





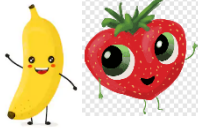


ST AGNES Catholic Primary School

With Jesus beside us, we do our best

Year 3

Homework week beginning: 22.3.21

Reading	Word of the Week	Spelling	Maths
<p>Make sure you are reading for 20 minutes every day at home.</p>  <p>Recommended Book/Activity: Select 10 adverbs and put them in alphabetical order. Then use three in a sentence.</p>  <p>Recommended Book/Activity: Select 10 adverbs and put them in alphabetical order. Then use three in a sentence.</p>	<p>This is our Word of the Week – find out what it means. Can you use it in a sentence?</p> <p>animosity</p> <p>https://www.collinsdictionary.com</p>	<p>3/4 Words/Rules</p>  <p>cold old bold pretty beautiful</p>  <p>promise possible earth important increase</p>	 <p><u>Multiply and Divide a two digit by a 1-digit number</u></p> <p>Revise the learning from the last two weeks involving formal written methods for multiplication and division. See the attached sheet for supporting document involving how we teach each method – you will become much more familiar and confident (parents as well) the more you practise! 😊</p>

Topic/Science/RE

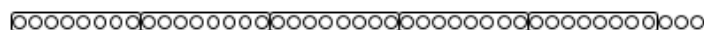
How can we see a magnetic field? How can we look at magnetic forces? <https://classroom.thenational.academy/lessons/how-can-we-see-a-magnetic-field-60rk8c>

Division

Year Three

Initially, children will continue to use division by grouping (including those with remainders), where appropriate linked to the multiplication tables that they know (2, 3, 4, 5, 8 and 10), e.g.

$$43 \div 8 =$$



$$43 \div 8 = 5 \text{ remainder } 3$$

At this stage, children also learn if the remainder should be rounded up or down e.g. $62 \div 8 = 7$ remainder 6

I have 62p. Sweets are 8p each. How many can I buy?

Answer: 7 (the remaining 6p is not enough for another sweet)

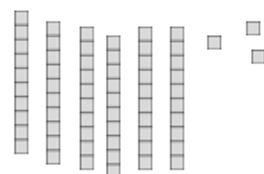
Apples are packed into boxes of 8. There are 62 apples. How many boxes do I need?

Answer: 8 (the remaining 6 apples still need to be placed in a box)

For children who are confident with their times table facts, they should then move to short division using place value blocks to develop their understanding.

We want to divide 63 into 3 equal groups. We write $\begin{array}{r} \text{T O} \\ 3 \overline{)63} \end{array}$

How many ten-rods and ones-cubes do I need for 63?



How many groups are we going to share 63 between? 3 groups

First share the tens:



We can put 2 tens in each group. We record like this $\begin{array}{r} 2 \\ 3 \overline{)63} \end{array}$
Share 3 ones between 3 groups



How many ones in each group? We record it like this $\begin{array}{r} 21 \\ 3 \overline{)63} \end{array}$

The answer can be checked using the inverse operation.

Multiplication

Step 1 Record the grid method with written column method alongside.

x	20	4	24
6			<u>x 6</u>

Step 2 Encourage children to multiply ones first. Record on grid first then children how to record using column method. Use a different colour to show the product of 4×6 . This helps the children to see the relationship between the grid and written method easily.

x	20	4	24
6		24	<u>x 6</u> 24

Step 3 Multiply tens by the single-digit number. Again record on grid first then children record using column method. Use a different colour to show the product of 20×6 .

x	20	4	24
6	120	24	<u>x 6</u> 24 120

Step 4 Add the two totals together and record answer at the bottom of calculation

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \end{array}$$

From this, children can use the grid method alongside the written column method to calculate two-digit by one-digit multiplication calculations, initially with two digit numbers less than 20.

Children should also be using this method to solve problems and multiply numbers in the context of money or measures.