



Year 3 Week 3 Day 2

Maths - Choose your challenge

- Green - Hard
- Amber - Harder
- Red - Hardest

Who's up for a
CHALLENGE?

Maths - Activity 1

LO: I can find 10 or 100 more and less than a given number.

10 less		10 more
	14	
	26	
	42	
	75	
	81	

LO: I can find 10 or 100 more and less than a given number

10 less		10 more
	56	
	96	
	268	
	573	
	816	

LO: I can find 10 or 100 more and less than a given number

10 less		10 more
	95	
	204	
	492	
	807	
	998	

100 less		100 more
	200	
	410	
	550	
	725	
	892	

100 less		100 more
	160	
	295	
	681	
	777	
	805	

100 less		100 more
	125	
	356	
	584	
	809	
	923	

Maths - Activity 2

Complete the tables below

10 less		10 more
	96	
	293	
	108	
	507	
	901	

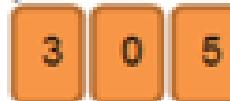
100 less		100 more
	152	
	927	

Complete the table.

100 less	Number	100 more
		
		

1.

- Emily has made the number:



Write down the number that is 10 less than 305.

Now write down the number that is 10 less than this new number.

Explain what is happening to the number each time.

2.

- 10 more than my number is 100 less than 320. What is my number?

Maths – Activity 3

10 more than my number is the same as
100 less than 320

What is my number?

Explain how you know.

Write your own similar problem to
describe the original number.

I think of a number, add ten, subtract one
hundred and then add one.

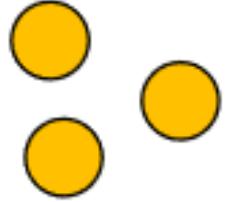
My answer is 256

What number did I start with?

Explain how you know.

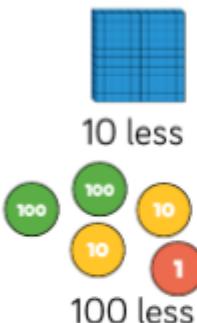
What can you do to check?

A counter is missing on the place value
chart.

Hundreds	Tens	Ones
		

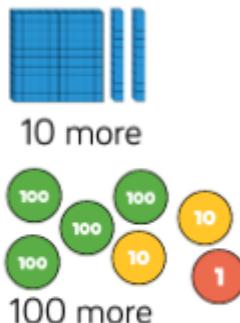
What number could it have been?

Put the correct number in each box.



Number

Number



10 more



100 more

Show ten more and ten less than the following numbers using Base
10 and place value counters.

550

724

302

English - GPS

Every spelling has been spelt wrong. Correct the spellings and put them in a sentence.

1. Hight
2. adres
3. bisy
4. cort
5. certin
6. lern
7. partikler
8. remmemberr

Complete the table by turning these adjectives into adverbs. The first one has been done for you.

adjective	adverb
sad	sadly
angry	
simple	



Can you write a definition for each of these homophone words?

Use a dictionary to help.

brake _____

break _____

b

Add a suitable subordinating conjunction to this sentence:

Alex sent a postcard from Scotland
_____ he was on holiday.



Can you add all the missing punctuation to this sentence?

Thanks for your help exclaimed
Mr Fenton



a

c

e

Write one of the adverbs in each sentence:

finally

firstly

_____, get all of the ingredients out of the fridge.

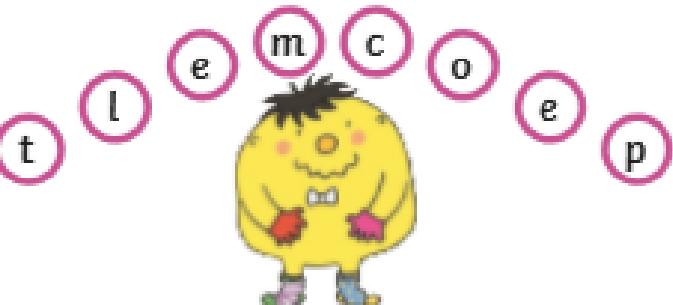
_____, enjoy your delicious meal!

f

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

c

e



1

Statements

Statements are sentences which tell you a fact, opinion or idea.

Example:

A rainbow has 7 colours.
They are beautiful to look



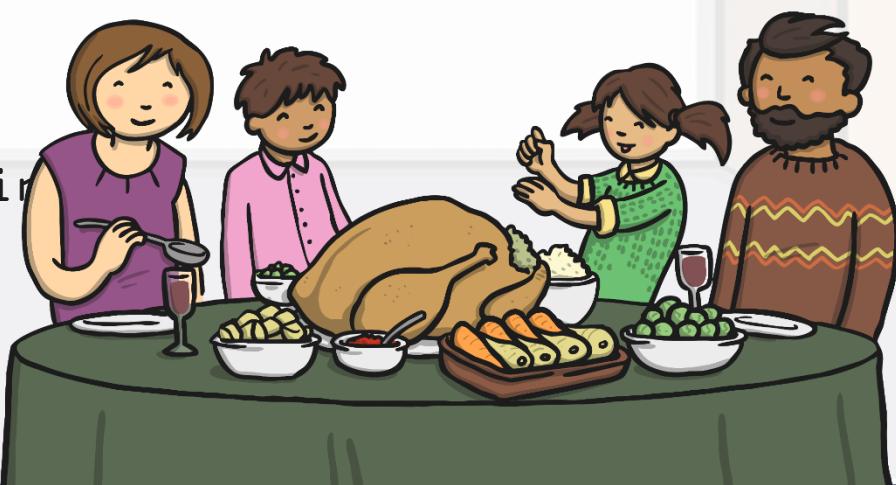
2

Questions

Questions are sentences that ask you something.
They usually end with a question mark.

Example:

What did you have for dinner?



3

Commands

They are often urgent or angry, can be very short and contain an imperative verb. Commands Imperative verbs are also known as 'bossy verbs'- they tell people what to do.

Example:
Help me! Stop it.



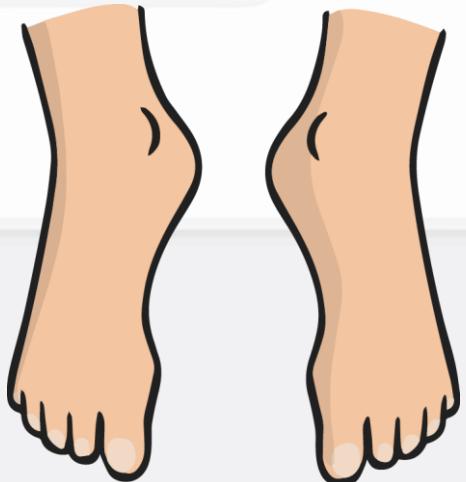
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Exclamations

An exclamation is used when someone is surprised.
It always starts with 'How' or 'What' and
contains a noun
and a verb.

Example:

What big feet you have!



English GPS Activity



For each picture write

1. A statement
2. A command
3. An exclamation
4. A question

Topic

We have looked a lot at the Celts and their civilisation.
This week we want you to look at another group of people.

The Romans!

Create an information text to explain why the Romans invaded Britain.

You can do this however you like.

Examples:

- Non-chronological report
 - Leaflet
- Information booklet
 - Powerpoint

Use the following slides and your own research to create your masterpiece.

Why Did the Romans Invade Britain?

Lo: I can identify the reasons why the Romans invaded Britain at the time of the Celts.

BLP: Noticing



Britain had lots of goods
which
the Romans wanted

- Lead
- Wood
- Tin
- Wool
- Slaves
- Gold
- Silver
- Corn



Corn

As the Roman Empire grew bigger, there were more and more people to feed.

More Romans started living in towns, leaving fewer people in the country to grow crops... Rome needed to import more food and Britain was a very fertile land...



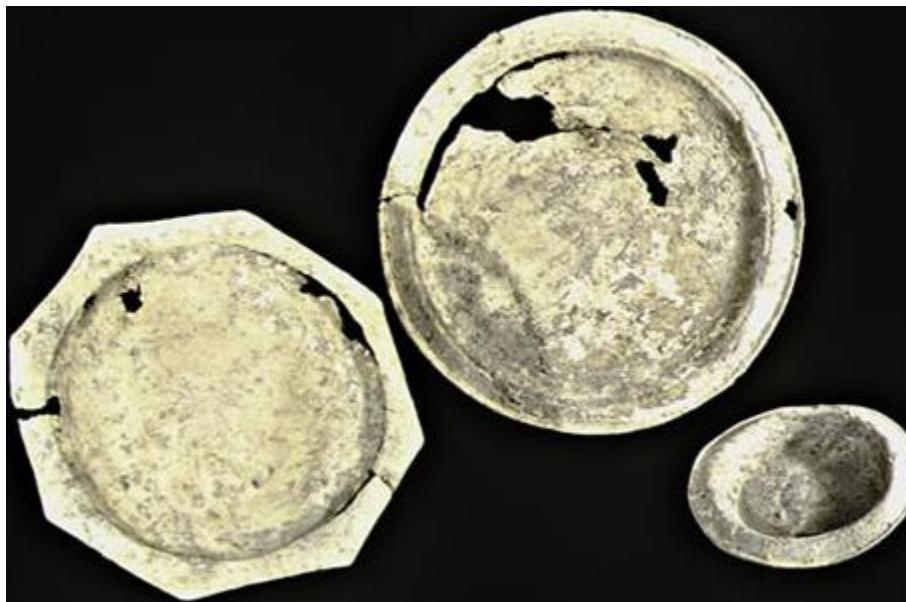
Valuable Metals: Silver

- The Romans made their money out of silver - more coins were needed as the Empire grew.
- Britain already had silver mines that the Romans knew about.
- Silver was a luxury item for rich Romans - so there was a big demand for it.



Tin

Britain also had tin mines and tin and pewter were used for cups and plates; Tin could be mixed with other metals to make strong, hard metals.

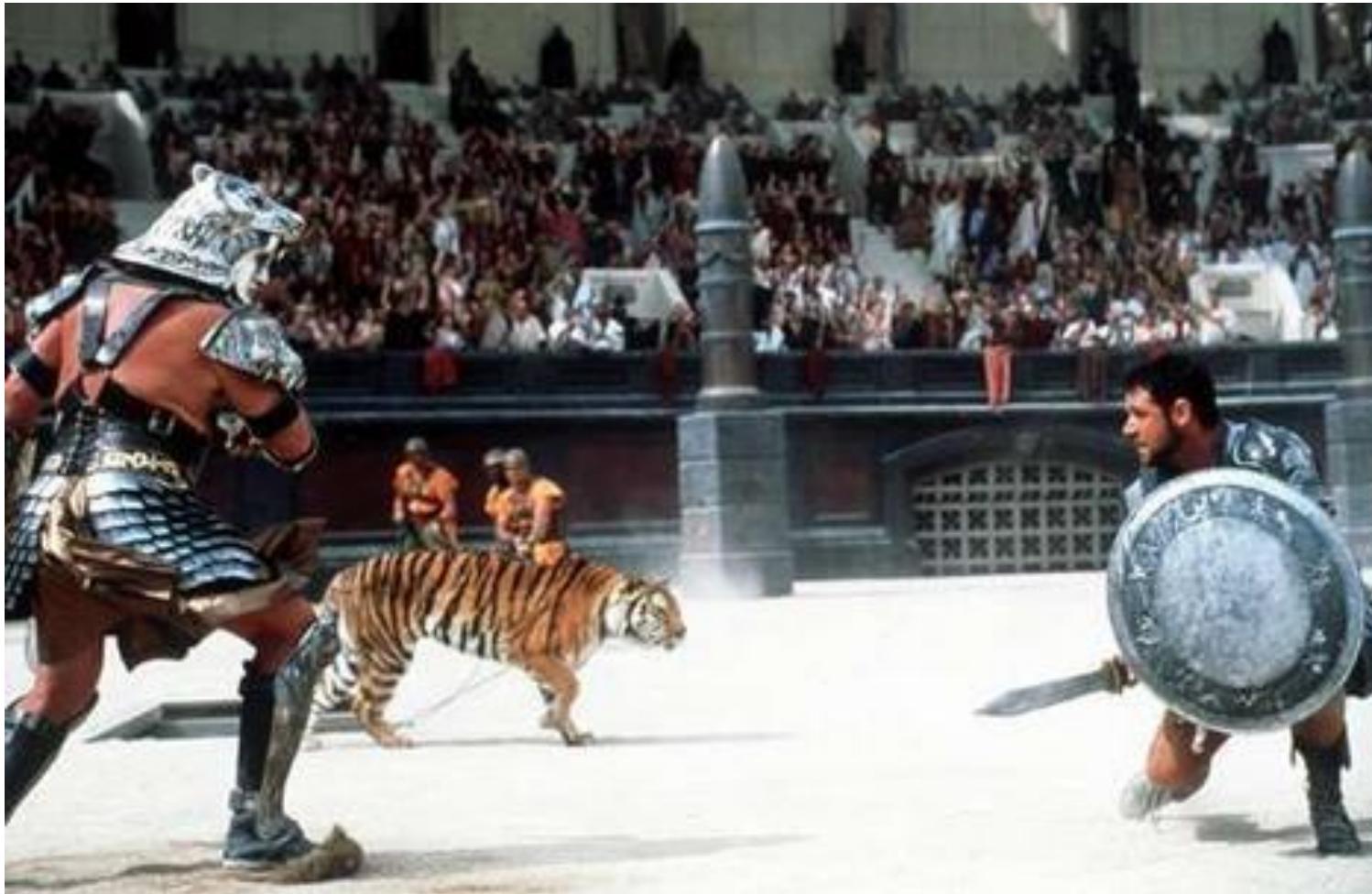


Slaves

- Romans planned to used captured Britons as slaves.
- Roman society ran on the basis of slave labour and there was big demand for slaves right across the empire;
- Slaves were used to work in every type of industry, from nurse maids, to field hands, miners and as galley slaves to row Roman ships.



Slaves could also be made to fight as Gladiators, to entertain the Romans.



Power!

- The Romans didn't just want goods from Britain, they also wanted to invade to show how powerful they were.
- By conquering more and more countries and making their Empire bigger, it made Rome more powerful.
- The Romans also believed it was their duty to do this and make the world "civilised" like them.

Read the quote on the next slide to see what they believed about this!



The Roman Belief...

"Remember you are Roman. It will be your job to rule over other countries, so that the world becomes peaceful, and everyone obeys Roman law." Written by Virgil 20BC

