

Year 3 Home Learning

A child in Lower KS2 should spend an average of between 15-30 minutes a day on their homework.

Reading

10 - 15 minutes regular reading (at least 4 times per week). This should include sharing the book, discussing the content as well as listening to the developing fluency of your child.

Please record all reading on Boom Reader. The children can also do this themselves through the child account.



Spelling

Spelling practice of Statutory Spellings.

These are spread out across the year and focus spellings will be tested at the end of each half term.



Times tables and Division

Practising of number facts (Y3: consolidating their knowledge of 2x, 5x and 10x tables. Learning 3x, 4x and 8x tables and related division facts), through a variety of games and/or online activities.

These will be assessed every half term.

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Optional additional homework

This will be related to subjects across curriculum areas and will be given each term.

See the grid below for this term's ideas.



Reading Question Stems

	Year 2	Year 3	Year 4
Vocabulary	<ul style="list-style-type: none"> • Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...? 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...? 	<ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?
Inference	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...? 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time? 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? Could it be anything else? • I think...; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?
Prediction	<ul style="list-style-type: none"> • Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next? 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward? 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.
Explain	<ul style="list-style-type: none"> • What is similar/ different about two characters? • Explain why... did that. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why? 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked? 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
Retrieval	<ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story? 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from? 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Sequence/ Summarise	<ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?



Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	



Lower Key Stage 2 Statutory Spellings – Spring Term

(Year 3)



Each half-term, the children will receive a selection of the **Year 3 & 4 statutory spellings** to practise at home. At the end of each half-term, the children will be tested on these spellings to see how confident they are. Some suggestions for different ways to practise the statutory words are attached. I hope you will find them useful.

Spring 1

forward(s)	fruit
actual	group
busy	history
calendar	interest
centre	perhaps
century	suppose
certain	women
circle	surprise
describe	mention
eight	

Spring 2

heart	increase
separate	important
special	knowledge
actually	question
although	sentence
consider	therefore
earth	various
enough	weight
guide	eighth

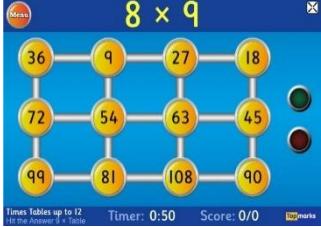
SPELLING MENU

1. ABC Order	2. Word Parts	3. Other Handed	4. Vowel Spotlight
 Write all of your spelling words in alphabetical (ABC) order.	Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar	Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
5. Use Technology	6. Pyramid Words	7. "Ransom" Words	8. Rainbow Words
Type out your spelling words on the computer. Try to use at least 4 different fonts. 	s sp spe spell spell spellin spelling (or make them boat shaped, star, smiley face, etc.)	"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	Write your spelling words with coloured pencils. Make each letter a different colour. 
9. Scrambled Words	10. Silly Sentences	11. Prefixes and Suffixes	12. Word Search
Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta	Write 3 or more sentences that use all your spelling words. 	Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>important</u> <u>happiness</u>	Create your own word search with your spellings. Show the answers to your puzzle in a different colour. 
13. Flashcards	14. Picture & a Story	15. Words without Vowels	16. Train Words
Make and practice with flashcards. Put the word on one side and definition (meaning) on the other. 	Draw a picture defining each word. Write a sentence about your picture using the word.	Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop
17. Write a Story, Poem or Song with Words	18. Bubble Letters	19. Words Within Words	20. Picture words
Write a story using all your spelling words. Underline the words you used.	Write your spelling words out in bubble writing. 	Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat	Draw a picture and hide your spelling words in the picture.

SPELLING MENU

21. Question/Answers	22. Riddles	23. Crossword Puzzle	24. Rhyming Words
 Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.	 Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant.	Make a crossword puzzle with your spelling. Show the answers to your puzzle. 	Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again
25. Homophones	26. Writing Race	27. Code Words	28 Word Classes
Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're	Set a timer for 2 minutes. See how many times you can write each word perfectly during that time. 	Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = □ b = ♦ c = *	Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.
29. Synonyms	30. Antonyms	31. Joker	32. Backwards Words
 Find at least 2 synonyms for each of your spelling words.	Find an antonym (opposite) for each of your spelling words. 	Write jokes containing each of your spelling words. 	Write your spelling words forwards and then backwards. Remember to write neatly!
33. X Words	34. Acrostic Poem	35. Scrabble	
Write 2 words with one letter in common so that they cross over each other. e.g. b r c h e e s e a d	Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun Sun shines brightly Up in the sky Nice and warm on my face	In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value? 	

Ideas to support the learning of times tables and division facts.

<p>Hit the Button online game</p> 	<p>Learn a Times Tables song from YouTube Kids or BBC Supermoves</p> 	<p>Play Times Tables Bingo!</p> 	<p>Find the patterns in number bonds and times tables</p> 
<p>Practise on long and short car journeys</p> 	<p>Write them down as quickly as you can!</p> 	<p>TT Rock Stars</p> 	<p>Learn a silly rhyme E.g. 6 and 8 went on a date and didn't come back until they were 48!</p> 

Other good websites include:

Purple Mash - <https://www.purplemash.com/login/#/portal/standrewssg10/child>

Top Marks - <https://www.topmarks.co.uk/>

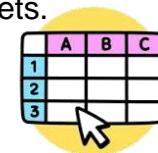
BBC Bitesize - <https://www.bbc.co.uk/bitesize>

Math is Fun - <https://www.mathsisfun.com/>

Maths Frame - <https://mathsframe.co.uk/>



Spring Year 3 Optional Homework Grid – Some fun learning activities you could try at home.

<p>History</p> <p>When was the Stone Age? Find out five facts and create a poster.</p> 	<p>History</p> <p>When was the Iron Age? Find out five facts and create a poster.</p> 	<p>History</p> <p>When was the Bronze Age? Find out five facts and create a poster.</p> 	<p>Computing</p> <p>What is a spreadsheet? What are they used for? Create a poster, giving examples of spreadsheets.</p> 
<p>History</p> <p>Find out about cave art and create a piece of your own. Remember to check with an adult before choosing your materials.</p> 	<p>Writing</p> <p>Create a poem about winter. Key word examples: winter, ice, snow, frost, frozen</p> 	<p>Science</p> <p>Create a poster about a light source. Why are they important? e.g. The Sun, traffic lights, car headlamps, torch, street lights, rechargeable lights</p> 	<p>Maths</p> <p><u>Counting in threes, fours or eights:</u> Threes - drawing groups of items which have 'threes' e.g. traffic lights, triangles, tricycles</p>  <p>Fours - drawing groups of items which have 'fours' e.g. cars, dogs, cats, rabbits.</p>  <p>Eights - drawing groups of items which have 'eights' e.g. lorries (wheels), boxes of cakes, spiders (legs)</p> 