



Cotsford  
Primary School

Cotsford Primary School

Home learning

Year 3/4

Autumn 2

## Lesson 1 and 2

The River by Valerie Bloom

# The River

The River's a wanderer,  
A nomad, a tramp,  
He doesn't choose one place  
To set up his camp.

The River's a wander,  
Through valley and hill  
He twists and he turns,  
He just cannot be still.

The River's a hoarder,  
And he buries down deep  
Those little treasures  
That he wants to keep.

The River's a baby,  
He gurgles and hums,  
And sounds like he's happily  
Sucking his thumbs.

The River's a singer,  
As he dances along,  
The countryside echoes  
The notes of his song.

The river's a monster  
Hungry and vexed,  
He's gobbled up trees  
And he'll swallow you next.

### Lesson 1

What words has the poet used for effect?

Highlight verbs (action words) used to describe the river's movement.

What words rhyme?

Which lines in each verse rhyme?

(What is the pattern?)

Do you like or dislike the poem and

### Lesson 2

Write your own poem about rivers.

Remember you don't have to make it rhyme.

# Lesson 3

## River facts

Here is a list of key facts all about rivers. You can find out which is the longest river in the world and what a river is. Read on to find out more.



## What is a river?

Definition of a river: A river is a large natural stream of water flowing in a channel to the sea, a lake, or another stream.

## Synonyms for river.

Other words for river include: stream, waterway, brook, creek (US), tributary, brooklet, riuulet, burn (Scotland), course, beck, will

## Biggest rivers in the World

- 1 Amazon 209,000 m<sup>3</sup>/s
- 2 Ganges 42,470 m<sup>3</sup>/s
- 3 Congo 41,200 m<sup>3</sup>/s
- 4 Orinoco 35,000 m<sup>3</sup>/s
- 5 Yangtze 33,000 m<sup>3</sup>/s
- 6 Madeira 31,200 m<sup>3</sup>/s
- 7 Rio Negro 28,400 m<sup>3</sup>/s
- 8 Parana 25,700 m<sup>3</sup>/s
- 9 Brahmaputra 19,200 m<sup>3</sup>/s
- 10 Yenisei 18,040 m<sup>3</sup>/s

m<sup>3</sup>/s = cubic metres a second

### Interesting fact:

The river Amazon is so big, it is as bigger than the next 5 biggest rivers combined!



## Longest rivers in the World



- 1 Nile 6,650 km
- 2 Amazon 6,400 km
- 3 Yangtse 6,300 km
- 4 Mississippi 6,275 km
- 5 Yenesei 5,539 km
- 6 Yellow 5,464 km
- 7 Ob 5,410 km
- 8 Parana 4,880 km
- 9 Congo 4,700 km
- 10 Amur 4,444 km

## River facts

### List of leisure activities you can do in a river.

Swimming, sailing, canoeing, white water rafting, using motor boats, water skiing, fishing, river cruises, canyoning, boat trips, ice skating (in winter where possible), walking and cycling along the river, eating and drinking overlooking the river.



### What are rivers used for?

Rivers are also used for drinking water, bathing, washing, as a source of food, transporting goods, transporting people, disposing waste, making hydropower, to drive machinery using a water wheel, act as a border and they help with defence.

### How can you cross a river?

Rivers can be crossed by bridges, fords, tunnels, ferries and in London, by a cable car.



## Lesson 3

Read the information on rivers.

Write 5 facts about rivers

## Lesson 4 and 5

Read the journal of a river journey. (day 1,2 and 3)

### River trip journal

**Sunday 16th May 2010**  
**Brazil, South America**

#### Day 1

Today was the first day of my incredible river trip down the Iguazu River. I woke up to a golden sunrise and the sound of exotic birdlife. Full of excitement, my fellow travellers and I ate a delicious breakfast of bananas and corn cakes. I couldn't finish it because of the butterflies in my stomach!

We began our journey in a small, wooden boat. It smelt of river water but was very comfortable. I grabbed an oar and rowed gently down the river. The waters were calm here, so the rowing was easy. It gave me a chance to really take in the beautiful surroundings.

The river cut through a rainforest teeming with life! Above our heads flew rainbow-coloured birds with loud, musical calls. On the lush, green river banks, we spotted stunning pink and yellow flowers and soft tufts of graminea grass. To my surprise, I even caught a glimpse of a caiman in the river! At first, I thought it was a rock because of its green, bumpy camouflage. Our guide told us not to worry as it was small and was a long way from our boat! After an amazing first day, we set up camp in the hot, humid rainforest.

#### Day 2

Our rest day by the river was magical. We fished in the river for hours but we were never bored. The song of the rainforest entertained us and each tug on the fishing rod filled me with hope and excitement. Back at the camp, and feeling rather sweaty, I helped to prepare a tasty dinner of golden corn cakes and white fish called dorado. As we cooked on an open fire, the scent of smoky fish wafted through our camp, making our mouths water! It must have attracted some animal interest too, as we had a visit from a cheeky coati racoon. It had rusty brown fur, a stripy tail, a long nose and beady black eyes.





One of the visitors fed it some corn, but our guide shooed it away. She said we mustn't encourage them to eat human food.

After dinner, we sat around the fire and told each other stories. One of our group members even sang and played guitar. The music was like a lullaby and soon made me very sleepy. I crawled back to my cosy tent, but my sleep didn't last long. I was woken up by the high-pitched buzzing of a mosquito and then I felt the sharp stab of its bite.

I am still scratching my swollen bites. I hope I can get some cream to help the itching tomorrow.

### Day 3

Today was unforgettable! We travelled further down the river and watched it widen towards the famous Iguazu Falls. I have always wanted to come here, so my dream has come true! As we neared the falls, I could hear the gushing roar of the waterfall getting louder and louder. The ripples on the water's surface became more like waves and the boat was moving faster. My heart beat like a drum as I helped steer the boat through the rapids.

On the river banks, I could see brightly-coloured butterflies and birds. I even spotted a toucan – the most famous bird of South America (in my opinion!). Its huge bill was orange with a curved, black tip. I think it saw me looking, as it turned its head and fixed me with its blue eye. With a loud croak, it flew away into the trees. Amazing!

The waterfalls were gigantic and breathtaking. Huge amounts of water crashed down from the wide rocks above, and a stunning rainbow was created in the water spray. I could smell the freshness of the water and felt as though I was standing in a very cold power shower!

My journey down the river was over, but I have taken away wonderful sights, sounds and smells that I will treasure forever. Well, apart from the itchy mosquito bites!



**First day activity** – create a plan for your own journey along the river. You can draw or write what you are going to do on each day. Remember to include interesting words. Think about the things you might see, hear, smell, touch or even taste as a traveller journeying along the river. Don't forget to describe the different times of day, the weather and who you are travelling with.

**Second day activity** - Write an imaginary journal documenting your voyage along a river using your plan from yesterday.

## Lesson 6

### Why do people settle by rivers?

Since people began living together in civilised societies, settlements next to rivers have been popular for many reasons.

#### Fresh water

Fresh water is important for daily living. People need fresh water to drink, and to wash their bodies and clothes. The fresh water also attracts animals, such as fish and birds, which people can catch or hunt for food.



#### Farming

The soil next to rivers is rich and fertile, making the land perfect for farming. Crops can be grown in the floodplains next to rivers, which can be harvested and used for food or other purposes.



#### Industry

Water-powered machines use the flow of rivers to help power factories so they can make goods. Waterwheels were commonly used during the 18th and 19th centuries to mill flour and grind wood into pulp.



#### Trade

Rivers can be used as a route to travel to other settlements for trade. Boats can carry goods up and down rivers to where they are needed.

#### Defence

Settlements built next to rivers have added protection. A wide, deep river is better than a wooden wall for keeping invaders out, which makes defending a settlement easier. Iron Age hill forts and medieval castles were built next to rivers for this reason.



Read the information.

Write 5 facts about why people settle near rivers.

## Lesson 7

Complete the information about autumn.

Which months are in autumn?

Interesting Fact 1:

How does the dictionary define autumn?

Clothing you'll need in autumn:



Things you can see in autumn:

Plant life you will see in autumn:

Interesting Fact 2:

Crops which are harvested in autumn:

Animals which hibernate and migrate:

Things you can hear in autumn:

Things to do in autumn:

## Lesson 8

Write a non-fiction text about autumn. Use the information you gathered from yesterday's lesson.

# Lesson 9

Look at this beautiful autumnal scene. Can you write four sentences about the lovely things you can see, using an appropriate preposition? Use the bank of prepositions below to help you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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\_\_\_\_\_

\_\_\_\_\_

- on    next to    through    beside    beneath    over    behind**



# Lesson 10

Draw your own autumn scene and write a short description of what you can see. Use a preposition in every sentence.

The form consists of a large rectangular box at the top, intended for drawing an autumn scene. Below this box are 13 horizontal lines, each spanning the width of the page, intended for writing a short description of the scene. The entire drawing and writing area is enclosed within a single large border.

# Lesson 1

## Pattern Spotting

1. Write the calculations represented below.



$$\square - \square = \square$$



$$\square - \square = \square$$

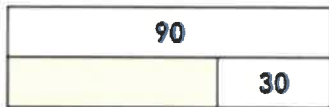
4. Suzette says,

I know that  $5 - 2 = 3$ , so I know that  $50 - 20 = 20$ .



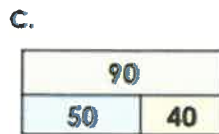
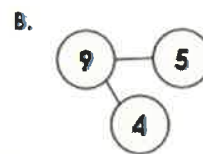
Is she correct? Explain why.

2. Complete the bar models below.



5. Spot the odd one out.

A.  $40 + 50 = 90$



D.  $9 - 4 = 6$

Explain your choice.

3. Connect the calculations to their answer. Fill in the missing numbers.

$6 + 2 =$	$80$
$9 - 4 =$	$5$
$90 - 40 =$	$8$
$60 + 20 =$	$\square$

6. Using only 3 numbers, complete the related fact calculations below.

$$7 - \square = \square$$

$$\square + \square = 7$$

$$70 - \square 0 = \square 0$$

$$\square 0 + \square 0 = \square 0$$

1. Circle the calculations that use the fact six - four = two.

A.  $629 - 400 =$

B.  $565 - 40 =$

C.  $285 - 2 =$

4. Use the clues to find A and B in the function machine.

$215 \rightarrow + A \rightarrow + B \rightarrow 575$

- A is a multiple of one hundred.
- B is a 2-digit multiple of ten.

2. Work out the calculation and circle the correct answer.

$$678 - 50 = \square$$



- 778      628      728      28

5. Using the fact  $5 + 3 = 8$ , which is the odd one out? Explain why.

A.  $115 + 3 =$



B.  $353 + 30 =$



C.  $546 + 30 =$



3. Insert the correct numbers to complete each calculation.

H	T	O	-	<input type="text"/>	=	454
			-	<input type="text"/>	=	294
<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	=	414

6. Mac is thinking of a number.

He subtracts fifty.  
He adds two hundred.  
He adds six.

He does this twice and this is his answer:

H	T	O

What number did he start with?

## Lesson 2

### Pattern Spotting

Each of these castle keys has a number. The numbers are in a pattern, but some have worn off. Investigate what the pattern might be to work out the missing numbers.



Create number pattern challenges for someone in your family.

# Lesson 3

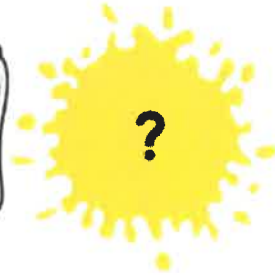
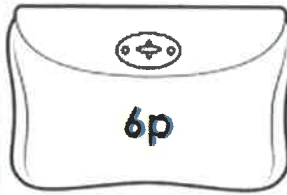
## Bonds to 100 – Tens

1. The frog needs to reach 10. How many more jumps must he make?

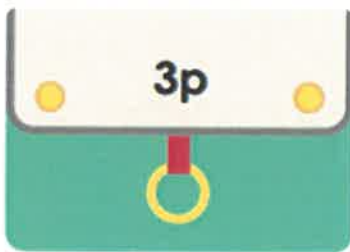


$$4 + \square = 10$$

4. Dan had 10p. He dropped some pennies in the sand. How many did he drop?



2. Lily needs 10p. How many more pennies must she save?



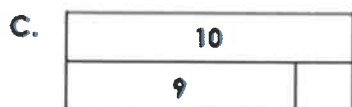
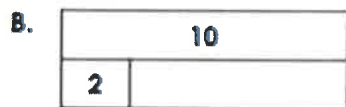
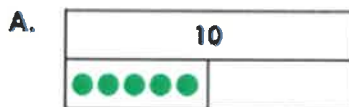
5. Sam needs 10 pens.



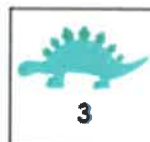
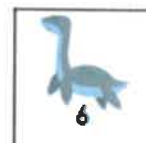
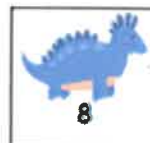
I have 2 pens.  
I need 7 more.

Is he correct? Explain your answer.

3. Complete the bar models.



6. Kim collects cards which are worth points.



She wants to collect 10 points.  
Find 2 answers.



1. Using two different colours, shade the frames to match the number sequence.

A.



forty = thirty + ten

B.



seventy = twenty + fifty

2. Complete the bar model below in words.



4. Use the clues to crack the alien's code.

A.  $\text{⊕} = \square$    B.  $\text{⌘} = \square$    C.  $\text{⊕} = \square$    D.  $\text{⌘} = \square$

$\text{⊕} + \text{⊕} = 80$     $\text{⌘} + \text{⌘} = 100$

$\text{⊕} - \text{⌘} = 10$     $\text{⌘} - \text{⌘} = 20$

5. Circle the incorrect number sentence below.

A. sixty + 10 = seventy

B. twenty + forty = 60

C. thirty = ten + 10

Explain why it is incorrect.

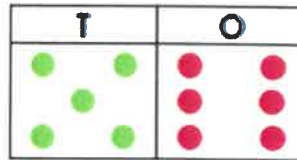
# Lesson 3

## Add 3-Digit Numbers and Tens

1. Add the two numbers below together.

	T	O
	6	3
+		8

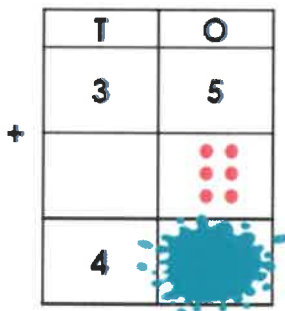
4. Oliver has a number shown below:



Which numbers below can be added to Oliver's to give an answer more than 62?

- A. 6                      B. 9                      C. 8

2. Find the missing digit.



5. When added together, the numbers must total more than 34.

- A. 

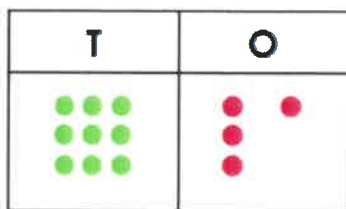
T	O
●	● ● ● ● ●

                      B. 9
- C. 8                      D. 

T	O
●	● ● ● ● ●

Match the numbers above to create two pairs.

3. Circle the incorrect sum that does not equal the answer shown below.



- A.  $88 + 6$                       B.  $84 + 9$                       C.  $89 + 5$

6. Hannah says,



	T	O
	5	3
+		7

will give me an answer above 60.

Is she correct? Prove it.

# Lesson 4

## Subtract Tens from 3 Digits

1. Solve the subtraction calculation:

$$839 - 60$$

H	T	O
100 100 100	10 10 10	1 1 1
100 100 100	10	1 1 1
100 100	10 10 10	1 1 1
	<del>10</del> <del>10</del> <del>10</del>	
	<del>10</del> <del>10</del> <del>10</del>	

4. Cora is calculating the following subtraction:  $628 - 80$ .



She says,



The answer is 620.

Is she correct? Explain your reasoning.

2. A rugby team had 765 fans. They lost 90 after a bad defeat. Use the place value grid to find how many fans were left.

H	T	O
100 100 100	10 10 10	1 1 1
100 100 100	10 10 10	1 1
100		

5. I subtracted a 2-digit number from 944.

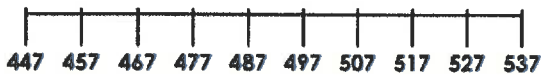
My answer is:

84

What number did I subtract?

Give three possible answers.

3. Match the subtraction number sentences to their answers. Use the number line to help you.



A.  $517 - 40$

457

B.  $537 - 70$

467

C.  $507 - 50$

477

6. Which subtraction is the odd one out? Prove it.

A.  $223 - 30$

H	T	O
100 100	10 10	1 1
		1

B.  $233 - 50$

H	T	O
100 100	10 10	1 1
	10	1

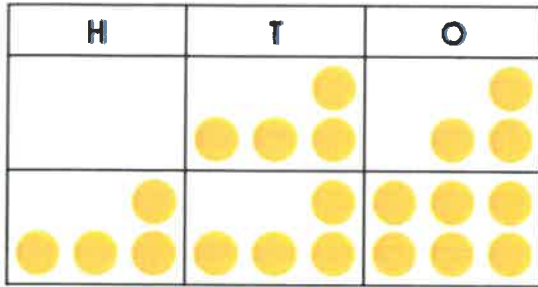
C.  $213 - 20$

H	T	O
100 100	10	1 1
		1

# Lesson 5

## 2-Digit and 3-Digit Numbers

1. Which number sentence matches the image below?

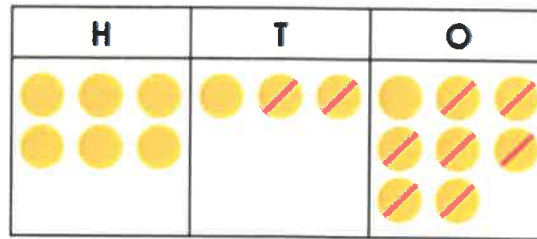


A.  $43 + 446$

B.  $446 - 34$

C.  $446 - 43$

4. Toshan thinks that  $638 - 11 = 627$  is represented below.



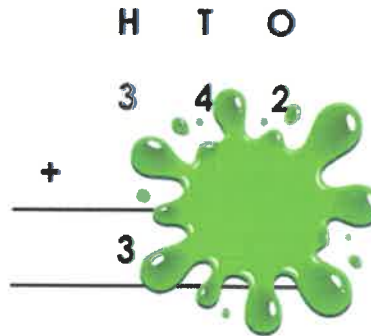
Is he correct? Explain your answer.

2. Write the number sentence that is represented in this place value grid.



\_\_\_\_\_ - \_\_\_\_\_ = 942

5. Fill in the digits covered by the splat to complete the calculation without an exchange.



3. Which number sentence below is incorrect?

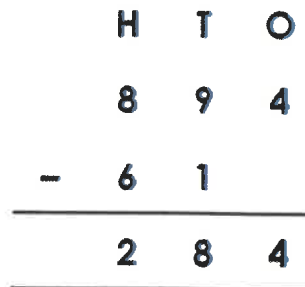
A.  $513 + 73 = 586$

B.  $764 - 42 = 722$

C.  $399 - 28 = 179$

D.  $148 + 51 = 199$

6. Lori has been asked to subtract sixty-one from eight hundred and ninety-four.



Explain her mistake and find the correct answer.



## Lesson 6

$1 \times 2 =$	$2 \times 2 =$	$3 \times 2 =$
$4 \times 2 =$	$5 \times 2 =$	$6 \times 2 =$
$7 \times 2 =$	$8 \times 2 =$	$9 \times 2 =$
$10 \times 2 =$	$11 \times 2 =$	$12 \times 2 =$
$1 \times 5 =$	$2 \times 5 =$	$3 \times 5 =$
$4 \times 5 =$	$5 \times 5 =$	$6 \times 5 =$
$7 \times 5 =$	$8 \times 5 =$	$9 \times 5 =$
$10 \times 5 =$	$11 \times 5 =$	$12 \times 5 =$

I have 3 bags of marbles. Each bag has 2 marbles in. How many marbles do I have altogether?

I have 7 packets of seeds. Each packet has 5 seeds in. How many seeds do I have altogether?

Can you create your own 5 times table questions?

## Lesson 7

$1 \times 5 =$	$2 \times 5 =$	$3 \times 5 =$
$4 \times 5 =$	$5 \times 5 =$	$6 \times 5 =$
$7 \times 5 =$	$8 \times 5 =$	$9 \times 5 =$
$10 \times 5 =$	$11 \times 5 =$	$12 \times 5 =$
$1 \times 10 =$	$2 \times 10 =$	$3 \times 10 =$
$4 \times 10 =$	$5 \times 10 =$	$6 \times 10 =$
$7 \times 10 =$	$8 \times 10 =$	$9 \times 10 =$
$10 \times 10 =$	$11 \times 10 =$	$12 \times 10 =$

I have 6 boxes of toys. Each box has 5 toys in. How many toys do I have altogether?

I have 9 packets of sweets. Each packet has 10 sweets in. How many sweets do I have altogether?

Can you create your own 10 times table questions?

# 3 Times Table Activities

Count in 3s and colour in the grid:

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Work out these answers:


- a)  $3 \times 4 =$  \_\_\_\_\_
- b)  $3 \times 3 =$  \_\_\_\_\_
- c)  $3 \times 5 =$  \_\_\_\_\_
- d)  $3 \times 2 =$  \_\_\_\_\_
- e)  $3 \times 9 =$  \_\_\_\_\_
- f)  $3 \times 6 =$  \_\_\_\_\_
- g)  $3 \times 7 =$  \_\_\_\_\_
- h)  $3 \times 1 =$  \_\_\_\_\_
- i)  $3 \times 11 =$  \_\_\_\_\_
- j)  $3 \times 8 =$  \_\_\_\_\_
- k)  $3 \times 10 =$  \_\_\_\_\_
- l)  $3 \times 12 =$  \_\_\_\_\_

How many pieces of fruit are there?

a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

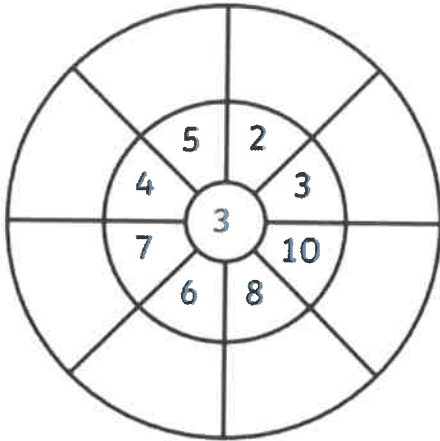
c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

d)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

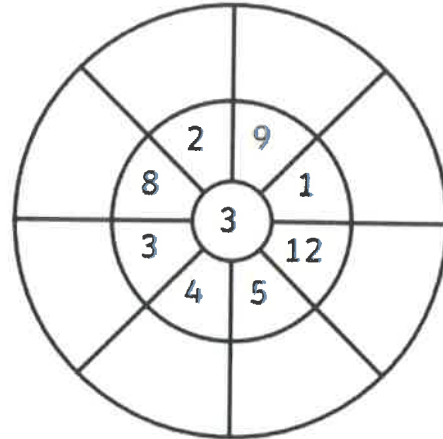
Lesson 9

# 3 Times Table Multiplication Wheels

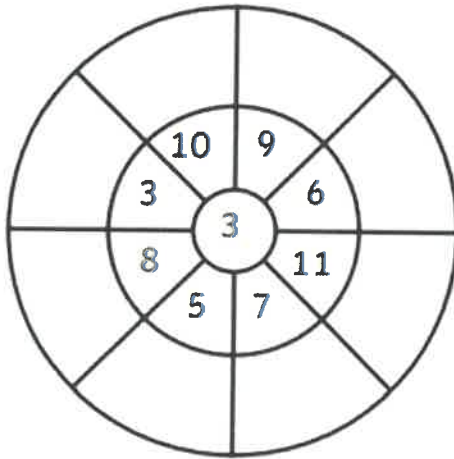
1.



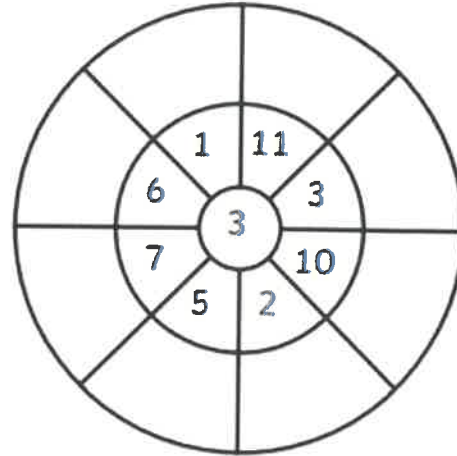
4.



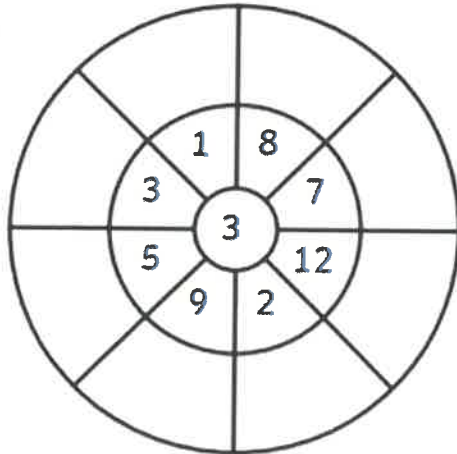
2.



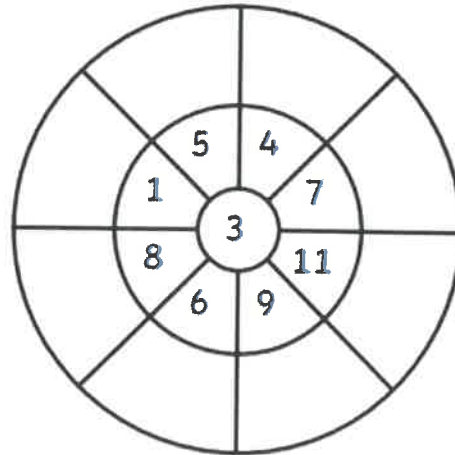
5.



3.



6.





# Times Table Hunt: 2x, 3x, 5x and 10x Table

Detective Dog is on the hunt for some missing numbers from the 2x, 3x, 5x and 10x tables. Can you help him find them?

1.  $2 \times 3 = \bigcirc$

3.  $16 = 8 \times \bigcirc$

8.  $8 \times \bigcirc = 80$

2.  $7 \times \bigcirc = 35$

4.  $4 \times 5 = \bigcirc$

9.  $\bigcirc = 7 \times 5$



5.  $3 \times 10 = \bigcirc$

10.  $36 = \bigcirc \times 3$

6.  $\bigcirc = 11 \times 5$

11.  $\bigcirc \times 2 = 18$

7.  $7 \times 3 = \bigcirc$

12.  $0 \times 5 = \bigcirc$