

Year 3

Work

Booklet

Name: _____

Hi Everyone,

As a team, we know these are challenging times and understand the pressures people are facing at the moment. We have put this booklet together to include a number of different activities for your child/children to follow in the event that school is closed.

The activities are linked to prior learning of the children in class.

There are many other activities you could complete at home with your child. For example:

- Read - share stories/texts together as often as possible;
- Play board games together;
- Bake;
- Play outside;
- Use PE type equipment outdoors e.g. bats, balls, skipping ropes etc;
- Paint a picture;
- Draw;
- Play shops with the items in your cupboard;
- Learn some new card games;
- Build structures with old boxes;
- Make playdough;
- Watch films together and review them;
- Tip your purse out and see how much money there is in there;
- Count your money in your money box.

If the children would like to bring anything they've created to share with us on our return to school that would be great!

Good luck!

Helpful Websites

In addition to the booklet you can find activities on Manga High, TimesTables Rockstars and Purple Mash (all accessed through the school website).

Websites to support your child's learning at home

| Subject | Website |
|------------------|--|
| English | <p>https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar - variety of different activities</p> <p>https://oxfordowl.co.uk - this website will allow you free access to some of the reading books we have read in school. You can sign up for your own free account.</p> <p>https://pobble365.com - daily pictures to inspire writing.</p> <p>https://literacyshed.com - full of lots of short films/animations that the children could use a basis for writing.</p> <p>http://storylineonline.net - children's literacy resource - well-known actors and actresses reading stories with activity packs attached.</p> |
| Maths | <p>https://trockstars.com/</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/ - variety of different activities</p> <p>https://app.mangahigh.com/en-gb/login/student/41975 - Manga High</p> |
| Science | <p>https://www.bbc.co.uk/bitesize/topics/z9339j6 skeleton and muscles</p> <p>https://www.bbc.co.uk/bitesize/topics/zrffr82 - healthy eating</p> <p>https://www.bbc.co.uk/bitesize/topics/zbssgk7 - light and dark</p> <p>https://www.bbc.co.uk/bitesize/topics/zvpp34j/articles/zywcrdm - forces</p> |
| History | <p>https://www.bbc.co.uk/bitesize/topics/zq87xnb activities related to Ancient Egypt.</p> |
| Geography | <p>https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk weather and climate</p> <p>https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7 mapping the world</p> <p>https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr longitude and latitude</p> |
| PSHE | <p>https://www.youtube.com/user/CosmicKidsYoga - yoga and mindfulness for children to follow.</p> |
| Art | <p>https://www.youtube.com/watch?v=kPSSREfRH9o - lots of different tutorials for the children to follow.</p> |

Handwriting

Here is how we form our letters in year three at Great Crosby. All lower case letters start from the line and join at the top of the next letter. Capital letters start from different places. Have a practice!

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O o

P p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y Z z

grate

great

grown

groan

plain

plane

peace

piece

rain

reign

dislike

disobey

discourage

discover

disappear

dishonest

disallow

disbelieve

disapprove

discontinue

gardener

gardening

limited

limiting

offered

offering

benefited

benefiting

focused

focusing

forgetting

forgotten

beginning

beginner

preferring

preferred

occurring

occurred

forbidden

committed

misspell

mistead

mistreat

misbehave

mistrust

misprint

misuse

misplace

misheard

misread

English

There are lots of things you can do with your child at home for English, but above all, the best thing you can always do with your child is to share texts with them and discuss what's happening in the text. During our Active Reading sessions, we are encouraging children to:

- Predict what a book is going to be about from the synopsis or what's going to happen next using their prior knowledge of the world around them, or their understanding of the text so far;
- Summarise- what they have read in fewer words than the text itself. This could be the gist of a whole text, the gist of a paragraph or chapter;
- Retrieval- to retrieve pieces of information. These can be literal or inferential;
- Literal retrieval - the children have to find answers to questions which are actually in the text;
- Inferred retrieval- the answer will not be in the text, but the children have to use their knowledge of the world around them and their understanding of plot, character and setting to answer question;
- Spend time reviewing the books you read with your children.

Writing

Writing is a lengthy process! Here is what we have covered with year three children and what we hope they will include in their writing.

- Description - describe characters and setting;
- Punctuation - “ ” (inverted commas NOT speech marks) ‘ (apostrophe for possession and omission) . ? !
- Capital letters for names and the start of sentences;
- Fronted adverbials - a word or short phrase at the beginning of a sentence which says when (e.g. At midnight,) where (e.g. Down by the river,) and how (e.g. Suddenly, Carelessly,) something happens.

We teach the children to plan what they're going to write about, write it, edit it and publish a final piece which could also be illustrated.

Suggested activities:

1. Rewrite any of the stories we have covered in class so far this year, e.g. Candle in the dark by Adele Geras; The Iron Man by Ted Hughes (we have only used an extract); On the Way Home by Jill Murphy; any fairytale; The Day The Crayons Quit; The Day the Crayons Came Home; The Christmas Crayon book.
No writing should be done in five minutes! It's a long process that will need to be checked and advice given by an adult.
2. Create a comic strip. Drawing their own characters and adding speech bubbles to tell the story.
3. Draw new characters for a story they know. Add key information around them to describe their appearance, actions, likes/dislikes, etc.
4. Write a poem about a topic of their choice.
5. Follow a set of instructions to make something, e.g. a cake, biscuits. Take a picture!
6. Keep a diary of your time away from school, telling us what you have been up to.
7. Write a letter from a new crayon to your class and make an envelope to put it in.
8. Write a short story. You could use the website <http://www.pobble365.com/>. It provides examples of pictures and story starters for the children to write stories about.

There are some images from Pobble365 included in this booklet.

Images and story starters



Story starter!

Six months earlier, Ben had lived in the city. Life had been busy; a constant buzz of people and traffic. In some ways, living in the city had been comforting, as if he was part of an urban family, a melting pot of people of all ages and all walks of life. However, Ben had tired of that life; it was now time for a change of direction.

Standing on his porch, Ben drew breath. As the clean, cool air filled his lungs, a smile spread across his face...

Can you continue the story?



Story starter!

Thump! He slammed his enormous, grass-covered foot into the middle of the road, sending shockwaves of dust in all directions.

With a loud grunt, the troll wrenched the entire, fully tiled roof off a nearby holiday home, with the owners peering helplessly and frightened out of the downstairs windows. He didn't mean any harm, but he just couldn't help himself...

The Troll

The Troll

[+ Use in my lesson on Pobble](#)

[PDF](#)

[View](#)

Sentence challenge!

Spot the four mistakes in this sentence.

the roof ov the yellow house was ripped off by the enormous troll



A Dangerous Pet

A Dangerous Pet

Perfect picture!

Think about what the children will teach the dragon. Can you draw them teaching him a certain skill?

Story starter!

The King had known that the gift he presented to his children on their 5th birthday was dangerous. He was prepared to take the risk of letting them own a pet dragon, however. One day, the twins would rule the kingdom together, and they would need all the help they could get. No-one could deny that a dragon was a powerful ally!

Before that day, though, the children had much work to do. They had to train their dragon!



Animal Town

Animal Town

Story starter!

Most visitors are a little shocked (to put it mildly) when they arrive at Animal Town. Despite the fact that the name of the town gives a slight indication to passers-by that the inhabitants of the town are 'not normal', it's as if people don't believe things until they see them with their own eyes!

Once you get used to being in Animal Town – or so they say – seeing an orangutan behind a desk in a sheriff's office and upholding the law to an impeccably high standard becomes relatively 'normal'...

Imagine you are a visitor in Animal Town. Try to describe your experience.

Alternatively, you could be one of the residents...



The Tsunami

Story starter!

It was that time again... Our annual surfing trip to Devon. While my parents packed up the suitcases and loaded up the car for the long journey ahead, we chatted excitedly about what an incredible holiday this was going to be!

Not too long into the journey, the beautifully clear, blue sky became dark and ominous. All of a sudden, crashing towards the long line of traffic, was a colossal wave – not the kind you'd want to catch on a board either...

Desperately, people raced wildly out of their cars, running, screaming and panicking yet as I looked to my left, I saw a man...



Story starter!

In the deepest, darkest depths of the forest, Mr. Wolf waited.

His disguise hadn't worked, but that didn't concern him. Now, the boy thought he was safe. Mr. Wolf didn't think he was. Mr. Wolf knew exactly where he was. He could sense him. He could smell him. He could almost taste him...

Can you use them continue the story about the wolf?

Homophones

Homophones are words that **sound exactly the same but are spelt differently** and **have different meanings**. E.g.

right He got the answer **right**.

write Use a pencil to **write** your homework.

Complete each sentence using the correct homophone.

1. The brave _____ saved the princess. (**knight / night**)
2. Last _____ I had my favourite tea. (**knight / night**)
3. The footballer hurt his _____. (**heal / heel**)
4. A cut will _____ on its own. (**heal / heel**)
5. The _____ of the sun can be very harmful. (**raise / rays**)
6. _____ your hand to answer a question. (**raise / rays**)
7. The roof had a crack in it and there was a _____. (**leak / leek**)
8. The farmer took a _____ home for his tea. (**leak / leek**)
9. We need to _____ costumes for World Book Day. (**wear / where**)
10. “_____ are the boys?” asked the teacher. (**wear/where**)

Spot the homophones!

See if you can find all the homophones that have been used incorrectly. Underline the words that you think need to change then write the correct homophone above.

Last knight when I looked up the sky was dark blew. I new I wood sea stars but eye was surprised buy there brightness. Who had maid them seem so beautiful? I was shore they had bean maid millions of years ago. I wanted to stair at them four ever.

Homophones

through threw

1. James _____ a stone _____ the window.

write right

2. Do you _____ with your _____ hand?

knew new

3. She _____ her mother had bought a _____ dress.

blue blew

4. The _____ flag fluttered when the wind _____.

there their

5. They left _____ coats over _____ by the tree.

would wood

6. _____ you like some logs of _____ for the fire?

buy by

7. _____ tomorrow I will have enough money to
_____ it.

sea see

8. Can you _____ that ship far out at _____?

Replacing Nouns

Each of these nouns have been replaced by fruit. Can you re-write this so that it might make sense?

As the banana chugged through the beans, she stared out at the cucumber. Tiny strawberries clung to the tomatoes and in the melon, lemons grazed. A potato ran beside the lettuce, gurgling on its way to the radish. As she looked out at the cauliflower, she noticed the dark pineapple drifting overhead.

Replacing Adjectives

Change the mood by filling in the gaps with adjectives. How many different versions can you create?

Barry stared at the _____ burger.

Outside the _____ window, a

_____ wind swept across the

_____ town. _____ cars purred

by on the promenade, _____

newspapers tumbled along, driven by

the _____ wind. The sea rolled up

the _____ beach, crashing against

the _____ rocks that lined the

_____ shoreline.

Reading Comprehension - Deducing
and inferring information

'Good gracious me!' Aunt Spiker said, 'What's that awful noise?'

Both women swing round to look. The noise, of course, had been caused by the peach crashing through the fence that surrounded it, and now, gathering speed every second, it came rolling across the garden towards the place where Aunt Sponge and Aunt Spiker were standing.

The gaped. They screamed. They started to run. They panicked. They both got in each other's way. They began pushing and jostling and each one of them was thinking only about saving herself. Aunt Sponge, the fat one, tripped over a box that she'd brought along to keep the money in and fell flat on her face.

1. *What did the peach crash through?*

2. *What was the peach rolling towards?*

3. *Write 3 things that the Aunts did when they saw the peach rolling.*

4. *Which Aunt tripped over a box?*

5. *What had the Aunt brought the box along for?*

6. *What did Aunt Sponge fall on?*

Maths

Below are a few examples of how the children have been taught calculations.

Column addition

| <table><thead><tr><th></th><th>h</th><th>t</th><th>o</th></tr></thead><tbody><tr><td></td><td>3</td><td>4</td><td>1</td></tr><tr><td>+</td><td>2</td><td>3</td><td>6</td></tr><tr><td colspan="4"><hr/></td></tr><tr><td></td><td>5</td><td>7</td><td>7</td></tr><tr><td colspan="4"><hr/></td></tr></tbody></table> | | h | t | o | | 3 | 4 | 1 | + | 2 | 3 | 6 | <hr/> | | | | | 5 | 7 | 7 | <hr/> | | | | <table><thead><tr><th></th><th>h</th><th>t</th><th>o</th></tr></thead><tbody><tr><td></td><td>4</td><td>5</td><td>7</td></tr><tr><td>+</td><td>5</td><td>3</td><td>5</td></tr><tr><td colspan="4"><hr/></td></tr><tr><td></td><td>9</td><td>9</td><td>2</td></tr><tr><td colspan="4"><hr/></td></tr></tbody></table> <p>Here the ones added together total 12 so you put the 2 in the ones and rename the 10 into the tens column.</p> | | h | t | o | | 4 | 5 | 7 | + | 5 | 3 | 5 | <hr/> | | | | | 9 | 9 | 2 | <hr/> | | | |
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Column subtraction

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Column multiplication

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| | 1 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Addition

3 Add.

(a)

| | h | t | o |
|-------|---|---|---|
| | 2 | 5 | 9 |
| + | 3 | 1 | 0 |
| <hr/> | | | |
| <hr/> | | | |

(b)

| | h | t | o |
|-------|---|---|---|
| | 1 | 3 | 7 |
| + | 5 | 2 | 1 |
| <hr/> | | | |
| <hr/> | | | |

(c)

| | h | t | o |
|-------|---|---|---|
| | 8 | 4 | 6 |
| + | | 5 | 3 |
| <hr/> | | | |
| <hr/> | | | |

(d)

| | h | t | o |
|-------|---|---|---|
| | 6 | 7 | 8 |
| + | 2 | 0 | 1 |
| <hr/> | | | |
| <hr/> | | | |

(e)

| | h | t | o |
|-------|---|---|---|
| | 4 | 5 | 6 |
| + | 3 | 2 | 1 |
| <hr/> | | | |
| <hr/> | | | |

(f)

| | h | t | o |
|-------|---|---|---|
| | 3 | 4 | 6 |
| + | 6 | 5 | 2 |
| <hr/> | | | |
| <hr/> | | | |

2 Add.

(a)

| | h | t | o |
|-------|---|---|---|
| | 1 | 8 | 2 |
| + | 1 | 3 | 6 |
| <hr/> | | | |
| <hr/> | | | |

(b)

| | h | t | o |
|-------|---|---|---|
| | 2 | 4 | 1 |
| + | 1 | 9 | 4 |
| <hr/> | | | |
| <hr/> | | | |

(c)

| | h | t | o |
|-------|---|---|---|
| | 3 | 6 | 5 |
| + | 4 | 4 | 2 |
| <hr/> | | | |
| <hr/> | | | |

(d)

| | h | t | o |
|-------|---|---|---|
| | 4 | 7 | 6 |
| + | 3 | 7 | 1 |
| <hr/> | | | |
| <hr/> | | | |

(e)

| | h | t | o |
|-------|---|---|---|
| | 2 | 1 | 9 |
| + | 5 | 9 | 0 |
| <hr/> | | | |
| <hr/> | | | |

(f)

| | h | t | o |
|-------|---|---|---|
| | 6 | 5 | 4 |
| + | 2 | 8 | 5 |
| <hr/> | | | |
| <hr/> | | | |

2 Add.

(a)

| | h | t | o |
|-------|---|---|---|
| | 1 | 6 | 8 |
| + | 1 | 0 | 9 |
| <hr/> | | | |
| <hr/> | | | |

(b)

| | h | t | o |
|-------|---|---|---|
| | 2 | 3 | 4 |
| + | 1 | 3 | 7 |
| <hr/> | | | |
| <hr/> | | | |

(c)

| | h | t | o |
|-------|---|---|---|
| | 4 | 2 | 9 |
| + | 3 | 3 | 3 |
| <hr/> | | | |
| <hr/> | | | |

(d)

| | h | t | o |
|-------|---|---|---|
| | 5 | 5 | 6 |
| + | 3 | 1 | 6 |
| <hr/> | | | |
| <hr/> | | | |

(e)

| | h | t | o |
|-------|---|---|---|
| | 6 | 6 | 8 |
| + | 2 | 2 | 4 |
| <hr/> | | | |
| <hr/> | | | |

(f)

| | h | t | o |
|-------|---|---|---|
| | 7 | 5 | 5 |
| + | 2 | 3 | 6 |
| <hr/> | | | |
| <hr/> | | | |

Challenge

Play 'Correct or not correct'. Ask your adult to write out four completed column addition calculations, two correct and two incorrect. You have to work out which is which and reason why.

Subtraction

2 Subtract.

(a)

| | h | t | o |
|-------|---|---|---|
| | 2 | 6 | 5 |
| - | 1 | 3 | 2 |
| <hr/> | | | |
| <hr/> | | | |

(b)

| | h | t | o |
|-------|---|---|---|
| | 4 | 8 | 5 |
| - | 1 | 8 | 2 |
| <hr/> | | | |
| <hr/> | | | |

(c)

| | h | t | o |
|-------|---|---|---|
| | 6 | 5 | 8 |
| - | 2 | 1 | 4 |
| <hr/> | | | |
| <hr/> | | | |

(d)

| | h | t | o |
|-------|---|---|---|
| | 7 | 6 | 9 |
| - | 2 | 5 | 4 |
| <hr/> | | | |
| <hr/> | | | |

(e)

| | h | t | o |
|-------|---|---|---|
| | 6 | 9 | 9 |
| - | 4 | 2 | 9 |
| <hr/> | | | |
| <hr/> | | | |

(f)

| | h | t | o |
|-------|---|---|---|
| | 8 | 7 | 3 |
| - | 5 | 4 | 1 |
| <hr/> | | | |
| <hr/> | | | |

3 Subtract.

(a)

| | h | t | o |
|-------|---|---|---|
| | 2 | 3 | 5 |
| - | | 9 | 3 |
| <hr/> | | | |
| <hr/> | | | |

(b)

| | h | t | o |
|-------|---|---|---|
| | 3 | 0 | 1 |
| - | 1 | 2 | 1 |
| <hr/> | | | |
| <hr/> | | | |

(c)

| | h | t | o |
|-------|---|---|---|
| | 6 | 5 | 6 |
| - | 3 | 8 | 2 |
| <hr/> | | | |
| <hr/> | | | |

(d)

| | h | t | o |
|-------|---|---|---|
| | 5 | 2 | 7 |
| - | 1 | 3 | 5 |
| <hr/> | | | |
| <hr/> | | | |

(e)

| | h | t | o |
|-------|---|---|---|
| | 9 | 5 | 6 |
| - | 2 | 7 | 5 |
| <hr/> | | | |
| <hr/> | | | |

(f)

| | h | t | o |
|-------|---|---|---|
| | 9 | 4 | 8 |
| - | 8 | 6 | 5 |
| <hr/> | | | |
| <hr/> | | | |

3

Subtract.

(a)

| | h | t | o |
|-------|---|---|---|
| | 2 | 4 | 7 |
| - | | 2 | 8 |
| <hr/> | | | |
| <hr/> | | | |

(b)

| | h | t | o |
|-------|---|---|---|
| | 4 | 9 | 1 |
| - | 3 | 8 | 3 |
| <hr/> | | | |
| <hr/> | | | |

(c)

| | h | t | o |
|-------|---|---|---|
| | 5 | 5 | 4 |
| - | 3 | 2 | 6 |
| <hr/> | | | |
| <hr/> | | | |

(d)

| | h | t | o |
|-------|---|---|---|
| | 6 | 7 | 8 |
| - | 2 | 3 | 9 |
| <hr/> | | | |
| <hr/> | | | |

(e)

| | h | t | o |
|-------|---|---|---|
| | 4 | 7 | 5 |
| - | 4 | 2 | 9 |
| <hr/> | | | |
| <hr/> | | | |

(f)

| | h | t | o |
|-------|---|---|---|
| | 9 | 8 | 6 |
| - | 6 | 4 | 8 |
| <hr/> | | | |
| <hr/> | | | |

Multiplication

Worksheet 5

Multiplying with Regrouping

Fill in the blanks.

(a) $67 \times 2 = \square$

$$\begin{array}{r} 67 \\ \times 2 \\ \hline \square \square \square \\ \hline \end{array}$$

(b) $48 \times 3 = \square$

$$\begin{array}{r} 48 \\ \times 3 \\ \hline \square \square \square \\ \hline \end{array}$$

(c) $49 \times 4 = \square$

$$\begin{array}{r} 49 \\ \times 4 \\ \hline \square \square \square \\ \hline \end{array}$$

(d) $23 \times 8 = \square$

$$\begin{array}{r} 23 \\ \times 8 \\ \hline \square \square \square \\ \hline \end{array}$$

(e) $56 \times 4 = \square$

$$\begin{array}{r} 56 \\ \times 4 \\ \hline \square \square \square \\ \hline \end{array}$$

(f) $36 \times 8 = \square$

$$\begin{array}{r} 36 \\ \times 8 \\ \hline \square \square \square \\ \hline \end{array}$$

2 Complete the number patterns.

(a) 3, 6, 9, , 15,

(b) 72, 64, , , 40

(c) 16, , 24, 28,

(d) , , 32, 40, 48

3 Match.

| | | | | | | |
|---------------|---|---|----|---|---|---------------|
| 9 groups of 4 | • | • | 48 | • | • | 8 × 6 |
| 4 groups of 4 | • | • | 36 | • | • | 4 × 4 |
| 5 groups of 8 | • | • | 32 | • | • | 4 × 10 |
| 4 × 8 | • | • | 40 | • | • | 4 × 9 |
| 6 groups of 4 | • | • | 16 | • | • | 8 groups of 4 |
| 6 groups of 8 | • | • | 24 | • | • | 3 × 8 |

Worksheet 12

Solving Word Problems

Solve.

- 1 Sam receives 3 coins from his father every day.
How many coins does he receive in a week?



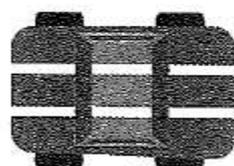
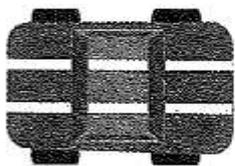
$$\boxed{} \times \boxed{} = \boxed{}$$

He receives coins in a week.

- 2 There are 4 cars at the garage.

Each car has 4 wheels.

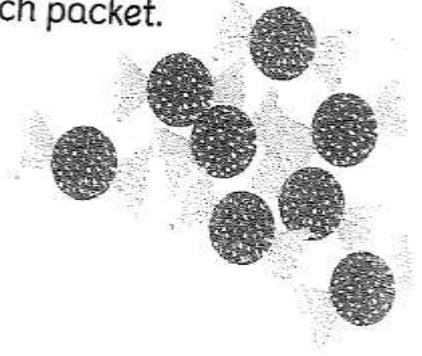
How many wheels are there altogether?



$$\boxed{} \times \boxed{} = \boxed{}$$

There are wheels altogether.

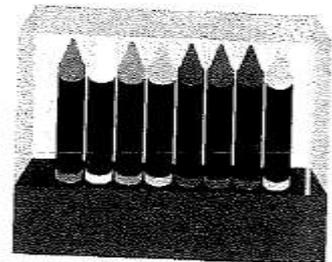
- 3 Ruby packs some sweets. She puts 8 sweets in each packet.
There are 6 packets of sweets after packing.
How many sweets does she have altogether?



- 4 There are 7 tables in a room. Each table has 4 legs.
How many legs are there altogether?



- 5 Elliott buys 3 boxes of crayons.
There are 8 crayons in each box.
How many crayons are there altogether?

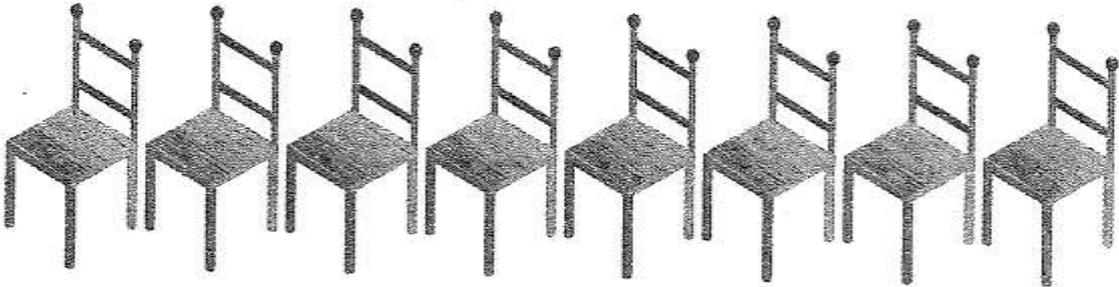


Worksheet 13

Solving Word Problems

Solve.

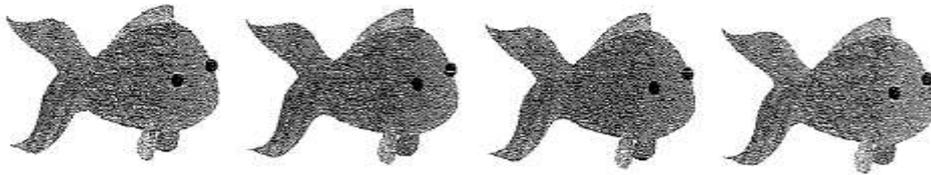
- 1 Lulu arranges 40 chairs into rows.
There are 8 chairs in each row.
How many rows are there?



$$\square \div \square = \square$$

There are rows.

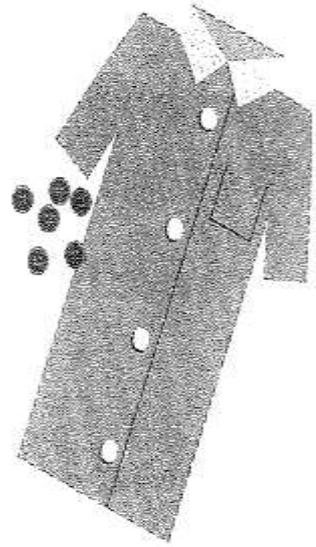
- 2 Ravi buys 24 goldfish.
He puts the goldfish equally into 3 bowls.
How many goldfish are there in each bowl?



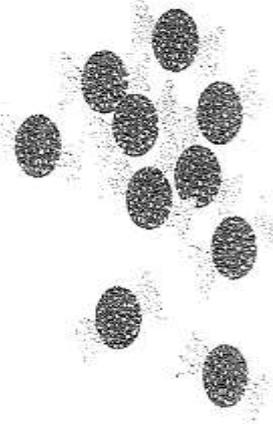
$$\square \div \square = \square$$

There are goldfish in each bowl.

- 3 A tailor sews 28 buttons equally on 4 shirts.
How many buttons are there on each shirt?



- 4 Hannah buys 4 packets of sweets.
There are 10 sweets in each packet.
She then gives away the sweets equally to 8 friends.
(a) How many sweets does Hannah buy?



- (b) How many sweets does each friend get?

three

Three times table

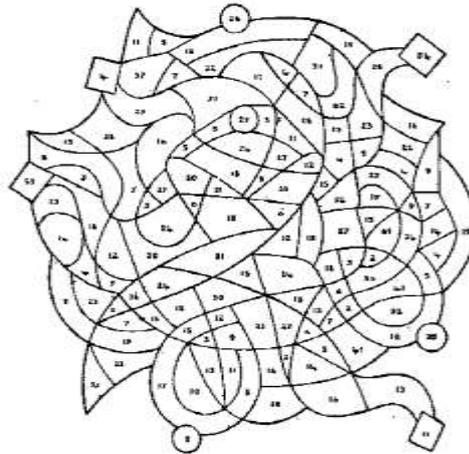
| | | | |
|----|---|---|---|
| 1 | × | 3 | = |
| 2 | × | 3 | = |
| 3 | × | 3 | = |
| 4 | × | 3 | = |
| 5 | × | 3 | = |
| 6 | × | 3 | = |
| 7 | × | 3 | = |
| 8 | × | 3 | = |
| 9 | × | 3 | = |
| 10 | × | 3 | = |
| 11 | × | 3 | = |
| 12 | × | 3 | = |

Complete this table.

Multiples of three

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

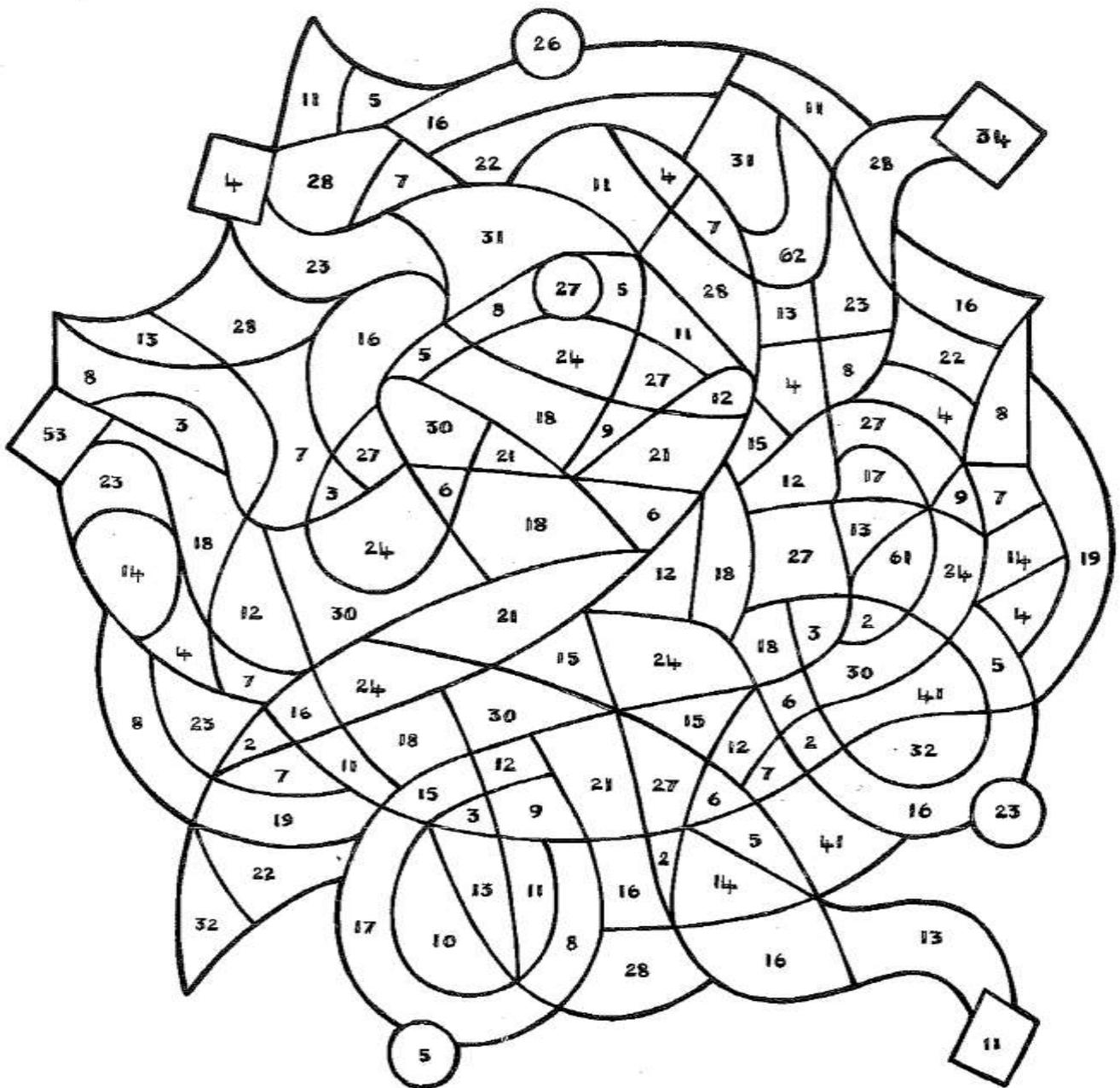
Make a pattern by colouring all the numbers which are multiples of 3.



Solve the puzzle picture opposite by colouring just those numbers which divide by 3.
What can you see?

3x table

Picture Puzzle



four

Four times table

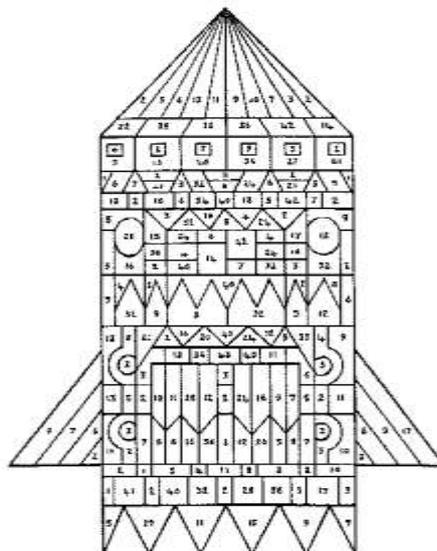
| | | | |
|----|---|---|---|
| 1 | x | 4 | = |
| 2 | x | 4 | = |
| 3 | x | 4 | = |
| 4 | x | 4 | = |
| 5 | x | 4 | = |
| 6 | x | 4 | = |
| 7 | x | 4 | = |
| 8 | x | 4 | = |
| 9 | x | 4 | = |
| 10 | x | 4 | = |
| 11 | x | 4 | = |
| 12 | x | 4 | = |

Complete this table.

Multiples of four

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

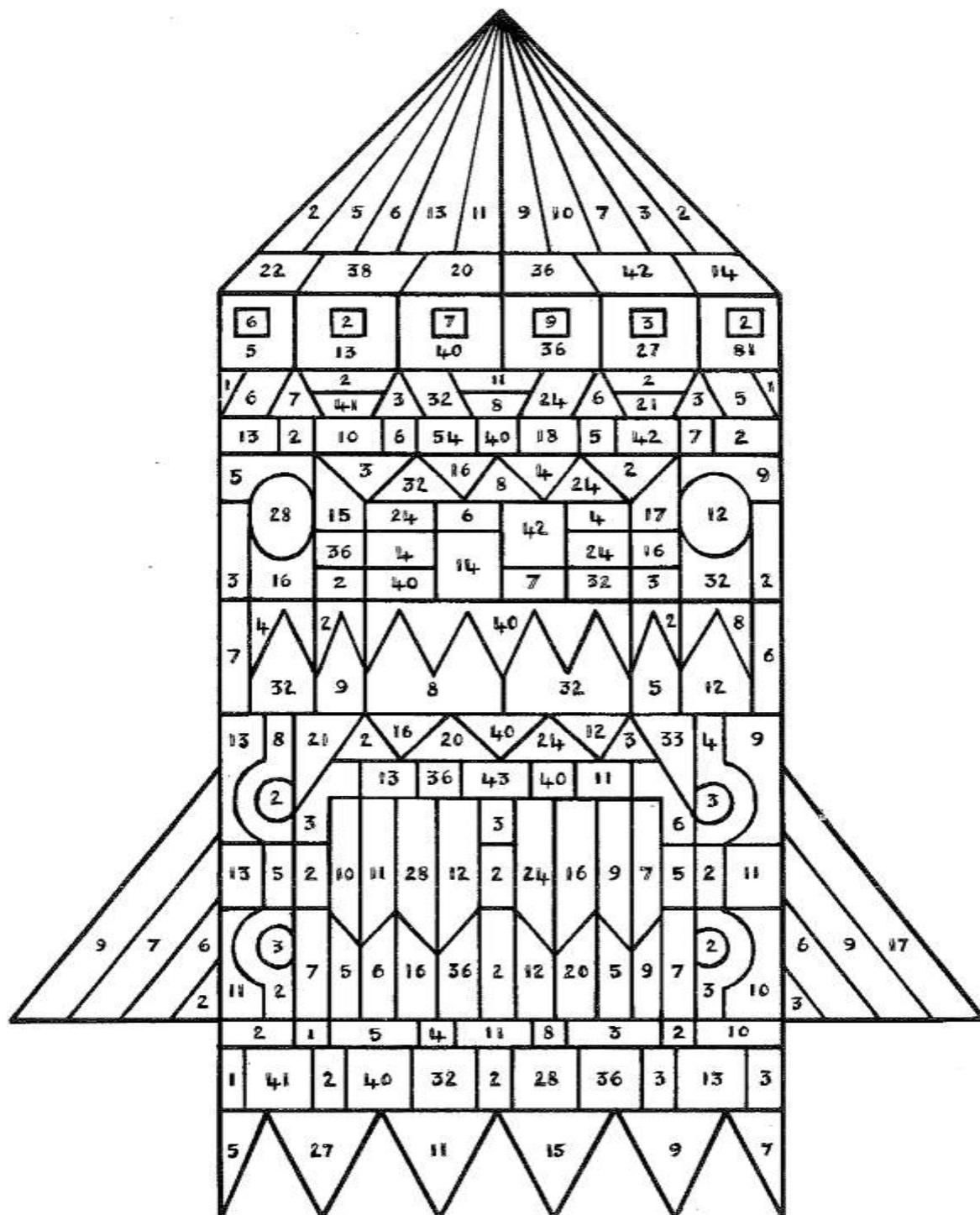
Make a pattern by colouring all the numbers which are multiples of 4.



Solve the puzzle picture opposite by colouring just those numbers which divide by 4. What can you see?

4x table

Picture Puzzle



eight

Eight times table

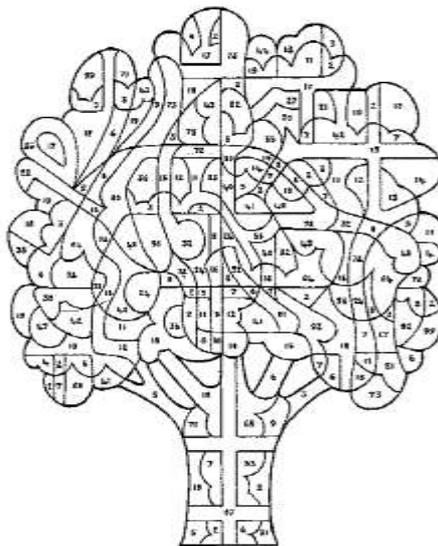
| | | | |
|----|---|---|---|
| 1 | × | 8 | = |
| 2 | × | 8 | = |
| 3 | × | 8 | = |
| 4 | × | 8 | = |
| 5 | × | 8 | = |
| 6 | × | 8 | = |
| 7 | × | 8 | = |
| 8 | × | 8 | = |
| 9 | × | 8 | = |
| 10 | × | 8 | = |
| 11 | × | 8 | = |
| 12 | × | 8 | = |

Complete this table.

Multiples of eight

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Make a pattern by colouring all the numbers which are multiples of 8.



Solve the puzzle picture opposite by colouring just those numbers which divide by 8.

What can you see?

8x table

Picture Puzzle

