



Weekly Learning Overview JHN

Wk. Beg: 21st June 2021

Year Group: 3/4

Subject	Day	Focus										
Arithmetic	Monday	<p>Quick Ten!</p> <table border="1"><tr><td>1. $8738 + 1439 =$</td><td>2. $2197 + = 3982$</td></tr><tr><td>3. $15 \times 4 =$</td><td>4. $6 \times = 36$</td></tr><tr><td>5. $89 - 63 =$</td><td>6. $1005 - 123 =$</td></tr><tr><td>7. $60 \div 5 =$</td><td>8. $27 \div = 3$</td></tr><tr><td>9. Put in the correct symbol: $1 \times 9 ? 9$</td><td>10. What is half of 10, write it in words.</td></tr></table> <p>Challenge: show your working out to prove it!</p>	1. $8738 + 1439 =$	2. $2197 + = 3982$	3. $15 \times 4 =$	4. $6 \times = 36$	5. $89 - 63 =$	6. $1005 - 123 =$	7. $60 \div 5 =$	8. $27 \div = 3$	9. Put in the correct symbol: $1 \times 9 ? 9$	10. What is half of 10, write it in words.
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	Monday											



Problem solving - maths

____ + ____ = 800

Each of the missing numbers are multiples of 100

Find all the possible missing numbers.

Alex thinks the chart shows $456 - 4$
Do you agree?

Hundreds	Tens	Ones

Explain why.

Eva and Amir are calculating $783 + 90$

793, 803, 813, 823, 833, 843, 853, 863, 873

$783 + 100 = 883$
 $883 - 10 = 873$

Whose method do you prefer?
Explain why.

Which is the odd one out?

Explain why.



Always, Sometimes, Never

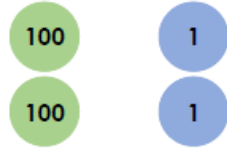
When 7 and 5 are added together in the ones column, the digit in the ones column of the answer will always be 2

What other digits would always give a 2 in the ones column? Prove it.



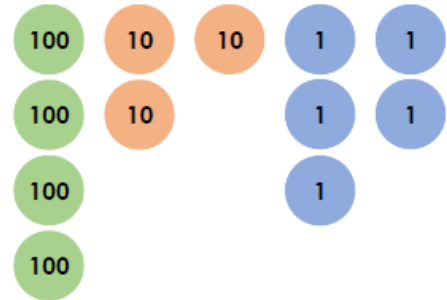
Tuesday

4a. Maxine starts with the number 524.
What number does she subtract to be left with the amount shown below?



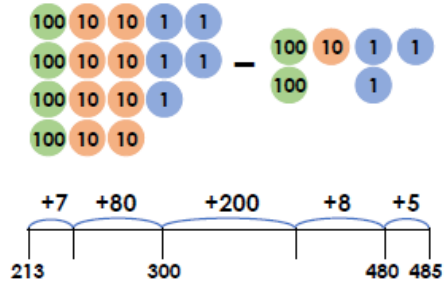
3 PS

4b. Janine starts with the number 746.
What number does she subtract to be left with the amount shown below?



3 PS

5a. Ben uses a number line to solve the calculation:

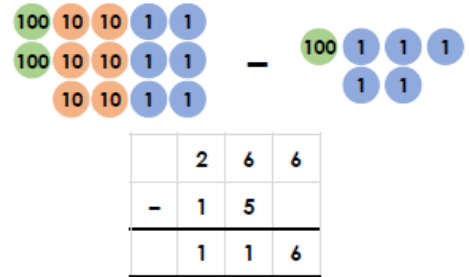


Explain the mistake that he has made.
What is the correct answer?



3 R

5b. Jamie uses column subtraction to solve the calculation:



Explain the mistake that he has made.
What is the correct answer?



3 R

6a. What could the missing digits be in the subtraction calculation below?

			6	8
-			4	3
	7	2	5	

6b. What could the missing digits be in the subtraction calculation below?

			8	9
-			3	5
	6	5	4	



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Wednesd
ay

- 7 A blue hat costs £9
A red hat costs 4 times as much.



How much do the blue hat and red hat cost
altogether?

£ _____

- 10 I am dividing a 2-digit number by 3
My answer is a whole number.
What could my missing digit be?

$$1 \text{ [] } \div 3$$

List all the possible answers.

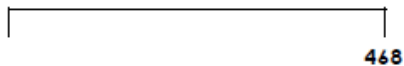
- 7 A bag costs £11 and a mug costs £7
Annie spends £80 in total on bags and mugs.
She buys 6 bags.
How many mugs does she buy?

_____ mugs



Thursday

7a. Leyla is working on the number line below. What number does she subtract to be left with two hundred and six?



3 PS

7b. Tye is working on the number line below. What number does he subtract to be left with three hundred and one?



3 PS

8a. Ali solves the calculation:

eight hundred and ninety-seven – three hundred and seventy-four.

She says,



The answer has 4 digits.

Explain the mistake that Ali could have made.
What is the correct answer?



3 R

8b. Charlie solves the calculation:

six hundred and twenty-seven – four hundred and six.

He says,



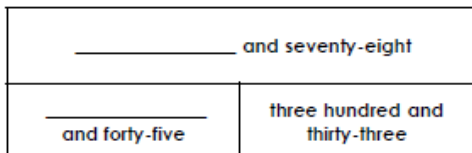
The answer has the same digit in all 3 columns.

Explain the mistake that Charlie could have made.
What is the correct answer?



3 R

9a. What could the missing digits be in the bar model below?

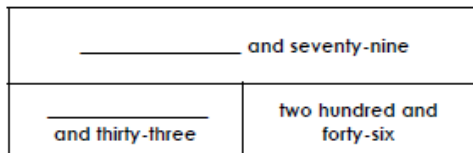


Find all the possibilities.



3 PS

9b. What could the missing digits be in the bar model below?

















Find all the possibilities.



3 PS



	<p>Friday</p>	<p>4a. Use the digit cards to create different multiplication calculations.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"> $\underline{\quad} \times 1 = ?$ $\underline{\quad} \underline{\quad}$ </p> <p>Solve the calculations and order them from smallest to greatest.</p> <p> 4 PS</p> <hr/> <p>5a. Which statement does not match the number statement?</p> <p style="text-align: center;">$52 \times 1 = 52$</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px;"> <p>Statement A Fifty-two children in one room.</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px;"> <p>Statement B One drawer with 52 scarves.</p> </div> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; margin: 10px auto;"> <p>Statement C Fifty-two cars and bought 1 more.</p> </div> <p>Explain.</p> <p> 4 R</p> <hr/> <p>6a. The children have been multiplying by one and zero.</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 200px;"> <p>Seventeen times by one equals seventeen.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 200px;"> <p>$34 \times 0 = 0$</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 200px;"> <p>Twenty-nine multiplied by one equals thirty.</p> </div> </div> </div> <p>Which calculation is incorrect and why? Explain.</p> <p> 4 R</p>	<p>4b. Use the digit cards to create different multiplication calculations.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"> $\underline{\quad} \times 1 = ?$ $\underline{\quad} \underline{\quad}$ </p> <p>Solve the calculations and order them from greatest to smallest.</p> <p> 4 PS</p> <hr/> <p>5b. Which statement does not match the number statement?</p> <p style="text-align: center;">$75 \times 1 = 75$</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px;"> <p>Statement A One plane with 75 passengers.</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px;"> <p>Statement B 75 eggs and one hatched.</p> </div> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 150px; margin: 10px auto;"> <p>Statement C 75 aliens each with 1 robotic arm.</p> </div> <p>Explain.</p> <p> 4 R</p> <hr/> <p>6b. The children have been multiplying by one and zero.</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 200px;"> <p>Sixty-five times one equals sixty five.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 200px;"> <p>$87 \times 0 = 87$</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 200px;"> <p>Forty-two multiplied by zero equals zero.</p> </div> </div> </div> <p>Which calculation is incorrect and why? Explain.</p> <p> 4 R</p>
<p>English</p>	<p>Monday</p>	<p>This week we are going to write a poem. Now that you have killed the witch we are going to give you a chance to pretend that you are the horrible witch making a potion.</p> <ol style="list-style-type: none"> 1) Look through the model text, what features do you notice? 2) Underline the rhyming words in different colours. 3) What do you notice about the placement of the rhyming words? 4) Use the knowledge organiser to look at the features and what we expect in this unit. (in folder) 5) Read the model text. Highlight any words that they don't understand. Talk to an adult about the words, what do you think they mean? <p>Tuesday</p> <ul style="list-style-type: none"> • Now you are to come up with your own rhyming couplets. • Think of a word and come up with as many rhyming words as possible to go with it. • Write out these words using the AABB frame. <p>Wednesday</p> <ul style="list-style-type: none"> • Now you are going to plan your poem. • Use the AABB frame to plan your work. 	



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		<ul style="list-style-type: none"> Once you have come up with four stanzas, edit your work. Are there any words that you think you could spell better?
	Thursday	<ul style="list-style-type: none"> Now you are going to write your first draft. Think carefully about how you are going to structure your poem. Look at your model text, what structure does it need to have? Write your first draft.
	Friday	<ul style="list-style-type: none"> Now you are going to do your big write. Get out your best handwriting. Write your big write, improving your first draft as you go.
Spelling, Punctuation and Grammar	Monday	https://spellingframe.co.uk/spelling-rule/8/1-Adding-suffixes-beginning-with-vowel-letters-to-words-of-more-than-one-syllable - Games for this week's spelling rule – Today, copy the list of words into your book.
	Tuesday	Segment each word into syllables and write each syllable in a different colour.
	Wednesday	Remove the suffix (the end of the word that repeats e.g ing or ed). Now find the definition of the root word in a dictionary or on the internet.
	Thursday	Write sentences using three of the words.
	Friday	Choose an activity from the Spelling Menu below and complete it in your home learning book.
	WORDLIST	beginner, beginning, forgetting, forgotten, gardener, gardening, limitation, limited, limiting, preferred, prefer
Phonics		When reading, make sure to sound out longer words. Use syllable chins and 'chewing gum' to pull all the sounds out before blending.

Homework

Reading	Lexia
English	Write your entries in your reading record each day.
Maths	TT Rockstars



Model text

In the cauldron –

By Ms Kasar

In the cauldron, black and big,
Place a twisted, aged twig,
Stir in a pinch of dried up snot,
Crush in some garlic, not a lot.

Horrid children we must destroy,
Get rid of urchins! Girls and boys!

Eye of newt and tongue of bat,
A twist of vengeance after that!
Throw in the gizzard of a hog,
Now the ears of a vicious dog.

Horrid children we must destroy,
Get rid of urchins! Girls and boys!

Cook an alarm bell for an hour,
Throw in some batteries for extra power,
Add bile of liver from a cow,
And half the brain of an aged sow.

Horrid children we must destroy,
Get rid of urchins! Girls and boys!

Stir it, shake it till it turns blue,
Now your potion's nearly through.
Let it boil, let it bubble
This witches' potion will mean trouble.

Horrid children we must destroy,
Get rid of urchins! Girls and boys!



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Poem frame

stir	in	the	eye	of	an	old	
crunch	up	dried,	old	skin	of		
sprin-	kle	in	a	pinch	of		
drop	in	hand-	fuls	of	dead		

				stin-	ky	feet	
				rot-	ten	meat	
						sow	
						cow	

