



Y3 Curriculum Summer Planning Document – Week 3

Mathematics

Over the summer, we would like your child to revisit the four mathematical operations: addition, subtraction, multiplication and division.

This week: Multiplication

Activity 1- Continue to practise the times tables we have practised this year: 3, 4, 6, 8.

You may wish to use Hit the Button to practise these: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Activity 2- 2 digit by 1 digit multiplication

Answer the following questions:

1.
$$\begin{array}{r} 44 \\ \times 4 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 35 \\ \times 8 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 91 \\ \times 2 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 19 \\ \times 8 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 77 \\ \times 2 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 33 \\ \times 4 \\ \hline \\ \hline \end{array}$$

7.
$$\begin{array}{r} 34 \\ \times 4 \\ \hline \\ \hline \end{array}$$

8.
$$\begin{array}{r} 98 \\ \times 5 \\ \hline \\ \hline \end{array}$$

9.
$$\begin{array}{r} 50 \\ \times 7 \\ \hline \\ \hline \end{array}$$



Activity 3-

Reasoning and Problem Solving

Jamie is working out 26×1 .



Could Jamie have worked it out an easier way? Explain how.

$$\begin{array}{r} \text{T O} \\ 26 \\ \times 1 \\ \hline 6 \\ + 20 \\ \hline 26 \end{array}$$

Complete the multiplications using the working out calculations.

a) $3 \times 7 = 21$
 $3 \times 10 = 30$

$3 \times \square = 51$

b) $18 + 80 = 98$

$2 \times \square = 98$

You may wish to create extra multiplication questions for your child to complete.



Times Table Rockstars

Use this link- <https://play.trockstars.com/auth/school/student> to access 'Times Table Rock Stars'. Your child will be assigned times table challenges to complete on the 'Garage' mode over the summer.



English (Reading, Writing and SPaG)

A note to parents: Inverted commas are placed around direct speech to show what a person is saying. Use the guide below to ensure direct speech is set out correctly.

- Direct speech should be placed within inverted commas (either single " or double "")
- There should be either a comma, full stop, question mark or exclamation mark before the closing inverted comma.
- If the speech comes after the reported clause, a comma should be used to separate it:
Charlie cried, "Watch out!"
- Capital letters should be used for proper nouns and at the start of new sentences.
- A new speaker should always start on a new line.

For a more detailed presentation on punctuating speech [see here](#).

Activity 1

Be the Teacher

Using Inverted Commas for Direct Speech

Mr Clark is marking the children's work in his class. They have been written using direct speech. Help Mr Clark by circling the mistake(s) in each example below and then write it out correctly.

1. "We're very proud of him", said Jake"s parents.

2. "I'm looking for a dragon," said Pete. "Have you seen him"

3. "the only tired I was, was tired of giving in," said Rosa.

4. "What is it?" asked Hansel. "A house made of sweets," Gretel replied.

5. The dentist said "Open wide!"

6. "Mum," cried Cynthia "Is my dinner ready yet?"

7. "that's a horrible song choice, said Simon. Do you have anything else?"

8. I'll take the blue one," said the lady. "Here you go," replied the man.

9. We'll investigate "what happened said the policeman whilst making" notes.

10. First, "put on your safety helmet" said the instructor. Then "tie your harness around your waist.



Activity 2

Spot the Missing Speech Marks

Using Inverted Commas to Show Direct Speech

Look at the sentences below. Each one is missing inverted commas. Insert inverted commas around the direct speech in each sentence below.

1. What's for dinner dad? Jacinda asked her dad.
2. The witch looked at her sisters and asked, When will we three meet again?
3. The mouse looked at the fox and quivered, Please don't eat me.
4. I'm stuck! declared Sam as he held up his hand.
Can you help me please?
5. Goal! shouted the boy as the ball went to the back of the net.
6. John, can you hold this? asked Joanne.
7. Off with her head! shouted the Queen of Hearts.
8. The policeman asked, Can I see your licence please?



Activity 3

Said is Dead

Using 'Said' Synonyms in Direct Speech

Use the 'said is dead' gravestone on the following page to help you improve the following sentences. The first has been done for you.

1. "What a terrible day!" said Michael.
"What a terrible day!" exclaimed Michael.
2. "Can we go to Disney World?" the children excitedly said.

3. The teacher said, "Use your best handwriting."

4. The instructor said, "First place your harness over your shoulder like this."

5. "I wonder what's on at the cinema?" Lucy said.

6. "GET OUT!" said a ghostly voice.

7. After being woken up, Jordan stretched and said, "I'm... I'm... still tired!"

8. "A tiger!" said the little girl in shock whilst at the zoo.

Challenge: Well done for replacing said with a said synonym in each sentence. Now write two of your own speech sentences using the 'said is dead' sheet.

1. _____

2. _____

3. _____



Reading

Please complete the 'Pet Care of a Bearded Dragon' reading comprehension. Allow your child to read through and answer the questions independently. Aim to answer the sheet with 2 stars at the bottom, if your child struggles move to the 1 star, if your child completes this with ease please complete the 3 star questions.

Please encourage your child to continue to read books during the summer holidays. Your child can read storybooks to comics to enhance their love for reading. There is also the online programme 'Bug Club' to allow your child to read books that are set at their reading level.

Happy Reading!

