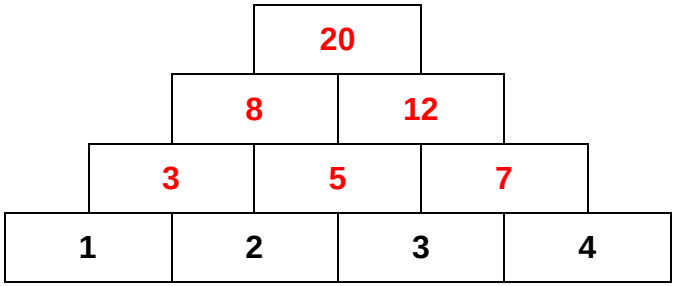
Year 3 - Maths - Week 1

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Mental Maths (to aid fluency)	**Times table Rockstars:** Challenge a friend or Mr Spalding to a Rock Slam	**Number pyramid**	**Video of the week:** https://www.youtube.com/watch?v=jGtBYUQKF4M Telling the time to five minutes.	**Problem of the week:** "Puzzles and problems for Years 3 and 4" Problem number 29, "Spaceship."	**Mathletics:** See tasks set by Mr Spalding. Log in to find your activity.
Problem of the day	<table><tr><td>1</td><td>2</td><td>4</td><td>5</td><td>8</td></tr></table> Only using the five digits from the digits above, make the numbers 10, 11, 12, 13, 14, 15... all the way to 20. **Remember:** You can only use the digit once when making a target number but you can use addition, subtraction, division and multiplication. Work *systematically*.	Choose your own four numbers and fill in the bottom row. Adding connecting blocks together, complete the pyramid. Change the four numbers; do you see a pattern, or can you predict the number that will be at the top of your pyramid?	Use the formal method (layout below) to complete the following calculations: 1. 21 x 3 = 2. 32 x 3 = 3. 67 x 2 = 4. 46 x 5 = Finished? Well done! Write an **explanation** of how you solved question 1 and question 4. What is different in how you solved them?	My friend says she used this fact: 20 ÷ 5 = 4 to work out these facts: 200 ÷ 5 = _____ 600 ÷ 5 = _____ **Complete** the calculations and **explain** how these facts could have been linked by my friend.	**How close can you get to 4500?** **x 7** Using the digits 3, 4 and 6 in the calculation above how close can you get to 4500? **Explore**: What is the largest product? What is the smallest product?
Tips, clues or methods to help	Go through the calculations methodically. Need help with calculation? Check here	Choose small numbers to start with. Make sure your blocks are in the right place, see the example.	Remember your 5 times table. Write them out beforehand to help you. Use an analogue clock if you have one to help.	Need help with calculation? Check here	Send Mr Spalding a message on the question page.
Main activity of the day: https://whiterosemaths.com/homelearning/year-3/	Click on "Week 2" and go to Lesson 5, "Equivalent Fractions (1)".  Watch the video and then click on "Get the activity." Then go to Summer Term - Week 1, Lesson 1, Equivalent Fractions (2). Get the activity.	Again, visit: https://whiterosemaths.com/homelearning/year-3/ Each day this week, this is the webpage to visit. Watch the video and complete the activity. Summer Term, Week 1, Lesson 2, " Equivalent Fractions (3) activity.	Summer Term, Week 1, Lesson 3 - Compare fractions.	Summer Term, Week 1, Lesson 4 - Order fractions.	Summer Term, Week 1, Lesson 5 - Friday Maths Challenge.

See below for: number pyramid example, formal multiplication layout example, puzzles and problems for Years 3 and 4.

Day 2: A number pyramid looks like this:



Choose four numbers to put in the bottom row. For example, 1, 2, 3 and 4. Add connecting numbers and put their total in the block above. (See red numbers). Continue to the top.

Day 3: formal multiplication is laid out like this:

```
   T U
   2 1
x    3
-----
     3
   6 0
-----
   6 3
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Day 4: problem of the week

Spaceship

Some Tripods and Bipods flew from planet Zeno.
There were at least two of each of them.

Tripods have 3 legs.
Bipods have 2 legs.
There were 23 legs altogether.

How many Tripods were there?
How many Bipods?

Find two different answers.

Teaching objectives

Solve mathematical problems or puzzles.
Count on in steps of 2 or 3.
Know multiplication facts for 2 and 3 times tables.