

Home Learning - Year 3

5.5.20

All of these activities mirror the learning assignments on Google Classroom. If you are having issues using Google Classroom it is fine to do any tasks on paper at home.

English - LO: to design a war heroes medal

War Heroes

A VE Day Celebration

Returning Home

When the service men and women from the army, navy and air force returned home, they were given medals to show how grateful the nation were that they had fought for the country.



Why do you think the nation (Great Britain) was grateful?



War Medals

War medals contained many symbols.



World War II medals



World War I medals

What symbols can you see on these medals?



English - LO: to design a war heroes medal

Design a War Heroes Medal

Design a medal for a member of the army, navy or air force returning home after VE Day.

Think about which symbols and colours you might include.

Once you have designed your medal, please take a photograph and attach it before submitting your work.



War Heroes Medal

On 8th May 1945, World War II ended in Europe. Service Men and Women returning home were given medals.

Can you design a medal for a war hero returning after VE Day?
Will your medal be for a returning serviceman or woman in the army, navy or air force?



Why have you chosen these colours and images for your medal?

Maths - L14 LO: to subtract fractions

Use this website






<https://whiterosemaths.com/homelearning/year-3/>

Summer Term: Week 2 lesson 2

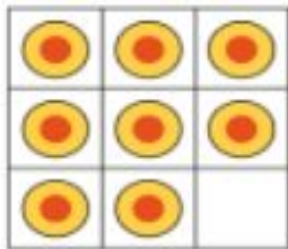
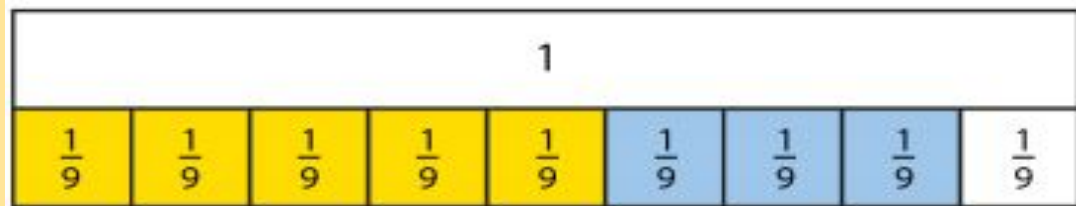
Watch the Video and then complete the google document attached.

If you would like to tune in to Gareth Metcalfe's daily brain challenge, this is brilliant for reasoning and problem solving.

<http://www.iseemaths.com/home-lessons/>

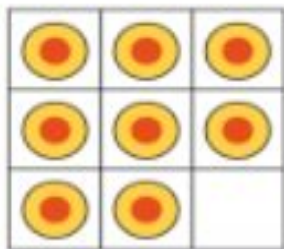
Date: 5th May 2020		L14 LO: to subtract fractions	
How did you get on with these activities? Write the letters under the pictures, like you usually do in class- show your adults how you do this.			
			
How I did:			
Know:		Answers:	
Meg has 20 pet stickers to go on one of the pages in her animal sticker book. $\frac{1}{4}$ of them are dog stickers. $\frac{1}{5}$ of them are cat stickers. The rest are rabbit stickers. How many rabbit stickers does she have? Try this on your whiteboard or at home			
Understand:			
<i>True or false?</i>			
		True (✓) or false (✗)?	
1.	$\frac{7}{12} - \frac{2}{12} = \frac{5}{12}$		
2.	$\frac{4}{7} - \frac{2}{7} = \frac{2}{7}$		
3.	$\frac{6}{10} - \frac{2}{10} = \frac{4}{10} = \frac{2}{5}$		
4.	$\frac{7}{8} - \frac{7}{8} = 0$		
5.	$\frac{5}{8} - \frac{2}{8} = \frac{3}{8}$		
Apply: Give it a go, but don't worry if it's too tricky			
Jack and Annie are solving $\frac{4}{5} - \frac{2}{5}$			
Jack's method: 			
Annie's method: 			
They both say the answer is two fifths. Can you explain how they have found their answers?			

You could use a number line
To help you.



Method 1 – using a diagram:

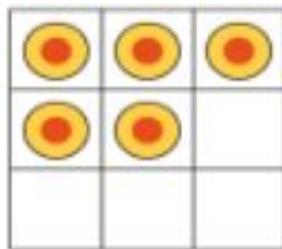
First ...



Then ...



Now ...



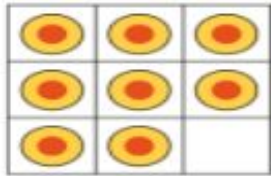
- **First**
'What fraction of the box is there to start with?'
(There is eight-ninths of a full box.)
- **Then**
'What fraction of the box is taken?'
(Three-ninths of the box is taken.)
- **Now**
'What fraction of the box remains?'
(There is five-ninths of the box left.)

Ask yourself these questions:

What fraction of the box is there to start with?

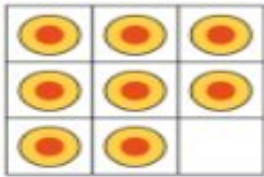
What fraction of the box is taken?

What fraction of the box remains?

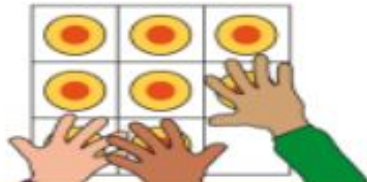


Method 1 – using a diagram:

First ...



Then ...



Now ...



Remind yourself of the question:

There is $\frac{8}{9}$ of a full box of biscuits.

Each biscuit is $\frac{1}{9}$ of a box.

If three biscuits are taken, what fraction of the biscuits remain?

$$8/6 - 3/6 = 5/6$$

$$9/5 - 4/5 = 5/5$$

When the **denominators** are the same you just have to subtract the **numerators**.

Have a go at solving these subtraction fraction calculations.

$$\frac{6}{8} - \frac{3}{8} = \frac{\square}{\square}$$

$$\frac{14}{15} - \frac{3}{15} = \frac{\square}{\square}$$

$$\frac{6}{8} - \frac{2}{8} = \frac{\square}{\square}$$

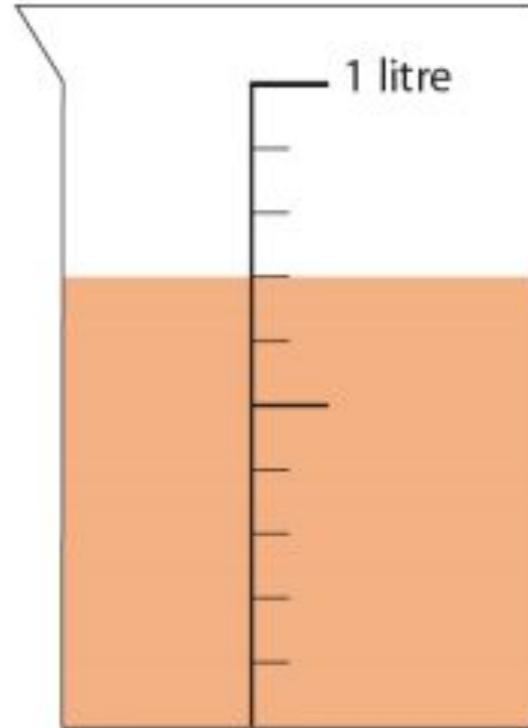
$$\frac{9}{11} - \frac{6}{11} = \frac{\square}{\square}$$

Can you solve this word problem?

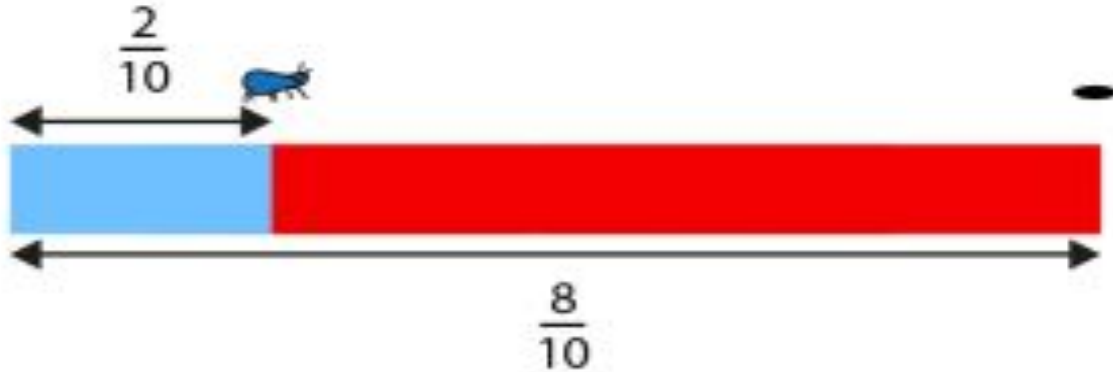
Remember:

When the **denominators** are the same you just have to subtract the **numerators**.

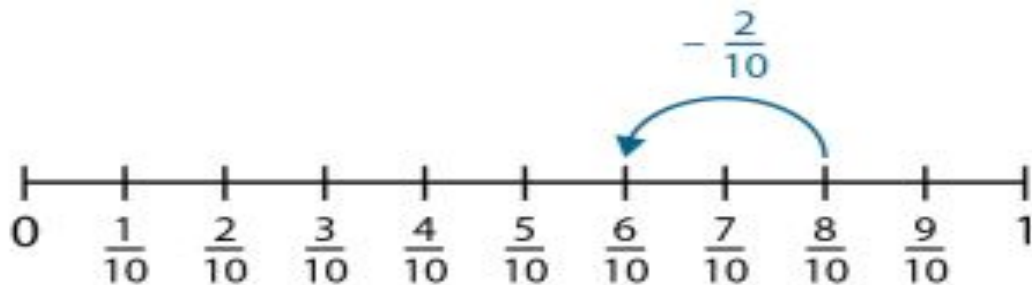
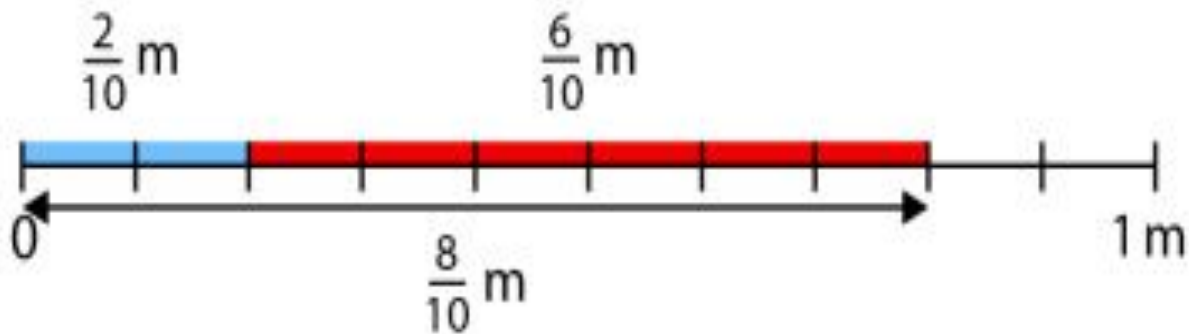
'Sofia had a jug with $\frac{7}{10}$ litre of juice. She drank $\frac{3}{10}$ litre. How much does she have left?'



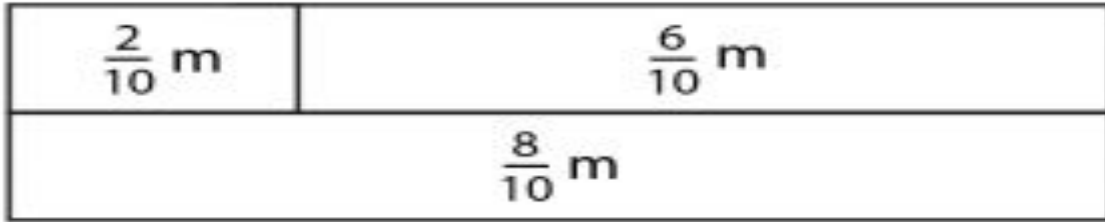
A beetle was $\frac{8}{10}$ m away from its hole.
It walked $\frac{2}{10}$ m towards its hole.
How much further is it towards the beetle's hole?



You could use a number line to work it out.



Or you could use a bar model to work it out.



Complete this stem sentence and say it out loud.

I know that $8 - 2 = 6$

So I know that $\frac{8}{10} - \frac{2}{10} = \underline{\hspace{2cm}}$

Know

Meg has 20 pet stickers to go on one of the pages in her animal sticker book.

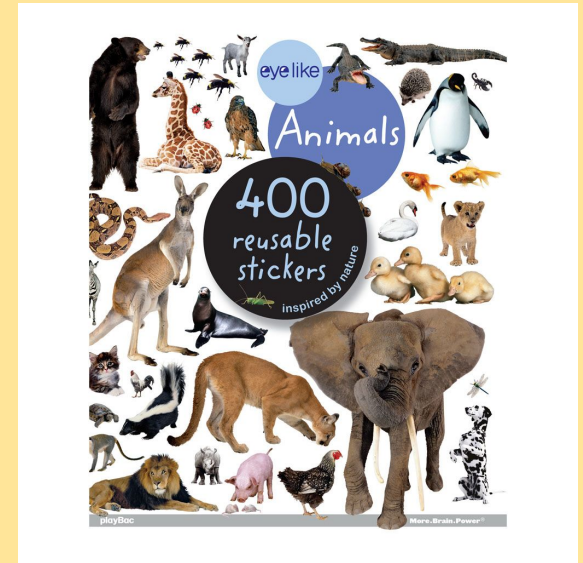
$\frac{1}{4}$ of them are dog stickers.

$\frac{1}{2}$ of them are cat stickers.

The rest are rabbit stickers.

How many rabbit stickers does she have?

Try this on your whiteboard or at home



Thinking Deeply
Draw a picture to explain your answer.


Understand

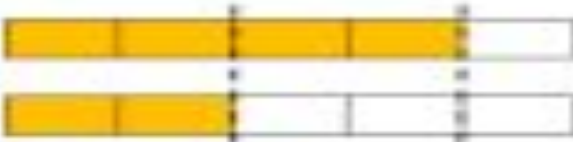
True or false?

	True (✓) or false (✗)?
$\frac{7}{12} - \frac{2}{12} = \frac{5}{12}$	1)
$\frac{4}{7} - \frac{2}{7} = \frac{2}{0}$	2)
$\frac{8}{10} - \frac{2}{10} - \frac{1}{10} = \frac{3}{10}$	3)
$\frac{7}{9} - \frac{7}{9} = \mathbf{0}$	4)
$\frac{5}{8} - \frac{2}{8} - \frac{2}{8} = \frac{1}{8}$	5)

Apply

Jack and Annie are solving $\frac{4}{5} - \frac{2}{5}$

Jack's method: 

Annie's method: 

They both say the answer is two fifths.
Can you explain how they have found
their answers?

DT - to create a medal using my design using a variety of materials

Creating a War Heroes Medal

Using the design you made in English, create the medal using variety of materials you can find at home.



War Heroes Medal

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Why have you chosen these colours and images for your medal?
