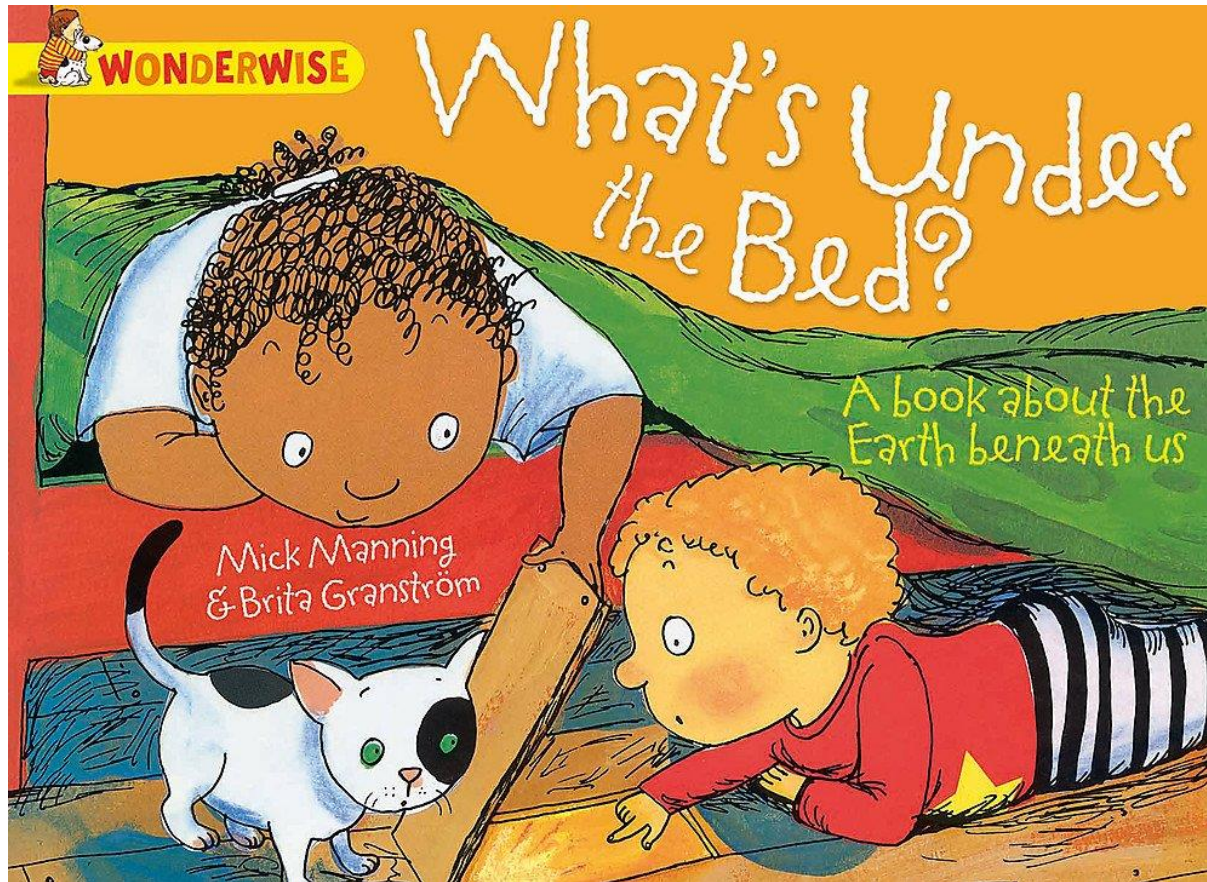


Home Learning Year 3



Typical weekly timetable for Year 3

	09.00 – 09.20	09.20 - 09.50	09.50-10.20	10.20-10.40	10.40 – 11.40	11.40-12.00	12.00-13.00	13.00 – 15:20		
Monday	C.W.	English			Maths	Guided Reading		R.E.	ART	
Tuesday	Guided Reading	English			Maths	Phonics		Handwriting	Science	C.W.
Wednesday	WHR N	English			Phonics	Maths		Geography:	Guided Reading Groups	C.W.
Thursday	ICT		PE		French	Music		Maths	Guided Reading	C.W.
Friday	C.W.	Maths			English			ELLI	PE	PSHEE

End of year National Curriculum objectives for Year 3:

Reading

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Spelling

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocab, Grammar and Punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials

- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Maths

Number and Place Value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
 - recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
 - compare and order numbers up to 1000
 - identify, represent and estimate numbers using different representations
 - read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Addition and Subtraction

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
 - solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Geometry

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

<p>Writing Tasks (aim to do one per day):</p> <ul style="list-style-type: none"> • Write a non-chronological report about volcanoes. You have done some of the planning and we are sending home a pack of useful things to help you in your writing. You may present it any way you like. We look forward to seeing it! • Write a letter to a friend, neighbour or grandparent who are in self-isolation. • Write instructions for a game you have made up or a recipe you've tried. You will need to make sure your instructions are in chronological order. You could share your recipe with a friend. • Show off your year 3 skills in your new home learning diary. <ol style="list-style-type: none"> 1) Speech 2) Prepositional phrases 3) Adverbs and adjectives. 4) Rich language 	<p>Daily Spelling Tasks:</p> <ul style="list-style-type: none"> • Keep going with spelling shed. Practise the rules for the suffix –ly. • Spell the Year 3 and 4 common exception words – how many ways can you think us to learn them? Rainbow words, singing them, testing your grown ups on them. 	<p>Reading Tasks (aim to do one per day):</p> <ul style="list-style-type: none"> • Continue with your child's colour book band or free reader books. You can also read books online (passwords given to your child) https://connect.collins.co.uk/school/defaultlogin.aspx • Use the bookmark which has been sent home with you to ask and answer questions about the book you are reading. • Complete a book review on one of the books you have read - what did you like about it? Would you recommend it to anyone? You could write your review in your home learning diary. • Share a bedtime story together each night. • We watched George's marvellous medicine on Jackanory. There are other Jackanory stories – ask your grown ups to find you one to watch online.
<p>Reading and Writing Activities</p>		<p>Handwriting tasks:</p> <ul style="list-style-type: none"> • Please remember to use joined up handwriting – ask yourself would this earn an OWL at school? • Use some fancy coloured pens or pencils.
<p>Great Apps and Online Resources:</p> <ul style="list-style-type: none"> ▪ Spelling Shed app/website (your child has their own log on details) ▪ https://www.spellingplay.co.uk/member-only/resources.html ▪ www.twinkl.co.uk ▪ Teach your monster to read app ▪ Oxford owl https://www.oxfordowl.co.uk/ • https://connect.collins.co.uk/school/defaultlogin.aspx 		

<p>Number and Place Value</p> <ul style="list-style-type: none"> Count in 2s, 5s, 10s and 3s, 4s and 8s. Practise their times tables and division facts (2s, 5s, 10s, 4s, 3s and 8s). Write the numbers to 1000 in words and digits. Roll 3 or 4 dice. Make the greatest number you can – can you say it and write it in words? Play with a grown up and see if you can beat them. 	<p>Great Apps and Online Resources:</p> <ul style="list-style-type: none"> TT Rock Stars (your child has their own log in details) https://play.ttrockstars.com/auth/school/student/20958 www.twinkl.co.uk https://www.topmarks.co.uk/maths-games 	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Measure how tall everyone in your household is. Order their heights from smallest to tallest and find the difference between them. Measure the size of everyone’s hands and feet. Who has the longest feet? Who has the shortest feet? What is the difference? Bake something, carefully weighing out ingredients together. Can you work out how to double the quantities to get a bigger cake? Use money. Empty your piggy bank or mum’s purse and count the coins. How much is in there? Set up a shop. You have £1.00 to spend on snacks in one day... What will you buy and how much money will you have left? Practise telling the time (O’clock, quarter past, half past and quarter to, one minute past and to the hour) Look at a calendar to see important dates in the year for your family. Discuss days, weeks, months and years. Can your child say and spell all of the days of the week and the months of the year in order? How many days are there in each month?
<p>Maths Activities</p>		
<p>Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Keep practising our strategies for the 4 operations in TMT book. Once you’ve done the ones we’ve stuck in, get your grown up to write you some more. Play target number. Select a number between 2 and 1000. Show how many different ways to make this number using addition or subtraction. Have a look at some of the addition and subtraction and multiplication and division games on Top Marks. 	<p>Problem Solving and Reasoning</p> <p>Create some true or false problems for your adult to solve. Like the one below. You will need to have worked out the answer!</p> <p>Bob left the house at 9:20 and arrived in town at 10:15. He says “My journey has taken 45 minutes.” Is he right or wrong?</p> <p>(He’s wrong!)</p>	

<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Make a self-portrait out of unusual materials. • Start a sketch book, using pencils to sketch items from around your house. • Draw portraits of your family. Make a frame for them and hang them in the loo! • Set up a still life and draw/paint it. Think about what you can and cannot see. • Make a collage using old magazines and catalogues. • Download a drawing app (the children have been using Adobe Sketch in school and it is free to download). • Tree/leaf/flower observational drawings 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> ▪ Use pots and pans from the kitchen to make your band and come up with your own music. ▪ Write a song about your family. ▪ Garage Band app ▪ Put on a show for your family. 	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> ▪ Dig up some soil from your garden. What can you identify? ▪ We will be missing our Ask the Expert day. Can you collect something which interests you, such as a fossil, a stone or gem stone. Make a display and show your grown up what an expert you are. ▪ Try the jam jar soil experiment which is in your home pack. ▪ Visit https://fun-science.org.uk/top-5-science-activities-home/ for some fun science experiments to do at home. ▪ Plant some bulbs or seeds and monitor them growing. Measure the new shoot every day and keep a chart of its growth.
<p style="text-align: center;">DT</p> <ul style="list-style-type: none"> ▪ Start a sewing project ▪ Use your recycling for junk modelling ▪ Create masks of characters from a book you enjoy and act it out ▪ Papier maché! 	<p style="text-align: center;">RE and Culture</p> <ul style="list-style-type: none"> • Learn about some different celebrations from different countries and religions. Watch some videos on BBC Teach to find out more. • Draw pictures of the Easter Story. <p style="text-align: center; font-size: 2em;">Other Creative Activities</p>	
<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> ▪ Use Google Maps to explore your local area. ▪ Identify the Ring of Fire on a globe or an atlas. Which countries have the most volcanoes and earthquakes? Can you remember why? ▪ Use the internet to learn about a country that you'd like to visit. What would you want to see or do there? Make a travel brochure. ▪ Learn some capital cities and find out how far they are from Bradford on Avon. Google maps will help. ▪ Consolidate the names of places in the UK and their capital cities. 		<p style="text-align: center;">History</p> <ul style="list-style-type: none"> ▪ 23rd April is an important day in England. Can you find out why? Tell us all about it in your home learning diary. ▪ Choose a famous person in history and find out about them. Try to read books as well as using the internet if possible. Create a poster/leaflet/presentation/non-fiction book about them and share with your family.

PE

- Joe Wicks 5 minute workout
- Use Go Noodle to follow along to some dance routines.
- Disney shake up games
<https://www.nhs.uk/10-minute-shake-up/shake-ups>
- Races in the back garden.
- Create your own dance routine and teach it to your family.
- Go for a walk.

Computing

- Download book creator and make an e-book.
- Download Cargobot app or Scratch app and learn how to code.
- Write a story using Word – typing skills.

Staying Healthy

PSHEE

- Write thank you notes to people who help you.
- Think about what you would like to do when you grow up. Draw yourself in that role. What skills will you need?
- Design a healthy balanced meal for your family – and make it!
- Consider what you can do to help people in your community, especially vulnerable members.
- Make cards for your friends

Mindfulness

- Keep a diary of your daily activities
- Do some calm colouring
- Listen to some peaceful piano music
- Spend some time reflecting at the end of each day
- Write/draw 3 things that you are thankful for
- Describe your emotions
- Go into the garden and look at the clouds
- Do some gardening
- Guided relaxation/visualisation
- Mindful breathing

Year 3 and 4 Common Exception Words

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



visit [twinkl.com](https://www.twinkl.com)