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Home Learning Pack Year 3

Guidance and Answers

Classroom
secrets★

KIDS



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Mathematics

Ordering Numbers (pages 2-7)

- Independent activity with 3 levels of difficulty

Add and Subtract Multiples of 100 (pages 8-13)

- Independent activity with 3 levels of difficulty

Dividing by 4 Matching Card Game (page 14-15)

- Independent activity or paired activity
- Cut out the cards. Match the question to the answer.

Converting Time Colour by Numbers (page 16)

- Independent activity
- Match the clocks to the times and colour them the correct colour

The Three Times Table (page 17)

- Independent or supported activity. Two different activities that involve investigating answers to questions on the three times table.

English

What is a Clause? (pages 18-23)

- Independent activity with 3 levels of difficulty

Using Conjunctions to Express Time, Place and Cause (pages 24-29)

- Independent activity with 3 levels of difficulty

'Italian Ice Cream with Friends' Non-Text Guided Reading Activity (page 30-32)

- Supported activity. Discuss the questions and encourage children to try to write their answers
- Discuss the meaning of the vocabulary and find out the definitions

Dream Holidays Comprehension Activity (pages 33-35)

- Independent writing activity. Children may need support
- Extension: Add drawings or photographs to make a full autobiography

Year 3/4 Statutory Spellings in Sentences (page 36)

- Independent or supported activity that requires children to choose the correct word

Other Resources and Ideas:

- Go to <https://kids.classroomsecrets.co.uk/> for video tutorials to support the maths in this pack as well as interactive games your child can play
- Access resources for all areas of Year 3 learning including activities just like the ones in this pack for just £4.83 for a full month on www.classroomsecrets.co.uk

Differentiated

Questions with different levels of challenge to meet the needs of all children. In this pack some of the activities have three levels of 'differentiated' challenge:

D – Developing

E – Expected

GD – Greater Depth

The questions start with Developing and get progressively harder as children work their way towards Greater Depth.

VF – Varied Fluency

Question type in both Mathematics and Grammar, Punctuation and Spelling (GPS) Resource Packs. These questions allow children to practise the same Mathematical or English skill in different ways, resulting in children completing problems with speed and accuracy.

RPS – Reasoning and Problem Solving

Question types in the Mathematics Resource Packs. Reasoning questions involve thinking through mathematical problems logically. It involves explaining or justifying the solution/answer to a problem. Problem solving questions involve children applying their knowledge and skills to an unfamiliar or completely new context.

AR – Application and Reasoning

Application and reasoning. Application involves children using their knowledge and skills in an unfamiliar or completely new context. Reasoning questions involve thinking through written problems logically. It involves explaining or justifying the solution/answer to a problem.

Question openers

Also known as *interrogative words* or *WH words*, question openers are used to ask certain types of questions. Examples include *what, when, why, where, who* and *how*.

Clause

A clause is a group of words that contain a noun or pronoun (the subject) and a verb (a doing word). A clause is part of a sentence. A main clause contains a subject and verb and makes sense on its own as a sentence.

Conjunction

A conjunction is a word that joins two clauses together.


Further Support and Resources

Video Tutorials from Qualified Teachers

For further support and guidance try our video tutorials for your year group by clicking [this link](#).

More Home Learning Packs

Weekly learning packs are now in production. Sign up to our mailing list to find out when they're ready by clicking [here](#).



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Answers – Ordering Numbers

Developing Varied Fluency

- 1a. **A = 240, B = 250 and C = 290**
 2a. **570, 590 and 730**
 3a. **280 (A), 290 (C) and 320 (B)**
 4a. **False, 380 is less than 410.**

D – Reasoning and Problem Solving (p3)

- 1a. **Various answers, for example:**

240	250	→ 🍌
220	230	260
210	290	240

240	250	↑ 🍌
220	230	260
210	290	240

- 2a. **Gavin is correct because his numbers are all in ascending order.**
 3a. **Various answers, for example: 340, 460 and 520 or 210, 430 and 550.**

Expected Varied Fluency

- 1a. **A = 652, B = 656, C = 658, D = 662, E = 664**
 2a. **329, 381, 426, 677 and 894**
 3a. **364 (A), 346 (C) and 308 (B)**
 4a. **False, 767 is greater than 676.**

E – Reasoning and Problem Solving

- 1a. **Various answers, for example:**

715	716	718	721
719	721	724	730
716	720	722	727
715	716	718	719

715	716	718	721
719	721	724	730
716	720	722	727
715	716	718	719

- 2a. **Pete is correct because his numbers are all in descending order.**
 3a. **Various answers, for example: 134, 312, 425 and 641 or 241, 333, 522 and 714.**

Greater Depth Varied Fluency

- 1a. **A = 879, B = 885, C = 891 and D = 894**
 2a. **384, 483, 741, 809 and 834**
 3a. **519 (D), 507 (A), 490 (C) and 448 (B)**
 4a. **False because 989 is more than 988.**

GD – Reasoning and Problem Solving

- 1a. **Various answers, for example:**

↓ 806	813	839	868
812	831	838	864
854	920	917	903
921	917	939	↓ 🍒

- 2a. **Toria is correct as her numbers are all in descending order.**
 3a. **Various answers, for example: 227, 319, 423, 436, 526 and 538**

Answers – Ordering Numbers

Developing Varied Fluency (p2)

- 1b. **A = 450, B = 480 and C = 530**
 2b. **310, 380 and 930**
 3b. **340 (C), 430 (A) and 480 (B)**
 4b. **True.**

D – Reasoning and Problem Solving (p3)

- 1b. **Various answers, for example:**

470	500	480
490	570	540
530	→ 🍌	520

470	500	480
490	570	540
530	↓ 🍌	520

- 2b. **Evie is correct because her numbers are all in ascending order.**
 3b. **Various answers, for example: 130, 320 and 450 or 330, 340 and 420.**

Expected Varied Fluency

- 1b. **A = 235, B = 250, C = 255, D = 270, E = 275**
 2b. **903, 799, 652, 576 and 567**
 3b. **682 (C), 687 (A) and 696 (B)**
 4b. **False because 685 is greater than 658.**

E – Reasoning and Problem Solving

- 1b. **Various answers, for example:**

323	319	318	311
330	335	329	309
336	332	330	352
341	368	355	310

323	319	318	311
330	335	329	309
336	332	330	352
341	368	355	310

- 2b. **Willow is correct because her numbers are all in ascending order.**
 3b. **Various answers, for example: 531, 526, 314 and 243 or 444, 353, 325 and 138.**

Greater Depth Varied Fluency

- 1b. **A = 326, B = 335, C = 338 and D = 347**
 2b. **712, 621, 602, 596 and 491**
 3b. **794 (A), 809 (C), 823 (D) and 831 (B)**
 4b. **True.**

GD – Reasoning and Problem Solving

- 1b. **Various answers, for example:**

322	315	330	371
385	363	340	325
371	368	352	↓ 🍌
→ 386	372	319	308

- 2b. **Kieran is correct as his numbers are all in ascending order.**
 3b. **Various answers, for example: 364, 252, 241, 224, 181 and 173.**

Developing Varied Fluency

- 1a. A: 200, B: 700
 2a. $300 - 200 = 100$ or $100 = 300 - 200$
 3a. A: -, B: +
 4a. True because both calculations = 400

D – Reasoning and Problem Solving

- 1a. Various answers, for example: $100 + 200 = 300$; $200 + 100 = 300$; $300 = 100 + 200$; $100 + 300 = 400$
 2a. A = 100, B = 300; A = 200, B = 200; A = 300, B = 100
 3a. Kira is correct because $200 + 300 = 500$

Expected Varied Fluency

- 1a. A: 900, B: 400
 2a. $800 - 400 = 400$ or $400 = 800 - 400$
 3a. A: -, B: -
 4a. False. The symbol should be >

E – Reasoning and Problem Solving

- 1a. Various answers, for example: $500 + 300 = 800$, $800 = 500 + 300$, $100 + 200 = 300$, $200 + 100 = 300$,
 2a. A = 400, B = 100; A = 500, B = 200; A = 600, B = 300; A = 700, B = 400
 3a. Jane is correct, $700 - 100 = 600$

Greater Depth Varied Fluency

- 1a. A: 300, B: 900
 2a. $600 - 500 = 100$ or $100 = 600 - 500$
 3a. A: +, B: -
 4a. True because both calculations = 800

GD – Reasoning and Problem Solving

- 1a. Various answers, for example: $900 - 700 = 200$; $500 - 200 - 100 = 200$; $200 = 900 - 200 - 500$; $700 - 200 = 500$
 2a. Various answers, for example: A = 900, B = 1,000, C = 300; A = 900, B = 900, C = 200; A = 900, B = 800, C = 100; A = 800, B = 900, C = 300
 3a. Kendal is correct because $600 + 400 = 1,000$

Developing Varied Fluency

- 1b. A: 300, B: 600
 2b. $200 - 100 = 100$ or $100 = 200 - 100$
 3b. A: -, B: -
 4b. False. The symbol should be >

D – Reasoning and Problem Solving

- 1b. Various answers, for example: $500 - 100 = 400$; $500 - 400 = 100$; $100 = 500 - 400$
 2b. A = 100, B = 500; A = 200, B = 400; A = 300, B = 300; A = 400, B = 200; A = 500, B = 100
 3b. Cole is correct, $600 - 400 = 200$

Expected Varied Fluency

- 1b. A: 500, B: 200
 2b. $400 - 100 = 300$ or $300 = 400 - 100$
 3b. A: +, B: -
 4b. True because both calculations = 400

E – Reasoning and Problem Solving

- 1b. Various answers, for example: $700 - 400 = 300$, $700 - 500 = 200$, $400 = 700 - 300$, $100 = 700 - 400 - 200$, $500 - 400 = 300$
 2b. A = 900, B = 400; A = 800, B = 300; A = 700, B = 200; A = 600, B = 100
 3b. Peter is correct, $500 + 300 = 800$

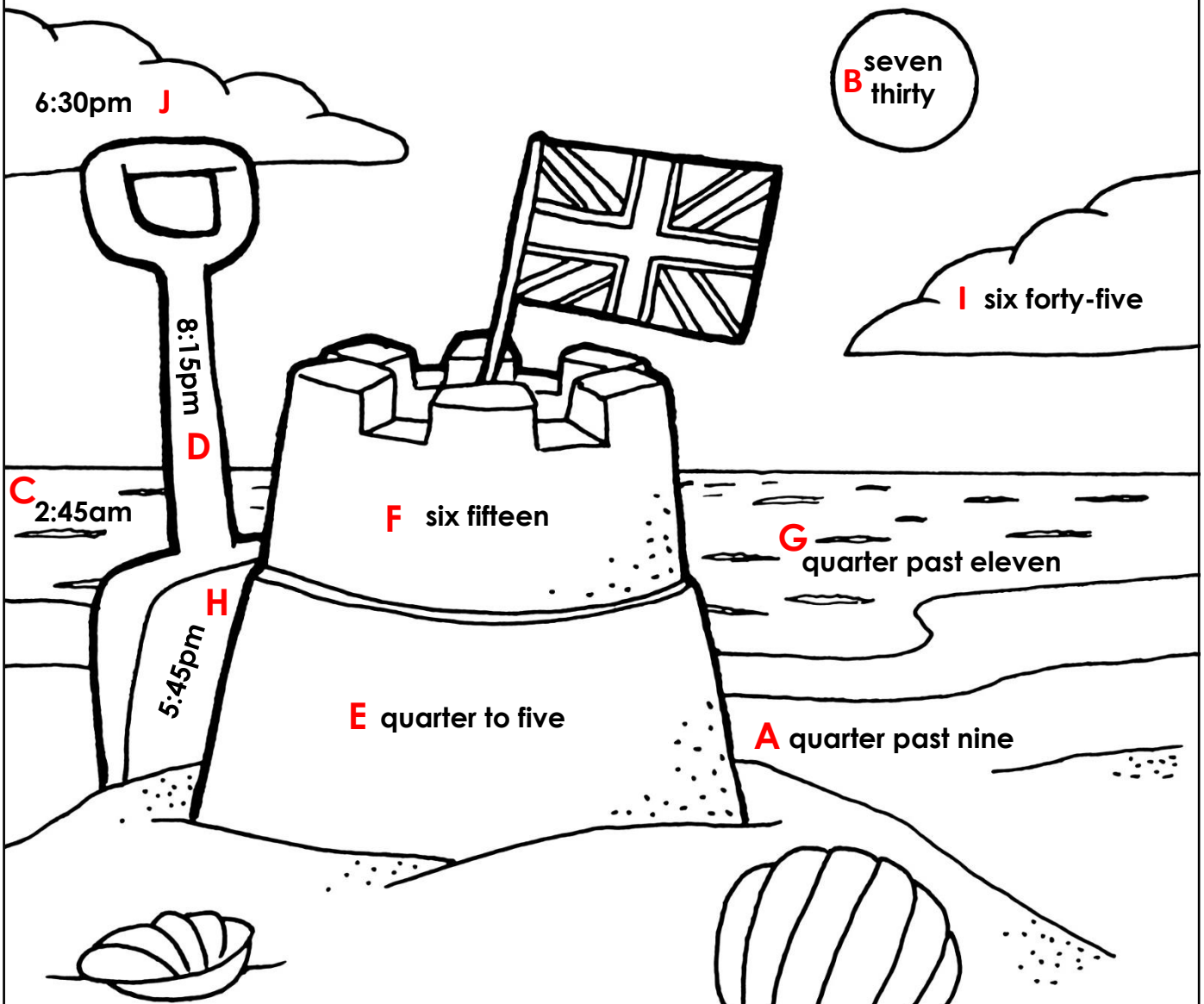
Greater Depth Varied Fluency

- 1b. A: 700, B: 200
 2b. One thousand – five hundreds = five hundreds
 3b. A: -, B: +
 4b. False. The symbol should be =

GD – Reasoning and Problem Solving

- 1b. Various answers, for example: $600 + 400 = 1,000$; $400 = 200 + 200$; $200 + 200 = 400$; $1,000 = 200 + 200 + 600$
 2b. Various answers; for example: A = 700, B = 100, C = 300; A = 700, B = 200, C = 200; A = 700, B = 300, C = 100; A = 600, B = 100, C = 200
 3b. Alan is correct because $1,000 - 100 = 900$

Converting Time Colour by Numbers **ANSWERS**



Match the clocks to the times and colour them the correct colour.



yellow **A**



red **D**



blue **G**



pink **I**



orange **B**



yellow **E**



red **H**



purple **J**



blue **C**



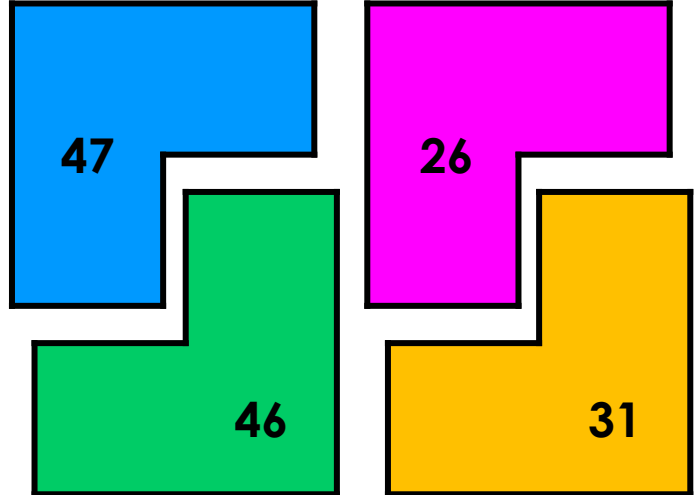
yellow **F**

Now colour the rest of the picture.

The 3 Times Table **ANSWERS**

1. The grid displays different calculations from the 3 times tables. The sum of three different calculations will equal one of the numbers on the shapes.

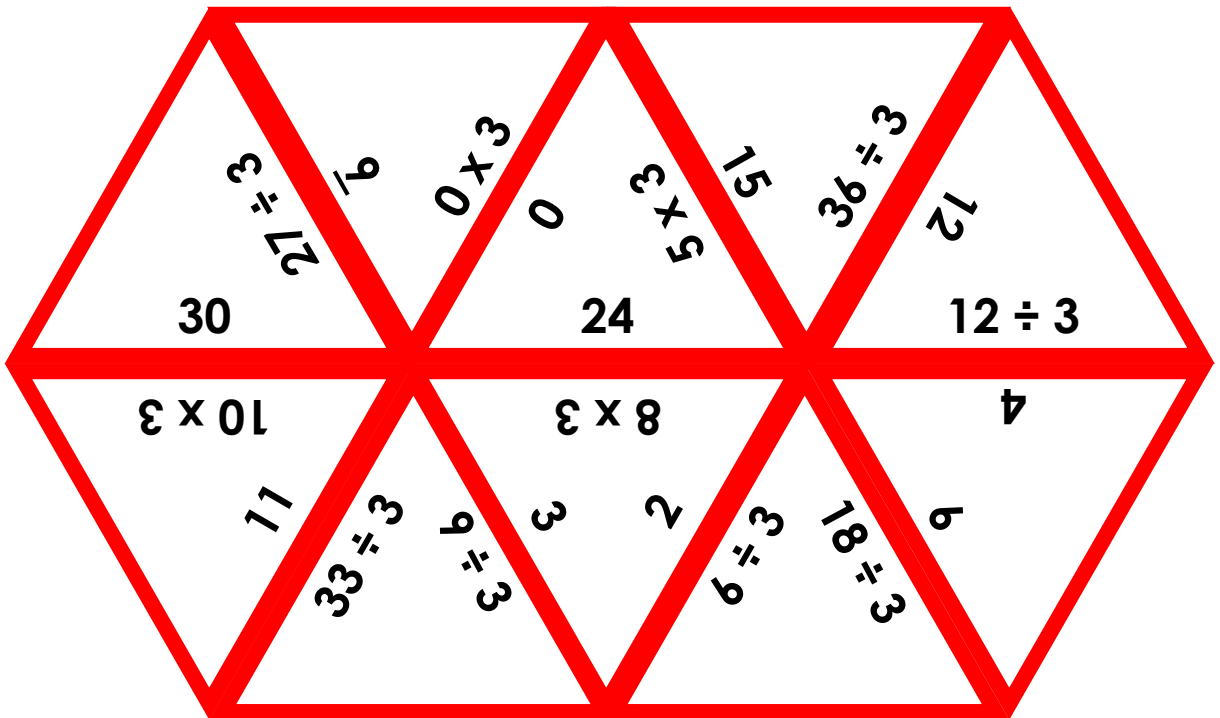
3×5 = 15	$21 \div 3$ = 7	$15 \div 3$ = 5	0×3 = 0
3×3 = 9	3×8 = 24	3×7 = 21	$3 \div 3$ = 1
$36 \div 3$ = 12	$33 \div 3$ = 11	3×9 = 27	3×6 = 18



Investigate how the shapes can be arranged on the grid by using your knowledge of the 3 times table and addition.

DP

2. Match the calculations to the correct answer.



DP

Answers – What is a Clause?

Developing Varied Fluency

- 1a. Verb – hurt; nouns – Michael, knee, playground
2a. Linda read her favourite story.
3a. B
4a. True

D – Application and Reasoning

- 1a. Noun – restaurant; verb – ate
Various answers, for example: We sang at the theatre.
2a. A – made, B – swings, C – letter
3a. D as the verb 'laughed' does not make sense in this context.

Expected Varied Fluency

- 1a. Verbs – ran, jumped, skipped; nouns – footballers, pitch
2a. Did the ginger cat climb over the wooden fence?
3a. A
4a. False

E – Application and Reasoning

- 1a. Nouns – robin, nest, hours; verbs – flew, return. Various answers, for example: The beetle scurried out of the forest and didn't eat for a few days.
2a. A – flowers, B – looked, room; C – does, seem
3a. C because if it was very frosty outside, you would expect the detective to wear his thick coat.

Greater Depth Varied Fluency

- 1a. Verbs – likes, take; nouns – boy, dog, walk, park, Sundays
2a. In the holidays, do you always go to the park with Sarah and Pete before it gets too dark?
3a. B
4a. False

GD – Application and Reasoning

- 1a. Nouns – spider, plughole, soap; verb – crawled, sped. Various answers, for example: The huge, black fly flew out of the window hastily and zoomed toward the trees.
2a. A – cupboard, games, B – cheese corner, C – brushed
3a. C because mistakes can be erased easily if they have been written in pencil, rather than pen.

Answers – What is a Clause?

Developing Varied Fluency

- 1b. Verb – washed; nouns – Diane, hair, bathroom
2b. The car moved very slowly.
3b. A
4b. True

D – Application and Reasoning

- 1b. Noun – leg; verb – hopped
Various answers, for example: I counted on one hand.
2b. A – puppy, B – sweets, C – chose
3b. C as the noun 'parcel' does not make sense in this context.

Expected Varied Fluency

- 1b. Verbs – switched, ran; nouns – light, night, fox
2b. I can't believe that my teapot made twelve large cups of tea!
3b. C
4b. False

E – Application and Reasoning

- 1b. Nouns – Dean, car; verb – crashed, snowed. Various answers, for example: John wore his brand new wellies when it rained heavily.
2b. A – coin, B – sprayed, room, C – car
3b. B because if you were running late, you would expect the people to be rushing to school.

Greater Depth Varied Fluency

- 1b. Verbs – travelled, arrived; nouns – night, coach, hotel, breakfast
2b. If you want to reach the top of the Eiffel Tower in Paris, don't sleep in because the queues are huge!
3b. B
4b. True

GD – Application and Reasoning

- 1b. Nouns – elephant, water, crowd; verbs – turned, squirted. Various answers, for example: The cheeky child rolled around and kicked mud all over the walls because he felt bored.
2b. A – caused, serious, B – man, train, C – attendant, backpack
3b. D because the town centre mustn't have been empty if there were many elderly passengers waiting for the bus.

Answers – Using Conjunctions to Express Time, Place and Cause

Developing Varied Fluency

- 1a. Time – before, after; Place – where, wherever; Cause – because, so
2a. A
3a. Mohammed is upset because his best friend is moving away.
4a. I set the table while dad cooked; My friend was upset so I hugged him.

D – Application and Reasoning

- 1a. A – because, B – before
2a. Various answers, for example: We went to watch the circus act before we went on the rides.
3a. Sammy is incorrect because he has used 'because' which is a causal conjunction.

Expected Varied Fluency

- 1a. Time – while, once; Place – where, wherever; Cause – because, since
2a. C
3a. I played outside with my raincoat on today because of the pouring rain.
4a. I took some money in case I wanted to buy sweets; My best friend helps while I tidy up my bedroom.

E – Application and Reasoning

- 1a. Various answers, for example: A – because, B – after
2a. Various answers, for example: The enormous dinosaur roamed a land where nobody had set foot before.
3a. Waheed is correct because he has used 'due to' which is a causal conjunction.

Greater Depth Varied Fluency

- 1a. Time – as soon as, meanwhile; Place – where, wherever; Cause – since, therefore
2a. B
3a. Due to the terrible weather forecast, tomorrow's football match has been cancelled.
4a. The Vikings launched the attack until their enemies retreated; I need to take my mobile phone in case I need to get a lift back home.

GD – Application and Reasoning

- 1a. Various answers, for example: A – therefore, B – Once
2a. Various answers, for example: As soon as the sun began to rise, the farmer set off across the field and went straight to work.
3a. Aliza is correct because she has used 'therefore' which is a causal conjunction.

Answers – Using Conjunctions to Express Time, Place and Cause

Developing Varied Fluency

- 1b. Time – while, when; Place – where, wherever; Cause – as, if
2b. B
3b. Julia enjoys watching TV when she gets home from school.
4b. I like carrots but I do not like peas; I will be tired if I stay up late.

D – Application and Reasoning

- 1b. A – wherever, B – so
2b. Various answers, for example: The ship sank to the sea bed because there was no one taking care of it.
3b. Josie is incorrect because she has used 'after' which is a time conjunction.

Expected Varied Fluency

- 1b. Time – before, when; Place – where, wherever; Cause – in case, yet
2b. A
3b. I love going to my bedroom to change into my comfy clothes after I get home from school.
4b. I had some ice cream after I finished my dinner; My feet were sore yet I continued to play football.

E – Application and Reasoning

- 1b. Various answers, for example: A – whenever, B – while
2b. Various answers, for example: We had lots of fun playing in the park before we went home for our delicious tea.
3b. Theo is incorrect because he has used the conjunction 'where' which is a place conjunction.

Greater Depth Varied Fluency

- 1b. Time – once, until; Place – where, wherever; Cause – consequently, unless
2b. C
3b. As she has badly broken her foot, my mum has not been able to walk properly.
4b. I drank the ice cold water but I still felt very thirsty; The ferocious lion roared while the birds took flight in fear.

GD – Application and Reasoning

- 1b. Various answers, for example: A – As soon as, B – wherever
2b. Various answers, for example: Behind the Ferris Wheel, the speedy roller coaster whizzed by and the people screamed in excitement.
3b. Katie is correct because she has used the conjunction 'until' which is a time conjunction.

Italian Ice Cream with Friends – Answers

1. How do you know that the ladies are very good friends?
By their expressions – they are laughing and smiling with each other which suggests that they know each other. It also says that they are friends in the title.
2. What clues tell you that the setting for this picture is Italy?
The title of the picture says, 'Italian ice cream'. Also, the buildings in the background of the image appear to be Italian.
3. What season do you think this image was taken in?
Summer as it's often the season in which ice-cream is eaten, the flowers are in full bloom on the railings and the ladies are wearing summer clothes.
4. What types of accessories can you see in the picture?
Various answers, for example: Sun hat, sunglasses, purse, watches.
5. Identify one question that you might like to ask about this scene.
This question requires a personal response that relates to the image, for example, what flavour ice cream have they each chosen?

Write the definitions for each of these words. (p32)

active	fit and well
culture	customs from certain places
edible	can be eaten
gelato	Italian style ice-cream
horizontal	parallel to the horizon
indulgence	treating yourself
produce	natural products
sunlight	light from the sun
togetherness	being close to other people
tourism	organisation of holidays and places to visit
vacation	holiday

Dream Holidays – Comprehension – **Answers**

Section A

These hotels are on the island of **Barbados**.

Wilton Barbados Resort has got **5 stars**

White Sands Beach Resort is in **Fitts Village**

The Coconut Tree Hotel has a **soft play area**

Barbados well-known for playing **cricket**

If you stay at the Wilton Barbados Resort, you can visit the **museum**

Section B

Use the information in the text to decide whether these statements are true or false.

	True	False
Barbados is famous for its white, sandy beaches.	✓	
Barbados is the place to visit if you enjoy staying indoors.		✓
The Wilton Barbados Resort has 2 private beaches.	✓	
The Coconut Tree Hotel has 2 outdoor pools.		✓
White Sands Beach Resort has 4 restaurants.		✓
Barbados is well-known for eating afternoon tea.	✓	

Section C

Complete this chart using information from the text.

Hotel	Cost	Facilities	Offers
Wilton Barbados Resort	£82	2 beaches, 5 restaurants, 3 outdoor pools, 1 big water slide, kids club, WiFi	Breakfast is included
Coconut Tree Hotel	£56	1 beach, 2 restaurants, 1 outdoor pool, soft play area, games room, sea views, WiFi	Free bathrobes
White Sands Beach Resort	£72	1 beach, 3 restaurants, 2 outdoor pools, dive and snorkel centre, horse riding, car and bike hire, WiFi	Book now and get 2 nights free

Section D

Find and copy a word that means the same as 'famous'.

well-known

Find and copy a word in the text that means the same as 'beautiful'.

stunning

Find and copy a word in the text that means the same as 'not public'.

private

Find and copy a word in the text that means the same as 'old'.

historic

Statutory Spellings in Sentences Year 3/4 1 –

Use this bank of words to complete the next 5 sentences.

forward thought bicycle often sentence

Terry **thought** the ballet was amazing.

Anette was asked to recall what the Doctor had said in one **sentence**.

It rains **often** in England.

Rob's robot moved **forward** with one push of the button.

The **bicycle** in the shop had a shiny bell and rubber handles.

Use this bank of words to complete the next 6 sentences.

history address answer forwards material ordinary

Thomas was just an **ordinary** boy with an extraordinary personality.

Sarah wrote the **address** on the envelope.

James thought carefully about his **answer** to the problem.

Mary chose some **material** for her dressmaking.

Paul's **history** book was all about the Tudors.

The swing swung **forwards** and backwards with just one push.