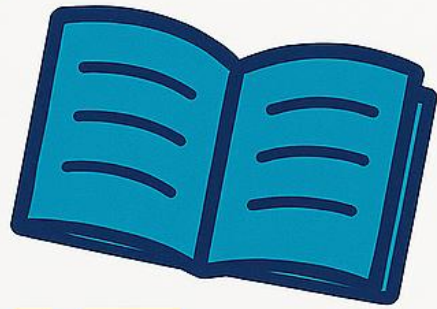




Much Hadham



HOME LEARNING RECORD



Autumn Term

Year 3

Name:

Year 3 Home Learning

When children have the opportunity to practise certain skills at home, it can make a huge impact on their day to day learning in school. Please do support your child with their home learning as much as possible as it does make a difference.

A child in Lower KS2 should spend an average of between 15-30 minutes a day on their homework. We have included a recording table for each week in this planner. **Please initial the box to show when your child has either read, practised their spellings or their maths focus each week.**

Autumn <u>1</u> : Week 3		Week commencing: Write the date here.					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading	Initials & page numbers						
Spelling							
Maths							

Additional Support with Home Learning

Every year group has suggested optional workbooks, that will support your child with their learning at home. These can be purchased through the Arbor app for delivery to school. **Buying through school will entitle you to a discounted price.**

Suggested workbooks are:

CGP Year 3 Times Tables - 10 Minute Weekly Workouts.

CGP Year 3 Targeted Reading Comprehension - Book 1 and 2

CGP Year 3 Spelling and Vocabulary – 10 Minute Weekly Workouts



What weekly home learning could look like ...

Reading	At least <u>4 times per week</u> for 10-15 minutes, to include: • 2 x (at least) reading independently. • 1 x reading to a grown-up. There are questions to check comprehension on pages 4 and 5. • 1 x CGP Targeted Reading Comprehension 
Spelling	At least <u>4 times per week</u> for 10-15 minutes, to include: • 3 x practise of half-termly statutory spellings using any of the spelling menu strategies on page 7 • 1 x CGP Spelling and Vocabulary 10 Minute Weekly Workout 
Maths	At least <u>4 times per week</u> for 10-15 minutes, to include: • 3 x practising times tables and division facts using the strategies on page 9 • 1 x CGP Times Tables 10 Minute Weekly Workout 

In case of loss or damage, this 'Home Learning Record' will also be emailed out to parents and carers. Alternatively, additional copies can be purchased from school for £1.

Questions to ask your child whilst reading.

Year 3 – Reading Questions by Skill Type	
	List... Match... Underline / highlight... Choose... What is...? Why had...? Who else...? What event...? Why do...? Why has...? Where is...? Give one... Name two... Tick... Two columns. Which two...? Where is the contents page/ index/ chapter on...? Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. What are the ___ for? How do the sub-headings make the text easier to read? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? What features could a ___ text have?
	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? (Event) what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? (Setting - place, time, weather, atmosphere): what might happen here? Which settings will the character be scared/unhappy/content/friendly in? What will happen next? (following a chapter, setting or event)
	Find and copy one word which shows that... What does... mean in this sentence? What do the words... mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means... What does the word ___ tell you about...? Choose the best words to match the description (multiple choice x 4) Find and copy one word that shows the character is upset/angry/happy etc Circle two words in the text that tell you... Select a word that shows... Which keyword(s) tell you about the character and/or setting? Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as...
	How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Alliteration? Rhyme? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem...

	Find two words or phrases which show the writer thinks... Explain how the words... make it seem... How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?
	Find the labels, title, subheadings, diagram, contents page, index, glossary, information on... How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ___ for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? What features could a ___ text have? Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order. Explain why the author used _____ (noun phrases, vocabulary) to describe a character. Explain why the author used _____ (noun phrases, vocabulary) to describe a setting. How does the writer make it interesting / engaging/ exciting in the first paragraph/ ending? Explain how the paragraph gives a positive / negative impression of the setting.
	How did (character) feel when...? What did (character) describe as ...? Why was (character) sad/happy/laughing? How can you tell? What impression do you get of...? How do you feel about (character)? Why? What is the relationship between (character) and (character)? (Speech quote) – what does this say about the character? (Speech quote) – what does this say about the relationship between the two characters? How did (character) feel at (point in the story)? How does (character) feel in this setting? Choose words which support your view. What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this? What is the main theme in this story? (e.g. good over evil, weak over strong, friendship, magic). What is the main theme of this information? What are the magical objects in these stories? What is similar/different? How can you tell that... Give one piece of evidence. Explain two ways... using evidence from the text to explain your answer.
	Can you number these events 1-3 in the order that they happened? Can you order these 4 sections of text? Retell the 3 main events in the story. List 3 words to describe what the story is about. List 3 words about the character. Match one word to a section of text. What does the first sentence in the paragraph/sub-heading/title tell us? 1 minute timer. Highlight the text every time you see the word _____ Match the sub-heading to the main text.



Autumn 1 Spellings: Test - Week Commencing 12 10 2026

w/c 07 09 26	w/c 14 09 26	w/c 21 09 26	w/c 28 09 26	w/c 05 10 26
accident	caught	extreme	ordinary	through
accidentally	disappear	heard	recent	February
breath	early	natural	strength	though
breathe	experience	often		

Autumn 2 Spellings: Test – Week Commencing 07 12 2026

w/c 02 11 26	w/c 09 11 26	w/c 16 11 26	w/c 23 11 26	w/c 30 11 26
accident	disappear	appear	guard	opposite
breath	heard	believe	heart	peculiar
breathe	ordinary	different	imagine	possible
caught	answer	forward(s)	island	remember
	separate	special	strange	thought

Ideas to practise your spellings

Rainbow Words

Write your words out and make each letter a different colour. Or create a rainbow by writing the words out repeatedly but in a different colour each time.

[illegible]

Writing Race



Set a timer for 2 minutes and see how many times you can write a chosen word correctly in that time.

Word Pyramids

r
re
rem
reme
remem
rememb
remember
remember

Write out each spelling as a word pyramid. Start with the first letter and then add a new letter onto each row.

Word Shapes

Write out each spelling and draw a box around each letter to show the height or tails on a letter.



Colour patterns

Write out each word with the consonants in one colour and the vowels in another.

government
parliament
dictionary

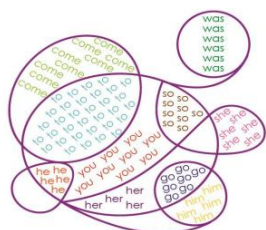
Mnemonics

Make a mnemonic
to help you
remember the
spelling for a word
or just the tricky
part of it.



Word Squiggle

Draw a continuous
loopy pattern and fill
each section with
your spelling words.
You could use
different colours if
you like.



Spelling Graffiti

Use colour and shape to produce fun and creative ways of writing your spellings out.



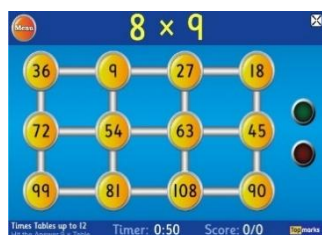
Times tables and division facts that need to be known fluently in Year 3.

	1x table	2x table	3x table
	$0 \times 1 = 0$ $1 \times 1 = 1$ $2 \times 1 = 2$ $3 \times 1 = 3$ $4 \times 1 = 4$ $5 \times 1 = 5$ $6 \times 1 = 6$ $7 \times 1 = 7$ $8 \times 1 = 8$ $9 \times 1 = 9$ $10 \times 1 = 10$ $11 \times 1 = 11$ $12 \times 1 = 12$	$0 \times 2 = 0$ $1 \times 2 = 2$ $2 \times 2 = 4$ $3 \times 2 = 6$ $4 \times 2 = 8$ $5 \times 2 = 10$ $6 \times 2 = 12$ $7 \times 2 = 14$ $8 \times 2 = 16$ $9 \times 2 = 18$ $10 \times 2 = 20$ $11 \times 2 = 22$ $12 \times 2 = 24$	$0 \times 3 = 0$ $1 \times 3 = 3$ $2 \times 3 = 6$ $3 \times 3 = 9$ $4 \times 3 = 12$ $5 \times 3 = 15$ $6 \times 3 = 18$ $7 \times 3 = 21$ $8 \times 3 = 24$ $9 \times 3 = 27$ $10 \times 3 = 30$ $11 \times 3 = 33$ $12 \times 3 = 36$
4x table	5x table	8x table	10x table
$0 \times 4 = 0$ $1 \times 4 = 4$ $2 \times 4 = 8$ $3 \times 4 = 12$ $4 \times 4 = 16$ $5 \times 4 = 20$ $6 \times 4 = 24$ $7 \times 4 = 28$ $8 \times 4 = 32$ $9 \times 4 = 36$ $10 \times 4 = 40$ $11 \times 4 = 44$ $12 \times 4 = 48$	$0 \times 5 = 0$ $1 \times 5 = 5$ $2 \times 5 = 10$ $3 \times 5 = 15$ $4 \times 5 = 20$ $5 \times 5 = 25$ $6 \times 5 = 30$ $7 \times 5 = 35$ $8 \times 5 = 40$ $9 \times 5 = 45$ $10 \times 5 = 50$ $11 \times 5 = 55$ $12 \times 5 = 60$	$0 \times 8 = 0$ $1 \times 8 = 8$ $2 \times 8 = 16$ $3 \times 8 = 24$ $4 \times 8 = 32$ $5 \times 8 = 40$ $6 \times 8 = 48$ $7 \times 8 = 56$ $8 \times 8 = 64$ $9 \times 8 = 72$ $10 \times 8 = 80$ $11 \times 8 = 88$ $12 \times 8 = 96$	$0 \times 10 = 0$ $1 \times 10 = 10$ $2 \times 10 = 20$ $3 \times 10 = 30$ $4 \times 10 = 40$ $5 \times 10 = 50$ $6 \times 10 = 60$ $7 \times 10 = 70$ $8 \times 10 = 80$ $9 \times 10 = 90$ $10 \times 10 = 100$ $11 \times 10 = 110$ $12 \times 10 = 120$

$\div 1$	$\div 2$	$\div 3$	
$1 \div 1 = 1$ $2 \div 1 = 2$ $3 \div 1 = 3$ $4 \div 1 = 4$ $5 \div 1 = 5$ $6 \div 1 = 6$ $7 \div 1 = 7$ $8 \div 1 = 8$ $9 \div 1 = 9$ $10 \div 1 = 10$ $11 \div 1 = 11$ $12 \div 1 = 12$	$2 \div 2 = 1$ $4 \div 2 = 2$ $6 \div 2 = 3$ $8 \div 2 = 4$ $10 \div 2 = 5$ $12 \div 2 = 6$ $14 \div 2 = 7$ $16 \div 2 = 8$ $18 \div 2 = 9$ $20 \div 2 = 10$ $22 \div 2 = 11$ $24 \div 2 = 12$	$3 \div 3 = 1$ $6 \div 3 = 2$ $9 \div 3 = 3$ $12 \div 3 = 4$ $15 \div 3 = 5$ $18 \div 3 = 6$ $21 \div 3 = 7$ $24 \div 3 = 8$ $27 \div 3 = 9$ $30 \div 3 = 10$ $33 \div 3 = 11$ $36 \div 3 = 12$	
$\div 4$	$\div 5$	$\div 8$	$\div 10$
$4 \div 4 = 1$ $8 \div 4 = 2$ $12 \div 4 = 3$ $16 \div 4 = 4$ $20 \div 4 = 5$ $24 \div 4 = 6$ $28 \div 4 = 7$ $32 \div 4 = 8$ $36 \div 4 = 9$ $40 \div 4 = 10$ $44 \div 4 = 11$ $48 \div 4 = 12$	$5 \div 5 = 1$ $10 \div 5 = 2$ $15 \div 5 = 3$ $20 \div 5 = 4$ $25 \div 5 = 5$ $30 \div 5 = 6$ $35 \div 5 = 7$ $40 \div 5 = 8$ $45 \div 5 = 9$ $50 \div 5 = 10$ $55 \div 5 = 11$ $60 \div 5 = 12$	$8 \div 8 = 1$ $16 \div 8 = 2$ $24 \div 8 = 3$ $32 \div 8 = 4$ $40 \div 8 = 5$ $48 \div 8 = 6$ $56 \div 8 = 7$ $64 \div 8 = 8$ $72 \div 8 = 9$ $80 \div 8 = 10$ $88 \div 8 = 11$ $96 \div 8 = 12$	$10 \div 10 = 1$ $20 \div 10 = 2$ $30 \div 10 = 3$ $40 \div 10 = 4$ $50 \div 10 = 5$ $60 \div 10 = 6$ $70 \div 10 = 7$ $80 \div 10 = 8$ $90 \div 10 = 9$ $100 \div 10 = 10$ $110 \div 10 = 11$ $120 \div 10 = 12$

Ideas to practise times tables and division facts

Hit the Button online game



Learn a Times Tables song from YouTube Kids or BBC Supermovers



Make some flash cards with the times table on one side and the answer on the other.

<https://www.totcards.com/free-times-table-flashcards.html>



Play a matching card game, where you need to match the question with the answer. Make some cards or play online:

<https://www.timestables.co.uk/times-tables-memory.html>



TT Rock Stars

Play as an individual or against your class mates. If you would like printed versions, please let your teacher know.



Write them down as quickly as you can in 2 minutes!



Use your Purple Mash account to play times tables games.

<https://www.purplemash.com/login/#/portal/standrewssq10/child>



Other good websites include:

Top Marks -

<https://www.topmarks.co.uk/>

BBC Bitesize -

<https://www.bbc.co.uk/bitesize>

Math is Fun -

<https://www.mathsisfun.com/>

Maths Frame -

<https://mathsframe.co.uk/>

Autumn 1 : Week 1		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							
Autumn 1 : Week 2		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							

Autumn 1 : Week 3		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							
Autumn 1 : Week 4		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							

Autumn 1 : Week 5		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							
Autumn 1 : Week 6		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							

Autumn 1 : Week 7		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							
Autumn 1 : Week 8		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							

Autumn 2 : Week 1		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							
Autumn 2 : Week 2		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							

Autumn 2: Week 3		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							
Autumn 2 : Week 4		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							

Autumn 2 : Week 5		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							
Autumn 3 : Week 6		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							

Autumn 2 : Week 7		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							
Autumn 2 : Week 8		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling							
Maths							

Spelling Test: Autumn 1

Spelling Test: Autumn 2	

Times tables Autumn 1

Division Facts Test: Autumn 1

Times tables Test: Autumn 2

Division Facts Test: Autumn 2

