

Year 3: Remote Learning Schedule Answers

Maths Lesson 1 - Answers

Multiply 2-digits by 1-digit (2)

White Rose Maths

- 1 There are 23 marbles in a jar.
There are 5 jars.



Tens	Ones

How many marbles are there in total?

$$5 \times 3 \text{ ones} = 15$$

$$5 \times 2 \text{ tens} = 100$$

$$15 + 100 = 115$$

$$5 \times 23 = 115$$

There are 115 marbles in total.

- 2 Work out 4×15

Tens	Ones

$$4 \times 5 = 20$$

$$4 \times 10 = 40$$

$$4 \times 15 = 60$$

- 3 Complete the multiplications.

a) $4 \times 24 = 96$

b) $3 \times 17 = 51$

c) $3 \times 25 = 75$

d) $34 \times 4 = 136$

- 4 Complete the column multiplications.

Tens	Ones

	T	O	
	2	4	
x		3	
		7	2
			1



Tens	Ones
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1

			T	O
			3	5
	x			4
			1	4
			2	

5 Work out the multiplications.

a) 25×5

			T	O
			2	5
	x			5
			1	2
			2	

c) 5×26

			T	O
			2	6
	x			5
			1	3
			3	

b) 35×6

			T	O
			3	5
	x			6
			2	1
			3	

d) 4×36

			T	O
			3	6
	x			4
			1	4
			2	



6 Tommy works out 37×2

			T	O
			3	7
	x			2
			6	1
				4

			T	O
			3	7
	x			2
			7	4
			1	

What mistake has Tommy made? Work out the correct answer.

7 Find the missing numbers.

			2	2
	x			4
			8	8

			3	1
	x			4
			1	2
				4

8 Here are some digit cards.



a) Use the digit cards to create a multiplication and work out the answer.

E.g. $\boxed{3} \boxed{2} \times \boxed{5} = \boxed{160}$

b) Work with a partner to find calculations that have:

- an odd product
- an even product
- an exchange in the ones column
- an exchange in the ones and tens columns.

Maths Lesson 2 - Answers

White Rose Maths

Divide 2-digits by 1-digit (1)

1 There are 84 pencils to be shared equally into 4 pots.



a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones
10 10	1
10 10	1
10 10	1
10 10	1

b) Complete the number sentences.

8 tens \div 4 = 2 tens

4 ones \div 4 = 1 one

84 \div 4 = 21

c) How many pencils are in each pot?

21

2 Use a place value chart to work out the calculations.

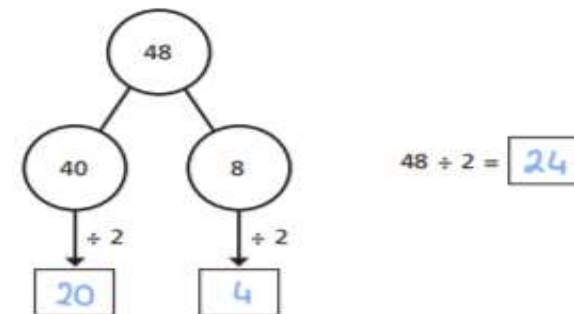
a) $39 \div 3 = 13$

b) $68 \div 2 = 34$

3 Amir solves $48 \div 2$ on a place value chart.

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1

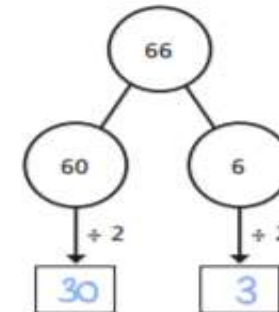
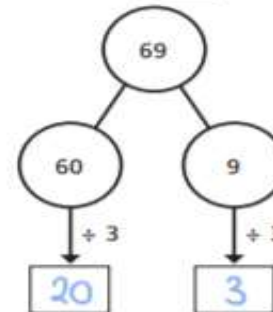
Complete the part-whole model to show what Amir has done.



4 Work out the divisions.

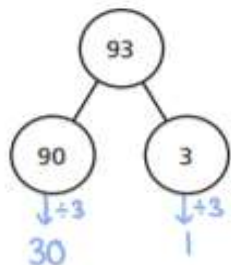
a) $69 \div 3 = 23$

b) $66 \div 2 = 33$

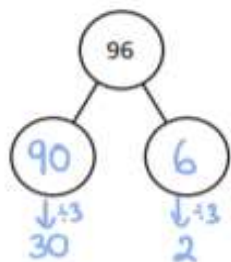


5 Work out the divisions.

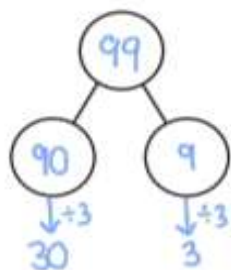
a) $93 \div 3 = \boxed{31}$



$96 \div 3 = \boxed{32}$



$99 \div 3 = \boxed{33}$



b) $82 \div 2 = \boxed{41}$

$84 \div 2 = \boxed{42}$

$86 \div 2 = \boxed{43}$

What do you notice?



6



88 can be divided equally by 2 and by 4

Do you agree with Annie? Yes

Explain why.

$88 \div 2 = 44$

$88 \div 4 = 22$

Can Annie divide 88 equally by any other 1-digit numbers?

7

Esther has 2 jars of mints.

Esther shares the mints equally between 3 bowls.

How many mints are in each bowl?



There are $\boxed{32}$ mints in each bowl.

How many different ways can you work out the answer?



Maths Lesson 3 - Answers

Divide 2-digits by 1-digit (2)



1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.



Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

14

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones
£10	£1 £1 £1 £1
£10	£1 £1 £1 £1
£10	£1 £1 £1 £1

b) How much money does each person get?

£14

3 Divide 72 by 3



Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1

Use the place value counters to help you.

$72 \div 3 = 24$





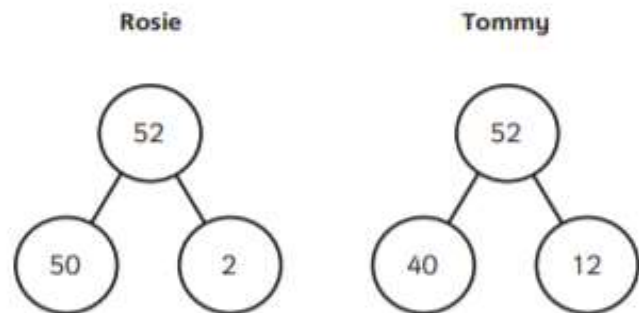
4 Use base 10 or counters to work out the divisions.

a) $45 \div 3 = 15$

b) $57 \div 3 = 19$

c) $92 \div 4 = 23$

5 Rosie and Tommy are working out $52 \div 4$. They both use a part-whole model.



a) Whose part-whole model will help them with the division?

Tommy

How do you know?

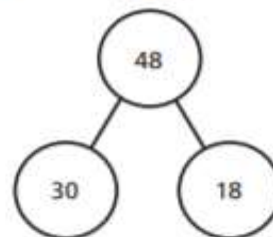
40 and 12 are both divisible by 4

b) Use a part-whole model to work out $52 \div 4$

13

6 Use the part-whole models to complete the divisions.

a) $48 \div 3 = 16$

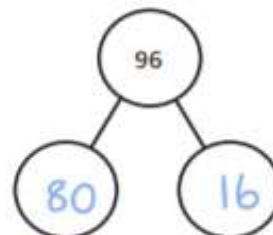


$30 \div 3 = 10$

$18 \div 3 = 6$

$48 \div 3 = 16$

b) $96 \div 4 = 24$



c) $65 \div 5 = 13$

d) $75 \div 3 = 25$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 = 12$

$96 \div 4 = 24$

$96 \div 2 = 48$

c) What do you notice? Talk about it with a partner.



Maths Lesson 4 - Answers

Divide 2-digits by 1-digit (3)

White
Rose
Maths

- 1 Mo has these lolly sticks.



He uses them to make squares.

How many squares can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 4

There is lolly stick remaining.

$17 \div 4 =$ remainder

Mo can make squares.

- 2 Mo now uses the lolly sticks to make triangles.

How many triangles can Mo make?



Complete the sentences.



There are 17 lolly sticks.

There are groups of 3

There are lolly sticks remaining.

$17 \div 3 =$ remainder

Mo can make triangles.

- 3 Finally, Mo uses the lolly sticks to make pentagons.

How many pentagons can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 5

There are lolly sticks remaining.

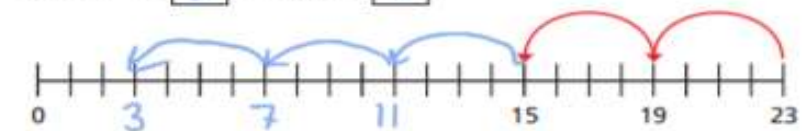
$17 \div 5 =$ remainder

Mo can make pentagons.

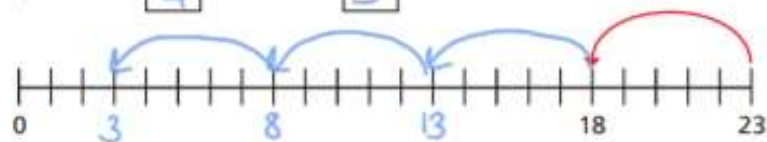
- 4 Use repeated subtraction to complete the divisions.

Use the number lines to help you.

a) $23 \div 4 =$ remainder



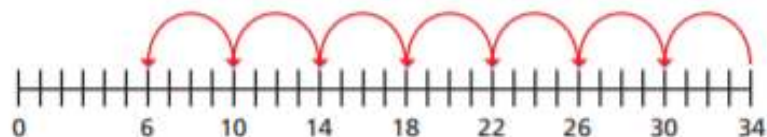
b) $23 \div 5 = \boxed{4}$ remainder $\boxed{3}$



c) $23 \div 3 = \boxed{7}$ remainder $\boxed{2}$



5 Eva works out $34 \div 4$



There is a remainder of 2



Is Eva correct? NO

How do you know?

6 Complete the calculations.

a) $29 \div \boxed{6} = 4$ remainder 5

c) $29 \div \boxed{2} = 14$ remainder 1

b) $29 \div \boxed{7} = 4$ remainder 1

7 How do you know there is no remainder when 75 is divided by 5?

75 has 5 ones so it is in the 5 times table.

Without doing the division, what is the remainder when 76 is divided by 5?

1

8 Use place value counters and a place value chart to work out the divisions.

a) $87 \div 4 = \boxed{21}$ remainder $\boxed{3}$

b) $77 \div 3 = \boxed{25}$ remainder $\boxed{2}$

c) $74 \div 5 = \boxed{14}$ remainder $\boxed{4}$

9 Teddy has fewer than 60 marbles but more than 40. When he shares them equally into 3 pots he has no remainders. When he shares them equally into 4 pots he has remainder 3. When he shares them equally into 5 pots he has remainder 1. How many marbles could Teddy have?

51



Maths Lesson 5 - Answers

question	answer	marks
1	787	1
2	138	1
3	217	1
4	17	1
5	682	1
6	293	1
7	934	1
8	154	1
9	48	1
10	8	1
11	200	1
12	300	1
13	18	1
14	$\frac{5}{7}$	1
15	$\frac{6}{10}$ or $\frac{3}{5}$	1
		Total 15



English lesson 1- Answers

Where's Everybody? - Poetry

Key vocabulary: apparatus, abandoned, deserted

Retrieval

- 1.) What is in the head's room? **Half a cup of cooling tea.**
- 2.) What adjective is used to describe the hamster? **Lonely**

Inference

- 3.) Why might the coats in the playground be wet? **The children might have just been outside at playtime before the fire drill and it may have been raining.**
- 4.) How might the children be feeling on the playground? **The children might be feeling scared or nervous if they don't know if the fire drill is real or just a practise. The children might have a rush of excitement at coming out of school and doing something unusual.**
- 5.) What apparatus might be abandoned in the hall? Justify your answer. **The apparatus in the hall could be P.E. equipment like footballs or hoola hoops as some of the children at the school could have been in the middle of a P.E. lesson.**

Vocabulary

- 6.) 'Abandoned Apparatus' and 'Silent sand' are examples of what grammatical feature? **Alliteration**
- 7.) Can you find two words that mean almost the same as each other? (Synonyms) **Abandoned and deserted**
- 8.) Can you think of a word that retains the same meaning as 'still' to describe the waters? **Calm, peaceful, quiet, stationary, not-moving**



King Midas and the Golden Touch

Answers

1. What did King Midas love more than anything else on earth? Tick one.
 - Marigold
 - gold**
 - his castle
 - money
2. Number the events from **1-4** to show the order they happen in the text.
 - 2** The fairy gave Midas a gift.
 - 1** King Midas loved gold more than anything in the world.
 - 4** Midas and Marigold sat down to breakfast.
 - 3** Marigold turned to gold.
3. What was the first thing Midas turned to gold? Tick one.
 - some bread
 - some water
 - his bed**
 - Marigold
4. Where was Marigold when the King first went to breakfast? Tick one.
 - her bedroom
 - the kitchen
 - the garden**
 - with the king
5. Find and copy one word that means the same as 'jug'.
pitcher
6. Fill in the missing words.
"Fill this pitcher with **spring** water from the garden. Sprinkle the water on the things you have touched to change them back."
7. Why do you think Midas asked the fairy to take the gift back? Use evidence from the text to support your answer.
Pupils' own responses, such as: I think Midas asked for the fairy to take the gift back because he realised his daughter was more important than gold when he thought he had lost her.



English Lesson 4- Answers

Spot the Missing Speech Marks **Answers**

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?"



Lesson 3: If you can, upload your character description to Class Dojo.

Ensure you have included exciting adjectives, a simile and an expanded noun phrase.

Lessons 4 and 5: If you can, upload your work to Class Dojo

**Send a picture of your inverted commas work to your teacher.
Check your sentences follow the rules of using inverted commas to show direct speech.**



Science Answers:

Reading for Productivity - Friction

Retrieval

1. How does friction impact moving objects? **It slows them down**
2. Explain what would happen if there was no friction. **Any acceptable answer- people would slip, car accidents.**
3. What does friction also produce? **Heat**

Vocabulary

4. What do you think the word 'reduce' means? **Less**
5. Give one synonym for the word 'difficult'
Hard, tough, demanding.



DT - Answers

Reading for Productivity in DT

Key vocabulary: puppeteer, manipulate, lateral, vertical, variations, inanimate

Retrieval

- 1.) What is puppetry? **Puppetry is a form of theatre that involves the physical manipulation of inanimate objects known as puppets**
- 2.) What types of puppets are easy to make in the classroom? **Shadow puppets, marionette puppets, pup up puppets, stick puppets**
- 3.) What is the difference between marionette puppets and hand puppets? **Marionette puppets use strings to move and hand puppets use the fingers and hands of the puppeteer.**

Inference

- 4.) Why is it more useful to use a hand and rod puppet for the filming of the Muppets rather than a marionette puppet? **Because the audience are more unlikely to see the rods than strings.**

Vocabulary

- 5.) What is a 'puppeteer'? **The person who controls the puppet**
- 6.) What does 'obedient' mean? **Complying or willing to comply with an order or request**



Music- Answers

Reading for Productivity – Improvisation

ANSWERS

Retrieval

1. In music, improvisation is the art of playing an instrument (or singing) in which the musician or musicians make up the music as they play. Improvising is inventing at the same time as one does something.
2. 'Improv' is short for improvisation.'
3. One of the following –Johann Sebastian Bach, Wolfgang Amadeus Mozart, Ludwig van Beethoven and Franz Liszt
4. Improvisation is common during a jam session

Vocabulary

5. A composer is someone who writes music.

Inference

6. Accept any suitable response that has a valid reason.



Geography - Answers

Reading for Productivity - Biomes

Key vocabulary: ecosystem, biome, deciduous forest, desert, grasslands, rainforest, savanna, taiga and tundra.

Retrieval

1.) Copy one sentence from the text which explains what a biome is.

An ecosystem covering a large area of a continent is called a biome.

2.) Which 3 animals could you find in the rainforest?

Sloths, howler monkeys and jaguars.

Inference

3.) Why do you think that tundra is located to the north of the map?

I think that the light blue/white colour is a tundra because in the text it says tundra's are found "at the top of mountains and the poles" which is where the light blue colour is on the map.

4.) Which biome could we find zebras, giraffes and lions in and where in the world may this biome be located?

I think that they could be found in a savanna biome and I think that this must be in Africa because I know that is where giraffes, zebras and lions live.

Vocabulary

5.) Match the biomes to animals that live there.

Desert

Howler monkeys

Savanna

Penguins



PSHE - Answers

Questions

- 1) How do bugs make the author feel? *Frightened*
- 2) What noise makes the author frightened? *BOOM*
- 3) Name two things that make the author cheerful? *Any two of - sea, parties, presents, favourite food for tea*
- 4) Which of the feelings in the poem mean similar to happy? *Cheerful*
- 5) What makes you feel calm? *Various appropriate answers - reading, listening to music, walking, dancing etc.*

