Year 3 Home Learning Spr 2 Week 1 Day 2

Tuesday 23rd February 2021

Maths

WALT: Multiply by 10.

This week we will be focussing on multiplying 2-digit numbers. It is important we first understand what it means to multiply a number by 10. When you multiply or times by 10, your number will get 10 x bigger. It is very different to simply adding 10.

Lets look at the place value when we times by 10.

When we times by 10, we make the number 10x bigger, so it moves one place value column to the left. Look what happens when we do 3 x 10 =

H	T	0
		3
	3	0

We move the 3 one PV column to the left, so it becomes 30. It goes from being a One, to a Ten. It is not simply putting a zero on the end! Try a few examples to see for yourself.

Activity 1

Answer these questions and write your answer in the place value grid.

5 x 10 =

H	T	O

8 x 10 =

H	T	O

2 x 10 =

H	T	O

Now you can see that when we multiply by 10, we move the digits one place value to the left. What about when we multiply 2-digit numbers?

30 x 10 = 300

H	T	0
	3	0
3	0	0

The same rule applies. We move the digits one place value column to the left.

Activity 2

Try these questions and again write your answer in the PV grids.

80 x 10 =

H	T	0

30 X 10 =

H	T	0

40 X 10 =

H	T	0

You can now see the pattern. When we multiply by 10, we move the digits one PV column to the left.
What about when we divide? Division is the inverse (opposite) of multiplication. So we do the opposite!
When we divide by 10, the numbers move one PV column to the right. Dividing by 10 makes the number 10x smaller.
So, 20 ÷ 10 = 2

H	T	0
	2	0
		2

Activity 3
Try these questions for yourself and write your answers in the PV column.
30 ÷ 10 =

40 ÷ 10 =

H	T	0

80 ÷ 10 =

H	T	0

You can see that your answer is 10x smaller, it has moved on place value column to the right. Try this with larger numbers, the same rule applies! Move your number one place to the right. I have done one for you.

800 ÷ 10 = 80

H	T	0
	8	0

400 ÷ 10 =

H	T	0

300 ÷ 10 =

H	T	0

200 ÷ 10 =

H	T	0

You should now see that when we multiply by 10, a number gets 10xbigger and when we divide by 10 it ets 10 x smaller. This is important and will help with this term's learning.
Activity 4
Try these questions dividing and multiplying by 10. You could draw a PV grid to help you.

17 x 10 =	23 x 10 =	88 x 10 =
19 x 10 =	____ x 10 = 450	56 x ___ = 560
880 ÷ 10 =	230 ÷ 10 =	____ ÷ 10 = 17.

English

WALT: Read a range of fiction and discuss themes.

This term we are going to read stories involving dragons. Often in traditional tales dragons are scary, evil monsters, but more recently they can be friendly or even the hero of the story. Can you think of any examples?

Today we are going to start reading a traditional tale about a dragon. We looked at traditional tales when we read Roald Dahl's revolting rhymes. Can you remember what a traditional tale is? They are stories that are popular and retold many times. Examples like Jack and the Beanstalk and Hansel and Gretel. Often the stories can be changed slightly when they retold again and again, but the main events remain the same. Traditional tales often have: magic, a journey or a problem that needs to be solved, a hero and a villain, good wining over evil.

The traditional tale we are going to focus on is George and the dragon. Over this week and next, we will read a few versions of this story and get to know it really well. St George is patron saint and a legend. You can find out more about him in the sheet attached.

For today I would like you to read a version of St George and the Dragon by Ruth Mertenns and think about these things:

- Who are the main characters? Are they good or bad?
- What is the problem in the story that needs to solved?
- How would you describe the dragon?
- How would you describe St George?
- What kind of story is this? Is it funny, serious, scary etc?

It would be a good idea to read the story through twice and try to explain the main events (summary) to someone at home.

<u>Activity 1</u>

Once you have read the story and are happy you understand it, write the answer to these questions in full sentences. This means including the question in your answer. All the answers are in the text but some are based on your opinion, so it is up to you!

1). What adjectives are used to describe the dragon in the story?
2). Describe St George's appearance. What does he wear and carry?
3). Describe St George's personality. What kind of character is he?
4). How do you think St George felt when he saw the dragon for the first time?
5). Did you feel sorry for the dragon at all in the story? Yes/No. Explain why.

Spellings

Mrs Collins' Group

other
mother
brother
nothing
Monday

money
cover
honey
discover
wonder

Miss Baker's Group

grate great
grown groan
plain plane
peace piece
rain reign

Magic Spell A or An

Remember we use An if the following word starts with a vowel sound and A if it is a consonant sound. Fill in the blanks with either A or An.

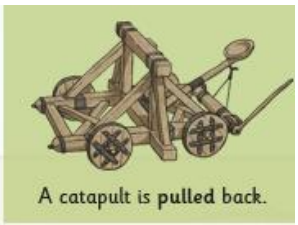
_____ enormous, green dragon. _____ brave knight. The hero made _____ lucky escape.

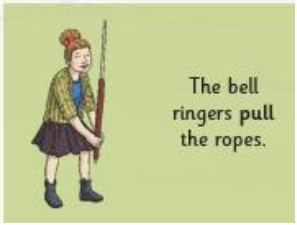
The princess hid in _____ empty castle. It was _____ bright and beautiful day.

Science

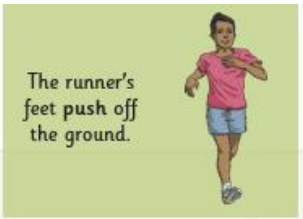
WALT: Compare how things move on different surfaces.
This half term we will be learning about forces and magnets. Today we are focussing on forces which can be separated into pushes and pulls which can make things move, change or stop. When we push something, we are moving it away from us. When we pull something, we are moving it closer to us. Think about how you can make a object move, wat actions do you take? E.g. kick, zip, pedal, mix, drag. Now think carefully and separate these actions into wehtehr they are a 'push' or a 'pull'.
Find out about pushes and pulls here:
https://www.bbc.co.uk/bitesize/clips/zkw8q6f What examples of pushes and pulls did you see?

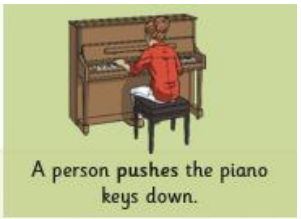
Pull

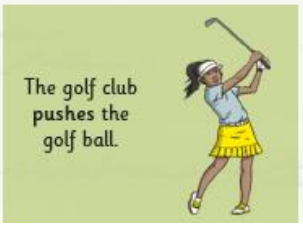




Push







Activity

I would like you to investigate forces. For an afternoon (or even a full day!) Complete this forces diary. Every time you use a pull or a push force, write it down here. You will be surprised how many forces are in action! You can write it in or draw it using arrows to label the direction of force. I have given you one example.

Place	Action	Push or pull?
Kitchen	Opening the fridge door.	Pull.