

ICONIC GAMES

YEAR 3

HOMework BOOK

English • Mathematics and Statistics

A complete year of after-school learning

USE WITH AN EXERCISE BOOK



My name:



My school:



My class:



Year:

WELCOME TO YEAR 3!

Your adventure in learning starts here.

Read, solve, explore and create.



Read



Write



Maths



Games



Missions



My Goals

This year, I will:

1

2

3

HOW TO USE THIS BOOK

Each page helps you learn, practise and have fun!

1



Read & Think

Read the information and think about what you have learned.



2



Word Focus

Learn and use new words to build your vocabulary.

explore

to travel to a place to learn about it



3



Maths Mission

Solve problems and practise your maths skills.

$$247 + 356 = \underline{\quad}$$



4



Mini Mission

Complete a short task or challenge.

My Challenge

Draw and label a native bird.



5



Game Break

Play a game to practise and have fun!



YEAR 3 HOMEWORK BOOK



Homework Book

Learn and practise your skills.



Exercise Book

Write your answers and show your work.



Online Game

Play games online to revise and challenge yourself.

MY LEARNING JOURNEY

A year of learning, exploring and achieving!



READING



MATHS



QUESTS



GRAPHS



MAPS



My name:



My goal:



I want to get better at...

Term 1

START HERE!

Explore New Skills

Term 2

Build Knowledge

Term 3

Take on Quests

Term 4

Achieve and Grow

MY JOURNEY STARS



Term 1



Term 2



Term 3

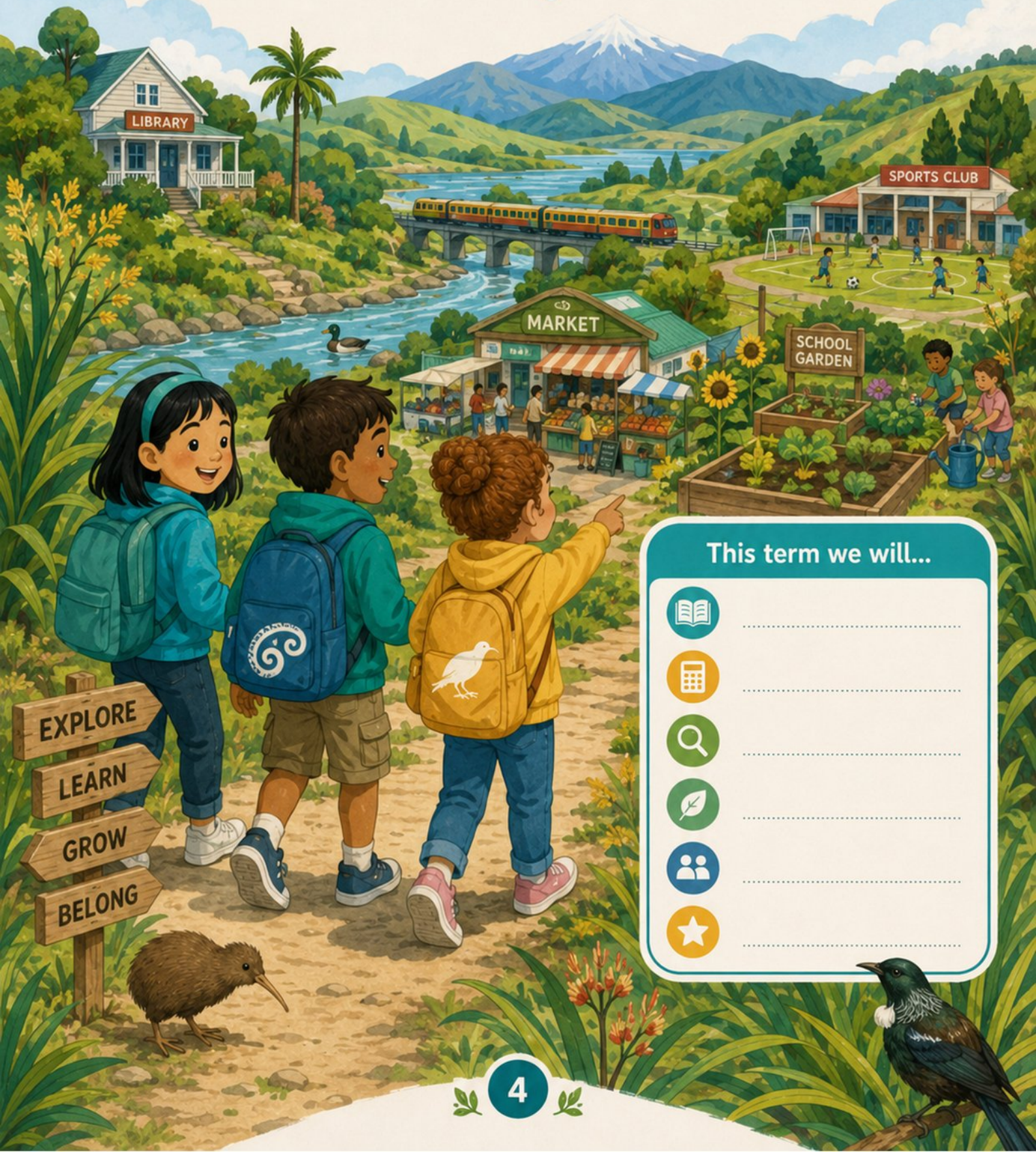


Term 4

Colour a star when you complete each term!

TERM 1

Let's build strong foundations!



This term we will...



.....



.....



.....



.....



.....



.....



★ Market Day

Read the passage and answer the questions.

A Busy Market Morning

It is Saturday morning, and the town market is full of life.

Mereana and Eli go with their whānau. The air smells of fresh bread and fruit. Stalls are lined with apples, kūmara, and oranges. There are loaves of bread, jars of honey, and colourful woven bags.

The children help choose apples and count the money. They say, “Kia ora!” to friends and neighbours.

Everyone enjoys good food, friendly faces, and supporting local growers. It is a great way to start the weekend!



WORD FOCUS

Vowel Teams

Sometimes two vowels go together to make one long vowel sound.

ai

rain

ea

bread

oa

boat

ee

see

ou

cloud

Can you find words in the story with these sounds?



★ THINK ABOUT IT

Answer the questions in full sentences.

- 1 Where do Mereana and Eli go on Saturday morning?
.....
- 2 What foods can you find at the market?
.....
- 3 How do the children help at the market?
.....
- 4 Why is the market a great way to start the weekend?
.....
- 5 What is your favourite thing to buy at the market? Why?
.....

WRITE IT

Write 3–4 sentences about a time you went to a market. What did you see, smell, or buy?

.....

.....

.....

.....



GAME BREAK

Market Match – Draw a line to match each item to where you would find it.

Apples



Bread



Woven Bag



Honey



Kūmara



Bakery Stall

Fruit Stall

Crafts Stall

Honey Stall

Vege Stall



Market Day

— Maths Mission

Explore numbers to 1,000 and place value.



1 Market Prices

Read the prices. Write each one in words.



\$2.45

.....



\$1.85

.....



\$6.75

.....

2 Place Value

Write each number. Then show it using place value blocks.

247	583	906
H T O	H T O	H T O

3 Number Order

Write the numbers in order from smallest to largest.

678 342 527 189 905

< < < <

4 Compare

Write <, > or = to make each sentence true.

- a) 346 634 d) 499 494
 b) 705 570 e) 823 832
 c) 182 218 f) 670 760

5 Show Me

Draw place value blocks to represent the numbers.

314

462

289

= 100

= 10

= 1

★ Mini Mission

At the market, a shopper buys:

- 2 apples
- 3 bunches of carrots
- 1 jar of honey

What is the total cost?
Show your working.

Total: \$ _____

Game Break

Roll a 3-digit number!
Use a dice or number spinner three times to make a number.
Write it here:

Try again!



Challenge: Can you make a number between 500 and 800?

★ How Did I Go?

Colour a star.



I found it easy!



I needed some help.



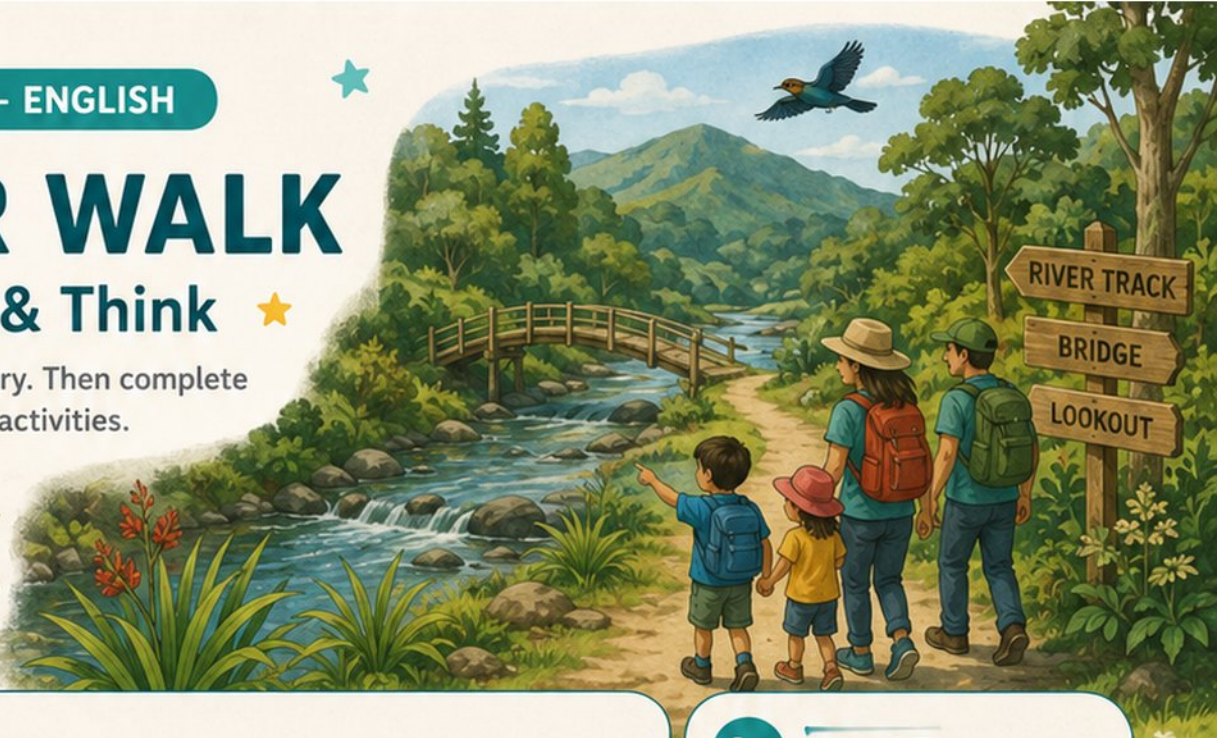
I need more practice.



RIVER WALK

★ Read & Think ★

Read the story. Then complete the activities.



Read

It is Sunday morning and our whānau is going for a river walk.
 We leave early so the air is cool and crisp.
 The path winds through native bush.
 We see tall trees, ferns and flaxes.
 Tui sing in the rimu and a fantail flits near the stream.
 We stop at the bridge and look down at the clear water.
 Dad says, "A healthy river helps people, plants and animals."
 We take our rubbish home and stay on the track.
 We care for our river so it can thrive for years to come.



Word Focus

r-controlled vowels

Read the words. Circle the r-controlled vowel sound.

river

fern

bird

herb

first

farm

turn

bark

storm

dark

R-controlled vowels:
ar, er, ir, or, ur



Think About It

- Who went for a river walk?
.....
- What did they see and hear?
.....
- What did Dad say is important?
.....
- How can we care for our river?
.....



Write It

Write two sentences about how we can care for our rivers and the environment.

1

2



Game Break

Match the r-controlled vowel sound to the word.

ar

er

ir

or

ur

fern

turn

bird

storm

farm

river

herb

bark

first

dark



RIVER WALK – MATHS MISSION

Help the explorers complete their river walk by rounding the distances to the nearest 10 and 100.



1 SHOW ME!

Round each number. The first one is done for you.

Distance	Nearest 10	Nearest 100
 Lookout 185 m	190	200
 Swing Bridge 372 m	.....	.....
 Waterfall 648 m	.....	.....

2 ROUND EACH DISTANCE

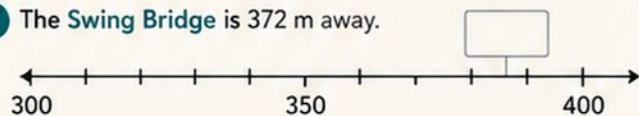
Round each distance to the nearest 10 and nearest 100.

	Distance	Nearest 10	Nearest 100
1	127 m	.....	.....
2	243 m	.....	.....
3	509 m	.....	.....
4	786 m	.....	.....
5	932 m	.....	.....

3 MINI MISSION ★

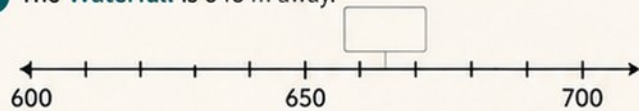
Complete the number lines to show the distances. Then round the given number.

- 1 The Swing Bridge is 372 m away.



Nearest 10: Nearest 100:

- 2 The Waterfall is 648 m away.



Nearest 10: Nearest 100:

4 GAME BREAK! 🎲

Roll a dice. Use the number to build a distance. Round it to the nearest 10 and 100. First one is done for you.

Roll	Distance (m)	Nearest 10	Nearest 100
	261 m	260	300
			
			
			
			
			

5 HOW DID I GO?

Colour the explorer that shows how you feel.



I need more practice.



I'm getting there!



I nailed it!

Tick the skills you used.



Train Trip – Read & Think

★ Learning Tip

Read closely.
Think deeply.
Answer fully.

Read the passage and complete the activities.



A Train Trip to Kaikōura

On Saturday morning, Mia and her family caught the train to Kaikōura. The sun was shining and the air was fresh.

The train rolled past green farms and tall trees. They saw cows in the paddocks and sheep on the hills. Then the view opened up to the sea. The water sparkled, and dolphins swam near the rocks!

They got off at Kaikōura station and breathed in the salty air. After lunch by the beach, they went for a walk and saw fur seals resting on the rocks.

Mia loved the train trip. It was relaxing, fun and full of amazing views.



Train Ticket

KiwiRail

From: Christchurch
To: Kaikōura
Date: Sat 18 May
Time: 9:15 am
Carriage: B
Seat: 15A
Passenger: Mia L.



Vocabulary in Context

Read the sentences. Use clues in the passage to work out the meaning of the bold words.

- The train **rolled** past green farms.
rolled means _____
- The water **sparkled** in the sunlight.
sparkled means _____
- They breathed in the **salty** air.
salty means _____
- Fur seals were **resting** on the rocks.
resting means _____

Word Study: Endings

Add the ending **-ed** or **-ing** to each word to make a new word.

- | | | | |
|-----------|---------|----------|---------|
| 1 roll | ▶ _____ | 5 travel | ▶ _____ |
| 2 sparkle | ▶ _____ | 6 swim | ▶ _____ |
| 3 rest | ▶ _____ | 7 walk | ▶ _____ |
| 4 breathe | ▶ _____ | 8 enjoy | ▶ _____ |

Think About It

- Where did Mia and her family go?

- What did they see as the train travelled?

- What did they do after lunch?

- Why do you think Mia loved the trip?

Write It

Imagine you are on a train trip. Write 3–4 sentences about where you are going and what you can see.



★ Game Break: Train Track Path

Help the train get to Kaikōura! Follow the track by adding **-ed** to the root words.

START



talk

visit

look

Kaikōura

FINISH!

Train Trip – Maths Mission

Addition and subtraction to 1,000

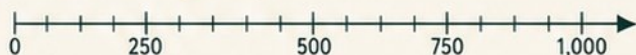
★ Use number lines to help solve problems.



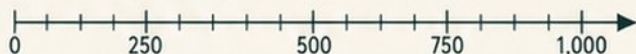
1 Number Line Ride

Use the number line to find the answers.

a $245 + 387 =$



b $612 - 278 =$



c $834 - 467 =$



2 Carriage Numbers

Use the number line to help you.



a How much more is carriage 2 than carriage 1?

b How much more is carriage 3 than carriage 2?

c How much more is carriage 4 than carriage 3?

d How much more is carriage 4 than carriage 1?



You can count up on a number line to find how much more.



3 Ticket Time

Read each problem. Show your working and write your answer.

- a A family of 4 buys tickets to Riverside Return.
Each ticket costs \$126.
How much do they pay altogether?



Answer: \$

- b A group buys 6 tickets to Summit Station.
Each ticket costs \$145.
They pay with \$1,000.
How much change do they get?



Answer: \$

- c Return ticket to Valley Junction costs \$230.
Jamal pays with \$500.
How much change does he get?



Answer: \$

4 Mini Mission ★

Complete the number sentence using any three of the numbers.

168

256

314

479

521

+ - =



Challenge: Can you make the answer 200?



Game Break

Roll a dice twice to make two 3-digit numbers.

The first is the bigger number.

Subtract the smaller number from the bigger number.

Whoever has the biggest difference wins!



How Did I Go? ★



I understand and can do it!



I'm getting there. I need a little help.



I need more practice.

I am proud of...

Next time I will...





Week 4

Bird Count

English / Read & Think



PROBLEM:

Aroha's class loves watching birds in the school garden. They want to know which birds visit most.

SOLUTION:

The class creates a bird survey. They count for one week, record their results, and share what they learn.

ENDING:

The class finds the tūī is the most common visitor. They decide to protect the garden so birds will keep coming back.



1 SEQUENCE IT

Write 1, 2, 3 to show the order of events.



They count and record the birds.



Aroha's class loves watching birds.



They share what they learn.

2 READ & THINK

Write short answers in full sentences.

- a. What did the class want to find out?

.....

- b. How did they solve the problem?

.....

- c. What did they discover?

.....

- d. What will they do next?

.....

3 WORD FOCUS

Use each word in a sentence that makes sense.

survey

record

common

protect



Week 4

Bird Count

Maths Mission

Let's use bird counts to solve addition and subtraction problems.

1 BIRD COUNT AT THE PARK

Rangi and her whānau did a bird count. Here are their results.

Bird	Tally	Number
 Tūi	|||||	6
 Kererū	||||	4
 Pīwakawaka	|||||	7
 Kōtare	||||	3

Use the table to answer the questions.

- How many tūi and kererū are there altogether? _____
- How many pīwakawaka and kōtare are there altogether? _____
- How many more pīwakawaka than kererū? _____
- If 2 tūi flew away, how many tūi are left? _____
- If 1 kererū flew away and 1 kōtare flew in, how many kererū and kōtare are there now?

2 COUNT AND ADD

Count the birds and solve the number sentences.

a.  +  =

b.  +  =

c.  +  =

3 TAKE AWAY

Cross out the birds to match the number sentence. Write the answer.

a.  $6 - 2 =$

b.  $5 - 3 =$

c.  $4 - 1 =$

★ MINI MISSION

You see 5 tūi in a tree.
Then 3 more tūi land.
After a little while, 2 tūi fly away.

How many tūi are left?



★ STRETCH CHALLENGE

Complete the number patterns.

a. 2, 4, 6, 8, _____, _____, _____

b. 10, 9, 8, 7, _____, _____, _____





Week 5 School Garden

English / Read & Think



TODAY'S LEARNING

Make inferences using clues in a text

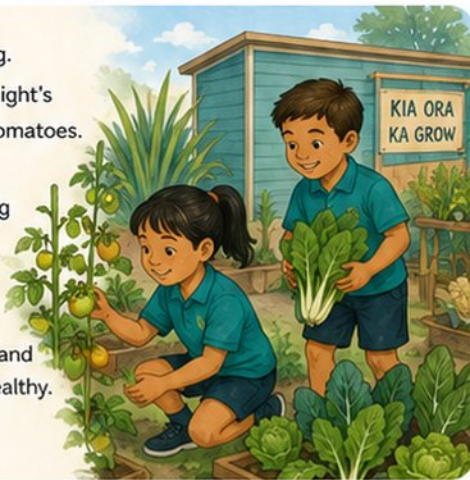
We read carefully, think, and find evidence.



READ & THINK

Read the short text. Then answer the questions.

It is a calm Tuesday morning.
The soil is damp from last night's rain. Hana is checking the tomatoes. They are tall and green.
Wiremu is carefully bunching up the silverbeet leaves.
A basket is already full of harakeke and herbs.
Everyone is working quietly and smiling. The garden looks healthy.



- 1 What can you infer about the weather?

- 2 How do you know the plants are healthy?

- 3 Why do you think everyone is working quietly?

- 4 What might the class be preparing for?

FIND THE EVIDENCE

Find a word or phrase in the text that shows...

- 1 It rained:

- 2 The plants are growing well:

- 3 The children are happy:

WORD GROWTH

Add -less or -ful to the base words to make new words.

Then use each new word in a sentence.

- 1 care + _____ = _____

- 2 hope + _____ = _____

- 3 joy + _____ = _____

- 4 use + _____ = _____

WRITE & THINK

Write a short paragraph (3–4 sentences).
Describe your school garden or a garden you know.
What can you see, smell, or hear? How does it make you feel?



Week 5

★ School Garden

Maths Mission

Gardeners use equal groups and rows to plant.
Let's explore multiplication and division facts for 2, 5 and 10.



2

Multiply by 2 (groups of 2)

Fill in the missing numbers.



$$2 + 2 + 2 + 2 = \square$$

$$4 \times 2 = \square$$

Divide by 2 (share into 2s)

Fill in the missing numbers.



$$8 \text{ shared into } 2\text{s} = \square \text{ groups}$$

$$8 \div 2 = \square$$

5

Multiply by 5 (groups of 5)

Fill in the missing numbers.



$$5 + 5 = \square$$

$$2 \times 5 = \square$$

Divide by 5 (share into 5s)

Fill in the missing numbers.



$$10 \text{ shared into } 5\text{s} = \square \text{ groups}$$

$$10 \div 5 = \square$$

10

Multiply by 10 (groups of 10)

Fill in the missing numbers.



$$10 + 10 = \square$$

$$2 \times 10 = \square$$

Divide by 10 (share into 10s)

Fill in the missing numbers.



$$20 \text{ shared into } 10\text{s} = \square \text{ groups}$$

$$20 \div 10 = \square$$

MINI-MISSION: GARDEN GAME!

Roll a die. Multiply or divide to find the answer.
Colour the matching garden bed.



1-2 = use 2

3-4 = use 5

5-6 = use 10

Numbers to use:

2 4 6 8 10 12

14 16 18 20 22 24



Maths Garden Tip: Look for equal groups and rows in real life—
they help you solve problems!

★ Week 6 Library Mix-Up

English / Read & Think



TODAY'S LEARNING

Pronoun reference: using *who*, *which* and *that*

Prefixes: *un-*, *pre-*, *re-*, *dis-*

Good readers notice details and think about what they read.



SHOW ME / WORK IT OUT

Read each sentence. Circle the correct word (*who* / *which* / *that*) to make the sentence make sense.

- The librarian (*who* / *which* / *that*) helped us find the book was kind.

- The book (*who* / *which* / *that*) is about whales has great pictures.

- The shelf (*who* / *which* / *that*) is labelled 'Poetry' has a dinosaur book!

- I like stories (*who* / *which* / *that*) make me laugh.

- This is the book (*who* / *which* / *that*) I was looking for.

WORD FOCUS

Add the prefix in the box to each word. Write the new word.

- | | un- | pre- | re- | dis- |
|---------|-------|-------|-------|-------|
| 1 happy | _____ | _____ | _____ | _____ |
| 2 heat | _____ | _____ | _____ | _____ |
| 3 write | _____ | _____ | _____ | _____ |
| 4 agree | _____ | _____ | _____ | _____ |
| 5 cover | _____ | _____ | _____ | _____ |

MINI MISSION

Put the mixed-up books back in the correct places. Write the title in the right section.

- | | | | |
|---------|---------|---------|---------------|
| Poetry | Cooking | Science | Sport |
| History | Nature | Fiction | Māori Stories |

YOUR THINKING

Write two or three sentences about the library mix-up. What happened? How did the librarian solve it?

HOW DID I GO?

☐ Got it!

☐ Getting there

☐ Need more practice

One strategy that helped me: _____



Week 6 Library Mix-Up

Maths Mission

Multiplication facts for 3, 4 and 8.



WARM UP

Draw an array to match each multiplication fact.

1 $3 \times 4 =$ _____

2 $4 \times 8 =$ _____

3 $8 \times 3 =$ _____

BOOK SHELVES

Look at each shelf. Write the multiplication fact and the total.

1



_____ $\times$ _____ = _____

2



_____ $\times$ _____ = _____

3



_____ $\times$ _____ = _____

GROUP IT

Complete the grouping and write the multiplication fact.

1



_____ $\times$ _____ = _____

2



_____ $\times$ _____ = _____

3



_____ $\times$ _____ = _____

★ MINI-MISSION ★

Pick a card. Solve it.
Find a different way to show it using books or an array.

8×4 ★



MATHS CHALLENGE

Arrange the digits 3, 4 and 8 to make two different multiplication facts.
Show your thinking.

_____ $\times$ _____ = _____

_____ $\times$ _____ = _____



Week 7 Sports Club

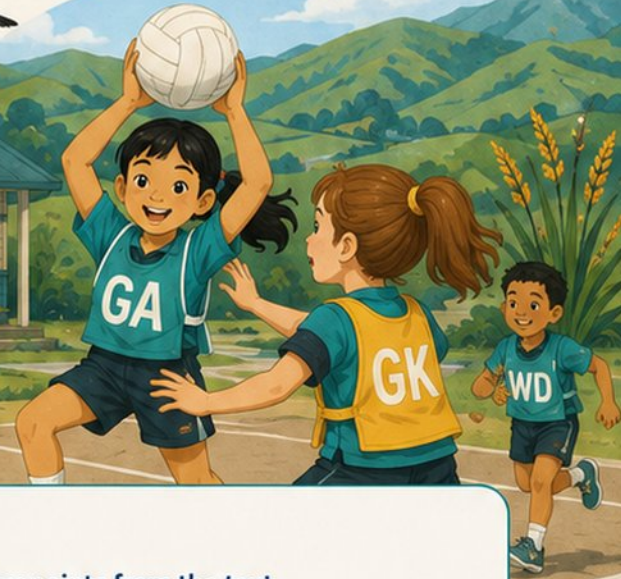
English / Read & Think



TODAY'S LEARNING

Summarising – Finding the key ideas

A summary tells the important points in order.



READ & SUMMARISE

Read the short text below.

Our school sports club meets every Friday after school. We can choose from different sports like netball, football and rugby. We learn new skills, get fitter and have fun with our friends. Our coaches show us how to play fair and try our best. At the end of each term, we have a fun day with games and prizes for everyone.

Write 3–4 key points from the text.

1

2

3

4

WORD FOCUS – DOUBLE BEFORE -ED & -ING

When a short word ends in a single vowel + single consonant, we double the last letter before adding -ed or -ing.

Example: run → **running** stop → **stopped**

Write the -ed and -ing words.

Word	-ed	-ing
1 plan		
2 jog		
3 fit		
4 skip		
5 shop		

THINK & WRITE

What is your favourite sport and why?
Write 2–3 sentences.

HOW DID I GO?

☐ Got it!

☐ Getting there

☐ Need more practice

One thing I found tricky: _____





Sports Club

Maths Mission



READ

The school sports club meets every Thursday afternoon.

Children practise different activities, build skills and play friendly games. Working together helps everyone improve and have fun.

Today is Maths Mission Day!
Use numbers and patterns to help the club score big.



THINK ABOUT IT

1. What is the main idea of this sports club text?

2. Write one important detail from the text.

3. What can you infer or conclude? Give a reason.

MATHS FOCUS

1. Scoreboard Sums

Complete the addition sentences.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

2. Growing Pattern

Look at the pattern. Continue it.



3. Training Sequence

Complete the number pattern.



4. Number Challenge

Use these numbers: 3, 7, 2
Make two different addition sentences.

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

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

MINI-MISSION: MATCH POINT!

Spin the spinner two times.
Add the numbers. Score a goal if your total is 10 or more!



SPIN 1	SPIN 2	TOTAL	GOAL?
			☐
			☐
			☐

The Foundation Quest

Build strong skills to ready your journey.



WORD QUESTS

- 1 Spell this word: adventure _____
- 2 Write a synonym for brave _____
- 3 Write a sentence using explore _____

READING QUESTS

- 4 Who is the main character? _____
- 5 Where does the story take place? _____
- 6 What is the problem in the story? _____
- 7 How is the problem solved? _____

QUEST PROGRESS

→→→

★

Complete both gates to earn your **star**!

HOW DID I GO?

☐ Got it!

☐ Getting there

☐ Need more practice

One thing I did well: _____



A detailed illustration of a Green-winged Warbler perched on a brown branch. The bird has a dark green head and back, a white throat, and a white breast. It is facing left. The branch has several green leaves and a cluster of yellow flowers. The background shows a stylized landscape with green hills and a blue sky with white clouds.



MATHS GATE

Create and solve one problem using a maths skill from this term.
Show your working.



I did it!

My problem:

My working:

My answer:



REAL-WORLD GATE

Complete one mini mission and explain what you learned.
Be specific and include at least two details.



I did it!

My mini mission:

What I learned:

The two most interesting details were:



QUEST COMPLETE!

You've opened two gates and moved one step closer to Foundation Quest success.

My progress:



2 of 4 gates complete



TERM 1 REFLECTION

⇒ Think about what you learned in Term 1. ⇒

**Something I am proud of**

I am proud of...

.....

.....

.....

.....

.....

**A skill that feels easier now**

This skill feels easier now...

.....

.....

.....

.....

.....

**My favourite activity**

My favourite activity was...

.....

.....

.....

.....

**A word or maths idea I learned**

I learned...

.....

.....

.....

.....

**My goal for Term 2**

My goal for Term 2 is...

.....

.....

.....

**How confident do I feel about my learning?**

Colour the star that shows how you feel.



I'm just getting started

I'm learning and growing

I'm feeling confident

I understand most things

I'm super confident!



Ka pai! You have worked hard this term.

Be proud, keep curious, and enjoy the next adventure in Term 2!



TERM 2

USING WHAT WE KNOW

Use what you know in practical, everyday situations.



This term we will learn through 7 weekly themes:

Week 1 Recipe Test	Week 2 Museum Visit	Week 3 Camping Plan	Week 4 Community Pantry	Week 5 Bike Track	Week 6 Weather Station	Week 7 Playground Redesign
						
1	2	3	4	5	6	7



★ Recipe Test

1 READ

Read the passage.

Mereana wanted to bake some muffins for her whānau. She found a recipe and read it carefully.

She mixed the ingredients, but the muffins did not rise. They were flat and heavy.

Mereana checked the recipe again. She had used one teaspoon of baking powder, but it said one tablespoon!

She fixed her mistake and tried again. This time the muffins rose high and smelled delicious.

Mereana learned that reading a recipe well and checking your work helps you get great results.



2 WORD FOCUS

Doubling before -er and -est

When a short word ends with one vowel and one consonant, double the last letter before -er and -est.

big
large

bigger
more large

biggest
most large

hot
warm

hotter
more warm

hottest
most warm

thin
not thick

thinner
more not thick

thinnest
most not thick

WRITE IT

Write clear instructions for making a simple snack or a pretend recipe. Use time words like *first*, *next*, *then*, *after that*, and *finally*.

.....

.....

.....

3 THINK ABOUT IT

Answer the questions in full sentences.

- 1 What did Mereana want to make?
.....
- 2 What mistake did she make?
.....
- 3 How did Mereana fix her mistake?
.....
- 4 What did Mereana learn?
.....
- 5 What helps you do well when you try something new?
.....



GAME BREAK

Recipe Challenge – Unscramble the words.
Write each word in the correct box.

lfour	terbut	gsugar	gge	limk

1

2

3

4

5



Recipe Test

– Maths Mission

Use your multiplication and division facts for 2, 3, 4, 5, 8 and 10.



1 Show Me / Work It Out

Write the missing numbers.

- | | |
|-------------------------|--------------------------|
| a) $2 \times 7 =$ _____ | f) $5 \times 4 =$ _____ |
| b) $7 \times 2 =$ _____ | g) $8 \times 3 =$ _____ |
| c) $3 \times 6 =$ _____ | h) $3 \times 8 =$ _____ |
| d) $6 \times 3 =$ _____ | i) $10 \times 6 =$ _____ |
| e) $4 \times 5 =$ _____ | j) $6 \times 10 =$ _____ |

Now write the matching division facts.

- | | |
|------------------------|-------------------------|
| k) $14 \div 2 =$ _____ | p) $20 \div 5 =$ _____ |
| l) $14 \div 7 =$ _____ | q) $24 \div 8 =$ _____ |
| m) $18 \div 3 =$ _____ | r) $30 \div 10 =$ _____ |
| n) $18 \div 6 =$ _____ | s) $40 \div 5 =$ _____ |
| o) $20 \div 4 =$ _____ | t) $40 \div 8 =$ _____ |

2 Equal Groups / Arrays

Write a multiplication fact and a division fact for each picture.

a)  $\times$ fact: _____
 $\div$ fact: _____

b)  $\times$ fact: _____
 $\div$ fact: _____

c)  $\times$ fact: _____
 $\div$ fact: _____

3 Mini Mission

Use counters or drawings to show three different multiplication facts that equal 24.

You can also write the matching division facts.

1.	2.	3.
$\times$ fact: _____	$\times$ fact: _____	$\times$ fact: _____
$\div$ fact: _____	$\div$ fact: _____	$\div$ fact: _____

Can you find all the different fact families for 24?
 How many did you find? _____

4 Game Break

Recipe Groups

Roll a dice. Use the number to make equal groups.

Write the multiplication and division facts.

 Roll a _____ $\rightarrow$ 	$\times$ fact: _____ $\div$ fact: _____
 Roll a _____ $\rightarrow$ 	$\times$ fact: _____ $\div$ fact: _____
 Roll a _____ $\rightarrow$ 	$\times$ fact: _____ $\div$ fact: _____
 Roll a _____ $\rightarrow$ 	$\times$ fact: _____ $\div$ fact: _____
 Roll a _____ $\rightarrow$ 	$\times$ fact: _____ $\div$ fact: _____
 Roll a _____ $\rightarrow$ 	$\times$ fact: _____ $\div$ fact: _____

5 How Did I Go?

Colour the star that shows how you feel.



I found it easy!



I needed some help.



I need more practice.

I will get better by...

.....

My Maths Checklist

- ☐ I know my 2, 3, 4, 5, 8 and 10 facts.
- ☐ I can write multiplication and division facts.
- ☐ I can make equal groups and arrays.
- ☐ I can solve problems.



★ Museum Visit

1 READ

Read the passage.

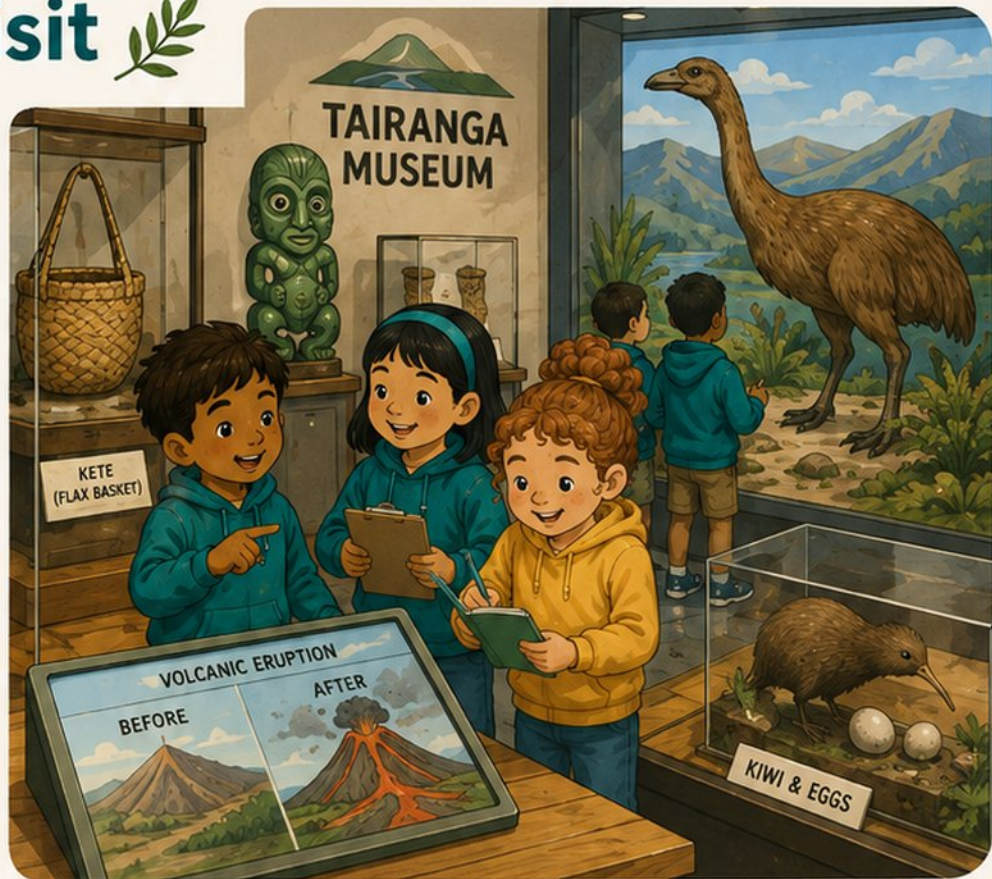
Our class went on a visit to the Tairanga Museum today.

First, we explored the Ngā Manukura Gallery. We saw taonga like a woven kete and a pounamu hei tiki. Our guide explained how these items tell stories of our people and our land.

Next, we visited the Natural World Gallery. We saw the giant moa, tiny kiwi eggs and colourful birds from Aotearoa. We learned how the moa became extinct because people hunted them and forests were cleared.

After lunch, we tried handling replicas and solved a display activity about local volcanoes. We discovered that when volcanoes erupt, lava can change the land and create new soil.

I loved the visit because I learned new things and it made me proud of Aotearoa's amazing history.



2 WORD FOCUS

Drop-e before -ing

When a verb ends in a consonant + e, we drop the e before adding -ing.

make	→	making
take	→	taking
love	→	loving
hope	→	hoping
care	→	caring

We drop the e so the word is easier to say and spell.



3 THINK ABOUT IT

Answer the questions in full sentences.

- 1 What were some taonga the class saw in the museum?
.....
- 2 Why did the moa become extinct?
.....
- 3 What happens to the land when volcanoes erupt?
.....
- 4 How did the class activity help the visitors learn?
.....
- 5 Why did the writer enjoy the museum visit?
.....

WRITE IT

What object would you put in a museum?
What is it, and why is it important to your family, school or community?
Write 4–5 sentences.

.....

.....

.....

.....

.....



GAME BREAK

Cause and Effect Challenge

Match each cause (what happened) with the correct effect (what happened next).

CAUSE		EFFECT
1 People cleared forests.	•	A We learned new things.
2 A volcano erupted.	•	B New soil was created.
3 The guide showed taonga.	•	C The moa lost its habitat.
4 Students asked questions.	•	D We understood the stories.
5 We solved the display activity.	•	E We got the answers we wanted.





Museum Visit

– Maths Mission

Use multiplication and exact division to solve real-life problems.



1 SHOW ME / WORK IT OUT

Work out each calculation.

- | | |
|---|---------------------------------------|
| a) $23 \times 4 =$ <input type="text"/> | g) $81 \div 9 =$ <input type="text"/> |
| b) $17 \times 6 =$ <input type="text"/> | h) $63 \div 7 =$ <input type="text"/> |
| c) $34 \times 3 =$ <input type="text"/> | i) $42 \div 6 =$ <input type="text"/> |
| d) $48 \times 2 =$ <input type="text"/> | j) $96 \div 8 =$ <input type="text"/> |
| e) $56 \div 7 =$ <input type="text"/> | k) $27 \div 3 =$ <input type="text"/> |
| f) $72 \div 8 =$ <input type="text"/> | l) $90 \div 5 =$ <input type="text"/> |

2 EXHIBIT GROUPS

Write a multiplication sentence for each display.
Then write the matching division sentence.

A. Fossils

Multiplication: _____
Division: _____

B. Ancient Pots

Multiplication: _____
Division: _____

C. Gemstones

Multiplication: _____
Division: _____

3 MINI MISSION

Pretend the museum has 20 exhibits. You need to put them into rooms equally.
Choose 5 artefacts below. Then group them equally for 2, 3 or 4 rooms.



Into 2 rooms
 $20 \div 2 =$ _____
 _____ $\times$ _____ $= 20$
 So, _____ in each room.

Into 3 rooms
 $20 \div 3 =$ _____
 _____ $\times$ _____ $= 20$
 So, _____ in each room.

Into 4 rooms
 $20 \div 4 =$ _____
 _____ $\times$ _____ $= 20$
 So, _____ in each room.

GAME BREAK

Match each multiplication fact to the set of division facts that belong to the same fact family.

- | | | | |
|----------------------|---|---|--|
| a) $7 \times 6 = 42$ | • | • | $48 \div 6 = 8$ $48 \div 8 = 6$
$8 \times 6 = 48$ $6 \times 8 = 48$ |
| b) $9 \times 4 = 36$ | • | • | $35 \div 7 = 5$ $35 \div 5 = 7$
$7 \times 5 = 35$ $5 \times 7 = 35$ |
| c) $6 \times 8 = 48$ | • | • | $42 \div 7 = 6$ $42 \div 6 = 7$
$7 \times 6 = 42$ $6 \times 7 = 42$ |
| d) $5 \times 7 = 35$ | • | • | $36 \div 9 = 4$ $36 \div 4 = 9$
$9 \times 4 = 36$ $4 \times 9 = 36$ |
| e) $3 \times 9 = 27$ | • | • | $27 \div 3 = 9$ $27 \div 9 = 3$
$3 \times 9 = 27$ $9 \times 3 = 27$ |

5 HOW DID I GO?

Colour a star to show how you felt about this mission.



I found it easy!



I needed some help.



I need more practice.



MUSEUM CHALLENGE!

A school group has 144 tickets.
They go to the museum in groups of 8.
How many groups do they make?
Show your working.

Answer: _____





Camping Plan

A great plan helps everyone enjoy the outdoors safely.



Lake Rimu Campsite Map



Caption: This map shows the main places at Lake Rimu Campsite and the walking track around the lake.

1 READ

Read the passage.

Welcome to Lake Rimu Campsite!

Lake Rimu Campsite is in the heart of native bush, beside a clear blue lake. It is a great place for families and friends to relax, explore and enjoy New Zealand's outdoors.

There are flat tent sites, a picnic area and a fire circle. A short walking track goes around the lake and through tall trees full of birds. Please keep to the track and take care of our plants and animals.

Everyone has a part to play in keeping the site safe and clean. Follow the campsite rules, use the facilities carefully and take all your rubbish home. Together we can make sure Lake Rimu stays beautiful for everyone.

Glossary

campsite – a place where people can stay in tents
facilities – things provided for people to use

2 WORD FOCUS

Spelling pattern – y to i before endings

Write the words in the correct column.

- dry happy lucky sky
 tidy funny early busy

Change y to i + ending
 (happy → happier)

Keep y
 (sky → sky)

.....	
.....	
.....	

3 THINK ABOUT IT

Answer the questions in full sentences.

- Where is Lake Rimu Campsite?

- What facilities are provided for campers?

- What should campers do to care for the campsite?

- Why is the walking track important?

- How does a map help campers?

WRITE IT

Good rules help everyone have a safe and fun time.
 Write **THREE** useful campsite rules for Lake Rimu.

-
-
-

GAME BREAK

Label the text feature. Choose from the box.

heading map caption glossary sign



Caption: This map shows the main places at Lake Rimu Campsite.

Glossary
 campsite – a place where people can stay in tents

Lake Rimu Campsite Map

-
-
-
-
-



Camping Plan

— Maths Mission

Explore unit fractions and compare amounts.



1 Show Me / Work It Out

Write the unit fraction shown. Then compare using $<$, $>$ or $=$.
The first one is done for you.

a) $\frac{1}{2}$ $>$ $\frac{1}{4}$

b) $\frac{1}{4}$ $\square$ $\frac{1}{2}$

c) $\frac{1}{8}$ $\square$ $\frac{1}{4}$

d) $\frac{1}{4}$ $\square$ $\frac{1}{8}$

e) $\frac{1}{8}$ $\square$ $\frac{1}{8}$

f) $\frac{1}{2}$ $\square$ $\frac{1}{4}$

2 Fraction Models

Shade the fractions shown. Then compare using $<$, $>$ or $=$.
The first one is done for you.

a) $\frac{1}{4}$ $=$ $\frac{1}{4}$

b) $\frac{1}{8}$ $\square$ $\frac{1}{4}$

c) $\frac{1}{2}$ $\square$ $\frac{1}{8}$

d) $\frac{1}{8}$ $\square$ $\frac{1}{2}$

★ Mini Mission

Draw the lines on the shapes to show the fraction.
The first one is done for you.

a) $\frac{1}{2}$ b) $\frac{1}{4}$ c) $\frac{1}{8}$

Look around the campsite. Draw or write one thing you might share in $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$.

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{8}$

Game Break – Fraction Tent

Roll a 1–8 number. Colour that fraction of the tent.
Compare with a partner using $<$, $>$ or $=$.



You
vs
Partner

You: $\square$ Partner: $\square$

You: $\square$ Partner: $\square$

1 2 3 4 5 6 7 8

$\square$ $\square$ $\square$ $\square$ $\square$ $\square$ $\square$ $\square$



Challenge: Roll twice. Add your two fractions together. Write the total fraction.

$\square$

★ How Did I Go?

Colour a star that shows how you feel.



I found it easy!



I needed some help.



I need more practice.



One thing I learned today:

.....

.....





Community Pantry

Working together to share and care.

1 READ

Read the two sources below.

SOURCE 1 Community Pantry Notice

Our community pantry is a place where people share food and care. Anyone can take what they need and anyone can leave what they can.

What we need most:

- canned beans
- rice
- tuna
- pasta
- peanut butter
- tea & coffee
- toiletries

Please check that food is unopened and in date.

Together we can make a difference! ♥

SOURCE 2 How You Can Help

There are many ways to help our community pantry.



Donate food – Bring items from the list to the pantry.



Pack a box – Pack a box of food to share with a family in need.



Share kindness – Say hello, lend a hand and help others feel welcome.

Big or small, every action helps!

2 WORD FOCUS

Circle the correct spelling for each word. Then write the word in a sentence.

- 1 necessary / nessary
- 2 volunteers / volenteers
- 3 community / comunity
- 4 suggestion / sugestion
- 5 familiar / familar

These words have less-common spelling patterns. Check carefully and use them in your writing!



3 THINK ABOUT IT

Answer the questions using full sentences.

Understanding

- 1 What is the purpose of the community pantry?

- 2 List three items that the pantry needs.

- 3 What are two ways people can help?

Compare & Contrast

- 4 What is similar about the two sources?

- 5 What is different about the two sources?

- 6 Which source do you think is more helpful? Why?

WRITE IT

Compare two ways people can help their community. Use information from the two sources to help you.

Write a short paragraph.

Use words like *first*, *second*, *both*, *however*, and *in conclusion*.



Writing Checklist

- ☐ I used information from both sources.
- ☐ I compared the two ways clearly.
- ☐ I used linking words.
- ☐ I checked my spelling and punctuation.



GAME BREAK

Match the idea in Source 1 with the best matching idea in Source 2.

SOURCE 1 – Community Pantry Notice

- 1 Anyone can take what they need.
- 2 Please check that food is unopened and in date.
- 3 What we need most.
- 4 Together we can make a difference!

SOURCE 2 – How You Can Help

- A Donate food.
- B Share kindness.
- C Pack a box.
- D Bring items from the list to the pantry.





Community Pantry

– Maths Mission

Use equivalent fractions to understand that parts can be the same value.



1 Show Me / Work It Out

Write the equivalent fractions.
The first one is done for you.

$$\frac{1}{2} = \frac{1}{2} = \frac{2}{4}$$

$$\frac{1}{3} = \frac{\quad}{\quad} = \dots\dots\dots$$

$$\frac{2}{4} = \frac{\quad}{\quad} = \dots\dots\dots$$

$$\frac{3}{6} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

2 Match It!

Match each picture on the left to its equivalent on the right.

- a) $\frac{1}{2}$ • ① $\frac{3}{6}$
- b) $\frac{1}{3}$ • ② $\frac{2}{4}$
- c) $\frac{3}{4}$ • ③ $\frac{4}{8}$
- d) $\frac{2}{3}$ • ④ $\frac{4}{8}$

3 Mini Mission

You have 12 counters.
Show two different fractions
that have the same value.
Draw or colour your counters
to show each fraction.
Write the fractions.



First fraction

.....
.....

These fractions are equivalent because they are the same value.



Second fraction

.....
.....

4 Game Break

Fraction Match

Cut a playing card into 4 equal parts.
Find its equivalent fraction from the options below.
Colour or circle your choice.



$$\frac{1}{2}$$

$$\frac{2}{4}$$

$$\frac{1}{4}$$

$$\frac{3}{6}$$

5 How Did I Go?

Colour a star.



I found it easy!



I needed some help.



I need more practice.



Equivalent fractions show that parts can be different, but the value can be the same. Keep looking, thinking and solving!

TERM 2 REFLECTION

Take time to look back on your learning this term.
Think about what you've learned, enjoyed and are proud of.

1 Something I
am proud of



2 A skill that
feels easier now



3 My favourite
activity



4 A word or maths
idea I learned



5 My goal
for Term 3



HOW CONFIDENT DO YOU FEEL?

Colour the star that shows how
confident you feel about your
learning so far.



Not very
confident



Very
confident



TERM 3

EXPLAIN, PERSUADE & INVESTIGATE

Ask questions, explain ideas and investigate.

1. SCIENCE TABLE



2. TREASURE MAP



3. LOCAL SHOP



4. GARDEN BUILD



5. ART EXHIBITION



6. BEACH SURVEY



7. BOOK REVIEW



WEEK 1



Science Table
Observe, wonder and explain.

WEEK 2



Treasure Map
Explore, question and discover.

WEEK 3



Local Shop
Persuade, choose and connect.

WEEK 4



Garden Build
Plan, build and care together.

WEEK 5



Art Exhibition
Create, display and explain.

WEEK 6



Beach Survey
Investigate, collect and conclude.

WEEK 7



Book Review
Read, reflect and recommend.



English – Read & Think

Science Table

1 READ

Mia and Tama are deciding where to place the class plant. Mia says, "I think we should put the plant on the science table near the window. It will get lots of light and help it grow strong."

Tama says, "I think we should move it to the middle of the table. Then everyone can see it and we can water it and check it during our experiments."

Mia thinks for a moment. "That's a good point. If we set it in the middle, we can all look after it."

They agree to place the plant in the middle of the science table. They write a rule: Look after our plant by giving it light, water and care.



4 WRITE IT

Choose a simple idea for your classroom. Give your viewpoint and **two** reasons.

Idea: _____

I think _____

because _____

Another reason is _____

Use connectives like **because**, **and**, **also** and **so** to link your reasons.



2 WORD FOCUS

There are different spellings for the long /u/ sound. Read the words. Say the /u/ sound.

Spelling	Example Word
ue	blue
ui	fruit
oup	group
oo (long)	move
ule	rule
oo (shoe)	shoe



3 THINK ABOUT IT

Read the story again. Answer the questions.

- Who are the two students in the story?

- Where did Mia want to put the plant? Why?

- Where did Tama want to put the plant? Why?

- What did they agree to do?

- What rule did they write to look after the plant?



GAME BREAK

Match each viewpoint with the reason that best supports it.

VIEWPOINT

We should have a class reading corner.

We should eat fruit at morning tea.

We should have a class clean-up rule.

REASON

It helps keep our room clean and safe.

It gives us energy and helps us focus.

It gives us a quiet space to relax and read books.



Mathematics & Statistics

Science Table – Maths Mission

Focus: Perimeter and Area



1 SHOW ME / WORK IT OUT

Write the perimeter (P) and area (A) of each shape.

a) 7 cm 3 cm P = _____ cm A = _____ cm²	b) 4 cm 4 cm P = _____ cm A = _____ cm²
c) 9 cm 2 cm P = _____ cm A = _____ cm²	d) 6 cm 3 cm P = _____ cm A = _____ cm²

3 MINI MISSION

Measure a book or a small tabletop.

- Use a ruler to measure the length and width.
- Record your measurements.
- Calculate the perimeter.



MISSION
COMPLETE!

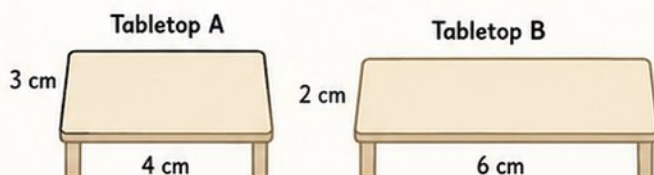
Length = _____ cm Width = _____ cm

Perimeter of my book/tabletop = _____ cm

2 LOOK, COMPARE & THINK

Each tabletop is made from the same 12 square tiles.

Draw the tiles to match each tabletop.



Which tabletop has the greater perimeter?



Do both tabletops have the same area?



Explain your answer.

4 GAME BREAK – AREA BUILDER

Your mission:

Draw different rectangles that all have an area of 24 cm² but different perimeters.



Remember:

Area = length × width
Show your measurements
and calculations.

Rectangle 1

Length = _____ cm
Width = _____ cm
Area = _____ cm²
Perimeter = _____ cm

Rectangle 2

Length = _____ cm
Width = _____ cm
Area = _____ cm²
Perimeter = _____ cm

Rectangle 3

Length = _____ cm
Width = _____ cm
Area = _____ cm²
Perimeter = _____ cm

5 HOW DID I GO?

Colour the face that shows how you feel.



I'm a
Maths Hero!
I get it!



I'm getting
there.
I need a little
more practice.



This was
tricky.
I'll ask for
help.

I learned that...

English – Read & Think

Treasure Map

Read the passage and look carefully at the map. Then answer the questions and complete the activities.

1 READ

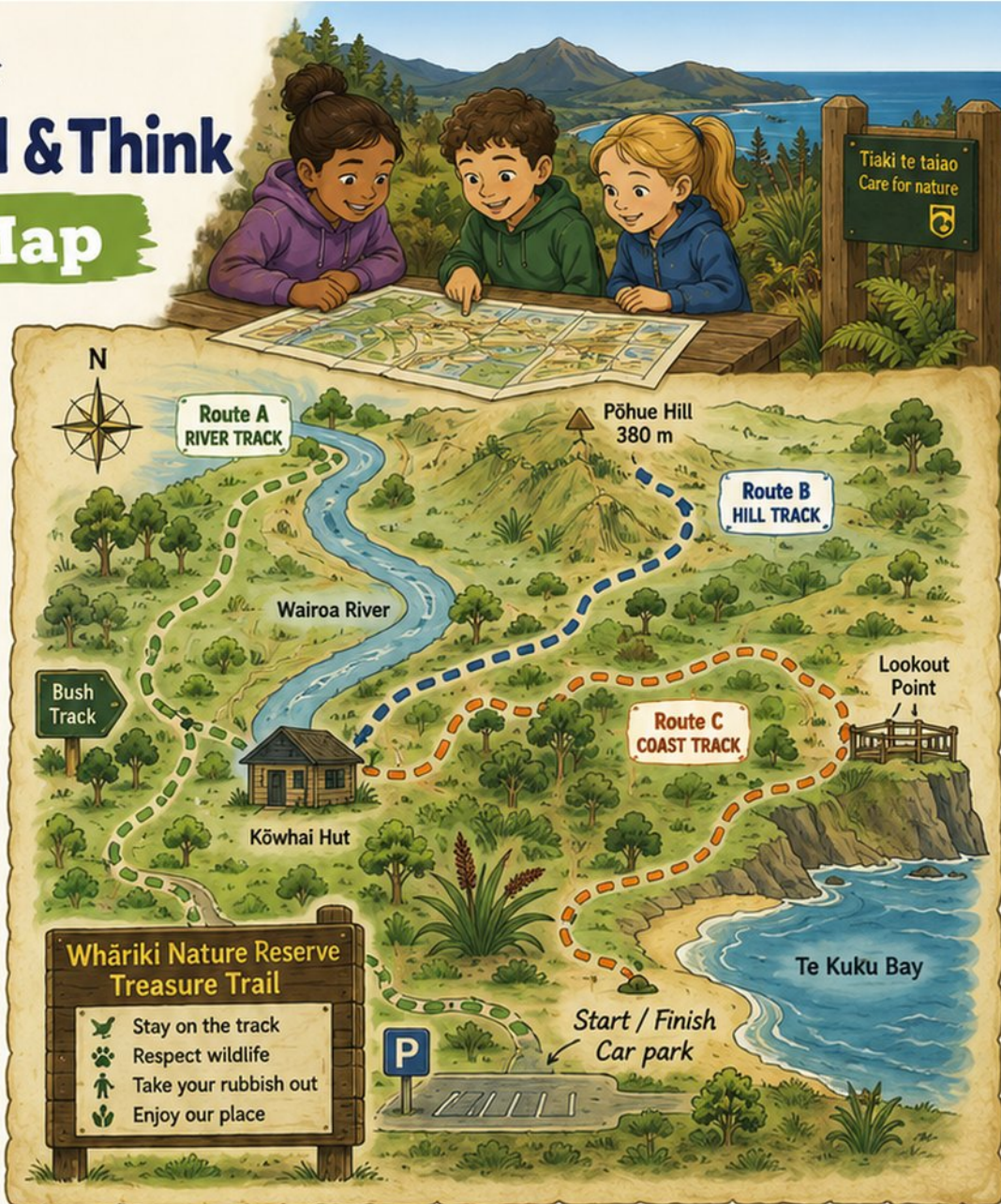
Our class is planning a Nature Treasure Trail in Whāriki Reserve. We can choose one of three routes: A, B or C.

Route A follows the Wairoa River **through** native bush to Kōwhai Hut. It stays in the shade and passes clean, clear water. We might see fantails and tūi along the way.

Route B goes up Pōhue Hill to the lookout. It is tough and steep in places, **though** the views are amazing from the top. You can see the river, the bay and the whole valley.

Route C follows the coast track. It is a bit **rough** and windy in parts, **though** there are great sea views and a lookout over Te Kuku Bay.

We have to choose one route. Which will give us the best adventure and the best memories? Let's compare the reasons and evidence.



2 WORD FOCUS

The letters **ough** can make different sounds.

Read the "ough" words below. Say each word. Write what sound you hear **ough** make.

ough
can be
tricky!

- though** _____
- through** _____
- rough** _____
- thought** _____
- enough** _____
- bought** _____

3 THINK ABOUT IT

Answer in full sentences.

- Which route stays in the shade most of the time?
- What is tough about Route B?
- What can you see at Lookout Point?
- Give one reason the class might choose Route C.
- Which route would you like to choose? Why?

4 WRITE IT

Choose ONE route (A, B or C).

Write a short paragraph to persuade someone to take your route.

Use reasons and evidence from the passage and the map.

Remember to:

- ★ name your route
- ★ give at least two reasons
- ★ give evidence (details from the passage or map)
- ★ use *because*, *so*, *though* or *through* as a guide

5 GAME BREAK

REASONS & EVIDENCE MATCH

Match each reason to the best evidence (detail from the passage or map).

- | | | | |
|-------------------------|---|---|---|
| 1 Great views | • | • | A Route C follows the coast track. |
| 2 Shade and native bush | • | • | B Route B goes up Pōhue Hill to the lookout. |
| 3 Close to the coast | • | • | C Route A stays in the shade and passes clean, clear water. |

OR

MAP CLUE CHALLENGE

Use the map to answer.

- Which route is the longest? _____
- Which route goes over a hill? _____
- Which route passes Kōwhai Hut? _____



Mathematics & Statistics

Treasure Map - Maths Mission

Today we explore 2D and 3D shapes and their properties as we journey across Shape Island!

1 SHOW ME / WORK IT OUT

A. Name each 2D shape. Then write one property about it.



Name: _____ Name: _____ Name: _____ Name: _____ Name: _____ Name: _____

Property: _____ Property: _____ Property: _____ Property: _____ Property: _____ Property: _____

B. Name each 3D shape. Then write two properties about it.



Name: _____ Name: _____ Name: _____ Name: _____ Name: _____ Name: _____

Property 1: _____ Property 1: _____ Property 1: _____ Property 1: _____ Property 1: _____ Property 1: _____

Property 2: _____ Property 2: _____ Property 2: _____ Property 2: _____ Property 2: _____ Property 2: _____

3 MINI MISSION

Find FIVE shapes at home. Draw the shape and write its name and two properties.

	Draw it	Name of Shape (2D or 3D)	Property 1	Property 2
1				
2				
3				
4				
5				

4 GAME BREAK - SHAPE CLUES

Read each clue and write the shape name.

- I am a 2D shape. I have 3 sides.
I have 3 corners.
- I am a 2D shape. I have 4 equal sides.
All my corners are right angles.
- I am a 2D shape. I have no corners.
I have one curved edge.
- I am a 3D shape. I roll and have no flat faces.
- I am a 3D shape. I have 6 square faces.
All my faces are the same size.

MATHS CAPTAIN'S CHECK

What was easy? _____
What was tricky? _____
What will I try next time? _____

5 HOW DID I GO?

Colour the star that shows how you went today.



I need more practice.



I'm getting there!



I nailed it!

English – Read & Think

Local Shop



1 READ



The Kōwhiti Dairy is more than a place to buy milk. It is a place where our community meets.

Some people think we should put a small book-swap shelf by the entrance. They say it will help people read more, share stories, and feel good.

Others think it might be messy or books could get wet in the rain. They worry people will take the books but not leave any.

Everyone agrees that even a tiny change can make a big difference—for our shop and our community.

2 WORD FOCUS



Soft c and **g** say /s/ or /j/.

Read the words. Then write a sentence for two of them.

city

cent

giant

gentle

cycle

magic

- _____
- _____

3 THINK ABOUT IT



Read the passage again. Then answer the questions.

- What is the main idea of the passage?

- What are two reasons some people like the idea of a book-swap shelf?
_____ and _____
- What are two worries other people have?
_____ and _____
- What does the last sentence tell us?

4 WRITE IT



Choose a small change for our community. It could be a book-swap shelf, a bike rack, more plants, or something else.

Write a short paragraph that compares two different viewpoints about it. Use words like *some people think*, *others believe*, *because*, *however*, and *in my opinion*.

GAME BREAK

Match each claim to the viewpoint it belongs to. Write A (Agree/Support) or B (Concern/Worry).

- | | |
|--|--|
| 1. It will help people read more. ☐ | 4. People might take books and not leave any. ☐ |
| 2. Books could get wet in the rain. ☐ | 5. It is a small change that can make a big difference. ☐ |
| 3. It will make our shop more friendly. ☐ | |

Match each word to its meaning.

- | | | |
|-----------|---|------------------------------------|
| a. city | • | 1. a very large person or creature |
| b. cent | • | 2. kind and soft in manner |
| c. giant | • | 3. a spell or special power |
| d. gentle | • | 4. a town or urban place |
| e. cycle | • | 5. one hundredth of a dollar |
| f. magic | • | 6. to ride a bicycle |

Local Shop – Maths Mission



We use maps and cardinal directions (North, South, East, West) to find places and follow routes.



1 Show Me / Work It Out

Look at the map and answer the questions using cardinal directions.

- The library is _____ of the shop.
- The park is _____ of the library.
- The school is _____ of the shop.
- The shop is _____ of the school.
- The park is _____ of the school.
- The houses are _____ of the school.
- The library is _____ of the park.
- What is west of the school?

2 Map Reading – Follow the Route

Use the map and the north arrow.



Landmarks on the Map

- Shop
- Library
- School
- Park
- Houses

- Start at the shop. Go east along Oak Street. Where do you arrive?

- Start at the school. Go north along Maple Road. Where do you arrive?

- Start at the houses. Go west along River Street, then north along Pine Road. Where do you arrive?

- Start at the park. Go south along Maple Road, then west along River Street. Where do you arrive?

3 Mini Mission



Draw a simple map of your bedroom, study room or yard.

- Show a north arrow.
- Label at least 4 things.
- Use N, S, E and W.
- Keep it neat and clear.

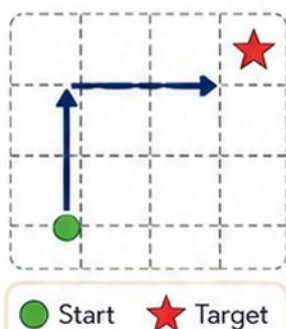


4 Game Break – Direction Call

Play with a family member.

How to play:

- One person is the Caller. The other is the Mover.
- The Caller gives directions like: "Go north 2 steps, then east 1 step."
- The Mover follows the directions on the map (or in the room/yard).
- See if the Mover ends up at the target place!



● Start ★ Target

5 How Did I Go?

Tick the box that shows how you feel.

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | |
| Super Confident | Getting There | Need More Help | Not Yet |
| ☐ | ☐ | ☐ | ☐ |

What I will practise:

TERM 3 • WEEK 4

English – Read & Think

THEME: Garden Build

Good readers
notice details and
think deeply.

1 READ

Read the passage below.

The new garden path curved like a **silver ribbon**, winding between bright splashes of colour. Rata petals glowed like tiny lanterns, and lavender scent drifted on the breeze like a **soft, purple whisper**. Bees hummed busily from flower to flower, and the sun warmed the young plants as they stretched toward the sky. Our garden was becoming a place where people could stop, smile and feel calm.



2 WORD FOCUS

Read the words. The letters in **bold** are silent.

knock

write

lamb

wrist

sign

thumb

Remember!

Silent letters are letters you don't say when you read the word, but they are important for spelling.

3 THINK ABOUT IT

Answer the questions in full sentences.

1. What does the path look like? What is it compared to?
2. How do the flowers look and sound? Give two examples.
3. What is the garden becoming for people?
4. Why do you think the writer used comparisons (*like*, *as*)?
5. If you visited this garden, how might you feel? Why?

4 WRITE IT

Describe your favourite garden, park or outdoor area.

Include:

- at least three precise details
- one comparison using *like* or *as*

5 GAME BREAK

Circle the best word to complete each sentence.

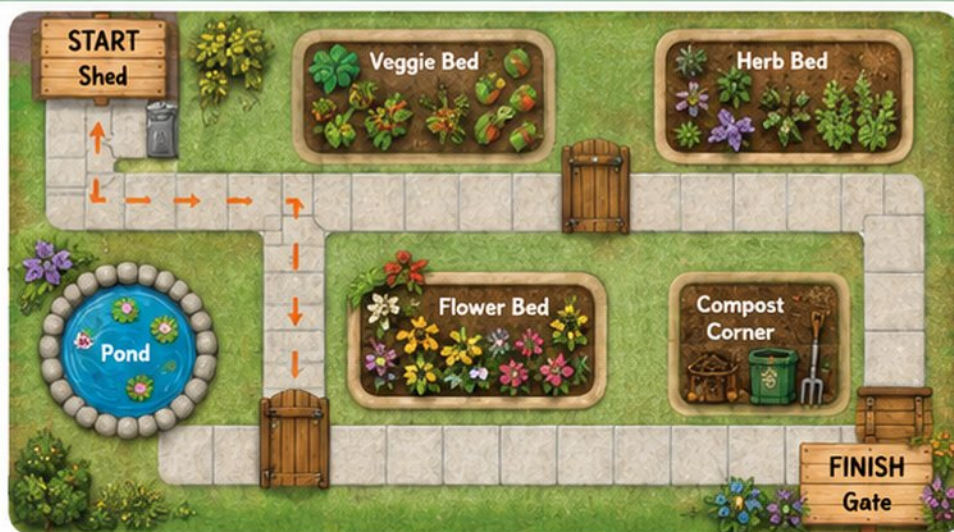
1. I gave the door a gentle **knock** / **nock**.
2. Please **write** / **write** your name on the sheet.
3. The little **lamb** / **lamb** followed its mum.
4. She twisted her **wrist** / **wist** while playing.
5. Look for the **sign** / **sign** to find the way.
6. He gave a big **thumb** / **thumb** s up!

Use your
word power
to win!



Garden Build - Maths Mission

In this mission we explore **distance** and **turns** to help plan paths around a garden.



Remember!

Quarter turn
= 90°



Half turn
= 180°



Turn words

- left
- right



1 Show Me / Work It Out

Look at the garden plan above and answer.

- If you face north and turn right, which way are you facing?
- Two quarter turns to the left is the same as a _____ turn.
- How many quarter turns are in one half turn?
- How far is it from the Start (Shed) to the gate near the Compost Corner?
- How far is it from the Start (Shed) to the Finish Gate along the path shown by the orange arrows?
- Name two different ways you could get from the Start (Shed) to the Finish Gate.

- _____
- _____

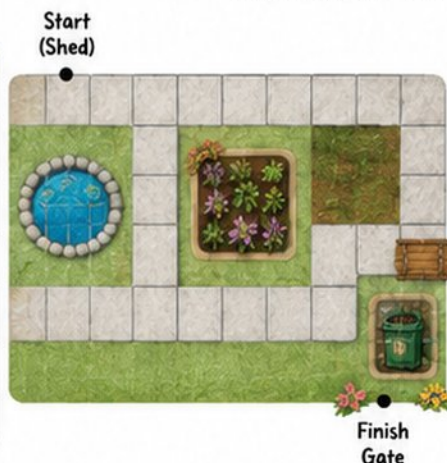
2 Garden Route Task

Follow the route instructions below. Use the diagram to help. Write your answers.

1 square of path = 1 m

Start at the Shed.

Step	Instruction	Distance
1	Go forward	4 m
2	Quarter turn right	2 m
3	Go forward	3 m
4	Half turn	1 m
5	Go forward	2 m
6	Quarter turn left	2 m



- How many quarter turns did you make? _____
- Did you make a half turn? Yes / No
- How far did you travel in total? _____ m
- Are you facing north, south, east or west at the end? _____

3 Mini Mission

Create your own short route in a safe space (like your yard, driveway or a big room) using steps and turns.

- Walk at least 10 steps in total.
- Include at least 2 quarter turns and 1 half turn.
- Draw your route using arrows and write the distances.
- Challenge: Can someone follow your route to finish at your chosen spot?

My Route



4 Game Break: Turn-and-Tell



Play with a family member or friend.

- Take turns to give each other routes using steps and turns.
- The other person acts out the route.
- First to get to the finish spot wins that round!
- Try using different distances each time.

"Left, left, half turn, three steps, right, two steps!"



5 How Did I Go?

Colour the face that shows how you feel.



I understood everything and feel very confident!



I understood most things and feel good.



I need a little more practice.



I found this tricky, I will ask for help and try again.

My Goal Next Time

TERM 3 REFLECTION

Take time to look back on your learning this term.
Think about what you've learned, enjoyed and are proud of.

1 Something I
am proud of



2 A skill that
feels easier now



3 My favourite
activity



4 A word or maths
idea I learned



5 My goal
for Term 4



HOW CONFIDENT DO YOU FEEL?

Colour the star that shows how
confident you feel about your
learning so far.



Not very
confident



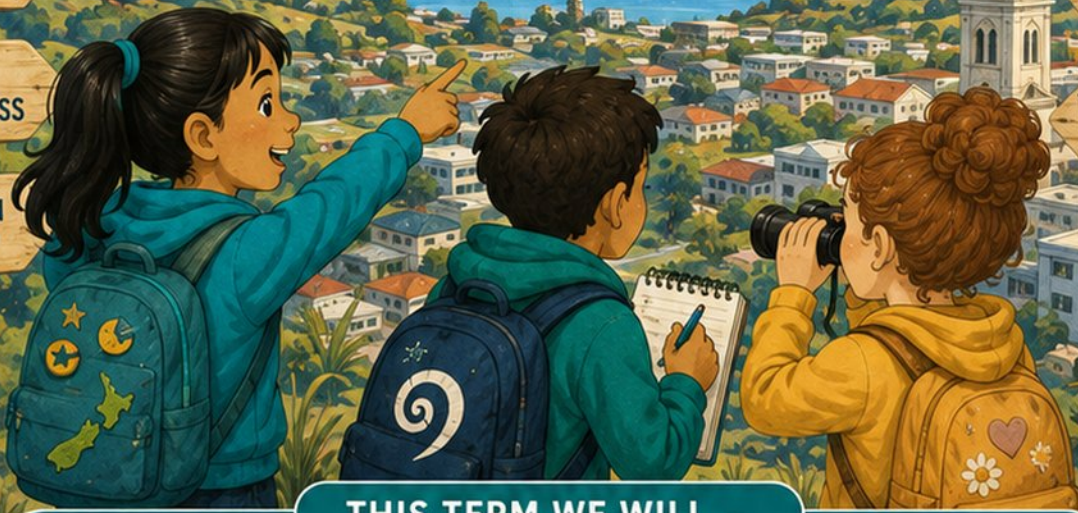
Very
confident



TERM 4

PUTTING IT ALL TOGETHER

Combining our skills and getting ready for Year 4



THIS TERM WE WILL...



Emergency Kit

Plan, design and prepare for emergencies.



Time Capsule

Preserve memories and look to the future.



Mini Business

Create, plan and run a small business.



Town Map

Use mapping skills to explore our local area.



Data Detectives

Collect, analyse and present data.



Game Design

Invent, test and improve our own games.



Year 3 Celebration

Celebrate our learning and achievements!

Use all the skills you have built this year!

English – Read, Think & Create

Time Capsule

A time capsule is a collection of things that tells people in the future about life right now.

1 READ

Mia and Tama are making a time capsule for their school. They want to leave a message for children who will open it many years from now.

They talk about what to put inside.

Mia says, "We could add a photo of our class and our kai."

Tama says, "And maybe a list of our favourite books and games."

Mia says, "We could add a note about things that are important to us like caring for our environment."

Tama says, "Let's write a message to the future too!"

They carefully choose items that show who they are and what life is like today.



4 WRITE IT

Write a multi-paragraph summary of what Mia and Tama did. Include the following in your writing:

- ★ what a time capsule is
- ★ the things they decided to include
- ★ why it is important to them
- ★ something you would put in your time capsule

TIP: Start a new paragraph when you change to a new idea.



2 WORD FOCUS – MORPHOLOGY

The suffix **-ness** is added to adjectives to make nouns. Complete the table. The first one has been done for you.

Adjective	Add -ness	Noun
kind	kind + ness	kindness
happy	_____	_____
dark	_____	_____
clean	_____	_____
brave	_____	_____

Write a sentence using one of your **-ness** words.



3 THINK ABOUT IT

Read the story again. Answer the questions.

- What is a time capsule?

- Why do Mia and Tama want to make a time capsule?

- What are three things they decided to include? Write them.
① _____
② _____
③ _____
- Why is it important to leave a message for the future?

★ GAME BREAK

Match the time capsule item to the reason why it is a good idea.

ITEM	REASON
A photo of our class	It shows what we like to read.
A drawing of our town	It helps future people see who we are.
A favourite book	It tells how we spend our time and have fun.
A note about our values	It shows what is important to us.
A list of our games	It shows what our community looks like.



Mini Business

Plan • Create • Sell



1 READ

Lily and Tama have started a mini business at the local market. They design and sell eco-friendly goodies.

They want to raise money to plant more native trees.

They plan their products, set prices and make an advert.

They also think about how their business helps people and the environment.

A mini business takes planning, creativity and good communication!

2 WORD FOCUS – Morphology

The suffix **-ment** turns verbs into nouns.
Read the words. Write the base verb.

-ment word	verb (doing word)
payment	_____
improvement	_____
shipment	_____
management	_____
announcement	_____

3 THINK ABOUT IT

Read the passage again. Then answer the questions.

- What is the main idea of the passage?

- What are two reasons people shop at local markets?
_____ and _____
- What are two things Lily and Tama need to think about when running their business?
_____ and _____
- How does their business help the community and the environment?

4 WRITE IT

Lily and Tama need an advert for their stall.

Write a short advert to encourage people to visit.

Use words like *support, community, environment, amazing, handmade, and friendly.*

Remember to include:

- a catchy headline
- what they sell
- why people should buy
- a kind closing message

GAME BREAK

Match each mini-business job to what it means.

- | | | | |
|-------------|---|-----------------------------------|--------------------------|
| 1. designer | • | a. creates the products | ☐ |
| 2. marketer | • | b. talks to customers and sells | ☐ |
| 3. maker | • | c. plans and keeps track of money | ☐ |
| 4. seller | • | d. makes posters and advertises | ☐ |
| 5. manager | • | e. designs the look or logo | ☐ |

Draw a logo for Kiwi Kraft Co.
Use the space below.

Set a price! What would you charge for each item?

- | | |
|-----------|----------|
| Keyring | \$ _____ |
| Plant Pot | \$ _____ |
| Notebook | \$ _____ |
| Badge | \$ _____ |

Town Map

Read the map. Follow the questions. Use claims and evidence.



1 READ – Map Basics

Look at the map and answer.

- Which way is north?

- Which landmark is north of Māori Street?

- Which landmark is south of Hill Street?

- Which road runs north to south?

- What can you see on River Road?

2 WORD FOCUS – Morphology

Sort these words into the correct column.
Every word has a suffix. Think about what it means.

readable possible breakable visible flexible audible

-able

can be done

-ible

can be perceived or possible

3 THINK ABOUT IT

Make a claim about the map.
Find evidence to support it.

My claim:

My evidence:

- _____
- _____
- _____

4 WRITE IT

Write 3–4 sentences using the map.
Include a place, a direction and what you can see.



5 GAME BREAK – Map Challenge

Follow the directions. Start at the star (★).

- Go north 2 steps.
- Go east 2 steps.
- Go south 1 step.
- Go west 1 step.
- Go north 1 step.
- Where did you end up?



Create your own path.
Write your directions
for a friend to follow.



Map Key

- School
- Library
- Park
- Shop
- Sports Field
- River
- Bridge

Data helps us ask questions, collect information, and make great decisions!

Data Detectives

Collect. Count. Compare. Conclude.

1 READ

The Data Detectives Club is finding out about favourite activities at school.

- They asked 20 students: "What is your favourite activity?"
- This is how they recorded the answers:

Favourite Activity Tally Chart

Sport	|||| |	12
Art	||||	8
Reading	||||	4
Music	||	2

CLUE 1

Which activity is the most popular?

CLUE 2

Which is the least popular?

TOOLS OF A DATA DETECTIVE:

- ✓ Tally marks
- ✓ Tables
- ✓ Graphs
- ✓ Questions

4 WRITE IT

Use the data to complete the tasks.

A. Complete the bar graph.

Favourite Activity



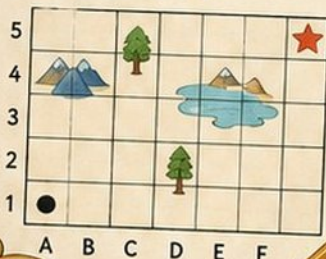
B. Write two sentences about the data.

- _____
- _____

5 DATA CLUE MAP

Follow the clues to find the hidden star.

- Start at the ● (dot).
- Move 3 squares right.
- Move 2 squares up.
- Move 1 square left.
- Move 2 squares up.
- You are on the ★!



GAME BREAK

True or False? Circle your answer.

- | | | |
|---|------|-------|
| 1. Sport is the most popular activity. | True | False |
| 2. Music is the least popular activity. | True | False |
| 3. 8 students like Art. | True | False |
| 4. $12 + 8 = 20$. | True | False |
| 5. More students like Reading than Music. | True | False |

DETECTIVE CHALLENGE

Collect your own data from 10 friends about their favourite fruit.

Make a tally chart and a bar graph on another page.

TODAY I LEARNT...

Data can help us see patterns and make good choices.

I CAN...

- collect and record data
- read and make a bar graph
- answer questions using data
- use prefixes: uni-, bi-, tri.

FUTURE FOCUS

Next week: WEEK 6 – WEATHER STATION
We will collect weather data and make our own weather graphs!



English – Create & Connect

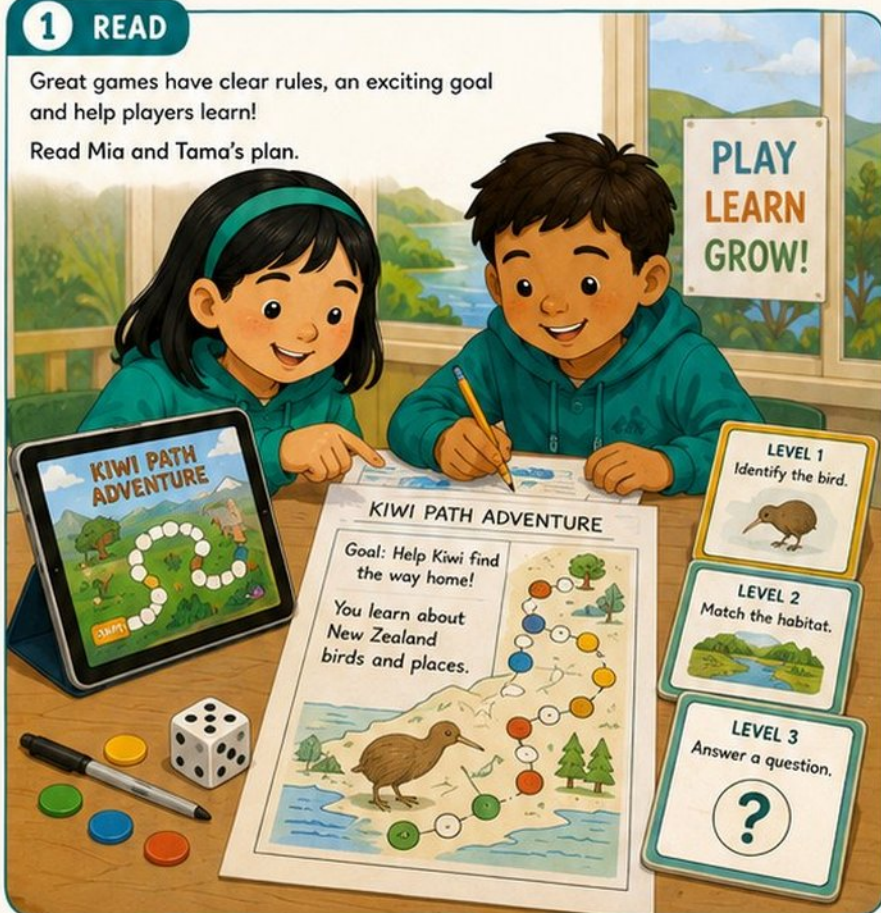
Game Design

Design an educational game that teaches something new and shows great writing!

1 READ

Great games have clear rules, an exciting goal and help players learn!

Read Mia and Tama's plan.



2 WORD FOCUS

Multisyllabic words can have a schwa sound (ə) in unstressed syllables.

Read the words. Clap the syllables. Say the schwa sound.

Word	Syllables	Schwa sound
adventure	ad • ven • ture	ə in ven
educational	ed • u • ca • tional	ə in u
challenge	chal • lenge	ə in chal
creative	cre • a • tive	ə in a
characters	char • ac • ters	ə in ac
instruction	in • struc • tion	ə in struc
imagination	im • ag • i • na • tion	ə in ag

3 THINK ABOUT IT

Think about your game idea. Answer the questions.

1. What will players learn from your game?

2. What is the goal of your game?

3. How many levels or challenges will it have?

4. What materials or pieces will players need?

5. How will you make your rules clear and fair?

4 WRITE IT

Write your game plan. Include your rules, levels and special features.

Game title: _____

What players learn: _____

Goal: _____

Rules (3–5 key rules):

- _____
- _____
- _____
- _____
- _____

Draw your game in action.



5 GAME BREAK

Try a quick classroom game or activity.

Tick one and give a reason.



Roll & Add
(Add two dice numbers)

☐ It helps because _____



Word Builder
(Use letters to make words)

☐ It helps because _____



Quiz Cards
(Answer a question to move ahead)

☐ It helps because _____



Partner Challenge
(Work together to solve a task)

☐ It helps because _____

GAME DESIGN CHECKLIST

Have you...

- a clear goal?
- easy to follow rules?
- fun levels/challenges?
- good learning ideas?
- creative design & art?
- tested your game idea?

★ You're on your way to an epic game!



Year 3 Celebration

What a year! Let's celebrate how much you've learnt, the challenges you've conquered and the memories you've made.

Kia mau – you're ready for Year 4!

1 READ

Read the card. What did you enjoy learning most this year?



My favourite moment from Year 3



2 WORD FOCUS

Match each word to its meaning.

- achievement
- curious
- challenge
- proud
- discovery
- to find or learn something new
- a feeling of happiness about something you did
- something that is difficult but helps you learn
- wanting to know or learn more
- a goal reached or something done well



3 THINK ABOUT IT

Look back on your year. Tick the things you feel most proud of.

- ☐ I tried my best every day
- ☐ I learned new things
- ☐ I worked well with others
- ☐ I stayed curious and asked questions
- ☐ I never gave up
- ☐ I helped my class or others
- ☐ I achieved my goals



4 WRITE IT

Complete the sentences.

Something new I learned this year was

A challenge I overcome was

I'm excited for Year 4 because

Thank you to
because



4×6

7×8



5 GAME BREAK

Play a quick game with a friend or whānau. Roll a dice, move your counter and answer the question you land on.

Talk about your best Year 3 memories!



What was your favourite topic?

What was the most fun thing we did?

Who helped you this year?

What are you most proud of?

What are you looking forward to in Year 4?



He toa takitini,
he toa takitahi.

We did it together,
we did it as individuals.

Ka pai!

You're amazing and
ready for Year 4!

FINAL TERM QUEST

You've learned so much this year — now it's time for the final quest!

1

WORD

Use words well.
Write, spell
and create with
confidence.

abc



123



2

READING

Explore stories
and information.
Understand,
think and enjoy.

3

MATHS

Solve problems.
Use number,
patterns and
logic.

$$7 \times 8$$

4

REAL WORLD

Use what you know
in real life.
Design, create and
make a difference.

QUEST
COMPLETE!

YOU DID IT!

You've completed the
Year 3 adventure.
Keep learning,
keep growing,
keep shining!



FINAL QUEST COMPLETE!

All four challenges done?
Tick each gate and collect your badges.

☐

WORD

☐

READING

☐

MATHS

☐

REAL WORLD



KA
PAI!



Week 6 – Beach Survey

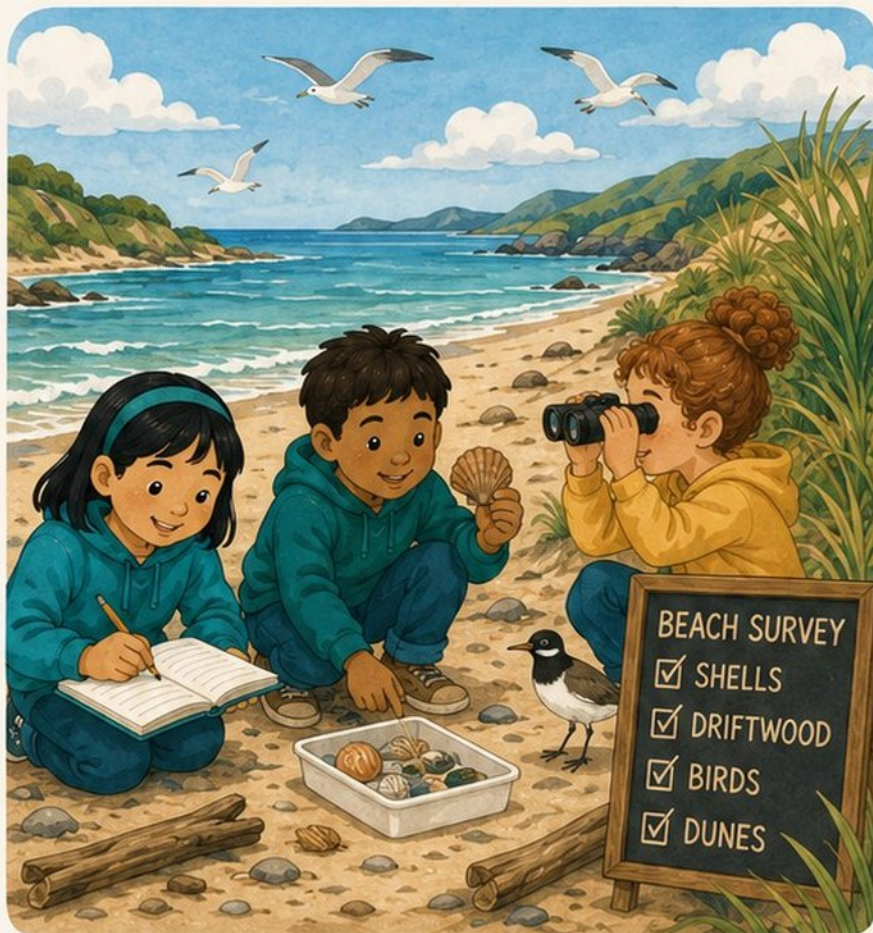
Read the passage and answer the questions.

1 READ

Today our class visited the beach for a survey. We explored the sand, dunes and rocks. We looked for shells, driftwood and footprints. We watched the seagulls and listened to the waves.

We recorded what we saw and counted what we found. We took photos and drew sketches in our notebooks.

Good surveys start with good questions. Asking the right questions helps us learn more about our beach and care for it. What will you ask?



2 WORD FOCUS

The suffix **-ture** means an act, result, state or thing.

Read the words. Then write a sentence using one of them.

nature

picture

future

adventure

creature



3 THINK ABOUT IT

Answer the questions in full sentences.

- 1 What did the class do at the beach?
.....
- 2 What things did they look for and record?
.....
- 3 Why is it important to ask good questions?
.....
- 4 What is one thing you would like to find out about your local beach?
.....

4 WRITE IT

Write three useful investigation questions you could ask on a beach survey.

- 1
- 2
- 3



5 GAME BREAK

Match each clue to the correct item.

Homes on the shore

Smoothed by the sea

Watched in the sky

Grows on the dunes

Left by the tide



Shells



Driftwood



Seabirds



Sea grass



Seaweed





Beach Survey

— Maths Mission

Collect, organise and display data using bar graphs and dot plots.

★ TODAY'S LEARNING

I will read and make bar graphs and dot plots to show survey data.



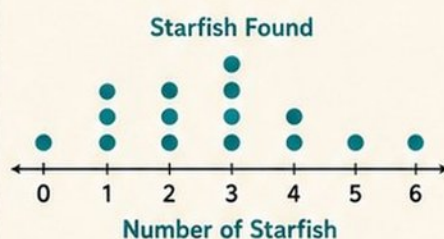
SHOW ME / WORK IT OUT

- 1 Here are the results of a survey about favourite beach activities. Complete the bar graph.

Activity	Number of Votes
Swimming	10
Building sandcastles	7
Collecting shells	5
Surfing	3



- 2 The dot plot shows how many starfish some children found. Answer the questions.



- How many children found 3 starfish?
- How many children took part?
- Which number of starfish was found the most?
- How many more children found 2 starfish than 5 starfish?

- 3 Here are the results of a survey about favourite beach animals. Draw a bar graph to show the data.

Animal	Number of Votes
Seagull	9
Dolphin	6
Crab	4
Paua	3



★ MINI MISSION

Do a mini survey with 6–10 family members about their favourite ice cream flavour.

Show your results using:

- a bar graph
- and a dot plot



My survey question:

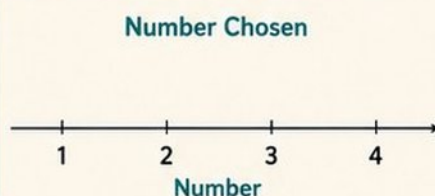
Who did you ask?



GAME BREAK

Guess the data! Read the clues and draw a dot plot to match.

- 4 children chose the number 1.
- 6 children chose the number 2.
- 3 children chose the number 3.
- 2 children chose the number 4.



HOW DID I GO?

Tick how you feel about today.



I found it easy.

☐


I needed some help.

☐


I need more practice.

☐

I will keep practising!





Book Review

Read the passage and answer the questions.

1 Read

A book review tells other people what you think about a book, story, show, or game.

A good review says what it is about, what you liked or didn't like, and why.

You can support your ideas with evidence from the book.

This helps the reader know if they might enjoy it too.

Your opinion matters, and your reasons make it stronger!



2 Word Focus

Agent nouns name people who do things. Many agent nouns end with **-er** or **-or**.

teacher
teaches

actor
acts

visitor
visits

explorer
explores

inventor
invents

Can you think of more agent nouns that end with **-er** or **-or**?



4 Write It

Write a short review of a book, story, show, or game. Include:

- ★ What it is about
- ★ What you liked or didn't like
- ★ A reason for your opinion
- ★ Evidence from the book, show, or game

Use the space below to plan or write your review.

.....

.....

.....



3 Think About It

Answer the questions in full sentences.

- 1 What is the main purpose of a book review?
.....
- 2 What are two things a good review should include?
.....
- 3 Why is it important to give a reason for your opinion?
.....
- 4 How does evidence from the book help the reader?
.....
- 5 What kind of book, show, or game would you like to review? Why?
.....

5 Game Break



Match each review word to its meaning.

1 opinion

• something that makes you feel thrilled or full of interest

2 evidence

• proof or details used to support an idea

3 review

• to suggest that someone try something

4 recommend

• a person's thought or belief about something

5 exciting

• a short piece of writing that tells what you think



Book Review

Today we explore
growing number patterns.



TODAY'S LEARNING

We are learning to:

- explore growing number patterns.



WORD BOOST

Use these words:

- pattern
- grow / growing
- rule
- add
- more



SHOW ME / WORK IT OUT

Look at each pattern. Continue the pattern. Then write the rule.

1 3, 6, 9, 12, _____, _____, _____ Rule: _____

2 5, 10, 15, 20, _____, _____, _____ Rule: _____

3 2, 5, 8, 11, _____, _____, _____ Rule: _____

4 10, 14, 18, 22, _____, _____, _____ Rule: _____

5 100, 120, 140, 160, _____, _____, _____ Rule: _____



MINI MISSION

Create your own growing number pattern.

Use blocks, drawings, or objects to show at least 4 steps.

Write the numbers and the rule.



Step 1



Step 2



Step 3



Step 4

Numbers: _____, _____, _____, _____ Rule: _____



GAME BREAK

Look at the pattern. What are the next two numbers?

1 4, 8, 12, 16, _____, _____

2 7, 12, 17, 22, _____, _____

3 20, 25, 30, 35, _____, _____



HOW DID I GO?

Colour a star.



I found it easy!



I needed some help.



I need more practice.



Term 3 Quest

PART 1

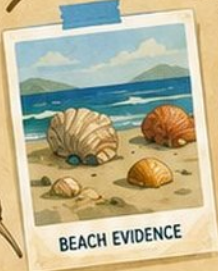
You are an explorer on a learning adventure!
Solve the challenges, find the clues,
and unlock the gates.

OUR MISSION:
Explore, discover,
and show what
you know!

START

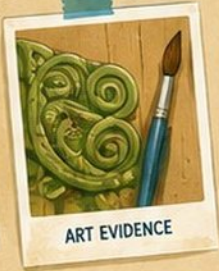
Investigation
begins here!

1



BEACH EVIDENCE

2



ART EVIDENCE

3



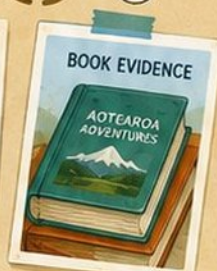
SCIENCE EVIDENCE

4



GARDEN EVIDENCE

5



BOOK EVIDENCE

FINAL QUEST

Celebrate your
amazing learning!



Your Mission

Complete Part 1 by opening the Word Gate and the Reading Gate.
Collect your clues and get ready for Part 2!



1 WORD GATE

Open the gate by solving
the word challenges.

- ★ Find 5 words in any book or magazine
that are new to you.
Write them below.

1. _____
2. _____
3. _____
4. _____
5. _____

- ★ Choose 2 of your words.
Write a simple meaning for each.

1. _____
2. _____

- ★ Use one of your new words in a sentence.



Word Gate Unlocked!

2 READING GATE

Open the gate by showing
your reading detective skills.

- ★ Read a short passage (a page or more)
from a book.
Write the title and author.

Title: _____

Author: _____

- ★ Answer the questions.

1. Who are the main characters?

2. Where does the story take place?

3. What is one important event?

- ★ Draw your favourite part from
the passage.

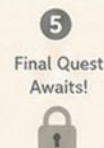
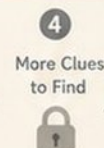


Reading Gate Unlocked!



QUEST PROGRESS

Colour a star when
you unlock a gate!





Your Investigation Adventure Continues!

Open the next two gates with maths and real-world skills.



MISSION 3

MATHS GATE

Use your maths skills to solve problems and unlock the gate.

Complete the challenges below.



Geometry

Measure, draw and identify shapes.



Graphs

Read, interpret and create graphs.



Data

Collect and organise data in tables.



Number Skills

Use place value and strategies to solve.

☐

I have completed the Maths Gate challenges.

MISSION 4

REAL-WORLD GATE

Apply your knowledge to real-life situations and explore the world.

Complete the challenges below.



Maps

Read maps, use keys and directions.



Investigation

Ask questions, collect and record data.



Surveys

Plan and complete a simple survey.



Real-World Problems

Solve problems linked to everyday life.

☐

I have completed the Real-World Gate challenges.

QUEST SUMMARY

Tick each part as you complete it.

- ☐ Part 1: Nature Gate ✓
- ☐ Part 2: Maths Gate
- ☐ Part 3: Real-World Gate
- ☐ Part 4: Final Challenge



My Quest Notes

.....

.....

.....

.....



INVESTIGATOR COMPLETE!

Well done! You have opened two more gates and are on your way to becoming a brilliant investigator.





Term 3 Reflection



Let's look back on your learning,
celebrate your growth, and get ready for what's next!



Something I am proud of



A skill that feels
easier now



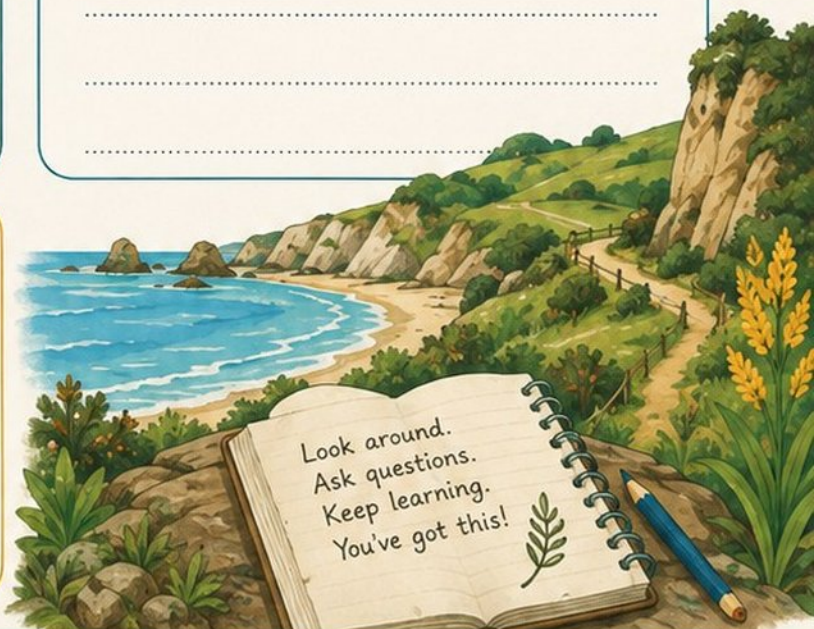
My favourite activity



A word or maths idea
I learned



My goal for Term 4



How confident do I feel
about my learning this term?

Colour the star that shows how
you feel.



Very
confident



Confident



Okay



A little
unsure



Need more
help

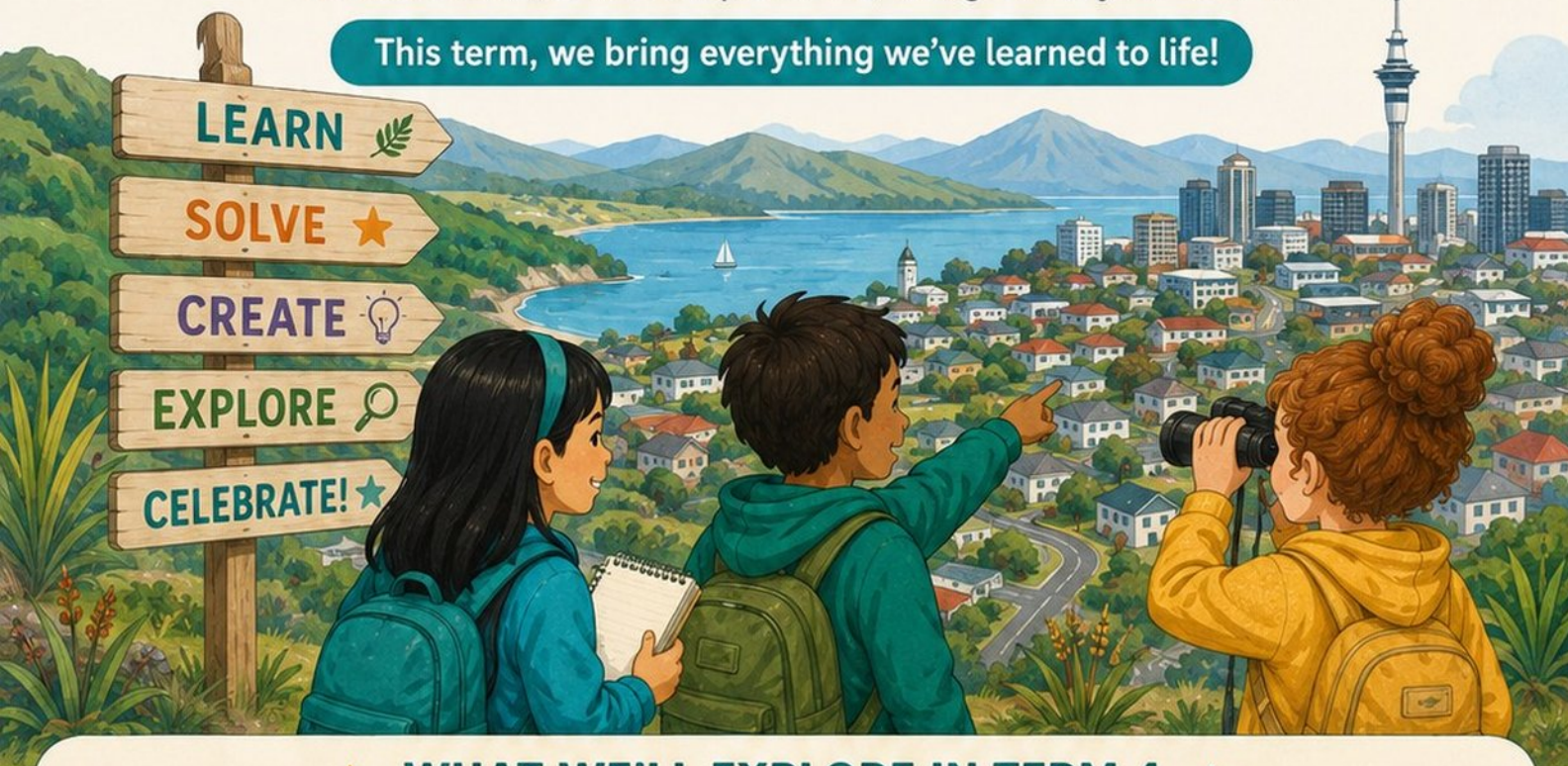
ICONIC GAMES

TERM 4

PUTTING IT ALL TOGETHER

Combine skills, solve real problems, and get ready for Year 4.

This term, we bring everything we've learned to life!



★ WHAT WE'LL EXPLORE IN TERM 4 ★

EMERGENCY KIT



Plan what you need to be prepared and safe.

TIME CAPSULE



Capture today's memories for tomorrow.

MINI BUSINESS



Design, budget and run your own small business.

TOWN MAP



Create maps and explore our town and places.

DATA DETECTIVES



Collect, organise and display data to find the answers.

GAME DESIGN



Plan and create your own fun game to play.

★ YEAR 3 CELEBRATION



Reflect on your learning and celebrate your achievements!



1 Read

Read the passage and answer the questions.

Be Ready, Be Safe

An emergency kit helps your family stay safe when things do not go as planned. It might be a power cut, heavy rain that keeps you inside, or a tricky situation where you need to leave home quickly.

Keep your kit in a safe and easy-to-reach place. Check it often to make sure everything works and nothing is out of date.

A good kit has the basics. It gives you food, light, warmth, clean water and first aid. It also helps you get news and stay in touch.

Being prepared gives everyone peace of mind and helps you look after each other.



2 Word Focus

We can add suffixes to change words.

-ish

Add -ish to mean 'a little like'.

child → childish

self → selfish

fool → foolish

-y

Add -y to make an adjective.

wind → windy

rain → rainy

cloud → cloudy

Write one more example for each suffix.

-ish:

-y:



★ Think About It

Answer the questions in full sentences.

- 1 Why is it important to have an emergency kit?
.....
- 2 Where is the best place to keep an emergency kit?
.....
- 3 Name three things that should be in an emergency kit.
.....
- 4 How often should you check your emergency kit? Why?
.....
- 5 How does being prepared help your family?
.....

Write It

Write 3–4 simple tips to help your family stay ready for an emergency.

1

2

3

4



Game Break

Match each item to its purpose.

Water

Torch

Blanket

Radio

First-aid kit

Gives light in the dark

Keeps you warm

Helps you listen to news and updates

Helps clean cuts and hurts

Keeps you hydrated





Emergency Kit

Plan and check the numbers to make sure we have what we need!

TODAY'S LEARNING



Today we will explore and use:

- Place value to 1,000
- Addition and subtraction review

We will use numbers to plan a safe and helpful emergency kit.



SHOW ME / WORK IT OUT

1 Write each number in expanded form.

a) $421 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

b) $738 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

c) $905 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

2 Order the numbers from smallest to largest.

356

274

629

185

< < <

3 Round each number to the nearest 100.

a) $346 \approx \underline{\hspace{1cm}}$ b) $672 \approx \underline{\hspace{1cm}}$

c) $789 \approx \underline{\hspace{1cm}}$ d) $951 \approx \underline{\hspace{1cm}}$

4 Find the sum.

a) $245 + 137 = \underline{\hspace{1cm}}$

b) $366 + 258 = \underline{\hspace{1cm}}$

c) $479 + 124 = \underline{\hspace{1cm}}$

5 Find the difference.

a) $652 - 238 = \underline{\hspace{1cm}}$

b) $741 - 456 = \underline{\hspace{1cm}}$

c) $903 - 357 = \underline{\hspace{1cm}}$



Place Value Helper

H = Hundreds

T = Tens

O = Ones

★ MINI MISSION

Make a pretend emergency kit supply list. Choose quantities and write the total cost.

ITEM	QUANTITY	PRICE EACH	TOTAL
Water bottle		\$2.50	\$
Tinned food		\$1.80	\$
First aid kit		\$8.40	\$
Torch		\$3.20	\$
Blanket		\$6.75	\$

What is the total cost of your supplies? \$



GAME & BREAK

Roll a 3-digit number using a dice for hundreds, tens and ones.

Then make the biggest and smallest numbers using those digits.

Find the difference between them!



H



T



O

Challenge!

Make a number between 500 and 800 using the digits.



HOW DID I GO?

Colour a star.



I found it easy.



I needed some help.



I need more practice.





1 Read

Read the passage and answer the questions.

What Is a Time Capsule?

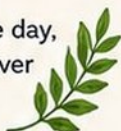
A time capsule is a collection of items that we save today for people to discover in the future.

We fill it with things that show what life is like **now**—photos, drawings, notes, small keepsakes and more.

Choose items that are safe, clean and won't break or go mouldy. We can include photos, letters, ticket stubs, a mini book, or even a class project.

Label the capsule with the date, who made it, and when it should be opened.

Store it in a dry, safe place. One day, someone will open it and discover our story!



2 Word Focus

We can add the suffix **-ness** to change adjectives into nouns.

-ness means 'the quality of being'.

Read the words below.

Write each word again and use it in a short sentence.

kind → kindness

happy → happiness

dark → darkness

clean → cleanliness

brave → bravery



★ Think About It

Answer the questions in full sentences.

- 1 What is a time capsule?
.....
- 2 Why is it important to choose safe items for a time capsule?
.....
- 3 Give two examples of things we could put in a time capsule.
.....
- 4 Why should we label a time capsule?
.....
- 5 Where is the best place to store a time capsule? Why?
.....

Write It

Imagine you are making a time capsule.

Write three ideas about what you would include and why.

1

2

3



Game Break

Sort each item into the best category.

photo	toy car	drawing	piece of fruit	letter	plastic spoon
certificate	leaf	concert ticket	pressed flower	chocolate	

✓ **Good to Include**
(safe, won't spoil)

? **Maybe**
(think carefully)

✗ **Not a Good Idea**
(won't last)

Time Capsule

Plan, group and solve!

We are getting ready to bury a time capsule filled with memories from our Year 3.

Use multiplication and division to help us plan what fits and how to share it.



TODAY'S LEARNING



Today we will:

- Solve multiplication and division problems using grouping, sharing and arrays.



SHOW ME / WORK IT OUT

Solve the problems. Show your working.

- 1 There are 4 bags with 6 stickers in each bag.
How many stickers in total?



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

There are $\underline{\quad}$ stickers.

- 2 We have 30 pencils.
If we pack them equally into 5 cups, how many pencils in each cup?



$$30 \div 5 = \underline{\quad}$$

There are $\underline{\quad}$ pencils in each cup.

- 3 We make 6 memory cards.
Each card uses 4 photos.
How many photos do we need?



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

We need $\underline{\quad}$ photos.

- 4 There are 3 boxes.
Each box holds 8 small toys.
How many small toys can we pack?



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

We can pack $\underline{\quad}$ small toys.

- 5 We have 24 badges.
If we share them equally among 6 friends, how many badges does each friend get?



$$24 \div 6 = \underline{\quad}$$

Each friend gets $\underline{\quad}$ badges.

Remember

Multiplication helps us find totals.

Division helps us share equally.



★ MINI MISSION

You choose 24 pretend time-capsule items.
Show three different ways to group them equally.

Way 1



$\underline{\quad}$ groups of $\underline{\quad}$

$$24 \div \underline{\quad} = \underline{\quad}$$

Way 2



$\underline{\quad}$ groups of $\underline{\quad}$

$$24 \div \underline{\quad} = \underline{\quad}$$

Way 3



$\underline{\quad}$ groups of $\underline{\quad}$

$$24 \div \underline{\quad} = \underline{\quad}$$

What other ways can you think of? $\underline{\quad}$



GAME BREAK

Write the division facts to match each multiplication fact.
Find the other two facts to complete the fact family.

a) $3 \times 7 = 21$

$$\begin{aligned} \underline{\quad} \div \underline{\quad} &= \underline{\quad} \\ \underline{\quad} \div \underline{\quad} &= \underline{\quad} \\ \underline{\quad} \div \underline{\quad} &= \underline{\quad} \end{aligned}$$

b) $4 \times 6 = 24$

$$\begin{aligned} \underline{\quad} \div \underline{\quad} &= \underline{\quad} \\ \underline{\quad} \div \underline{\quad} &= \underline{\quad} \\ \underline{\quad} \div \underline{\quad} &= \underline{\quad} \end{aligned}$$



★ HOW DID I GO?

Colour a star.



I found it easy.



I needed some help.



I need more practice.





1 Read

Read the passage and look at the three texts.

Different Purposes, Different Texts

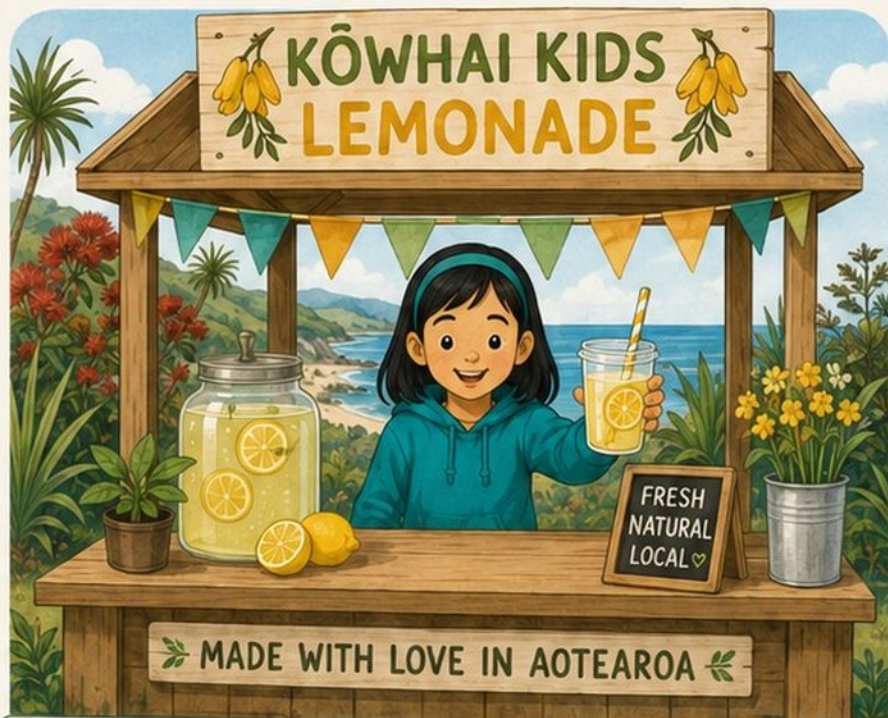
Writers have different purposes when they create texts. The purpose is the reason for writing.

A poster is written to persuade. It tries to convince people to buy, visit or support something.

Instructions are written to explain. They tell us how to do or make something.

A record is written to show information. It keeps track of facts, numbers or events.

Our mini-business shows how these three purposes help a business succeed!



A. POSTER (Persuade)

**COOL DOWN,
DO GOOD!**

Refreshing lemonade
made from real lemons.

Every cup helps plant
native trees!

\$2 a cup



B. INSTRUCTIONS (Explain)

**How We Make
Our Lemonade**



1. Wash the lemons.
2. Squeeze the lemons.
3. Mix with cold water.
4. Add a little honey.
5. Stir well and enjoy!

C. SALES RECORD (Record)

Day	Cups Sold	Money Made
Mon	48	\$96
Tue	56	\$112
Wed	43	\$86
Thu	62	\$124
Fri	51	\$102
Total	260	\$520

2 Word Focus

We can add the suffix **-ment** to change verbs into nouns.

-ment means 'the act or result of'.

improve → improvement

equip → equipment

pay → payment

enjoy → enjoyment

Write one more example for each word.

improve →

equip →

pay →

enjoy →

★ Think About It

Answer the questions in full sentences.

- 1 What is the purpose of the poster?
.....
- 2 What is the purpose of the instructions?
.....
- 3 What is the purpose of the sales record?
.....
- 4 How are the three texts different?
.....
- 5 Why are all three texts useful for the business?
.....



Write It

Create a short advertisement for a pretend product. Your writing should have a clear purpose and one persuasive reason.

My Product:

One reason people should buy it:

Game Break

Read each text and write **P** for persuade, **E** for explain or **R** for record (information).

A recipe for chocolate muffins.

☐

A set of directions to the beach.

☐

An advertisement for a new bike.

☐

A poster for a school fair.

☐

A birthday party invitation.

☐

A how-to guide for planting seeds.

☐

A table showing daily rain amounts.

☐

A list of library book loans.

☐

A chart showing class test scores.

☐

Mini Business

Plan, divide and sell! Fractions help us run our mini business!

1 TODAY'S LEARNING

Today we will explore fractions in practical contexts.

We will:

- find fractions of small amounts
- share items equally
- solve real-life word problems



SHOW ME / WORK IT OUT

Read each question carefully and show your working.

- 1 What fraction of the stock is shown?

- a) 3 out of 12 muffins



- b) 2 out of 8 cookies



- c) 3 out of 9 lemon slices



- d) 1 out of 5 juice bottles



- 2 Find the fraction of each total. Write your answer.

a) $\frac{1}{2}$ of 10 =

b) $\frac{1}{3}$ of 9 =

c) $\frac{1}{4}$ of 8 =

d) $\frac{1}{2}$ of 14 =

e) $\frac{1}{3}$ of 12 =

f) $\frac{1}{4}$ of 16 =

- 3 What fraction is left or sold?

- a) 12 muffins. $\frac{1}{2}$ are sold.
What fraction is left?

- b) 9 cookies. $\frac{1}{3}$ are sold.
What fraction is left?

- c) 8 lemon slices. $\frac{1}{4}$ are sold.
What fraction is left?

- d) 10 juice bottles. $\frac{3}{5}$ are sold.
What fraction is left?

- e) 15 bags of popcorn. $\frac{1}{3}$ are sold.
What fraction is left?

★ MINI MISSION

Make 12 pretend products on paper. Divide them into equal groups.

- a) Show $\frac{1}{2}$ of 12.
Draw or stick your groups.
- b) Show $\frac{1}{3}$ of 12.
Draw or stick your groups.
- c) Show $\frac{1}{4}$ of 12.
Draw or stick your groups.

Draw or paste your groups here.

What do you notice about the groups?

★ GAME BREAK

Stock Split!

You have 12 items to split. Roll a die to choose a fraction. Make equal groups and write how many in each group.

- $\frac{1}{2}$ Split into halves.
- $\frac{1}{3}$ Split into thirds.
- $\frac{1}{4}$ Split into quarters.
- $\frac{1}{6}$ Split into sixths.
- $\frac{1}{12}$ Split into twelfths.

Draw your groups here.

How many in each group?

How many groups?

★ HOW DID I GO?

Colour a star.



I found it easy.



I needed some help.



I need more practice.





1 Read

Read the passage and answer the questions.

A Safer Street for Our Town

Our town is a great place to live, but crossing High Street near the library can be tricky.

I believe a new pedestrian crossing near the library would make our street much safer for everyone.

First, many students walk to school and visit the library. At busy times, more than 150 people cross the road there each hour.

Second, drivers often turn the corner quickly and do not see people crossing.

Third, other towns that added crossings saw far fewer near misses and better traffic flow.

For these reasons, a new crossing near the library is a smart and safe choice for our town.



2 Word Focus

We can add suffixes to change words.

-able

Add **-able** to mean 'able to be'.

wear → wearable

drink → drinkable

use → usable

-ible

Add **-ible** to mean 'able to be'.

access → accessible

sens → sensible

vis → visible

Write one more example for each suffix.

-able:

-ible:



★ Think About It

Answer the questions in full sentences.

1 What is the writer's main claim in the passage?

2 What evidence does the writer give to support their claim?

3 Why is it important to use evidence when making a claim?

4 Do you think a new crossing would make the street safer? Why or why not?

5 What other ideas could make this area of town safer?

Write It

Make one claim about improving a town or neighbourhood. Support it with two reasons.

My claim:

Reason 1:

Reason 2:



Game Break

Match each claim (left) to the best supporting evidence (right).

We should add more trees in the park.

We need bike lanes on Main Street.

We should have more public benches around town.

We should open a weekend farmers' market.

Fewer car crashes happen in towns with bike lanes.

Trees cool the area and improve air quality.

People buy fresh food and support local growers.

Benches help people rest and make places more welcoming.





Town Map

Plan a town errand route, add prices, work out totals and find change!

TODAY'S LEARNING



Today we will:

- add prices together
- subtract amounts from \$15, \$20 or \$50
- work out totals for repeated items
- find change from \$15, \$20 or \$50



SHOW ME / WORK IT OUT

1 Add the prices.

- $\$4.50 + \$7.20 = \$$ _____
- $\$7.20 + \$2.80 = \$$ _____
- $\$4.50 + \$2.80 = \$$ _____
- $\$5.50 + \$7.20 = \$$ _____

2 Subtract to find the change.

You pay with the note shown.

	PAY WITH	COST	CHANGE
a)		\$4.50	\$ _____
b)		\$7.20	\$ _____
c)		\$5.50	\$ _____
d)		\$2.80	\$ _____

3 How much will it cost?

- 2 breads at \$4.50 each
= \$ _____
- 3 bookmarks at \$2.80 each
= \$ _____
- 4 cookies at \$2.00 each
= \$ _____
- 5 small coffees at \$3.50 each
= \$ _____



Remember:

Add, subtract and check your answers!

4 You have \$20.

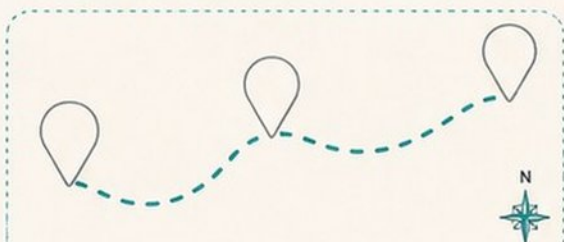
Find the change.

- You buy a bread for \$4.50.
Change = \$ _____
- You buy a book for \$7.20.
Change = \$ _____
- You buy bread and a cookie (\$4.50 + \$2.00).
Change = \$ _____
- You buy a book and a coffee (\$7.20 + \$3.50).
Change = \$ _____

★ MINI MISSION

Draw your own pretend town errand route. Choose 3 places and write the price of something you could buy at each.

- ★ Add the 3 prices. Total = \$ _____
- ★ It must be less than \$25.
- ★ Show how you would pay with \$25.
- ★ How much change would you get?
Change = \$ _____



GAME BREAK

Take turns with a partner. Invent the price of an item (between \$1.00 and \$9.99). Then:

- Add two items to find the total. or
- Pay with \$15, \$20 or \$50 and find the change.

My item is \$6.75.
What is your item?

Mine is \$3.40.
The total is \$10.15.



★ HOW DID I GO?

Colour a star.



I found it easy.



I needed some help.



I need more practice.





1 Read

Read the passage and answer the questions.

Data Detectives

Lia, Mana and Sam love collecting data. Today they are Data Detectives!

They are comparing three charts about their class.

The first chart shows favourite fruits. The label says, "One vote from each student."

The second chart shows how students travel to school. The label says, "Number of students."

The third chart shows reading minutes in a week. The label says, "Total minutes."

At first, Sam thinks apples are the most loved fruit, but he reads the label and realises the chart shows votes, not how many pieces of fruit!

Good Data Detectives always read the labels and titles carefully. They ask questions, compare information and think before they decide.



2 Word Focus

We can add prefixes to change meaning.

-uni- means one.

unicorn

unicycle

universe

-bi- means two.

bicycle

bilingual

bivalve

-tri- means three.

triangle

tricycle

triple

★ Think About It

Answer the questions in full sentences.

- What did the Data Detectives learn about the favourite fruits chart?
- Why is it important to read the labels on a chart?
- What does the prefix 'uni-' mean?
- Give one reason we should ask questions before we decide.
- Which chart would you find most useful for planning a class picnic? Why?

Write It

Explain what each prefix means and give one example word for each.

a) **uni-** means _____

Example: _____

b) **bi-** means _____

Example: _____

c) **tri-** means _____

Example: _____

Game Break

Write each word under the correct prefix meaning.

Words: unicycle binoculars trident unicorn biped
trilogy bicycle tripod bivalve

uni-
means one

bi-
means two

tri-
means three



Data Detectives

Look, imagine, move and map!

Use transformations, maps and spatial reasoning to solve the clues.



1 TODAY'S LEARNING

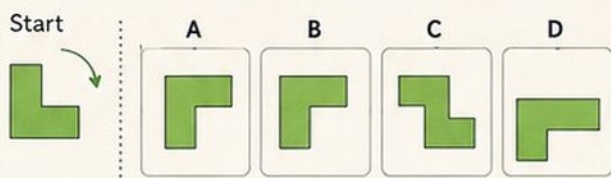


Today we will explore:

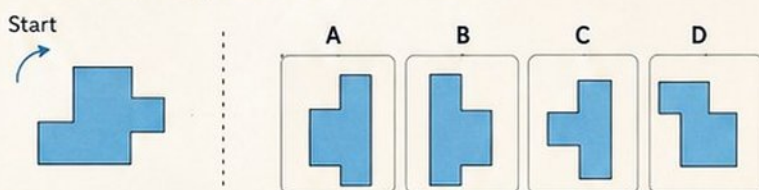
- Quarter turns
- Flips (reflections)
- Slides (translations)
- Maps
- Spatial reasoning

SHOW ME / WORK IT OUT

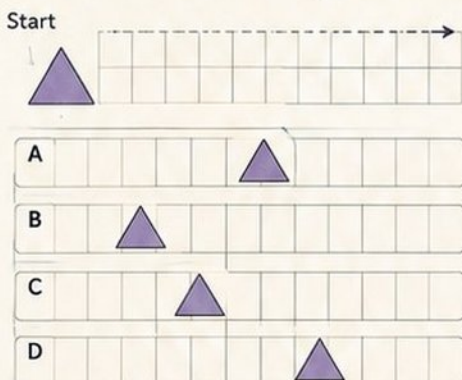
- 1 Quarter Turns: Which shape is the same shape after a quarter turn (90°) clockwise?



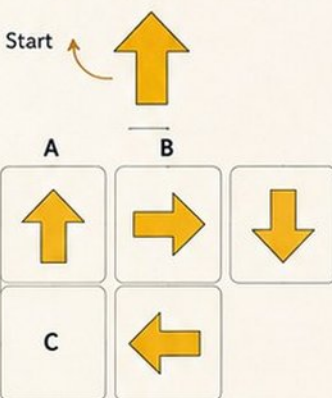
- 2 Flips (Reflections): Which shape is the mirror image of the start shape across the dotted line?



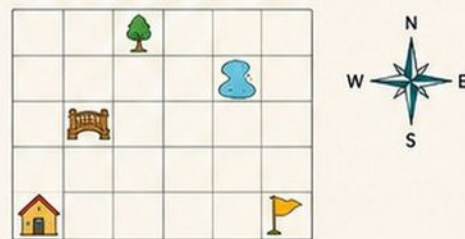
- 3 Slides (Translations): Which shape shows the start shape after it has been slid 3 squares to the right?



- 4 Simple Rotations: What is the new shape 180° (half turn)?



- 5 Look at the Map: You start at the house. Follow the instructions.



- Go 3 squares right.
- Go 2 squares up.
- Go 1 square left.
- What is at your new position? _____

★ MINI MISSION

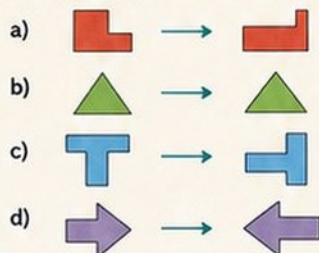
Draw your own simple symbol in the box below. Then show the slide, flip and quarter-turn versions.

My Symbol	Slide (2 squares right)	Flip (mirror)	Quarter Turn (90° clockwise)



GAME BREAK

Look at the start shape. Which transformation was used to get to the new shape?



Transformation Choices

- Quarter Turn
- Half Turn (180°)
- Flip (Reflection)
- Slide (Translation)

5 HOW DID I GO?

Colour a star.



I found it easy.



I needed some help.



I need more practice.



Today I learned: _____



1 Read

Read the passage and answer the questions.

Clear Rules, Better Games

When we design a game, our ideas are exciting, but the rules are what make the game fun and fair. Good rules tell players what to do, in the best order, using simple words.

Editing means checking our rules to make them clearer. We look for tricky words, missing steps and ideas that don't make sense. We also check that the rules are in a logical order.

Clear rules help players understand quickly, play smoothly and enjoy the challenge. Before we share our game, we test it, fix it and make sure everyone can follow it.

Remember: great games start with great ideas, but clear rules make them unforgettable!



2 Word Focus

We can say long words using syllables.

A schwa (ə) sound is a soft, unstressed sound.

Say each word. Clap the syllables. Circle the schwa.

adventure	ad • ven • ture	We went on an exciting adventure.
family	fam • i • ly	I play board games with my family.
different	dif • fer • ent	We chose different colours.
button	but • ton	Press the button to start.
memory	mem • o • ry	The game improves our memory.
animal	an • i • mal	We saw many animals on the safari.



★ Think About It

Answer the questions in full sentences.

1 Why is it important to edit the rules of a game?

.....

2 What makes instructions clear and easy to follow?

.....

3 How does the order of rules affect the game?

.....

4 What should you do if a rule is confusing during play?

.....

5 How can good rules help everyone enjoy the game?

.....

Write It

Write 4–5 clear rules for your own learning game.

Give your game a name.

Game Name:

1

2

3

4

5



Game Break

These rule cards are in the wrong order. Number them 1–5 to show the best order. Then, rewrite the rules in the spaces below.

A. Take your turn. Roll the dice and move your counter.

B. If you land on a special space, follow the action.

C. The first player to reach the finish wins the game!

D. Place your counter on Start before the game begins.

E. If you cannot answer, go back 1 space.

Rewrite the rules in the correct order.

1

2

3

4

5



Game Design

MATHS MISSION

Design a game, test it with friends, and use statistics and measurement to make it even better!

1 TODAY'S LEARNING

Today we will:

- Collect and display data.
- Measure using time and length.
- Use our results to improve a game.



SHOW ME / WORK IT OUT

1 Look at the play-test results chart.

a) How many times did Aroha win?

b) Who got the most wins?

c) Which score is the most common?

d) What is the range of the scores?

PLAY-TEST RESULTS (5 GAMES)			
PLAYER	SCORES (POINTS)	WINS	
Aroha	21, 18, 20, 21, 19	2	
Tane	16, 14, 12, 17, 15	0	
Mere	18, 22, 17, 19, 18	1	
Wiremu	21, 19, 21, 20, 22	3	

2 The game board is a rectangle with 8 spaces along each side. Each square is 5 cm long. What is the perimeter of the board?

3 In one turn, you move your token 3 spaces. How many spaces will you move in 4 turns?

4 Each player has 2 minutes to take their turn.

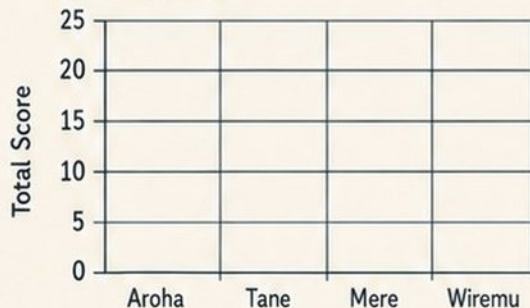
Convert these times.

a) 90 seconds = _____ minutes

b) 2 minutes 30 seconds = _____ seconds

c) 150 seconds = _____ minutes _____ seconds

5 Make a bar graph of the total scores. Use the data in the chart.



★ MINI MISSION

Play-test your game for 5 minutes with friends. Record at least three pieces of data.

Game name: _____

DATA TO RECORD	MY RESULTS	MY PARTNER'S RESULTS
Highest score		
Lowest score		
Most common score		
Time the game takes	_____ minutes	_____ minutes
Most wins		



GAME BREAK

After someone tests your game, choose one rule to improve. Write your new rule below.

I will change this rule: _____

New rule: _____



HOW DID I GO?

Colour a star.



I found it easy.



I needed some help.



I need more practice.





Mix It Up!

A little bit of everything.

1 Maths

Calculate each one.

a) $417 + 285 =$ _____

b) $703 - 256 =$ _____

c) $6 \times 8 =$ _____

d) $56 \div 7 =$ _____

2 English

Circle the adjectives.

The brave kea flew over the huge mountains on a sunny morning.

3 Te Reo Māori

Match the word to the meaning.

tahi •	• two
rua •	• two
toru •	• three
wha •	• one

4 Science

What is a habitat?

Draw a simple example.



5 General Knowledge

What is the highest mountain in New Zealand?





Word Power!

Let's build our words.

- 1 Add a prefix to each root word.

Choose from: re- un- pre- dis-

- a) happy _____
- b) play _____
- c) heat _____
- d) tidy _____



- 2 Make a new word using the suffix.

- a) joy + ful = _____
- b) care + less = _____
- c) help + ful = _____

- 3 Write a sentence using one of your new words.



Number Challenge!

Show what you know.

- 1 Fill in the missing numbers.

0	100	300		500		700		900	90	100
---	-----	-----	--	-----	--	-----	--	-----	----	-----

- 2 Round each number to the nearest 10.

- a) 382 = _____
b) 647 = _____
c) 815 = _____
d) 933 = _____



- 2 Solve the word problem.

A bus has 48 seats. 27 passengers get off at the first stop and 15 more get on.
How many passengers are on the bus now?





Map Skills

Explore and learn.

1 Look at the map.



2 Write the direction.

a) B is _____ of A.

c) D is _____ of A.

b) C is _____ of C.

d) A is _____ of D.



Science Spray!

What have we learned?

- 1 Label the parts of the plant.



- 2 What does a plant need to survive?

Tick the correct ones.

☐

water

☐

rocks

☐

sunlight

☐

air

☐

plastic

- 3 Draw and label a food chain.





Year 3 Homework Book

My Favourite Song



Song Sheet

Write the name of your favourite
song and a line from it.

Song Title: _____

Artist: _____

My favourite line:

Draw a picture that shows the song.





All About Me!

The things I love.

My favourite colour:

My favourite food:

My favourite book:

My favourite animal:

Draw a picture
of yourself doing
something you love.





Memory Moments

Draw some of your best memories from this year.





Year 3 Homework Book

My Goals for Year 4



Dream. Plan. Achieve.

What I want to achieve next year.

1. Three things I want to get better at:

1. _____
2. _____
3. _____



2. Something new I want to try:

3. How I will make it happen:





Year 3 Homework Book

Well Done!



You Did It!

Congratulations on completing
your Year 3 Homework Book.

Keep learning, keep growing,
and keep being YOU!

You are awesome!

Signed: _____