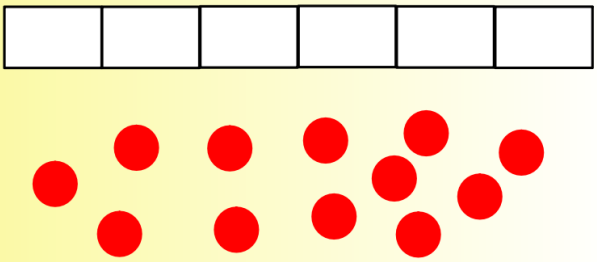
What about your times tables?

Each child will get 4 sweets, this is 1/5 of the bag.



How can we work out this using a similar method?

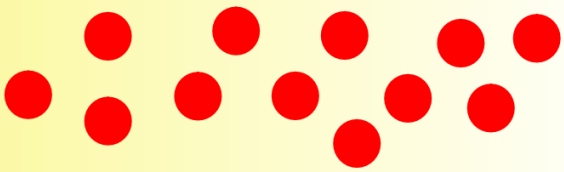
$\frac{1}{6}$ of 12



If we share 12 sweets between 6 children they would get 2 each. 1/6 of 12 is **2**.

How can we work out this using a similar method?

$\frac{1}{3}$ of 12

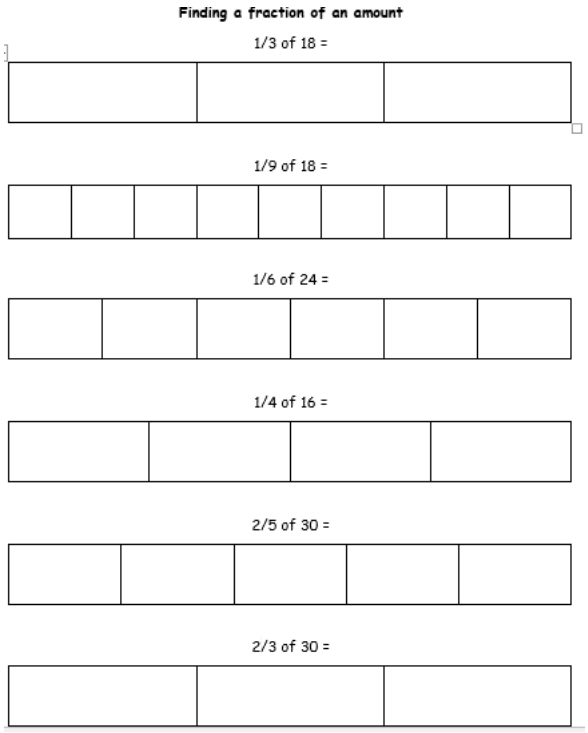


What about $\frac{2}{3}$ of 12?

This time we are dividing 12 into 3 groups. 12 shared between 3 = 4 (4x3 = 12). So 1/3 = **4**.

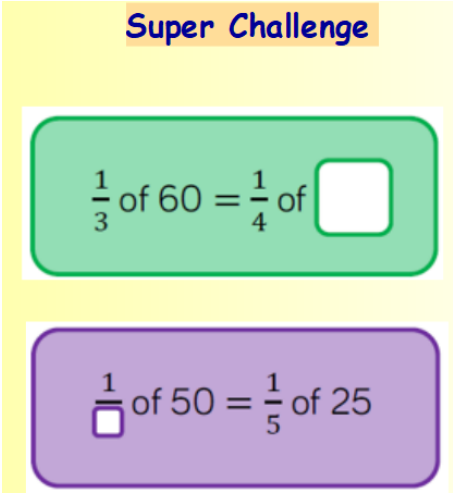
2/3 then must be **8**.

Activity 1: Complete this sheet. It's saved as an attachment, lesson 3 activity 1. Then mark your work using the **answer sheet.**



Have a look at this challenge.

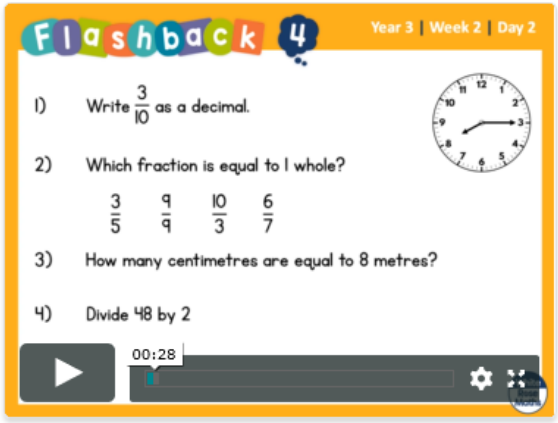
C heck your answers on the **answer sheet**.



Now go to the white rose website and do Lesson 2, from week 2. Complete the work sheet and mark your work after using the answer pack.

https://whiterosemaths.com/homelearning/year-3/

Lesson 2 - Fractions of a set of objects (1)



Get the Activity

Lesson 2 - Y3 Spring Block 5 WO7 Fractions of a set of objects (1) 2019

Get the Answers

Y3 Spring Block 5 ANS7 Fractions of a set of objects (1) 2019

4. You can follow the **whole video lesson** by clicking on this link:
https://www.youtube.com/watch?v=SbnqcTqmWZc&feature=youtu.be

Or you can use this paper copy.

Starter: Look at the two problems below. How would you solve them? You MUST show your workings out.

Kayleigh has 12 chocolates.

On **Friday**, she ate **1/4** of her chocolates and gave one to her mum.

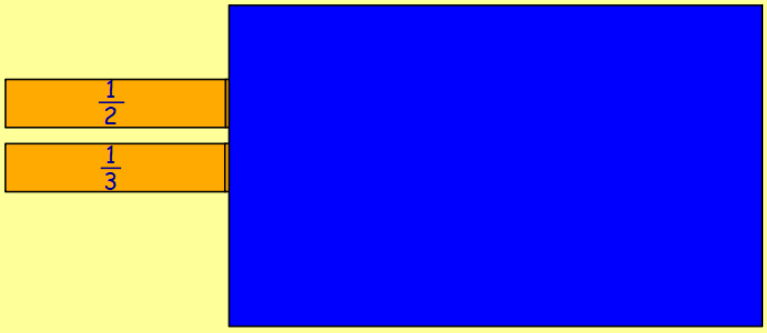
On **Saturday**, she ate **1/2** of her remaining chocolates, and gave one to her brother.

On **Sunday**, she ate **1/3** of her remaining chocolates.

How many chocolates does Kayleigh have left? _____

Check the **answer sheet** when you have finished to see how you got on.

Problem 2:

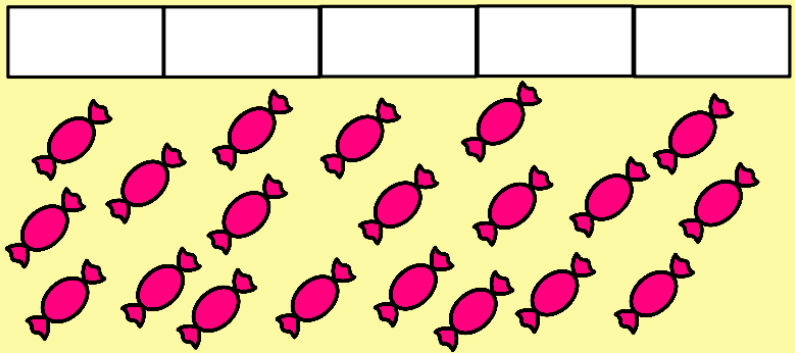


The rest of this strip is hidden. Which one is longer? Explain how you know.

Teaching:

Here are 20 sweets.

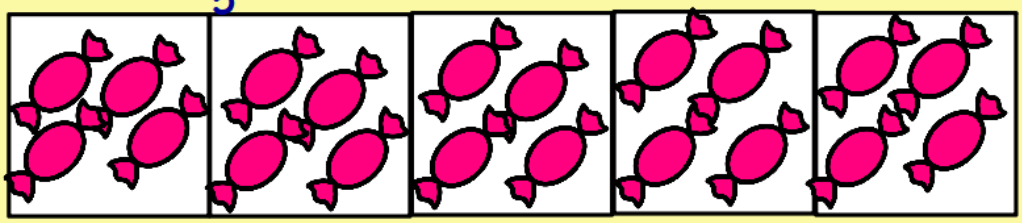
Jon wants to give sweets to his friends, but wants to keep 2 fifths of them. How many sweets will he get to keep? $\frac{2}{5}$



Here are 20 sweets.

Jon wants to give sweets to his friends, but wants to keep 2 fifths of them. How many sweets will he get to keep?

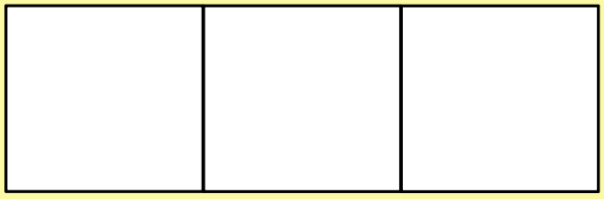
$\frac{2}{5} = 8$ so $20 - 8 = 12$

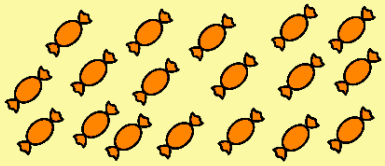


Activity 1: Solve the questions below using the same method as above.

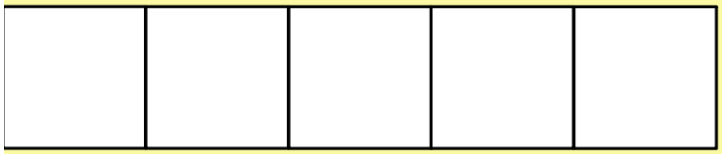
Can you find 2 thirds of 18?

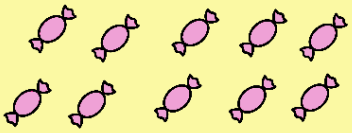
$\frac{2}{3}$





Can you find 3 fifths of 10?

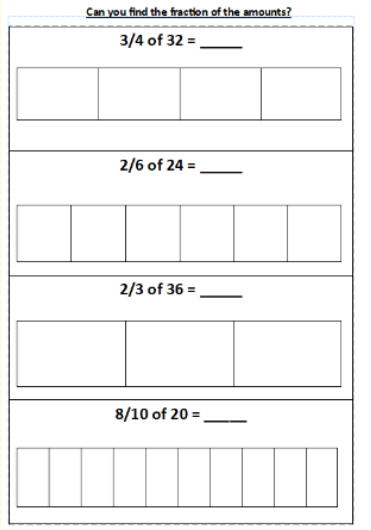




Now check your answers to these two questions on the **answer sheet**. If you got them right have a go at this worksheet, Activity 2. If you didn't you might want to skip to the white rose video first and see if that helps and then come back to this.

Activity 2:

Activity 2: Complete the worksheets using the same strategy. Do the first sheet and mark it.
If you get them all right have a go at one of the challenge sheets, or both of them!
If you're getting a bit stuck get some counters to help you. These could be pieces of lego, play dough, coloured pieces of paper and try and do it practically.



Can you find the fraction of the amounts?

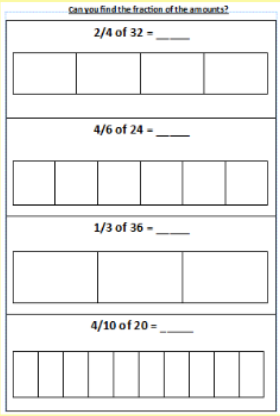
3/4 of 32 = ____

2/6 of 24 = ____

2/3 of 36 = ____

8/10 of 20 = ____

Challenge sheets



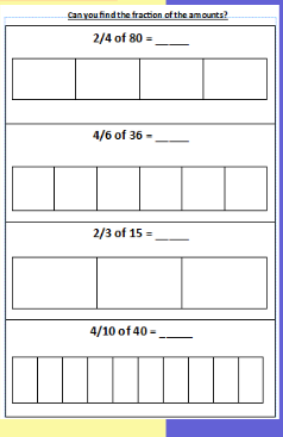
Can you find the fraction of the amounts?

2/4 of 32 = ____

4/6 of 24 = ____

1/3 of 36 = ____

4/10 of 20 = ____



Can you find the fraction of the amounts?

2/4 of 80 = ____

4/6 of 36 = ____

2/3 of 15 = ____

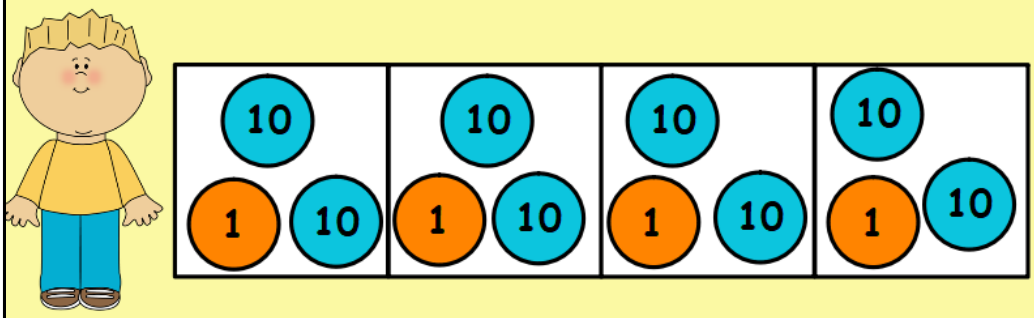
4/10 of 40 = ____

You'll need to print off or copy from the work-sheet - picture just so you know what you're looking for!

Then check your answers on the **answer sheet**.

Teaching:

This is the strategy Bob used to find 3/4 of 84.



Instead of sharing out one at a time, he shared out the tens and then the ones.

This is a quicker way because the whole is a bigger number.

What has he done? Can we work out the answer?

Activity 3:

Can you use Bob's strategy to solve the following?

$\frac{2}{3}$ of 36 $\frac{2}{3}$ of 45 $\frac{3}{5}$ of 65

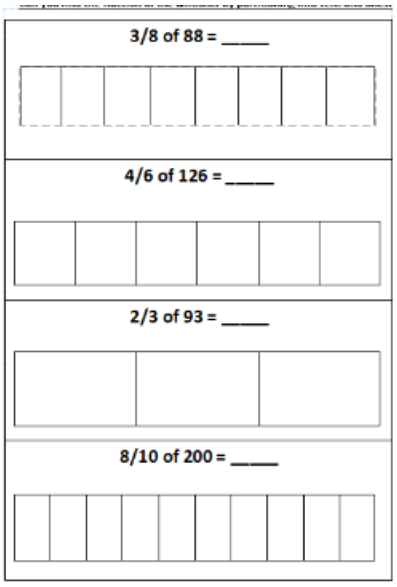
Draw the bar model that you need.
Use counters if you need.

Check your answers after on the **answer sheet.**

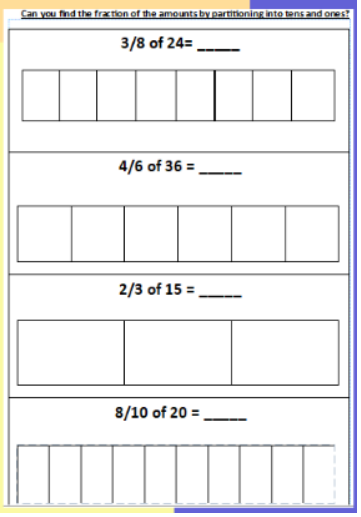
Activity 4:

Activity 4

Use Bob's method to answer these questions.
Then mark your work.



If you're not feeling confident with this strategy. Try this sheet first using the first strategy we looked at today:

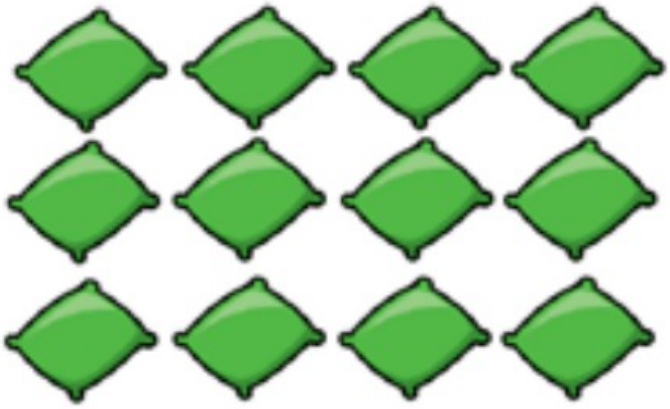


In class we would use place value counters to help. If you need them to help you there are some to print off in the attachments, or you could make your own!

Look at the attachments for these sheets and use the **answer sheets** to check your work.

Super Challenge!

This is $\frac{3}{4}$ of a set of beanbags.



How many were in the whole set?

Check your answer on the **answer sheet**

5. **Starter:** Mental maths challenges with Miss Thorn: https://www.youtube.com/watch?v=yhZpjG_w8ec&feature=youtu.be

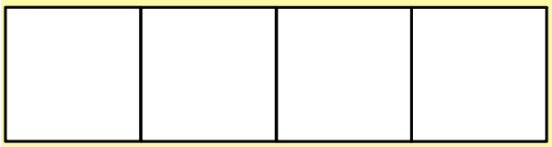
You will need to look at the paper copy for the rest of the lesson.

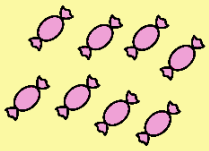
If you can't watch the video starter here's the paper version:

1) **Start with 14,** double it, add 2, divide by 5, add 10 =
2) **Start with 200,** quarter it, half it, take 1, divide by 4, times 3 =
3) **Start with 40,** divide by 8, times 10, add 25, divide by 3 =
4) **Start with 8**, double it, add 21 , add 3, quarter it, times 2 =

Activity 1: What can you remember from yesterday?

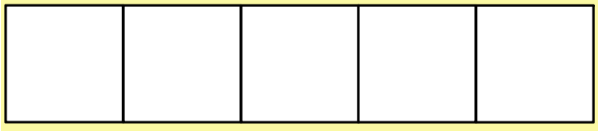
Can you find 3 fourths of 8?

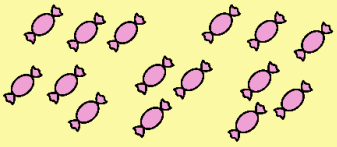




Check your answers on the **answer sheet**

Can you find 2 fifths of 15?



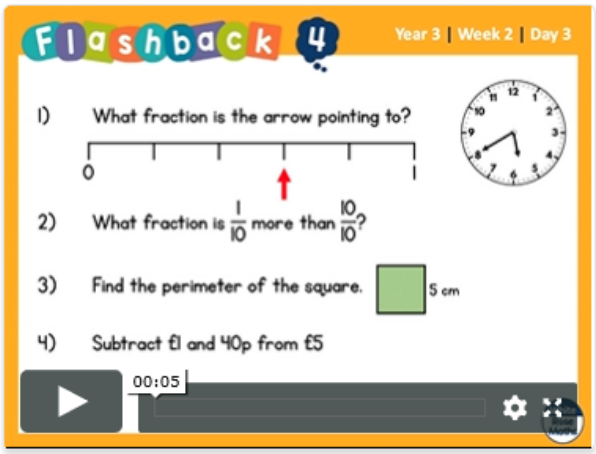


Activity: Have a go at this activity. This goes over the learning that we have done the last couple of days. Complete the activity and then mark your work.

You'll need to click on this link, then the minus sign by the lesson that comes up and scroll down to week 2, lesson 3.

https://whiterosemaths.com/homelearning/year-3/

Lesson 3 - Fractions of a set of objects (2)



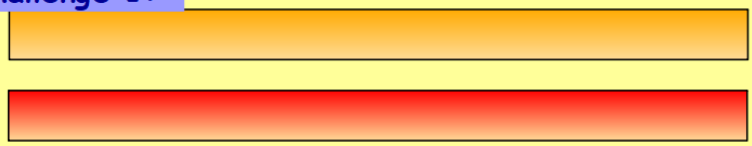
Get the Activity

Lesson 3 - Y3 Spring Block 5 WO8 Fractions of a set of objects (2) 2019

Get the Answers

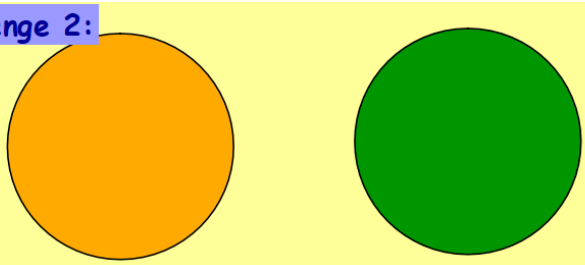
Y3 Spring Block 5 ANS8 Fractions of a set of objects (2) 2019

Challenge 1:



Jack and Jill each had a piece of ribbon. They were the same length.
Jack cut his into 2 equal parts and took one of them.
Jill cut hers into 4 equal parts and took one of them.
Who took the biggest part?

Challenge 2:



Viktor and Alba each have a paper circle that is the same size.
Victor cuts his into 5 equal parts and takes one.
Alba cuts hers into 3 equal parts and takes one.
Who has kept the biggest piece?

The focus of these questions is on the explanation. See if you can explain your answer to someone clearly, using a picture or resources to 'prove' your thinking. Just giving an answer isn't enough.

Check your thinking on the **answer sheet.**