

Year 3 Maths

Remote learning

1.3.21 - 5.3.21

This pack contains:

- 5 lessons with activities (to be completed in your homework book)

Skills for this week:

- Understanding what 'whole' means in terms of fractions
- Adding fractions with the same denominator
- Representing problems in a variety of ways
- Solving problems involving addition of fractions

Lesson 1

LO: To represent the addition of fractions.



[Video](#)

Watch Miss Simpson's video and then choose your chilli challenge.

Represent this number sentence using resources. If you would like to use the resources Miss Simpson was using then use the links on this slide. You could also use Lego (similar to how Miss Simpson used the numicon) or chocolate but make sure you ask your grown up first!

We'd like to see you represent this problem in 3 different ways. Please send pictures to year3@elson-jun.hants.sch.uk

It is really important that you don't just answer the question, that is why we want you to show the question in 3 different ways.

[Numicon](#)

[Dienes](#)

[Red and yellow counters](#)

$$\frac{4}{6} + \frac{1}{6} =$$

Lesson 1

LO: To represent the addition of fractions.



Watch Miss Simpson's video and then choose your chilli challenge.

Represent these number sentences using resources. If you would like to use the resources Miss Simpson was using then use the links on this slide. You could also use Lego (similar to how Miss Simpson used the numicon) or chocolate but make sure you ask your grown up first!

We'd like to see you represent these problems in 3 different ways. Please send pictures to year3@elson-jun.hants.sch.uk

It is really important that you don't just answer the question, that is why we want you to show each question in 3 different ways.

[Numicon](#)

[Dienes](#)

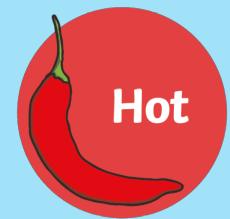
[Red and yellow counters](#)

$$\frac{3}{8} + \frac{4}{8} =$$

$$\frac{2}{10} + \frac{7}{10} =$$

Lesson 1

LO: To represent the addition of fractions.



Watch Miss Simpson's video and then choose your chilli challenge.

Represent these number sentences using resources. If you would like to use the resources Miss Simpson was using then use the links on this slide. You could also use Lego (similar to how Miss Simpson used the numicon) or chocolate but make sure you ask your grown up first!

We'd like to see you represent these problems in 3 different ways. Please send pictures to year3@elson-jun.hants.sch.uk

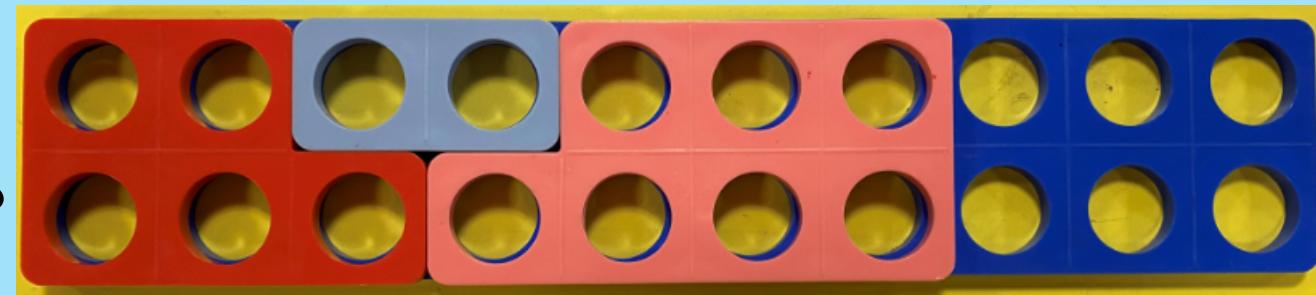
It is really important that you don't just answer the question, that is why we want you to show each question in 3 different ways.

Numicon

Dienes

Red and yellow counters

$$\frac{6}{12} + \frac{4}{12} =$$



What number sentence is the numicon showing?

How many addition number sentences can you think of with the answer $\frac{7}{15}$?

Lesson 2

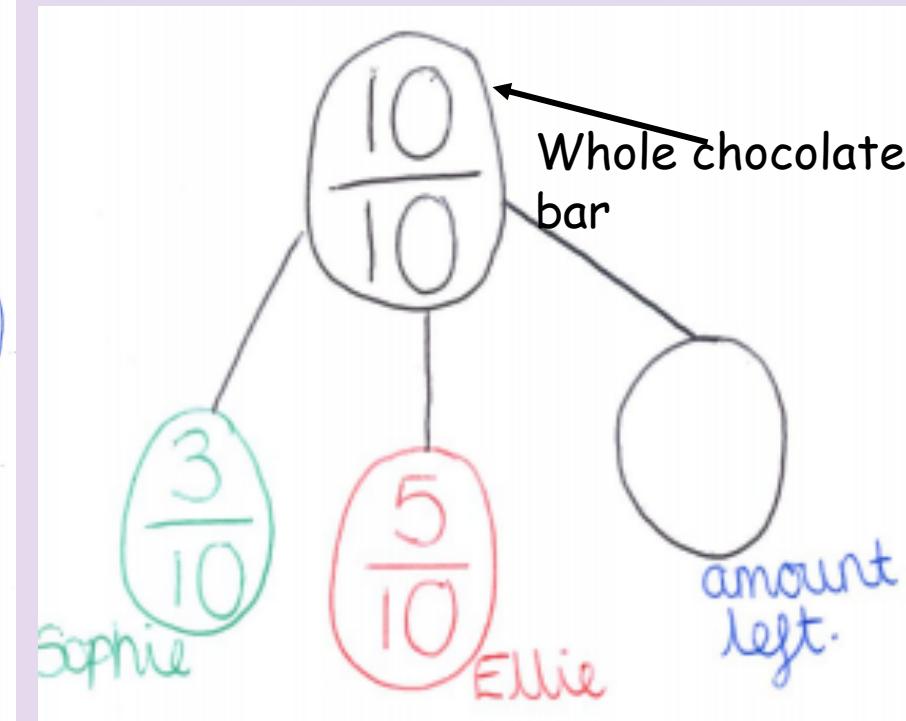
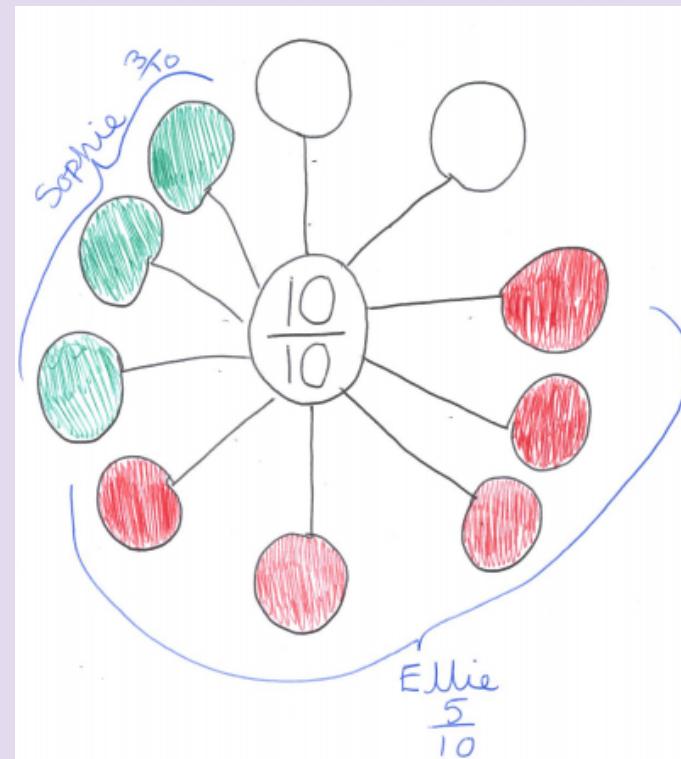
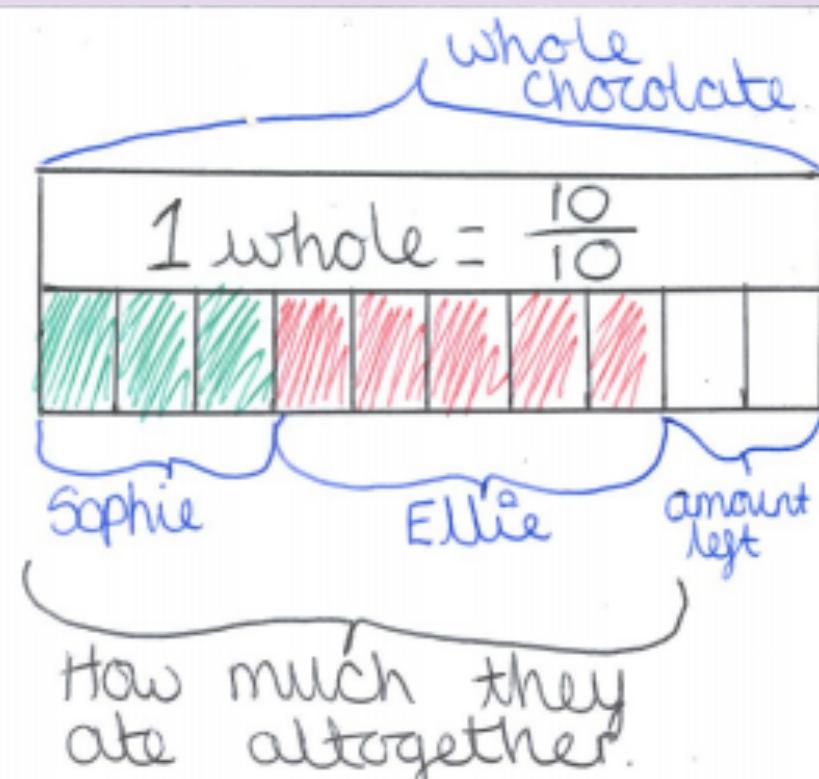
LO: To represent fraction problems pictorially.

[Video](#)

Sophie and Ellie had a chocolate bar that was split into 10 pieces.

Sophie ate $\frac{3}{10}$ of the chocolate. Ellie ate $\frac{5}{10}$ of the chocolate.

What fraction of the chocolate bar did they eat altogether?
How much chocolate is left?



This is the bar model for this problem.

We can also use two different part whole models like these.

Lesson 2

LO: To represent fraction problems pictorially.



We would like you to draw a bar model and 1 part whole model for these problems. Please send your pictures to year3@elson-jun.hants.sch.uk

If you get stuck use the pictures from the last slide to help you.

1. Sam and Ben had a pizza that was cut into 4 pieces.

Sam ate $\frac{1}{4}$ and Ben ate $\frac{3}{4}$.

How much did they eat altogether?



2. Tom and Max made brownies and cut them into 10 pieces.

Tom ate $\frac{2}{10}$ of the brownies and Max ate $\frac{4}{10}$ of the brownies.

How much did they eat altogether?



Lesson 2

LO: To represent fraction problems pictorially.



We would like you to draw a bar model and 2 part whole models for these problems. Please send your pictures to year3@elson-jun.hants.sch.uk

If you get stuck use the pictures from the last slide to help you.

1. Sam and Ben had a pizza that was cut into 6 pieces.

Sam ate $\frac{2}{6}$ and Ben ate $\frac{3}{6}$.

How much did they eat altogether?

How much pizza was left?



2. Tom and Max made brownies and cut them into 8 pieces.

Tom ate $\frac{3}{8}$ of the brownies and Max ate $\frac{5}{8}$ of the brownies.

How much did they eat altogether?

Is there any brownie left?



Lesson 2

LO: To represent fraction problems pictorially.



We would like you to draw a bar model and 2 part whole models for these problems. Please send your pictures to year3@elson-jun.hants.sch.uk

If you get stuck use the pictures from the last slide to help you.

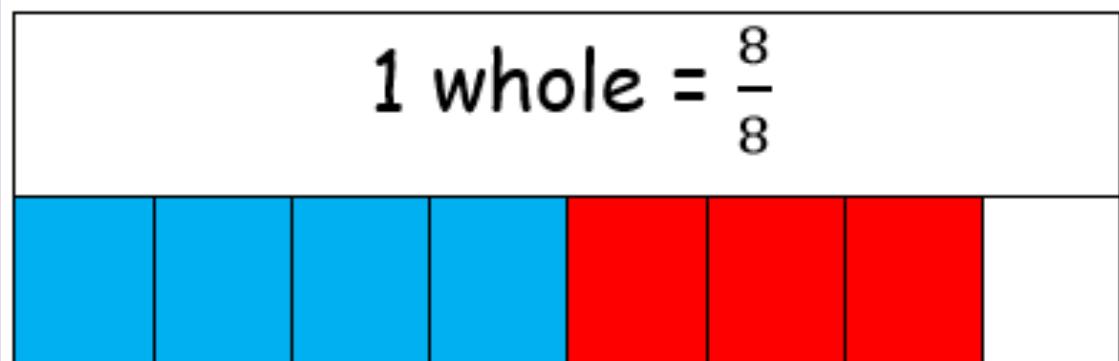
1. Sam and Ben had a pizza that was cut into 9 pieces.

Sam ate $\frac{2}{9}$ and Ben ate $\frac{3}{9}$.

How much did they eat altogether?

How much pizza was left? Was there more than half left?

2. Write a word problem for this bar model involving adding fractions.



Can you draw the part whole models that represent the same as this bar model?
Label your part whole models to match the problem you write.

Lesson 3

[Video](#)

LO: To represent fraction problems on a number line

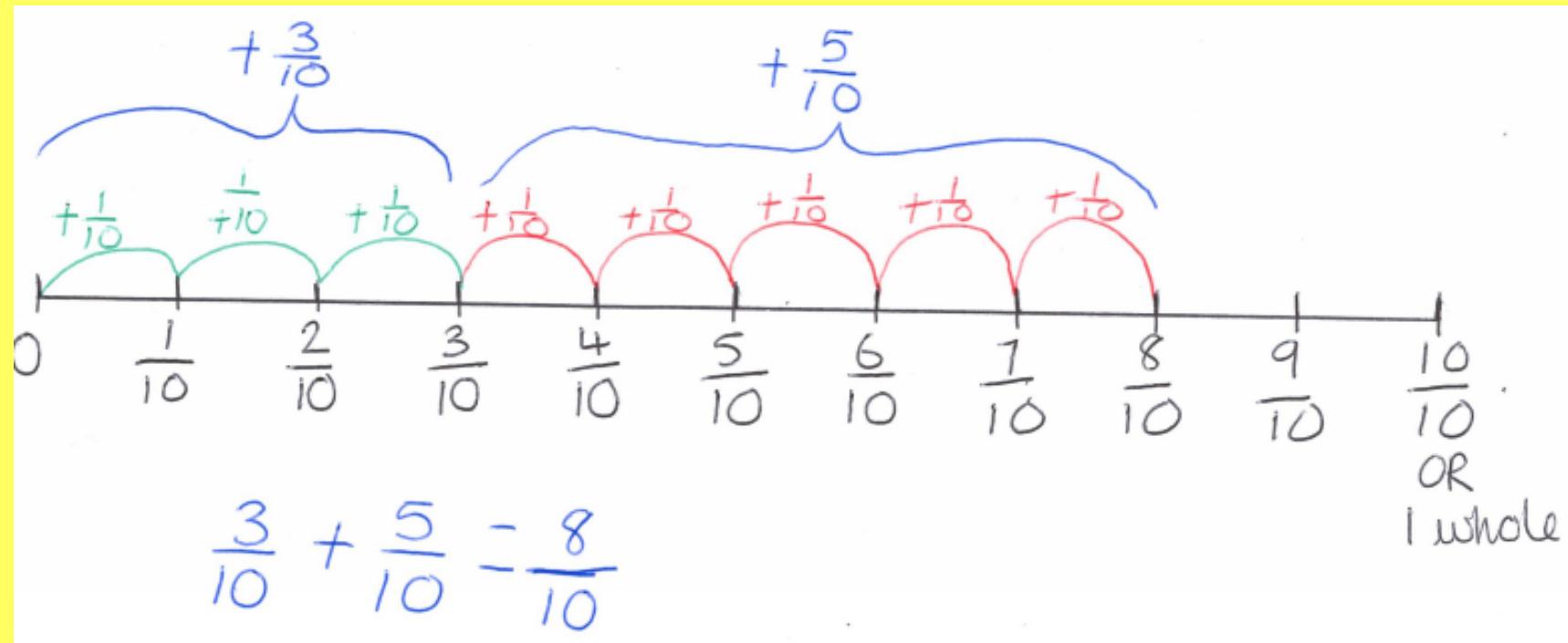
Watch Miss Simpson's video and then choose your chilli challenge.

Sophie and Ellie had a chocolate bar that was split into 10 pieces.

Sophie ate $\frac{3}{10}$ of the chocolate. Ellie ate $\frac{5}{10}$ of the chocolate.

What fraction of the chocolate bar did they eat altogether?

How much chocolate is left?



Lesson 3

LO: To represent fraction problems on a number line

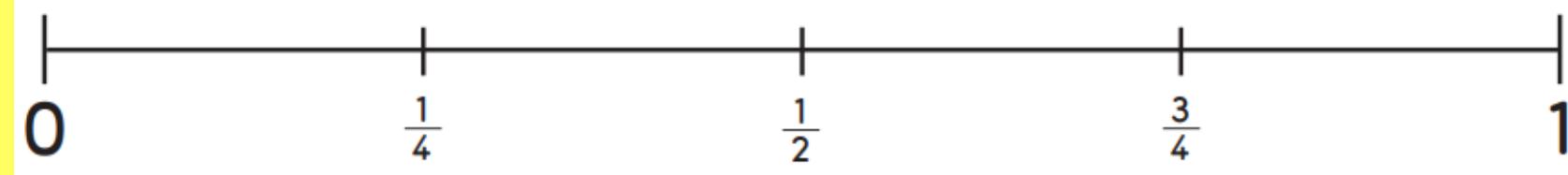


Use a number line to solve these fraction problems. Make sure you show your jumps.

1. Sam and Ben had a pizza that was cut into 4 pieces.

Sam ate $\frac{1}{4}$ and Ben ate $\frac{3}{4}$.

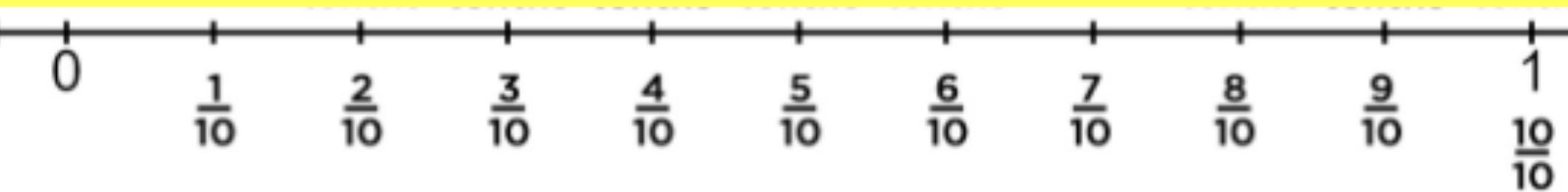
How much did they eat altogether?



2. Tom and Max made brownies and cut them into 10 pieces.

Tom ate $\frac{2}{10}$ of the brownies and Max ate $\frac{4}{10}$ of the brownies.

How much did they eat altogether?



Lesson 3

LO: To represent fraction problems on a number line



Use a number line to show these problems. Remember your jumps.

1. Sam and Ben had a pizza that was cut into 6 pieces.

Sam ate $\frac{2}{6}$ and Ben ate $\frac{3}{6}$.

How much did they eat altogether?

How much pizza was left?

2. Tom and Max made brownies and cut them into 8 pieces.

Tom ate $\frac{3}{8}$ of the brownies and Max ate $\frac{5}{8}$ of the brownies.

How much did they eat altogether?

Is there any brownie left?

Lesson 3

LO: To represent fraction problems on a number line



Use a number line to show these problems. Remember your jumps.

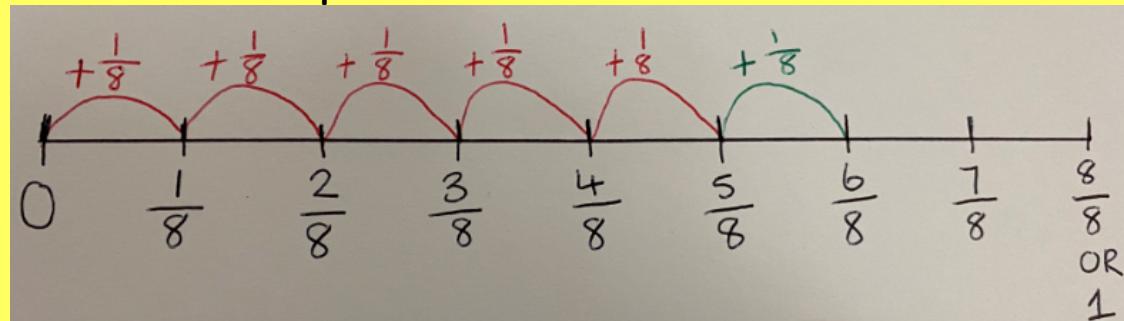
1. Sam and Ben had a pizza that was cut into 12 pieces.

Sam ate $\frac{4}{12}$ and Ben ate $\frac{3}{12}$.

How much did they eat altogether?

How much pizza was left? Was there more than half left?

2. Write a word problem for this number line involving adding fractions.



$$\frac{5}{8} + \frac{1}{8} = \frac{6}{8}$$

Lesson 4

[Video](#)

LO: To solve problems involving adding fractions



Watch Miss Simpson's video and then choose your chilli challenge.

1. Sam and Ben had a pizza that was cut into 6 pieces.

Sam ate $\frac{1}{6}$ and Ben ate $\frac{3}{6}$.

How much did they eat altogether?

2. Tom and Max made brownies and cut them into 8 pieces.

Tom ate $\frac{2}{8}$ of the brownies and Max ate $\frac{4}{8}$ of the brownies.

How much did they eat altogether?

Lesson 4

LO: To solve problems involving adding fractions



Watch Miss Simpson's video and then choose your chilli challenge.

1. Sam and Ben had a pizza that was cut into 9 pieces.

Sam ate $\frac{2}{9}$ and Ben ate $\frac{7}{9}$.

How much did they eat altogether?

How much pizza was left?

2. Tom and Max made brownies and cut them into 8 pieces.

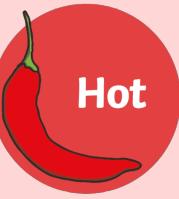
Tom ate $\frac{3}{8}$ of the brownies and Max ate $\frac{2}{8}$ of the brownies.

How much did they eat altogether?

How much brownie is left?

Lesson 4

LO: To solve problems involving adding fractions



Watch Miss Simpson's video and then choose your chilli challenge.

1. Sam and Ben had a pizza that was cut into 12 pieces.

Sam ate $\frac{4}{12}$ and Ben ate $\frac{2}{12}$.

How much did they eat altogether?

How much pizza was left?

Was there more than half left? How do you know?

2. Write a word problem for this number line involving adding fractions.

Lesson 5

LO: To apply my fractions knowledge

We have been learning all about fractions over 2 weeks. Today we'd like you to go on Education City and complete the activities under the folder 'Friday March 5th Maths.' Your teacher can see who has a go at the activities so team points will be rewarded ☺

If you need your login for Education City, please email your teacher.

