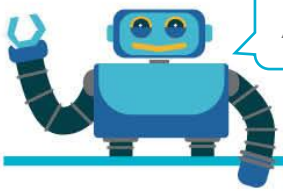

As recommended by gov.uk

Home Learning Pack

Year 3

Guidance and Answers

Week 11
06/07/2020

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This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Monday

Maths – Measure Mass (page 2)

Mass is the measure of how much matter there is in an object. It is usually measured in **grams and kilograms.**

Grams (g) is a unit of measure for weight and **mass**. A gram is equal to a thousandth of a **kilogram**.

Kilograms (kg) is a unit of measure for weight and **mass**. 1kg is equals to 1,000 **grams**.

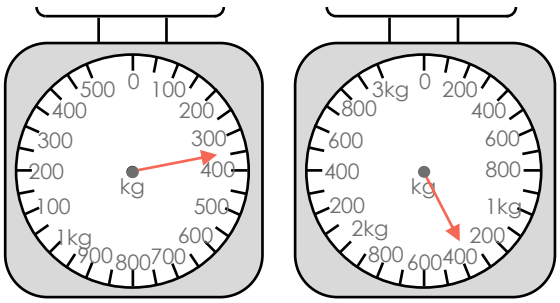
Question 1 – This question involves reading the measurements on the scales of E, F and G and matching them to the measurements given on A, B, C and D. Once matched, the odd one out or remaining measurement must be identified.

E = 2kg and 800g, which matches to D.
F = 1kg and 450g, which matches to C.
G = 1kg and 600g which matches to B.

Therefore, A is the odd one out.

Question 2 – This question involves drawing arrows on the scales to mark the measurements of the objects shown. The weight of one rubber duck equals 350g. The scale on the right shows four rubber ducks therefore, children must calculate 4 x 350g or 350g + 350g + 350g + 350g. 4 x 350g = 1kg and 400g.

The arrows on the scale should be as follows:



Question 3 – This question involves reading the scale and finding the four combinations that will give the **mass** of 1kg and 500g.

The combinations are: 1kg + 500g; 1kg + 100g + 100g +100g + 100g +100g; 500g + 300g + 300g + 100g + 100g + 100g + 100g; 1kg + 300g + 100g +100g.

This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Monday

English – Subordinating Conjunctions (page 3)

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are **main clauses** and **subordinate clauses**.

A **main clause** is a group of words that make sense on their own. It has a subject (the person or thing that does an action) and verb (the action). For example, Adam eats bananas.

A **subordinate clause** contains a subject and a verb, but it does not make sense on its own. It needs to be attached to a **main clause**. For example: I read books when I have free time.

A **conjunction** is a word used to join two **clauses**. There are different kinds of conjunction such as for time (e.g. after), place (e.g. where) and cause (e.g. because).

A **subordinating conjunction** is a **conjunction** that introduces a subordinating **clause**, for example: although, because.

Question 1 – This question involves reading the sentences and identifying if the underlined word in each sentence is the **subordinating conjunction**.

False, because the words in sentences A and C are not **conjunctions**. The **conjunctions** in those sentences are 'after' and 'because'. The underlined words in sentences B and D are **subordinating conjunctions**.

Question 2 – This question involves reading the sentences and writing the most suitable **subordinating conjunction** to complete the sentence. Although, there may be more than once possible way to complete the sentences, it is vital to ensure the sentences make sense.

The boy waited in the car while his mum went to the supermarket.
They were happy although their team was losing.
He set off to look for the treasure after he had woken up.

Question 3 – This question involves determining which part of the sentence is underlined. A sentence with a **subordinating conjunction** is made up two parts: a **main clause** and **subordinate clause**.

The **subordinate clause** is underlined in sentence A as it would not make sense on its own. It adds extra information to the **main clause**, which tells you when we ate our sandwiches. The **main clause** is underlined in sentence B because it makes sense as a sentence on its own.

This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Tuesday

Maths – Compare Mass (page 4)

Question 1 – This question involves looking at the balancing scales and comparing the objects using the vocabulary given. The **mass** (see definition on page 3) of two objects have been given to help compare the different items.

The bananas are heavier than the carrot but lighter than the pineapple.

Question 2 – This question involves marking the scales which shows an accurate reading. Each item is labelled with its **mass** and the measurements must be compared to identify the scale that is correct.

Scale A is positioned correctly because 1kg is greater than 25g.

Question 3 – This question involves reading the scales, comparing the different items and identifying the statement that is correct. The scale with the toy rocket and snow globe shows a reading of 1kg and 200g, whereas the scale with the toy rocket and yo-yo shows a reading of 800g.

Therefore, Jamie is correct because the **mass** of the rocket and snow globe together is heavier than the **mass** of the rocket and yo-yo together.

This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Tuesday

English – Using Conjunctions to Express Time (page 5)

Question 1 – This question involves reading the sentences and writing the most suitable time **conjunction** (see definition on page 4) to complete them correctly. It important to know that each **conjunction** can only be used once, therefore, the sentences must make sense with the chosen **conjunction.**

A. We will go to the park to play cricket after we have finished our homework.
B. Izma ate her lunch at the table while her mum fed the baby.
C. We always sing along to the radio when we go out in the car with our dad.

Question 2 – This question involves reading the sentence and choosing one of the conjunctions given to change the meaning of the sentence. The question aims to change the context in relation to the time rather than the subjects. The sentence must still make sense when the **subordinating conjunction** (see definition on page 4) is changed.

I played football with my friends in the park before I had my evening meal at home with my family.

Question 3 – This question involves looking at the images and writing a sentence with time **conjunctions**. Children can be as creative as they wish but must ensure the sentence includes two different time **conjunctions**.

Various answers, for example: Ethan has a bath, he gets dressed when he is dry before going to sleep in his bed.

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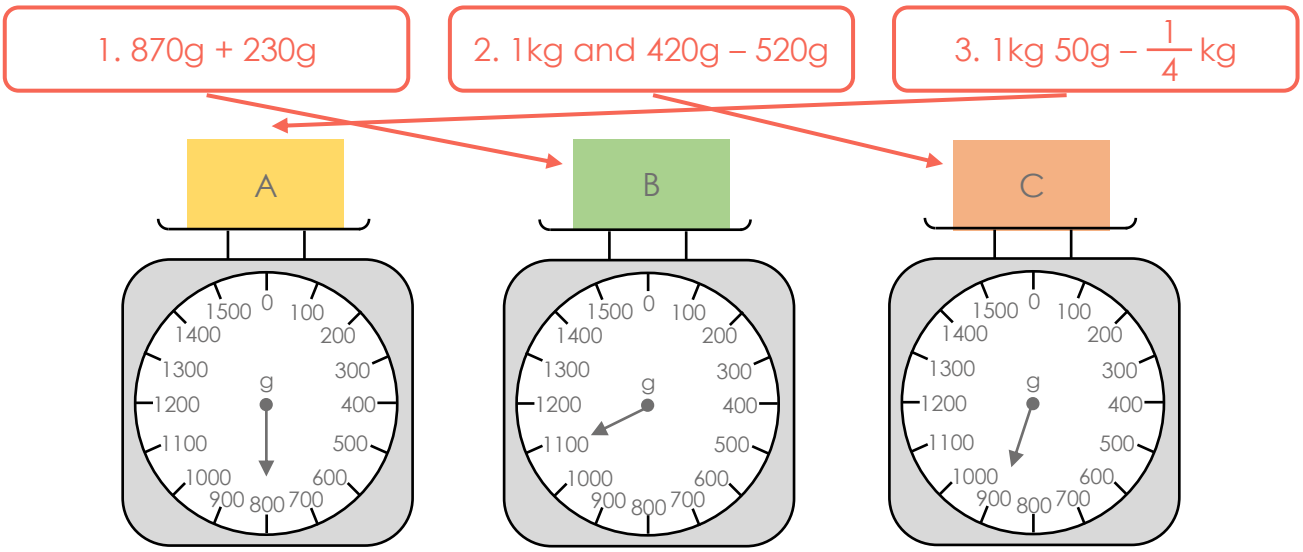
Wednesday

Maths – Add and Subtract Mass (page 6)

Question 1 – This question involves solving the calculations of 1, 2 and 3 and matching their answers to A, B and C.



Question 2 – This question involves solving each calculation then identifying the odd one out. The odd one out is determined by the answer that is not the same as the rest.

A = 1kg and 930g; B = 1kg and 930g, C = 1kg and 930g, D = 1kg and 220g;
E = 1kg and 930g.

D is the odd one out.

Question 3 – This question involves using up to three fruits on each scale to create the weight shown on the scales. Children must exhaust all possible combinations that will make 1kg and 200g and 650g.

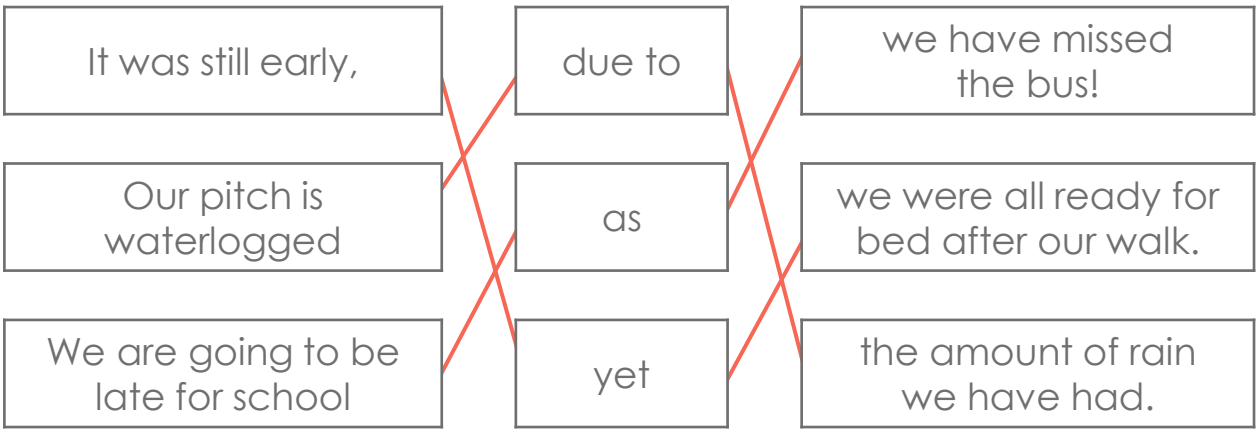
Various answers, accept any combinations of the following:
650g = a melon OR a pineapple and an orange
1kg and 200g = a pumpkin, a pear and an orange OR a melon and a pineapple.

This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Wednesday

English – Using Conjunctions to Express Cause (page 7)

Question 1 – This question involves matching the **main** and **subordinate clause** (see definitions on page 4) with the most appropriate causal **conjunction**.



Question 2 – This question involves reading and marking the sentence that uses the word 'so' as a causal conjunction.

The sentence: My leg was hurting, so I went to the doctor, is the sentence that uses the word 'so' as a causal conjunction, because it explains the cause of why the person went to the doctor.

Question 3 – This question involves reading the words and rearranging them to create two separate **clauses** (see page 8 for definition). A suitable causal **conjunction** must then be chosen to combine the two **clauses** together.

Various answers, for example: We listened carefully, for he had news to share.
We listened carefully because he had news to share.

This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Thursday

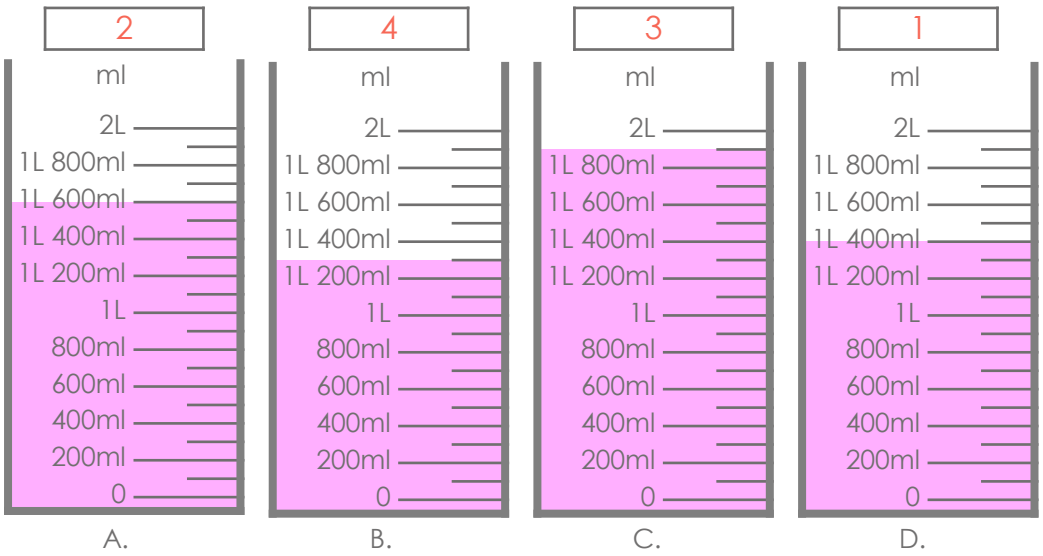
Maths – Measure Capacity (page 8)

Capacity refers to how much a container can hold when it is full.

Millilitres (ml) are a unit of measure for **capacity**. It is equal to one thousandth of a **litre**.

Litres (L) are a unit of measure for **capacity**. 1 litre is equal to 1,000 **millilitres**.

Question 1 – This question involves reading the **capacity** shown on A, B, C and D and matching them to containers 1, 2, 3 and 4. Once matched, they must be written in the boxes above.



Question 2 – This question involves reading the measurements of the containers and working out how much juice will be left if each friend gets 250ml. The first container reads 2L and the container in the middle reads 300ml these must be added together to find the total amount of juice. Next the total of how much all four children will get must be subtracted from this.

If each friend gets 250ml the total is 1,000ml = 1L, because 4 x 250ml = 1L.
2L and 300ml – 1L = 1L and 300ml. The line should be drawn at 1L and 300ml.

Question 3 – This question involves reading the table and finding three possible combinations. The combinations must use four ingredients and when combined they must not be greater than 2L.

Various answers, for example: Iodine, Ascorbic Acid, Sulphate and Nitrate (1L and 400ml)
Fructose Syrup, Nitrate, Glycerine and Ascorbic Acid (2L)
Sugar Solution, Nitrate, Iodine and Ascorbic Acid (2L)

This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Thursday

English – Using Conjunctions to Express Time, Place and Cause (page 9)

Question 1 – This question involves reading the sentences in the table and identifying the **conjunction** (see definition on page 4) used. The table must then be completed by matching the type of **conjunction** to the sentence.

		Type of sentence
A.	In Winter, I take a pair of old wellies in the car with me wherever I am going.	place
B.	My alarm rings very loudly when it is time for me to get up in the morning.	time
C.	At the end of the school day, I always check my school bag in case I have forgotten my reading book.	cause

Question 2 – This question involves reading the sentences, choosing the most suitable **conjunction** and completing the sentences with the chosen **conjunction**. The remaining **clause** (see definition on page 4) can be as creative as possible, however it must support the existing clause.

Various answers, for example: A – On Thursday, Dad said he will take us wherever we want to go at the weekend; B – I really enjoy reading a good book while I am sat by a warm fire; C – Sadly, the football match was cancelled due to the pitch being waterlogged.

Question 3 – This question involves reading the sentence and determining if the statement is correct. Ritesh believes the **conjunction** used in the sentence is a time **conjunction**.

Ritesh is incorrect because the **conjunction** he has used is 'in case' and 'in case' is a causal **conjunction**.

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Friday

Maths – Arithmetic Quiz

Click on the link below to practise your arithmetic skills in a fun quiz. The game includes 10 questions in total and each question is marked as soon as an answer is entered.
https://kids.classroomsecrets.co.uk/resource/year-3-arithmetic-quiz-5/

English – Spelling

Click on the link below to complete this Year 3 and 4 Common Exception Words Activity 7. How many common exception words can you identify? Remember to listen to the sentences carefully.
https://kids.classroomsecrets.co.uk/resource/common-exception-words-set-7-year-3-and-year-4/

This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Assembly Activity

Celebration certificate

On the following page in this pack (page 13), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be

Home learning

HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date

Classroom secrets KIDS

This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Additional resources

English – Reading – Healthy Eating Meal Plan (pages 10 – 11)

Children should read the information and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are as follows:

1. Why is it important to choose healthy things to eat and drink?
To grow healthy and strong.

2. How many calories should a seven or eight-year-old child have?
Between 1,200 and 2,000 calories per day, depending on their height and how active they are.

3. When should you eat greasy foods like chips or burgers?
Every once in a while.

4. What could you eat instead of crisps and sweets?
You can choose healthier choices such as vegetable sticks, fruit or yogurt.

5. Where should calories come from?
Fats, carbohydrates and protein.

6. Name one example of how water helps our bodies.
Various answers, for example: It carries nutrients to cells; It helps to remove waste products from our major organs; It helps us to control our body temperatures.

7. What should your food be low in?
Fat, salt and sugar.

8. Why do you think making homemade meals instead of shop-bought can be healthier?
This question requires a personal response, so an example answer has been provided: If you make the food yourself, you know and can control what is added. If food is shop-bought it can have extra salt/sugar added.