Year 3   -   Maths - Week 2

	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. Practise your 3, 4 and 6 timestables.	**Code Crackers** See below for details.	**Video of the week:** https://www.youtube.com/watch?v=9XzfQUXqiYY Learn the 3 times table with this belter of a tune!	**Problem of the week:** "Puzzles and problems for Years 3 and 4" Problem number 30, "Susie the snake." <u>Last week's answer:</u> 3 Tripods (9 legs) and 7 Bipods (14 legs), or 5 Tripods (15 legs) and 4 Bipods (8 legs)	**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>3</td><td>6</td><td>7</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*.	**How much did it cost?** See next page. **How Much Did it Cost?** Age 7 to 11 Dan bought a packet of crisps and an ice cream. The cost of both of them together is in one of the boxes below. If you are using dollars instead of pounds then go to £1.85 75p £1.74 £2.25 £1 £1.56 £2.10 80p £1.80 £3.06 £1.44 £1.50 £1.60 £1.25 £1.20 90p £1.45 £1.27 Use these clues to find out how much he paid: 1. You need more than three coins to make this amount. 2. There would be change when using most valuable coin to buy them. 3. The crisps cost more than 50p. 4. You could pay without using any copper coins. 5. The ice cream costs exactly twice as much as the crisps.	Use the formal method (layout below) to complete the following calculations: 1. 25 x 4 = 2. 14 x 4 = 3. 38 x 5 = 4. 31 x 6 = <u>Finished? Well done!</u> 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: 35 ÷ 5 = 7 to work out these facts: 350 ÷ 5 = _____ 70 ÷ 5 = _____ **Complete** the calculations and **explain** how these facts could have been linked by my friend.	**Magic V.** See below for explanation.
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 " Summer Term - Week 2 w/c/ 27 April" and go to Lesson 1, "Add Fractions". Watch the video and then click on "Get the activity."	Click on " Summer Term - Week 2 w/c/ 27 April" and go to Lesson 2, "Subtract Fractions". Watch the video and then click on "Get the activity."	Summer Term, Week 2, Lesson 3 - Problem solving.	Summer Term, Week 2, Lesson 4 - Problem solving.	Summer Term, Week 2, Lesson 5 - Friday Maths Challenge.

See below for: How much did it cost, code crackers, formal multiplication layout example, puzzles and problems for Years 3 and 4.

How Much Did it Cost?

Age 7 to 11 ★★

Dan bought a packet of crisps and an ice cream.

The cost of both of them together is in one of the boxes below.

£1.85	75p	£1.74	£2.25	£1	£1.56
£2.10	80p	£1.80	£3.06	£1.44	£1.50
£1.60	£1.25	£1.20	90p	£1.45	£1.27

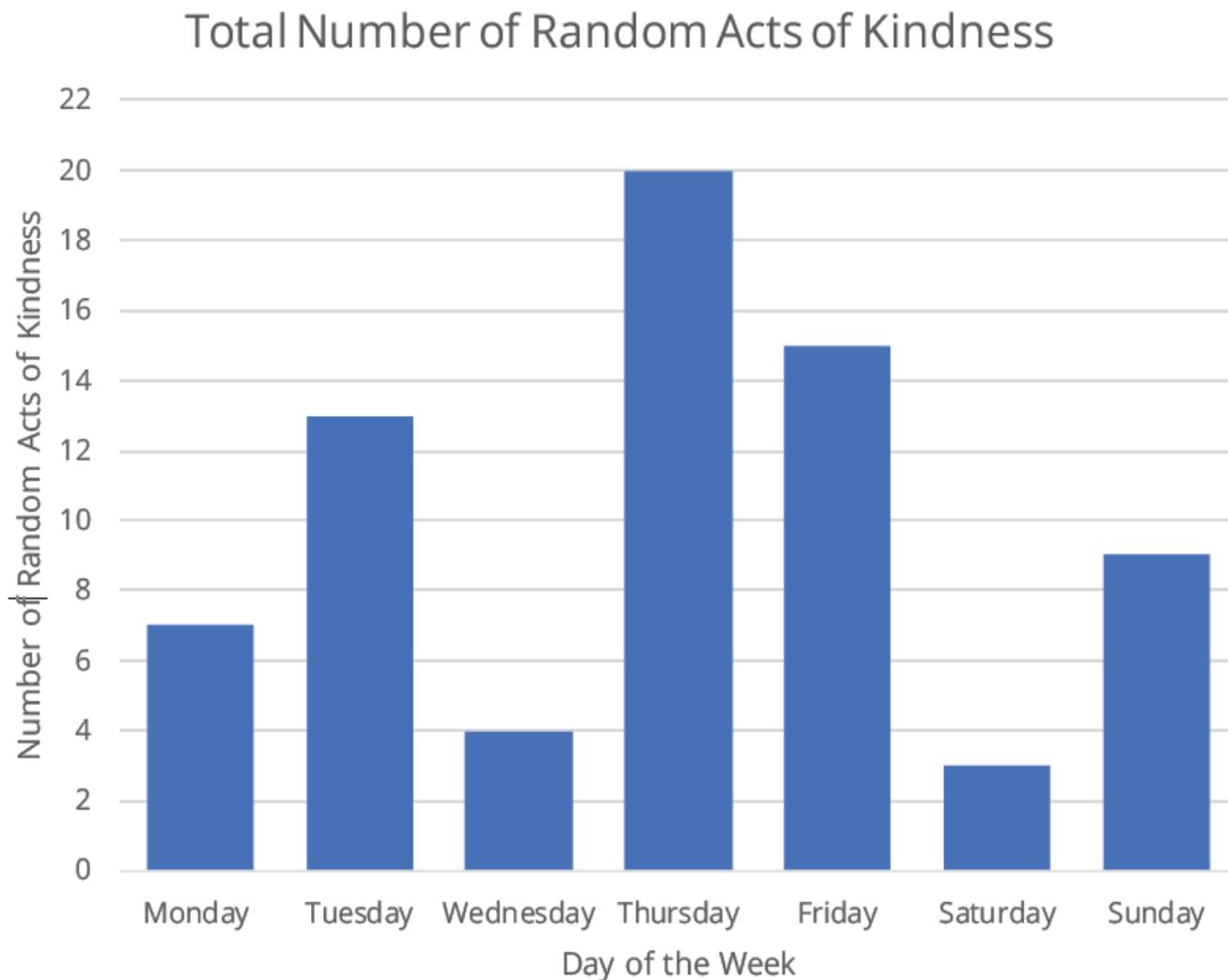Use these clues to find out how much he paid:

1. You need more than three coins to make this amount.
2. There would be change when using most valuable coin to buy them.
3. The crisps cost more than 50p.
4. You could pay without using any copper coins.
5. The ice cream costs exactly twice as much as the crisps.

Tip: Go through each clue in turn and eliminate the wrong answers (e.g. values that can't be made without copper coins). Cross out the values that it couldn't be. Use actual coins to help you.

Random Acts of Kindness week was organised by the Random Acts of Kindness Foundation to encourage more kindness between people. An act of kindness could be a large or small act, as long as the intent is to be kind. The Random Acts of Kindness Foundation has lots of suggestions for acts of kindness ranging from planting a tree to creating bookmarks to give to readers or simply smiling at 5 people on your way to school.

Use the table and graph to answer the questions on the following page.

Total Number of Random Acts of Kindness

Number of Random Acts of Kindness (y-axis) vs Day of the Week (x-axis)

Day of the Week	Number of Random Acts of Kindness
Monday	7
Tuesday	13
Wednesday	4
Thursday	20
Friday	15
Saturday	3
Sunday	9

Number of Times People Smiled in one morning	
Name	**Total times smiled**
Adam	10
Theo	7
Sarah	9
Lily	16
Tim	15
Alice	8

Solve each question below. Then use the key to find the answer to the joke. Letters can be used more than once.

1. How many acts of kindness happened on Friday?

2. What is the difference between how many time Tim and Alice smiled?

3. How many fewer acts of kindness happened on Monday compared to Thursday?

4. How many acts of kindness happened over the weekend?

5. How many times did Tim, Lily and Sarah smile altogether?

6. What is the difference between the number of acts of kindness on Tuesday and Thursday?

7. How many acts of kindness happened on Tuesday?

8. How many times did Alice and Theo smile altogether?

9. What is the difference between the most and least number of smiles?

10. What is the difference between the most and least acts of kindness in one day?

11. How many acts of kindness happened on Monday?

A	B	C	D	E	F	G	H	I	J	K	L	M
13	20	3	10	7	12	6	25	1	21	23	15	40
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
17	9	18	45	8	4	27	31	52	14	26	24	16

What did the little tree say to the big tree?

__ __ __ __   __ __   __ __ __ __ __
1 2 3 4   5 6   7 8 9 10 11

Day 3: you can lay out your work like this:

```
   T  U          5 x 4 = 20
   2  5         20 x 4 = 80
x     4
   2  0
   8  0
1  0  0
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Day 5: Magic V

Place each of the numbers 1 to 5 in the V shape below so that the two arms of the V have the same total.
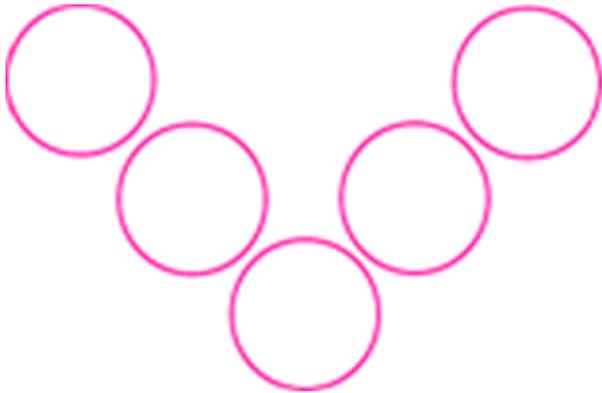
How many different possibilities are there?
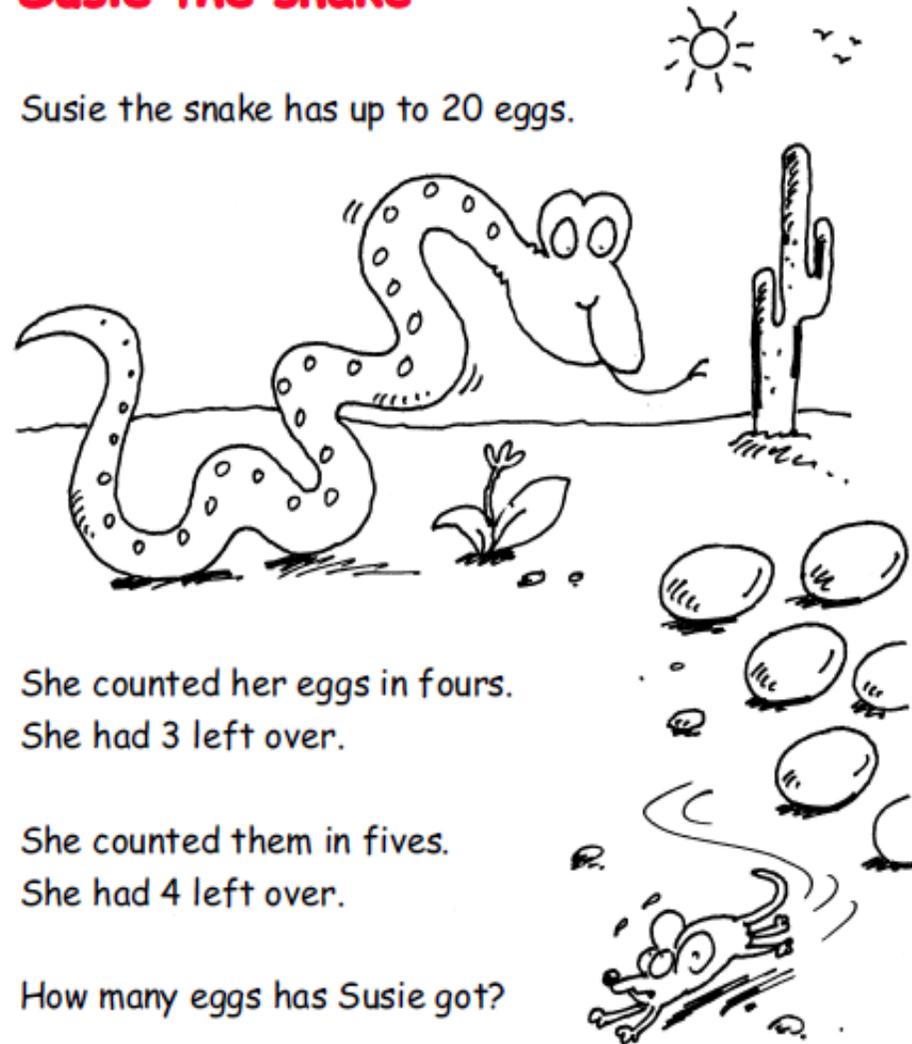What do you notice about all the solutions you find?

Can you explain what you see?

Can you convince someone that you have all the solutions?

Day 4: problem of the week

Susie the snake

Susie the snake has up to 20 eggs.

She counted her eggs in fours.
She had 3 left over.

She counted them in fives.
She had 4 left over.

How many eggs has Susie got?

30

Teaching objectives
Solve mathematical problems or puzzles.
Know multiplication facts for 4 and 5 times tables.
Find remainders after division.