

**Meaning as a whole**

**10.** Here are some summaries of different paragraphs in the text. Number them from **1** to **4** to show the order in which they appear.

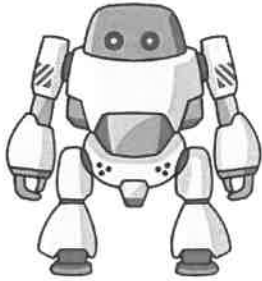
- Northumberland has a lot of history.
- There are good places to stay.
- The weather is better than you might think.
- Northumberland is not very crowded.

**Authorial intent**

**11.** Why has the writer put "frozen north" in inverted commas?

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**Reading extract and questions:  
Year 3/4**



***Duel of the Scrapbots***

**Set A/B**



Scrap metal monster  
Scrap metal school  
Black metal, wrap metal, dark metal ghou

Scrap metal mountain  
Scrap metal hall  
Sharp metal, death metal, spike metal tall

Scrap metal mayhem  
Scrap metal wall  
Stack metal, pack metal, dense metal haul

Scrap metal manhunt  
Scrap metal brawl  
Crack metal, whack metal, crash metal fall

Scrap metal meltdown  
Scrap metal cruel  
Tossed metal, lost metal, rust metal all



8. Look at verses 3 and 4 copied below, then complete the statements.

Verse 3

Scrap metal mayhem  
Scrap metal wall  
Stack metal, pack metal, dense metal haul

Verse 4

Scrap metal manhunt  
Scrap metal brawl  
Crack metal, whack metal, crash metal fall

a. Which verse describes a fight in the scrapyards? \_\_\_\_\_

b. Which verse describes the building of a metal wall? \_\_\_\_\_

c. Which phrase tells us that moving the metal is hard work?

\_\_\_\_\_

d. Which three words create onomatopoeia (where the word sounds like the sound it is describing)?

\_\_\_\_\_

**Summarise**

9. Which verse gives the idea of the adventures in the scrapyards ending?

Circle one.

verse 1

verse 2

verse 3

verse 4

verse 5

**Authorial intent**

10. Why do you think the poet chose the title *Duel of the Scrapbots* for this poem?

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6. Find and copy two words that describe the metal's appearance.

a. \_\_\_\_\_ b. \_\_\_\_\_

**Inference**

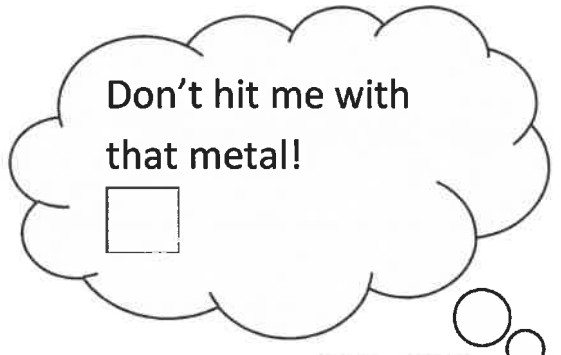
7. What impressions do you get of the scrapyards in the poem? Give two impressions, using evidence from the text to support your answer.

Impression	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

8. What do you think the line *Scrap metal meltdown* means?

\_\_\_\_\_  
\_\_\_\_\_

9. Look at the thought bubbles showing what a robot involved in the manhunt and brawl in verse 4 might be thinking. Tick the one that is most **unlikely**.



## Reading extract and questions:

### Year 3-4

# Forces

## Set A/B

There are many ways to explain what a force is. Perhaps the simplest way to think of a force is as something that can make an object move from one position to another. If an object is not staying still, there is (or was) a force that caused that movement. What is more, the object will continue to move until there is another force working in the opposite direction.

Many forces are very easy to spot. There are ones that involve pushing, like when you are rolling a giant snowball to make the body of a snowman. There are also ones that involve pulling, such as a team of huskies with a sledge. In both cases, you can clearly see who or what is doing all the work. It all depends on whether they are behind or in front of the object as it moves.

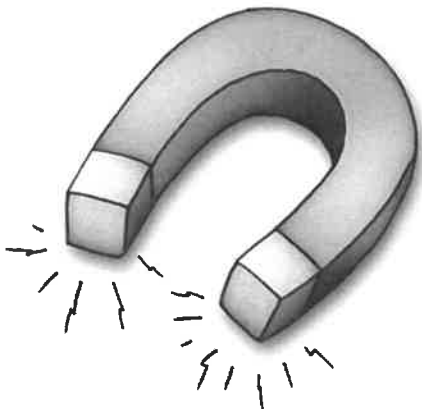


**Pushing force**



**Pulling force**

There are, however, some forces that you cannot see at all. We don't mean things like the wind in the sails of a boat – that force is invisible because we can't see air, although we can still feel it. No, we're talking about things like gravity – the force that pulls objects towards the centre of the Earth. You can't see it. You can't even feel it in the same way that you can sense the brush of the breeze through your hair. However, you will certainly know about it if you've ever lost your grip on the monkey bars!



Magnetism is another force you can only notice by the effects it has on certain materials. It's almost magic the way a magnet can pick up a nail, let alone the way it can still work through different materials. Have you ever seen iron filings moving around on a piece of card because there is a magnet shifting underneath?

If that's hard to wrap your head around, magnetism can be both a pushing and a pulling force ... at the same time! It all depends which end, or pole, of another magnet is closest. We call these opposite ends north and south. The north pole will attract the south pole of another magnet but repel the north.

So, if you have a magnet and you know which way round its poles are, you can also work out which is the north end and which is south of any other magnet, just by moving it close enough. The proof will be in the pudding, as they say ... or rather the pushing or the pulling!

**Summarise**

10. Here are some summaries of different paragraphs in the text. Number them from **1** to **4** to show the order in which they appear in the text.

- Some forces are invisible.
  - Magnetism is a force that only works on some materials.
  - Forces can push or pull.
  - Forces make things move.
- 

**Predict**

11. What would gravity do to your body *if you've ever lost your grip on the monkey bars?*

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**Compare**

12. Using what the text says, describe **one** way in which **magnetism** is

**a. Similar to other forces**

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**b. Different from other forces**

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9. *The proof will be in the pudding ...* Which group of words best explains what this means? **Tick one.**

You won't know until you try.

Puddings are magnetic.

You need to heat the magnets.

The answer will be hidden.

**Summarise**

10. Using the whole text, **tick one box in each row** to show whether each statement is true or false.

	True	False
All forces are easy to see.		
Magnetism can be blocked by paper or card.		
The north pole of one magnet will pull towards the south pole of another.		

**Authorial intent**

11. ... *the brush of the breeze through your hair ...* Explain why the word *brush* was used.

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**Compare**

12. How are gravity and magnetism...

a. **Different** from each other?

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b. **Similar** to each other?

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Reading extract and questions:  
Year 3/4  
Son of the Sea  
Set A/B

For two long, silent hours, Duncan slouched beside his Dad as their battered old car bumped and bounced along the dark track. All the time, the wind howled like a hungry phantom as it hurled an endless supply of frozen rain at their windscreen.

Not exactly how Duncan had planned on spending his tenth birthday.

He had wanted to hang out with Callum, Rajesh and Skye, but no – Dad had said he had '*something special planned*'. This was weird, even for Dad. Not that Duncan didn't love his father dearly, of course he did.

Since his mum had left them when he was just a baby, the pair of them had stuck together. He still wished he was with his friends though.

"Maybe next year," he muttered to himself as the car finally stopped.

"Stop your mumblin' and get yourself out of the car son," grunted Dad.

"Where are we?" asked the boy.

"I'll tell ya when we're out of the wind," said Dad. "Now don't forget your hat."

Stepping out of the car was like disappearing into a pitch-black tornado. Like an iron fist, his father's hand appeared from the gloom and guided him around the car. They kept pushing forwards against an invisible pressure like a night dragon's breath but eventually Dad had guided Duncan to safety. They crouched out of the wicked wind's reach.

"You're ten now son," Dad called into his ear. "In your culture, that means you're an adult. So she wants to congratulate ya!"

"An adult?" spluttered Duncan. "My culture? Who's *she*?"

"Hush now!" his father yelled excitedly, pointing. "Look – there she is!"

The full moon had painted everything in its silvery light so Duncan could see the beach quite clearly. There, on a rock just out to sea, sat a seal. A magnificent, glimmering seal but still just a seal.

"It's a seal," said Duncan, flatly.

"Go on, go on!" cried Dad. "Take your boots and socks off and paddle out to her!"

Duncan's mouth opened and closed silently a few times before he managed to respond. "What?"

It was true that Duncan did love swimming. It was also true that he loved spending time in the sea so much that his Dad called him 'The son of the sea.' But paddling in a stormy sea in the middle of a February night? No way!

"Ya trust me, don't ya son?" asked Dad, placing his big hands on his son's shoulders. Duncan gulped then nodded. "Then go to her!"

Duncan found himself doing as he was told. He was soon waddling like a penguin onto the freezing sand.

The seal just stared at him. What was he doing? Somehow, he kept going.

Then, as soon as his numb toes touched the icy waters, the seal glowed silver, then white. It was a blinding, blazing white that was too bright to look at. Duncan stumbled backwards and collapsed onto the sand.

When he looked up, all he could see was an empty seal skin lying on the rock in the water. Then he noticed the silent silver figure beside him. She laid a misty hand on his shoulder and smiled.

"Happy birthday, my son," she whispered.





**Summarise**

10. Using the whole text, tick **one box** in **each row** to show whether each statement is true or false.

	True	False
Duncan wanted to go on a long drive for his birthday.		
It was a wet, stormy night.		
Duncan usually loved spending time in the sea.		

**Predict**

11. Predict why Duncan's mother left him when he was a baby.

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**Compare**

12. Read this passage:

*"Hush now!" his father yelled excitedly, pointing. "Look – there she is!"*

*"It's a seal," said Duncan, flatly.*

*"Go on, go on!" cried Dad. "Take your boots and socks off and paddle out to her!"*

*Duncan's mouth opened and closed silently a few times before he managed to respond. "What?"*

Duncan and Dad react differently to seeing the seal.

How does Duncan react?

- Tick one**
- He is more excited.
  - He is more scared.
  - He is happier.
  - He is less excited.

8. Look at the section that begins: 'Then, as soon as his numb toes touched the icy waters...'  
Why was there only an empty seal skin lying on the rock now?

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9. Think about how Dad acts through the story then look at the statement below. Tick whether you think it is **true** or **false**.

	True	False
Dad looks after Duncan well.		

Explain why you think this.

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### Meaning as a whole

10. Retell the story in your own words.

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### Authorial intent

11. Give two reasons why the story is called *Son of the Sea*.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

## Y3 Grammar and Punctuation Quiz 1

1. Add two **full stops** in the correct places below.

John walks to school with his dad Tom and Emma  
join them

1 mark

2. Circle the **noun** in the sentence below.

The pencils were sharp.

1 mark

3. Circle **one** word in each set of brackets to complete the sentences correctly.

Today, I am ( painted / painting ) a picture.

Yesterday, I ( painted / painting ) a picture.

1 mark

4. Write one **adverb** to complete the sentence below.

I walk to school \_\_\_\_\_.

1 mark

5. Insert an **apostrophe** in the correct place in the sentence below.

Those are Sams toys.

1 mark

6. Which sentence is in the **present tense**?

Tick one

Kim walked to the shop.

Kim is drawing a picture.

Kim went to see her grandma.

Kim will go swimming tomorrow.

1 mark

7. Insert a **comma** in the correct place in the sentence below.

I went to the shop and I bought a pencil a ruler  
and a rubber.

1 mark

8. Draw a line to match each word to the **suffix** that turns it into a **noun**.

**Word**

**Suffix**

act

er

or

teach

er

or

1 mark

## Y3 Grammar and Punctuation Quiz 2

1. Add two **full stops** in the correct places below.

It was raining Sarah and Jack put on their coats

\_\_\_\_\_   
 1 mark

2. Circle the **noun** in the sentence below.

Yesterday, the sun was shining.

\_\_\_\_\_   
 1 mark

3. Circle **one** word in each set of brackets to complete the sentences correctly.

Today, I am ( playing / played ) with my friends.

Yesterday, I ( playing / played ) with my friends.

\_\_\_\_\_   
 1 mark

4. Write one **adverb** to complete the sentence below.

She ate her sandwich \_\_\_\_\_.

\_\_\_\_\_   
 1 mark

5. Insert an **apostrophe** in the correct place in the sentence below.

Johns party was fun.

\_\_\_\_\_   
 1 mark

6. Which sentence is in the **present tense**?

Tick one

Sana went to the museum.

Sana will go the museum next week.

Sana is at the museum.

Sana has been to the museum.

\_\_\_\_\_   
 1 mark

7. Insert a **comma** in in the correct place in the sentence below.

John Sana and Abbas went to the cinema.

\_\_\_\_\_   
 1 mark

8. Draw a line to match each word to the **suffix** that turns it into a **noun**.

**Word**

**Suffix**

build

er

or

play

er

or

\_\_\_\_\_   
 1 mark

# Arithmetic tests

## Year 3

### Spring Term

#### Guidance

These arithmetic tests include four 10 question arithmetic tests with answers. A simple arithmetic tracker is also available in the Y6 area on PrimaryWise, so that schools can track pupils' progress. The tests can be used to support the Diagnosis, Therapy, Test model: Use the tests to diagnose gaps, address these gaps with the pupils, use the next test to assess whether the gap is now closed.



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Home  
Learning  
Pack  
Year 3



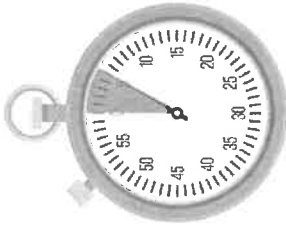
# Practical Ideas

Classroom  
secrets

KIDS

## 123

**How many times  
tables questions  
can you answer in  
30 seconds?**



**Can you beat your  
record?**



Give children quick fire multiplication questions from the 2, 3, 4, 5, 8 and 10 times tables.



Visit [kids.classroomsecrets.co.uk](https://www.classroomsecrets.co.uk) for online games to support learning.



**Go on a number  
hunt.**



**Create calculations  
using the numbers  
you have found.**



Discuss different places to collect numbers. Encourage children to create addition, subtraction, multiplication and division calculations.



**Find objects to  
make arrays.**



**Show each  
calculation in the 8  
times table.**



Discuss how the arrays add a row of 8 each time, so calculations can be answered by repeated addition  $\rightarrow 8 + 8 + 8$  (shown above).

## Practical Ideas

123

**Generate a 2-digit number.**



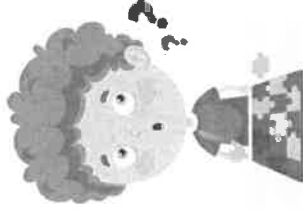
**How many ways can you partition this number?**

Classroom secrets\*

Roll a dice twice to generate a 2-digit number. Discuss how this number can be partitioned. Can the number be partitioned into more than 2 parts?



**Design your own board game.**



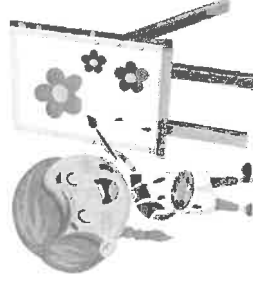
**Write instructions to explain how to play.**

Classroom secrets\*

Discuss games that children like to play and ideas that they can take from this to create their own. Talk about the layout and features of instructions.



**Draw a picture of your favourite animal.**



**Create a fact file to share with a friend**

Classroom secrets\*

Discuss what different resources could be used depending on what is available, for example: paint, pencils or collage. Discuss where/how to find facts.