Year 3 Home Learning Pack

3 days of learning for when school is closed

Day 1	Day 2	Day 3
✏️ Steve Irwin	✏️ Improve	✏️ Make a book
🔢 × 3	🔢 ÷ 3	🔢 3 times-table
🏭 Steel city	🧲 Magnets	🏭 Sources



Just paper and a pencil. No printer needed.

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For grown-ups: how it works



Paper + pencil
That is all you need.



No printer
Write answers on paper.



20 to 40 min
for each task.



Pick a level
★ easier
★★ Year 3
★★★ harder



Do what you can
You do not need to finish everything.



Bring it back
Bring work to school when we open.

3 easy steps

1 Go to today's page → **2** Do the tasks in order → **3** Tick ☐ when done

🔗 Website links are a bonus. Every task works without them.

💬 History talks about lost jobs (Day 1) and the war (Day 3). Keep it calm and simple.

Day 1: today's plan

	Reading: Steve Irwin	☐
	Writing: the last paragraph	☐
	Break	☐
	Maths: multiply by 3	☐
	Active: animal workout	☐
	History: The Gates Close	☐

📖 Day 1 Reading: Steve Irwin, Wildlife Warrior

⏰ **30 min** ✏️ paper, pencil

🔤 Key words	
legacy	what a person leaves behind that helps people after they die
conservation	looking after animals and wild places
endangered	an animal that could die out forever
Wildlife Warriors	a group Steve started to help animals

Read this text. You can read it with a grown-up.

Steve Irwin was born in Australia in 1962. His mum and dad ran a small park for reptiles and other animals. As a child, Steve learned to look after snakes, lizards and crocodiles.

In 1991, Steve took over the park from his parents. Later, he changed its name to Australia Zoo. He wanted it to be the best zoo in the world.

Steve became famous on TV. His show was called *The Crocodile Hunter*. Millions of people around the world watched it. Steve was loud, happy and full of energy. He wanted everyone to love animals as much as he did.

In 2002, Steve and his wife, Terri, started a group called **Wildlife Warriors**. It helps injured animals and animals that are endangered.

Sadly, in 2006, Steve died in an accident with a stingray while he was filming in the sea. People all over the world were very sad.

Steve's legacy lives on. His wife and his children, Bindi and Robert, still run Australia Zoo. The road next to the zoo is now called Steve Irwin Way. Today, Wildlife Warriors still helps animals around the world.

★ Getting Started

Read the first and last parts with a grown-up.

1. Where was Steve born?
2. Which animal was Steve's TV show about? Draw it.
3. Who runs Australia Zoo now?
4. Tell a grown-up one way Steve helped animals.

★★ Keep Going

1. When did Steve take over the park from his parents?
2. What was the name of Steve's TV show?
3. What does Wildlife Warriors do?
4. Find and copy one word that tells you Steve's death was sad news.
5. Why do you think millions of people watched Steve's show?

★★★ Challenge

1. What does the word **legacy** mean? Give two parts of Steve's legacy from the text.
2. "Steve was loud, happy and full of energy." Is this a fact or an opinion? Explain how you know.
3. Sum up Steve's life in no more than 20 words.
4. Which fact will help you most with your writing today? Why?

🔗 Bonus links (optional)

- https://www.twinkl.com/teaching-wiki/steve-irwin
  Twinkl Teaching Wiki: a short fact page about Steve Irwin's life and work.

✏️ Day 1 Writing: the final paragraph

⏰ **40 min** ✏️ paper, pencil

Write the last part of your Steve Irwin biography. Subheading: **How he will be remembered**.

🔤 Key words	
biography	a true story of a person's life, written by someone else
subheading	a small title for one part of the writing
fronted adverbial	words at the start of a sentence that tell you when, where or how. Put a comma after them.
conjunction	a joining word, like because, when, if, while
past tense	it has already happened: he worked, he helped, he died

Fact bank

- Steve died in 2006, in an accident with a stingray.
- People all over the world were very sad.
- His family still runs Australia Zoo.
- Wildlife Warriors still helps animals.
- The road next to the zoo is called Steve Irwin Way.
- He taught millions of people to care about animals.

Useful sentence starters: Sadly, ... / In 2006, ... / After he died, ... / Today, ... / Even now, ...

Useful conjunctions: because, when, while, if, so

★ Getting Started

Draw Steve with an animal. Then say each sentence out loud before you write it.

1. Sadly, Steve died in _____.
2. People were sad because _____.
3. Today, his family _____.
4. People remember Steve because _____.

★★ Keep Going

Write your paragraph with the subheading **How he will be remembered**. Write 5 or 6 sentences.

Check you have:

1. used the past tense and he/his (not I or my)
2. used at least **two fronted adverbials** with a comma, like *Sadly,* or *Today,*
3. used at least **two conjunctions**, like *because* or *when*
4. used capital letters and full stops

★★★ Challenge

Do everything at ★★ Keep Going, and also:

- Start one sentence with a conjunction: *Because Steve was so famous, ...*
- Use one of our words: **famous, important, knowledge, peculiar**.
- Make your last sentence link back to Steve as a child. For example: *The little boy who loved crocodiles ...*

🔗 Bonus links (optional)

- https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3
  BBC Bitesize: What are fronted adverbials? A short video and quiz.
- https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3
  BBC Bitesize: What are subordinating conjunctions? A short video and quiz.

🔢 Day 1 Maths: Multiply by 3

⏰ **30–40 min** ✏️ paper, pencil, small things to count (pasta, buttons)

🔤 Key words

equal groups	groups that all have the same number in them
multiply (×)	add equal groups. 4 × 3 means 4 groups of 3
multiple	a number in a times-table: 3, 6, 9, 12 ...
altogether	the total amount

Remember

4 groups of 3 → 3 + 3 + 3 + 3 = 12 → **4 × 3 = 12**

If you know 5 × 3 = 15, then 6 × 3 is just 3 more: 15 + 3 = 18.

★ Getting Started

Use small things, or draw dots.

1. Make 2 groups of 3. How many altogether?
2. Make 4 groups of 3. Count them. Finish: 3 + 3 + 3 + 3 = ___
3. Make 5 groups of 3. How many altogether?
4. Count in 3s with a grown-up: 3, 6, 9 ... up to 30. Clap on each number.

★★ Keep Going

1. There are 6 towers. Each tower has 3 cubes. Write an addition and a multiplication to show this.
2. Tiny has 7 bags with 3 apples in each. Eva has 3 bags with 7 apples in each. How many apples does each person have? What do you notice?
3. 5 × 3 = 15. Use this to work out 6 × 3 and 7 × 3.
4. A tricycle has 3 wheels. How many wheels are on 8 tricycles? Draw a bar model.
5. Work out: 3 × 3 = ___ 9 × 3 = ___ 10 × 3 = ___ 11 × 3 = ___

★★★ Challenge

1. Which of these work out 6 × 3? Write them all, then explain.
   5 × 3 + 6 5 × 3 + 3 15 + 3 15 + 6 3 × 6
2. Find three different ways to work out 8 × 3.
3. Some chairs are in rows of 3. There are more than 20 chairs and fewer than 30. The number of chairs is even. How many chairs are there? Explain how you know.

🔗 Bonus links (optional)

- https://www.thenational.academy/teachers/programmes/maths-primary-ks2/units/represent-counting-in-threes-and-sixes-as-the-3-and-6-times-tables/lessons/represent-counting-in-threes-as-the-3-times-table
  Oak National Academy: a free video lesson on counting in 3s and the 3 times-table.
- https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-times-table/z6sw382
  BBC Supermovers: a 3 times-table song and dance to get you moving.

🏃 Day 1 Active: Wildlife Warrior workout

⏰ **20 min** ✏️ some space

Do each move. Rest. Do it all **3 times**.

1. **Crocodile snaps:** stretch your arms out long. Clap them together like a crocodile's mouth. 10 times.
2. **Kangaroo jumps:** jump forwards with both feet together. 10 jumps.
3. **Koala climb:** march on the spot and lift your knees high, like climbing a tree. Count to 20.
4. **Snake stretch:** lie on your tummy. Push up with your hands and look up. Hold for 5 seconds. Do it 3 times.
5. **Lizard freeze:** walk slowly round the room. When a grown-up says "freeze", stay very still!

Calm down

Sit down. Breathe in slowly through your nose for 4. Breathe out slowly for 4. Do this 5 times.

Think: which animal move was the hardest? Which was the most fun?

🏭 Day 1 History: The Gates Close

⏰ **30–40 min** ✏️ paper, pencil

Our question: **How has the City of Steel changed over time?** Today: Sheffield in the 1980s.

🔤 Key words	
steelworks	a big factory where steel is made
demand	how much people want to buy something
unemployed	not having a job
strike	when workers stop work to ask for something, like better pay
munitions	weapons and bombs made for a war

Quick quiz: put these in order, oldest first

Sheffield in the Second World War (1940) • Victorian Sheffield (about 1860) • Sheffield in the 1980s

The story of Sam (a made-up family, based on real history)

Sam Hartley is 8. It is the 1980s. Sam's dad works at a steelworks. So did Grandad, and Great-Grandad too.

One day, Sam finds an old photograph in a drawer. It shows lots of men in front of a huge steelworks. "That's your great-grandad," says Grandad. "Everyone worked in steel back then."

Next, Sam finds an old tin. Inside is a gas mask. "That's from the war," says Grandad. "Sheffield made steel for ships, tanks and munitions. We worked day and night."

Then Dad comes home. He is quiet. He is holding a brown envelope. The letter says the steelworks will close. Dad's job will end. Lots of Dad's friends will lose their jobs too.

Sam walks past the steelworks the next week. The big gates are closed with a chain.

Why did steelworks close?

- There were several reasons. Other countries could make steel more cheaply.
- People around the world were buying less steel.
- The government, led by Prime Minister Margaret Thatcher, decided to close some steelworks.
- In 1980, many steelworkers went on strike. This was mostly about pay. Many jobs were lost in the years around it.

★ Getting Started

1. Draw Dad's face when he reads the letter.
2. Choose a feeling word: **sad, worried, angry, shocked**. Say or write: "Dad feels ___ because ___."
3. Draw one thing that could help Sam's family.

★★ Keep Going

1. Write 3 sentences: "Dad feels ... because ...". Use a different feeling each time.
2. What would help Sam's family? What would help the whole city of Sheffield? Write one idea for each.
3. Steel was used for different things at different times. Write one thing Sheffield made in Victorian times, and one thing in the war.

★★★ Challenge

1. Give two reasons why many steelworks closed in the 1980s.
2. Explain how the **demand** for steel changed from the war to the 1980s.
3. Write two questions you would like to ask Sam's grandad.

🔗 Bonus links (optional)

- https://www.sheffieldmuseums.org.uk/learning/schools/workshops/steel-city-half-day-kelham-island-museum
  Sheffield Museums: Kelham Island Museum, which tells the story of Sheffield's steel and its workers.

Day 2: today's plan

	Reading: Mary Anning	☐
	Writing: check and improve	☐
	Break	☐
	Maths: divide by 3	☐
	Active: push and pull games	☐
	Science: magnets	☐

📖 Day 2 Reading: Mary Anning, fossil hunter

⏰ **30 min** ✏️ paper, pencil

🔤 Key words	
fossil	the shape of a plant or animal from long ago, kept in rock
palaeontologist	a scientist who studies fossils
discovery	finding something for the first time
skeleton	all the bones of a body

Mary Anning

Childhood

Mary Anning was born in 1799 in Lyme Regis, a town by the sea in Dorset, England. Her family was poor. Her father made furniture, and he also sold fossils to visitors. He took Mary and her brother, Joseph, to look for fossils on the beach. Sadly, her father died when Mary was still a child.

Amazing discoveries

When Mary was about 12, she and Joseph found the skull of a huge sea reptile called an ichthyosaur. Later, Mary dug out the rest of its skeleton. In 1823, she found the first complete skeleton of a plesiosaur, a sea reptile with a very long neck. She also found a flying reptile.

How she is remembered

Mary knew more about fossils than many scientists. But at that time, women were not allowed to join the scientists' clubs. Some scientists used her discoveries without saying her name. Mary died in 1847. Today, she is famous as one of the first palaeontologists. In 2024, a statue of Mary was put up in Lyme Regis. I think she is one of the most interesting scientists who ever lived.

★ Getting Started

1. Where was Mary born?
2. What did Mary look for on the beach?
3. Draw a fossil that Mary found. Label it.
4. Point to the subheadings. Tell a grown-up why a biography has subheadings.

★★ Keep Going

1. What year was Mary born?
2. What did Mary and Joseph find when Mary was about 12?
3. Why were some scientists unfair to Mary?
4. Find two features of a biography in this text. (Think: subheadings, dates, past tense, he/she, in time order.)
5. Find one sentence that is an opinion, not a fact. Copy it.

★★★ Challenge

1. How is Mary's life like Steve Irwin's life? How is it different? Give one of each.
2. Why do you think it took a long time for Mary to become famous?
3. The last sentence uses "I think". Should a biography include the writer's opinion? Explain your view.
4. Write a new subheading for the second part of the text. Explain why it is a good one.

🔗 Bonus links (optional)

- https://www.twinkl.com/teaching-wiki/mary-anning
  Twinkl Teaching Wiki: who was Mary Anning? Includes a timeline of her life.

✏️ Day 2 Writing: revise and improve

⏰ **30–40 min** ✏️ your Day 1 paragraph, pencil

Be an editor! **First** fix the paragraph below. **Then** improve your own.

🔤 Key words	
revise	change your writing to make it better
edit	find and fix mistakes
up-level	change words or sentences so they are more interesting

Fix this paragraph. It has lots of mistakes!

how he will be remembered

steve irwin is famous. In 2006 he die in a accident. i was sad. people remember him. his family still runs australia zoo. he loves crocodiles.

Editor's checklist

- Capital letters for names and at the start of sentences
- Full stops at the end of sentences
- Past tense: is → was, die → died, loves → loved
- Third person: he, his, people (not I or my)
- A comma after a fronted adverbial: *In 2006,*

★ Getting Started

1. Read the paragraph with a grown-up. Find the words that need a capital letter.
2. Write the first 3 sentences again with capital letters and full stops.
3. Read your own paragraph from yesterday. Add one missing capital letter or full stop.

★★ Keep Going

1. Write the whole paragraph again, with no mistakes. Use the checklist.
2. Read your own paragraph from yesterday. Use the checklist to fix any mistakes.
3. Up-level 3 of your sentences. Add a fronted adverbial, a conjunction or a better word.

★★★ Challenge

1. Rewrite the paragraph so it sounds like a real biography. You can add facts from the Day 1 reading.
2. Improve your own paragraph. Try to use a range of sentence openers, so no two sentences start the same way.
3. Write a note to yourself: what is the best change you made, and why does it make your writing better?

🔗 Bonus links (optional)

- https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3
  BBC Bitesize: fronted adverbials. Watch again if you want more ideas for sentence openers.

🔢 Day 2 Maths: Divide by 3

⏰ **30–40 min** ✏️ paper, pencil, small things to count

🔤 Key words

divide (÷)	split into equal groups
sharing	share the things out equally into 3 groups. How many in each group?
grouping	put the things into groups of 3. How many groups?
inverse	the opposite. Multiply to check a division: 15 ÷ 3 = 5, so 5 × 3 = 15

Remember

Sharing: 12 sweets shared between 3 children → 4 each → 12 ÷ 3 = 4

Grouping: 12 sweets put into bags of 3 → 4 bags → 12 ÷ 3 = 4

The answer is the same, but it means something different!

★ Getting Started

Use small things, or draw dots and circles.

1. Draw 3 circles (plates). Share 12 dots between them, one at a time. How many on each plate?
2. Share 15 between 3 plates. How many on each plate?
3. Take 9 things. Put them into groups of 3. How many groups?
4. Take 6 socks. Put them into groups of 3. How many groups?

★★ Keep Going

1. 18 strawberries are shared between 3 plates. How many on each plate? Is this sharing or grouping?
2. Aisha puts 24 balloons into bunches of 3. How many bunches can she make?
3. Hair bands come in packs of 3. There are 21 hair bands. How many packs are there?
4. 30 grapes are shared equally between 3 children. How many does each child get?
5. Draw a bar model to show 27 ÷ 3 = 9.
6. Check one of your answers by multiplying.

★★★ Challenge

1. Tiny counts back in 3s from 12 on a number line and says: "12 is not a multiple of 3 because I did not get to 0." Do you agree? Explain.
2. Write two number stories for 15 ÷ 3 = 5. Make one about sharing and one about grouping. Draw a picture for each.
3. Brett has 18 seeds. He plants 3 seeds in each pot. How many pots does he need? Draw a bar model.
4. Work out 36 ÷ 3. Hint: what is 30 ÷ 3? What is 6 ÷ 3?

🔗 Bonus links (optional)

- https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zk6vn9q
  BBC Bitesize: the 3 times-table and its division facts, with a video and quiz.
- https://www.topmarks.co.uk/maths-games/hit-the-button
  Topmarks Hit the Button: choose "Division facts" and then "÷ 3" for a quick game.

🏃 Day 2 Active: Push and pull games

⏰ **20 min** ✏️ a wall, a cushion, a towel

Shout **"push!"** or **"pull!"** as you move.

1. **Wall push:** stand an arm's length from a wall. Put your hands on it and bend your arms, then push away. Do 10.
2. **Cushion push:** crawl and push a cushion across the floor with your head or hands. Push it there and back 3 times.
3. **Towel pull:** sit on the floor. A grown-up holds one end of a towel, you hold the other. Pull gently. Who moves? Take turns.
4. **Rowing boat:** sit with your legs out. Pull your arms back like rowing a boat, then push them forwards. Do 20.
5. **Push or pull? Freeze game:** a grown-up calls out "open a door", "kick a ball" or "pull a sledge". Act it out and shout "push!" or "pull!"

Calm down

Lie on the floor. Push your feet down into the floor, hard. Count to 5. Then relax and go floppy. Do this 3 times.

🧲 Day 2 Science: Forces you cannot see

⏰ **30–40 min** ✏️ paper, pencil. A fridge magnet if you have one.

Some forces work **without touching**. Let's find out!

🔤 Key words	
force	a push or a pull
contact force	a force where the objects touch, like kicking a ball
non-contact force	a force that works without touching, like a magnet
attract	pull towards
repel	push away
magnet	an object that can pull some metals towards it

Did you know?

- A magnet can pull some metals towards it without touching them. Magnetism is a **non-contact force**.
- Two magnets can **attract** (pull together) or **repel** (push apart).
- Gravity is another non-contact force. It pulls things down to the ground.

Investigate!

If you have a fridge magnet:

1. Put a paperclip (or a key) on the table.
2. Move the magnet slowly towards it. Stop when the paperclip moves. Did they touch first?
3. Put a sheet of paper between the magnet and the paperclip. Does the magnet still work?
4. Test 5 things in your home. Which does the magnet attract?

Stay safe: keep magnets away from phones and bank cards. Never put a magnet in your mouth.

If you do not have a magnet:

1. Hold a sock up high and let go. What pulls it down? Did anything touch it?
2. Think about fridge magnets in shops or in a friend's home. How do they hold paper on a fridge?

Your task

1. Draw two columns: **Contact force** and **Non-contact force**. Sort these into your columns:
   kicking a ball • a magnet pulling a paperclip • opening a door • an apple falling from a tree • pushing a pram • two magnets pushing apart
2. Draw a diagram of what happened in your investigation. Use arrows to show the pull. Label it with **attract**.
3. Write one sentence: "A magnet is a non-contact force because ..."

Support: talk about each one first. Ask: "Do they touch?" Draw instead of writing if you like.

Challenge: explain the difference between contact and non-contact forces. Give your own example of each.

🔗 Bonus links (optional)

- https://www.thenational.academy/pupils/programmes/science-primary-year-3/units/simple-forces-including-magnets/lessons
  Oak National Academy: Year 3 forces and magnets lessons. Choose "Magnetic force at a distance".
- https://www.bbc.co.uk/bitesize/topics/znmmn39/articles/zhj9r2p
  BBC Bitesize: What are magnets? A short video about attract and repel.

Day 3: today's plan

	Reading: The Women of Steel	☐
	Writing: make your book	☐
	Break	☐
	Maths: the 3 times-table	☐
	Active: count in 3s	☐
	History: looking at sources	☐

📖 Day 3 Reading: The Women of Steel

⏰ **30 min** ✏️ paper, pencil

🔤 Key words	
war	a big fight between countries
statue	a model of a person, made from metal or stone
shift	the hours a person works in one go
honour	to show respect and say thank you

The Women of Steel

There were two World Wars in the last century. In both wars, many men from Sheffield went away to fight. Who would make the steel now?

The women of Sheffield did! Thousands of women went to work in the steelworks and factories. They made steel for shells, tanks, ships and aeroplanes. The work was hot, noisy and dangerous. They worked long shifts, in the day and at night. Many of them also looked after children at home.

When the wars ended, the men came home. Many women had to leave their jobs. For a very long time, nobody said thank you to them.

Many years later, a group of these women, now very old, asked for a statue to remember their work. People in Sheffield gave lots of money. In June 2016, the **Women of Steel** statue was put up outside Sheffield City Hall. It shows two women steelworkers standing side by side. More than 100 Women of Steel came to see it.

★ Getting Started

1. Who made the steel when the men went away to war?
2. Was the work easy or hard? Find a word in the text that tells you.
3. Where is the statue?
4. Draw the statue. Two women, side by side.

★★ Keep Going

1. Name three things the women made steel for.
2. Find and copy three words that describe the work in the steelworks.
3. What happened to many women's jobs after the wars?
4. When was the statue put up?
5. Why do you think the women wanted a statue?

★★★ Challenge

1. "For a very long time, nobody said thank you to them." How do you think the women felt? Explain using the text.
2. Why do you think the statue shows two women standing side by side?
3. This text links to our History question. How does it show that Sheffield changed over time?
4. Write a short speech to say thank you to the Women of Steel.

🔗 Bonus links (optional)

- https://www.sheffield.gov.uk/planning-development/public-art-projects Sheffield City Council: public art in Sheffield, including the Women of Steel statue.

✏️ Day 3 Writing: publish your biography

⏰ **40 min** ✏️ paper, pencil, colours if you have them

Make your own biography book.

🔤 Key words	
publish	make a neat, final copy for other people to read
blurb	the writing on the back of a book. It tells you what the book is about
cover	the front of the book, with the title and a picture

How to make your book

1. Fold a piece of paper in half, like a book.
2. **Front:** write the title **Steve Irwin**, and draw Steve with an animal.
3. **Inside:** write your best copy of yesterday's improved paragraph. Use your neatest handwriting.
4. **Back:** write your blurb.

★ Getting Started

1. Make the front cover. Draw Steve and a crocodile.
2. Copy one or two of your best sentences inside.
3. Blurb: finish this sentence. "This book is about Steve Irwin, who _____."

★★ Keep Going

1. Make the front cover and copy your whole paragraph inside, neatly.
2. Write a blurb of 3 or 4 sentences. Start with a question to hook the reader, like *Have you ever met a crocodile?*
3. Read your book to someone at home.

★★★ Challenge

1. Do everything at ★★ Keep Going.
2. Add an "About the author" box on the back. Write about yourself in the third person: *The author loves ...*
3. Add a short review quote: "*An amazing story!*" *said ...* (you could ask someone at home).

🔗 Bonus links (optional)

- https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3
  BBC Bitesize: subordinating conjunctions. Useful for a final check of your sentences.

🔢 Day 3 Maths: The 3 times-table

⏰ **30–40 min** ✏️ paper, pencil

🔤 Key words	
fact family	the multiplication and division facts that use the same three numbers
product	the answer when you multiply
< and >	less than and greater than. = means equal to

The 3 times-table

1 × 3 = 3 2 × 3 = 6 3 × 3 = 9 4 × 3 = 12 5 × 3 = 15 6 × 3 = 18
7 × 3 = 21 8 × 3 = 24 9 × 3 = 27 10 × 3 = 30 11 × 3 = 33 12 × 3 = 36

Fact family: 4 × 3 = 12 3 × 4 = 12 12 ÷ 3 = 4 12 ÷ 4 = 3

★ Getting Started

1. Say the 3 times-table with a grown-up. Clap on each answer.
2. Copy and fill in: 3, 6, ___, 12, ___, 18, ___, 24, ___, 30
3. A triangle has 3 sides. Draw 4 triangles. How many sides altogether?
4. Draw 2 groups of 3 stars. Write the multiplication.

★★ Keep Going

1. Fill in the missing numbers:
   1 × 3 = ___ 9 × 3 = ___ 2 × ___ = 6
   24 = ___ × 3 ___ = 5 × 3 ___ × 3 = 21
2. Write the fact family for 3 × 6 = 18.
3. Write <, > or =:
   9 × 3 ___ 2 × 3 6 × 3 ___ 5 × 3 + 1 × 3 5 × 3 + 2 × 3 ___ 7 × 3 + 1 × 3
4. 8 children go to the cinema. One ticket costs £3. How much does it cost altogether?

★★★ Challenge

1. Start this rhythm: clap, clap, click, clap, clap, click ... What will you do on the 15th beat? What about the 20th beat? Explain how you know without counting every beat.
2. How many ways can you find the product of 15 and 3? Show at least two.
3. Is this always, sometimes or never true? "Multiples of 3 are odd numbers." Explain with examples.

🔗 Bonus links (optional)

- https://www.topmarks.co.uk/maths-games/hit-the-button
  Topmarks Hit the Button: choose "Times tables" and then "× 3". How many can you get in one minute?
- https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zk6vn9q
  BBC Bitesize: the 3 times-table, with a quiz.

🚶 Day 3 Active: Count in 3s and calm

⏰ **20 min** ✏️ some space

Part 1: Moving 3s

1. Count in 3s up to 36. On each number, do a star jump.
2. Now count back from 36 to 0. On each number, touch your toes.
3. **Fizz game:** count from 1 to 30 with a grown-up. On every multiple of 3, jump and shout "Fizz!" instead of the number.

Part 2: Calm

5, 4, 3, 2, 1

Sit somewhere comfy. Look around and find:

- **5** things you can see
- **4** things you can touch
- **3** things you can hear
- **2** things you can smell
- **1** slow, deep breath

🔗 Bonus links (optional)

- https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-times-table/z6sw382
  BBC Supermovers: the 3 times-table song and dance.

🏭 Day 3 History: Looking at sources

⏰ **30–40 min** ✏️ paper, pencil

Be a historian! Use clues from the past.

🔤 Key words	
source	something that tells us about the past
primary source	made at the time, like a photo taken in 1940 or a worker's helmet
secondary source	made later, about the past, like a history book written today
fact	something that is true and can be checked
opinion	what someone thinks or feels

What we know

- In the Second World War, Sheffield made steel for shells, tanks, ships and parts for aeroplanes.
- Because Sheffield made so much steel for the war, it was a target. In December 1940, enemy planes dropped bombs on Sheffield. This is called the Sheffield Blitz.
- In the 1980s, many steelworks closed. Steel could be made more cheaply in other countries, less steel was being bought, and the government decided to close some works.

Task 1: Primary or secondary?

Write each source in the right list:

- a photograph taken in 1940
- a letter a steelworker wrote in 1980
- a history book written in 2020
- a steelworker's helmet from the 1970s
- a website about the Blitz, written this year
- this home learning pack

Task 2: Fact or opinion?

Write F for fact or O for opinion:

1. Bombs fell on Sheffield in December 1940.
2. The Women of Steel were the bravest people in Sheffield.
3. Sheffield made steel for ships and tanks.
4. Working in a steelworks was the worst job ever.
5. Many steelworks closed in the 1980s.
6. Steel is the most important thing in the world.

Task 3: Answer the big questions

Support: do Tasks 1 and 2 by talking with a grown-up. Then finish: "Sheffield was a target in the war because ..."

Keep going: write 2 or 3 sentences: Why was Sheffield a target in the war? Why did many steelworks close in the 1980s?

Challenge: which source from Task 1 would be most useful for our question, "How has the City of Steel changed over time?" Explain why. Then find the opinion words in Task 2 (like *bravest*).

🔗 Bonus links (optional)

- https://www.sheffield.gov.uk/planning-development/public-art-projects Sheffield City Council: about the Women of Steel statue, a way Sheffield remembers its steel history.

Well done! You have finished the pack. Please keep your work safe and bring it to school when we are back.