

Year 3 Home Learning Activities – Friday 5th June 2020

We would like your child to complete a range of activities over the week. Some activities can be completed independently, however some require support from adults.

Please email **at least one example of work per week** to hb3@woodstonprimary.org.uk so we can celebrate their home learning.

<p><u>Reading</u></p>	<p>Visual Literacy: Pobble365</p> <p>Every day a new image and guided reading activities are shared on this page.</p> <p><i>Some adult support may be required.</i></p>	<p>Listen to Your Child Read: This should to be 1:1, 4 times a week for approximately 10 minutes.</p> <p>This could be a book from home or an e-book. Book Trust Oxford Owl</p> <p><i>Adult support required.</i></p>	<p>Comprehension: 60 second read task. Children have 60 seconds (1 minute) to read the text provided. This is followed by a selection of questions. Children have as long as they need to answer the questions. (Answers Provided)</p> <p><i>Independent</i></p>
<p><u>English/ Theme</u></p>	<p><u>The Pebble in my Pocket - Slides</u> Attached to this email are the slides the children in school will be using this week. They give explanation and activities based around the book. You do not need to buy the book as all the resources, text and images are on the slides. These slides will also include theme based activities linked to the story. You can work through these slides at your own pace but all slides must be completed unless stated otherwise as this is a sequence of understanding.</p> <p><i>Some adult support may be required.</i></p>		
<p><u>Spelling/ Grammar</u></p>	<p>Assessments: - Assertive Mentoring Grammar Assessment Week 1 (Answers provided) <i>Independent</i></p> <p><i>This activity may require adult support to address any errors after it has been completed.</i></p>	<p>Spelling: Choose 5 spellings from the Common Exception words or Statutory Spelling lists below. - Choose a spelling activity from the grid below. <i>Independent</i></p> <p>- Practise and Test <i>Adult support required.</i></p>	<p>Grammar: Pobble365 Every day a new image and grammar activities are shared on this page.</p> <p><i>Some adult support may be required.</i></p>

<p><u>Maths</u></p>	<p>Assessments:</p> <ul style="list-style-type: none"> - Assertive Mentoring Maths Assessment Week 1 (Answers provided) <i>Independent</i> - Times Tables Challenge Revision (2,5 and 10) <i>Independent</i> <p><i>These activities may require adult support to address any errors after they have been completed.</i></p>	<p><u>Addition and Subtraction Week</u></p> <p>Attached to this email are the slides the children in school will be using this week. They give explanation, activities as well as reasoning questions. You can work through these slides at your own pace but all slides must be completed unless stated otherwise as this is a sequence of understanding.</p> <p><i>Some adult support may be required.</i></p>
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Attached to this email:

- English/Theme Slides
- Addition and Subtraction Slides

Attached to this document:

- Year 3 and 4 Common Exception Words
- Year 3 and 4 Statutory Spellings
- Spelling Activities Sheet
- Grammar Hammer and answers
- Assertive Mentoring Maths and answers
- Times Table Challenges
- 60 Second Read Activities and answers

Year 3 and 4 Common Exception Words

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



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Year 3 and 4 Statutory Spellings

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

Spelling Activities

Rainbow Words

First write your spelling words in pencil.
Trace over the words 5 times using a different
coloured crayon each time.



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Pyramid Writing

Pyramid write your spelling words.
Try to write them neatly!

Example: s
 so
 som
 some



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ABC Order

Write out your spelling words in
alphabetical order.



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Fancy Letters

Write out each of your spelling words using
fancy writing. Your letters could be
curly or dotty.



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Grammar Hammer Stage 3 Week 1

Stage 3

'Grammar Hammer'

Skill Check 1

Name: _____

Class: _____

Date: _____

1 and 2. Underline the prefix which forms a noun when added to the given word (in bold).				
super	anti	auto	man	pilot
3. Underline the correct homophone to use in this sentence.				
He bought a (cheep / cheap) car.				
5. Underline the word with the correct spelling.				
I (past / passed) the test.				
6. Underline the word with the correct spelling.				
fownd	found	found	fracshun	fracshon
7 and 8. Number the words to put in alphabetical order. You may need to use the first, second or even third letter of the word.				
fog		frog	fly	fall

9. Underline the synonyms for the word in bold to make a word family.				
big	huge	weird	enormous	tiny
10. Write a conjunction to connect the two main clauses (or sentences) into a compound sentence.				
My friend invited me to a party I do not want to go.				
11. Write a sentence opener which will create a complex sentence.				
my friend invited me to a party, I do not want to go.				

12. Underline the best verb to complete the sentence.		13. Underline the best verb to complete the sentence.	
He has (<u>went</u> / gone) out to play.		She (<u>went</u> / gone) to the party.	
14. Write the past tense of this verb.		15. Write the past tense of this verb.	
walk		throw	
16. Underline the best preposition to complete this sentence.			
A tree was blown down _____ the storm.		(before/during/after)	
17 and 18. Underline the fronted adverbials that help tell us more about when an action happened.			
Earlier, ...	It is likely, ...	Possibly, ...	Later that day, ...
19 and 20. Underline the word which goes before a noun starting with a consonant or a vowel sound.			
a / an	horse	a / an	elephant
21. Underline the subordinate clause in this sentence.			
The <u>wind</u> was so cold that I put on a coat.			
22 and 23. Punctuate the sentences using the apostrophe (') to show contraction or possession.			
I <u>d o n t</u> like D a d s new car.		I <u>c a n t</u> find A m y s book.	
24 and 25. Punctuate the direct speech in these sentences using inverted commas (speech marks " ").			
Where to? <u>a s k e d</u> the bus driver.		<u>T o w n p l e a s e</u> , the passenger answered.	

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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Grammar Hammer Stage 3 Week 1 Answers

Stage 3

'Grammar Hammer'

Skill Check 1

1 and 2. (WS:1-20, 30, 31-32) The following prefixes form nouns and compound words.

<u>super</u>	<u>anti</u>	<u>auto</u>	<u>man</u>	<u>super</u>	<u>anti</u>	<u>auto</u>	<u>pilot</u>
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3-4. (WS:2, 30, 31-20) Homophones are words that sound the same but have different meanings and different spellings.

He bought a (<u>cheap</u> / <u>cheap</u>) car.							I (<u>past</u> / <u>passed</u>) the test.
5. (WS:3, 30, 31-2) Commonly misspelled words, which don't follow a phonetic pattern, need to be learned by sight.							6. (WS:3, 30, 31-2) A consonant before 'u' after follows a short vowel sound.

<u>found</u>	<u>found</u>	<u>found</u>	<u>found</u>	<u>fraction</u>	<u>fraction</u>	<u>fraction</u>	<u>fraction</u>
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7-8. (WS:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.

fog	3	frog	4	fly	2	fall	1
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9. (WS:9-20) These synonyms form a meaning based word family.

<u>big</u>	<u>huge</u>	<u>weird</u>	<u>enormous</u>	<u>tiny</u>
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10. (WS:9, 17, 24) Co-ordinating conjunctions connect two main (or independent) clauses into a compound sentence.

My friend invited me to a party but/yet/however I do not want to go.						
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11. (WS:9, 17) Write a sentence opener which will create a complex sentence.

Although/Even though/Despite the fact my friend invited me to a party, I do not want to go.						
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12-13. (WS:18) Present perfect form (He has gone out....) Simple past form (He went out....)

He has (<u>went</u> / <u>gone</u>) out to play.		She (<u>went</u> / <u>gone</u>) to the party.				
14. (WS:18, 30, 31-3) Adding the suffix 'ed' to a verb often forms the past tense.		15. (WS:18, 30, 31-3) Changing the medial vowel from 'e' to 'o' changes present tense to past tense in these verbs.				

walk	walked	throw	threw
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16. (WS:17, 19, 24) A preposition is a word that tells you where or when something is in relation to something else. They can link nouns, phrases or clauses. They often describe locations or directions, but can describe other things, such as relations of time.

A tree was blown down _____ the storm.		(before / during / after)				
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17-18. (WS:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help associate texts, link sentences and events between paragraphs.

Earlier, ...	It is likely, ...	Possibly, ...	Later that day...
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19-20. (WS:20, 24) Use 'a' before a consonant sound and 'an' before a vowel sound. NB 'u' 'y' and 'o' can give a consonant sound (amb, European, you) and 'h' can give a vowel sound (hour, honest)

a / an	horse	a / an	elephant
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21. (WS:17, 19, 21, 24) A clause is a group of words that can be used either as a whole sentence or part of a sentence. It must contain a verb. Many complex sentences are made up of a main clause and a subordinate clause (a less important clause).

The wind was so cold that I put on a coat.						
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23-25. (WS:22, 30, 31-5) Apostrophes have two completely different uses: showing the place of missing letters (contraction e.g. I'm for I am) and marking possession (possession e.g. Hassan's mother).

I don't like Dad's new car.		I can't find Amy's book.				
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24-25. (WS:23, 24) Inverted commas (speech marks) are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and exclamation.

"Where to?" asked the bus driver.		"Town please," the passenger answered.				
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Maths Assertive Mentoring Stage 3 Week 1



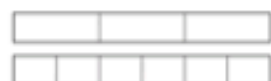
Maths Key Skills

Stage 3: Skill Check 1

Name: _____

Date: _____

Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Problem Solving	
1. What is the missing number? 0 <input type="text"/> 8 12 16	3:1	11. $36 \div 4 =$	3:10	23. How many centimetres are in one and a half metres?	3:19
2. What is the 8 worth in this number? 183	3:2	12. $8 \times 8 =$	3:10		
3. Write this number in numerals. two hundred and fifty	3:3	13. Use $12 \times 3 = 36$ to solve: $24 \times 3 =$	3:11	22. The sides of a square are 4cm. What is the perimeter of the square?	3:20
4. What number is labelled? 	3:4	14. What is the missing number? $7 \times \text{ } = 82 - 12$	3:12		
5. Make the largest number possible using the digits 2 7 5.	3:5	15. What is the missing number? 0.7 0.8 0.9 <input type="text"/> 1.1	3:13	23. I had £1. I bought 2 cartons of drink and got 30p change. How much did each carton of drink cost?	3:21
6. $890 + 10 =$	3:6	16. Circle $\frac{2}{10}$ of the marbles. 	3:14		
7. $436 - 123 =$	3:7	17. What is $\frac{1}{3}$ of 12?	3:15	24. Draw the hands to show five minutes past four o'clock	3:22
8. Circle the best estimate to $59 + 39$: 80 90 100 110	3:8	18. $\frac{2}{6} = \frac{?}{3}$ 	3:16		
9. One orange costs nineteen pence. How much will three oranges cost?	3:9	19. Add the fractions. $\frac{2}{5} + \frac{1}{5}$	3:17	25. How many seconds are in two minutes?	3:24
10. What is the missing number? <input type="text"/> - 19 = 13	3:9	20. Write the largest fraction. $\frac{1}{5} \frac{1}{6} \frac{1}{4} \frac{1}{2}$	3:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Assertive Mentoring Stage 3 Week 1 Answers

Maths Key Skills


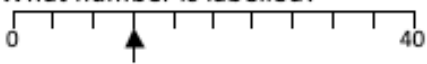



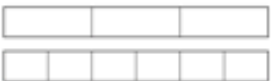
Stage 3: Skill Check 1 Answers

Name: _____

Date: _____

Class/Group: _____



A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Problem Solving	
1. What is the missing number? 0 <input type="text"/> 8 12 16	3:1 4	11. $36 \div 4 =$	3:10 9	23. How many centimetres are in one and a half metres?	3:19 150
2. What is the 8 worth in this number? 183	3:2 80	12. $8 \times 8 =$	3:10 64		
3. Write this number in numerals. two hundred and fifty	3:3 250	13. Use $12 \times 3 = 36$ to solve: $24 \times 3 =$	3:11 72	22. The sides of a square are 4cm. What is the perimeter of the square? 	3:20 16cm
4. What number is labelled? 	3:4 12	14. What is the missing number? $7 \times \text{input} = 82 - 12$	3:12 10		
5. Make the largest number possible using the digits 2 7 5.	3:5 752	15. What is the missing number? 0.7 0.8 0.9 <input type="text"/> 1.1	3:13 1.0	23. I had £1. I bought 2 cartons of drink and got 30p change. How much did each carton of drink cost? 	3:21 35p
6. $890 + 10 =$	3:6 900	16. Circle $\frac{2}{10}$ of the marbles. 	3:14 2		
7. $436 - 123 =$	3:7 313	17. What is $\frac{1}{3}$ of 12?	3:15 4	24. Draw the hands to show five minutes past four o'clock 	3:22 Hands drawn
8. Circle the best estimate to $59 + 39$: 80 90 100 110	3:8 100	18. $\frac{2}{6} = \frac{?}{3}$ 	3:16 1		
9. One orange costs nineteen pence. How much will three oranges cost?	3:8 57p	19. Add the fractions. $\frac{2}{5} + \frac{1}{5}$	3:17 $\frac{3}{5}$	25. How many seconds are in two minutes?	3:24 120
10. What is the missing number? <input type="text"/> - 19 = 13	3:9 32	20. Write the largest fraction. $\frac{1}{5} \frac{1}{6} \frac{1}{4} \frac{1}{2}$	3:18 $\frac{1}{2}$		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

2, 5 and 10 Times Tables Revision

2 X 5 =		3 x 5 =		4 x 10	
3 X 2 =		5 x 7 =		10 x 3 =	
1 x 2 =		8 x 5 =		7 x 10 =	
2 x 4 =		5 x 10 =		10 x 9 =	
8 x 2 =		0 x 5 =		2 x 10 =	
11 x 2 =		7 x 5 =		10 x 10 =	
2 x 9 =		5 x 9 =		6 x 10 =	
0 x 2 =		12 x 5 =		10 x 5 =	
10 x 2 =		5 x 6 =		12 x 10 =	
2 x 6 =		11 x 5 =		10 x 8 =	
7 x 2 =		4 x 5 =		1 x 10 =	
2 x 2 =		5 x 5 =		10 x 0 =	
0 x 2 =		12 x 5 =		10 x 5 =	
10 x 2 =		5 x 6 =		12 x 10 =	
1 x 2 =		8 x 5 =		7 x 10 =	
8 x 2 =		0 x 5 =		2 x 10 =	
2 x 4 =		5 x 10 =		10 x 9 =	
2 ÷ 2 =		10 ÷ 5 =		100 ÷ 10 =	
18 ÷ 2 =		5 ÷ 5 =		90 ÷ 10 =	
6 ÷ 2 =		45 ÷ 5 =		60 ÷ 10 =	

1. There are 2 pencils in each pack. Bella bought 3 packets. How many pencils does she buy? _____ pencils



2. I shared 30 buttons between 5 coats. How many buttons are there on each coat? _____ buttons



3. There are 4 wheels on a car. How many wheels are there on 5 cars?
_____ wheels



4. Sam shares 15 cakes between his 5 friends. How many cakes do his friends get each? _____ cakes



5. There are 6 carrots in a box. Sam has 2 boxes. How many carrots does he have altogether? _____ carrotss



Your time

A Storm is Brewing...

- 11 Dale was in the garden playing fetch with Patch, a tiny
20 brown and white puppy they had brought home only
29 three days before. Quite unexpectedly, Dale heard a loud
40 rumble and saw, from the corner of his eye, flashes of
49 light in the sky. "What is happening?" muttered Dale.
- 57 Suddenly, Dale heard Mum shouting from the kitchen.
66 "Get inside quickly, Dale!" she yelled with urgency in
76 her voice. This worried Dale, so he swiftly ran towards
86 the house. Unsure what to make of the situation, Patch
94 sauntered after him, stopping occasionally to shake the
98 rain from his fur.
- 108 "Mum, why is the sky making strange noises and what
115 are all of those lights?" asked Dale.
- 123 "It is thunder and lightning, Dale," explained Mum.



Quick Questions



1. Find and copy an adverb from the text which means the same as 'quickly'.



2. How long had Dale had Patch?



3. What do you think Dale and Patch did next?



4. How does the author show the reader that Patch is not really bothered about the thunderstorm?

60 Second Read Activity Answers

A Storm is Brewing...

11 Dale was in the garden playing fetch with Patch, a tiny
20 brown and white puppy they had brought home only
29 three days before. Quite unexpectedly, Dale heard a loud
40 rumble and saw, from the corner of his eye, flashes of
49 light in the sky. "What is happening?" muttered Dale.

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98 rain from his fur.

108 "Mum, why is the sky making strange noises and what
115 are all of those lights?" asked Dale.

123 "It is thunder and lightning, Dale," explained Mum.



Answers



1. Find and copy an adverb from the text which means the same as 'quickly'.

Accept: swiftly and suddenly.



2. How long had Dale had Patch?

Accept: three days.



3. What do you think Dale and Patch did next?

Accept any reasonable prediction which involves them continuing to play or remaining inside due to the storm. Also accept responses about Dale or Mum acting scared.



4. How does the author show the reader that Patch is not really bothered about the thunderstorm?

Accept answers which relate to the fact that he only sauntered inside and that he stopped occasionally on the way – he wasn't hurrying.