



**YEAR 3**

### **Friday 5<sup>th</sup> December**

#### **Homework Tasks (Year 3):**

- **Maths** : Please complete – and mark - the ‘Using Arrays’ tasks on the next pages of this document and record your responses in your homework jotter book.

*Please place your homework books in the homework box by **Wednesday 10<sup>th</sup> December***

- **Spelling:** A spelling test, on **Autumn Term 2 -Week 5 yellow words** will take place next **Thursday** (see the separate spelling sheet for this term – it is split into weeks and you will be instructed which week we are currently learning).
- **Times Tables:** Please complete - and mark- Autumn Term: Workout 11 p22-23 of your CGP 10-minute weekly workout book and your weekly test on the **3x and 5x** table will be next **Friday**.
- **Reading:** Please read for 45mins throughout the week.

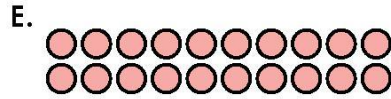
# Use Arrays

1. Create matching pairs of representations, statements or phrases that are equal.

A. 3 groups of 5

B.  $1 \times 5$

C.  $2 + 2 + 2 + 2 + 2 + 2$



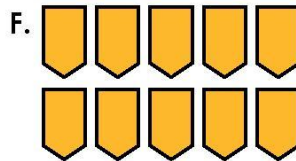
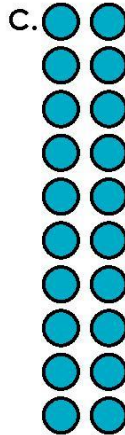
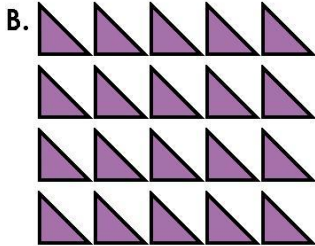
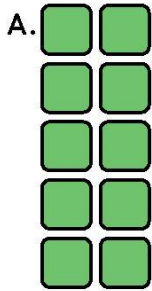
F.  $10 + 10$

G.  $6 \times 2$

H. 5 lots of 3

VF

2. Identify the arrays that will have the same answer.



VF

3. Melody has more than 18 counters but less than 42 counters. She wants to create representations using her counters. She has given the clues below.



- A. Create arrays of 2, 5 and 10.
- B. For arrays of 2 and 10, an even number of counters are left over.
- C. For any arrays of 5, an odd number of counters are left over.

Investigate six different arrays Melody can create and write calculations to support them. You must show at least one of each.

PS

## Use Arrays

1. A and H; B and D; C and G; E and F
2. A, E and F; B, C and D
3. Various answers, for example:  $11 \times 2$ ;  $12 \times 2$ ;  $3 \times 10$ ;  $4 \times 10$ ;  $7 \times 5$ ;  $5 \times 5$