

As recommended by [gov.uk](http://gov.uk)

# Home Learning Pack Year 3

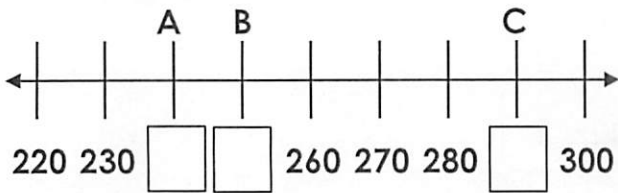
Classroom  
secrets\*

KIDS

Take a picture while you work through this booklet and tweet us @ClassroomSecLtd using the hashtags #CSKids and #HomeLearningHero to be in with a chance of winning a month's subscription to [classroomsecrets.co.uk](http://classroomsecrets.co.uk).

## Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.



290

250

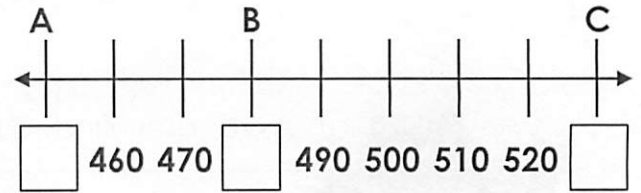
240



VF

## Ordering Numbers

1b. Fill the gaps in the number line using the numbers below.



480

530

450



VF

2a. Put these numbers in ascending order.

570

730

590

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



VF

2b. Put these numbers in ascending order.

930

380

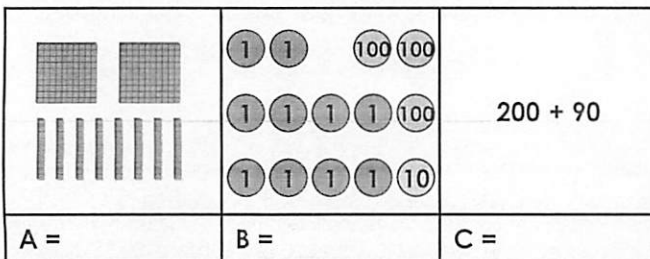
310

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



VF

3a. What is each representation worth?



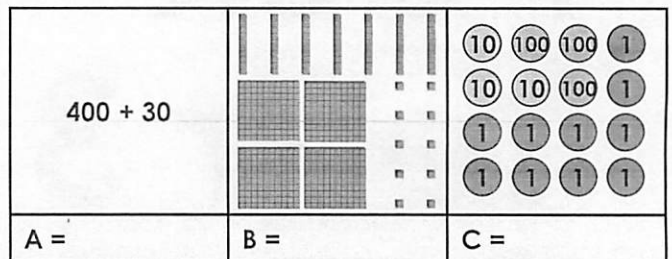
List the numbers in ascending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



VF

3b. What is each representation worth?



List the numbers in ascending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



VF

4a. True or false? Lewis has placed three numbers in ascending order.

410
380
430



VF

4b. True or false? Frank has placed three numbers in ascending order.

790
800
880



VF

## Ordering Numbers

1a. Phoenix the parrot wants to reach the peach. He can only go through the maze by stepping on ascending numbers.

	240	250	
	220	230	260
	210	290	240




How many routes can he take?

PS

## Ordering Numbers

1b. Oka the panda wants to reach the plant. She can only go through the maze by stepping on ascending numbers.

	470	500	480
	490	570	540
	530		520



How many routes can she take?

PS

2a. Luke and Gavin are placing numbers in ascending order.



Gavin

630	670	710
-----	-----	-----



Luke

280	410	380
-----	-----	-----

Who is correct? Prove it.



R

2b. Leila and Evie are placing numbers in ascending order.



Leila

930	960	950
-----	-----	-----



Evie

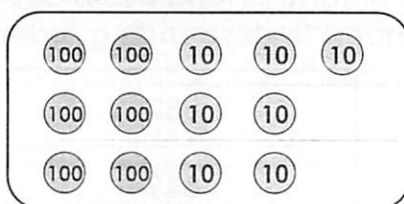
530	550	580
-----	-----	-----

Who is correct? Prove it.



PS

3a. Choose between 5 and 10 place value counters each time to create 3 different 3-digit numbers.



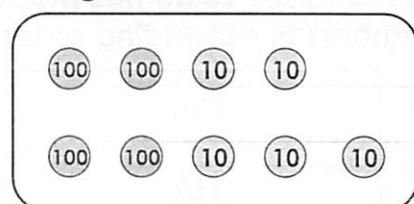
Write the numbers that you have created below in ascending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



PS

3b. Choose between 5 and 10 place value counters each time to create 3 different 3-digit numbers.



Write the numbers you have created below in ascending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

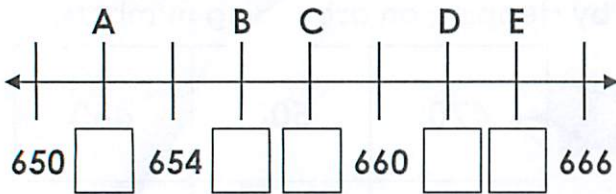


R



## Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.



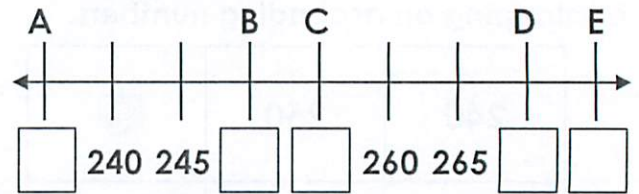
662   658   664   656   652



VF

## Ordering Numbers

1b. Fill the gaps in the number line using the numbers below.



270   250   255   235   275



VF

2a. Put these numbers in ascending order.

426   381   329   894   677



VF

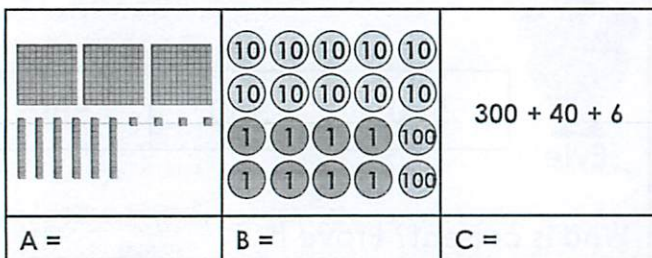
2b. Put these numbers in descending order.

576   903   567   799   652



VF

3a. What is each representation worth?

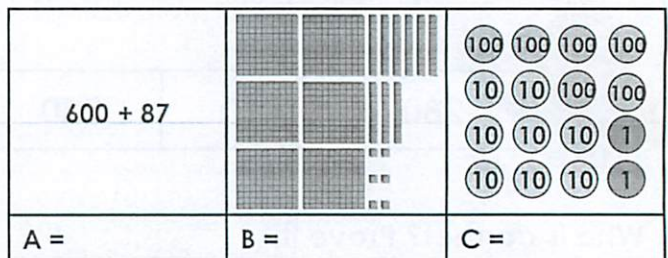


List the numbers in descending order.



VF

3b. What is each representation worth?



List the numbers in ascending order.



VF

4a. True or false? Lucie has placed these five numbers in ascending order.

670
767
676
776
777



VF

4b. True or false? Fiona has placed these five numbers in descending order.

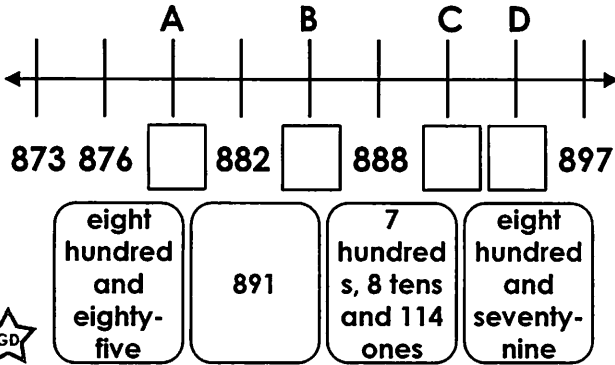
882
849
797
658
685



VF

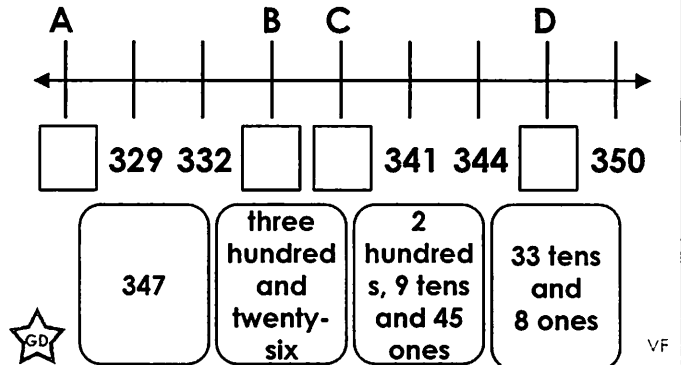
## Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.



## Ordering Numbers

1b. Fill the gaps in the number line using the numbers below.



2a. Put these values in ascending order.

200, 28 tens and 3 ones	<input type="text"/>	700, 10 tens and 9 ones	seven hundred and forty-one	600, 23 tens and 4 ones
-------------------------	----------------------	-------------------------	-----------------------------	-------------------------

\_\_\_\_\_

☆ GD VF

2b. Put these in descending order.

six hundred and two	<input type="text"/>	500, 10 tens and 112 ones	200, 42 tens and 1 one	100, 38 tens and 11 ones
---------------------	----------------------	---------------------------	------------------------	--------------------------

\_\_\_\_\_

☆ GD VF

3a. What is each representation worth?

		one hundred, 38 tens and 10 ones	$400 + 119$
A =	B =	C =	D =

List the numbers in descending order.

\_\_\_\_\_

☆ GD VF

3b. What is each representation worth?

seven hundred and ninety-four	$600 + 231$		
A =	B =	C =	D =

List the numbers in ascending order.

\_\_\_\_\_

☆ GD VF

4a. True or false? Callum has placed these six numbers in ascending order.

8 hundreds, 10 tens and 73 ones
nine hundred and seventy-six
98 tens and 1 one
984
6 hundreds, 38 tens and 9 ones
nine hundred and eighty-eight

☆ GD VF

4b. True or false? Jemma has placed these six numbers in descending order.

41 tens and 7 ones
2 hundreds, 7 tens and 37 ones
three hundred and one
two hundred and ninety-six
1 hundred, 18 tens and 9 ones
272

☆ GD VF

## Ordering Numbers

1a. Jerry the giraffe wants to reach the apple. He can only go through the maze by stepping on ascending numbers.

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

How many routes can he take?

PS

## Ordering Numbers

1b. Elsie the elephant wants to reach the pear. She can only go through the maze by stepping on descending numbers.

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

How many routes can she take?

PS

2a. Nuha and Pete are placing numbers in descending order.



Nuha

300	200	100	350	250	150
-----	-----	-----	-----	-----	-----



Pete

650	600	550	500	450	400
-----	-----	-----	-----	-----	-----

Who is correct? Prove it.



R

2b. Hunter and Willow are placing numbers in ascending order.



Hunter

150	250	200	350	400	450
-----	-----	-----	-----	-----	-----



Willow

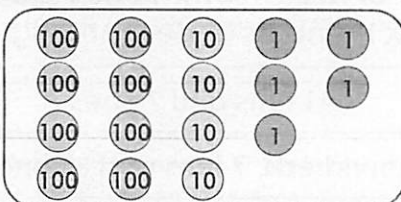
150	300	450	600	750	900
-----	-----	-----	-----	-----	-----

Who is correct? Prove it.



PS

3a. Choose between 5 and 10 place value counters each time to create four 3-digit numbers.



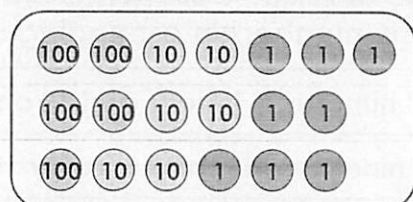
Write the numbers that you have created below in ascending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



PS

3b. Using the place value counters below, create four different 3-digit numbers. You can reuse counters for each new number.



Write the numbers you have created below in descending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_





P



## Ordering Numbers

1a. Rigby the racoon wants to reach the cherries. He can only travel in the maze by finding up to 6 ascending numbers.



 806	800 + thirteen	700 + 139	868
7 hundreds, 9 tens and 22 ones	83 tens and 1 one	838	664 + 200
810 + 44	nine hundred and twenty	900 + seventeen	nine hundred and three
8 hundreds, 10 tens and 21 ones	917	6 hundreds, 33 tens and 9 ones	

★ GD How many routes can he take?

PS

## Ordering Numbers


1b. Binky the rabbit wants to reach the carrot. She can only travel in the maze by finding up to 6 descending numbers.


322	300 + 15	three hundred and thirty	200 + 171
350 + 35	363	three hundred and forty	32 tens and 5 ones
2 hundreds, 10 tens and 71 ones	300 + 68	352	
 200 + 186	372	1 hundred, 21 tens and 9 ones	300 + 8

★ GD How many routes can she take?

PS

2a. Leon and Toria are placing numbers in descending order.

 Leon	500 + 163	418	400 and two ones	200 + 60 + 138	300 + ninety ones	200 + 19 tens + 1
---	-----------	-----	------------------	----------------	-------------------	-------------------


 Toria	298	100 + 18 tens + 7 ones	210 + 43	200 + 3 tens + 19 ones	172	100 + 50
---	-----	------------------------	----------	------------------------	-----	----------


Who is correct? Prove it.



R

2b. Alessia and Kieran are placing numbers in ascending order.

 Alessia	500 + fifty-seven	521 + 40	568	400 + 182 ones	57 tens and 9 ones	500 + 90
--	-------------------	----------	-----	----------------	--------------------	----------

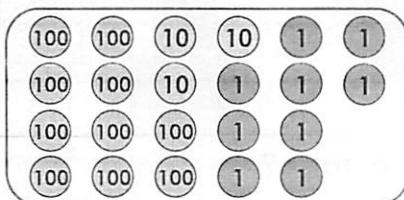
 Kieran	173	200 + 10 tens	481 + 100	300 + 39 tens + 2 ones	690 + 20	949
--	-----	---------------	-----------	------------------------	----------	-----

Who is correct? Prove it.



PS

3a. Choose between 5 and 10 place value counters each time to create six 3-digit numbers.



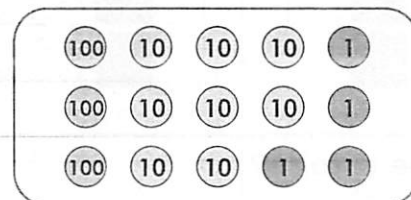
Write the numbers that you have created below in ascending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



PS

3b. Choose between 5 and 10 place value counters each time to create six 3-digit numbers.



Write the numbers you have created below in descending order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

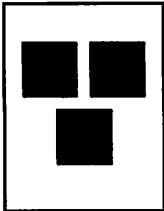
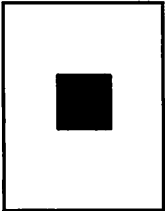




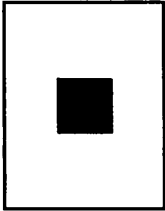
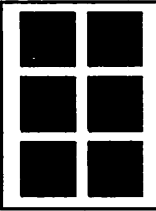
R

## Add and Subtract Multiples of 100

## Add and Subtract Multiples of 100

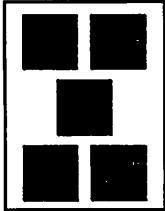
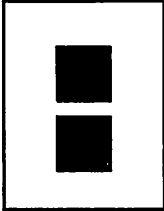
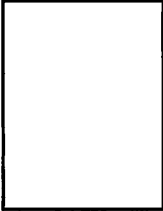
1a. Complete the number sentences.


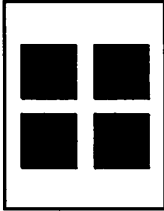
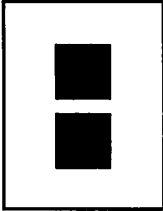
A.  -  = 

B.  =  + 

★ D VF

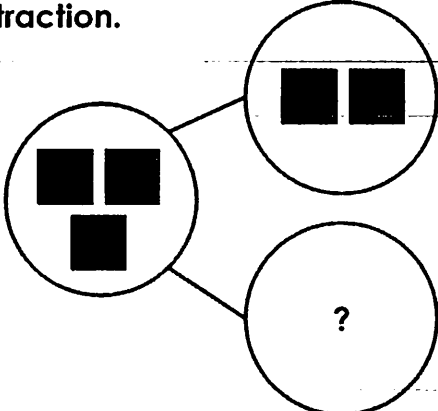
1b. Complete the number sentences.

A.  -  = 

B.  =  + 

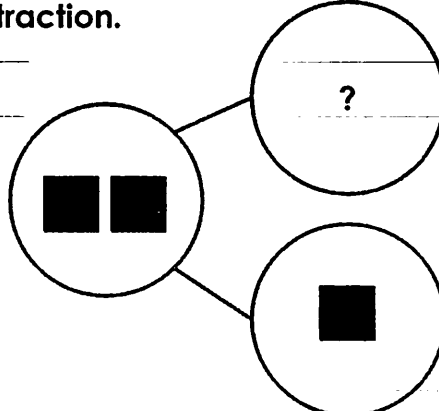
★ D VF

2a. Use the part whole model to write a subtraction.







★ D VF





2b. Use the part whole model to write a subtraction.



★ D VF





3a. Use the correct symbols to complete the number sentences.





A.  =   

B.    = 

★ D VF


3b. Use the correct symbols to complete the number sentences.

A.    = 

B.  =   

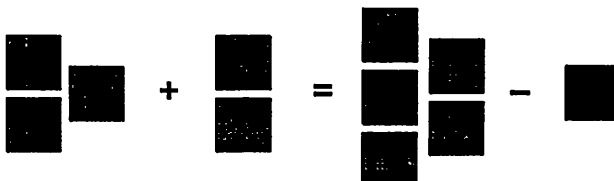
★ D VF

4a. True or false?



★ D VF

4b. True or false?



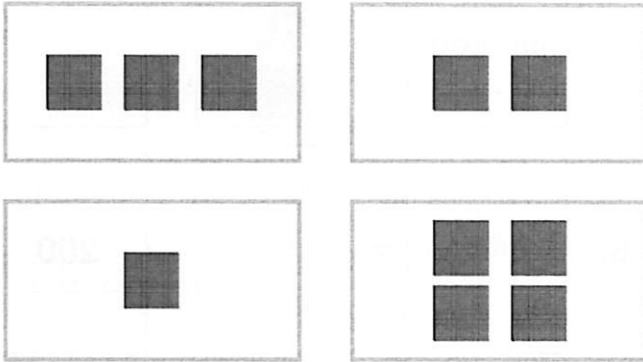
★ D VF



## Add and Subtract Multiples of 100

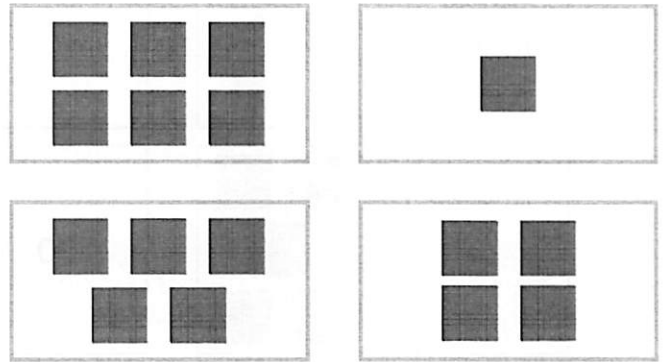
## Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.



PS

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.



PS

2a. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\blacksquare + A + B = \begin{matrix} \blacksquare & \blacksquare \\ & \blacksquare \\ \blacksquare & \blacksquare \end{matrix}$$



PS

2b. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\begin{matrix} \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare \end{matrix} - A - B = \begin{matrix} \blacksquare & \blacksquare \\ \blacksquare & \blacksquare \end{matrix}$$



PS

3a. Kira and Cristal are adding multiples of 100.

$$? + \begin{matrix} \blacksquare & \blacksquare & \blacksquare \end{matrix} = \begin{matrix} \blacksquare & \blacksquare \\ & \blacksquare \\ \blacksquare & \blacksquare \end{matrix}$$



Kira

The missing number is 200.

The missing number is 800.



Cristal

Who is correct? Explain how you know.



R

3b. Hugh and Cole subtracting multiples of 100.

$$\begin{matrix} \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare \end{matrix} - ? = \begin{matrix} \blacksquare & \blacksquare \end{matrix}$$



Hugh

The missing number is 800.

The missing number is 400.



Cole

Who is correct? Explain how you know.



R

## Add and Subtract Multiples of 100

## Add and Subtract Multiples of 100

1a. Complete the number sentences.  
Write your answers in numbers.

A.  $\boxed{\text{three hundreds}} + \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \boxed{\phantom{000}}$

B.  $\boxed{\phantom{000}} = \begin{array}{|c|} \hline \blacksquare \quad \blacksquare \\ \hline \blacksquare \\ \hline \blacksquare \quad \blacksquare \\ \hline \end{array} - 100$

★ VF

1b. Complete the number sentences.  
Write your answers in numbers.

A.  $\boxed{\text{two hundreds}} + \begin{array}{|c|} \hline \blacksquare \\ \hline \blacksquare \\ \hline \blacksquare \\ \hline \end{array} = \boxed{\phantom{000}}$

B.  $\boxed{\phantom{000}} = \begin{array}{|c|} \hline \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} - 200$

★ VF

2a. Use the part whole model to write a subtraction.

★ VF

2b. Use the part whole model to write a subtraction.

★ VF

3a. Use the correct symbols to complete the number sentences.

A.  $\begin{array}{|c|} \hline \blacksquare \quad \blacksquare \quad \blacksquare \\ \hline \blacksquare \quad \blacksquare \quad \blacksquare \\ \hline \end{array} \boxed{\phantom{000}} \text{ four hundreds} = \begin{array}{|c|} \hline \blacksquare \\ \hline \blacksquare \\ \hline \end{array}$

B.  $\text{100} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \end{array} \boxed{\phantom{000}} \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array}$

★ VF

3b. Use the correct symbols to complete the number sentences.

A.  $\begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \text{100} \boxed{\phantom{000}} \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array}$

B.  $600 \boxed{\phantom{000}} \begin{array}{|c|} \hline \blacksquare \quad \blacksquare \\ \hline \blacksquare \\ \hline \blacksquare \\ \hline \end{array} = \begin{array}{|c|} \hline \blacksquare \quad \blacksquare \\ \hline \blacksquare \\ \hline \blacksquare \quad \blacksquare \\ \hline \end{array}$

★ VF

4a. True or false?

$100 + \begin{array}{|c|} \hline \blacksquare \quad \blacksquare \quad \blacksquare \\ \hline \blacksquare \\ \hline \blacksquare \quad \blacksquare \quad \blacksquare \\ \hline \end{array} = \begin{array}{|c|} \hline \blacksquare \quad \blacksquare \\ \hline \blacksquare \\ \hline \blacksquare \quad \blacksquare \\ \hline \end{array} + \begin{array}{|c|} \hline \blacksquare \\ \hline \blacksquare \\ \hline \end{array}$

★ VF

4b. True or false?

$\begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} - \text{two hundreds} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array}$

★ VF

## Add and Subtract Multiples of 100

## Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

		400
	one hundred	



PS

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

four hundreds		
	300	



PS

2a. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\begin{array}{c} 100 \\ 100 \\ 100 \end{array} + A - B = 600$$



PS

2b. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\text{nine hundreds} - A + B = \begin{array}{cc} \blacksquare & \blacksquare \\ \blacksquare & \blacksquare \end{array}$$



PS

3a. Sarah and Jane are subtracting multiples of 100.

$$\begin{array}{ccc} \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare \end{array} = ? - \text{one hundred}$$



The missing number is 500.

Sarah

The missing number is 700.



Jane

Who is correct? Explain how you know.



P

3b. Peter and Enzo are adding multiples of 100.

$$\begin{array}{ccc} 100 & 100 & 100 \\ 100 & 100 & \\ 100 & 100 & 100 \end{array} = \text{five hundreds} + ?$$



The missing number is 300.

Peter

The missing number is 900.



Enzo

Who is correct? Explain how you know.



P

## Add and Subtract Multiples of 100

## Add and Subtract Multiples of 100

1a. Complete the number sentences.  
Write your answers in numbers.

A.  $\boxed{700} - \boxed{400} = \boxed{\phantom{000}}$

B.  $\boxed{\phantom{000}} = \boxed{\text{three hundreds}} + \boxed{\text{six hundreds}}$



VF

1b. Complete the number sentences.  
Write your answers in numbers.

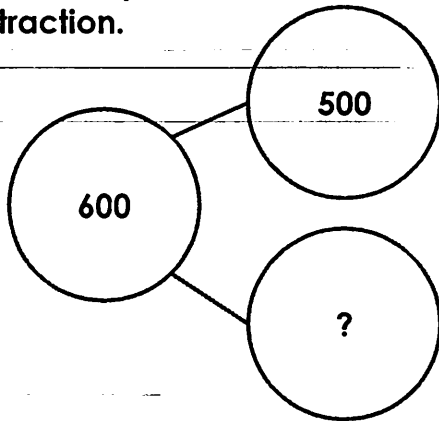
A.  $\boxed{500} + \boxed{200} = \boxed{\phantom{000}}$

B.  $\boxed{\phantom{000}} = \boxed{\text{eight hundreds}} - \boxed{\text{six hundreds}}$



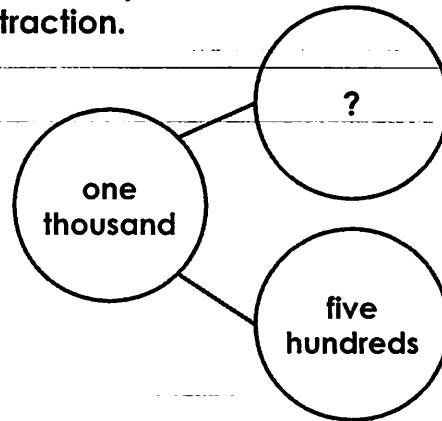
VF

2a. Use the part whole model to write a subtraction.



VF

2b. Use the part whole model to write a subtraction.



VF

3a. Use the correct symbols to complete the number sentences.

A.  $\text{nine hundreds} = \text{six hundreds} \boxed{\phantom{00}} \text{three hundreds}$

B.  $1,000 \boxed{\phantom{00}} 300 = 700$



VF

3b. Use the correct symbols to complete the number sentences.

A.  $600 = 800 \boxed{\phantom{00}} 200$

B.  $\text{three hundreds} \boxed{\phantom{00}} \text{three hundreds} = \text{six hundreds}$



VF

4a. True or false?

$600 + 200 = 500 + 300$



VF

4b. True or false?

$\text{three hundreds} - \text{one hundred} > \text{six hundreds} - \text{four hundreds}$



VF



## Add and Subtract Multiples of 100

## Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

900	500	seven hundreds
100	two hundreds	200



PS

1b. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

two hundreds	600	one thousand
200	one hundred	400



PS

2a. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

$$100 + A - B + C = 300$$

2b. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

$$300 + A - B - C = 600$$



PS



PS

3a. Ashley and Kendal are adding multiples of 100.

$$1,000 = ? + 600$$



Ashley

The missing number is three hundreds.

The missing number is four hundreds.



Kendal

Who is correct? Explain how you know.



R

3b. Alan and Emmet are subtracting multiples of 100.

$$\text{nine hundreds} = \text{one thousand} - ?$$



Alan

The missing number is 100.

The missing number is 200.



Emmet

Who is correct? Explain how you know.

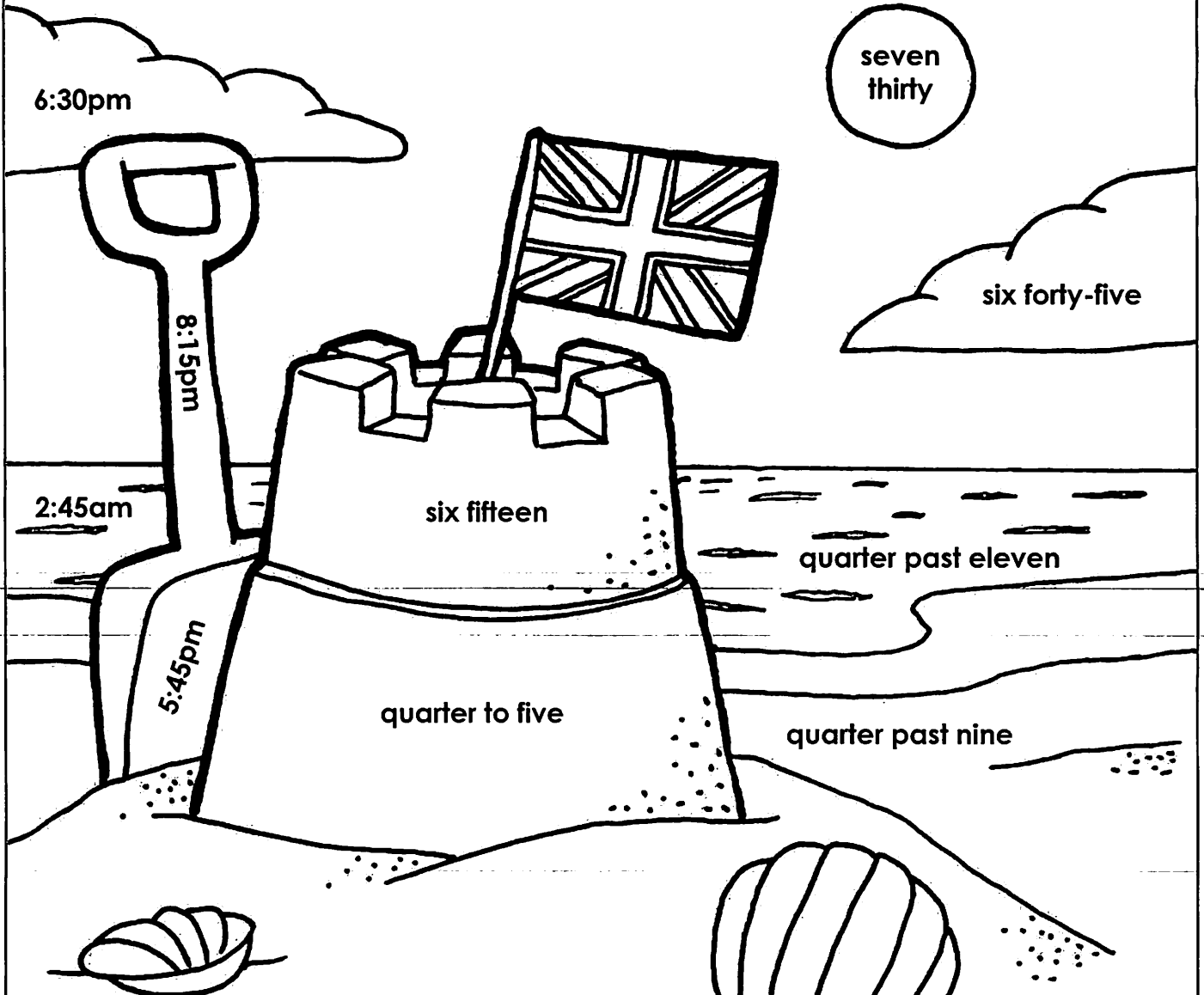


R

11	$76 \div 4$	2	$36 \div 4$
19	$4 \div 4$	9	$72 \div 4$
1	$52 \div 4$	18	$48 \div 4$
13	$32 \div 4$	12	$40 \div 4$
8	$8 \div 4$	10	$24 \div 4$

6	$16 \div 4$	15	$28 \div 4$
4	$68 \div 4$	7	$80 \div 4$
17	$12 \div 4$	20	$64 \div 4$
3	$56 \div 4$	16	$20 \div 4$
14	$60 \div 4$	5	$44 \div 4$

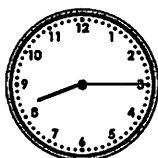
# Converting Time Colour by Numbers



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



yellow



red



blue



pink



orange



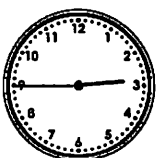
yellow



red



purple



blue



yellow

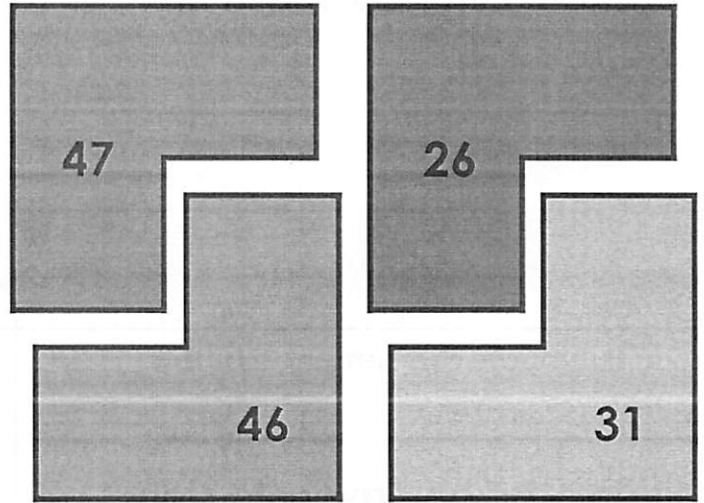
Now colour the rest of the picture.



## The 3 Times Table

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.

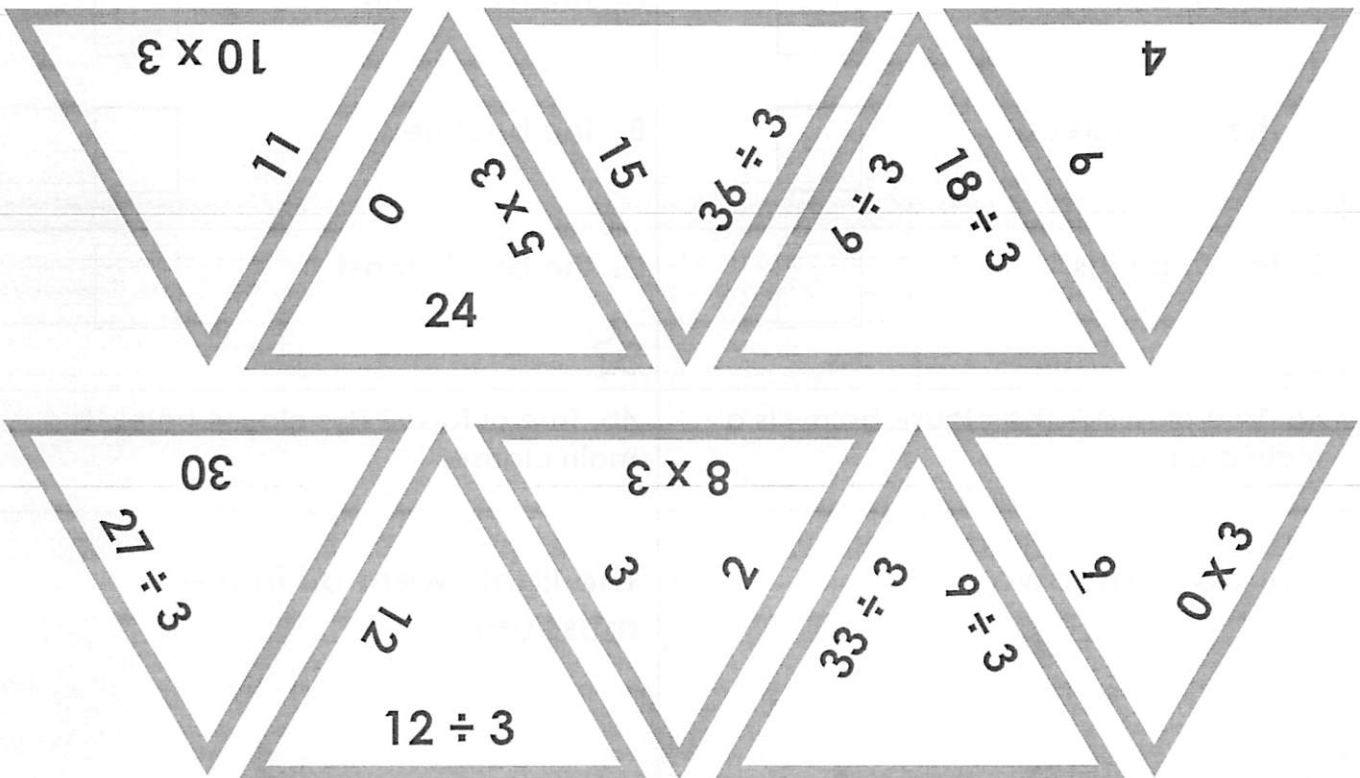
$3 \times 5$	$21 \div 3$	$15 \div 3$	$0 \times 3$
$3 \times 3$	$3 \times 8$	$3 \times 7$	$3 \div 3$
$36 \div 3$	$33 \div 3$	$3 \times 9$	$3 \times 6$



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

## What is a Clause?

## What is a Clause?

1a. Underline the verb and circle the nouns in the sentence below.

Michael hurt his knee in the playground.



VF

1b. Underline the verb and circle the nouns in the sentence below.

Diane washed her hair in the bathroom.



VF

2a. Punctuate the sentence below.

linda read her favourite story



VF

2b. Punctuate the sentence below.

the car moved very slowly



VF

3a. Tick the main clause below that makes sense on its own.

A. the dog could

B. the dog barked

C. the dog was



VF

3b. Tick the main clause below that makes sense on its own.

A. the boat sank

B. the boat flew

C. the boat's mast



VF

4a. True or false? The clause below is a main clause.

Our cow ran away.



VF

4b. True or false? The clause below is a main clause.

The lights went off in the museum.



VF

## What is a Clause?

1a. Underline the noun and verb in the sentence below. Then, replace them with a different noun and verb.

**We ate at the restaurant.**



A

## What is a Clause?

1b. Underline the noun and verb in the sentence below. Then, replace them with a different noun and verb.

**I hopped on one leg.**



A

2a. Use the words in the word bank to complete the sentences below.

made	swings
played	letter

- A. We \_\_\_\_\_ some ginger biscuits.
- B. The children played on the \_\_\_\_\_.
- C. The postman delivered a \_\_\_\_\_.



A

2b. Use the words in the word bank to complete the sentences below.

chose	puppy
spaces	sweets

- A. Sophie wanted a \_\_\_\_\_ for Christmas.
- B. There were no \_\_\_\_\_ left in the packet.
- C. The boy \_\_\_\_\_ tomatoes.



A

3a. Which sentence below doesn't make sense? Explain why.

- A. Her scarf was striped.
- B. We ordered a pizza.
- C. The fridge was broken.
- D. He laughed the guitar.



A

3b. Which sentence below doesn't make sense? Explain why.

- A. Our coach was angry.
- B. The window smashed.
- C. The parcel rang once more.
- D. I lost my hat today.



A

## What is a Clause?

## What is a Clause?

1a. Underline the verbs and circle the nouns in the sentence below.

The professional footballers ran, jumped and skipped around the pitch.



VF

1b. Underline the verbs and circle the nouns in the sentence below.

The light outside switched on in the middle of the night because a fox ran by.



VF

2a. Punctuate the sentence below.

did the ginger cat climb over the wooden fence



VF

2b. Punctuate the sentence below.

i can't believe that my teapot made twelve large cups of tea



VF

3a. Tick the main clause below that makes sense on its own.

A. the chips tasted lovely

B. those warm, curly chips taste

C. the chips tasted the girl



VF

3b. Tick the main clause below that makes sense on its own.

A. those clear river ran through

B. that winding river slowly

C. the wide river ran down the hill



VF

4a. True or false? The main clause in the sentence below is underlined.

Sally pushed through the trees and saw a light over the road.



VF

4b. True or false? The main clause in the sentence below is underlined.

After the tree was cut down, nobody wanted to go to the park.



VF



## What is a Clause?

## What is a Clause?

1a. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

The robin flew out of the nest and didn't return for a few hours.



A

1b. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

Dean crashed his brand new car when it snowed heavily.



A

2a. Use the words in the word bank to complete the main clauses below.

seem	does
drove	looked
flowers	room

- Don't walk on the \_\_\_\_\_ or you will be in trouble!
- We \_\_\_\_\_ around the quiet games \_\_\_\_\_ excitedly.
- Why \_\_\_\_\_ my cat \_\_\_\_\_ so sad after he's just eaten?



A

2b. Use the words in the word bank to complete the main clauses below.

car	room
dinosaur	hole
sprayed	coin

- I found a shiny \_\_\_\_\_ in my trouser pocket and I was surprised.
- I \_\_\_\_\_ the \_\_\_\_\_ to make it smell fresh before the guests came round.
- My \_\_\_\_\_ was very shiny and new so I kept it in the garage.



A

3a. Which main clause doesn't agree with the rest of the sentence? Explain why.

- It was a cold day today so the ice cream van was very quiet.
- Dad brushed his teeth very quickly.
- The detective didn't wear his thick coat because it was very frosty.
- Does your mum drive a red car now?



A

3b. Which main clause doesn't agree with the rest of the sentence? Explain why.

- Her hat was far too small for her head so it kept falling off.
- We slowly walked to school so we wouldn't be late again.
- The train was extremely crowded.
- My mum's car would not start today because it had run out of petrol.



A

## What is a Clause?

## What is a Clause?

1a. Underline the verbs and circle the nouns in the sentence below.

The little boy likes to take his dog for a long walk around the park on Sundays.



VF

1b. Underline the verbs and circle the nouns in the sentence below.

We travelled all through the night on a small coach and arrived at the hotel before breakfast.



VF

2a. Punctuate the sentence below.

~~in the holidays do you always go to the park with sarah and pete in before it gets too dark~~



VF

2b. Punctuate the sentence below.

~~if you want to reach the top of the eiffel tower in paris don't sleep in because the queues are huge~~



VF

3a. Tick the main clause below that makes sense on its own.

- A. the final decision made
- B. the last-minute decision was hastily made
- C. the difficult decision that she would make



VF

3b. Tick the main clause below that makes sense on its own.

- A. the large, green book spoke slowly
- B. the white horse quickly escaped
- C. the gentle horse sang clearly very



VF

4a. True or false? The main clause in the sentence below is underlined.

My mother bought me a red bike when I turned 11 and it was amazing!



VF

4b. True or false? The main clause in the sentence below is underlined.

Even though he knew it was wrong, Billy copied his best friend's answers.



VF

## What is a Clause?

1a. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

The huge, black spider  
crawled out of the plughole  
hastily and sped towards the  
soap.



A

## What is a Clause?

1b. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

The cheeky elephant turned  
around and squirted water  
all over the crowd because  
it was bored.



A

2a. Use sensible nouns, verbs and adjectives to complete the main clauses.

- A. The downstairs \_\_\_\_\_ was full of their children's \_\_\_\_\_ because their rooms were already full.
- B. The grey mouse ate the smelly \_\_\_\_\_ in the \_\_\_\_\_ because it was hungry.
- C. Michelle \_\_\_\_\_ her long and wavy hair in the mirror after she had washed it.



A

2b. Use sensible nouns, verbs and adjectives to complete the main clauses.

- A. Heavy snowfall \_\_\_\_\_ many \_\_\_\_\_ accidents on the main road as vehicles became stuck.
- B. The young \_\_\_\_\_ wore his woolly scarf on the \_\_\_\_\_ because he was very cold.
- C. The \_\_\_\_\_ placed the brown \_\_\_\_\_ into the overhead compartment before the plane took off.



A

3a. Which main clause doesn't agree with the rest of the sentence? Explain why.

- A. David badly hurt his hand whilst he was playing football with his friends on Saturday.
- B. Mrs Azéb's handwriting was particularly untidy when she was tired.
- C. At my school, you should always write in pen in mathematics so mistakes can be erased easily.
- D. Freda bought a new pencil case with her birthday money as it was pretty.



R

3b. Which main clause doesn't agree with the rest of the sentence? Explain why.

- A. The taxi driver collected the angry passengers late because there was a traffic jam.
- B. The regular bus turned up on time so my dad didn't have to walk into town.
- C. The taxi driver waited impatiently for twenty minutes before he left the area.
- D. The bus took its usual route around the empty town centre and picked up many elderly passengers.



R

Using Conjunctions to Express Time, Place and Cause

Using Conjunctions to Express Time, Place and Cause

1a. Sort the conjunctions under the correct headings.

Time	Place	Cause

where      because      before  
so      wherever      after



VF

1b. Sort the conjunctions under the correct headings.

Time	Place	Cause

when      as      if  
where      while      wherever



VF

2a. Tick the sentence with a causal conjunction.

A. I am going shopping because I am bored at home.

B. My coat is on the floor where you left it.

C. I get dressed before I go to school.



VF

2b. Tick the sentence with a time conjunction.

A. The children want to play outside if it is snowing.

B. My brother reads his book before he goes to bed.

C. The footballer takes her boots with her wherever she goes.



VF

3a. Rewrite this sentence using a different conjunction from the word bank.

Mohammed is upset as his best friend is moving away.

where

yet

because



VF

3b. Rewrite this sentence using a different conjunction from the word bank.

Julia enjoys watching TV after she gets home from school.

before

when

while



VF

4a. Create two sentences by matching clauses with the correct conjunction.

I set the table

so

dad cooked.

My friend was upset

while

I hugged him.



VF

4b. Create two sentences by matching clauses with the correct conjunction.

I like carrots

if

I stay up late.

I will be tired

but

I do not like peas.



VF



Using Conjunctions to Express Time, Place and Cause

Using Conjunctions to Express Time, Place and Cause

1a. Using the word bank, complete each sentence with a conjunction.

A. We enjoy going swimming \_\_\_\_\_ we have a great time in the water.

B. I like to spread the butter on my toast \_\_\_\_\_ it gets cold.

because while  
where before



A

1b. Using the word bank, complete each sentence with a conjunction.

A. The magpie picks up shiny things \_\_\_\_\_ it goes.

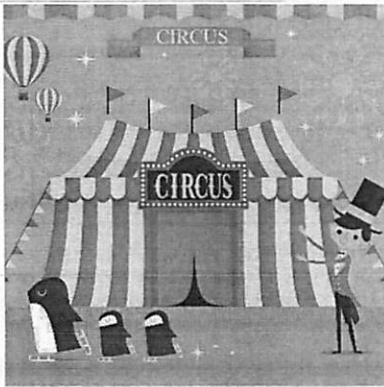
B. It is almost bedtime \_\_\_\_\_ we need to get our pyjamas on.

when if  
wherever so



A

2a. Write a sentence using a time conjunction to describe the picture below. Use the word bank to help you.



before when  
if because



A

2b. Write a sentence using a causal conjunction to describe the picture below. Use the word bank to help you.



because after  
due to wherever



A

3a. Sammy has been asked to write a sentence using a time conjunction.

	I played outside because it had
	finally stopped raining.

Is he correct? Explain your answer.



R

3b. Josie has been asked to write a sentence using a causal conjunction.

	We ran to the shop after we were
	picked up from school.

Is she correct? Explain your answer.



R

**Using Conjunctions to Express Time, Place and Cause**

**Using Conjunctions to Express Time, Place and Cause**

1a. Sort the conjunctions under the correct headings.

Time	Place	Cause

because      where      while  
 once      since      wherever



VF

1b. Sort the conjunctions under the correct headings.

Time	Place	Cause

where      before      wherever  
 in case      yet      when



VF

2a. Tick the sentence with a time conjunction.

- A. It is dark earlier due to the clocks going back an hour.
- B. My little brother takes his teddy with him wherever he goes.
- C. Adam ate his healthy snack while reading his favourite book.



VF

2b. Tick the sentence with a place conjunction.

- A. Dad hid the presents where the children wouldn't find them.
- B. I always take my umbrella with me in case it rains.
- C. My mum likes to iron while listening to music on the radio.



VF

3a. Rewrite this sentence using a different conjunction from the word bank.

I played outside with my raincoat on today due to the pouring rain.

in case      yet      because of



VF

3b. Rewrite this sentence using a different conjunction from the word bank.

I love going to my bedroom to change into my comfy clothes when I get home from school.

after      before      while



VF

4a. Create two sentences by matching clauses with the correct conjunction.

I took some money	while	I tidy up my bedroom.
My best friend helps	in case	I wanted to buy sweets.



VF

4b. Create two sentences by matching clauses with the correct conjunction.

I had some ice cream	after	I continued to play football.
My feet were sore	yet	I finished my dinner.



VF

Using Conjunctions to Express Time, Place and Cause

Using Conjunctions to Express Time, Place and Cause

1a. Complete each sentence with a conjunction.

A. We're very excited today \_\_\_\_\_ we're having a disco at school.

B. I always brush my teeth every morning \_\_\_\_\_ I've had my cereal and toast for breakfast.



A

1b. Complete each sentence with a conjunction.

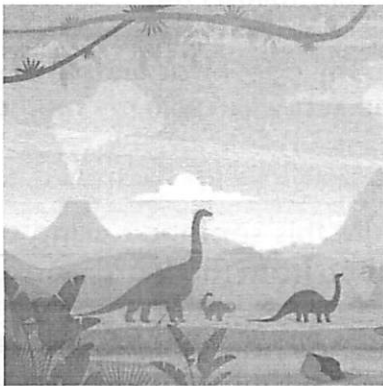
A. My loyal dog waits patiently for me \_\_\_\_\_ I leave him alone in the house.

B. My dad was cutting my fringe with sharp scissors \_\_\_\_\_ I kept very still.



A

2a. Write a sentence with two expanded clauses and a place conjunction to describe the picture below.



A

2b. Write a sentence with two expanded clauses and a time conjunction to describe the picture below.



A

3a. Waheed has been asked to write a sentence using a causal conjunction.

	My karate lesson was
	cancelled yesterday due to
	the teacher being poorly.

Is he correct? Explain your answer.



R

3b. Theo has been asked to write a sentence using a time conjunction.

	My dad left the soft teddy where
	my baby brother could reach it.

Is he correct? Explain your answer.



R

**Using Conjunctions to Express Time, Place and Cause**

**Using Conjunctions to Express Time, Place and Cause**

1a. Sort the conjunctions under the correct headings.

Time	Place	Cause

as soon as    where    meanwhile  
 since    wherever    therefore



VF

1b. Sort the conjunctions under the correct headings.

Time	Place	Cause

until    unless    where  
 wherever    once    consequently



VF

2a. Tick the sentence with a place conjunction.

- A. As it snowed heavily all night, no buses were running in the morning.
- B. The dastardly pirate hid his loot where his enemies would not find it.
- C. While I read my book, my sister played ball with our neighbour's dog.



VF

2b. Tick the sentence with a causal conjunction.

- A. The eager runners will set off as soon as the starting whistle blows.
- B. Wherever I go, my loyal dog obediently follows me.
- C. Due to my age, I was unable to go to see the scary film with my brother.



VF

3a. Rewrite this sentence using a different conjunction from the word bank.

As a result of the terrible weather forecast, tomorrow's football match has been cancelled.

due to

in case

before



VF

3b. Rewrite this sentence using a different conjunction from the word bank.

Since she has badly broken her foot, my mum has not been able to walk properly.

once

as

as soon as



VF

4a. Create two sentences by matching clauses with the correct conjunction.

The Vikings launched the attack

in case

their enemies retreated.

I need to take my mobile phone

until

I need to get a lift back home.



VF

4b. Create two sentences by matching clauses with the correct conjunction.

I drank the ice cold water

but

the birds took flight in fear.

The ferocious lion roared angrily

while

I still felt very thirsty.



VF

Using Conjunctions to Express Time, Place and Cause

Using Conjunctions to Express Time, Place and Cause

1a. Complete each sentence with a conjunction.

A. The plants were withering and dying \_\_\_\_\_ the cattle had nothing to eat and were starving to death.

B. \_\_\_\_\_ Olivia had drank all her diluted orange juice, she finished eating her delicious cheese sandwich.



A

1b. Complete each sentence with a conjunction.

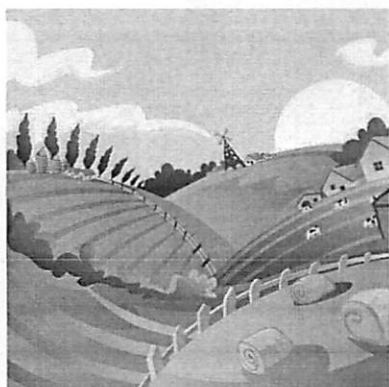
A. \_\_\_\_\_ the competitors heard the starting pistol fire, they started running the 100m Olympic final.

B. The kind-hearted person did good deeds for other people \_\_\_\_\_ they went, which was much appreciated.



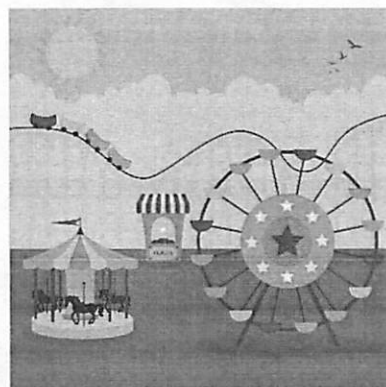
A

2a. Write a sentence starting with a time conjunction and with two expanded clauses to describe the picture below.



A

2b. Write a sentence starting with a place conjunction and with two expanded clauses to describe the picture below.



A

3a. Aliza has been asked to write a sentence using a causal conjunction.

	The monsoon season in India lasts
	for several months, therefore the
	plants grow very quickly.

Is she correct? Explain your answer.



R

3b. Katie has been asked to write a sentence using a time conjunction.

	Until global warming is reversed
	by all countries working together,
	our weather will continue to be
	unpredictable.

Is she correct? Explain your answer.



R



## Italian Ice Cream with Friends



Visit [kids.classroomsecrets.co.uk](https://kids.classroomsecrets.co.uk) for online games to support learning.

Join our  Group: Coronavirus Home Learning Support for Teachers and Parents

## Italian Ice Cream with Friends – Follow-Up Work

1. How do you know that the ladies are very good friends?

2. What clues tell you that the setting for this picture is Italy?

3. What season do you think this image was taken in?

4. What types of accessories can you see in the picture?

5. Identify one question that you might like to ask about this scene.

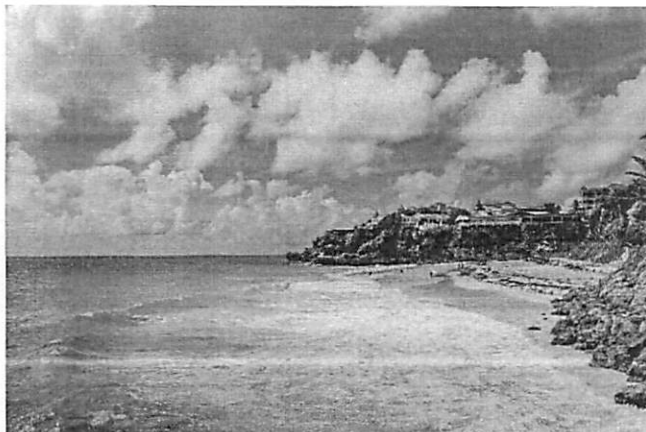
## Italian Ice Cream with Friends – Vocab

Write the definitions for each of these words.

active	
culture	
edible	
gelato	
horizontal	
indulgence	
produce	
sunlight	
togetherness	
tourism	
vacation	

## Dream Holidays

Barbados is an island in the Caribbean. It is famous for its white sandy beaches and clear blue water. It is also well-known for playing cricket and eating afternoon tea. Barbados is the perfect place to visit if you enjoy relaxing in the sunshine.



### Wilton Barbados Resort

**Rating:** ★★★★★

**Location:** Bridgetown

**Facilities:** 2 private beaches, 5 restaurants, 3 outdoor pools, 1 enormous water slide, kids club, WiFi  
**Sights:** Limestone Cavern and the Barbados Museum

**Price:** £82 per person, per night

**Offers:** Breakfast is included

### Coconut Tree Hotel

**Rating:** ★★★

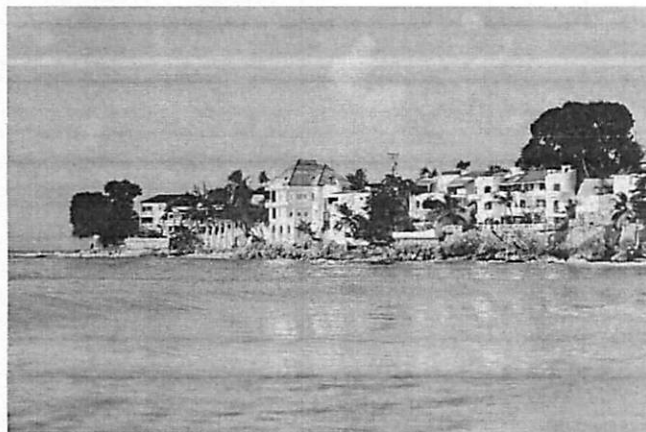
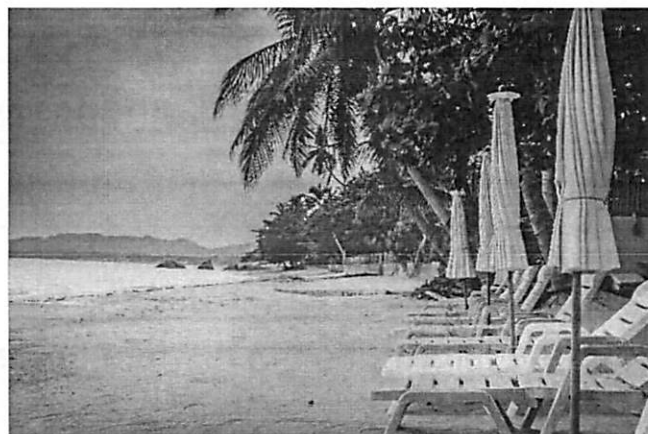
**Location:** Christ Church

**Facilities:** 1 public beach, 2 restaurants, 1 outdoor pool, soft play area, games room, sea views, WiFi

**Sights:** Historic buildings and stunning coastline

**Price:** £56 per person, per night

**Offers:** Free bathrobes



### White Sands Beach Resort

**Rating:** ★★★★★

**Location:** Fitts Village

**Facilities:** 1 private beach, 3 restaurants, 2 outdoor pools, dive and snorkel centre, horse riding, car and bike hire, hot tub, WiFi  
**Sights:** Paradise Beach

**Price:** £72 per person, per night

**Offers:** Book now and get 2 nights free

## Dream Holidays – Comprehension

### Section A

These hotels are on the island of...

Britain	Bermuda	Barbados	Barra
---------	---------	----------	-------

Wilton Barbados Resort has got...

2 stars	3 stars	4 stars	5 stars
---------	---------	---------	---------

White Sands Beach Resort is in...

Christ Church	Fitts Village	Bridgetown	Bermuda
---------------	---------------	------------	---------

The Coconut Tree Hotel has a...

soft play area	snorkel centre	water slide	riding school
----------------	----------------	-------------	---------------

Barbados well-known for playing...

football	rugby	snooker	cricket
----------	-------	---------	---------

If you stay at the Wilton Barbados Resort, you can visit the...

airport	museum	riding stables	dive centre
---------	--------	----------------	-------------

### 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			
	£56		Free bathrobes
		1 beach, 3 restaurants, 2 outdoor pools, dive and snorkel centre, horse riding, car and bike hire, WiFi	

## Section D

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

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

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

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



## 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 \_\_\_\_\_ the ballet was amazing.

Anette was asked to recall what the Doctor had said in one \_\_\_\_\_.

It rains \_\_\_\_\_ in England.

Rob's robot moved \_\_\_\_\_ with one push of the button.

The \_\_\_\_\_ 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 \_\_\_\_\_ boy with an extraordinary personality.

Sarah wrote the \_\_\_\_\_ on the envelope.

James thought carefully about his \_\_\_\_\_ to the problem.

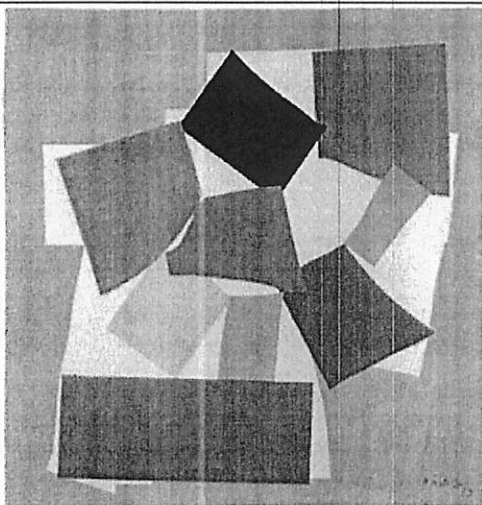
Mary chose some \_\_\_\_\_ for her dressmaking.

Paul's \_\_\_\_\_ book was all about the Tudors.

The swing swung \_\_\_\_\_ and backwards with just one push.

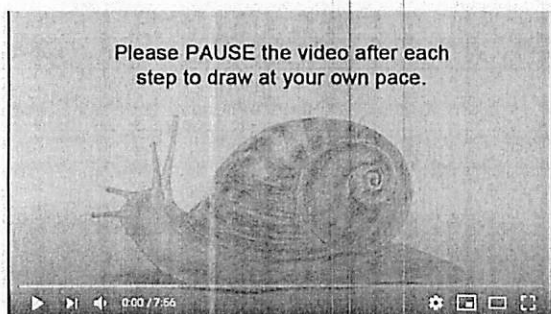
<https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse>

Look at this website to find out more about Henri Matisse.



Now use coloured paper (or colour in plain paper to match the colours then cut them out) to make your own version of Matisse's The Snail.

<https://www.youtube.com/watch?v=-HScYACeB-I> Watch the video then follow the drawing lesson on YouTube.



How to Draw a Snail

## Drawing lessons-



Rob Biddulph

47.6K subscribers

On You Tube there are some great drawing lessons.

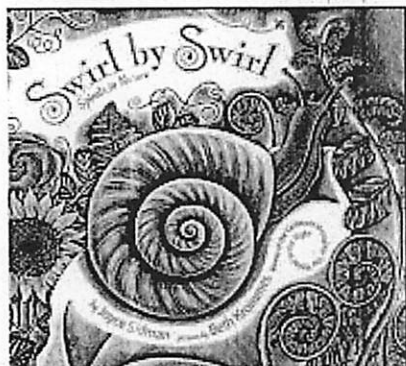
Or they can be found here too:

<http://www.robbiddulph.com/draw-with-rob>

**Get creative- Henri Matisse**

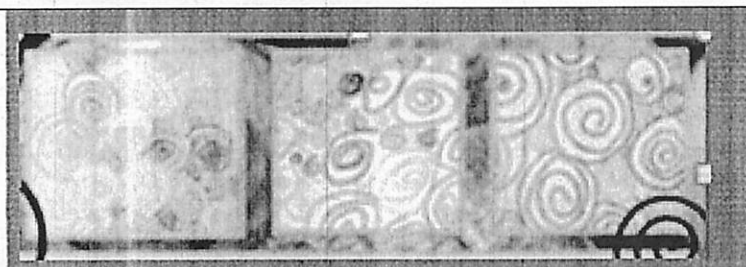
<https://www.youtube.com/watch?v=dVN1YIY1ytA>

On YouTube listen to the story Swirl by Swirl.



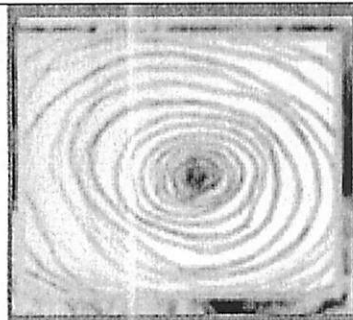
Swirl by Swirl: Spirals in Nature

Book by Joyce Sidman



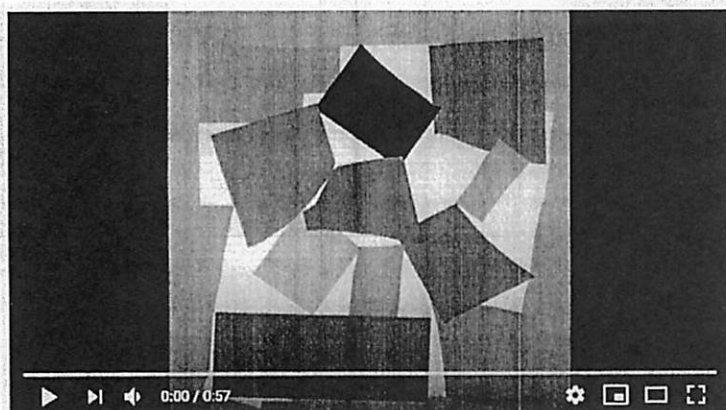
Chalk spirals- if you have some

chalk draw spirals on your garden path.



Use felt tips to fill your page with spirals of all different

colours.



Henri Matisse's The Snail (1952-1953) Wow wow wow!

<https://www.youtube.com/watch?v=8gEPEGfB5O4> Watch this video on YouTube.

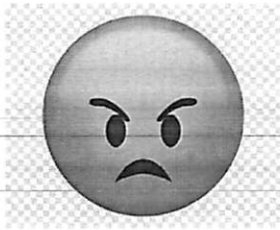
## PSHE

The following questions could be used as discussion points or as a persuasive writing activity.

The key to really thinking about each of these questions is why?

Can you justify your answer?

What is anger?



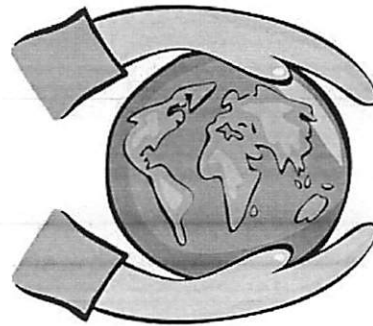
What is important about parents or carers?



What makes a good friend?



Is it our job to look after the environment?



**Science-** Design a poster to show what you know about magnets.

<https://www.bbc.co.uk/bitesize/topics/zyttyrd/resources/1> may give you some ideas if you get stuck.

# Magnets

**Geography-** we are looking at the Geography of Stevenage then we will be looking at the UK. Pick a town or city in the UK and find out as much as you can about it. You could include the population, local sports team, tourist attractions/places to visit, things to do there...anything you think makes that place interesting.



Who is this?

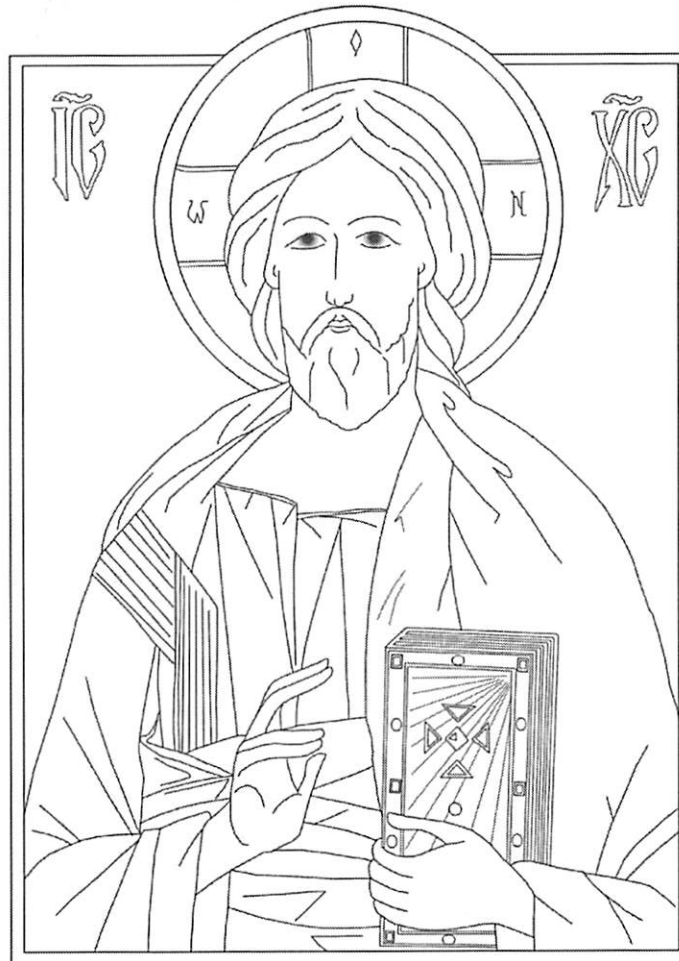
What book is this person holding?

The person is giving a 'teacher' blessing with their right hand, can you make that blessing with your hand?

Why is this teacher blessing the people?

This person told stories to teach people, what are these stories called?

Which is your favourite?



Name three things this person has taught people in our world

1.

2.

3.

The letters in the halo, translated spell 'I am'

Finish the sentence about the person with three different ideas (use bible quotes if you know them)

1. I am

2. I am

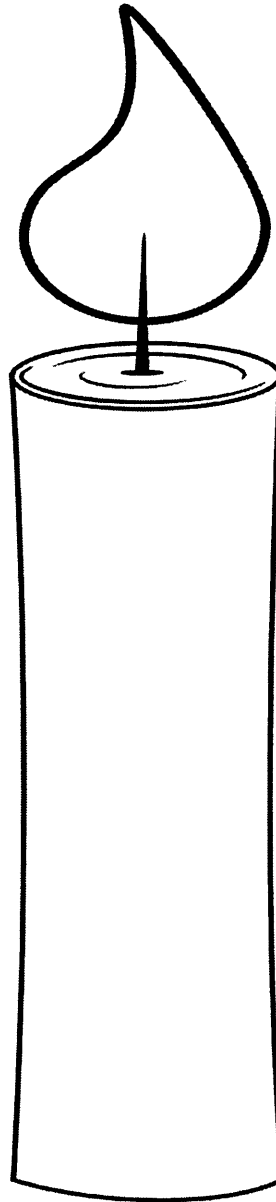
3. I am

In the painting the colours are: A red robe; a white and gold cloak; a golden book  
Complete the image with these colours and other colours you think suitable for the image

What does a lit Baptism Candle represent?

Design the candle to show it is a special Baptism candle

A Baptismal candle reminds a catholic that the light of Christ shines in them.  
Ways they can show this:



Baptism is important for Catholics because:

- 1.
- 2.
- 3.

Draw the other items that are important in a Catholic Baptism