

Answers – Reading

Text 1 - Fossils

1. Which one is closest in meaning to the word **decay**. Tick **one**.

- ☐ fossil
☒ **rot**
☐ disappear
☐ die

2. Use the text to fill in the blanks:

Fossils are made when a dead animal or plant gets **covered over**.

3. Explain in your own words why we have only known about dinosaurs for 200 years.

Accept responses that refer to the link between fossils being discovered and dinosaurs, such as: 'We have only known about dinosaurs for 200 years because dinosaurs lived so long ago that fossils are the only evidence of them that has survived this long. So when fossils of dinosaurs were discovered, no one before that had known that they had existed.'

4. What does the Latin word 'fossilis' mean?

The Latin word 'fossilis' means 'dug up.'

5. What is the name of the place that is good for fossil hunting? Tick **one**.

- ☐ St Hilda
☒ Whitby
☐ Ammonites
☐ Sedimentary

6. What is the name of the spiral shaped fossil pictured in the text? Tick **one**.

- ☐ immonites
☒ ammonites
☐ sue
☐ minerals

7. Why aren't there any fossils of cats that lived twenty years ago?

Accept any response that refers to fossils taking a long time to form, such as: 'There are no fossils of cats from twenty years ago because fossils take millions of years to make. Twenty years isn't long enough to make a fossil.' Number the boxes to show the order in which fossils are created. The first one has been done for you.

8. Number the boxes to show the order in which fossils are created. The first one has been done for you.

- | | |
|---|--|
| 4 | It is squashed under more layers of sand and mud. |
| 3 | Minerals and water seep into the bones and where the bones used to be. |
| 5 | The layers of sand and mud turn into rock, and create a fossil. |
| 2 | Their body sinks into the mud or sand. |
| 1 | A plant or animal dies. |

Text 2 – Mr Gum and the Biscuit Billionaire

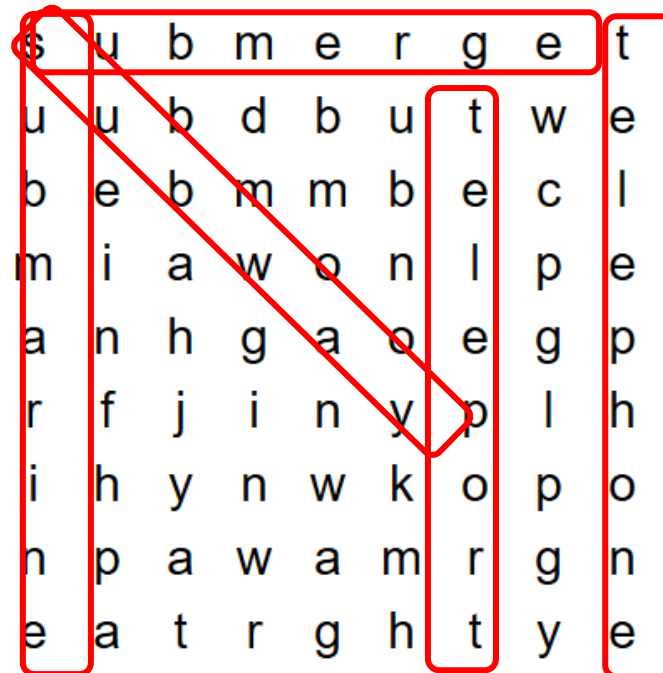
- 1) In the first paragraph, the rabbits were chirping, and a fox was whistling the song 'Greensleeves', which is very unusual behaviour.
- 2) Polly was bored because nothing exciting happened and she didn't have anyone to play with. She hadn't seen Jake, the dog she had played with, all summer long.
- 3) B) adventures
- 4) Some of the words had letters missing – nothin' (nothing), 'round (around), an' (and). The author did this to show how Polly sounded when she talked.
- 5) The author repeated the word sigh to show that Polly was feeling really fed up.
- 6) Yes or no – children explain their own reasons.
- 7) Yes or no – children explain their own reasons.

WALT spell words with prefixes

1) Match the letters to the numbers and write them in your book.

A - look through this to see things from far away	6 - telescope	A6
B - the thing you watch your favourite programmes on	4 - television	B4
C - a clause (part of a sentence) that does not make sense on its own	7 - subordinate	C7
D - an invention that sent messages quickly over long distances	2 - telegraph	D2
E - use this to speak to people far away	8 - telephone	E8
F - an underground tunnel or passage to help people to cross underneath a road or railway	1 - subway	F1
G - an underwater ship	5 - submarine	G5
H - fill or cover completely, usually with water	3 - submerge	H3

2) Complete the word search.



subway

submerge

teleport

telephone

submarine

Dinosaur Cove Word Hunt

Hunt for words in Chapter 3 to add to the vocabulary table below.

<u>Adjectives (describe the nouns)</u>			<u>Verbs</u>		<u>Adverbs</u> (describe how)
colour	size	other	movement	speech	
emerald	huge	beautiful	wobbled	shouted	slowly
grey	small	brilliant	stepped	gasped	carefully
blue	big	humid	threw	said	damply
scarlet	great	sudden	thrust	yelled	hopefully
silver-grey	enormous	leathery	ducked	asked	softly
purple	plump	spongy	swept	spoke	mournfully
yellow	long	spotted	punching	whispered	suspiciously
green-brown	short	rotten	scrambled	stuttered	
	little	scaly	skidded	hissed	
		flat	swished	murmured	
		bony	grabbed	breathed	
		splotchy	shook	added	
		strong	twitched		
		hard	charged		
		single	rammed		
		pine	turned		
		trampled	hurtled		
		stinky	dropped		
		disgusting	wagged		
			scurried		
			lowered		
			rolled		
			trembled		

Maths - Arithmetic Answers

Year 3 Arithmetic Test 10



Mark scheme

1.	900	[1]	11.	5	[1]
2.	310	[1]	12.	952	[1]
3.	896	[1]	13.	417	[1]
4.	709	[1]	14.	80	[1]
5.	977	[1]	15.	3	[1]
6.	14	[1]	16.	104	[1]
7.	449	[1]	17.	189	[1]
8.	$\frac{3}{5}$	[1]	18.	471	[1]
9.	2	[1]	19.	15	[1]
10.	1	[1]	20.	680	[1]

MATHS – Lesson 1 – Answers

Unit and non-unit fractions



1 Write fractions to complete the sentences.



a) $\frac{1}{3}$ of the counters are yellow.

b) $\frac{2}{3}$ of the counters are red.

2 Write fractions to complete the sentences.

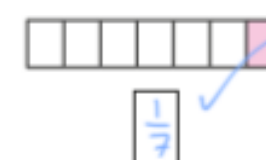
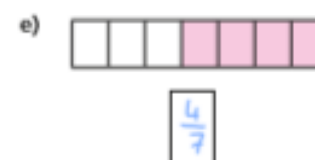
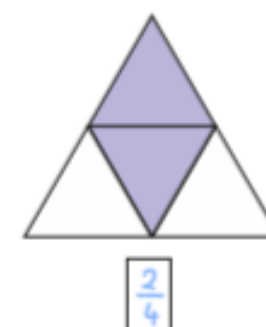
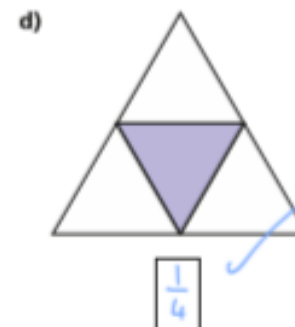
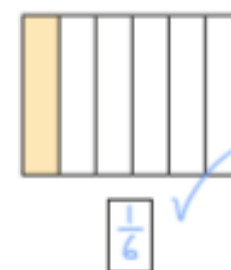
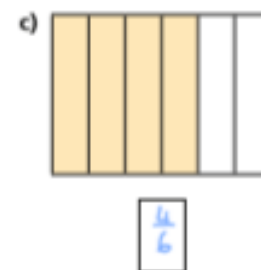
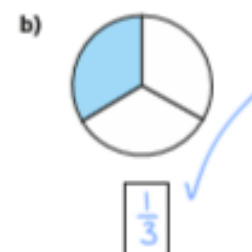
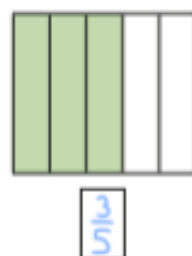
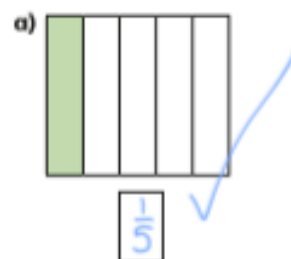
a) $\frac{3}{6}$ of the tower is green.

b) $\frac{2}{6}$ of the tower is yellow.

c) $\frac{1}{6}$ of the tower is blue.



3 What fraction of each shape is shaded?



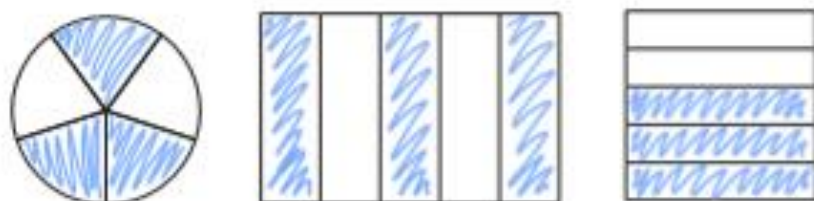
Tick the **unit fraction** in each pair of shapes.

How did you know which was the unit fraction?

- 4 a) Colour $\frac{1}{5}$ of each shape.

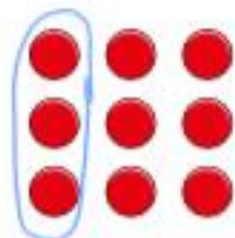


- b) Colour $\frac{3}{5}$ of each shape.

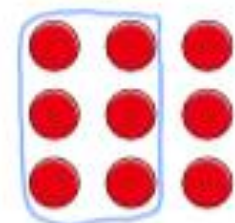


What is the same and what is different about your answers?

- 5 a) Circle $\frac{1}{3}$ of the counters.



- b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?

- 6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions
$\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{1}{10}$ $\frac{1}{8}$ $\frac{1}{250}$	$\frac{3}{5}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{6}{1}$

Write two more examples of your own in each column.

- 7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

- b) Complete the sentences.

An example of a unit fraction is $\frac{1}{9}$

The numerator is always 1

An example of a non-unit fraction is $\frac{2}{9}$

The numerator is always greater than 1

Making the whole

1 Here are some counters.



a) What fraction of the counters are yellow?

$$\frac{3}{5}$$

b) What fraction of the counters are red?

$$\frac{2}{5}$$

c) Complete the number sentence.

$$\frac{3}{5} + \frac{2}{5} = \frac{5}{5}$$

2 Here is a tower of cubes.



a) What fraction of the tower is green?

$$\frac{4}{5}$$

b) What fraction of the tower is blue?

$$\frac{1}{5}$$

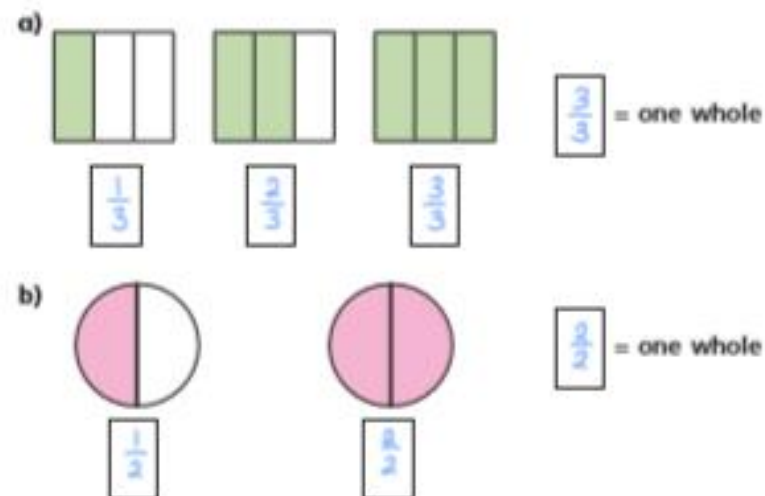
c) Complete the number sentence.

$$\frac{4}{5} + \frac{1}{5} = \frac{5}{5}$$

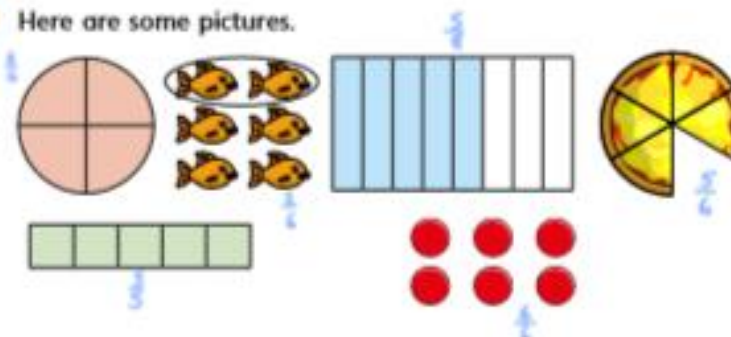
3 What fraction of each shape is shaded?

Which fraction represents a whole?

Fill in the missing fractions.



4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

$$\frac{3}{4}, \frac{4}{6}, \frac{5}{6}$$

b) Write three fractions that are equal to one whole.



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



5 Choose a phrase to complete the sentences.

greater than

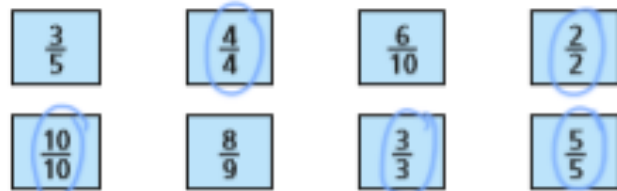
less than

equal to

When the numerator is less than the denominator, the fraction is less than one whole.

When the numerator is equal to the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole



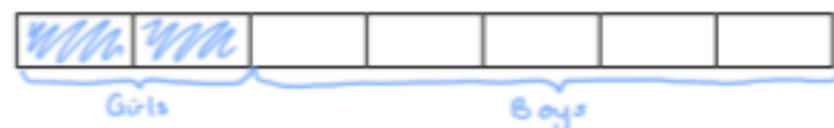
7 Here are $\frac{1}{3}$ of Jack's marbles.



Draw the rest of Jack's marbles in the bar model.



8 $\frac{2}{7}$ of a group of children are girls.



What fraction are boys?

$\frac{5}{7}$ are boys.

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.



10 Complete the number sentences.

a) $\frac{3}{5} + \frac{2}{5} = 1$

c) $\frac{2}{7} = \frac{2}{7} + \frac{5}{7}$

This is the same as one whole.

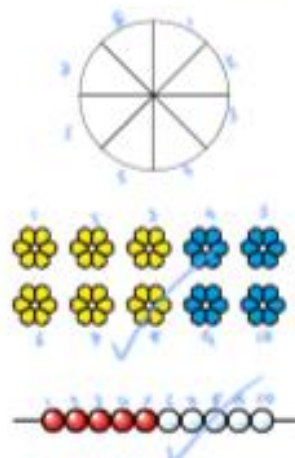
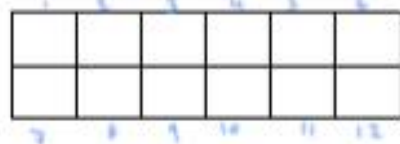
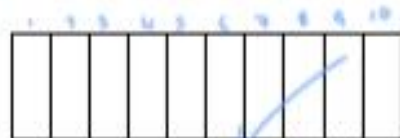
b) $\frac{6}{10} + \frac{4}{10} = 1$

d) $\frac{9}{9} = \frac{9}{9} + \frac{5}{9}$

Tenths



- 1 Tick the pictures that show tenths.



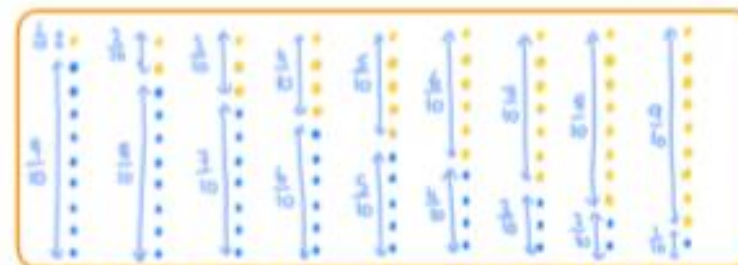
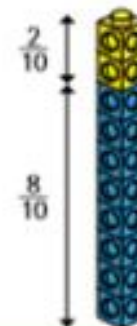
- 2 Write fractions to complete the sentences.



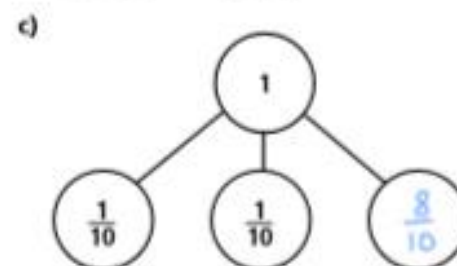
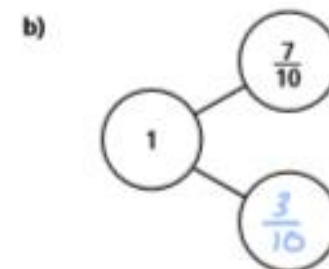
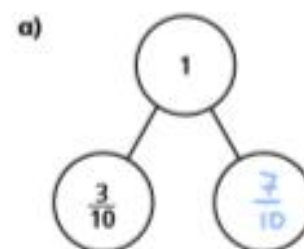
- a) $\frac{3}{10}$ of the counters are yellow.
 b) $\frac{6}{10}$ of the counters are red.
 c) $\frac{1}{10}$ of the counters are green.

- 3 Amir has some blue and yellow cubes.
 He makes a tower using 10 cubes.

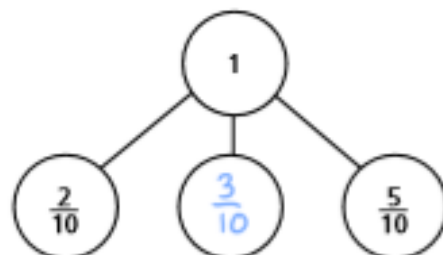
Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.



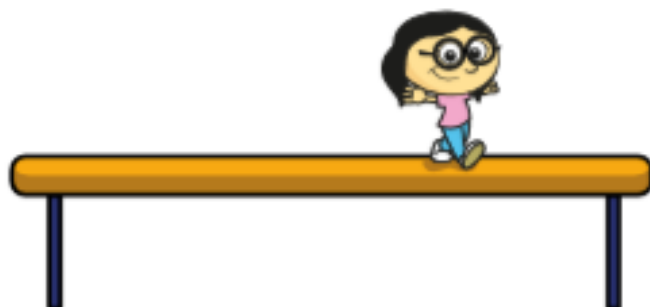
- 4 Complete the part-whole models.



d)



- 5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

$\frac{3}{10}$

- 6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?

$\frac{3}{10}$

- 7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?



$\frac{2}{10}$

- 8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

$\frac{1}{10}$

What fraction could be yellow?

$\frac{3}{10}$

How many possible answers can you find?

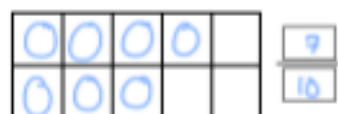
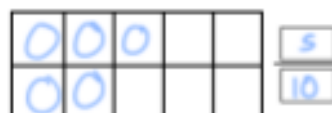
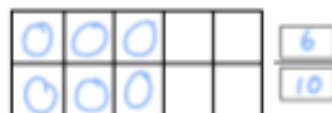
Green $\frac{2}{10}$ $\frac{3}{10}$ $\frac{6}{10}$ $\frac{5}{10}$

Yellow $\frac{4}{10}$ $\frac{3}{10}$ $\frac{2}{10}$ $\frac{1}{10}$

Compare answers with a partner.

Count in tenths

1 Continue the sequence.



2 Continue the sequence.



3 Write the missing fractions in each sequence.

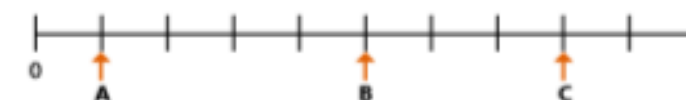
a)



b)

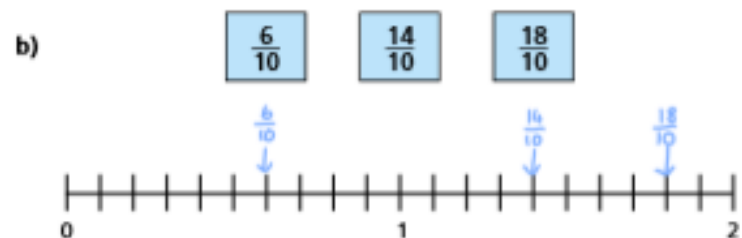
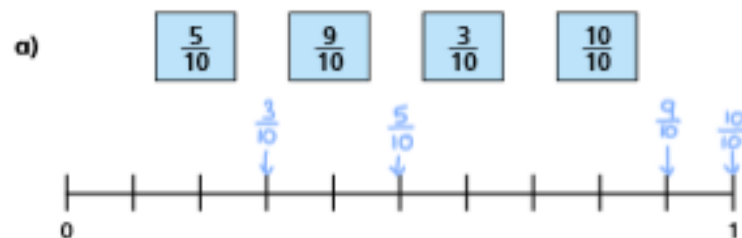


4 What fraction is each arrow pointing to?

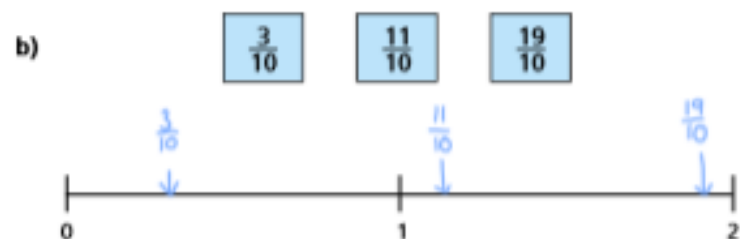
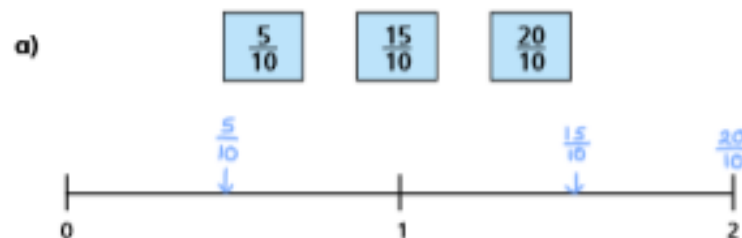


A = $\frac{1}{10}$ B = $\frac{5}{10}$ C = $\frac{8}{10}$

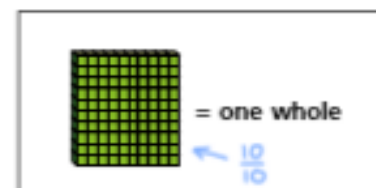
- 5 Write the fractions in the correct places on the number lines.



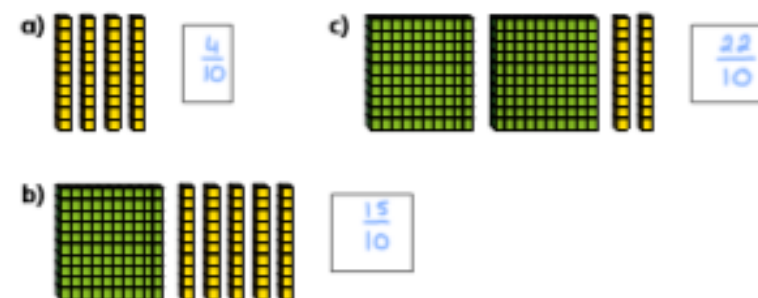
- 6 Draw and label arrows to estimate the position of the fractions on the number lines.



7



What number is represented in each picture?



- 8 Whitney is thinking of a fraction.



My fraction is more than one whole but less than 2
My fraction has an odd number as the numerator.

What could Whitney's fraction be?

List all the possible fractions.

$\frac{11}{10}$ $\frac{13}{10}$ $\frac{15}{10}$ $\frac{17}{10}$ $\frac{19}{10}$

Compare answers with a partner.

FRIDAY MATHS – Dip and Pick Card 14 – Answers

$$660 + ? = 850$$

$$850 - 660 = 90$$

$$660 + 90 = 850$$

Marín's number is 90.

The multiples of 5 between 76 and 141 that are odd are:
85, 95, 105, 115, 125, 135.

But only these numbers digits
add up to an odd number:
85, 115 and 135.

$$434 - 50 = 384$$

Marín picked the
number 384.

One possible approach...

Work in pairs. Have a pile of multiples of 100 and
a separate pile of multiples of 10 face down.
Roll three 1-6 dice to generate a three digit number
e.g. 326. Then choose a multiple of 10 OR multiple of
100 card. You can choose to + or - this to/from your
3 digit number. Then it's your partner's turn.
Whoever is closest to 500 wins a point.
e.g. 361 is closer than 327.

$$434 - 50 = 384$$

Marín picked the number 384.

$$384 + 300 = 684$$

Leighton picked the
number 684.

$$434 - 50 = 384$$

Marín picked the number 384.

$$384 + 300 = 684$$

Leighton picked the number 684.

Marín's number is more.

I know that $75 + 75 = 150$ and so if
Leighton's number is 75 then Marín's
number must be more than 75
if the total is 155.

FRIDAY MATHS

Odd One Out

Pupils may have given different answers. Check that their answer and the reason they have given are valid.

1. (c) because it is the only image that includes diagonal lines.
2. (c) because all the other fraction diagrams represent half.
3. (b) as the total spent on this receipt is £3.01 and the other two are £3.14
4. (d) because all the other clocks show 9.03