

## Year 3 Home Learning Activities – Friday 12<sup>th</sup> 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](mailto:hb3@woodstonprimary.org.uk) so we can celebrate their home learning.

<p><b><u>Reading</u></b></p>	<p><b>Visual Literacy:</b> <a href="#">Pobble365</a></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><b>Listen to Your Child Read:</b> This should to be <b>1:1, 4 times</b> a week for approximately 10 minutes.</p> <p>This could be a book from home or an e-book. <a href="#">Book Trust</a> <a href="#">Oxford Owl</a></p> <p><i>Adult support required.</i></p>	<p><b>Comprehension:</b> 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><b><u>English/ Theme</u></b></p>	<p><b><u>The Pebble in my Pocket - Slides</u></b> 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><b><u>Spelling/ Grammar</u></b></p>	<p><b>Assessments:</b> - 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><b>Spelling:</b> 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><b>Grammar:</b> <a href="#">Pobble365</a> 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><b><u>Maths</u></b></p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>- Assertive Mentoring Maths Assessment Week 2 (Answers provided) <i>Independent</i></li> <li>- Times Tables Challenge Revision (3 and 4) <i>Independent</i></li> </ul> <p><i>These activities may require adult support to address any errors after they have been completed.</i></p>	<p><b><u>Multiplication and Division Week</u></b></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>
----------------------------	---	--

**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 <b>prefix</b> which forms a <b>noun</b> when added to the given word (in bold).					
<b>super</b>	<b>anti</b>	<b>auto</b>	<b>body</b>	<b>super</b>	<b>anti</b> <b>auto</b> <b>visor</b>
3. Underline the correct homophone to use in this sentence. 4. Underline the correct homophone to use in this sentence.					
I would not ( steel / 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.					
<b>laff</b>	<b>larf</b>	<b>laugh</b>	<b>furst</b>	<b>first</b>	<b>ferst</b>
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.					
<b>apple</b>		<b>ant</b>		<b>again</b>	<b>animal</b>
9. Underline the synonyms for the word in bold to make a word family.					
<b>small</b>	<b>tiny</b>	<b>huge</b>	<b>minute</b>	<b>pretty</b>	
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.					
<b>shout</b>		<b>grow</b>			
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.					
<b>Later,</b>	<b>As a matter of fact,</b>	<b>Before long,</b>	<b>Unfortunately,</b>		
19 and 20. Underline the word which goes before a noun starting with a consonant or a vowel sound.					
<b>a / an</b>	<b>octopus</b>	<b>a / an</b>	<b>cup</b>		
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 d i d n t t e a r D a n s p i c t u r e .			S h e h a s n t g o t S a r a h s c o a t .		
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.		
<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)	



cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing.

<http://www.mhhe.com/ale>

**Example:**

My cat wears a yellow hat when she goes dancing.

**Example:**

home      emoh.



Example: when  
h  
e  
n

Example: when  
h  
e  
n

[www.elsevier.com](http://www.elsevier.com)

# Maths Assertive Mentoring Stage 3 Week 2


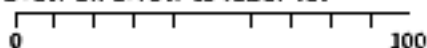

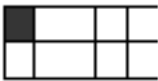

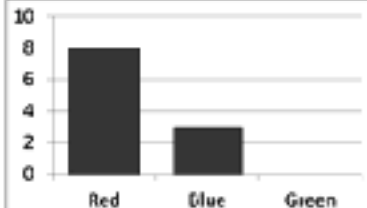

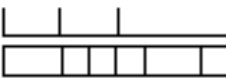
## Maths Key Skills

## 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. $36 \div 3 =$	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. 298 329 932 392	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?	1:12	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: 	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 19. 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'?	1:30
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


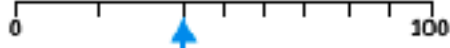
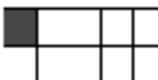
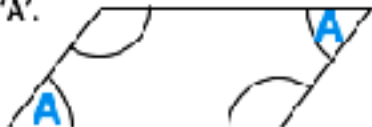


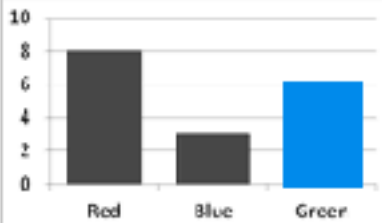
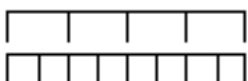
## Maths Key Skills

## 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 8 <span style="border: 1px solid black; padding: 0 5px;"> </span> 24 32	3.1 <b>16</b>	11. $36 \div 3 =$	3.10 <b>12</b>	23. About how long does it take for a full kettle to boil? a. 50 seconds b. 5 minutes c. 50 minutes	3.23 <b>b</b>
2. What is the <b>2</b> worth in this number? 257	3.2 <b>200</b> (hundreds)	12. $8 \times 3 =$	3.10 <b>24</b>		
3. Put these in order, smallest first. 293 329 932 392	3.3 <b>293, 329, 392, 932</b>	13. Use $5 \times 6 = 30$ to solve: $300 \div 6 =$	3.11 <b>50</b>	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.	3.25 <b>c</b>
4. Draw an arrow to label 40. 	3.4 <b>Arrow</b>	14. Eggs come in boxes of 6. I need 20 eggs. How many boxes should I buy?	3.12 <b>4</b>		
5. Circle all the <b>multiples</b> of 8. 6 <span style="border: 1px solid blue; border-radius: 50%; padding: 0 2px;">8</span> 14 <span style="border: 1px solid blue; border-radius: 50%; padding: 0 2px;">16</span> 20	3.5 <b>8, 16</b>	15. What fraction is shaded? 	3.13 <b><math>\frac{1}{10}</math></b>	23. Label two acute angles using the letter 'A'. 	3.26 <b>Angles labelled</b>
6. $462 + 100 =$	3.6 <b>562</b>	16. Circle $\frac{3}{5}$ of the marbles. 	3.14 <b>6</b>		
7. $256 + 128 =$	3.7 <b>384</b>	17. What fraction is labelled? 	3.15 <b><math>\frac{1}{2}</math></b>	24. Favourite colours of students: 	3.20 <b>Bar drawn</b>
8. Write the sum to check $32 - 37 = 45$ . Check: $45 + \square = \square$	3.8 <b>37, 82</b>	18. $\frac{1}{4} = \frac{?}{8}$ 	3.16 <b>2</b>		
9. To a no. I add 27 then subtract 19. I now have 13. What did I start with?	3.9 <b>5</b>	19. Subtract the fractions. $\frac{7}{8} - \frac{3}{8}$	3.17 <b><math>\frac{4}{8}</math></b>	6 people said green. Show this.	
10. What is the missing number? $149 + \square = 211$ Total (A)	3.9 <b>62</b>	20. Write the largest fraction. $\frac{2}{5} \quad \frac{1}{5} \quad \frac{4}{5} \quad \frac{3}{5}$ Total (B)	3.18 <b><math>\frac{4}{5}</math></b>	25. How many more people said 'Red' than said 'Blue'? Total (C)	3.20 <b>5</b>
Test Total (A+B+C)		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  
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.



## 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'.**



