

Year 3 Home Learning Activities – Friday 12th 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. These can be discussed or the answers can be written in full sentences.</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 2 (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 2 (Answers provided) <i>Independent</i> - Times Tables Challenge Revision (3 and 4) <i>Independent</i> <p><i>These activities may require adult support to address any errors after they have been completed.</i></p>	<p><u>Multiplication and Division 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:

- Grammar Hammer and answers
- Spelling Activities Sheet
- Assertive Mentoring Maths and answers
- Times Table Challenges
- 60 Second Read Activities and answers

Name: _____ Class: _____ Date: _____

1 and 2. Underline the prefix which forms a noun when added to the given word (in bold).								
super	anti	auto	body	super	anti	auto	visor	
3. Underline the correct homophone to use in this sentence.					4. Underline the correct homophone to use in this sentence.			
I would not (steal / steal) something.					He played for the school (team / teem).			
5. Underline the word with the correct spelling.					6. Underline the word with the correct spelling.			
laff	larf	laugh	furst	first	ferst			
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.								
apple	ant	again	animal					
9. Underline the synonyms for the word in bold to make a word family .								
small	tiny	huge	minute	pretty				
10. Write a conjunction to connect the two main clauses (or sentences) into a compound sentence.								
I have got a new bike _____ I haven't learnt to ride it yet.								
11. Write a sentence opener which will create a complex sentence.								
_____ I have got a new bike, I haven't learnt to ride it yet.								
12. Underline the best verb to complete the sentence.					13. Underline the best verb to complete the sentence.			
I (was / been) at the park.					I have (was / been) at the park.			
14. Write the past tense of this verb.					15. Write the past tense of this verb.			
shout	grow							
16. Underline the best preposition to complete this sentence.								
I had to buy my ticket _____ I could get on the train. (before/during/after)								
17 and 18. Underline the fronted adverbials that help tell us more about when an action happened.								
Later,	As a matter of fact,	Before long,	Unfortunately,					
19 and 20. Underline the word which goes before a noun starting with a consonant or a vowel sound.								
a / an	octopus	a / an	cup					
21. Underline the subordinate clause in this sentence.								
The old man walked down the road, limping slightly.								
22 and 23. Punctuate the sentences using the apostrophe (') to show contraction or possession.								
I did n t tear D a n s picture.					She h a s n t got S a r a h s coat.			
24 and 25. Punctuate the direct speech in these sentences using inverted commas (speech marks " ").								
Why are you crying? asked Mum.					Because it hurts, replied John.			
Total:	Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)					

Grammar Hammer Stage 3 Week 2

<i>I and 2. (W3:1, 20, Sp 4:1,2) The following prefixes form nouns and compound words.</i>				
super	anti	auto	climax	super
			anti	auto
			anti	graph
3-4. (W3:2, Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.				
Can you (read / read) the book to me? We are going to the (beach / beech).				
5. (W3:3, Sp 1:13, 1:18 KW 3:1) The letter string 'igh' can make the long 'i' sound (night, abright).				
night	nite	niyt	worter	water
			warter	water
7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.				
black	1	blue	4	block
			3	blink
			2	2
9. (W3:9,20) These synonyms form a meaning based word family.				
thin	wide	narrow	slim	light
			slim	light
10. (W3:9,17,24) Co-ordinating conjunctions connect two main (or independent) clauses into a compound sentence.				
He ate the pizza but/even though/however/although/despite the fact he didn't like it.				
11. (W3:9,17) Write a sentence opener which will create a complex sentence.				
Even though/Although/Despite the fact he didn't like the pizza, he ate it.				
12-13 (W3:18) Present perfect form (He has gone out...) Simple past form (He went out...)				
He (came / come) to the party. He has (came / come) to the party.				
14. (W3:18, Sp 3:3) Adding the suffix 'ed' to a verb often forms the past tense.				
talk	talked	share	shared	shared
			shared	shared
16. (W3:17, 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.				
I collected my medal _____ I had won the race. before/during/after				
17-18. (W3:19) 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 structure texts, link sentences and events between paragraphs.				
Soon after, Fortunately, Before morning, Mainly,				
19-20. (W3:20,24) Use 'a' before a consonant sound and 'an' before a vowel sound. NB 'u' 'e' and 'o' can give a consonant sound (emit, European, one) and 'h' can give a vowel sound (hour, honest)				
a / an	doctor	a / an	egg	egg
			egg	egg
21. (W3:17, 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 car zoomed down the road, just missing the man.				
22-23. (W3:22, Sp 2:7-9) Apostrophes have two completely different uses: showing the place of missing letters (contraction e.g. I'm for I am) and marking possessives (possession e.g. Hannah's mother).				
I won't be able to go to Max's party. She couldn't find Dan's money.				
24-25. (W3:23,24) 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 comma.				
"When is Sam coming?" asked James. "He won't be long now," answered Dad.				

Maths Assertive Mentoring Stage 3 Week 2

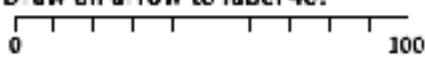
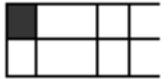
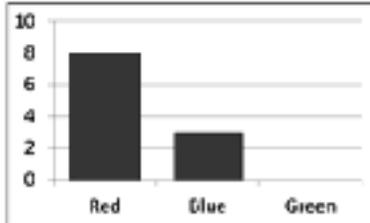
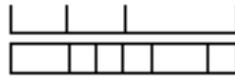
Maths Key Skills

Stage 3: Skill Check 2

Name: _____

Date: _____

Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 0 8 24 32	1:1	11. $36 + 3 =$	1:10	23. About how long does it take for a full kettle to boil? a. 50 seconds b. 5 minutes c. 50 minutes	1:24
2. What is the 2 worth in this number? 257	1:2	12. $8 \times 3 =$	1:10		
3. Put these in order, smallest first. 295 329 932 392	1:4	13. Use $5 \times 6 = 30$ to solve: $300 \div 6 =$	1:11	22. Which of these is a correct description of a cuboid? a. I have 6 faces and 6 vertices. b. I have 6 edges and 8 vertices. c. I have 6 faces and 12 edges.	1:25
4. Draw an arrow to label 40. 	1:3	14. Eggs come in boxes of 6. I need 20 eggs. How many boxes should I buy?	1:7	23. Label two acute angles using the letter 'A'. 	1:26
5. Circle all the multiples of 8. 6 8 14 16 20	1:5	15. What fraction is shaded? 	1:13		
6. $462 + 100 =$	1:6	16. Circle $\frac{3}{5}$ of the marbles. 	1:14	24. Favourite colours of students:  6 people said green. Show this.	1:29
7. $255 + 128 =$	1:7	17. What fraction is labelled? 	1:15		
8. Write the sum to check $82 - 37 = 45$. Check: $45 + \square = \square$	1:8	18. $\frac{1}{4} = \frac{?}{8}$ 	1:16		
9. To a no. I add 27 then subtract 15. I now have 13. What did I start with?	1:9	19. Subtract the fractions. $\frac{7}{8} - \frac{3}{8}$	1:17		
10. What is the missing number? $149 + \square = 211$	1:9	20. Write the largest fraction. $\frac{2}{5}$ $\frac{1}{5}$ $\frac{4}{5}$ $\frac{3}{5}$	1:18	25. How many more people said 'Red' than said 'Blue'?	1:31
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 2 Answers

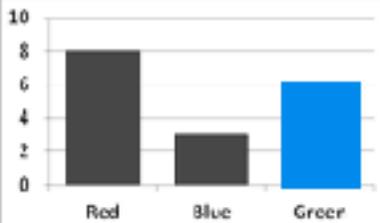
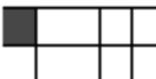
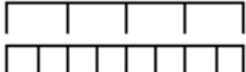
Maths Key Skills

Stage 3: Skill Check 2 Answers

Name: _____

Date: _____

Class/Group: _____

A: Place Value, Add and Subtract	B: Multiply, Divide and Fractions	C: Measure, Geometry and Statistics
1. What is the missing number? $0 \quad 8 \quad \square \quad 24 \quad 32$	11. $36 \div 3 =$	23. About how long does it take for a full kettle to boil? a. 50 seconds b. 5 minutes c. 50 minutes 
2. What is the 2 worth in this number? 257	12. $8 \times 3 =$	22. Which of these is a correct description of a cuboid? a. I have 6 faces and 6 vertices. b. I have 6 edges and 8 vertices. c. I have 6 faces and 12 edges.
3. Put these in order, smallest first. 293 329 932 392	13. Use $5 \times 6 = 30$ to solve: $300 \div 6 =$	23. Label two acute angles using the letter 'A'. 
4. Draw an arrow to label 40. 	14. Eggs come in boxes of 6. I need 20 eggs. How many boxes should I buy?	24. Favourite colours of students: 
5. Circle all the multiples of 8. 6 8 14 16 20	15. What fraction is shaded? 	25. How many more people said 'Red' than said 'Blue'?
6. $462 + 100 =$	16. Circle $\frac{3}{5}$ of the marbles. 	Total (C)
7. $256 + 128 =$	17. What fraction is labelled? 	Total (B)
8. Write the sum to check $32 - 37 = 45$. Check: $45 + \square = \square$	18. $\frac{1}{4} = \frac{?}{8}$ 	Total (A)
9. To a no. I add 27 then subtract 19. I now have 13. What did I start with?	19. Subtract the fractions. $\frac{7}{8} - \frac{3}{8}$	Test Total (A+B+C)
10. What is the missing number? $149 + \square = 211$	20. Write the largest fraction. $\frac{2}{5} \quad \frac{1}{5} \quad \frac{4}{5} \quad \frac{3}{5}$	R (0-9)
		Y (10-19)
		G (20-25)

Multiplication Challenge

$3 \times 3 =$		$4 \times 5 =$		$10 \times 10 =$	
$2 \times 5 =$		$6 \times 4 =$		$8 \times 4 =$	
$4 \times 3 =$		$3 \times 6 =$		$9 \times 4 =$	
$2 \times 11 =$		$4 \times 9 =$		$3 \times 10 =$	
$3 \times 9 =$		$0 \times 3 =$		$0 \times 4 =$	
$2 \times 8 =$		$5 \times 8 =$		$12 \times 5 =$	
$6 \times 3 =$		$4 \times 10 =$		$10 \times 1 =$	
$12 \times 2 =$		$1 \times 4 =$		$3 \times 11 =$	
$1 \times 3 =$		$7 \times 3 =$		$5 \times 9 =$	
$7 \times 2 =$		$11 \times 4 =$		$4 \times 6 =$	
$10 \times 3 =$		$3 \times 3 =$		$5 \times 5 =$	
$2 \times 2 =$		$12 \times 4 =$		$3 \times 12 =$	
$2 \times 11 =$		$4 \times 9 =$		$3 \times 10 =$	
$36 \div 3 =$		$15 \div 3 =$		$36 \div 4 =$	
$9 \div 3 =$		$45 \div 5 =$		$24 \div 3 =$	
$18 \div 3 =$		$16 \div 4 =$		$50 \div 10 =$	
$16 \div 2 =$		$100 \div 10 =$		$33 \div 3 =$	
$11 \times 4 =$		$9 \times 4 =$		$4 \times 6 =$	
$10 \times 3 =$		$3 \times 8 =$		$5 \times 9 =$	

1. Sally gives out 12 party bags at the end of her party. Inside each party bag there are 2 balloons. How many balloons does Sally give out?

2. Four children can sit at a table. How many tables are needed to seat 48 children?

3. David collects 3 comics each month for 9 months. How many comics does David collect altogether?

4. Jane thinks that each person at her party will eat four biscuits each. There will be six people. How many biscuits will she need?

5. I have 48 cookies and can fit 4 cookies into a box. How many boxes will I need?'

Spotting a Tsunami

8 Before a tsunami strikes, eagle-eyed scientists can spot
19 a few warning signs which may help to save lives. An
28 earthquake can be a warning of a tsunami; tsunamis
39 can cause the ground near the coast to shake for more
50 than twenty seconds at a time and may cause the ocean
60 to pull backwards, leaving bare sand where the sea used
71 to be. There may also be loud, booming noises with no
81 apparent cause. However, it is not just humans who can
92 take notice of these warning signs. Around the time that a
102 tsunami is about to strike, animals can be seen behaving
109 strangely or beginning to leave the area.
119 If any of these signs are spotted, you must immediately
129 move away from coastal areas. Make your way to higher
138 ground as quickly as you can – do not stop.



Quick Questions



1. Find and copy two ways that the author tells the reader to act quickly if they spot a tsunami.

- _____
- _____



2. What are two warning signs that a tsunami could be about to strike?

- _____
- _____



3. Why might someone be tempted to stop on their way to higher ground?



4. Who do you think that this information is for? Explain your answer.

Spotting a Tsunami

- 8 Before a tsunami strikes, eagle-eyed scientists can spot
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138 ground as quickly as you can – do not stop.



Answers



1. Find and copy two ways that the author tells the reader to act quickly if they spot a tsunami.
Accept two of: 'immediately move away', 'as quickly as you can' and 'do not stop', or variations thereof.



2. What are two warning signs that a tsunami could be about to strike?
Accept any two signs mentioned within the text such as an earthquake, animals behaving strangely, booming noises and the water receding.



3. Why might someone be tempted to stop on their way to higher ground?
Accept any reasonable inference, such as 'to collect their belongings', 'to gather supplies' or 'to warn other people'.



4. Who do you think that this information is for?
Explain your answer.
Accept any reasonable audience, such as 'people who live by the beach' provided that a justification is given, such as 'to warn them of signs to look out for'.

