
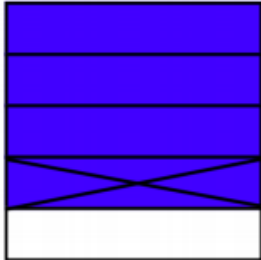
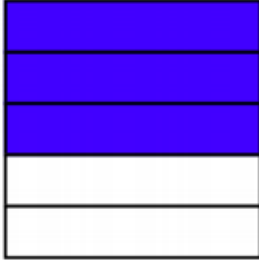
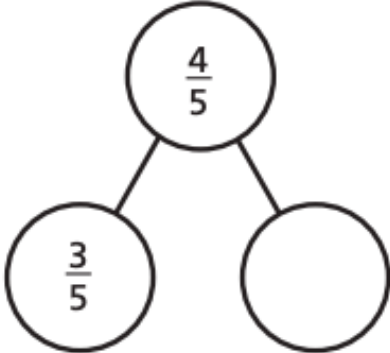
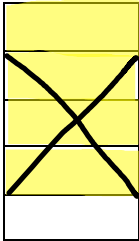
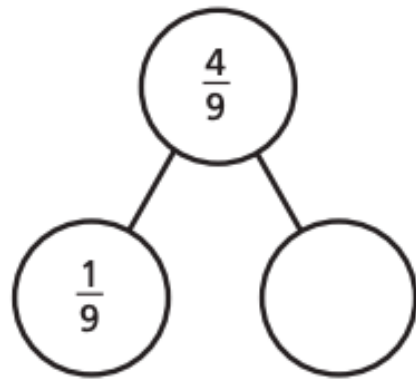
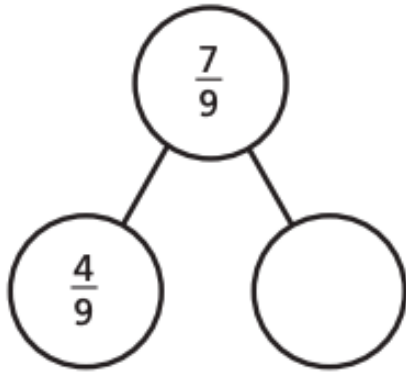


Monday 30<sup>th</sup> March  
Miss Hugh

Year 3

Objective	Task
<p>We are learning to subtract fractions with a common denominator</p>	<p>Think about it!-</p> <div data-bbox="336 521 1070 1025" style="border: 2px solid orange; padding: 10px;"> <p style="text-align: center;">True or False ?</p> <p style="text-align: center;">Subtract fractions</p> <p style="text-align: center;"><b>When you subtract fractions, the denominator stays the same.</b></p> <math display="block">\frac{4}{5} - \frac{1}{5} = \frac{3}{5}</math> <p style="text-align: right; font-size: small;">White Rose Maths</p> </div> <p>The answer is true when you subtract fractions the denominator stays the same, as seen below.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>Practice it!- Here are 3 part whole models, draw diagrams as seen above to find the missing number. The first diagram has been done for you.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>



Do it!-

Complete questions 3, 4 and 6 on pages 32 and 33.

Challenge!-

Complete the table to show three possible values of the square and triangle.

$$\frac{\triangle}{92} - \frac{\square}{92} = \frac{13}{92}$$

△	□

<p>We are learning to round decimals</p>	<p>What is meant by rounding?</p>	<p>Think about it!- What is rounding? Discuss it.</p> <div data-bbox="448 342 1182 846"><p><b>True or False?</b> Round decimals</p><p>When rounded to the nearest whole number, all of these numbers round to 5</p><p>4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.3, 5.4, 5.5</p><p>White Rose Maths</p></div> <p>Practice it!-</p> <p>Complete the sentences in your maths book. What decimal can fill the gap? Remember numbers ending in .0, .1, .2, .3, .4 will all round down and numbers ending in .5, .6, .7, .8, .9 will all round up to the nearest whole.</p> <p><input type="text"/> is closer to 5 than 4</p> <p><input type="text"/> is closer to 3 than 2</p> <p><input type="text"/> is closer to 8 than 9</p> <p><input type="text"/> is closer to 6 than 7</p> <p>Investigate writing your own decimals and rounding it to the nearest whole e.g. 24.2 rounds down to 24.</p> <p><u>Do it!</u>- Complete page 38 in your work book.</p> <p><u>Challenge-</u></p> <p>a)</p>
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Ron is rounding 8.2 to the nearest whole number.



Because 2 tenths  
is less than 5 tenths,  
the number rounds  
down to 7

Do you agree with Ron? \_\_\_\_\_

Explain your answer.

b)

Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the  
answer is 32

What number could Tommy be thinking of?

Are there any other answers?