



Year 3 Week 3 Day 5

Maths - Let's Investigate



Activity 1



You will need:
15 1p coins = 15 counters
Four money bags.

You must put all coins in the four money bags. You can split the coins in any way you would like?

All coins must be used! All money bags must be used!

We are going to spend the money in a very special shop. Everything in the shop cost between 1p and 15p. However, since you have arranged your money in the money bags you can't take them out. You must be able to pay for all 15 items using your money bags.

No change is allowed; it needs to be exact!



Activity 2

I have five coins in my pocket.

How much do I have?

Write down all the different combinations.



What is the most I can have?

What is the least I can have?

Activity 3

Willy Wonka's Chocolate World.

Mr Willy Wonka has a lot of countries to deliver his chocolate bars to. Look on the map. He has to deliver a different amount to each country.



Willy Wonka has 900 chocolate bars in total.

He can only ship boxes out in:

- Boxes of 1
- Boxes of 10
- Boxes of 100.



How many different countries can he deliver to?

What is the most amount of countries Willy Wonka can deliver to?

English - GPS

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

1. Histori
2. disapeer
3. deskrib
4. dificult
5. gide
6. bicicle
7. frute
8. noledg

English

Using your plan write your own letter.

Remember to check for:

- Capital letters and full stops
- Expanded noun phrases
- Commas in a list
- Questions
- Exclamations
- Check your work makes sense
- Spellings (use your reading journals to try include some Y3/4 vocabulary)

WSFL: The Risk Robot

Introduction

Start the discussion about risk with some key questions:

- What is it like to feel safe?
- What does unsafe or uncertain feel like?
- What do we think that we have to keep safe from?

Ask the children to stand up. Tell them you are going to describe different situations and they have to decide whether the situation is high, medium or low risk by doing the following:

- High risk – put hands on heads
- Medium risk – fold arms
- Low risk – put hands on knees

Use the situations below or replace them with your own, according to what is suitable the children in your class

WSFL: The Risk Robot

- Crossing a busy road
 - Drinking from an unlabelled bottle
 - Playing near a railway line
 - Singing in front of the whole school
 - Playing in the school rounders / netball / football team
- Can you think of any more?

For each situation ask children why they have rated high, medium or low. For example, a child may say that playing near a railway line is low risk as they could mean playing in a garden *near* a railway line but with a high fence between the two – or a disused railway line.

WSFL: The Risk Robot

This is the risk robot method.

Use one of the examples discussed in the introduction to show children how the Risk Robot idea works,

Example

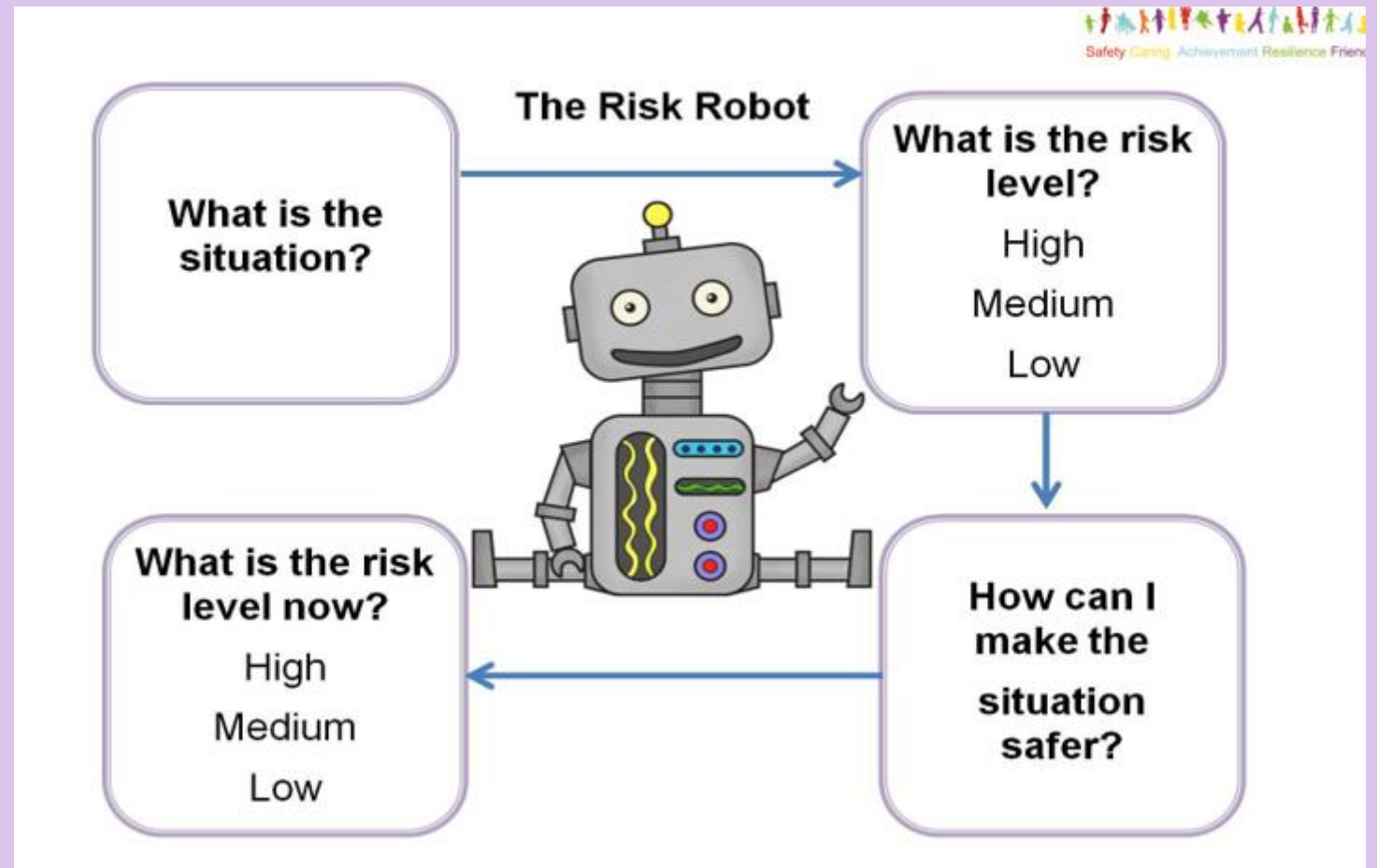
What is the situation? Crossing a busy road

What is the risk level? May be high because of the chance of being hit by a vehicle. Traffic may be moving too fast to cross safely.

How can I make the situation safer? Cross at a zebra or pelican crossing; cross with an adult; wait until there are no cars coming; cross at a bridge or a subway.

Which of these would be the safest? Why?

What is the risk level now? Depending on what action the children having chosen they may now rate this as medium or low risk.



Can you complete the risk robot method for other scenarios?

Examples:

- Fighting with a sibling
- Playing with fire
- Taking something from the medicine cabinet
- Playing football in the street
- Helping mum make dinner