


# Year 3 - Maths - Week 5



	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Mental Maths (to aid fluency)</b>	<b>Times table Rockstars:</b> Challenge a friend or Mr Spalding to a Rock Slam. Keep practising your 4, 6 and 8 times tables.	<a href="#">Countdown Game</a> <b>100 3 1 8 5 6</b> Only using digits from the six above, make the number <b>816</b> . Remember you can only use the digits once.	<b>Video of the week:</b> Make a poster that explains the properties of different types of angles. You could use <a href="#">this</a> video to support your learning or see below.	<b>Number bonds:</b> 5-minute test. See below.	<b>Mathletics:</b> Log in and complete some activities. You can also see tasks set by Mr Spalding OR devise a maths game to play with your family
<b>Maths No Problem workbooks</b>  Chapter 12 Angles	<b><u>MNP workbook</u></b> Complete Worksheets 1 and 2, starting on page 135. To support your learning, visit <a href="#">this page</a> from BBC Bitesize.	<b><u>MNP workbook</u></b> Worksheet 3, <i>Finding angles</i> in shapes on page 142 and worksheet 4, <i>Finding right angles</i> , on page 145.	<b><u>MNP workbook</u></b> Worksheets 5 and 6, <i>Comparing angles</i> , pages 149-154.	<b><u>MNP workbook</u></b> Worksheet 7 <i>Making turns</i> pages 155-157.	<b><u>MNP workbook</u></b>  <i>Review 12</i> pages 158-160.
<b>Problem of the day</b>	<b>Eggs in baskets.</b> There are three baskets, a brown one, a red one and a pink one, holding a total of ten eggs. The Brown basket has one more egg in it than the Red basket. The Red basket has three fewer eggs than the Pink basket. How many eggs are in each basket?	<b>Strike it out for two:</b> Game - see below for the explanation or visit the online version here: <a href="https://nrich.maths.org/10091">https://nrich.maths.org/10091</a>	<b>Multiplication</b> Use the formal method (see below for layout) to complete the following calculations: 1. $24 \times 3 =$ 2. $37 \times 4 =$ 3. $52 \times 6 =$ 4. $47 \times 3 =$	<b>Problem of the week:</b> "Puzzles and problems for Years 3 and 4" Problem number 33, "Neighbours." <u>Last week's answer:</u> Four different cards with a total of 20 are: 1, 4, 7, 8    2, 3, 7, 8 1, 5, 6, 8    2, 4, 6, 8 3, 4, 5, 8    2, 5, 6, 7 3, 4, 6, 7 Three different cards with a total of 16 are: 1, 7, 8    2, 6, 8    3, 5, 8 4, 5, 7    3, 6, 7	<b>Mixed Up Socks Investigation</b>  Start with three pairs of different coloured socks. Now mix them up so that no mismatched pair is the same as another mismatched pair.   Now try it with four pairs of socks. Is there more than one way to do it?  Solutions to last week's question (cubes) are <a href="#">here</a> .
<b>Tips, clues or methods to help</b>	Work systematically and check your answers follow each piece of information.	Try the easier version to start with and challenge yourself with the harder version later.	Set out your multiplications neatly - remember to use columns	Start with the same number for each attempt. There's more than one answer to this	Send Mr Spalding a message on the Mathletics question page.

**See below for:** Strike it out for two, formal multiplication layout example, puzzles and problems for Years 3 and 4

## Day 2: Game

# Strike it Out for Two

Age 5 to 11 ★

Here's a game to play with an adult!



### How do you play?

You'll need an adult to play with.

You'll also need a number line from 0 to 20, like the one above.

The adult chooses a number on the line and crosses it out.

They then choose a second number and cross that out too.

Finally, the adult circles the sum or difference of the two numbers and writes down the calculation.

For example, the adult's go could look like this:



$$3 + 8 = 11$$

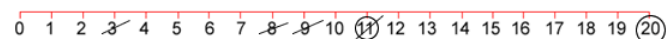
You must start by crossing off the number that the adult has just circled.

You must start by crossing off the number that the adult has just circled.

You then choose another number to cross out, and then circle a third number which is the sum or difference of the two crossed-off numbers.

You also writes down their calculation.

For example, once you have had a turn, the game could look like this:

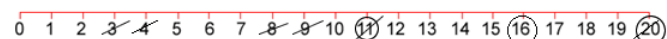


$$3 + 8 = 11$$

$$11 + 9 = 20$$

Play continues in this way with each player starting with the number that has just been circled.

For example, the adult could then have a turn which left the game looking like this:



$$3 + 8 = 11$$

$$11 + 9 = 20$$

$$20 - 4 = 16$$

The winner of the game is the player who stops their opponent from being able to go.

What is your strategy for winning?

Can you cross out all the numbers in one game? How do you know?

What is the biggest number of numbers you can cross out?

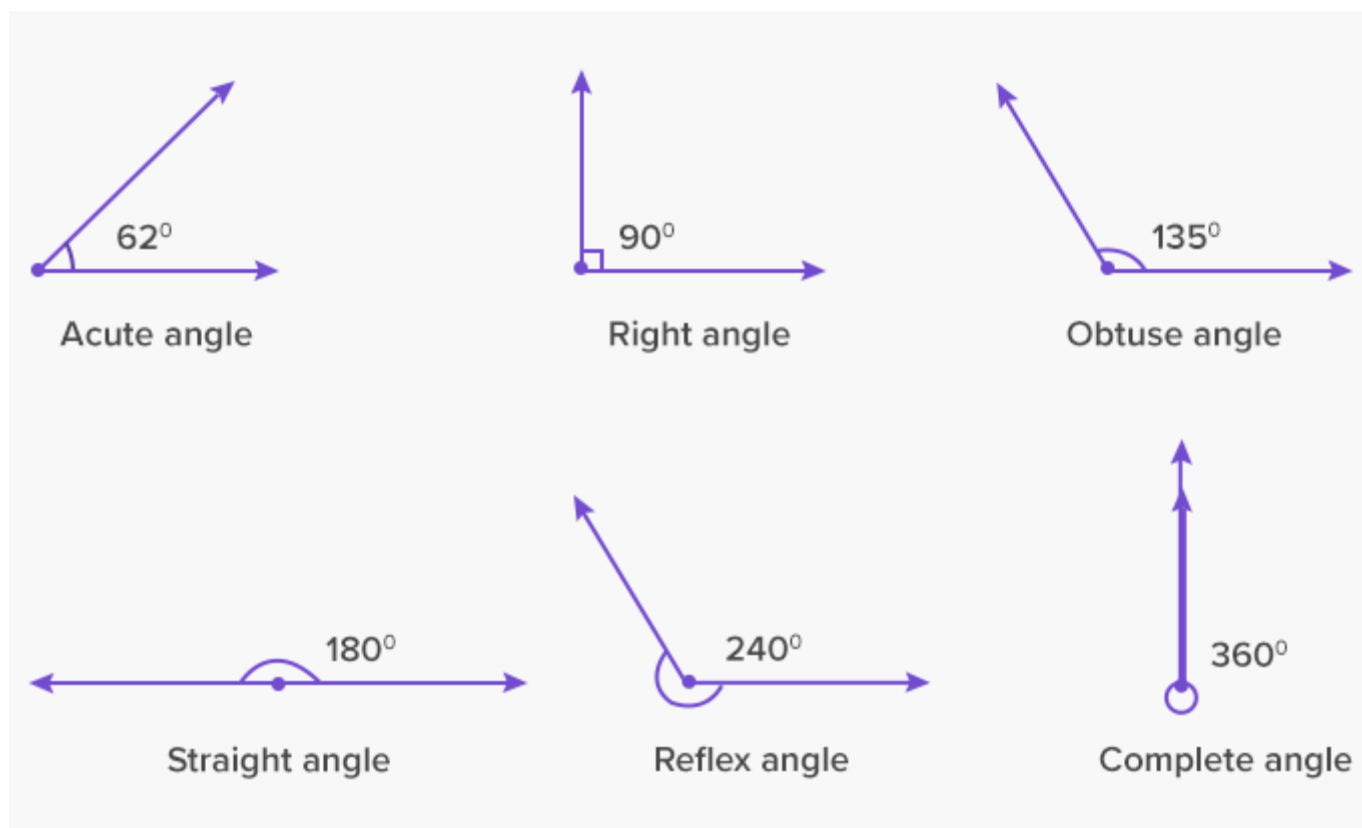
### Notes for adults

Strike it Out offers an engaging context in which to practise addition and subtraction, but it also requires some strategic thinking. It is easily adaptable and can be used co-operatively or competitively.

**Easier version:** try starting with a number line from 0 to 10 instead.

**Harder version:** try using multiplication and division as well as addition and subtraction. Children could suggest different number lines that they could use: maybe longer number lines, or ones involving decimal or negative numbers.

### Day 3: More about angles



Acute angles measure between zero and 89 degrees. For example  $62^\circ$ .

Right angles are always exactly 90 degrees.

Obtuse angles are between 91 and 179 degrees. For example  $135^\circ$ .

Straight angles are always exactly 180 degrees.

Reflex angles are between 181 and 359 degrees. For example  $240^\circ$ .

A complete angle is always 360 degrees.

### Day 3: Multiplication: Formal layout

$$\begin{array}{r} \text{T U} \quad 7 \times 4 = 28 \\ 37 \quad 30 \times 4 = 120 \\ \times \underline{4} \quad 37 \times 4 = 148 \\ \quad 28 \\ \underline{120} \\ 148 \end{array}$$

### Day 4: Number bonds

Set a five minute timer and fill in the gaps.

1)  $6 + \underline{\quad} = 20$

2)  $3 + \underline{\quad} = 20$

3)  $7 + \underline{\quad} = 20$

4)  $2 + \underline{\quad} = 20$

5)  $8 + \underline{\quad} = 20$

6)  $\underline{\quad} + 13 = 20$

7)  $\underline{\quad} + 16 = 20$

8)  $18 + \underline{\quad} = 20$

9)  $14 + \underline{\quad} = 20$

10)  $19 + \underline{\quad} = 20$

11)  $54 + \underline{\quad} = 100$

12)  $80 + \underline{\quad} = 100$

13)  $97 + \underline{\quad} = 100$

14)  $30 + \underline{\quad} = 100$

15)  $61 + \underline{\quad} = 100$

16)  $20 + \underline{\quad} = 100$

17)  $45 + \underline{\quad} = 100$

18)  $35 + \underline{\quad} = 100$

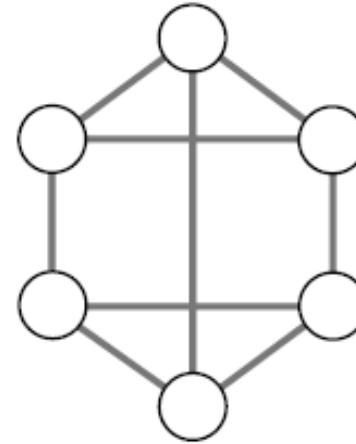
19)  $\underline{\quad} + 12 = 100$

20)  $\underline{\quad} + 82 = 100$

### Day 4: Problem of the week

## Neighbours

Use each of the numbers 1 to 6 once.  
Write one in each circle.



Numbers next to each other must not be joined.  
For example, 3 must not be joined to 2 or 4.

**1 2 3 4 5 6**

#### Teaching objectives

Solve mathematical problems or puzzles.  
Order numbers 0 to 9.  
Explain methods and reasoning.